

Writing Subject Statement



Ethos and Intent

At Alveley Primary School, the teaching of writing within the English curriculum has been carefully considered to enable our pupils to become confident and creative writers. Our subject lead has carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are taught the required skills and knowledge the further their education journey through KS2 and beyond.

Implementation

Underpinning our teaching of writing at Alveley Primary School is the 'Talk for Writing' approach, pioneered by Pie Corbett. This process enables children to take part in drama, speaking and listening, and exciting activities as a precursor to writing. High quality writing is modelled to children, 5 and they plan and edit their writing until they have produced work they can be proud of. The 'Talk for Writing' approach ensures that we support children and show them how to write; we have high expectations of children and challenge them to do their best and take ownership of their writing and make good progress.

Talk for Writing has three key phases which work together to develop knowledge, confidence and independence in writing:

1. Imitation

We usually like to start our Talk for Writing units with a 'wow' starter which fires up the creativity and imagination of the children before they immerse themselves in the model text. During this phase the children learn a model text using actions and story maps. The key to success for the children is that they internalise the text type through repetition and rehearsal. They explore the structure of the narrative and investigate the different characters, settings and events. They also begin to look closely at the language used and the effect this has on the reader. We call this process 'read as a writer'. The classroom becomes a dynamic, interactive resource filled with word ideas, sentence types and language tools collected by the children to use in their stories later.

2. Innovation

During this phase the teacher and the children begin to change aspects of the model text using their own ideas. They explore the text using different characters, settings or events and new ideas for descriptive language whilst sticking closely to the underlying structure.

It is during this phase that the children work using their toolkits. The toolkits, based on the features and ingredients of the model text, remind children of the different strategies they could use in their stories and helps them to see the progress they are making.

3. Invention

During the invent sessions the children plan and write their own story based on the text type they have been learning. They experiment with the ideas and begin to explore their own style of writing using sentence types from the model text.

Writing is often linked either to our overarching topic, e.g., World War 2, or a specific text we are reading, such as 'Letters from the Lighthouse'.

Impact

Teachers continually assess children's writing. Independent writing is marked daily, with verbal or written feedback given to pupils, explaining how to move their writing forwards. Pupils are an active part of this process, with assessment grids made familiar to pupils throughout their school journey. Writing is moderated internally through book looks and pupil interviews, an externally, with cross-Trust writing moderation twice yearly. SLT AND THE English Lead conduct frequent book looks, as well as learning walks and formal lesson observations.

SEND

Writing is a fully inclusive subject at Alveley and we are committed to the Special Educational Needs and Disability Code of Practice. The curriculum is not narrowed for pupils, however how the lesson is delivered is adapted to incorporate the individual needs of those children, such as amending the resources and writing scaffolding. We also offer support through dictation software, additional time to complete written tasks and 'chunking' writing tasks into small, manageable amounts for pupils.