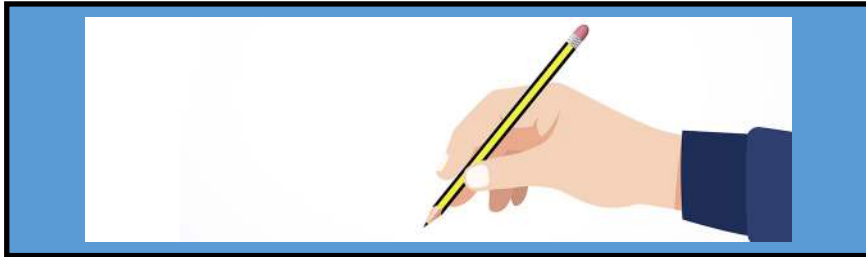




WRITING

Intent, Implementation and Impact Statement



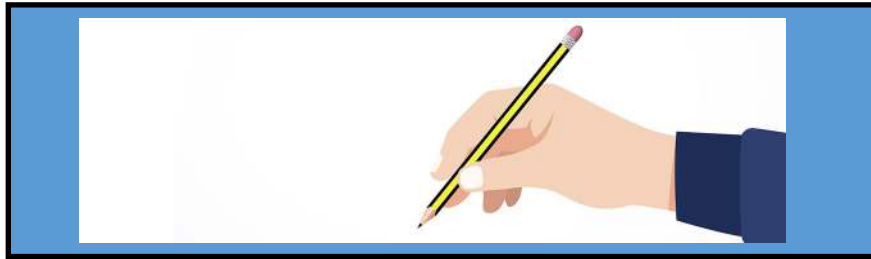
INTENT

At St. Andrew's CEVA, we have adopted the Talk for Writing approach to enable children to write independently for a variety of audiences and purposes within different subjects. Children internalise the language structures needed to write through 'talking the text'. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Following the aims and objectives of the National Curriculum, we follow a progressive programme, which builds upon previous teaching and ensures that the needs of individuals are met. Children are given opportunities to draw upon their exposure to quality literature using rich vocabulary throughout the writing process so that they can develop their skills when writing as a reader.

It is our intent to ensure opportunities are provided so that pupils are:

- ◆ introduced to and deconstruct a wide variety of model texts, using a variety of genres
- ◆ exposed to high level vocabulary
- ◆ able to write for different purposes and across a range of subjects
- ◆ given time to talk about and plan their writing
- ◆ taught specific aspects of grammar within context for accuracy
- ◆ able to plan, evaluate and edit their work as well as offer feedback on the work of their peers
- ◆ taught to spell, not only the prescribed spelling words but also patterns and strategies to develop their skills



INTENT

We believe that reading and writing are inextricably linked and aim to provide high quality texts to support vocabulary acquisition. Children possess Magpie and Vocabulary books so that they are able to explore ideas and language. Through quality learning experiences, it is our intent that children develop competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them).

Pupils are encouraged to show the values of the school in their writing:

Independence – Children are provided with opportunities to be creative and, using the support of models, develop ideas for themselves and apply skills to develop interesting and effective pieces in a range of genres.

Ambition – Children are taught to use a range of interesting vocabulary and sentence structures that they are able to manipulate to good effect in their own writing. They are guided through the imitation phase so that they are able to show the skills learnt independently in their own writing.

Self-control – Children are encouraged to take time and care over their handwriting and presentation to showcase their writing. They are encouraged to choose vocabulary with care to create impact.

Perseverance - Children regularly proof-read and edit their work, referring to their targets and using success criteria to apply the features of the genre.

Integrity – It is expected that children will respond to their teacher's feedback and complete any editing tasks to improve the overall quality of their writing.

Responsibility– Pupils independently check the spellings of words that they are unsure of in a dictionary and use a thesaurus to find alternative and ambitious vocabulary that enhances their writing to create effect.

IMPLEMENTATION

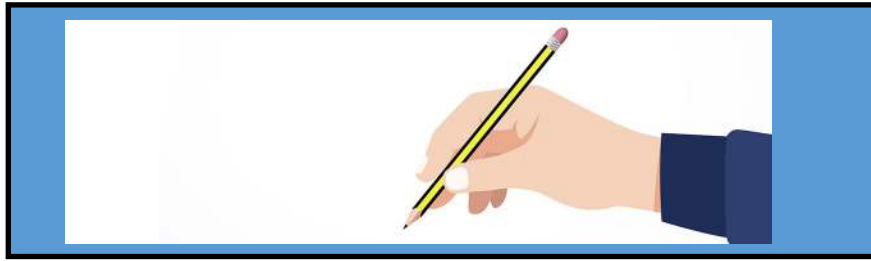
Across the school, children receive a daily English lesson where writing is taught in specific meaningful and effective contexts. Teaching is focused by initial assessment using a 'cold task' so that children can show what they can do independently at the start of a unit, drawing on their prior learning. Targets are then set for individuals and sequenced lessons are planned to ensure that grammar, punctuation and sentence structures are revisited and developed.

Writing is taught using the Writing Journey sequence, allowing teachers to cover a range of objectives linked to the features of the text, grammar and punctuation. Each year group has an overview of writing across a range of genres, ensuring that children are able to write for a range of purposes and audiences. The coverage considers the main purposes of writing: to entertain, to inform and, in KS2, to persuade. Speaking and listening skills support children in articulating their ideas and extending their vocabulary. Long and short term planning, alongside progressions maps ensure that genres are taught progressively and built upon throughout the school, giving pupils opportunities to build upon their understanding of structures and features of texts as well as to develop their sentence structure and grammar skills .

The Talk for Writing Process:

- ◆ Baseline assessment and set targets for pupils
- ◆ Planning of key vocabulary, adaption of model text and toolkit for the genre
- ◆ Imitation Phase -
 - Internalising of the model text through text maps, drama, vocabulary and comprehension
 - Boxing-up of the text structure, analysis of features and constructing of toolkits
 - Exploring similar examples and short burst writes using key skills
- ◆ Innovation Phase -
 - Create a new plan, box-up and talk the text
 - Shared writing and innovation of the model
 - Pupils are guided in writing their own versions using the structures and features
 - Improvements are made through feedback from teachers, peers and self evaluation
- ◆ Independent application -
 - Pupils write independently using the skills that they have learnt
 - Next steps are provided based on assessments and children are able to reflect upon their progress.

Pupils are taught the correct letter formation from the very beginning of their time in school. They are taught to sit properly and to hold a pencil correctly in order to develop a legible handwriting style. Teachers are expected to role model when marking children's work and writing on the board or for work to be displayed. From Year 3, classes follow a progressive spelling scheme. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers that is underpinned by the children's knowledge and understanding of phonics.



IMPACT

Using Talk for Writing, developed by Pie Corbett, is based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage. Throughout the process, assessment is an integral part of the teaching and learning journey and teachers link it clearly to the children's targets and next steps through developmental marking.

The impact on our pupils is that they develop the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and delivered across both key stages, children develop confidence in their writing and have the ability to plan, write and edit their work across a range of genres. By the end of key stage 2, pupils have skills to produce sustained pieces of writing whereby they can manipulate language, grammar and punctuation to create effect.

As writing is an integral part of the curriculum, pupils are able to apply their skills in other subjects showing an understanding of how and when to use specific language, grammar and punctuation.

The impact of our writing is measured through:

- Ensuring that National Curriculum requirements are delivered and assessed against the relevant Compass statements.
- On-going formative assessment and developmental feedback.
- Planning and book looks shows a clear journey with a range of skills being developed.
- The marking of written work complies with the marking policy.
- Summative assessments of children's independent hot-writes show an improvement from the cold write.
- Monitoring and scrutiny of children's work and professional dialogues between teachers to assess the quality of children's learning.
- Monitoring of progress from term to term ensures that pupils remain 'on track' from their starting point and when necessary appropriate intervention is put in place.