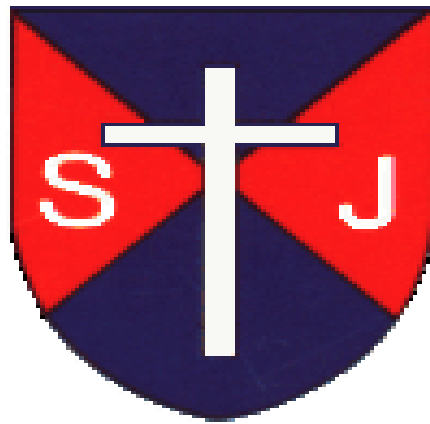


St Joseph's Catholic Primary Voluntary Academy



Talk for writing policy

Purpose

The purpose of this policy is to outline how writing is taught at St Joseph's Catholic Primary Voluntary Academy.

Aims

As stated in the English National Curriculum (2014) it is important that children develop the ability to: *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*

- The T4W approach means that children will rehearse sentence and language patterns that they can then draw upon and adapt in their own writing, not only in English, but across the curriculum
- T4W encourages regular discussion of vocabulary and the meaning of unfamiliar words which will help the children to broaden their own vocabulary
- Children are encouraged to take ownership of their own ideas in writing and revisit their writing critically
- Teachers model the high expectations through shared writing
- Children learn to write confidently across both fiction and non-fiction which can then be applied across the curriculum

Planning Structure

Each unit of work follows a clear structure of imitation and innovation as well as including 'Cold Writes' and 'Hot Writes'.

Cold Write

A 'Cold Write' is completed at the beginning of each unit and informs planning depending on what the children need to work out. A prompt is given to the children and stuck into the Creative Writing book.

Imitation

The main focus of the imitation stage is storytelling focused on a model text, which enables the children to explore text features, sentence structure, language patterns and how a specific text-type is composed. Model texts are provided by the English leads for year groups to choose from before a unit of work is completed. If year groups wish to write their own model text, this will be agreed with the English leads beforehand and they will receive a copy before it is taught from.

The imitation stage will consist of the following activities:

Storytelling using a text map of the model text. Actions for key words are agreed across the school. Children then have the opportunity to create their own text map.

- Read as a reader activities are completed. This may include vocabulary work and comprehension activities
- Read as a writer activities are completed. The structure of a model text is explored using the boxing up technique and a Writer's Toolkit is completed as a task with a pre-agreed focus
- Grammar and punctuation is taught through the model text where possible

Innovation

Children use their in-depth understanding of the model text to write their own version.

- Planning is completed using the boxing up grid completed during the innovation stage
- Writing is completed over a series of lessons
- Shared writing is completed during each of the lessons and is informed by previous learning and writing completed by the children to enable misconceptions to be addressed quickly
- Children have frequent opportunities to revisit their writing and edit at the point of writing

Hot Write

The 'Hot Write' is completed at the end of each unit of writing. The same prompt as the 'Cold Write' is given and stuck into Creative Writing books. This provides a valuable assessment opportunity and shows the progress the children have made over the course of a unit.

Literacy Working Wall

Every classroom has a Literacy Working Wall

- The T4W journey is clearly displayed to enable children to consistently refer to previous learning including text maps, Writer's Toolkits and shared writing
- Agreed actions for key words and punctuation are displayed

Roles and Responsibilities

Literacy Lead

The literacy lead is responsible for ensuring a high standard of teaching and learning in writing throughout the school by:

- Monitoring and evaluating the teaching and learning of writing through different means such as book scrutinies, lesson observations and learning walks
- Developing relevant policies
- Discussing the development of T4W across the school with SLT
- Providing regular and relevant CPD for all staff
- Purchasing and organising resources to support the planning and delivery of T4W
- Providing model texts to be taught from and/or monitoring model texts written by members of staff

Teachers

Teachers are responsible for ensuring a high standard of teaching and learning in writing in their classroom by:

- Planning lessons which follow the agreed T4W structure
- Learning model texts using agreed actions for punctuation and key words as well as creating a text map before the unit is taught
- Regularly updating the Working Wall
- Modelling the writing process
- Providing opportunities for children to revisit their work as a result of teacher, peer and self- evaluation

Teaching Assistants

Teaching Partners play an important role in the teaching of writing by:

- Learning model texts using agreed actions for punctuation and key words
- Modelling writing during guided writing sessions
- Aiding children in revisiting and improving their writing