What does Writing look like in our school?

Intent
What does it mean to be a Writer?

At St Mary and St Peter, we foster children's love for writing through introducing the children to high quality texts full of rich and varied vocabulary. Every child in St Mary and St Peter is a storyteller- through our Talk For Writing scheme of work, children develop oracy skills which are fundamental in order for the children to share their views and opinions. A well-rounded approach to teaching writing, enables the children to explore different genres and write for different purposes. Talk For Writing enables the children to imitate the language orally before children analyse the text and write their own. We support children in their creative writing, through teaching them how to organise their ideas, choose the most effective vocabulary to be topic specific and memorable and to choose appropriate conventions. Writers at St Mary and St Peter are as diverse as our school community – we ensure that children's ideas and writing efforts are championed and celebrated and that we expose children to a variety of texts from our rich and diverse Modern Great Britain and the Commonwealth countries.

Implementation

Talk for Writing	
EYFS, KS1 and KS2	Talk for writing at St Mary and St Peter is fostered from the very start by introducing the children to age appropriate texts. Children's understanding of model texts is introduced in 3 stages: Stage 1: imitation Stage 2: innovation Stage 3: independent application The imitation stage starts with the 'Cold Task' which allows the teacher to plan for the whole cycle. Teachers introduce the model text through active engagement and the hook. Children are learning the story by heart through actions supported with 'story maps'. In this stage, children learn the text, look at the vocabulary and sentence structures and they discuss in depth the genre and features of the studied text. The class also creates a toolkit which supports the children to include all relevant components of the successful writing in the genre and of studied themes, e.g. description toolkit, suspense toolkit, character toolkit, etc. The innovation stage is where the children are boxing up the modelled text and together, as a class, develop their shared text with alterations. Alterations vary from key stage to key stage, and can include: changing the scenery, characters, writing prequel or sequel or introducing flashbacks into the story. The teacher supports the children with writing through modelling high quality writing, grammar and vocabulary and provides ongoing feedback to all children with next steps.

	In the last phase of the cycle, children apply all knowledge and skills learnt in the first two stages in order to develop their own stories. The teacher monitors what the children write and provides feedback where necessary, however this is an independent application also called the 'Hot Task' where children showcase what they have learnt through the whole cycle.

Impact
Feedback and Assessment

Children receive precise and constructive verbal as well as written feedback based on the actual work regarding their knowledge and skills and the feedback is directly linked to the learning. Next steps are given to children to further improve or to address misconceptions in order for the children to make better progress during the lesson and over time.
We also share the feedback with the parents on a regular basis, verbally or via email. Written feedback to parents will share teaching focus and next steps. We assess the children formally throughout the year and teacher assessment as well as Assessment for Learning is happening on a daily basis. We analyse formal data on a termly basis and discuss these with the staff during Pupil Progress Meetings. We do book evaluations as well as internal moderations to ensure consistency across the school. We strive to intervene as soon as a gap is identified to address misconceptions and/ or missed learning in order for the attainment gap to close.

Assessment and Tracking Progress	
EYFS	Upon entry to EYFS, we conduct baseline assessment in order to identify where the children are with their knowledge. Formal assessment happens termly, however teachers assess children's knowledge and attainment daily through their professional judgement and assessment for Learning.
KS1	By the end of KS1, children are formally tested with KS1 SATs and for writing this includes Teacher Assessment. We follow DfE guidance in assessing writing across the school, with a school based approach to writing assessments. Teachers track pupils' progress throughout the year and address misconceptions whenever necessary.
KS2	By the end of KS2, children are formally assessed with KS2 SATs and this includes Teacher Assessment for writing. We follow the DfE guidelines for writing and have devised our own assessment of writing expectations in order to ensure consistency across the school. Data is then analysed to identify GAPs in order for the teachers to precisely devise support and further interventions for the children.

Provision for those children who need additional support

Solid and secure phonological knowledge as well as rich and varied vocabulary are the key for the children to be successful writers. Children who struggle with accessing age appropriate curriculum, get support within the classroom and this includes: quality first teaching, scaffolding of the work, word mats, extra support and focus from adults in class, use of technology such as laptops, tablets or talking tins. For the children who require further

support, meaning that the support offered in class by the class teacher is insufficient, they often attend interventions planned by the SENCo.