# Strand 6 - Writing for Life LTP

| **Semi formal and Formal** |
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| Students will receive one weekly **'Writing for Life'** lesson and will be supported to apply their writing skills across all areas of learning, including community visits, digital literacy, option subjects and work-related activities.<br><br>Writing provision is carefully differentiated to ensure that all students are appropriately supported and challenged, enabling them to make progress from their individual starting points. Students will develop the skills needed to communicate effectively for a range of real-life purposes and audiences.<br><br>Whilst fine motor skills and letter formation will continue to be developed where appropriate, students will also be encouraged to access alternative methods of recording their ideas. This may include the use of assistive technology such as voice-to-text software, developing keyboard and typing skills, and applying phonics knowledge to support independent writing.<br><br>The curriculum focuses on developing functional and meaningful writing skills that support students' **Preparation for Adulthood** outcomes, including independent living, employment, community participation and self-advocacy. Students will learn to plan, compose and record writing in a variety of real-life contexts, such as completing forms, writing emails, creating personal statements, recording experiences and communicating information. These opportunities will promote independence, confidence and effective participation in life beyond school.<br><br>Grammar, spelling and handwriting will be taught and reinforced within purposeful writing activities rather than through discrete lessons, with the primary emphasis being on composition, transcription and effective communication. This approach ensures that students develop the practical writing skills needed for adulthood, further education, employment and active citizenship.<br><br>Students will practise:<br><br>➢ Writing emails |

- Completing forms
- Writing personal reflections (typing or voice-to-text)
- Creating adverts (digital and handwritten)
- Applying to colleges or placements

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Writing About Myself:**<br>• Personal profiles<br>• All About Me documents<br>• Strengths, interests and aspirations<br>• Personal statements | **Completing Forms:**<br>• Personal information forms<br>• College application forms<br>• Registration forms<br>• Medical and appointment forms | **Composing Emails** :<br>• Formal and informal emails<br>• Email etiquette<br>• Replying to messages<br>• Attaching documents | **Making Enquiries, Requests and Scheduling** :<br>• Requesting information<br>• Booking appointments<br>• Arranging meetings<br>• Asking for support | **CVs and Applications** :<br>• CV writing<br>• Cover letters<br>• Job and volunteering applications<br>• Recording skills and experiences | **Advertising and Enterprise**<br>• Creating posters and adverts<br>• Promoting enterprise activities<br>• Café menus and promotions<br>• Room booking information |
| Self-advocacy, transition planning, college applications, employment preparation | Independent living, accessing services, further education and employment | Workplace communication, digital literacy, community participation | Independence, self-advocacy, managing appointments and daily life | Employment, careers education, preparation for work | Employment skills, enterprise, communication with customers and the wider community |
| Throughout – responding to job requests, emails, digital recording – personal reflections on EFL, creative writing within wellbeing. | | | | | |