

# Writing – Curriculum Overview

## What we teach in Writing

At New Avenue, we teach writing through a structured and creative approach that builds from foundational skills to mastery. Pupils learn how to write accurately, fluently and imaginatively across a range of genres and for different audiences and purposes.

The curriculum moves from basic sentence writing and story-building to complex forms like journalism, debate, autobiography, poetry and GCSE English Language exam writing.

We aim to develop confident writers who can organise ideas clearly, use grammar and vocabulary effectively, and write with creativity, purpose and reflection.

## How we teach Writing

Writing lessons follow a consistent structure across all phases:

- **Do Now / Activating Prior Knowledge**

Pupils complete short activities to introduce the genre, revisit genre conventions, or recall SPaG skills. Quizzes, games or discussion tasks are often used to engage thinking straight away.

- **Retrieval Task**

Pupils complete an independent task ('You Do') that recalls learning from a recent lesson, earlier in the term or from previous years, including SPaG focus areas.

- **Mini-Lesson**

Teachers deliver an explicit, focused input ('I Do'), introducing one new concept to reduce cognitive load. Good and bad examples are shared. Teachers model the new skill and lead guided examples with questioning to check understanding.

- **Guided Practice**

Pupils work together with the teacher ('We Do') to practise the new skill with personalised scaffolding where needed.

- **Free Writing**

Pupils complete an independent writing task ('You Do'), gradually reducing scaffolding. Tasks consolidate new learning, build on previous skills, or combine multiple skills.

- **Progress and Reflection**

Pupils self-assess or peer-assess their work against clear success criteria.

Grammar, punctuation and spelling skills are explicitly taught during writing lessons and embedded into writing tasks.

## **How we measure progress in Writing**

Progress is assessed through:

- Ongoing feedback during drafting, guided practice and free writing.
- Formal written tasks each half-term, judged against clear criteria.
- Progress towards phase-specific writing milestones.

We judge progress by how well pupils apply taught skills independently and adapt writing for different purposes and audiences.

# Curriculum Overview for Writing

Phase	Focus	Key Genres/Topics
Foundation (Years 1–2)	Building basic writing skills: captions, sentences, simple narratives and poetry	<i>Wanted posters, diary entries, simple narratives, poetry, recounts, non-chronological reports</i>
Phase 1 (Years 3–4)	Developing structure and description across fiction and non-fiction	<i>Natural world poetry, fairy tales, information writing, fables, memoirs, short stories, match reports</i>
Phase 2 (Years 5–6)	Writing for purpose: expanding into journalism, biography, activism and flash fiction	<i>Setting-focused stories, news articles, biographies, graphic novels, discussion writing, memoirs, activism pieces</i>
Phase 3 (Years 7–9)	Deepening genre understanding and building critical writing skills	<i>Mythical narratives, persuasive speeches, travel writing, modern poetry, debate writing, Gothic fiction, memoirs, dystopian narratives</i>
Phase 4 (Years 10–11)	GCSE English Language writing: creative and transactional writing exam practice	<i>Descriptive writing, letters, articles, narratives, reviews, formal speeches, exam preparation</i>

## Writing Long-Term Plan

Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Phase (Years 1–2)	<i>Supertato</i> (captions)	<i>The Snail and the Whale</i> (wanted poster, character description)	<i>The Day the Crayons Quit</i> (letter)	<i>Emma Jane’s Aeroplane</i> (recount, diary)	<i>Out of This World</i> (poetry, narrative)	<i>The Sea Saw</i> (newspaper report)
Phase 1 (Years 3–4)	<i>Natural World Poetry</i>	<i>Fairy Tales</i>	<i>Information Writing</i>	<i>Fables</i>	<i>Instructions</i>	<i>Memoir Writing</i>
Phase 2 (Years 5–6)	<i>Setting-Focused Short Stories</i>	<i>Journalism Writing</i>	<i>Heroes and Villains</i> (character development)	<i>Biography Writing</i>	<i>Graphic Novels</i>	<i>Memoir Writing</i>
Phase 3 (Years 7–9)	<i>Mythical Narratives</i>	<i>Persuasive Speeches</i>	<i>Travel Writing</i>	<i>Modern Poetry</i>	<i>Debate Writing</i>	<i>Short Story Anthology</i>
Phase 4 (Years 10–11)	<i>Creative Writing (Descriptive)</i>	<i>Transactional Writing (Letters)</i>	<i>Writing to Argue</i>	<i>Writing to Advise and Inform</i>	<i>Narrative Writing</i>	<i>Review Writing/Exam Preparation</i>

