

Implementation: English-Writing at New Horizons Academy

At New Horizons Academy, we deliver our English curriculum through the Literacy Tree scheme, which places high-quality literature at the heart of every lesson. To meet the specific needs of our learners, we implement this through the following strategies:

A Text-First Approach

- Immersive Hooks: Each unit begins with a "hook" to ignite curiosity and re-engage learners who may have had negative experiences with writing.
- High-Quality Literature: We use diverse, award-winning texts that serve as "mirrors and windows"—allowing students to see themselves reflected in stories while looking out into worlds different from their own. These are carefully selected by our staff to ensure that they are appropriate for our pupils and meet their needs.

Scaffolding for Success

- Adaptive Planning: While following the Literacy Tree planning sequences, teachers adapt the pace and complexity to suit the individual baseline of their students.
- Phonics and Spelling Integration: As well as having separate phonics and spelling sessions to meet the needs of our pupils; opportunities to revisit and practise these skills are woven into writing sessions, allowing students to see the immediate purpose of their technical learning.
- Punctuation and Grammar in Context: Grammar and punctuation are taught through the lens of the chosen text, helping students understand how specific grammatical choices impact the reader's emotions and understanding. Similarly to our phonics and spelling sessions, punctuation and grammar skills are taught both in stand alone sessions as well as being

linked into and revisited through the Literacy Tree sessions. Giving the children multiple opportunities to learn and practise these skills, helps us to meet their varied needs.

Fostering Oracy and Expression

- Talk for Writing: Before a pen hits paper, students have opportunities to engage in various drama, role-play, and discussion based activities. These build the oral vocabulary necessary for written success. Oral composition is encouraged to support students prior to writing and during writing.

The Writing Cycle

- Opportunities for writing: We aim to provide opportunities for students to write in every session. Having the ability to constantly revisit and practise core and foundational skills, we support our pupils to address gaps in their learning.
- Reflect and improve: Through our editing and drafting process, our pupils (with support and guidance through modelling as well as verbal and written feedback) have opportunities to reflect on and improve their writing. Building their resilience as well as developing their understanding and writing skills.

Impact: English-Writing at New Horizons Academy

The impact of our English curriculum is measured not just by the quality of the work in books, but by the transformation in our students' attitudes toward communication.

Re-engagement and Increased Confidence

The primary impact is the shift from "reluctant writer" to "engaged author." Students who previously faced barriers to learning begin to view writing as a positive outlet rather than a source of frustration. This is evidenced by increased stamina in writing

sessions and a willingness to "have a go" at new vocabulary.

Academic Progress and Literacy for Life

- Vocabulary Growth: Students develop an improved "word bank" curated from high-quality texts, which they use confidently in both their speech and writing.
- Functional Accuracy: Learners demonstrate an improved ability to apply spelling and grammar rules, ensuring their writing is clear and coherent—a vital skill for their transition back to mainstream education or onward to the next stage in their educational journey.

Emotional Resilience and Self-Regulation

Through the exploration of complex characters and themes within the Literacy Tree texts, students develop greater empathy and self-awareness. Writing becomes a tool for self-regulation, allowing them to express thoughts and emotions that they might otherwise struggle to verbalise.



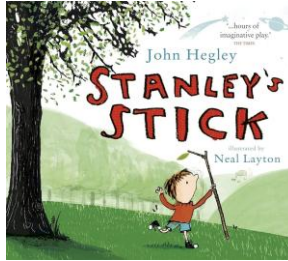
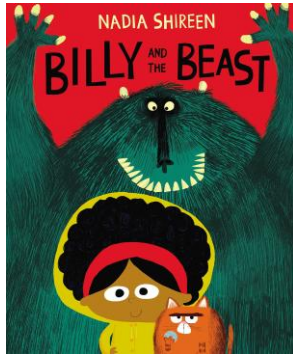


Improved Oracy and Social Skills

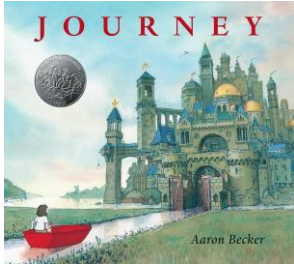
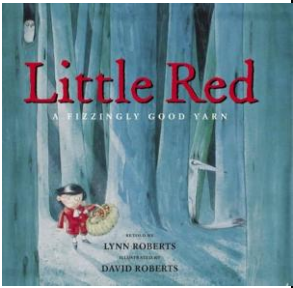
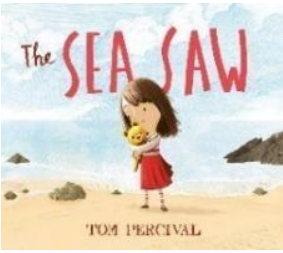


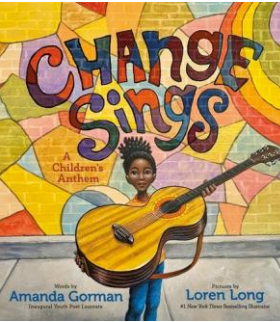
The emphasis on talk and drama results in students who can articulate their ideas clearly. This boost in communication skills leads to improved social interactions across the school day and a greater ability to advocate for themselves in the wider world.

Pride in Presentation

The impact is visible in the physical work produced. Students take pride in their "final drafts," showing care in their handwriting and layout, reflecting a newfound respect for their own creative voice.

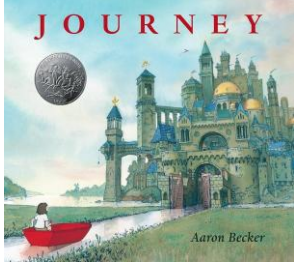

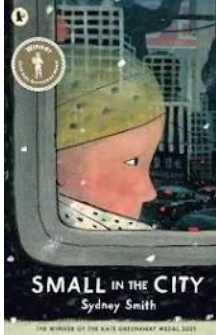
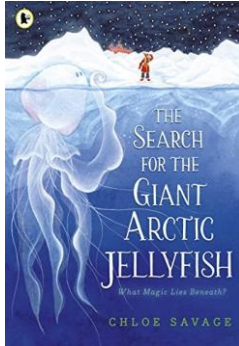
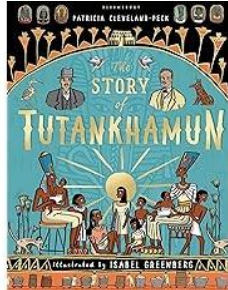
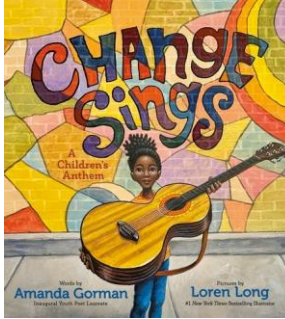
English-Writing Supporting Resources	
https://literacytree.com/	


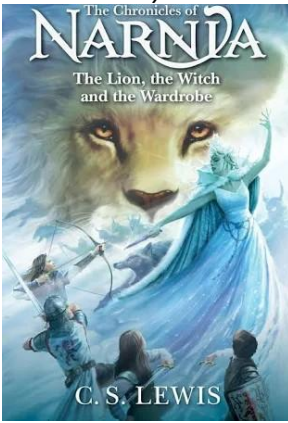
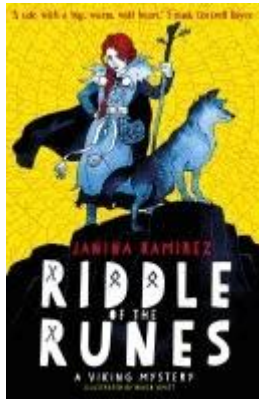
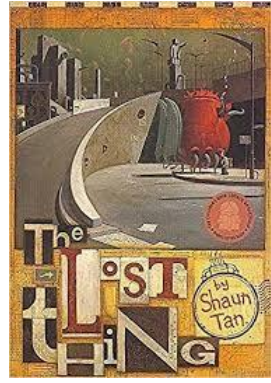

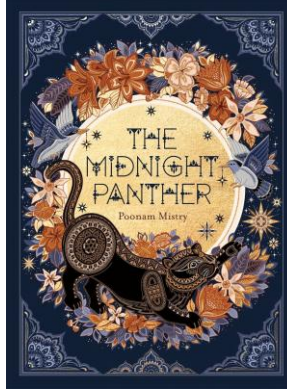
KS1 Cycle A						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
NHA Writing Curriculum	<p>The Lights that Dance in the Night <i>Poetry</i></p> 	<p>Where the Wild Things Are Are <i>Narrative</i> Characters (EYFS)</p> 	<p>Stanley's Stick <i>Narrative</i> Endings (Y1)</p> 	<p>Billy and the Beast <i>Narrative</i> - OR instructions/recipes (Y1)</p> 	<p>Toys in Space <i>Narrative</i> - Own version fantasy narrative (Y2)</p> 	<p>The Midnight Panther <i>Narrative</i> - Shared write</p> 

KS1 Cycle B						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
NHA Writing Curriculum	<p>Journey Narrative Story sequel (WSWR)</p> 	<p>Little Red Narrative Fairy tales (EYFS)</p> 	<p>The Sea Saw Own version narrative (Y1)</p> 	<p>Dragon Post Non-Fiction Instructional guide (Y1)</p> 	<p>If all the World were Non-narrative poem (Y2)</p> 	<p>Change Sings Poetry Shared poem to perform (WSWR)</p> 

	<u>LKS2</u>					
	<u>Cycle A</u>					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>

<p>NHA Writing Curriculum</p>	<p>The Lights that Dance in the Night <i>Poetry</i></p> 	<p><i>The Zebra's Great Escape</i> Own version 'great escape' narrative (Y3)</p> 	<p>Wilderness Non-fiction Guide leaflet (Y3)</p> 	<p>Leon and the Place Between Narrative Version of the story (Y3)</p> 	<p>The Crown (Y4)</p> 	<p>The Midnight Panther Narrative animal sub-set</p> 
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LKS2 Cycle B						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
NHA Writing Curriculum	<p>Journey Narrative Story sequel (WSWR)</p> 	<p>The Barnabus Project Non-fiction Publish a Brochure (Y3)</p> 	<p>Small in the City Narrative from an alternative point of view (Y3)</p> 	<p>The Search for the Giant Arctic Jellyfish Non-chron report (Y3)</p> 	<p>The Story of Tutankhamun Diary entry/ Biography (Y4)</p> 	<p>Change Sings Poetry Shared poem to perform (WSWR)</p> 

UKS2 Cycle A						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
NHA Writing Curriculum	<p>The Lights that Dance in the Night Poetry</p> 	<p><i>The Lion, the Witch and the Wardrobe</i> (Y4) Write own ending of the story</p> 	<p><i>Riddle of the Runes</i> Historical fiction narrative (Y4)</p> 	<p><i>The Lost thing</i> Non-fiction guide/ invent machine (Y5)</p> 	<p><i>Robot Girl</i> Science-fiction narrative (Y5)</p> 	<p><i>The Midnight Panther</i> Narrative animal sub-set</p> 

UKS2 Cycle B						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
NHA Writing Curriculum	<p>Journey Narrative Story sequel (WSWR)</p> 	<p>The Ever-Changing Earth Narrative sequel as a class book (Y4)</p> 	<p>Shackleton's Journey Newspaper Report (Y4)</p> 	<p>The Lost Happy Ending (Y5)</p> 	<p>Beowulf Narrative - Own legend/ missing chapter (Y5)</p> 	<p>Change Sings Poetry Shared poem to perform (WSWR)</p> 