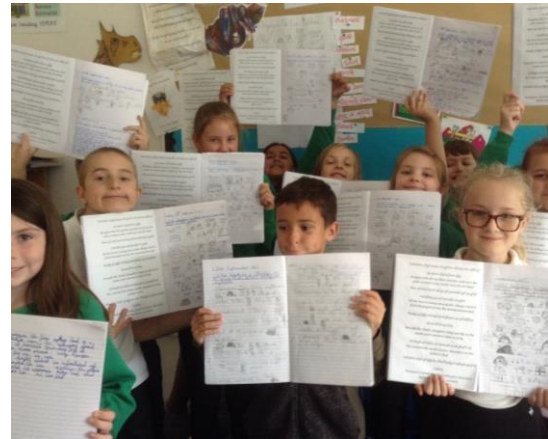
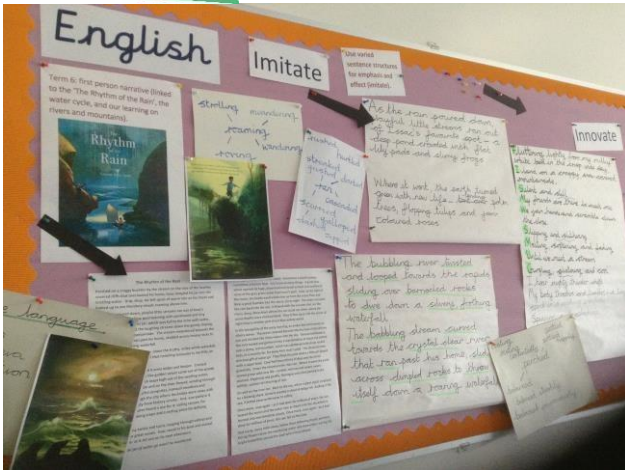




Writing Subject Intent:



- To ensure that, by the end of their primary education, all pupils are able to pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.
- To ensure that all pupils are provided with many opportunities to develop and apply their writing skills across the curriculum.
- To ensure the teaching of writing develops an awareness of audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

How we support the needs of *our* children through teaching writing:

- **Experiential Learning** – Children will be exposed to a range of text types, some relating to their Line of Enquiry. They will have chances to analyse model texts and unpick the features used to make the writing effective (Writer's Toolkits).
- **Social skills** – Children will learn how to talk about their writing and work with peers to edit and improve their writing.
- **Self-Esteem** - All children are taught that all opinions are valid and that their voice matters. Support and challenge is provided as appropriate.
- **Resilience** - During the modelled writing process, teachers will model metacognition to show children the writing process.
- **Cultural Understanding** – Teachers will instil a love of literature using novels, picture books, poems and non-fiction books. We have a wide-ranging collection of picture books with a diverse range of themes e.g. gender equality, disability, difference, cultural awareness and racial equality.
- **Limited General Knowledge** – We will use books, digital texts and carefully chosen model texts to expose children to a wealth of

information about our world. Some writing lessons will be linked to each year group's Line of Enquiry.

- **Oracy Skills** – We will use storytelling, story mapping and discussion to teach children to listen to and build on others' ideas through sentence stems. When editing writing, reading aloud will be encouraged.

How do we teach writing at Nova Primary?

- Children learn to write through broad and balanced cross-curricular writing opportunities - some linked to the class Line of Enquiry. Links to class novels; spelling, punctuation and grammar (SPAG) and Line of Enquiry are set out in our Reading and Writing Long Term Plan. Text types, across the year, are documented in our Talk for Writing Medium Term overviews (example below).
- English 'working walls' will show the learning journey process as the teaching sequence unfolds across a number of weeks.
- High expectations of presentation should be seen in all books.

Talk For Writing (introduced October 2021)

<p><u>TERM 1</u> Whole School Poetry- Spine Poems Fiction: <i>Amisi and the Fig</i> Story Type: Journey Focus: Speech</p> <p>Non-fiction Instruction: <i>How to Steal a Camel</i> Form: Instruction Manual Book: <i>Stig of the Dump</i> LoE: Ancient Egypt or the Stone Age</p>	<p><u>TERM 2</u> Fiction: <i>Nail Soup</i> Story Type: Finding/Losing Focus: Description</p> <p>Non-fiction Explanation: <i>How to Mummify a Pharaoh</i> Form: Leaflet Book: <i>Stone Age Boy</i> LoE: Ancient Egypt or the Stone Age</p>	<p><u>TERM 3</u> Fiction: <i>Elf Road</i> Story Type: Portal Story Focus: Character</p> <p>Non-fiction Recount: <i>The New World</i> Form: Diary Book: <i>The Wild Robot</i> LoE: Science</p>
<h2>YEAR 3</h2>		
<p><u>TERM 4</u> Poetry Unit: Fiction: <i>King of the Fishes</i> Story Type: Wishing Focus: Action</p> <p>Non-fiction Persuasion: <i>Fantastic Fish for Sale</i> Form: Advertisement Book: <i>Women in Science</i> LoE: Science</p>	<p><u>TERM 5</u> Fiction: <i>Danny and the Bigfoot</i> Story Type: Meeting Tale Focus: Description</p> <p>Non-fiction Report: <i>Giants</i> Form: Encyclopaedia Entry Book: <i>Iron Man</i> LoE: Caring for the Environment</p>	<p><u>TERM 6</u> Poetry Unit: Fiction: <i>The Lake</i> Story Type: Warning Focus: Suspense</p> <p>Non-fiction Discussion: <i>Should Mrs Mac Let the Boys Out Again?</i> Form: Debate Book: <i>The Curious Garden</i> LoE: Caring for the Environment</p>

We use the 'Talk for Writing' approach to writing developed by educational writer, Pie Corbett. It is fun, creative yet also rigorous and has a proven record of accelerating children's learning.

It starts with enjoying and sharing stories. Throughout the school, we place a strong emphasis on children reading stories and enjoying a wide 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 text type 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 structures they need.
- 2) Innovation - the children adapt the model text with ideas of their own.
- 3) Invention (Key Stage 1) and Independent Application (Key Stage 2)- 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 or text 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 begin to build a bank of interesting vocabulary, phrases and sentences openers 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.



Once the story or text is learnt, children are encouraged to adapt it. At this 'innovation' stage, children make the story or text their own. They could start with a simple change of character, a change of setting or for older children it may involve telling the text from a different view point. They will make changes to their story map and rehearse retelling their innovated text orally. Teachers model write their own innovation of the text, ensuring age appropriate grammar and sentence structures, before children write out the innovated story in manageable sections and receive feedback from the teacher. 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 (KS1) and Independent Application (KS2) 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.

How do we assess writing at Nova?

Verbal Feedback to inform ongoing assessment.

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when assessing successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson, or may be in the form of a learning review in the next lesson. Marking codes are used to highlight areas of improvement that children need to address when editing their work.

Cold Write Targets (KS2)

At the beginning of every unit of writing, in KS2, children are provided with a stimulus to write about linked to the overall text type. These are then used by class teachers to consider what areas, linked to the text type, need to be focused on in whole class teaching. It is also used to provide children with 2-3 personalised targets that they will work on in the writing unit.

Termly	<p>Key Performance Indicators</p> <p>Assessments against Writing KPIs for each year group are updated at least termly. KPIs are written in child friendly terms and are discussed with children.</p> <p>Teacher and children assess against text type specific success criteria on longer, end of unit pieces of writing.</p>
Terms 2, 4 and 6	<p>Teachers update SIMs marksheets with Point In Time Assessment (PITA) scores.</p> <p>Years 3, 4, and 5 complete NFER SPaG assessments. Raw scores are recorded on SIMs marksheets.</p>
Terms 2 and 4	<p>Year 6 complete past SATs SPaG practice papers. Standardised scores are recorded on SIMs marksheets.</p>
Term 5	<p>Year 6 complete national SATs SPaG papers.</p>
Ongoing	<p>Teachers will monitor Spelling Shed engagement to support spelling lessons.</p> <p>Children have the opportunity to self-assess their work in daily writing lessons. They will also respond to teacher's marking in green pen.</p> <p>Teachers use the writing feedback code to provide children with next steps and star comments, when appropriate.</p> <p>Teachers will use formative assessment daily to provide immediate feedback and adapt planning. This can be through discussions, whiteboards or targeted group work.</p>

