

ADVENTURES

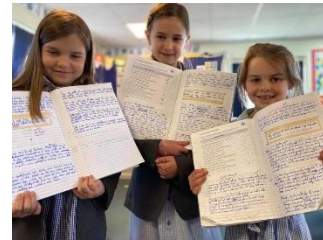
Our Intent at Gulval School in Writing

Ambitious



We want children to write clearly, accurately, coherently and creatively adapting their language and style for a range of meaningful contexts purposes and audiences. We want children to take pride in everything they write and present their work to their highest possible standard.

Engaging



We want to engage children in the Talk for Writing approach through exciting hooks; encouraging them to draw on what they know to write imaginatively. We want children to become confident, passionate writers who are challenged and encouraged to take risks, viewing mistakes as editing, a positive part of the learning process.

Teamwork



Through effective collaboration, we want children to learn and enjoy telling stories, expanding their vocabulary ready to innovate, invent and write their own. We want children to be aware of the desired effect on the readers' thoughts and feelings before celebrating and sharing their writing with others; especially our younger writers.

Relevant



We want children to have real purpose and audience for their writing so they see themselves as authors, able to apply their writing skills to a range of different contexts.

Skills



We want children to be confident in applying the skills they learn through Phonics and reading into their writing. As early writing skills are mastered, children are encouraged to edit their own work making improvements so that the final piece is the best it can be.

Implementing our Adventurous Writing Curriculum

Writing is taught using the Talk for Writing, storytelling approach. Talk for Writing is an engaging teaching framework developed by Pie Corbett. It is powerful because it is based on the principles of how children learn. Children imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

Using the Talk for Writing approach we teach children to read as a reader where they focus on the vocabulary, grammar and comprehension but also to read as a writer focusing on the author's crafting of language and use of literacy devices.



Early Writing

Early writing is taught through RWI sessions where letter formation is introduced and sounds are segmented to spell. This is then reinforced through guided writing opportunities and continuous provision in the early years. Pencil control and technique is monitored and regular opportunities to develop fine motor skills and letter formation is provided. Children in Reception are given opportunities to write independently as soon as they are able. This continues into Year 1 where writing follows a more structured English curriculum as well as regular opportunities to write throughout the school day.

Talk for Writing



Writing from Reception to Year 6 follows the Talk for Writing model with teachers using the Imitate, Explore, Innovate and Invent stages for each unit. A talk for writing unit usually lasts between 3 and 4 weeks. It uses a high-quality engaging text which the children get to know inside out and study the language features both as a reader and as a writer. To further support this, a copy of the story map is sent home for the children to practice with their families. Pupils are then guided through the innovation stage by their teacher modelling writing and encouraging use magpie books and teaching relevant grammatical structures. The invent stage provides the opportunity for children to apply what they have learnt in independent work and edit their work themselves. This work is then used for assessment. Targeted support for writing is planned based on the assessments made.

Talk for writing is also used to support non-fiction writing. Children will begin by learning the text and innovate on it as a class before inventing their own non-fiction text based on what they have learnt. Wherever possible, writing will always have real purpose and audience.

Teachers use Educator and the Babcock moderation materials each half term to assess writing. Across school and Trust moderation takes place throughout the year.





Spelling

Spellings are taught in school as part of spelling sessions, embedded within writing lessons and practised at home each week. In the Early Years, spelling practise is directly linked to the learning of the 40+ sounds and then when children have mastered these, they use the Spelling Shed

scheme to learn and practise the spelling patterns appropriate for their year group. Support is provided in school for children who find spelling challenging though extra sessions including on Spelling Shed, Nessy and through targeted spelling support.

Grammar

The requirements of the National Curriculum for grammar are embedded within the texts we use for writing. Children are taught specific grammatical patterns within grammar lessons and they practise these in their writing.

Handwriting

Handwriting is taught as a specific skill, little and often. It is taught progressively and in-line with the requirements of the National Curriculum. Initially we teach handwriting letter formation by linking closely with the Read Write Inc. handwriting rhymes. In KS1 children are introduced to a simple joined handwriting style which is not made complicated by unnecessary loops or swirls. All children will have at least one taught handwriting session per week where they practise the four basic joins and learn to write legibly, fluently and with increasing speed.



Impact of Learning in Writing

Children at Gulval School are confident writers and are conscious of their presentation, quality and quantity of work. They master writing across various genres, on a variety of subjects. As authors, they can adapt their style and language to suit various audiences and purposes and are able to reflect on how to improve it further. Pupils understand a variety of story types and can apply generic story plots in their own writing.



The Writing curriculum is evaluated through quality assurance work including through book scrutiny sessions, observations, pupil conferencing and effective moderation. Summative assessment takes place each term and Ongoing teacher assessments inform planning and targeted support. Teachers also attend half termly moderation sessions in staff meetings and where possible with other schools and within TPAT. Teachers in Y2 and Y6 attend training sessions and moderation sessions through the year.

