

Writing at St William of York.

Intent.

It is a school's responsibility to ensure that all children develop their writing skills and enjoy the creative journey. At St. William of York Primary School, high quality texts, both classical and contemporary, are at the heart of our planning (see English Curriculum Map). Our curriculum map was designed with a rationale behind each chosen text; themes, such as the environment, migration and traditional tales, are integrated across the key stages. Selecting quality books - picture books, novels and nonfiction texts - to inspire and excite our pupils has enabled us to plan and provide opportunities for the children to write for a range of purposes and audiences. Planning a coherent, progressive document, in terms of taught grammar and punctuation skills, a balance of genres and purposeful writing opportunities has been our intention. Where appropriate, links have been made to the wider curriculum.

Implementation.

At St William of York, we intend to use Talk for Writing - initially in Key Stage One - as a tool to enhance language and literacy skills; all teachers were introduced to this pedagogy during the summer term of 2023. A rolling programme of support in adapting and amending existing planning for all writing units across the school has been implemented beginning with the EYFS and Key Stage One; Key Stage Two staff will continue to teach to a 'Read to Write' model until further inset and support have been provided.

The Talk for Writing approach consists of three key stages:

Imitation: In this stage, the children are exposed to a specific text type, such as a story, poem, or nonfiction piece. They engage in activities that help them internalise the language patterns, vocabulary, and structure of the text. This often involves reading the text aloud, discussing its features, and participating in shared writing activities where the teacher models the writing process.

Innovation: In this stage, pupils take the learned text as a model and start to experiment with their own ideas. They might change certain elements of the text while maintaining the overall structure. This encourages creativity and critical thinking while still adhering to the patterns and features of the text type.

Invention: In the final stage, the children create their own piece of writing from scratch. They use the knowledge and skills acquired during the imitation and innovation stages to produce an original piece of work while still adhering to the genre's conventions.

During the process, short burst grammar activities are planned and integrated into the teaching sequence to ensure grammar is taught in context. The approach further exposes children to a rich and varied vocabulary found in different text types; this exposure contributes to the expansion of their vocabulary, which they can then use in their writing and communication. Further Incidental writing opportunities are provided which allow the children to practise taught skills following modelled and shared writing experiences; time is allocated for children to draft, revise and edit their work. At St William of York Primary School, we also provide discreet spelling lessons, using Read Write Inc spellings post phonics, enabling our children to become confident and accurate spellers. Our handwriting expectations ensure that the children can write using a fluent, legible handwriting style.

Overall, Talk for Writing provides a comprehensive and scaffolded approach to teaching language and writing skills. It combines active learning, modelling, and creative exploration to enhance both the teaching and learning of language and literacy. The approach often involves reading and analysing quality texts. This can foster a love for literature and encourage children to become lifelong readers. In essence, Talk for Writing not only helps children become better writers but also nurtures their overall language proficiency, communication skills, and confidence in expressing themselves. Further opportunities to write across the wider curriculum are maximised.

Writing in the early years.

Talk for Writing strategies have been introduced into our early years as we recognise and prioritise the importance of oracy in the writing process. Communication and Language is a Prime Area of Learning and this is explored through:

- Prioritising quality interactions through talk
- Explicit vocabulary teaching
- Small group reading
- A well designed communication curriculum

In the Foundation Stage, children are supported in developing their gross and fine motor skills through pre-writing activities such as baking and dough gym to help with future pencil control. Writing down ideas fluently depends on effective transcription: that is, spelling accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons. In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. Legible letter formation is taught and modelled on a daily basis. As their phonic knowledge increases, so does their ability to write independently; at the same time, their knowledge of key words is supported through reading and writing. A wide

variety of opportunities are provided for children to engage in writing activities where they can independently apply their phonic skills through role play, creative continuous provision and the outdoor environment. An emphasis upon quality story time further supports the writing experience as children are introduced to the vocabulary and language structures of quality texts.

SEND.

Talk for Writing as a pedagogy was chosen by our school as it can be adapted to accommodate diverse learners, including those with special needs or those who are learning English as a second language. The focus upon oracy and internalising the text enables all children to engage, participate, contribute and respond in a way which is appropriate to them. Using adaptive teaching models, as far as possible, all children have access to the same writing opportunities and experiences as their peers. The progress of our children is monitored very closely through a range of summative and formative assessment tools - see below. The lowest 20% of children are identified and their learning is monitored closely. Analysis of their learning needs is a priority and appropriate intervention - led by expert, fully trained members of staff - is provided as quickly as possible. Specific reading - and oracy - interventions which we facilitate at the moment are:

- Wellcomm - Language, Communication and interaction.
- NELI - Nuffield Early Language Intervention.
- Phonics catch up sessions (also in Key Stage Two if necessary).
- Fluency intervention.
- Fresh Start.
- Lexia.
- Daily reading.
- Writing workshops.

1:1 Writing workshops can be used to support the editing stage of the writing process along with word mats, visual cues and further teacher modelling if this is considered necessary.

Impact.

Assessment.

We measure the effectiveness and impact of our English Writing curriculum in a variety of different ways. Prior to beginning the Talk for Writing process, a 'cold task' assessment is planned which allows staff to identify weaknesses in structure and composition which are then incorporated into the teaching unit along with specific identified writing objectives. At the end of the taught unit, a 'hot task' is produced

which enables teachers to compare and assess progress. Whilst marking the 'hot task', an assessment tool is completed which identifies progress made against national curriculum standards and weaknesses present which can be incorporated into the next planning unit, if appropriate. Opportunities - through marking - are incorporated into the unit of work, which allow the students to reflect, edit and improve their writing.

In order to agree and quality assure judgements made, regular CPD opportunities are provided for staff to discuss standards, particularly post formal summative assessments. Through local cluster groups, staff have further opportunities to compare standards with colleagues from other schools.

All pupils, from year one, are tested on a termly basis using Rising Stars Spelling, Grammar and Punctuation tests to monitor progress along with an independent writing task. The SLT and the English lead monitor children's progress in writing; this can be done through discussions with teachers and pupils, book talk and lesson observations or drop-ins. Feedback is provided in terms of sharing strengths and noting any areas for development.

Standards and progress are discussed during termly pupil progress meetings with the head teacher and senior leaders. Assessment of writing is reported and discussed during parents evening and summative data is provided on end of year reports.