



## Writing at Our Lady of Pity R.C. Primary School

In F2, the curriculum story 'Me Myself and I' creates opportunities to collate writing across all early learning goals. These are rooted in personal experiences and rehearsed explicitly through continual oral retelling. There is an equal weighting to fiction and non-fiction genre. Daily enhanced provision is set up carefully to ensure that all children are mark making around the different areas of provision. Particular focus is given to the 'Talk, Draw, Write' model which gives the children time to talk through ideas and to mark make through pictorial representations of thoughts. They can then use labels with **some words which are spelt correctly and others which are phonetically plausible**. Children will use writing skills and **phonic knowledge to write words in ways which match their spoken sounds**. By the end of the academic year children are confidently using their phonic knowledge to write **key features of narrative in their writing** across all areas of the EYFS framework.

Children will use the tool of Talk for Writing to build up the foundations of writing. This tool also allows the children to use their spoken language as a vehicle to develop vocabulary and build up confidence in communication. Talk for Writing allows the children to take ownership of their work by using the model of Imitation, Innovation and Invention. These stages give the children more experience and understanding of the structure of a story or a piece of text in order to develop the skills and use of **key features of narrative in their writing**. Story-maps are used as a starting point for the children's understanding of their topic. This links to the understanding of the structure of a story as well as encouraging the children to use pictures as a way of communicating as they are developing writing skills.

Our Year 1 children spend the year exploring their curriculum story '**In My Life...**'. Carrying on their learning from F2 they continue to use the 'Talk, Draw, Write' model initially to build on and consolidate their prior learning. This helps them to build confidence when writing independently and to begin to add more detail and structure to their written work. Emphasis is also placed on oral rehearsal through the use of speaking frames as they **say out loud what they are going to write about**. This allows the children to structure their work, showing an awareness and developing their understanding of sentence structure and sentence boundaries. As the year progresses the children are able to use the speaking frames more independently and gain confidence in sequencing a piece of writing. In addition to this they build up an awareness of how to **re-read what they have written to check that it makes sense**.

Year 1 - Continue to use Talk for Writing as a tool to **develop their vocabulary and grammar as well as their understanding for reading and writing**. However, more emphasis is placed on the Innovation and Invention stages of Talk for Writing. This allows the children to take ownership of their writing through **discussing what they have written with the teacher or other pupils**. Talk for Writing is used in Year 1 as a way to develop the children's understanding of both fiction and non-fiction topics. By the end of the academic year the children will have more understanding of writing for different purposes and genres. The progression of their writing is more evident as the children are able to explore their creativity through the Innovate and Invent stages of Talk for Writing. Children are confident in making cross curricular links through the Invent stage as a result of their layered curriculum.

Year 2 - Explore the curriculum story '**A Wonderful World**'. They are beginning to use their extended vocabulary to produce higher quality written work. Through a mixture of genres within fiction and non-fiction texts they are able to explore and use a variety of punctuation to up-level their written work. Building on the structures previously learnt in Year 1, their writing stamina has increased and is evident throughout their writing quality and quantity. The children are confident when using speaking frames which helps to enhance their work as they are able to verbally organise their thoughts which is then translated into their writing.

At the beginning of the academic year Talk for Writing is used to build on the children's already secure understanding of the Talk for Writing process. In this way the children are able to confidently explore their new curriculum and make choices about their learning. Talk for Writing is used as a vehicle for writing at the beginning of this academic year to deepen the learning. As the year progresses less emphasis is put upon the Imitate and Innovate phases and more focus is put on Invention to allow time for independent writing which can be used for moderation. In this way, the children are able to confidently produce pieces of independent writing. The children are supported through this process in the form of oral rehearsal and planning. This enables the children to practise speaking fluently and gain confidence when sharing a piece of written work.

Year 3 - Children will explore their curriculum through the story of '**From Zero to Hero.**' Through the coverage of this narrative curriculum, pupils have the opportunities to write for a range of real purposes and audiences. Decisions about purpose and audience underpin the decision taken about the chosen form of writing through the use of the mastery planner. The composing and rehearsing of sentences orally will continue to be a key feature of the writing process in this year as the demands of a new key stage means more complex layering of grammatical and textual structures. Grammar is taught explicitly but in context of real textual examples which are derived from Narrative Booklets and class reads. Guided and modelled writing sessions take place frequently and pupils are taught the correct terminology and purpose of grammatical structures firmly rooted in the purpose of text. Children will start to learn the difference between standard and non- standard English and apply this to oral and written situations for example in writing dialogue for characters.

Children will follow the Talk for Writing tool in all its three stages throughout the year to build on their prior learning. This will be used alongside Speaking Frames and short bursts of writing in order to internalise and practise grammatical and linguistic structures. In addition to this it will also be used as a planning tool and a vehicle to vary and enrich understanding and use of vocabulary and grammar. The texts used are increasingly challenging across genres allowing the children to sequence texts using story maps and boxing up method. Progression is evident in the Innovation stage as the children can independently change various elements of any given text. As a result the children will be able to invent stories with more structure, purpose and creativity.

Year 4 - Explore the curriculum story 'The Good, The Bad and The Ugly'. Texts have been chosen to enhance the story and layer the learning through cross curricular topics. Building on from Year 3, children will be confident in writing for various purposes using real life experiences. Speaking frames and short burst writing opportunities will continue to be used to extend children's understanding of structure, vocabulary and grammar. Composing and rehearsing remains a focus, however, more emphasis is placed on the planning and drafting of written work, as well as increasing writing stamina. In order to enhance their writing and show writing flair, children will continue to develop their use of effective punctuation. Sentence structures become more mature and vocabulary is beginning to be selected carefully to match the audience and purpose.

Year 5 - We move away from the heavy dependence of talk for writing approaches as they learn more independence through the curriculum story, 'Survival of the Fittest'. They innovate more but do so upon a firm knowledge of the features of non-fiction and fiction texts previously learnt. The narrative story 'Survival of the Fittest' enables rich opportunities for responding to challenging literature with a variety of purposes. For example, children will argue about the existence of God and write speeches to persuade people to protect their environment in the style of current activists during RE. Short bursts of guided and modelled writing continues to be used. Shared planning including boxed up planning enables innovation. The precise and deliberate choice of language structures including cohesive devices, vocabulary and purposeful introductions and conclusions to a text is a particular focus.

Year 6 – Independent writing is key as we aim to combine all skills taught throughout the pupils' time here at

Our Lady of Pity R.C. Primary School. Writing pieces are planned carefully in order to meet the criteria for the Teacher Assessment Framework at the end of the year. Different ability groups are given opportunities to consolidate writing skills or to extend innovation through carefully considered vocabulary and punctuation. Transcription of ideas during planning and in written compositions is increasing in fluency so that by the end of Y6 they are prepared for the demands of Y7. They understand the key processes used in the writing journey, including planning, drafting, revising, proofreading and publishing. All children are able to reflect on the success of their texts and those of their peers by understanding the audience they write for and how vocabulary and grammar are chosen for effect. Our rich curriculum presents many opportunities for the Year 6s to write with real passion and purpose; many topics challenge thinking and preconceptions, and are topical and current. As our children grow in awareness and are confident in the power of their conviction, the quality and content of their writing mirrors this.

\* Accreditation to Sue Palmer (Speaking Frames) and Pie Corbett (Talk for Writing).