Writing at Oak Hill Academy West London
an Aspirations Academy

Intent

Our drive is to produce independent, creative writers that have a developing bank of transferable skills, processes and experience to draw upon when expressing themselves and their ideas. By acquiring a wide vocabulary, a secure understanding of grammar and knowledge of linguistic conventions within writing, our learners become robust, resilient communicators who can adapt their language and style for a range of contexts, purposes and audiences.

As an appreciation of our rich literary history grows, so do our abilities to communicate effectively within the modern world. Our 'currency' is **knowledge**, and we **progress** as writers by developing this knowledge in a cumulative way.

	Writing to ENTERTAIN	*Writing to INFORM*	*Writing to PERSUADE*	*Writing to DISCUSS*
Year 3 and 4 LKS2	**Narrative Description Poetry Diary**	**Newspaper Instructions Biography Report**	**Advert Letter**	
Year 5 and 6 UKS2	**Narrative Description Poetry Diary**	**Explanation Newspaper Report**	**Advert Speech**	**Argument Review**

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Yr 3	*Entertain* Diary / *Inform* Report **KATIE IN LONDON** James Mayhew	*Entertain* Description / *Inform* Instructions **STONE AGE BOY** Satoshi Kitamura **UG THE BOY GENIUS OF THE STONE AGE** Raymond Briggs	*Inform* Newspaper / *Inform* Report **THERE IS A PHARAOH IN OUR BATH** Jeremy Strong	*Entertain* Narrative / *Inform* Biography **TRACTION MAN** Mini Grey **IRON MAN** Ted Hughs	*Entertain* Narrative / *Persuade* Letter **VOICES IN THE PARK** Anthony Browne **FANTASTIC MR FOX** Roald Dahl	*Entertain* Playscript / *Entertain* Poetry **REVOLTING RHYMES** Roald Dahl
Yr 4	*Entertain* Narrative / *Inform* Report **GRK AND THE PHONEY MACARONI** Josh Lacey	*Entertain* Narrative / *Persuade* Letter **THE LION, THE WITCH & THE WARDROBE** C.S. Lewis	*Entertain* Narrative / *Inform* Newspaper **PERCY JACKSON AND THE LIGHTNING THIEF** Rick Riordan	*Entertain* Narrative / *Inform* Instructions **BEAR GRYLLS ADVENTURES - BLIZZARD CHALLENGE** Bear Grylls	*Entertain* Narrative / *Persuade* Advert **HARRY POTTER AND THE PHILOSOPHER'S STONE** J.K. Rowling	*Entertain* Poetry / *Inform* Biography **A MIDSUMMER NIGHT'S DREAM** William Shakespeare
Yr 5	*Entertain* Narrative / *Inform* Report **JOURNEY TO THE RIVER SEA** Eva Ibbotson	*Entertain* Description / *Inform* Newspaper **JOURNEY TO MARS** Colin Stuart	*Entertain* Description / *Persuade* Speech **VICIOUS VIKINGS** Terry Dreary	*Entertain* Narrative / *Discuss* Argument **THERE'S A BOY IN THE GIRLS' BATHROOM** Louis Sachar	*Entertain* Narrative / *Persuade* Advert **THE LOST HAPPY ENDINGS** Carol Ann Duffy	*Entertain* Poetry / *Discuss* Review **ROMEO AND JULIET** Andrew Matthew
Yr 6	*Entertain* Description / *Inform* Explanation **BURNING SUNLIGHT** Anthea Simmons	*Entertain* Narrative / *Inform* Newspaper **CLOCKWORK** Philip Pullman	*Persuade* Advert / *Entertain* Narrative **CARRIE'S WAR** Nina Bawden	*Entertain* Description / *Persuade* Speech **THE JUNGLE BOOK** Rudyard Kipling	*Entertain* Diary / *Discuss* Argument **GO BIG!** Matthew Burton	*Entertain* Poetry / *Discuss* Review **MACBETH** William Shakespeare

Implementation

We write **for a purpose**. We do this by using **four specific authorial skills**:

to entertain   **to inform**   **to persuade**   **to discuss**

Each **skill** can be used to produce different **forms** of writing; for example, by using the skill **to entertain**, we can create narrative, poetic and prosaic forms of writing. Within each **form**, we explore a variety of **genres**.

SKILL: to entertain
FORM: (narrative; poetry; description; play-script)
SKILL: to inform
FORM: (information; explanation; instruction; biography)
SKILL: to persuade
FORM: (speech; letter; advert)
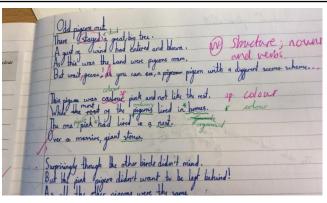**SKILL: to discuss**
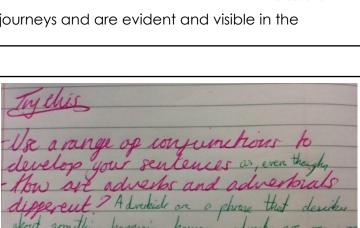**FORM:** (review; argument; evaluation)
  (GENRE: *Action-adventure, mystery, thriller, autobiographical, comedy…***)**
There is a **specific toolkit** attached to each **skill**- this allows us to explore structure, style and sentence-level features in detail; consequently, we have a secure, progressive platform from which to take a creative approach to teaching and embed the transferable skills that the children apply in the next phase of their learning. The said features make up a large part of our learning journeys and are evident and visible in the children's independent work.

1 COLD TASK	2 GUIDED TASK	3 HOT TASK
Perception	Process	Product
Pre	*Pre*	*Pre*
-Toolkit Check	-How it's done:	-Plan
-Box of Tricks	*The model text*	-Process gathering
-SPaG quiz	*introduces a character*	-Resource gathering
-Reader's Choice	*like this…*	*Post*
Post	*You could also do it like*	-Evaluation
-Reading comp	*this…*	*What are the transferable*
-Book/Writer Talk	-Resource gathering	*skills?*
-Responses/Opinions	-Planning (Boxing-up)	*What processes have been*
-Text deconstruction	*Post*	*learnt?*
-Recall	-Edit/improve/redraft	
	-Reflection	
	-Publish	

Your Logo Here

Impact

The Writing curriculum at Oak Hill Academy is designed to nurture an enthused approach to, and respect of, the written word and the processes behind it. Our students, including the vulnerable, are enabled to achieve the highest possible outcomes for themselves by encountering a dynamic, stimulating and inspiring programme of study whereby the cumulative fluency provided empowers and readies our children to achieve age-related expectations and beyond.