Writing

Intent

We aim to deliver an inspiring education in writing that will allow our learners to speak and write fluently so that they can communicate their ideas and emotions in all aspects of life. We strive to ensure that our learners enjoy and understand language, especially vocabulary, and aspire to enhance the effectiveness of their personal communication throughout their lives.

Implementation

At Longleaze, we believe writing is a key skill for life and so we take a holistic approach to the teaching of writing through the Talk for Writing programme. This provides our Longleaze learners with:

- Learning journeys that allow learners the opportunity to 'imitate' and 'innovate' a rich text before
  writing independently. Talk for Writing is used to develop children's oral composition alongside their written composition. Children are encouraged to say, rehearse, manipulate and refine sentences before committing them to paper. Teachers model sentence construction aloud and provide opportunities for children to experiment with vocabulary and grammatical structures orally. This enables children to develop confidence in composing language and reduces the cognitive demand when they subsequently write.
- Learning journeys that are personalised to the needs of the learner based upon a cold writing task. Lessons that aim to challenge all learners, build upon their prior skills and bridge any gaps that may have not yet been secured.
- A text-based learning approach, which is linked closely to the wider curriculum. This approach allows learners to develop their skills of reading as a writer and writing as a reader.
- An understanding of sentence construction, which is taught as a core area of our curriculum and sequenced across the school. Teachers model how sentences are constructed, securing the essential elements of a sentence, before progressively introducing and practising a wider range of sentence structures.
- Expert modelling from the teacher, demonstrating how vocabulary, grammar and sentence structure can be selected deliberately for a particular purpose and audience. Teachers use discussion, images, sentence stems, oral rehearsal and modelled composition to support children in developing and refining their ideas.
- Opportunities to write and communicate through different forms, such as ICT, offer the children the chance to communicate in a range of contexts, for a range of purposes and to varied audiences.
- Exposure to texts that are from a wide range of genres. These texts will be rich in challenging vocabulary, varied grammatical structures, authorial styles and levels of formality. Learners are given the opportunity to develop their understanding and thinking around these texts.
- Opportunities to explore situations of dilemma and resolution, considering a range of emotions and responses to these. Learners will write from their own experiences as well as writing from different perspectives.
- Exposure to the process of writing from planning to publishing. Learners are given ample opportunities to edit and improve their own work on the basis of constructive feedback from peers and adults, as well as self-evaluation.
- The opportunity to use purple pens to edit and improve their work from self-editing, peer evaluations or teacher feedback.
- Learning environments that reflect the talk for writing process and support leaners in building a strong understanding of texts. They provide opportunities for pupils to "magpie" ideas for their

own writing.

- Daily writing lessons which give learners the opportunity to view themselves as writers and develop the craft of writing. This will involve opportunities for guided, shared and independent writing.
- A focus on securing the foundations of handwriting, spelling and sentence construction before being expected to write at length.
- Opportunities to apply their writing and spoken language skills and to elaborate and explain their ideas clearly in a range of subjects across the curriculum and outside the dedicated writing lessons. For example: history, geography, science and R.E. This may be in the form of debates, discussions, written explanations or formal presentations.
- The same expectations for the quality of writing across different subjects and purposes.
- The opportunity to engage with authors and live theatre (internally and externally of the school premises).
- Homework that provides learners with the opportunity to further consolidate and practise basic skills in discussion with parents.
- Close monitoring and moderation of the subject within the school, the cluster community and the local authority maintain high writing standards that set age-related expectations.

Impact

At Longleaze, the aim of our writing provision will impact children in the following ways:

- Learners will have the ability to communicate their ideas and emotions clearly. Consequently, learners will be able to make a positive contribution to their local community and the wider world.
- Leaners are able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Through this process they will build a wide range of vocabulary and understanding of grammar.
- Learners build curiosity through rich texts and appreciate a rich and varied literary heritage.
- Learners are able to use discussion to elaborate and clearly explain their ideas on a range of topics. This will include building a sense of what is right and wrong.
- Learners understand the role of different forms of communication in helping them to be kind, helpful and supportive of others.
- Learners will grasp all opportunities to develop their writing skills across the curriculum as well as in dedicated writing lessons.
- Learners build resilience in the writing process and appreciate that editing and improvement discussions are part of the process of writing. They are able to reread and evaluate their sentences, identifying where vocabulary or grammatical choices could be improved.
- Learners are brave and courageous with their choices when communicating in spoken or written form. This may be evidenced through: formats of presenting ideas, levels of formality or vocabulary and grammatical choices.
- Learners are able to enter into debates and discussions where they share their ideas and listens respectfully to the views of others. This will be evidenced in a range subjects throughout the curriculum as children work in paired or group situations.
- Learners focus on their learning and are proud of what they achieve. Their work is well organised with excellent presentation across the curriculum.

We monitor the impact of our writing, spelling and handwriting provision through termly assessments, lesson observations, pupil voice, professional dialogue and monitoring of writing in children's Literacy books.