Writing Curriculum Plan

Curriculum Intent

At Longshaw we endeavour to create a love for reading and writing. We want every child to leave Longshaw with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Longshaw, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

1. How do you ensure consistent delivery across all key stages?

The United Learning Writing Curriculum is designed to provide a coherent and consistent approach to writing across the school.

- Units are carefully sequenced to build knowledge and writing skills progressively from year to year.
- High-quality core texts provide a shared foundation for learning and ensure consistency in content and expectations.
- Writing lessons follow a structured teaching sequence of reading, analysing models, practising key skills and applying learning independently.
- Grammar, punctuation and vocabulary are explicitly taught and linked directly to writing outcomes.
- Shared pedagogical approaches, modelled writing and common terminology ensure pupils experience continuity as they move through the school.
- Detailed planning, exemplification materials and assessment opportunities support teachers in delivering the curriculum consistently.
- Clear progression documents help teachers understand prior learning and prepare pupils for subsequent stages of education.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

The United Learning Writing Curriculum is ambitious for all and supports pupils in accessing the same high-quality learning opportunities.

- Lessons are scaffolded rather than differentiated by outcome, ensuring all pupils work towards the same learning objectives.
- Model texts, shared writing and explicit teacher modelling reduce barriers to success.
- Vocabulary instruction is prioritised, supporting disadvantaged pupils who may have more limited language experiences.
- Visual supports, sentence stems, writing frames and structured talk opportunities help pupils with SEND access learning.
- Teachers can adapt scaffolds and levels of support while maintaining high expectations for all learners.
- A wide range of culturally diverse and representative texts allows pupils to see themselves reflected in the curriculum and broadens their understanding of others.
- Regular opportunities for speaking and listening support pupils with English as an Additional Language (EAL).
- Carefully planned feedback enables pupils to identify next steps and make sustained progress.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

The United Learning Writing Curriculum is built upon a cumulative model of learning in which knowledge and skills are continually revisited and strengthened.

- Key grammatical concepts, sentence structures and writing techniques are revisited across year groups with increasing complexity.
- Pupils regularly apply previously taught skills in new writing contexts and genres.
- Writing units are sequenced to build upon prior learning, ensuring knowledge is secured before new concepts are introduced.
- Vocabulary is explicitly taught, revisited and embedded through repeated exposure in reading, discussion and writing.
- Teachers use retrieval activities, editing tasks and review opportunities to reinforce learning.
- Shared writing and model texts regularly draw attention to previously learned features, helping pupils make connections between units.
- Knowledge builds progressively from transcription and sentence construction to sophisticated composition, authorial choices and audience awareness.
- Frequent opportunities to practise, edit and improve writing support the transfer of learning into long-term memory.

United Curriculum Principles: English Writing

The United Writing Curriculum is built on four key principles:

Developing pupils' metacognitive and critical thinking skills

- Teachers authentically model the writing process and thinking aloud
- Critical literacy skills are incorporated into the curriculum
- Pupils become life-long readers and writers
- Links to other curriculum areas – where appropriate - reflect important real-world knowledge

Ensuring the highest expectations for the attainment and progress of all pupils

- Progression in learning is mapped across units, year groups and key stages
- A diverse representation of high-quality texts are used as models and examples
- Teachers have conviction that every child has something worthwhile to write about

Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice

- Pupils have independence and autonomy
- Pupils have choice to write about what interests and excites them, and reflects their own lives
- A wide range of opportunities are provided for pupils to write for authentic purposes and audiences
- Planning acknowledges and values pupils' own diverse funds of knowledge

Developing a secure understanding of the writing process

- The writing process is recursive and not linear
- Functional grammar is taught within context
- New objectives are introduced in small, manageable steps
- Pupils have frequent opportunities to write at length
- Planned conferencing and workshopping allows teachers to meet individual pupil needs

Writing Overview: Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Who Are You? – Smitri Halls (1 week)	All About Families – Usborne Books (1 week)	The Leaf Thief – Alice Hemming (1 week)	Pumpkin Soup – Helen Cooper (2 weeks)		Clean Up – Nathan Byron (1 week)	Chapatti Moon – Pippa Goodhart (1 week)	How to Hide a Lion at School – Helen Stephens (2 weeks)		Supertato – Sue Hendra (2 weeks)		One Snowy Night – Nick Butterworth (1 week)
Spring	Oi Frog! – Kes Grey (2 weeks)		Peep Inside the Castle – Usborne Books (2 weeks)		The Extraordinary Gardener – Sam Boughton (2 weeks)		Jack and the Beanstalk – Various Authors (2 weeks)		The Very Hungry Caterpillar – Eric Carle (1 week)	How Does A Butterfly Grow? – DK (1 week)		
Summer	Goldilocks and the Three Bears – Axel Scheffler (2 weeks)		The Train Ride – June Crebbin (2 weeks)		Izzy Gizmo and the Invention Convention – Pip Jones (2 weeks)		The Night Pirates – Peter Harris (2 weeks)		The Sea Saw – Tom Percival (2 weeks)		The Growing Story – Ruth Krauss (2 weeks)	

Writing Overview: Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	**Poetry:** Poems to Perform – Julia Donaldson (1 week)	**Retelling Narrative:** The Lonely Beast – Chris Judge (2 weeks)		**Developing Description:** Lost in the Toy Museum – David Lucas (3 weeks)			**Developing Sentence Structure:** Little Red / Rapunzel – Bethan Woollvin (1 week)	**Character and Plot:** Beegu – Alexis Deacon (2 weeks)		**Writing about Real Life:** The Big Book of the UK – Imogen Russell Williams (2 weeks)	
Spring	**Developing Narrative Structure:** Stanley's Stick – John Hegley (2 weeks)		**Writing to Inform:** Look Up! – Nathan Byron (2 weeks)		**Developing Punctuation:** Traction Man is Here – Mini Grey **Poetry Link** Daydreams and Jellybeans – Alex Wharton & Katy Riddell (2 weeks)		**Fairy Tales:** Mixed Up Fairy Tales – Hilary Robinson & Nick Sharratt Billy and the Beast – Nadia Shireen (3 weeks)			**Persuasion:** Here We Are – Oliver Jeffers (2 weeks)	
Summer	**Creating Descriptions:** Journey – Aaron Becker **Poetry Link** Out & About: The First Book of Poems – Shirley Hughes (2 weeks)		**Recounts:** Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy (2 weeks)		**Fact Files:** Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty (2 weeks)		**Writing Letters:** Where the Wild Things Are – Maurice Sendak (2 weeks)		**Instructions:** The Cook & The King – Julia Donaldson (1 week)	**Writing about Real Events:** All About Year 1! Meesha Makes Friends – Tom Percival (2 weeks)	

Writing Overview: Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	**Poetry:** Thinker: My Puppy Poet and Me – Eloise Greenfield (1 week)	**Instructions:** The Disgusting Sandwich – Gareth Edwards (2 weeks)		**Creating Narrative:** Lubna and Pebble – Wendy Meddour (3 weeks)			**Personal Narratives:** The Proudest Blue – Ibtihaj Muhammad (2 weeks)		**Developing Punctuation:** Don't Let the Pigeon Drive the Bus! – Mo Willems (1 week)	**Writing Letters:** Paddington's Post – Michael Bond (2 weeks)	
Spring	**Persuasion:** The King Who Banned the Dark – Emily Haworth Booth (3 weeks)			**Writing to Entertain:** The Dragon Machine – Helen Ward Poetry Link Tiger, Tiger, Burning Bright - Poetry Anthology – Fiona Waters (2 weeks)		**Writing About Real Life:** What Do Grown Ups Do All Day? – Virginie Morgand (1 week)	**Writing Instructions:** How to Babysit a Grandma – Jean Reagan (1 week)	**Fact Files:** Monstrous Book of Monsters – Johnny Duddle & Aleksei Bitskoff (2 weeks)		**Inventing Narratives:** The Night Gardener – The Fan Brothers (2 weeks)	
Summer	**Developing Description:** The Tunnel – Anthony Browne Poetry Link An Emotional Menagerie – The School of Life (2 weeks)		**Recounts:** Augustus & His Smile – Catherine Rayner (2 weeks)		**Developing Vocabulary:** Never Smile at a Monkey – Steve Jenkins (2 weeks)		**Writing to Inform:** Africa, Amazing Africa – Atinuke (2 weeks)		**Narrative:** The Midnight Fair – Gideon Sterer (2 weeks)		**Informative Writing:** Welcome To Our World – Moira Butterfield (1 week)

Writing Overview: Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	**Poetry:** Jabberwocky – Lewis Carroll (1 week)	**Developing Description:** Once Upon an Ordinary School Day – Colin McNaughton (3 weeks)			**Instructions:** Instructions – Neil Gaiman (2 weeks)		**Writing to Inform:** Day of the Dinosaurs – Steve Brusatte (2 weeks)		**Developing Dialogue:** Stone Age Boy – Satoshi Kitamura (3 weeks)		
Spring	**Investigating Viewpoint:** Twisted Fairy Tales The True Story of the Three Little Pigs – Jon Scieszka (2 weeks)		**Discussion:** Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries – David Levinthal (2 weeks)		**Reporting:** Fairy Tale Crimes (2 weeks)		**Fact Files:** This is How We Do It – Matt Lamothe (2 weeks)		**Traditional Fables:** Poetry Link (3 weeks)		
Summer	**Creating Atmosphere:** Escape From Pompeii – Cristina Balit Poetry Link (4 weeks)				**Writing to Inform:** Earth Shattering Events – Robin Jacobs (2 weeks)		**Writing to Persuade:** Adverts & Reviews Izzy Gizmo – Pip Jones (2 weeks)		**Letter Writing for Different Purposes & Audiences:** The Day The Crayons Quit – Drew Daywalt (3 weeks)		

Writing Overview: Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	**Poetry:** Poems Aloud – Joseph Coelho (1 week)	**Instructional Writing:** Building With Lego Chop, Sizzle Wow: The Silver Spoon Comic Cookbook – Tara Stevens (2 weeks)		**Developing Description:** The Building Boy – Ross Montgomery (3 weeks)			**Writing to Inform:** Dragonology: The Complete Book of Dragons – Dugald Steer (3 weeks)			**Writing Short Stories:** (2 weeks)	
Spring	**Creating Narrative:** Traditional Tales Usborne Illustrated Arabian Nights (3 weeks)			**Dual Purpose Writing:** David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)			**Creating Narrative:** The Great Kapok Tree – Lynn Cherry (2 weeks)		**Persuasion:** Save the Rainforest **Poetry Link:** There's a 'Rangtan in my Bedroom – James Sellick and Frann Preston-Gannon (3 weeks)		
Summer	**Writing to Entertain:** Personal Recounts Quick! Let's Get Out of Here – Michael Rosen **Poetry Link** (3 weeks)			**Discussion**: This or That? – Pippa Goodheart (3 weeks)			**Author Study:** Nicola Davies (3 weeks)			**Biography:** Inventors: Incredible stories of the world's most ingenious inventions – Robert Winston (2 weeks)	

Writing Overview: Year 5



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	**Poetry:** Rhythm and Poetry – Karl Nova (1 week)	**Character & Setting:** Painting A Picture with Words (3 weeks)			**Writing to Inform & Discuss:** Comparative Writing What's The Difference – Emma Strack (2 weeks)		**Creating a New Chapter:** The Invention of Hugo Cabret – Brian Selznick (3 weeks)			**Explanations:** The Way Things Work – David Macaulay (2 weeks)	
Spring	**Creating Recounts:** Shackleton's Journey – William Grill (3 weeks)			**Creating Pace and Tension in Narrative:** Variak Paw – S F Said (3 weeks)			**Writing to Entertain:** Cloud Busting – Malorie Blackman **Poetry Link** (3 weeks)			**Writing Biographies:** Survivors – David Long (2 weeks)	
Summer	**Writing Narrative:** The Water Tower – Gary Crew (2 weeks)		**Writing to Inform:** Real-Life Mysteries – Susan Martineau (2 weeks)		**Discussion:** Real-Life Mysteries – Susan Martineau (2 weeks)		**Narrative & Poetry:** Playing with Words Varmints – Helen Ward; The Rabbits – John Marsden **Poetry Link** The Lost Words – Robert Macfarlane (3 weeks)			**Persuasion:** Global Warming (2 weeks)	

Writing Overview: Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	**Poetry:** Poetry Please :The Seasons – Various; If All The World Were - Joe Coelho (1 week)	**Creating Narrative:** Quest How To Train Your Dragon – Cressida Cowell (2 weeks)		**Informative Writing:** Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)			**Creating a New Chapter:** SeaBEAN – Sarah Holding (3 weeks)			**Persuasion:** Reducing Waste Campaign (2 weeks)	
Spring	**Multi-Text Storytelling:** The Arrival – Shaun Tan Poetry Link On The Move – Michael Rosen (4 weeks)				**Biographies:** Little Leaders – Vashti Harrison (2 weeks)		**Discussion:** What Is Right & Wrong?... – Michael Rosen & Annemarie Young (3 weeks)			**Narrative Non-fiction:** Moth - An Evolution Story/ Fox - A Circle of Life Story – Isabel Thomas (2 weeks)	
Summer	**Narrative:** Traditional Tales Grimm Tales: For Young and Old – Philip Pullman (2 weeks)		**Writing to Inform:** The Tigers' Tale: A conservation story – Catherine Barr The Big Picture: Wildlife Conservation – Lyn Coutts (2 weeks)		**Modern Retellings:** Shakespeare Mr. William Shakespeare's Plays – Marcia Williams (2 weeks)		**Class Anthology:** Book of Hopes – Katherine Rundell Poetry Link (3 weeks)			**Fact or Fiction:** History's Mysteries – National Geographic Kids (2 weeks)	