

Writing Policy St George's C of E

Research



'Talk for Writing is a coherent integrated process that reflects how human beings learn in general and specifically in relation to how they learn language, rather than a list of useful points. The whole approach adds up to a very powerful way of supporting the linguistic development that is key to learning alongside engaging students. It leads to success which builds confidence and motivates learners to keep learning.'

-How Rosenshine's 10 Principles of Instruction have long been embedded within Talk for Writing, Pie Corbett

Intent

At St George's C of E Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Our intention is for pupils to be able to plan, revise, evaluate and enjoy their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Implementation

- At St George's Primary School, we use Talk for Writing from EYFS to Y6 as the vehicle for teaching and transforming our writing. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts. This also means that children know what to expect when they change classes. Our overall aim is for our students to enjoy writing and we find this scheme to be dynamic and well-structured yet also fun and creative. Our students are stimulated with exciting 'hooks' into writing, drama, story maps, oral storytelling and writing games. All the creative activities fuel the imaginations of our pupils and writing becomes a joy.
- Our students use many oracy skills during Talk For Writing lessons as they are embedded in this scheme. These activities include: rehearsing good stories and sentences, playing with new words, drama activities and discussing stories. These many informal opportunities for talk benefit our students.
- The Talk For Writing scheme features a variety of genre of texts. This results in our pupils having an excellent purpose for writing as they regularly write in many genres, for example to report, explain or create suspense.
- Early writing is taught through early mark making, then when the children begin Little Wandle phonics they are taught the letter formations. This begins with writing CVC words,

moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories using the Talk for Writing approach. They are encouraged to write independently in continuous provision.

- This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to phonic sound mats when they are writing, whether this is with the teacher, in continuous provision or independently.
- When writing from year 1 to year 6, teachers use the cold task before they begin the new Talk For Writing text. They use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar, handwriting and genre.
- After the teaching of a unit, teachers assess the hot write (independent writing) at the end of the unit and compare this to the cold task. Interventions on specific areas of weakness, happens during feedback in lessons.
- Teachers use the DDAT termly Writing Assessment Framework from DDAT to assess writing and plan lessons. It is expected that teachers will moderate across year groups and Key Stages in time for data sharing during the year. Moderation also takes place between schools to enrich professional discussion.
- Within the Talk for Writing method there is a focus on vocabulary. Staff are aware of the vocabulary deficit that our students can have, and this is addressed as a priority. Each class has wonderful new words each week that they focus on each day. Throughout the curriculum, staff focus on key vocabulary and share this through knowledge organisers and working walls. To support the teaching of new and adventurous vocabulary, all year groups have access to and make full use of the books that are in Pie Corbett's 'Reading Spine' and poetry collections. We also use Pie Corbett's Diverse Reading Scheme to pick our story-time texts from. This ensures that all children are regularly read to in class, and that high-quality texts are used. Staff will enrich their reading lists with exciting current texts also.
- Handwriting and presentation are extremely important at St George's as we strive for the students to present their work to the best of their ability and to be proud of all the work they achieve. We teach handwriting using the Penpals Scheme.
- We use the Spelling Shed scheme so that there is continued programme for the children to follow in school and at home. There is an expectation that teachers track back to ensure that any gaps in knowledge are addressed. Little Wandle is also used in KS2 with early readers who need phonic teaching.
- Grammar is taught through the model text, but also through discrete lessons. To ensure progression in grammar skills, all teachers follow the Writing Assessment Framework from DDAT, on which they highlight and assess the grammar skills that have been taught. Areas of weakness, that are identified as a result of independent writing tasks, are taught as part of the modelled text, or in transcription. Again, teachers are expected to track back to previous years' objectives if this is appropriate.
- Writing across the curriculum is taught by showing the children what a good one looks like, before then identifying the features in the specific text type that is needed e.g. an

information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre.

- Transcription is a daily practise that opens each Literacy lesson. We follow a transcription curriculum that links grammar, spellings and handwriting skills.
- Poetry is taught each term and our poetry scheme supports development of genres and poets.

Impact

The Writing curriculum is evaluated through:

- Each half term a fiction, non-fiction and poetry unit is taught to each class. Each unit begins with a cold write in which the teacher gives each child specific targets to improve their work. Formative assessment is constantly used throughout these writing units. Targets are assessed at the end of each unit and recorded on DDAT Writing Assessment Framework grids. These can be found in each student's Literacy book at the beginning of each term.
- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conferencing and work scrutiny.
- Summative assessment occurs using the DDAT writing evidence grids and moderating across year groups. These are carried out 3 times a year. The analysis of this used to identify areas of development and any children who are not making expected progress.

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