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| Writing Intention at St Ignatius | C:\Users\Karen T\Desktop\4-46208_kid-writing-clipart-child-writer.png |
| ‘Stories are magical. Every teacher knows that. You read or tell a story. Silence descends. Children stare at you, through you and into a world beyond and yet, inside of them. In this inner world, the story is recreated. Indeed, the telling can be so powerful that a story may make us laugh, feel afraid or even cry’  ‘We know linguistically children can’t write sentences unless they can say them and they can’t say a sentence unless they hear them a lot,’ (Pie Corbett) | |
| St Ignatius Catholic Primary School uses the ‘Talk for Writing’ approach to teach children to write. See the  School website for further details. See also the T4W policy. | |
| **INTENT:**  At St Ignatius Catholic Primary School, we strive to give our children the best start by establishing secure foundations in writing. Our primary intent is to create avid readers which we believe is the foundation for any greater depth writer. We recognise the importance of nurturing culture where children take pride in their writing and write clearly and accurately whilst selecting and adapting their language and style to suit a range of contexts, purposes and audiences.  We plan engaging units of work in order to enthuse, inspire and motivate our children, which are underpinned by model texts which have been carefully picked. Our learning environments are stimulating but supportive and calming to ensure children are able to access the scaffolds needed to support their developing talk and writing. It is our intention that by the end of their primary education, all of our pupils will be to speak and write fluently so that they can communicate their ideas effectively and with a developed awareness for purpose and audience. | |
| **IMPLEMENTATION:**  We deliver English using Pie Corbett’s Talk for Writing approach. By focusing on the oral retelling of various text types, familiar structures become fully embedded in the long-term memory so that the children can later apply these structures to their own writing whilst developing the language techniques taught for the particular area of focus. For example, children may be writing using the structure of a portal story whilst developing their understanding of what makes an effective setting description.  Core quality texts, from our well-developed reading spine, stand at the core of our English planning where we strive to intrinsically integrate the teaching of reading and writing. Children engage deeply with carefully selected texts as we foster their ability to: read as readers, read as writers and finally write as readers. The primary aim of the reading spine is that we expose the children to a range of high quality literature over the course of their primary life. In this way, we are able to assist the children in their development of a rich vocabulary and of texts which are written with careful precision to captivate their audience. Teachers create model texts for specific writing units which aim to demonstrate to the children the language techniques which are to be taught and developed.  Typically, in a unit of work, the focus will be developed through internalization and contextualization of the model text where children deepen their understanding of a particular text type, exploring other examples through wider whole-class reading and later creating a ‘tool-kit’ for purposeful writing. Following sessions of deliberate practice, where children use ‘short burst writing’ to develop the writerly tools and receive timely feedback in order to improve, children then write independently in order to fulfil their planned purpose. The writing process is *always* modelled by the teacher during shared writing sessions.    How do we plan for progression in writing?  We believe that children need to develop a secure knowledge-base in literacy which follows a clear pathway of progression as they advance through the primary curriculum. Teachers therefore plan ensuring a model of progression is sustained through school. In this way, children progressively develop their writing of different genres year on year, building on and deepening their writing skills.  Our Long Term Plans ensure a range of fiction and non-fiction genres year on year. When planning particular units of work, teachers will use their subject knowledge about the end of year expectations for the year group they teach, alongside our ‘Progression in Writing Document’ and ‘Pie Corbett’s Toolkits’ to ensure pitch is high. Model texts should always be aspirational; they should demonstrate the level of writing expected from the children whilst exposing them to the higher standard and a range of writerly tools which are specific to the writing focus.  How is writing assessed?  At the end of the year, children will be assessed to be: WTS, EXS, GDS. This judgement can be supported by regularly updating the writing statements on target tracker to assess which band and step the pupil is on.  To ensure consistency in judgements we actively monitor between classes which share a year group. Parallel teachers and the English lead will look at a range of pupils’ work and discuss how they are making progress towards the expected standard at that particular point in the year.  **Impact:**   * Children enjoy writing and find the process creative, enriching and fulfilling * Children are exposed to a wide variety of texts and are able to recognise good writing, and understand what makes it good * Children are aware of the key features of different genres and text types * Children know how to develop their ideas * Children know how to plan and prepare for writing * Children understand how to reflect upon, refine and improve their own work * Children can respond to the constructive criticism of others   **Writing in the Early Years:**  In the EYFS, emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menu, invitations and labels. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.  Impact in EYFS   * Children will make at least good progress from their last statutory progress or from their starting point in Nursery * Improve the % of children achieving ‘Greater Depth’ at the end of each key stage * By the end of EYFS, increase children’s knowledge of and ability to retell stories in fluent standard English * Increase children’s enjoyment, engagement, motivation and confidence in writing by giving them the words and tools to use creatively | |