



## 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. The model text 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. 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

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.

### 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 students 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 their writing is purposeful. Writing may be staged over a number of days and there may be time for several independent pieces to be written. With non-fiction, students should 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.

### Invention week

At Outwood we are going to plan 'invention' units which will sit between taught units. An 'invention' unit is where the children have time for their own writing. Teachers may provide a stimulus such as a film clip, interesting object, drama, wordless picture book, work of art, music, visitor or visit as a starting point but the children decide what and how to write. This is truly independent writing. In the early years, children should be playing at making up stories daily, acting stories out and at least once a week be led by the teacher through making up class stories for future sharing.

### 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.