



Our *Writing* Approach

we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing style. Writing skills underpin most elements of the school curriculum and is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

TEACHING AND LEARNING

Talk for Writing

At Heymann Primary and Nursery School, our aim is that all children love English and are excited to read, write and express themselves. In order to achieve this, we follow Talk for Writing (TFW) as a whole school, a cumulative and systematic process for the teaching of English. It is fun, creative yet also rigorous and has a proven record of accelerating children's learning. Talk for Writing fundamentally teaches children how to be writers – not just how to write. It supports children to be able to generate ideas, draw upon their reading and write confidently

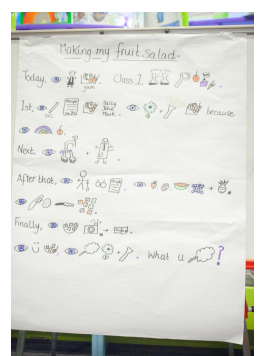
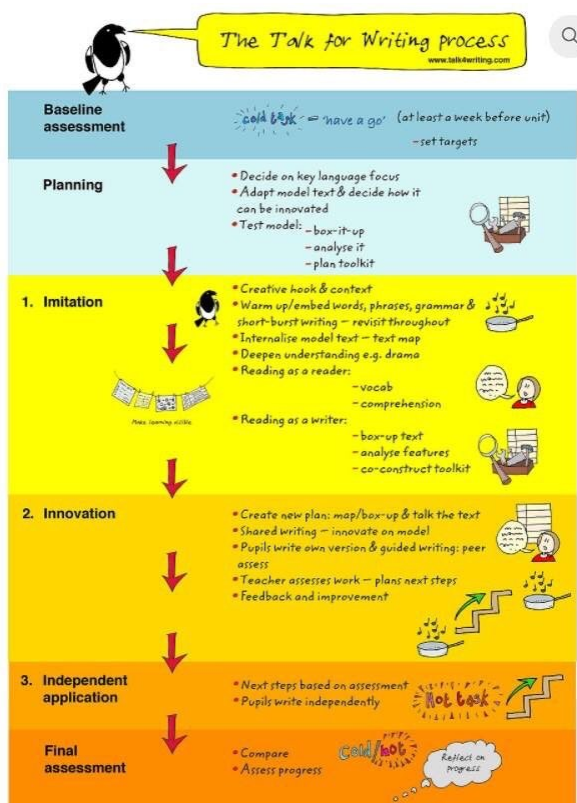
for a variety of audiences and purposes.

It starts with enjoying and sharing stories.

Throughout the school, we place a strong emphasis on children reading stories and enjoying a range of literature. Through regular reading, we want children to build up an extensive and rich vocabulary for use in their own writing. Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It is built on three stages of teaching:

- 1) **Imitation** - the children learn a text and the language they need
- 2) **Innovation** - the children adapt the model text with ideas of their own
- 3) **Invention** (independent application) - the children create their own text using the language and skills that the model taught them.

During the initial 'imitation' stage of Talk for Writing, a text (fiction and non-fiction) is introduced and read to the children. Together they learn to tell the story off by heart. To help them remember the text a multi-sensory approach is used. They retell a text with expression and actions



and use a visual story map to support their retelling. As children learn the text word for word, they build up a bank of interesting vocabulary, phrases and types of plot which they can then use in their own writing. The principle is that if a child can tell a story, they will be able to write a story. Through well planned and structured lessons, pupils learn and apply a toolkit of approaches and grammatical patterns, using the model text and other high quality texts as examples.

Once the story is learnt, children are encouraged to adapt it. At this 'innovation' stage, children make the story their own. They could start with a simple change of character or for older children it may involve telling the story from a different view point. They will make changes to their story map and rehearse retelling their innovated story orally. They will then write out the innovated story in manageable sections and will receive feedback from the teacher. The pupils apply their toolkit skills and grammatical approaches more independently at this stage— with scaffolding withdrawn more when appropriate.

There is an opportunity to respond to this marking before they go on to write the next section. This very supportive and structured approach allows children to gain confidence and know what they need to do in order to get better.

The final stage is the 'invention' stage where the children use all the skills they have learnt to write an independent piece. There is the freedom to draw upon their own ideas and experiences, or they can 'hug closely' to the shared text should they need to.

Planned opportunities enable pupils apply their learning in other situations and away from the point of teaching.

Each unit build on previous skills taught with in the year and in previous year, this way, pupils develop a wide toolbox of writing and grammatical tools to enable them to write well, clearly and for a range of purposes.

MONITORING OF IMPACT

Finding out about the impact of both the intent and implementation of the Writing curriculum is timetabled. Monitoring of planning and the impact of teaching is checked regularly according to our school monitoring timetable through planning, book scrutinies and pupil voice.

We review our curriculum and model texts regularly to make sure that they meet the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to want to be life-long learners.