



St Mary's Catholic Primary School

Educate, Protect, Love, Serve

#makingadifferencetogether

Curriculum statement St Mary's Talk for Writing – English 2034 / 24
INTENT
<p>At St Mary's we are:</p> <p>Happy writers, who enjoy the process of writing and will use this skill on a daily basis for a range of tasks.</p> <p>Ambitious writers, who look for ways to increase their vocabulary and knowledge of texts to produce their very best written work.</p> <p>Responsible writers, who take care when writing to ensure they are using all their tools to create a great piece of writing.</p> <p>Successful writers, who can adapt their writing to suit different genres allowing the writer to engage the audience.</p> <p>Proud writers, who are keen to share their work with others and can explain how they were successful within that writing task.</p> <p>We believe that teaching children to understand the power of writing is an important part of our role. We believe that if we equip the children with the correct writing tools, they will be able to use them effectively in everything they do. We aspire to create a life-long love for writing for all our children.</p>
IMPLEMENTATION
<p>Writing is taught from Nursery to Year 6. Early writing is taught alongside RWI phonics programme. Within the Foundation Stage, both the indoor and outdoor environment has resources to support the children's fine and gross motor skills in preparation for writing; the children have opportunities to explore and develop their own interests by providing an environment in which creativity, originality and expressions are valued.</p> <p style="text-align: center;">TALK FOR WRITING PROCESS</p> <p>At St Mary's, we teach writing through the Talk for Writing approach from Reception to Y6 (the process is adapted depending on the year group).</p> <p>EXPLORE STAGE: Children internalise a story type off by heart using pictures and symbols on a story map (or text map if it is non-fiction), and actions. They can retell the main events of the story and identify the language and structure of the writing. They then 'box up' to help them identify the key features.</p>



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LANGUAGE and VOCABULARY STAGE: Key grammar is identified and explored in line with the National Curriculum for each year group and taught in line with the model text. This helps children to see how certain grammar structures form the bases of a story. Children are exposed to a vocabulary rich environment, where they are taught and encouraged to take risks and be ambitious with their word / phrase choices.

INNOVATION STAGE: Children are encouraged to adapt the given model text to write their own version but ensure they keep to the underlying theme of the story. Teachers do a shared write in which they guide the children in how to use the grammar and vocabulary taught to innovate the text. For each sequence of writing, children 'box up' each stage in order for them to identify how a story can be changed, improved but still follow the story type. This can include: substituting words/ phrases, adding to expand or enhance the text, altering parts of the text etc...

This supports their own planning and independent writing for the invention stage. Teachers then identify the next steps for each child.

INVENTION STAGE: At this stage, independent writing is reached. Children should have confidently internalised three things:

- a model story
- a writers' toolkit
- the underlying structure (through boxing up)

These are the three vital elements that lead to **independent writing**.

In one half term, children will usually complete one fiction, one non-fiction text and poetry text.

ORACY

Speaking and listening is a vital step in enhancing children's writing and oracy skills. At St Mary's, our children are given the opportunity to use a variety of techniques such as, talking partners, role play, hot seating, debating and drama. In this way children can develop their ideas and language skills and apply this to their writing. We encourage children to develop their active listening skills and respond appropriately to others' viewpoints. Children recognise that communication isn't just verbal but physical aspects and non-verbal elements are important. We encourage everyone to reflect upon how they communicate with others not only through their vocabulary choice and content of their speech but their voice and body language. (Oracy - Voice 21).



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IMPACT		
Pupil Voice Children can talk about their writing with enthusiasm, and discuss the features of different genres. Children can talk about how they use the skills they have learnt across the curriculum.	Evidence in Knowledge Children can make links between reading and writing. Children demonstrate an understanding of the purpose of writing and their intended audience and know how to make an impact on the reader.	Evidence in Skills Children can apply skills from reading to writing, and across a range of genres and subjects. Vocabulary choice is precise. Toolkits are applied effectively
<p>Children are given feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing. Insight Tracking based on National Curriculum objectives is used to inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve further. Subject leaders closely monitor books and Pupil Progress Meetings take place termly to assess every individual child's learning needs and progress.</p> <p>Children make good progress from their own personal starting points. By the end of Y6 they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Children will acquire a wide vocabulary and will be able to reflect upon and communicate effectively. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.</p>		