



### INTENT

At Trewirgie, writing is a crucial part of our curriculum. We view reading and writing as being linked. Reading is like breathing in and writing like breathing out. All children are taught children to use the skills they learn in reading to help with their writing. They are given regular opportunities to write both in English lessons and across the curriculum. We also understand that reading and writing both float on a sea of talk so oracy skills are of prime importance across the curriculum.

Our intention is for pupils from the first few weeks in the EYFS and throughout KS1 to be immersed in high quality language, storytelling and experiences which develop their vocabulary and for them to have a rich diet of both gross and fine motor skills in preparation for writing.

Our intention is for pupils to be able to both read as a reader where they focus on the vocabulary, grammar and comprehension but also to read as a writer focusing on the author's crafting of language and use of literacy devices. We believe that this will enhance their skills when it comes to composition and effect and use of grammar and vocabulary.

Where possible we always try to have an audience and purpose for the writing and these are often linked to topics, class or community events. As children master the early writing skills, they are encouraged to edit their work to improve it and they begin to create drafts so that the final piece is the best it can be. Presentation is also crucial and we intend for every children care about their work and to always do their best to present their work to the highest standard they can.

Assessment forms the basis of planning and we aim for children to make good progress from accurately assessed and moderated starting points.

We aim for families to be increasingly engaged in their children's learning not only by hearing children read and help them to learn spellings but also by talking to their child, increasing their vocabulary and sharing the texts we learn in school at home.

We aim for children to be taught by highly trained staff who work as a team to deliver high quality writing lessons. They will be inspired by the texts used, the classroom and outdoor environments and their teacher's passion for writing. This will give children a firm foundation to prepare them for a smooth transition to the junior school and onto their next stage of education.

Our school values – to care, to help and to succeed underpin all that we do. This is built upon a foundation of the children feeling safe and being confident to explore different ways to tackle their writing, caring about their work, helping others and becoming successful at the skills they have practised.

## IMPLEMENTATION

### **Talk for Writing**

Writing is taught using the Talk for Writing, storytelling approach. Talk for Writing is an engaging teaching framework developed by Pie Corbett. It is powerful because it is based on the principles of how children learn. Children imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own versions of the class texts.

Using the Talk for Writing approach, we teach children to read as a reader where they focus on the vocabulary, grammar and comprehension but also to read as a writer focusing on the author's crafting of language and use of literacy devices.

Teachers use the Imitate, Explore, Innovate and Invent stages for each unit. Each half term has a focus 3-4 week unit which alternates between fiction and non fiction. It uses a high-quality engaging text which is written or edited by the teachers to weave in particular grammar and spelling focuses. This text is learnt by everyone in the class using a text map. During the Explore stage, the children get to know the text inside out and study the language features both as a reader and as a writer. They are then guided through the innovation stage by their teacher modelling writing and encouraging use of writing journals (magpie books) and teaching relevant grammatical structures.

The invent stage is then more independent where the children are given the opportunities to write and edit their work themselves with the same genre or story type.

The longer unit each half term is preceded or followed by complementary units where children work on the opposite fiction/non-fiction. There is also poetry planned in throughout the year. This this may be linked to the class topic and where possible has a real audience and purpose.

### **Oracy**

Oracy skills are highlighted on the long term planning and each unit of work has an oracy focus. We aim to develop this further and acquire further training in this area as we recognise the value that it has to enhance children's confidence and how well they succeed.

Oracy starters across the curriculum support the development of language. In Drawing Club and reading sessions, vocabulary is a high priority and children learnt a set of 5 words each week as part of these sessions.

### **Writing Across the Curriculum**

Writing has as high presence across the curriculum. The expectations for writing in all books are the same in terms of content, accuracy, creativity and presentation.

Writing across the curriculum is taught by referring back to work from English lessons and using the toolkits made in English to recap the features of texts and allow the children to complete the invent stage for non-fiction.

### **Local and Popular Culture**

Much of our curriculum is planned to link to the school's unique locality. Children are encourages to write about local places in their stories and non-fiction writing both in lessons and in their independent learning. Texts are chosen to be relevant to children's interests and long term plans are working documents which can be adapted to meet the needs of each class. We encourage children to innovate stories with their own ideas these may be characters from computer games, TV, comics or other books they love. We believe that children will succeed and be more motivated by writing about what they know.

### **Assessment**

Independent, best writing from the invent stage is used for assessment. Interventions for writing and focuses for the next units are planned based on the assessments made.

Teachers use Insight and the Babcock moderation materials to assess writing. This is done each half term within staff meetings and we also attend other moderation sessions run locally and by the trust.

### **Early Writing**

In EYFS communication and language is a prime area and is a focus throughout every part of the day. Early writing is taught systematically through RWI sessions where letter formation is introduced and sounds are segmented to spell.

In Nursery, children begin to experience the Talk for Writing process where key texts which are mapped out for the year are read to the children as physical books. These are then simplified into text maps using high quality language and repetition for storytelling. The Makaton actions are used as part of the storytelling for key words and storytelling vocabulary. These actions continue through the school and are displayed in each classroom.

In nursery, the stories run over longer periods of time as some children are not in every day. They spend a week reading the story and then a week or more talking the text. When the children are confident with the text they have learnt, they begin to innovate the story and substitute characters and objects using post it notes on the text map. Through the children's continuous provision, they have access to the books and smaller versions of the text maps along with props etc. to allow them to use storytelling in their play.

The children see the adults writing regularly. They experience shared writing where the writing process is modelled to them and adults also use story scribing to capture the children's own storytelling.

Alongside this, the children are given many opportunities for gross and fine motor skills both inside and outside as well as activities that foster good pincer movements. They have access to a wide variety of mark making equipment in all areas and towards the end of the children's time in nursery, those who are ready experience modelling of letter formation using the RWI letter formation rhymes. All children are encouraged to write their name on their work.

As the children enter Reception, the Talk for Writing process continues to develop through whole class direct teaching, guided writing opportunities and through continuous provision in the early years. This also continues to include the development of gross and fine motor skills, pincer movements and use of a wide range of equipment. Pencil control and technique is monitored and intervention for fine motor skills and letter formation etc. is provided where necessary.

Children in Reception are given opportunities to write independently as soon as they are able to. This is supported by RWI sound mats to allow children to easily recall the phonics sounds they have learnt. Continuous provision provides many opportunities for writing in different ways.

### **Drawing Club**

In Reception, the children begin Drawing Club which opens up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and storytelling skills. This continues as a transition into Year 1.

### **KS1 Writing**

Year 1 continues in the same way as YR initially but moving through the year to more structured English lesson when the children are ready. Along the way, the children write across the curriculum within their independent learning as well as on more focussed tasks in enhanced provision.

In Year 2, the Talk for Writing process continues with the children experiencing a wide range of high quality texts using the same model. Spelling and grammar focuses are woven into the texts and expectations are high for content, accuracy, creativity and presentation. Sound mats and CEW spelling lists are available for children to use as required.

Magpie Books are used. These are used to collect words and phrases taken from class texts, guided reading and class reads etc. They are organised to support grammar knowledge and to allow children to use them to support their own writing.

The children who work in the off scheme RWI group, have the opportunity to do some extended writing on Fridays where they can choose what they write about. They are encouraged to use the words they have collected from their reading during the week

### **Classroom Environment**

Teachers have created storytelling areas to inspire and support the children's creativity. These contain props linked the class text as well as open ended and generic prompts for the children's own invented stories. Working walls allow the class to record the journey of their learning through the unit. These include: a story mountain, text map, key vocabulary, boxed up versions of the text and planning aids as well as the classes shared writing. Pupil's work is celebrated on the class recognition boards as well on other displays around the school.

### **Planning**

A long term plan outlines the texts to be taught across the year which are a range of story types and genres. This plan also details the grammar, punctuation, spelling and handwriting that will be taught within each unit. Weekly planning is more detailed and is adjusted by individual class teachers to meet the needs of their class.

### **Spelling**

Spellings are taught in school as part of separate spelling sessions and embedded within writing lessons. Then the children are expected to practise these at home each week. We encourage children to learn the spellings not only for a spelling test but also to be able to use them in their writing.

In the EYFS, spellings practise is directly linked to the learning of the 40+ sounds and then when children have mastered these, they use the Trewirgie spelling lists which follow the National Curriculum. In Year 1, resources from RWI are supplemented by materials from Twinkl/Spelling Shed and Purple Mash. These are with adapted to to ensure they match the RWI way and order of teaching. In Year 2 children follow the RWI spelling scheme. Support is provided in school for those children who find spelling tricky through extra sessions for spelling interventions.

### **Grammar**

The requirements of the National Curriculum for grammar are embedded within the texts we use for writing. Children are taught specific grammatical patterns within English lessons and they practise these in their writing. A long term plan sets out these focus areas for the year to ensure coverage. Some grammar lessons are taught as discrete lessons.

### **Handwriting**

Handwriting is taught as a specific skill, little and often. It is taught progressively and in-line with the requirements of the National Curriculum.

Handwriting in taught daily where possible moving from gross and fine motor skills practise in the Early Years to more formal handwriting sessions in the later part of Year 1.

Initially we teach handwriting (letter formation) by linking closely with the Read Write Inc. scheme in daily phonics sessions. In KS1 children are then introduced to a simple joined handwriting style which is not made complicated by unnecessary loops or swirls. We introduce the slightly different lowercase k and f within Year 1 and then follow the Nelson Scheme to teach handwriting.

We use the handwriting tram lines to support children to show ascenders and descenders.

There are opportunities for children to try writing in pen when the teacher and pupil agree that the handwriting is of a suitable standard.

Handwriting by adults around the school is expected to follow the handwriting policy. Twinkl font is also used where possible to give the children clear text to read in a style they can replicate.

### **Timetable**

RWI is every morning from 0900-0940. There is a 30-45 minute English lesson each day.

In KS1, the children have a 15 minute funky fingers / handwriting three times a week.

Reading for pleasure is timetabled each week using our library.

At the end of each day, and more often when possible children are read a variety of high quality texts which include fiction, non-fiction and poetry.

### **Approaches to supporting disadvantaged and SEND pupils**

Provision maps are drawn up for SEND pupils and specific tasks are planned for these children where they are not able to engage with the main tasks of the lesson.

Planning overviews for the week show where some children may need additional support, resources, scaffolding to be able to access and achieve the LO for the lesson.

PP children are highlighted and targets drawn up to support these children to make good progress. They are supported by the PP lead. These children are also a focus for class teachers when guided groups are formed.

### **Development of Staff Expertise**

All staff have at some point received Talk for Writing training. Because this has been at different times and in different schools, training in Sept 2021 by the writing lead recapped the main points of the Talk for Writing approach and outlines the specific way it works at Trewirgie Infants. This was revisited in June 2022 in a staff meeting and in Spring 2024. Model writing lessons were shown in Summer 2024 for teachers.

Each week in staff meetings, a specific area is recapped and regular English staff meetings allow dedicated time to discussing and improving practise.

Time is also planned each term for moderation of writing which included the whole of the teaching staff team.

### **Parental Engagement**

We send home copies of the class text at the start of each block of writing. Children are encouraged to share the text with their families. We expect parents to read to and with their children regularly and practise their spellings. This is monitored by class TAs and teachers contact parents to offer further support if there are barriers to this happening.

Parent meetings are held in the Autumn term for each year group to outline the Reading, Writing and Maths strategies that we use in school and explore how they can help at home. Parents are provided with

a take away leaflet.

#### **IMPACT**

The Writing curriculum is evaluated through

- Monitoring of the data, quality of writing in English takes place through books scrutiny sessions, observations, pupil conferencing and moderation sessions.
- Summative assessment takes place each term formally with assessments also made half termly to inform planning and interventions.
- Teachers also attend moderation sessions in staff meetings and where possible with other schools and within TPAT.
- Teachers in Y2 attend training sessions and moderation sessions through the year.