

Key Principles

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Writing Intent Statement

“One child, one teacher, one book, one pen can change the world.” Malala Yousafzai

We adopt a holistic approach - making connections between reading and writing at every given opportunity and develop a genuine love of literature. We want all our children to be proud of their cultural and linguistic heritage and learn stories and writing with diverse representation to celebrate our community at Raynham. We want to ensure that all our children write to the best of their ability and enjoy the writing process. We are proud to be able to say that Talk for Writing is embedded within our school. We strongly believe that children need to be able to orally rehearse and perform before writing. Talk for Writing is powerful because it is based on the principles of how children learn. It enables children to imitate and immerse in the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. We strive to develop skills in communication and oracy so our children can access all areas of the curriculum. We make writing links across the curriculum to ensure English learning is relevant and meaningful. We intend to create writers who can re-read, edit and improve their own writing and enable our children to be able to confidently use the essential skills of grammar, punctuation and spelling. We ensure children take pride in their work and have a fluent, cursive handwriting style. We provide experiences which allow their imaginations to flourish.

Implementation

Medium Term Plan and Progression Map, Curriculum yearly overviews

The medium term planning and progression mapping of English will reflect exactly what content, knowledge and skills are critical for pupils to progress through the curriculum in each year. There is a clearly mapped curriculum coverage document for each year group. This shows the core texts and genres the children will be learning. We also ensure that all children engage and learn how to write fiction, non fiction and poetry.

Talk for Writing

We follow the ‘Talk for Writing’ approach where each class studies one quality core text over a three-week cycle. We provide opportunities for children to develop subject specific vocabulary and ensure a variety of genres are covered each year. All classes plan, draft, proof-read, suggest improvements to their own and others’ writing, edit and then produce final written pieces. In order to celebrate achievement, children are given opportunities to publish their final draft and we encourage children to use cursive handwriting across the curriculum. A hook and a range of stimulus is to be provided at the start of the unit to engage children into the topic and provide a purpose for writing

The ‘Talk for Writing’ approach follows the model below. The model is underpinned by three key phases.

Establish context	Stage 1 Imitation / Immersion - familiarisation of language	Stage 2 Innovation - adaptation	Stage 3 Invention - creation including publishing / performing
Core text / linked to topic / hook	Oracy, Drama / retelling the text in different contexts, writing maps, book talk, PAVGO , Boxing up and planning, Shared writing	Substitution, addition, alteration Change of viewpoint,	Write own text based on previous stages and showcasing learning Should include editing and improving at various stages.

Spelling, Grammar and Punctuation

We believe that spelling, grammar and punctuation need to be explicitly taught, assessed and reviewed regularly. Teachers should link and model these elements when teaching a specific genre. With regards to Spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Children investigate spelling, root words and the etymology of words. We focus particularly on common exception words for each year group as well as words that have been identified by teachers as being commonly misspelt by our children. All children in KS2 have a regular SPAG lesson. They also learn spellings weekly at home and online using Spelling Shed.

Shared Writing

Shared writing is a fundamental part of the Talk for Writing process especially at the early stage. It is where our children co-construct with the direction of the teacher and create a class text. It is the key moment at which writing and the different grammatical constructs and elements are taught. The teacher uses the assessment of children's writing to decide on the key 'progress points' that need to be focused upon during shared writing. Shared writing can be a direct demonstration or a joint composition.

Writing Toolkit / Magic Ingredients / Success Criteria

This is an important element in the Talk for Writing approach. We feel it necessary that the relevant toolkit be devised with the children and through identification in the key text, Talk for Writing map and model texts so that children are aware of these and understand how it can be implemented. Through planning and modelling it better enables children to experiment with creative language and literacy devices appropriate to the purpose of their writing task.

Displays

Writing displays are a helpful way to prompt and encourage our children and we expect all of our classes to have a 'washing line' to display the Talk for Writing maps and shared writing.

Handwriting

We pride ourselves at Raynham with the high expectations we have of the children in handwriting and presentation. Children learn correct letter formation and a joined cursive script in KS2.

Marking (See English policy appendix)

All marking should move the learning on. The teacher will tick the magic ingredients / success criteria if the objective has been met and is evident in the writing. Areas that need more attention may relate to grammar, spelling or composition. Editing and conferencing with the teacher helps the children to improve the quality of their writing and work on the areas requiring more attention.

Teacher expectations

- To be confident about what they are teaching and understand the English skills and progression required for the different strands - Reading, Writing, handwriting, grammar, spelling.
- To use a stimulus and hook for writing.
- To plan and prepare quality first writing lessons which are enabling for our children.
- To use oracy and drama skills before writing.
- To allow children to share work and challenge them through high order questioning and debate.
- To work as a whole school to ensure consistency and improve standards of literacy.

Professional Development

Teachers are well-supported and are continuously encouraged to pursue professional development through internal twilight sessions, observations as well as external training where needs are identified.

Impact

Our Children will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our children will acquire a wide vocabulary including subject specific words which will support the children in different contexts. Children will also be able to effectively apply the spelling rules and patterns they have been taught during writing. Most importantly, they will develop a love of writing. All children will enjoy writing across a range of genres, make links and apply their skills across the curriculum.

Assessment

Writing assessments are completed half termly in Y1-Y5. Children showcase what they have learned throughout the unit. The writing is marked against the key objectives. These objectives have also been set up on ScholarPack. *See English policy and Phonics Policy for more details.

Monitoring and Evaluation

Monitoring and evaluation of the impact on children's learning includes regular monitoring of books by the subject coordinator, year groups mini moderations, learning and environment walks as well as half-term progress meetings with each year group.

Equality and Inclusion

Providing equal opportunities for all the children is at the heart of teaching practice at Raynham Primary School. Activities are differentiated to ensure all the children, including PP, MABLE+, SEND and low attainers needs are met.

Links to key drivers in school:

Creative curriculum, Outdoor learning, Topic Based learning