

Learning Academies Trust Writing Matrix Rationale

The three units (F/NF/P) for each term are agreed requirements. This will ensure that each school covers a wide range of literary genres while also allowing for rigorous and valuable moderation between members of the LAT. However, there is no set time limit for each one, so if a school feels that certain units would benefit from being shorter and that their cohort of children would gain from experiencing additional units, then each school has the autonomy to enact these changes.

Non-fiction rationale:

Every year group covers at a minimum three pieces of non-fiction writing which have been mapped out over the years. Information texts feature in every year group as can be used to apply many of the year group's objectives and written for any context so can easily be linked to the wider curriculum or any high-quality texts that are being studied. The rest of the non-fiction genres have been designed to be revisited in alternate years to build on prior learning. Recounts begin the non-fiction journey in Y1 as the children are able to write easily about personal experiences and then these are revisited in Y3 when they continue to write in the first person, but potentially from another perspective, in the form of a diary. Recounts are covered further again when children in Y5 write biographies in the third person.

Instructions are a genre that we feel is predominantly suited for KS1; therefore, Y1 cover 'Instructions' and this is again re-visited in the autumn term of Y3 to aid transition into KS2 with a familiar genre - albeit more challenging grammatically and structurally with a focus on an introduction and concluding paragraph as well compared to what the children experienced in Y1. After Y3, instructions are not in the writing curriculum. However, as with all genres, they may be covered as and when through the wider curriculum or through additional units outside of the prescribed 9 LAT genres for each year group.

Year 2 look at explanation texts in the summer term as this is a slightly more challenging non-fiction text than their other requirements. This is built upon further through a cyclical process and revisited in years 4 and 6 – each time becoming more technical and challenging through grammatical tools, presentation, language and features.

Writing to persuade comes in in KS2. It is first covered in Y3 where the children write persuasive letters. This builds on from Y2's letter writing (not persuasive), so again aids with the transition across key stages. Children then go onto write more formal, one-sided arguments with multiple points in Y4, before they go on to write a balanced discussion in Y5 which finally progresses onto a persuasive speech in Y6.

Poetry Rationale: Throughout our immersion in poetry, the children, over the course of the year, will explore a range of different genres of poetry which will either be free verse, visual or structured.

Year 2 are the only year groups that have any type of visual poetry in their curriculum (diamante) as this is most appropriate for word and simple sentence level work. There is the exception of when Y6 explore Blackout Poetry – a visual type of poetry that links particularly well with their history unit of WW2. Therefore, in years Y3, 4 and 5, the visual element to the poetry progression fades out and instead focuses on playscripts, where children will have the opportunity to immerse themselves in playscripts through reading and acting, but there isn't necessarily an expectation to write plays as per the National Curriculum. Year 6 will have the opportunity to explore plays through their Leavers' production and as previously mentioned, retain the visual poetry element with the Blackout Poetry.

Opportunities to write structured forms of poems are encountered every year and the structures become progressively more challenging as the children move through the school. Beginning with riddles (sentences and questions), moving onto Kennings (where word classes are explored) in Y2 and then beginning to look at syllables alongside careful word choice through years 3 and 4 where they experiment with Haikus and Cinquains. Year 5 then progress onto writing multiple verses applying the figurative language tools they have learnt in lower key stage 2 in their more complex list poems. Finally, Year 6 explore rhyming couplets as a form of structured poetry. This is the first and only encounter with writing rhyming poetry that the children have as it really is quite a complex skill.

The third form of poetry to be encountered every year is free verse and again these get progressively more challenging. Beginning with basic word and sentence level in KS1 to support their writing curriculum. Progressing onto the use of similes and metaphors in lower KS2 to help develop their language and writing in all genres and moving onto the more challenging, and longer, non-rhyming narrative poems in Year 5.

Further guidance about poetry is in the poetry progression document which will also detail suggestions for poems to perform (a NC requirement), poems to share (recommended reads) and poems to read (in VIPERS linked to their writing).

KS1 Narrative rationale: As children begin KS1, they may spend the majority of the first half term focusing on sentence level work focusing on the basics including applying their phonics to their writing. The rest of the autumn term progresses into a personal recount where they can begin to add cohesion to sentences. They continue writing about their own personal experiences, for example, a walk around the school. Their first encounter to writing poetry will be through creating a simple list poem where they can broaden their vocabulary through developing adjectives at the same time as reinforcing the expectation of learning the alphabet. Throughout KS1, children's exposure to narrative writing is through stories that have familiar settings; for example, fairy tales and traditional tales. Over the two years in KS1, they will experience a range of different plot types (rags to riches, good overcoming bad, losing tale, wishing tale, journey story) to ensure a broad coverage of different narrative types which are inspired through stories with familiar settings.

KS2 Narrative rationale: As the children move into KS2, they are further exposed to a range of different plot types to structure their narrative writing against. The plot types provide a clear structure for the teacher's modelling and the children's outcomes. Unlike with KS1, narrative genres have also been paired with the plot types as the children's repertoire of narrative knowledge expands beyond stories with familiar settings, traditional tales and fairy tales through more imaginative stories like science fiction, myths and fantasy stories as well as historical stories that require application of knowledge learnt elsewhere in the curriculum. The story genres, and plot types, get progressively more challenging as the children move through UKS2 as they learn techniques which have a greater effect on the reader for example: mystery, twists, suspense, flashbacks and cliff-hangers.