



Talk for Writing

Nova Primary School

October 2021

Rationale

This document has been written to ensure the consistency of the teaching of writing across the school.

Talk for Writing is a strategy that we are developing across the school to improve standards.

The document is to help all staff have a shared vision for writing in our school.

AIMS

- Raise standards in writing
- Foster a love of reading, writing, and storytelling across the school
- Improve the quality of teaching of writing and the expertise of staff at our school
- Benefit of cumulative learning year on year with children building on what they have learnt

MEDIUM TERM PLANS

- Each year group have a completed medium term plan with a range of fiction and non-fiction texts
- We cover the story types (finding, losing, defeating the monster, wishing, warning, portal etc.)
- Non-fiction text types are covered (report, recount, persuasion, discussion, instructions, explanation etc.)
- Model texts are written at the year group level and are adjusted/adapted to meet the class's needs
- Grammar and punctuation(SPAG) is written into the texts to allow for the teaching of grammar in context

TELLING THE TEXT

- Each class has a passion for telling stories/texts orally with actions

- Class storymaps are displayed and celebrated
- Children are encouraged to both orally rehearse the model text, and to innovate on the text to make stories of their own
- Children map the story to help them internalise the story pattern and vocabulary

ACTIONS

- There are an agreed set of school actions given to each class and displayed
- Classes can then take photos of their own children doing these actions and display
- There are displays around the school of these key actions to make them high-profile

LEARNING ENVIRONMENT

- The aim is to have an interactive learning environment that both celebrates children's work and also gives them the tools they need to be successful
- English Working Walls should be used to share the teaching (e.g. shared writing, boxing up)
- Storymaps and actions should be displayed
- Relevant vocabulary toolkits should be displayed
- Each class should have somewhere where the children's writing is celebrated

VOCABULARY

- Vocabulary should be at the heart of all lessons
- We teach the vocabulary in context so that a good understanding is gained
- Give positive feedback to children using this vocabulary in context
- We 'raid' our class novel for quality vocabulary

GRAMMAR

- Most grammar will be taught in the context of the story/non-fiction text
- We use the Talk for Writing Progression Document to ensure coverage of the curriculum
- Some separate grammar lesson may be necessary but even in them we make a link to the story or non-fiction unit we are working on
- We co-construct 'Writers' Toolkits' with the children from the model text, show them how they are used in shared writing and give feedback against these in their writing books
- The toolkit is displayed in the class to help guide the shared writing and children's work
- We use the Talk for Writing Toolkit Progression Document

SHARED WRITING

- Shared writing should be an integral part of the teaching of writing: the teacher is modelling handwriting, spelling, vocabulary, editing, re-reading and correct use of grammar
- Children should be in 'talk partners' and the session is interactive
- Where possible TAs should support by in this session by, for example, writing up vocabulary and supporting the talk
- The class story/text should be displayed for the children to refer to when innovating

BOOKS

- High quality presentation is the expectation in English books. Children write in blue pen and edit with their green pens. Children have yellow highlighters to self-edit against agreed success criteria
- We write the long date, leave one line free then write and underline the learning objective for the lesson
- We try to limit the number of sheets stuck into books and move towards the children writing more themselves
- Children are encouraged to dotted line a spelling if they are not sure and look up later so that their writing flow is not interrupted

ASSESSMENT

- Assessments against Writing KPIs for each year group are updated at least termly and entered into the school PITA three times over the year. KPIs are written in child friendly terms and are discussed with children.
- Teachers and children assess against text type specific success criteria on longer, end of unit pieces of writing.
- We moderate as a school in staff meeting through the year
- We also moderate with other schools in our local area to compare judgements