

# 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 Talk for Writing we want all children to be able to embrace literature in its many forms.

We have implemented the Talk for Writing approach to teaching English in all year groups (from Reception to Year 6) from January 2021 in response to the Covid 19 Catch-up Curriculum. As a school, we identified that our pupils needed more opportunities to develop their oracy and love of language in order to increase their writing stamina.

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.

Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. 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. Schools that have adopted the approach have not only increased their children's progress but have found that both children and teachers love it.

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


- 1) Imitation – the children learn a 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.

We have adapted his approach to the teaching of writing to meet our own needs and have created our own tailor-made Talk for Writing approach.

## How we plan and teach Writing at Hadley Wood:

### 1. Baseline assessment and planning – the 'cold' task

Teaching is focused by initial assessment. Generally, teachers use what is known as a 'cold' task or a 'have a go' task. A cold task is carried out in advance of the T4W unit to enable class teachers to adapt planning and modelled texts to ensure that gaps in knowledge become a focus in the unit.


Writing composition	
	<p>Last half term, we looked at circuits and how they worked. Remember the technical vocabulary that we used during our Science lessons to support you with writing your explanation.</p> <p><b>Task:</b> Write an explanation text about how a light switch works to turn on and off a light.</p>

The cold task enables class teachers to:

- Find gaps in the children's learning
- Find what the children have remembered
- Targets for the class to work on

### 2. Planning

When marking cold tasks, 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.

	Targets		
	To set dialogue accurately, remembering to start a new line when a new person speaks.	To be able to check my own work and correct my spelling errors.	To consistently use a comma after a fronted adverbial AND within subordinate clauses.

### 3. The Imitation Stage

The imitation stage is the most important stage as it familiarises the children with the structure and language of the text. Time needs to be spent rehearsing the text map daily, so the children internalise the grammar features used within the text and the language required to replicate them. If this stage is rushed, the children will not have internalised the patterns sufficiently and will be unable to innovate and then apply them independently.

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:

- EYFS- Letters- A post box with the home corner set up as a post office. They could then receive a letter from the character they are going to respond to.
- KS1- Stories- props from stories (porridge, capes, maps, masks, bricks, sticks etc. Who could have left this behind?) to bring the story to life.
- LKS2- Instructions- Plan and carry out a set of instructions to make something in a real-life context linked to the learning within a unit.
- UKS2- Diary - Change the classroom into a bomb shelter, black out windows, play the air-raid siren and ask children to imagine how it would have felt.

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.

Drama and role play 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.



- EYFS- text mapping of core texts so children can recite stories off by heart
- KS1- text mapping of whole texts learning them with actions
- LKS2- Text mapping of whole texts
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- UKS2- text mapping doesn't need to be the whole text, depending on your baseline assessment you could choose a section of your text to focus on. *Class teachers may still produce a whole class text map for SEND pupils.*

**Boxing Up :** The boxing up model supports the children in reading as a writer. This involves the children applying their knowledge of the model, using the features of the genre to see if they can identify the structure of the text being studied. In KS1 this can be in the form of a story mountain.

Topic	What causes volcanoes?
Opening paragraph Explains vocabulary introduces the topic	<ul style="list-style-type: none"> <li>• A volcano is a volcano.</li> <li>• Some are volcanoes and the other some are not.</li> <li>• A volcano is a mountain of earth, made of lava.</li> </ul>
Paragraph 1 Explains layers	<ul style="list-style-type: none"> <li>• Volcanoes have different layers.</li> <li>• The structure is different because the layers are different.</li> <li>• The layers are: the core, the mantle, the crust and the magma.</li> </ul>
Paragraph 2 Explains layers	<ul style="list-style-type: none"> <li>• The core is the hottest. It's 5000°C.</li> <li>• The mantle is the next layer. It's 1000°C.</li> <li>• The crust is the next layer. It's 500°C.</li> <li>• The magma is the next layer. It's 1000°C.</li> </ul>
Paragraph 3 Explains layers	<ul style="list-style-type: none"> <li>• Under the magma is the next layer. It's 1000°C.</li> <li>• The magma is the next layer. It's 1000°C.</li> <li>• The magma is the next layer. It's 1000°C.</li> </ul>
Paragraph 4 Explains layers	<ul style="list-style-type: none"> <li>• The magma is the next layer. It's 1000°C.</li> <li>• The magma is the next layer. It's 1000°C.</li> <li>• The magma is the next layer. It's 1000°C.</li> </ul>
Conclusion Explains layers	<ul style="list-style-type: none"> <li>• The magma is the next layer. It's 1000°C.</li> <li>• The magma is the next layer. It's 1000°C.</li> <li>• The magma is the next layer. It's 1000°C.</li> </ul>

Once pupils can 'talk like the text', the model, and other examples, are 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. All of this first phase is underpinned by rehearsing key spellings and grammatical patterns. Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation.

#### 4. 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.

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	Revisit the model text and its boxed-up planner (should be on display). 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.
Day 2	Revisit text map. Use the shared boxed-up planner and text map from original for children 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.
Days 3/4/5	<p>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.</p> <p>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.</p> <p>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.</p>

## 5. Independent Application Stage

The final stage is independent application. This is when the hot task is given and 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.

The final piece is used as the 'hot' task, which clearly shows progress across the unit.

EYFS, 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, the hot task is the final written piece. The expectation is that a deep mark takes place with editing and redrafting opportunities. Class teachers to decide whether it is relevant to redraft a section of it, outlined using a yellow highlighter or the whole piece. You will need to model the editing and redrafting process explicitly for this session.

In KS1 this editing may be a single sentence from the text, or a pre-written set of sentences by the teacher with a specific focus for children to improve (like adding the full stops and capital letters into a short paragraph).

Purpose of the 'hot task':

**Writing Task**

**HOT TASK**

Putting together a working circuit is tricky. Write a set of instructions to put into the electricity packs for the children next year to use. Remember that you need to be clear with your sentences as the children have never used the equipment before.

**SIMPLE ELECTRIC CIRCUIT**

- 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	- Shared box up 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. 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	Modelled/shared writing using your box up text- final chance to highlight any misconceptions.
Days 3/4	Children use their boxed-up texts to write their independent piece. Encourage them to pause and reflect (independent or peer) after each paragraph. They should have a tickable checklist/toolkit based on the one created in the imitation stage and a personal target.
Day 5	Editing (KS1 and LKS2) and redrafting- UKS2. This will need to be modelled.

## 6. Self-reflection

At the end of the unit, the children and teachers will have an opportunity to reflect on the progress that the children have made throughout the T4W process.

The children:

- Look back on their cold task and compare it to their hot task with their partner and discuss what went well.
- Use green pen to log the elements which have been improved through a peer assessment opportunity.

Teachers:

- Provides an opportunity to also reflect on the learning process but to also assess what may need to be repeated in the next unit of work.

## 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. **Steps to success** define the features of the learning intention 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 sequencing by sharing prior learning 'building blocks' at the start of each lesson/topic/new 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 learning and promote **independence**.
- 3 Teachers start each lesson with a discursive statement to engage pupils, develop **curiosity** about the text and draw links between prior and new learning. Different levels of challenge and 'what if' challenges 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.

## Writing Genre Maps EYFS – Year 6

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Humanities Topics	All About Me Starting School	Autumn/Winter  Festivals and celebrations	Superheroes			
Book study	The Colour Monster Goes to School	Room on the Broom	Supertato		<i>The EYFS curriculum writing overview is being developed throughout the course of the year based on the children's needs and interests.</i>	
Literary Spine:	<i>The Colour Monster Goes to School by Anna Llenas</i>  <i>Starting School by Janet and Allan Ahlberg</i>	<i>Room on the Broom</i>  <i>Non – fiction books about seasonal changes and weather.</i>	<i>Supertato</i>			
	All about me Starting school Emotions  Focus on basic sentence structure and learning text map of a story  Identifying the beginning, middle and end of a story  Identifying main characters	Focus on basic sentence structure and learning text map of a story  Identifying the beginning, middle and end of a story  Identifying main characters  Knowing that information can be retrieved from books.	Writing character files.  Labelling the features of their own superhero.  Planning and designing their own super vegetables with labels.  Writing character descriptions.			

Year 1	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Humanities Topics	Guy Fawkes and the Gun Powder Plot	Local Area	Significant People Through History	UK and London	Toys	Weather
Book study		The Lonely Beast		Katie in London	Lost at the toy museum	Gregory Cool
Literary Spine:	Pumpkin Soup <i>Helen Cooper</i> and other friendship stories	<i>Lost and Found and other stories by Oliver Jeffers</i>	Range of Traditional Tales and tales with a twist including The Three Little Wolves and the Big Bad Pig <i>Eugene Trivizas</i>	Peace at Last by Jill Murphy	Dogger by Shirley Hughes	The Enormous Crocodile by Roald Dahl
	All about me (Focus on basic sentence structure) (4 weeks)	The Lonely Beast (Wishing tale) (4 weeks)	Traditional (Warning Tale) – The Three Little Pigs (cc science and materials) Narrative (3 weeks)	Journey Tale – Katie in London Narrative (3 weeks)	Diary of Bunting the Cat (3 weeks)	Letters (4 weeks)
	Sound Poems - The Sound Collector to write firework poems (2 weeks)	Instructions on how to make a fruit feast (3 weeks)	Information Text about significant person from history (3 weeks)	Recount of London Trip (3 Weeks)	Non Chronological Report of Toys from the past (3 weeks)	Riddles/ Calligrams on endangered animals (2 Weeks)

Year 2	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 Space (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Humanities Topics	The Great Fire of London	Around The World	Hot and Cold Places	Look After Me	Space Race	Mugaremo
Book study	Take me to Mrs Cole (PHSE)	The Pirate Next Door			Dogs in Space	
Literary Spine:	Where the Wild things are + 5 other books	Grandad's Island and It was a Dark and Stormy Night	The Rainbow Bear	Traction Man series	Flat Stanley and Flat Stanley in Space	The Owl Who was Afraid of the Dark
	Setting Description - I'll Take You to Mrs Cole (2 weeks)	Poetry - (Haiku/spine poem) (2 weeks)	Non-Chronological Reports: - Captain Scott - Animal Adaptations (4 weeks)	Letters Florence Nightingale and Soldiers Letters Home (3 weeks)	Biographies Neil Armstrong and Tim Peake (3 weeks)	Tinga Tales (Warning Tale) (4 weeks)
	Diary Writing (The Great Fire) (3 weeks)					
	Instructions – Baking Bread (2 weeks)	Adventure (Rags to riches) Story based on The Pirate Next Door (4 weeks)	Rainbow Bear – Character/ Setting Description (2 weeks)	Traction Man (Conquering the Monster Tale) (3 Weeks)	Diary Entry Belka and Strelka (3 weeks)	Poetry (2 Weeks)

Year 3	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Humanities Topics	Mountains	Volcanoes	Hunter Gatherers	Bronze Age and Iron Age	Shang Dynasty	Vegetation
Book study			Stone Age Boy and Stig of the Dump		The Firework Makers Daughter	The Promise
Literary Spine:	Abominable by Eva Ibbotson	The Creakers by Tom Fletcher		The Boy Who Grew Dragons		Lion, the Witch and the Wardrobe
	Martin Luther King Biography (3 weeks)	Explanation Text on a Volcanic Eruption (3 weeks)	Diary Writing (3 weeks)	Information Text (3 weeks)	Narrative – Journey/ Defeating the Monster Tale (3 weeks)	Persuasive Letter on sustainability (3 weeks)
	Poetry - limericks (1 weeks)	Narrative – Warning Tale (4 weeks)				
	Non chronological report on famous mountain (3 weeks)	Poetry – Cinquain (1 week)	Recount – trip to Celtic Harmony (3 weeks)	Play scripts (3 Weeks)	Poetry - Kennings (2 weeks)	Narrative – story with a dilemma (3 Weeks)

Year 4	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Humanities	Rivers	Earthquakes	Maya	Egyptians	Romans	Deforestation
Book Study		The Iron Man By Ted Hughes	Charlie and the Chocolate Factory By Roald Dahl			Journey to the River Sea by Eva Ibbotson
Literacy spine:	Sam Wu is Not Afraid of Ghosts by Kevin and Katie Tsang	Letters Letters from the Iron man and Hogarth <i>Book study unit</i>	Fantasy story Own sweetie world <i>Book study unit</i>	The Five Realms: The Legend of Podkin One- Ear by Kieran Larwood	Charlotte's Web by E.B. White	Diary writing Diary writing for Miah going to her new family <i>Book study unit</i>
Genres	<b>Explanatory texts</b> What is a river and how it is formed? - <i>Geography link</i>			<b>Biography</b> Howard Carter and the discovery of King Tut- <i>History link</i>	<b>Historical stories</b> Stories set in the past. Queen Boudicca- <i>History link</i>	
	<b>Poetry</b> River poetry- <i>Geography link</i>	<b>Instructions</b> How to make a buzzer game- <i>Science link</i>		<b>Poetry</b> The discovery of King Tuts tomb- <i>History link</i>		<b>Persuasive writing</b> Writing to Nestle about the deforestation for a new chocolate factory- <i>History link</i>

Year 5	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 Space (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Humanities Topics	Ancient Greeks	Athens	Biomes	North America	Anglo Saxons	Vikings
Book study	Macbeth	Oranges in No-Man's Land- Elizabeth Laird	Wonder – RJ Palacio	The Highwayman	Beowulf - Michael Morpurgo	
Literary Spine:	Who Let the Gods Out – Maz Evans			Holes – Louis Sachar		London Eye Mystery – Siobhan Dowd
Genres	Short Burst Writing/Sentence work (1 week)	Diary- Oranges in No-Man's Land (3 weeks)	Letters- Formal and Informal (3 weeks)	The Highway Man- Narrative poetry/ Additional verse (3 weeks)	Journalistic Writing (3 weeks)	Viking Invasion Narrative (2 weeks)
	Greek Myths (4 weeks)					Recount in character- London Eye Mystery (2 Weeks)
	Macbeth- playscripts (2 weeks)	Explanation Texts- The Phases of the Moon (4 weeks)	Narratives: The Mysteries of Harris Burdick (3 weeks)	The Highway Man- Persuasive Speeches (3 Weeks)	Poetry/Sonnet based on the Kraken by Tennyson (link to Beowulf) (3 weeks)	Non-chronological report- Viking Gods (2 Weeks)



Year 6	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Humanities Topics	WW1	WW2	Fair Trade	Renewable Energy	Local Urban Area	Battle of Barnet
Book study	Macbeth	Rose Blanche	Kensuke's Kingdom Michael Morpurgo	Harry Potter and the Philosopher's Stone J.K. Rowling		
Literary Spine:	Armistice Runner By Tom Palmer	Good Night Mr Tom			Tom's Midnight Garden Philippa Pearce	Skellig David Almond
Genres	War Poetry (3 weeks)	WW2 Journalistic Recount on The Blitz (3 weeks)	Informal Letter to Grandma (2 weeks)	Recounts – journalistic – Break in at Gringotts (2 weeks)	Narrative – potions lesson gone wrong  (3 weeks)	Alma – Diary 2weeks
	Character Description: Macbeth (1 week)	Setting Description (2 weeks)	Information text – Gibbons (2 weeks)	Persuasive Argument - Why Harry Potter should attend Hogwarts (2 weeks)		Alma – Precis (2 weeks)
	Shakespeare: Macbeth - Playscript (3 weeks)	Diary (2 weeks)	Instructions – How to survive on a desert Island (2 weeks)	Formal letters – Headmaster to the students (2 Weeks)	JK Rowling Biography (3 weeks)	Poetry (2 Weeks)