



**ST. PETER'S
PRIMARY
SCHOOL**
EVERYONE COUNTS

Writing Policy (Whole School)

Author

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Version

1.1

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We are a Talk for Writing School:

In September 2021, St Peter's Primary School adopted the Talk for Writing programme. A key feature of this approach is that children internalise the language structures needed for writing through orally rehearsing and reciting a high quality model text. 'The approach moves from dependence towards independence, with teachers using shared and guided teaching to develop the ability in children to write creatively and powerfully.' *Pie Corbett - Talk For Writing website.*

Statement of Intent:

At St Peter's Primary School (SPPS), we believe that developing children's writing skills is essential for progressing across the curriculum and preparing children for adult life. We aim to ensure that all children reach their potential, through the delivery of a carefully-planned, stimulating and creative writing curriculum. We believe the development of writing skills is cumulative and children are therefore given the opportunity to build, develop and establish their writing skills throughout their time here.

Implementation

Each unit of work follows the clear cycle of teaching (see fig. 1) and is based upon children internalising a model text. Teaching content is set out in the Writing Curriculum Overview and ensures children are exposed to a wide range of fiction and non-fiction texts. Furthermore, there is a clear progression of skills within and between year groups. Writing units are bookended by independent tasks ('cold' and 'hot' tasks), which inform and focus teaching points and provide opportunities for assessment judgements to be made.

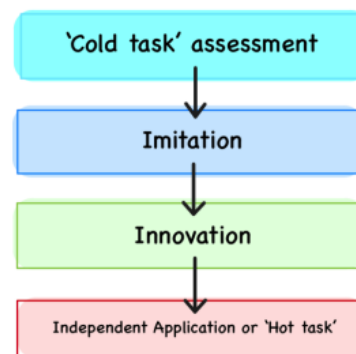


Fig. 1: Phases of Talk for Writing

Cold Tasks: An engaging starting point provides the stimulus and content for 'cold' writing. The aim of this is to see what the children can do independently at the start of a unit. Children are encouraged to draw upon their prior learning and teachers ensure that cold tasks are planned in such a way that they are accessible to all pupils. This assessment of writing supports teachers in setting whole class targets, which will be addressed throughout the unit and re-assessed in hot tasks.

Imitation:

Teaching begins with a creative 'hook' to engage pupils in the text-type they are learning or the audience and purpose of the unit. A high quality model text is introduced to exemplify underlying, transferable structures and language patterns that children need for writing. This is learned by talking the text aloud and using a 'text map' (see fig. 2 and 3) with actions as cues and prompts. Once students can 'talk the text', a written version of the model is presented and read for vocabulary and comprehension. The text is then analysed for basic underlying structure (generic plot pattern), key text and language patterns ('boxing up') and writing techniques ('toolkits') such as description, setting or characterisation.



Fig. 2: KS2 fiction text map



Fig. 3: KS1 Non-fiction text map

of the model is presented and read for vocabulary and comprehension. The text is then analysed for basic underlying structure (generic plot pattern), key text and language patterns ('boxing up') and writing techniques ('toolkits') such as description, setting or characterisation.

Innovation:

When children are familiar with the model text, teachers guide them into innovating the model in order to create their own versions. Levels of innovation will differ across year groups and phases (see Fig. 5). Teaching time is given to generating and exploring a range of ideas before planning.

Types of innovation:

Substitution: changing words, characters, settings.

Addition: add additional elements to a text

Alteration: change parts of a text to be different

Genre switching: adapt content of text to suit a different text type (e.g. fairy tale to a newspaper report).

Swap order of events: use features such as time slips and flash-backs

Change point of view: rewrite as a different character

Sequels and prequels

Fig. 5: Types of innovation taught and explored during 'Innovation' phase.

Teachers use a shared and guided writing approach to support students through this phase.

Independent Application and Hot Tasks

By the end of the unit, pupils complete a 'hot' task, which is an independent piece on a similar type of writing with an interesting stimulus. Progress between hot and cold tasks should be evident and this encourages pupils and helps teachers track the impact of teaching and learning.

Free-Writing and Poetry opportunities

Between completing a cold task and beginning the Imitation phase, teachers may spend time embedding language and grammar through free writing activities and poetry. These are approached in a similar way to shared-writing in order to support the development of vocabulary and promote creativity.

SEND and Inclusion

At SPPS, we support and contribute to the writing development of all children, including those with special educational needs, from diverse cultural backgrounds and for whom English is an additional language. We recognise that writing is a process and we aim to support all children to achieve their potential using Talk For Writing strategies. Appropriate adjustments are made for pupils identified with SEND to access activities in order to achieve relevant learning outcomes. Learning is scaffolded through provisions such as colourful semantics, writing frames, pre-teaching of key vocabulary, additional rehearsal of model texts, working in mixed ability pairs and targeted intervention sessions.

Assessment and Feedback

Assessment and feedback are embedded in all phases of the Talk for Writing cycle. Cold writing and writing during the Imitation and Innovation stages serve as formative assessments to inform teaching points in the subsequent lessons. Feedback underpins the shared-writing process, where teachers conference and discuss ideas with children to further improve their writing.

Summative assessment opportunities involve pupils planning and writing pieces independently (hot writing). Assessments are logged on a whole school tracker system (Target Tracker) on a half termly basis. Teacher Assessment Frameworks are used to assess writing at the end of Key Stage 1 (Year 2) and 2 (Year 6).

Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable. English leaders facilitate internal moderation (on a termly basis) within year groups and phases. Opportunities to moderate with other local schools are also provided.

Spoken Language

Spoken language underpins the development writing at St Peter's Primary School. As a school we believe that quality writing arises from regular opportunities to 'talk the text'. Through the oral rehearsal of models, children are able to internalise rich vocabulary and language patterns which they can later transfer to their writing. During the imitation phase, children may engage in discussion, performances, role-play and improvisation to embed their understanding of a text. Regular opportunities to perform the model text as a class or a small group are provided and form an inherent part of the writing process. Furthermore, children are encouraged to participate actively in collaborative conversations about their writing with talking partners or in small groups. There are also opportunities for children to perform poetry and present their writing to the class. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar as well as their understanding for reading and writing.

Grammar and Punctuation

Grammar and punctuation are taught within the given context of each 'Talk for Writing' unit. The chosen model text will introduce children to good examples of the specific grammar and punctuation features to be covered throughout the unit. Shared-writing lessons will explicitly focus on the grammar and punctuation highlighted in the model text. During short-burst writing tasks, children will have opportunities to practise using the grammar and punctuation introduced. Writing produced in the innovation and independent application phases will allow further practice in context.

HANDWRITING

Early Years

In Early Years, children take part in a variety of activities specifically aimed at developing their gross and fine motor skills in order to improve control of writing tools. Children are taught how to hold a pencil correctly, using their 'froggy fingers' (tripod grip), and how to form individual letters. Letter formation is introduced alongside the teaching of the phonic sounds. Children are taught to print their letters

and to use 'Handwriting Rhymes' to remember how different letters are formed (see appendix).

Key Stage 1

In Key Stage 1, letter formation is revised by working through the letter families. Letters are grouped in families with other letters that are formed in a similar way. Teachers use the Nelson Handwriting Books together with Twinkl resources as a guideline for handwriting exercises. Children practise their handwriting daily. When children are ready, they are introduced to the horizontal and diagonal strokes needed to join their letters. They can then progress to writing in a cursive script. By the end of Year 2, children are expected to:

- ❖ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ❖ Form lower case letters of the correct size relative to one another
- ❖ Use spacing between words that reflects the size of the letters
- ❖ Begin to use the diagonal and horizontal strokes needed to join letters

Key Stage 2

In Key Stage 2, children are encouraged to further develop and practise their handwriting skills in writing tasks throughout the curriculum. In accordance with the Teacher Assessment Framework (DfE), by the end of Year 6, children are expected to maintain legibility in joined handwriting when writing at speed and understand which letters, when adjacent to one another, are best left unjoined'.

SPELLING

Early Years and Key Stage 1

In EYFS and Key Stage 1, our pupils follow a high-quality, systematic approach to the teaching of phonics. (Read Write Inc.) Our phonics teaching makes clear links between blending for reading and segmenting for spelling. We encourage all of our pupils to apply their phonic knowledge when spelling. Complex sound charts are displayed in classrooms in order to support this process.

In Year 1 and 2, children also have discreet weekly spelling lessons three times a week. Here, children are introduced to statutory spellings as well as the relevant common exception words. Spelling lists are sent home and parents are encouraged to support their children in revising the words. Whilst children are tested on their weekly words, we recognise the importance of applying spelling rules to our writing. Children are therefore regularly encouraged to draw upon and use the rules or patterns they have

learnt when writing. Common exception word banks and dictionaries are provided to support spelling.

Key Stage 2

In Key Stage 2, children have daily discreet spelling lessons. Pupils are taught spelling rules (outlined in the National Curriculum) with teachers following a 5-day teaching plan, which incorporates both the Purple Mash spelling scheme with No-Nonsense Spelling. Children have '*Spelling Journals*' in school to practise in. Teachers continue to build children's phonological awareness in KS2 by using activities (inspired by Sound Linkage) to support children with specific difficulties in spelling. Spelling lists are sent home and parents are encouraged to support their children in learning the rules. Children are tested in the form of a dictation, where they are assessed on their ability to use the words within the context of a sentence. They are also regularly encouraged to draw on and use the rules and patterns they have learnt when writing.

Monitoring and Review

English leaders monitor and evaluate the standards of attainment and progress through termly book looks and the evaluation of writing data on Target Tracker.

English leaders support teachers in planning Talk for Writing units and selecting appropriate model texts.

Engaging Parents

Parents can play an important role in the development of writing skills. We aim to develop a strong home-school alliance regarding writing by providing writing workshops so that parents are able to understand the rationale behind our Writing Curriculum.

Parents are also encouraged to support children at home by:

- ❖ *Practising spelling words from the weekly spelling list
- ❖ * Using sound charts to help children sound out unfamiliar words
- ❖ * Revising the common exception words for individual year groups
- ❖ * Providing regular writing opportunities at home e.g., writing the shopping list, party invitations, letters to family or thank you notes
- ❖ * Encouraging their children to speak in full sentences
- ❖ * Asking children to rehearse the model text they are learning in class

Writing Across the Curriculum

Children are given regular opportunities to apply their writing skills to other curriculum areas. Where possible, cross curricular links are encouraged. The 'Everyday Toolkit' is referenced during wider areas of the curriculum where writing is applied.



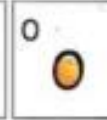




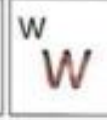


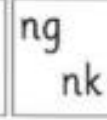
Impact

At SPPS, children are excited about their writing. They are 'hooked in' at the beginning of a unit and then introduced to high quality model texts aimed at inspiring their ideas, enriching their vocabulary and promoting their creativity. Children enjoy writing for different purposes and are exposed to a wide range of genres. Pupils recognise effective writing and understand what makes it good. They become aware of the key features (toolkits) of different text types and are able to develop their ideas by planning and preparing for writing. Children are able to make informed choices about grammar, vocabulary and text structure and can reflect upon, refine and improve their work.

Appendix

1.1

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Read Write Inc Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curly around the caterpillar (caterpillar)
d	Round his bottom, up his tail neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (giraffe)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag - zig (zip)

Bouncy vowels Bouncy consonants Stretchy consonants

1.2

Ladder Letters	l,i,t,u,j,y
One Armed Robot Letters	r,b,n,h,m,k,p
Curly Caterpillar Letters	c,a,o,d,g,q,e,s,f
Zig-Zag Monster Letters	v,w,x,z