



Leighton Academy Writing Policy

At the heart of our writing teaching is the Pie Corbett 'Talk for Writing' approach to teaching. Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. As a result, they rapidly develop their reading, writing and language skills.

Rationale

At Leighton Academy we believe that writing is:

- An essential life skill
- A complex process that draws upon many skills; spelling, handwriting, composition, vocabulary and grammar are all key aspects.
- The ability to construct and convey meaning in written language for different purposes.

Aims

At Leighton Academy we aim to:

- Use story telling as a starting point for writing.
- Teach children the fundamental building blocks of writing, both secretarial and creative
- Teach children writing skills [which they utilise] in a range of subjects and contexts.
- Develop children's creative minds and expand their vocabulary.
- Develop in children a love of writing, and knowledge of genres and authors.
- Provide opportunities to write for pleasure for a variety of different purposes
- Develop children's independent writing skills.
- Develop children's 'writing stamina' so they can write quietly, with focus and enjoyment for sustained periods.
- Provide a wide range of opportunities to explore texts.

Teaching

Handwriting – see Handwriting Policy

Composition:

A yearly overview is in place that shows the text and genre for each year group for each half term. There is an expectation that each year group will cover two units of work per half term plus additional time for poetry, invention tasks and cross curricular writing.

Example of overview:

| | | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|--------|-------|---|--|-----------------------------------|---------------------------------------|-----------------------------|--|---|--|-----------------------|-------------------------|---------------------------|------------------------------|
| | | Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction |
| Year 1 | Genre | Instructions | Cumulative text | Fantasy | Non-Chronological report | Journey and Quests | Letter | Quest & Journeys | Recount | Quest & Journeys | Letter | Beat the baddy | Instructions |
| | Text | How to make porridge | The Magic Porridge Pot Halloween Poem | Winnie the witch. | All about Reindeers Christmas Poem | Meerkat Mail | Letter to Sunny's Family Pancake poem | Grandad's Island | Reeseheath Trip retell Jungle Poems | Grandad's Island | Letter to Grandad | Jack & the beanstalk | How to grow.... |
| | Focus | Simple sentence structure Time connectives | Adjectives Simple sentence structure | Sentence structure Connectives | Description | Chronology/story structure. | Features of a letter | Expanded Noun Phrases story development | Time connectives | Characterisation | Punctuation (Using 2/1) | Settings and characters | Instructional language Verbs |
| Year 2 | Genre | Losing & Finding | Diary entry | Cumulative Tales | Recount | Quest and Journeys | Instructions | Rescue | Non-chronological report | Legend | SATS | Losing & Finding | Persuasion |
| | Text | Oliver and Patch | Samuel Pepys - GFOL | Billy Goats Gruff | Trip to Nantwich Museum | Little Red Riding Hood | How to get to Granny's house. | Wombat Goes Walkabout | Australian animals | George and the dragon | | Lighthouse Keeper's Lunch | Adverts for seaside resorts. |

Talk4Writing:

Within each unit we follow the principles of Talk4Writing.

- Each unit begins with a cold task (see assessment section) followed by the IMITATION STAGE of T4W.
- Next is the INNOVATION STAGE.
- Each unit finishes with the INDEPENDENCE/INVENTION STAGE which forms the hot task (see assessment section).

A completed unit of work might show:

- the pre-teaching cold task
- targets for children
- the model text
- text marking and vocabulary lessons
- the child's innovated map
- boxing up or story mountain for planning purposes
- toolkit (s)
- the episodes of writing over several days which includes informative marking
- attention to spelling and handwriting
- a completed independent hot task showing progress.

EDITING:

Children are taught the process of editing their own work right from Year 1 upwards, becoming increasingly more independent as the years progress. At Leighton Academy children self-edit or peer-edit their written work with a green pen.

Across the curriculum:

Opportunities for writing and teaching writing skills should be integrated into all aspects of the curriculum. By utilising cross curricular links we can give writing a purpose and audience. Children are helped to see links between different areas of the curriculum and to appreciate how their knowledge, skills and understanding in one area can inform learning in others.

Assessment

- KS1 and focus KS2 children are assessed at least once every half term on how many GPCs and common exception words they can read and write.
- All year groups use **COLD TASKS** (indicated by a blue sticker in their books) at the beginning of a writing unit to ascertain what standards need to be taught. All writing units end with a summative **HOT TASK** (indicated by a red sticker in their books) to demonstrate progress and inform any future units on the same purpose.

Targets

In both key stages writing targets are given to children individually after the cold task has been completed. These targets will then be worked towards during the unit of work.

Resources

Every classroom has a 'washing line' which includes reference points for the children to use when composing, including: examples of their current text, shared or modelled writing, grammatical features, story maps, new vocabulary etc.

All of these tools aid the children in accessing the curriculum and being independent in their learning.

In each classroom you will find a set of English Toolkits which should include word mats, magpie books, dictionaries and thesauruses to support independence in learning. Children are encouraged to self-select these resources.

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02.10.18