

## Intent



Our writing curriculum, based on **Literacy Tree's Writing Roots** and the *Teach Through a Text* pedagogy, is designed to immerse children in high-quality, diverse literature that inspires purposeful and authentic writing. Every sequence of learning is built around a core text chosen for its literary richness and relevance, ensuring that children write for a clear audience and purpose. Through this approach, we aim to:

- Develop motivated, confident writers who can adapt their writing for a range of audiences, purposes, and contexts.
- Ensure that all pupils see themselves represented in literature while exploring experiences beyond their own.
- Embed all **National Curriculum** requirements for writing within meaningful contexts.

Across the curriculum, each theme — from *Destruction and Preservation* to *Dreams and Desires* — is underpinned by a love of reading and a curiosity about the world, enabling children to make connections across subjects and develop as thoughtful, expressive communicators.

Our writing pedagogy is rooted in a thematic approach, where meaningful links are made through shared themes and writing conventions within significant, high-quality literature. Each unit begins with a discovery point, using dramatic conventions to immerse children in the text and establish a strong emotional connection, creating curiosity and resonance with the story. Literary language is explicitly taught, explored, and applied within children's own writing to develop style and authorial voice. Reading comprehension is embedded throughout, with prediction, inference, and discussion supporting deeper understanding of character, setting, and theme. Grammar is taught explicitly but always in context, enabling pupils to apply new skills purposefully and with awareness of effect. Spelling and vocabulary are explored through each text, with explicit teaching that links word knowledge to meaning and usage. Finally, all writing is grounded in purpose and audience, providing a balance of shorter, focused tasks and extended compositions that develop independence and creativity, rather than being driven solely by genre.

## Implementation



Writing is taught daily through carefully structured sequences that integrate reading, discussion, drama, and explicit teaching of grammar and composition skills. Each unit follows a consistent progression:

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| 1. <b>Immersion</b> in a rich text through drama, debate, and exploration of authorial intent.                      |
| 2. <b>Explicit teaching</b> of grammar, vocabulary, and writing conventions embedded in authentic contexts.         |
| 3. <b>Independent writing</b> for a range of audiences and purposes, followed by structured reflection and editing. |

In **Cycle A**, pupils encounter a breadth of texts and genres across themes such as:

- **Destruction & Preservation** (*Cave Baby*, *The Journey Home*) — narrative retellings, persuasive letters, and reports.
- **Space & Our World** (*Dear Earth*, *Toys in Space*) — travel blogs, information leaflets, and fantasy narratives.
- **Hope & Healing** (*Frindleswylde*, *Escape from Pompeii*) — letters, sequels, and newspaper reports.
- **Magic & Mystery** (*Leon and the Place Between*, *The Heart and the Bottle*) — fantasy and dilemma narratives.
- **Pride & Downfall** (*Jim*, *A Cautionary Tale*, *Our Tower*) — narrative poetry, performance, and extended narratives.

Each text sequence provides multiple opportunities for writing — from informal letters and diaries to persuasive speeches and non-fiction reports — ensuring frequent, purposeful writing practice. Teachers are supported with embedded guidance for process drama (Cremin, 2015) and research-based teaching of writing conventions (Slavin et al., 2019).

Across the curriculum, writing is planned to cover a wide range of genres, ensuring that pupils experience narrative, persuasive, instructional, descriptive, and informational writing in meaningful contexts. Texts are carefully selected to reflect diversity and inclusivity, representing a range of protected characteristics and enabling pupils to see themselves and others in literature. Writing opportunities are also linked to sensitive topics such as grief, wellbeing, and PSHE themes, allowing children to explore emotions and social issues in a safe, structured way. Broader global and environmental issues are embedded through purposeful writing tasks, encouraging pupils to engage critically with the world around them and consider their own role in society. By connecting writing to these varied contexts, children develop both technical skill and empathy, producing work that is relevant, thoughtful, and reflective of real-life concerns.

## Impact



### Monitoring of Writing

Pupil writing is monitored continuously to ensure progress in skill, fluency, and engagement. Short and long writing tasks are regularly assessed against clear success criteria linked to purpose, audience, and curriculum objectives. Evidence from a range of genres and contexts is collected, showing how children apply grammar, vocabulary, literary language, and conventions meaningfully. Frequent writing opportunities, alongside reflection and editing, allow teachers to identify strengths and areas for development, ensuring that all pupils make measurable progress over time. Monitoring also ensures that children are confident tackling diverse themes, PSHE topics, and global or environmental issues in their writing.

### Monitoring of Teaching & Learning

Teaching and learning are regularly reviewed through lesson observations, work scrutiny, and pupil discussions to evaluate the effectiveness of the Literacy Tree pedagogy. Monitoring focuses on the use of daily writing, modelling, shared writing, and explicit teaching of grammar, vocabulary, and comprehension skills. Teachers' implementation of drama, discussion, and thematic links is observed to ensure that engagement, motivation, and purpose remain central. Feedback from monitoring informs professional development, supports continuity across year groups, and reinforces the progression of skills, enabling all teachers to deliver high-quality writing lessons consistently.

