



Writing Policy

Our Intent

At Outwood Primary School, we want every child to have a love of writing across the genres and be a confident writer. We recognise that English skills underpin all elements of our school curriculum and are an essential life skills. Considering the importance of writing in everyday life, we are driven by the need to develop each learners writing ability and thus enabling them to play a full part of society.

Implementation

At Outwood, we follow the Talk for writing process to develop all learners writing. All writing will be linked to a topic around a book and we make links across subjects wherever possible.

All genre topics start with a cold task. This gives teachers the opportunity to assess what the children's knowledge is and what their next steps are. We then follow these stages: Immersion, Innovation and Independent application.

We also develop children's writing through "short burst" writing tasks. Each half term, EYFS/KS1 will complete three short burst writing tasks and in KS2 they will complete six short burst writing tasks. The short burst writing activities will be completed either as a whole class, groups or individually.

Immersion

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

Once the children can ‘talk like the text’, the model and other examples, are then read for vocabulary and comprehension before being analysed for the 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.

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 children, 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. Ideas may need to be generated and organised or information researched and added to a planner. Shared and guided writing is then used to stage writing over a number of days so that children are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lessons so that they can be taught how to improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.

Independent Application

This is the part where the children apply independently what has been taught and practised. It is essential to provide a rich starting point that taps into what the children know and what matters so that they’re writing is purposeful. Writing may be staged over a number of days. With non-fiction, children may apply what they have been taught across the curriculum. The final piece is used as the ‘**hot**’ task, which clearly shows progress across the unit.

The Outwood Writing Process

Writing lessons follow this structure:

	<u>Lesson</u>	<u>Focus</u>
<u>Immersion</u>	1	<u>ASSESSMENT</u> <u>Cold task</u> The purpose of this task is to enable to class teacher to assess the work of the whole class and identify the key skills that the class

		already has and how these could be developed within the unit as well as many new skills to be introduced
	2	<p align="center"><u>Creative Hook</u></p> <p>DEAL e.g the hook could be a filmed message from someone marooned on an island asking to be rescued or someone asking to be rescued because they have been captured by a giant.</p>
	3	<p align="center"><u>Understanding the context of the text</u></p> <p>DEAL strategies</p> <p>e.g. Hotseating</p> <p>Acting out scenes</p> <p>Interviewing different characters</p>
	4	<p align="center"><u>Internalising the model text (must be above the children's reading level)</u></p> <p>KS1: Pre-prepared text map that the children read together and create actions</p> <p>Showcase their performance</p> <p>KS2: children create their own text map (in groups/pairs/individually and create actions)</p> <p>Showcase their performance</p>
	5	<p align="center"><u>Internalising the model text</u></p> <p>Practise saying their text map</p> <p>E.g. pairs like a mirror, pass it around the circle, mime it, say it as fast as possible</p>
	6	<p align="center"><u>Reading as a reader</u></p> <p><u>Explore the vocabulary in the model text</u></p> <p>Shades of meaning</p>
		<p><u>Internalising the language patterns of the text</u></p> <p>Starter activities: Games and activities to embed the tune of the text (grammar of the text games/sentence signpost games/cohesion/rehearse spelling patterns that will be needed for this writing e.g. past tense)</p> <p>Alan Peat books: "Get your head around punctuation and how to teach it"/Writing exciting sentences 7+Word games KS2</p>

			<p>Synonyms/antonyms</p> <p>Magpieing words in the wordasaurus</p> <p>Etymology</p>
	<u>7</u>		<p><u>Reading as a reader</u></p> <p><u>VIPER activities/T4R activities</u></p> <p>Decide and display the following P.A.T</p> <p>Purpose e.g. to entertain, to persuade, to inform, to discuss Audience and text type</p> <p>Ideas: acting the text out, cloze procedure, sequencing, up levelling/improving sentences, comprehension questions</p>
	<u>8</u>		<p><u>Reading as a writer</u></p> <p>Create ...</p> <p>EYFS/Yr 1: story mountain of the model text</p> <p>Yr 2/KS2: Boxing up the model text</p> <p><u>DISPLAY THE STORY MOUNTAIN/BOXED UP PLAN</u></p>
	<u>9</u>		<p><u>Reading as a writer</u></p> <p>DISPLAY THE TOOLKIT AND DISPLAY THE “ALL THE TIME TOOLKIT”</p> <p>Analysing the features of the text and co-construct the toolkit</p> <p>The children look at how several writers have tackled a type of writing and give examples to the toolkit.</p> <p>The toolkit must be co-constructed and be in child-friendly language so that is meaningful and useful</p>
<u>Innovation</u>	<u>10</u>		<p><u>Create boxed up plan of a new text using the model text as an example</u></p> <p>Decide and display the following P.A.T</p> <p>Purpose e.g. to entertain, to persuade, to inform, to discuss Audience and text type</p>

<u>Independent Application</u>			EYFS/Yr 1: story mountain of the model text Yr 2/KS2: Boxing up the model text
	<u>11</u>		<u>Orally rehearse the new boxed up plan</u> The children practise the text to internalise it
	<u>12</u>		<u>Shared write</u> The teacher uses the boxed-up plan to move from the new version, including the oral rehearsal, into writing. During the shared writing, teachers further refine the text referring back to the original model. Teachers model constant re-reading
	<u>13</u>		<u>Plan own text – boxed up plan</u> Decide and display the following P.A.T Purpose e.g. to entertain, to persuade, to inform, to discuss Audience and text type EYFS/Yr 1: story mountain of the model text Yr 2/KS2: Boxing up the model text Ask the children to share at different points during the lesson.
	<u>14</u>	<u>HOT TASK</u> <u>Write own text: Draft version</u> This should be completed individually but may occur in a small group setting for those that need the reassurance this brings	
<u>15</u>	<u>HOT TASK</u> <u>Write own text: Edit draft</u> Analyse gaps in understanding and address this through direct teaching Whole class feedback Children may peer assess Class teacher to assess and make a judgement. Write judgement in books next to LI		

Impact

By using Talk for Writing as a consistent approach we are aiming for all children to be confident and effective writers. Teachers will track progress through:

- Teacher Assessment – feedback from cold tasks and lessons
- Formative Assessment – hot tasks completed at the end of a genre and invention week
- Discussions with children – engagement with learning

Subject Leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium term plans. They will monitor the quality of teaching and the standard of work through 'book reflections', classroom visits and pupil voice.

CPD is provided where needed.

Display

The school promotes the use of working walls and journey walls to show the children learning.

Equal opportunities

Equal opportunities are addressed in the whole school Equality policy and care is taken in reading lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.