

Hadley Wood Primary School

Writing Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood, it is our intent to inspire our children's love of literature by developing their skills in order to become thoughtful readers and creative writers. Our mission is to enable children to immerse themselves fully into a text. They will broaden their speech and language, widen their vocabulary and further their understanding of the different text types. Every child has the potential to be creative writers and confident readers. Through our English curriculum we want all children to be able to embrace literature in its many forms, taking inspiration through a range of stimulus including; literature from texts/books, videos and real-life experiences.

Our curriculum aims are:

- To encourage our pupils to become better speakers, **independent** listeners, readers, writers and thinkers
- Engage pupils in a way that supports them with talking through their ideas and refining their spoken and written language.
- Support our pupils by enabling them to internalise genres and unpick writing both as a reader and a writer before creating their own ambitious versions of texts.

A focus on vocabulary and oracy enables children to imitate the key language they need for a particular writing genre before they try reading and analysing it. We understand that writing is more than spoken words written down; it requires control of language in ways that differ from speech and must be explicitly taught. Both composition and transcription are necessary for proficient writing.

Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Therefore, we support pupils to develop capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure, which we secure through discrete handwriting and spelling lessons.

Foundational Skills

At Hadley Wood Primary School, we are committed to ensuring that all children develop strong foundational knowledge and skills that support long-term success in writing. Our approach focuses on correct use of pencil grip (using the tripod grip), oral composition, handwriting, and spelling.

Explicit handwriting instruction begins at the start of Reception, with each child working closely with the class teacher or teaching assistant to develop correct pencil grip and letter formation. This runs alongside daily RWI phonics and continues throughout Reception and beyond. We provide carefully planned opportunities for pupils to practise handwriting and spelling, write dictated sentences, and develop oral composition. Teachers adapt learning promptly to address misconceptions and offer early support to those who need additional help.

In Reception and Year 1, children are further supported through the RWI "Hold a Sentence" approach. As their confidence grows, this progresses to writing dictated sentences and paragraphs throughout their time at school.

Writing Cycle

Over a writing cycle children will have the opportunity to explore a high-quality written model of the outcome expected and the features of a genre, they will then develop grammar and vocabulary needed to create their own written piece.

The children will be explicitly taught how to use the grammar and language needed for the written piece through clear teacher modelling, class and individual feedback and opportunities for redrafting and editing their own work.

Our writing curriculum is a cumulative approach that is built upon each year from Reception to Year 6. The teaching follows an underlying structure that is adapted to meet the needs of each year group. The three stages are as follows:

- 1) Imitation – the children learn a from text and the language they need
- 2) Innovation – the children adapt the model text with ideas of their own
- 3) Independent application – the children create their own text using the language and skills that the model taught them.

Example Writing Cycle:

Steps of the Writing Cycle
Step 1: Hook the children into a new unit of writing and promote excitement. Look at the structure of a text through a high-quality example of the text type.
Step 2: Appropriate grammar and punctuation explicit to the example text is introduced.
Step 3: The children will have a lesson/s focused on oracy or drama
Step 4: Innovation – the children adapt the model text with ideas of their own and plan their own version of the text
Step 5: The children will write their own text
Step 6: The children will complete an edit and redraft of the genre/piece

Step 7: Independent Application - the children create their own text using the language and skills that the model taught them.

Step 8: The children will complete an edit/redraft of the genre/piece
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The writing cycle takes place over a number of weeks with teachers adapting the teaching and learning to suit the needs of their class. The length of the cycle may be adapted for certain text types or based on the needs of the children e.g. in Year 6 the children will need more independent writing opportunities for moderation purposes.

What you will see in our Writing lessons:

- 1 In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. Success Criteria define the features of the learning objective in the context of the activity so that children can identify what they are aiming for and how well they are doing.
- 2 Learning is effectively sequenced by sharing prior learning '**Flashbacks or Blast Offs**' at the start of each lesson/topic/new concept. In a writing lesson this may link to a spelling rule or grammar concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
- 3 Teachers utilise a range of strategies drawn from the Walkthru principles developed by Tom Sherrington including: **Think, Pair, Share, Quizzing, Cold Calling, No Opt Out opportunities or quizzing** to engage pupils and draw links between prior and new learning. Different levels of challenge help to ensure our children have high aspirations of themselves and strive to be the best they can be.
4. Teachers skilfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

How we plan Writing at Hadley Wood:

Teachers create and adapt plans based on the needs of their classes and AfL. They are able to access a range of sources for planning writing lessons, including core texts, excerpts from books, videos and use of LiteracyShed+. There is no prescribed format

for planning, but it must follow the steps of the Writing Cycle (as detailed above) and all resources and PowerPoints must be uploaded onto O365.

Writing Genre Maps for each year group have been created using knowledge of the pupils within the class to ensure there is a cumulative approach to writing from reception to Year 6. However, these may be adapted based on the needs of the pupils and their interests.

When marking the previous piece of work, class teachers will form whole class targets that they will focus on during this unit. Class teachers will make a note of any key skills for emergent writers and key skills to extend more confident writers. This is used to support with pupil conferencing. The class teacher shares targets with the children and showcase these on the Working Walls.

Throughout the unit of work, teachers will use AfL to adapt teaching and learning and focus on the skills that need developing.

How we teach Writing at Hadley Wood: The Imitation Stage

Hook – In EYFS and Key Stage 1 the teaching begins with some sort of creative 'hook' which engages the pupils, often with a sense of enjoyment, audience and purpose. This is where the children are introduced to the genre in a fun and exciting way.

Examples of this could be:

- KS1- Stories- props from stories (porridge, capes, maps, masks, bricks, sticks etc. Who could have left this behind?) to bring the story to life.

The function of the hook is to engage the children in the topic/give them a purpose/ audience for writing. Other ideas include: Finding extracts of a diary, writing a letter to a real person (MP, author, Headteacher etc.), an engaging video (Literacy shed/YouTube), story boxes with key objects from the story, publishing the work online... anything that sparks imagination.

During this stage of the cycle, the pupils (KS1 and KS2) are introduced to a high-quality example of the text type and explore its structure, to enable them to understand what the expectation of this piece of writing is. This is called a WAGOLL (What a good one looks like). During this time the children will have an explicit **grammar or punctuation** lesson, based on one of their whole class targets, which is also a focus within the model text. This will form one of the whole class targets, which is shared with the class.

Drama and Role Play

This can be used to provide children with the opportunity to act out the texts and to develop a deeper understanding of the genre. Activities could include:

- Hot seating
- Freeze frame
- The teacher, or another adult, in a role
- Improvising in pairs
- Working in groups to devise a scene in a familiar genre, e.g. TV news item or documentary

For children to internalise a text they need to be able to read it and recite it off by heart. A text map sums up the overall flow of the text. It is important that the text maps are not too busy and over-detailed as it makes it harder to read.



- KS1- text mapping of whole texts learning them with actions (this continues until Y2 end of the autumn term)
- KS2- children do not learn text maps, but instead spend time focussing on key phrases and language structures within the exploration of their WAGOLL. NB: If a class in KS2 or SEND pupil would benefit from a text map, then this is encouraged as part of adaptive teaching.

Once pupils are confident with the WAGOLL, they then read for vocabulary and comprehension, before being analysed for the basic text (boxing up) and language patterns, as well as writing techniques or toolkits. Where relevant, Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation.

The Innovation Stage

Once pupils are familiar with the model text, then the teacher leads them into creating their own versions. A new subject is presented and the teacher leads students through planning. With younger pupils, this is based on changing the basic map and retelling new versions (this may be done pictorially, on a boxed up planner or using another format that suits the needs of the cohort).

Key Stage 2 pupils use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately.

During the innovation stage the children start to have a little bit of freedom with their writing.

- All boxed up work and text map displayed on working wall
- Plan a new stimuli to put their new skills to the test.
- Teacher is still supporting and guiding
- Assessed against the 3 class targets

Innovation Stage sequence of lessons:

Day 1 - Planning	Revisit the model text, as needed. Toolkits should be on display as well as any writing reminders drawn out from previous discussion. As a class, use this to 'innovate' a new version of the text only making a few changes or embellishing from the original. The children may use a range of planning formats to create their own innovations- this can be in the form of a story mountain or boxed up planner. Depending on the children's need they may want to draw a new text map- they can in pairs rehearse their new story.
Day 2/3/4 - Writing (this may be shorter or longer as needed)	Model how to put the innovated boxed-up plan/story mountain/text map into a written text. This can be a mixture of modelled and shared writing. Demonstrating how to regularly read your work aloud to see if it works is important here. Refer to the original to check for useful language features. It can be beneficial to write a paragraph at a time- then allow the children time to create their own innovations of that section using their plans.

	The modelled/shared writing part of the innovation stage can be done over a series of lessons with opportunities for independent writing, pupil conferencing and peer assessment interwoven.
Day 5 – Editing and redrafting	<p>The children will be skilfully taught how to edit and redraft using a green pen. This process will be explicitly modelled and scaffolds that are age and stage appropriate will be used.</p> <p>In Key Stage 1 this may be individual words or sentences to begin with. For example: In Year 1 sentences with missing capital letters or “red words” misspelt, might be printed onto a sheet for children to correct. In KS1 children will use the RWI style of “edit a sentence” to support them.</p> <p>In Key Stage 2 children will be taught how to redraft and redraft sections on an editing overlay.</p>

Independent Application Stage

The final stage is independent application. This is when children get to show case the skills and knowledge that they have learnt during the unit.

This is the third phase, which is when students apply independently what has been taught and practised. Before this happens, the teacher may decide to give further input and rehearsal. Students are guided through planning, drafting and revising their work independently. It is essential to provide a rich starting point that taps into what students know and what matters so that their writing is purposeful. Writing may be staged over a number of days and there may be time for several independent pieces to be written. With non-fiction, students should apply what they have been taught across the curriculum.

Year 1 and Year 2 may not be ready to completely move away from the model text for the independent application stage yet, but as they develop in confidence, the teacher may wish to provide an opportunity for this.

Key questions to ask:

- Does the writing fulfil its brief with the level of composition and effect?
- Does it tell the reader what happened in an engaging, interesting and amusing way?

During the independent application stage, this is the final written piece in this unit. The expectation is that a deep mark takes place with editing and redrafting opportunities.

Purpose of independent application:

- Children given the opportunity to show case skills
- Children given the time to put their personal and whole class targets into practise
- Assess the learning journey and anything that may need to be addressed in the next unit
- Children to see their learning journey and assess against the cold task (Evaluate)
- Children to edit necessary sections due to feedback from teacher (KS1 could be a sentence)

Independent Application sequence of lessons:

Day 1 - Planning	- Plan using the same writing genre but a different topic- you may want to use a picture or video as a stimulus or an idea from your book study/class text. This could be discussed as a class and planning will be explicitly modelled. In KS1- this could be changing the villain in a fairy tale from a witch to a troll and the main character from a child to an animal.
Day 2/3 (this may take longer depending on the genre)	Modelled/shared writing using your boxed up planner final chance to highlight any misconceptions. Children use their boxed-up texts to write their independent piece. Encourage them to pause and reflect (independent or peer) after each paragraph. They could have a tickable checklist/toolkit based on the one created in the imitation stage and a personal target.
Day 4	The children will be skilfully taught how to edit and redraft using a green pen. This process will be explicitly modelled and scaffolds that are age and stage appropriate will be used. In Key Stage 1 this may be individual words or sentences to begin with. For example: In Year 1 sentences with missing capital letters or "red words" misspelt, might be printed onto a sheet for children to correct. In KS1 children will use the RWI style of "edit a sentence" to support them. In Key Stage 2 children will be taught how to redraft and redraft sections on an editing overlay.

Writing Genre Map Example

Please note that these are for illustrative purposes only and may be adapted according to the interests and needs of the children.

Hadley Wood Primary School

Year 1 Genre Map 2025-26

	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Humanities Topics	Guy Fawkes and the Gun Powder Plot	Local Area	Significant People Through History	Toys	Weather	UK and London
Book study		Leo and the Octopus		Lost at the Toy Museum	Gregory Cool	Katie in London
Literary Spine	<p>Pumpkin Soup <i>Helen Cooper,</i></p> <p>The Friendship Bench <i>Wendy Meddour and Daniel Egneus</i></p> <p><i>To complement these books the children read a range of stories celebrating themes of friendship.</i></p>	<p>Shine <i>Sarah Asuquo and Nadia Fisher</i></p> <p>The Proudest Blue <i>Ibtihaj Muhammad, S.K.Ali and Hatem Aly</i></p> <p><i>To complement these books children read a range of stories with themes of celebrating what makes us unique.</i></p>	<p>The Three Little Wolves and the Big Bad Pig <i>Eugene Trivizas</i></p> <p><i>To complement this text, children read a range of traditional tales and traditional tales with a twist including "The Real Story of the Three Little Pigs", "Red Riding Hood and the Sweet Little Wolf" and "Mr Wolf's Pancake" by Jan Fearnley.</i></p>	The Worries <i>Jion Shebani</i>	The Enormous Crocodile <i>Roald Dahl</i>	Daisy and the Trouble with London <i>Kes Grey</i>
Spellings	<p>The order of spellings being taught should be adapted to the needs of the class and writing being covered e.g common exception words may be taught on a more frequent basis. WAGOLLS and shared writing should cover the spelling rule being focussed <u>on previous</u> learning where possible.</p> <p>https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf</p>					
	<p>Back to Basics Children will focus on letter formation, holding a <u>sentence</u> and application of phonics. >Consolidate</p>	<p>Leo and the Octopus (3 weeks) >Capital letters and full stops >Capital letter for the pronoun I >Using capital letters for names of people and places >Joining words and clauses using 'and' >Use adjectives to describe nouns</p>	<p>Traditional Tale (Warning Tale) – The Three Little Pigs (4 weeks) >Introduction of exclamation marks >Use adjectives to describe nouns >using the prefix <u>-un to</u> change the meaning of</p>	<p>Diary of Bunting the Cat (3 weeks) > Writing in the first person >Joining words and clauses using 'and' and 'but' >Capital letters for days of the week > Time conjunctions to sequence events</p>	<p>Letters from Gregory about his experiences (3 weeks) > Joining words and clauses using 'and', 'but', 'or' > Add suffixes using 'er' e.g. helper > Question marks > Exclamation marks > Capital letters for names, places, days of the</p>	<p>Journey Tale – Katie in London Narrative (4 weeks) > Powerful verbs for effect > Capital letters, full stops, exclamation marks, question marks > Consistent use of the past tense verbs</p>

	<p>understanding of sentences starting with capital letters and ending with a full stop. >Add suffixes using ing where no change to the root word is <u>needed</u>. <u>e.g.</u> helping >Consistent use of the present tense e.g. I can see >Regular plural suffixes >Capital letters for the personal pronoun I</p> <p>Videos and Images used as a stimulus: Owl Babies The Toy Shop Snowy Mountains Bubbles</p>	<p>>Consistent use of the past tense >Introduction of exclamation marks</p>	<p>verbs and adjectives e.g. unkind, undo</p>	<p>> Use adjective to describe nouns</p>	<p>week and the personal pronoun 'I'</p>	
	<p>Dragon Post - (3 weeks) > Write letters, instructions and notes using the Dragon Post as a stimulus.</p> <p>> CL and full stops > Conjunction and > Adjectives for description</p>	<p>Instructions on how to make a sandwich and fairy bread (2 weeks) > Consistent use of the present tense >Joining words and clauses using and > Imperative verbs >Use time conjunctions to sequence steps</p> <p>This unit is optional based on children's confidence with core skills such as transcription and composing simple sentences during the previous unit.</p> <p>Sound Poems - The Sound Collector to write firework poems (2 weeks) >Write a poem about sounds in their environment >Use capital letters, full stops and finger spaces >Use adjectives for description >Begin to use rhymes</p>	<p>Information Text about significant person from history – Rosa Parks, Martin Luther King and Ruby Bridges (2 weeks) >Capital letters and full stops >Capital letter for the pronoun I >Using capital letters for names of people and places > Joining words and clauses using 'and', 'but', 'or'</p>	<p>Story about a New Toy (3 weeks) >Use time conjunctions to sequence steps > Use adjective to describe nouns >Joining words and clauses using 'and' and 'but'</p>	<p>Riddles/ Calligrams on endangered animals (2 Weeks) > Vocabulary choices including adjectives to describe nouns > Question marks</p>	<p>Recount of London Trip (3 Weeks) > Add suffix – est to the spelling of root words</p> <p>Any other grammar coverage that needs consolidating will be completed in this unit based on teacher assessment.</p>
Extended Writing	Art:	Design and Technology:	Information Text about significant	<u>Non Chronological</u> report on	Performance Poetry	Information Text

Opportunities linked to the Wider Curriculum	Evaluation of work	Instructions on how to make a fruit feast	person from history taught within unit – Ruby Bridges	different sacred books	Representing animals through music – incorporating instruments - Music	Tourist Pamphlet about London – Geography
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NB: These units may change due to the needs and interests of the cohort

The grammar noted within each unit will be focused on through both grammar teaching and modelling throughout writing. Throughout each unit a wider range of grammar will be covered within teaching and learning, as part of the writing process e.g. previously taught punctuation and grammar. Appropriate genre features will be covered within each unit.

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All units of work adhere to the national curriculum by providing pupils with opportunities to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher