We use the FHP Knowledge Progression Documents which take full account of the National Curriculum strands.

3 termly enquiries (with a driver and enhancer subjects) are planned per year, on a two-year cycle for Lower and Upper school.

Enquiry LTP

Table

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Genres are built into each enquiry. The whole school genre overview ensures children experience a breadth of genres across school.

Each term, children will learn two fiction, two non-fiction and one poetry genre.

Genre Progression Document

A picture containing text

Description automatically generated

Table

Description automatically generated

The English KKPDs and the National Curriculum ensures expectations are suitably appropriate for each year group. These are mapped onto the Writing Subject Maps.

The FHP Writing TAFs further outline expectations for each year group and are used to assess independent writing half-termly.

Skills

Progression

A screenshot of a computer

Description automatically generated

Each writing sequence is planned over approximately two/three weeks and follows the Theresa Heathcote Writing Sequence:

**Immersion – Skills – Analyse – Plan – Write – Review**

This is outlined in our English Policy. Key knowledge from the KKPDs is clearly identified for the genre sequence, as well as key vocabulary, purpose and audience.

Medium Term

Planning

A close-up of a paper

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Individual lessons are then planned in finer detail using the FHT lesson design model to support learning for all children.

Learning is evidenced in the children’s Writing books.

Lessons

Map

Description automatically generatedA piece of paper with writing

Description automatically generated with medium confidence

Text

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Learning from each lesson is exemplified on the working wall. This outlines each step in the sequence as it builds on the ‘learning journey’ roadmap. Included on the working wall is vocabulary and each step in the sequence for children to reflect on and use in their learning.

Learning Journey