

# Writing at St Agnes CE Primary School

At St Agnes CE Primary School we provide an engaging and inspiring curriculum that promotes our core value of 'love to learn'. Based upon the needs of our children, families and the community, our curriculum aims to equip pupils in acquiring the cultural capital needed to flourish in education and beyond. We achieve this through a knowledge based and skills led approach, rich in language and vocabulary, supported through enriching experiences which allows all of our children to 'learn do well'. Pupils will leave St Agnes well prepared for the next stage of their education – enabling them to grow into active, responsible members of society 'living well together', in modern Britain.

## Why we teach Writing

At St Agnes we believe that writing is an integral part of the school curriculum. Across the school we follow the 'Talk for writing' approach, the Nelson handwriting scheme and a thorough grammar, punctuation, spelling progression plan. We are committed to ensuring that every child develops a greater depth of the English language, whilst still ensuring coverage of the 2014 National Curriculum.

Why have we chosen 'Talk for writing'.

- To develop a passion for writing, by planning a writing process, which is creative, enriching and fulfilling.
- To read widely, to recognise what a good piece of writing looks like.
- To be aware of the key features of different genres and text types.
- To learn about the skills of writing from their reading, modelled pieces and incorporate them into their own work.
- To have 'something to say' (a purpose and audience).
- To know how to develop their ideas, how to plan and prepare for writing.
- To make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, spellings, text structure, etc.).
- To know how to improve their own work, and others, by proof-reading and editing.
- To respond to the constructive criticism of others.
- To develop the skill of handwriting by following the Nelson handwriting scheme.



Children use working wall to create independent learning.

## What Writing looks like at St Agnes?

Implementing 'Talk for Writing' has had a considerable impact on teaching and learning at St Agnes. The high quality texts incorporate the stage features for each Year group and are linked very well to topics studied, each half term.

KS1 writing data is above the national level. KS2 writing data is in line with other schools in Manchester. As a school, we are determined to be in line with the National level. Grammar, Punctuation and spellings are in line with the National level.

Progress, particularly for pupils who find writing difficult, has been excellent in year groups, as a result of consistent, high quality texts used and high quality teaching.

Scrutiny of pupil work, both internally and by visitors to the school, has found children making good progress and being given consistent opportunity to develop their writing skills in other curriculum areas.

Our school is an English rich environment and every classroom reflects this with working walls and English resources to support independent learning.

Children enjoy learning writing and are eager to share their learning with others.

## How we teach Writing

We have high expectations for every child, using Nelson Handwriting Scheme and Talk for Writing' phases developed by Pie Corbett. The Talk for Writing approach allows children to speak, read and write independently for a variety of audiences and purposes within different subjects. This enables children to internalise the language structures needed to write, through 'talking the text', as well as close reading. Shared and guided teaching allow children to imitate orally the language they need for a particular topic, by reading and analysing it, and then writing their own version, with confidence and imagination.

We underpin our English work by reading quality fiction, poetry and non-fiction that all children draw upon. Imaginative units of work are planned and refined to link with topics and adapted for children's learning. The approach moves through different

phases as outlined below-

1. Baseline assessment and planning - the 'cold' task'.
2. The imitation phase.
3. The innovation phase.
4. Independent application and invention - the 'hot' task'.
5. Final assessment - building on progression.

Short pieces of writing (short-burst), Grammar, punctuation, spelling and handwriting are taught throughout the process, to enhance the learning.

(Extracts taken from the T4W site.)

### Useful Resources

#### National Curriculum 2014

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

[www.talk4writing.com](http://www.talk4writing.com)

Mr Thorns Phonics

Topmarks

### Quotes from children:

**"I love story mapping and being able to put actions to imitate the text."**

**Aishat Year 5**

**"It's good when we can write our 'hot task' and use all the techniques we have learnt."**

**Mohammed Year 4**

**"I like using funny voices and it is fun to draw the characters." Zainab Reception.**