

## **Writing Intent**

At West Melton we base our teaching of writing on the content of the National curriculum. We aim to ensure we teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Reading and writing are heavily intertwined and we aim to provide our pupils with rich opportunities to use the language and vocabulary skills that they have acquired in reading in writing sessions. Writing sessions are also where pupils can use the knowledge they have gained through other areas of the curriculum to produce writing for an audience or purpose.

## **Writing Implementation**

We follow Pie Corbett's Talk 4 Writing. We believe that this is ideal for our children in that it provides them with the opportunity to 'talk' the text first. Improving speech is a key focus for us and it is therefore essential that our children are given the opportunity to do so on a daily basis.

By providing the children with a high quality WAGOLL we aim to increase their knowledge and understanding of Tier 2 and Tier 3 vocabulary, another essential focus for us as a school. The WAGOLL also supports us in developing writing stamina by encouraging the children to write at length. Teacher modelling is essential for us as a school. Teachers must provide high quality of modelling. Our children should not be asked to produce something until they have been shown how to do it. As a school, we strongly believe that writing must be taught!

Talk 4 Writing has 3 stages: Imitation, Innovation and Independent Application and Invention, with the aim of the whole process being to create independent, enthusiastic authors.

### **Stage 1 - Imitation**

The teaching begins with some sort of creative 'hook' which engages the children, often with a sense of enjoyment, audience and purpose. The model text is pitched above the children's level and has built into it the underlying, transferable structures and language patterns that students will need when they are writing. This is learned using a 'text map' and actions to strengthen memory and help students internalise the text. Activities such as drama are used to deepen understanding of the text.

Once children can 'talk like the text', the model, and other examples, are then read for vocabulary and comprehension, before being analysed for the basic text (boxing up) and language patterns, as well as writing techniques or toolkits. All of this first phase is underpinned by rehearsing key spellings and grammatical patterns. Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation.

### **Stage 2 - Innovation**

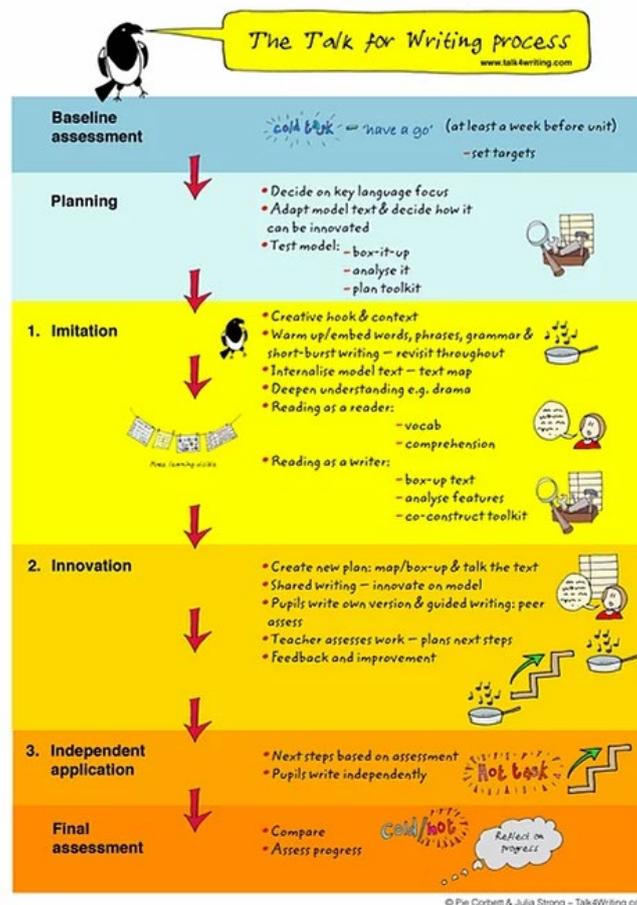
Once the children are familiar with the model text, then the teacher leads them into creating their own versions. A new subject is presented and the teacher leads the children through

planning. With younger pupils, this is based on changing the basic map and retelling new versions. Older children use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Shared writing is used to stage writing over a number of days that the children are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately.

### Stage 3 - Independent Application and Invention

The children eventually move on to the third phase, which is when they apply independently what has been taught and practised. Children are guided through planning, drafting and revising their work independently. Writing, is often staged over a number of days and is often written in three parts (sometimes seen as the beginning, middle and end). The children’s final piece of work is seen as their ‘hot’ task, and this will demonstrate progress from the original starting point, of the ‘Chilly Write’.

It is important that at the innovation and independent application stages, the writing becomes increasingly independent of the original model, provided by the teacher. From Key Stage 2 onwards, almost all children are encouraged to use the text structure and writing reading and experience so that they are writing at a higher level. This has to be modelled in shared writing.



## Spelling

Spelling is taught daily following the order of the RWI Spelling scheme. A new spelling pattern is introduced at the beginning of each week and is embedded as the week progresses. We remind ourselves of the following:

1. The first step to spelling the words is being able to read the words
2. Decoding strategies, understanding of patterns/rules, alternative words that sound the same aid our ability to spell.
3. Before trying to tell children to spell the words we need to give them the opportunity to read, explore and discuss the words.

## Handwriting

Children are taught how to form the letters during RWI in Foundation Stage. Once children have a secure knowledge of this, in Key Stage 1, they are encouraged during handwriting lessons to follow the cursive handwriting style. We aim for children to be joining by the end of Year 2, ready for Key Stage 2, where handwriting lessons continue. Children requiring additional support receive handwriting intervention or activities designed to develop their fine motor skills.

