



# Writing Policy

## November 2021

<b>Approved By:</b>	<b>Date:</b>
<b>Next review Due by:</b>	October 2022
<b>Any signature required:</b>	



All things are possible for those who believe. (Mark 9:23)  
Learning together we grow in faith.

## Rationale

This policy aims to outline the teaching and learning of Writing at Little Heaton C of E Primary School. Through the implementation of this policy we aim to continuously raise writing standards and ensure that all children can reach their own potential through a rich, balanced and well planned writing curriculum which will stimulate and challenge our pupils. We consistently seek ways to improve and adapt the writing programme ensuring that as a school we are aware of new and up to date practises.

The policy supports our overall curriculum in allowing our children to succeed in becoming:

- Happy, confident, caring, and aspirational young people.
- Children that have high expectations of themselves, each other, the community and the world.
- Children with a sense of belonging to the family, the school, community and the church – Learning together we grow in faith.

## Aims

At Little Heaton we aim to develop our children's abilities with an integrated curriculum, linking together speaking and listening, reading and writing. Children will be given opportunities to incorporate the teaching of English across the curriculum, with opportunities to consolidate and reinforce literacy skills. We follow the National Curriculum for Literacy and English and also use Talk 4 writing to enable quality first teaching takes place.

The National Curriculum of Writing aims to ensure that all pupils:

- Write clearly, coherently, adapting language and style for a range of purposes, contexts and audiences.
- Acquire a range of vocabulary, an understanding of grammar and knowledge of linguistic conventions in reading, writing and spoken language.
- Write with confidence, fluency and understanding, having the ability to reread and edit own work making choices on own improvements.
- Understand a range of text types and genres and be able to write in a variety of different forms and styles appropriate to the situation.
- Develop the powers of imagination, inventiveness and awareness.

Little Heaton C of E Primary aims to ensure that:

- All children have opportunities to explore a wide range of text types and genres using the Pie Corbett Talk 4 Writing programme and carefully selected materials.
- Children have time to discuss texts and take part in drama, role play and develop skills for 'diving deeper' into a text.
- Children take part in the imitation stage for Talk 4 Writing. Using story maps, character and retelling of stories to become familiar with a wide range of genres.
- Children are guided through the innovate stage of Talk 4 Writing. Teachers provide children with a high standard of writing showing grammatical, structural and imaginative writing skills, enabling the children to move away from the scaffold and produce highly imaginative pieces of independent writing.

- Given discussion time to plan and prepare their own individual pieces of writing using techniques taught.
- Given time to write their own imaginative pieces of writing and time to reflect, edit and improve.

### **Talk 4 Writing**

The writing curriculum at Little Heaton C of E Primary school is taught primarily through Talk 4 Writing by Pie Corbett. Each class is taught this programme from EYFS all the way through to Year 6. Text types and genres have been carefully selected for all terms and year groups to ensure that all text types, genres and objectives are met throughout each year, giving all children the opportunity to achieve their Age-Related Expectations. These are set out on the writing Long term plan.

Talk 4 Writing is split into 3 main steps of teaching.

**Imitate:** Children are introduced to the text type. A story map is made and acted out with the children. This allows for all children to participate and succeed. Questions are asked about the text, characters are introduced and retrieval and inference skills are developed. The text is broken up into sections and analysed to help complete the boxing up and tool kit.

**Innovate:** In this stage the teacher begins to move away from the original text and using the boxing up and tool kit begins to explore using different characters, settings or objects etc. The children are expected to use their own plans to move away from the scaffold and begin to write their own version of the text type.

**Big Write:** The children are given a stimulus – picture, video clip and asked to create their own piece of writing. Time is allocated for the children to plan and discuss before they take part in writing. Children have the opportunity to read, edit and improve as part of this section.

### **Inclusion**

Talk 4 Writing has a strong contribution to make to the learning and writing development of all children, including those identified as having SENd, children from diverse cultural backgrounds, those for whom English is an additional language and children who are gifted and talented. Children from these groups benefit considerably from the strategies and approaches used in Talk 4 Writing.

As teachers we ensure that:

Wherever possible all children are included, whatever their needs, in Talk 4 Writing sessions.

Adjustments are made for individual needs to ensure all children can access the lessons. Appropriate scaffolds are used to support pupils towards achieving the Learning objective. Provide support to individual children through the use of ICT, teaching assistant, peer support or scribe.

### **Planning, Feedback and Marking**

At the beginning of a new unit of work the children complete a 'Have a go' task. This enables the teacher to look for any missing objectives and informs planning for the next cycle of Talk 4 Writing. The teacher shares these targets with the children and they are placed into books at the start of the new unit.

Throughout the unit the children are given opportunities to rehearse and practise these skills. Teachers use the class marking and feedback books to ensure that children are meeting their ARE and if interventions are needed for others. Teachers respond to work using colour coded pens. Green pens are used for marking and comments and pink pens are used for errors which need to be corrected. The children are given opportunities to respond to marking using purple pen. These are also used for the children to re-evaluate their work and for polishing and editing.

### **Spelling and Handwriting**

The No Nonsense Spelling scheme is used throughout the school, giving children opportunities to practise spelling patterns and ensuring the coverage of the statutory spellings for each year group are being taught.

EYFS and KS1 continue to use the RWI programme to consolidate spelling patterns as well as teaching the statutory spellings and key words for their year groups.

We use Achieving Excellence in Handwriting at Little Heaton and from Year 1 the children are taught letter formation and from year 2 joins. Teachers ensure that the scheme is used in their own modelled practise and we have high standards of presentation in children's books.

### **Monitoring and Reviewing**

The English Lead:

Monitors and evaluates standards of attainment and progress through book looks and evaluates the formative and summative data on the insight tracker.

Coaches and team teach on the correct Talk 4 Writing texts, planning and implementation of the programme.

Attends training and ensures that all staff are aware of changes to the programme when they occur.

Is responsible for reporting to the governors about the quality of the implementation of Talk 4 writing and the impact on standards.