Writing Policy

Drayton Community Infant School

Nightingale Infant and Nursery School

A COMPLETE WRITING RESOURCE
TO SUPPORT CHILDREN

Aims:

- To develop confident and independent writers, who communicate their ideas effectively.
- To support pupils with their cognitive overload to become masters in writing.
- To support pupils to adapt their use of language in order to communicate for a range of purposes and audiences.
- To encourage a love of writing, by developing vocabulary and understanding of grammar to further their learning and ability to communicate.
- To encourage pupils to take ownership of their learning, by planning, revising and reflecting on their writing to ensure it is coherent and meets its purpose.
- We will work through stages to develop oracy, transcription, spelling and composition.

TALK FOR WRITING

Our aim is that all pupils love English and are excited to read, write and express themselves. In order to achieve this, we follow Talk for Writing (TFW) as a whole school, a cumulative and systematic process for the teaching of English. The Talk for Writing approach enables pupils to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that pupils internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in pupils to write creatively and powerfully.

Tiered approach to the teaching and learning of writing: (See on next page)

Immersion phase

Imitation phase

Innovation phase

Independent application and invention - 'hot' task

Final assessment - building on progression

Follow this link to find out more about Talk for Writing:
https://www.talk4writing.com/about/

Talk4Writing

IMMERSION	IMMITATION	INNOVATION 1 (Composition)
Harness receptive communication/language ·Share the language-rich story ·Exploration as a reader through a sensory exploration of the story and hook. ·Deepen our understanding of vocabulary and infer meaning as a reader Gain confidence with characters, settings and subject matter.	Get to know the story (Expressive) · Orally rehearse and retell the model text. · Link the model to the wider receptive experience – keep immersing. · Word or sentence level work. Short burst writing to practise grammar skills.	Create a new story – oral version · Substitution to change the language rich model · Map and orally retell new story
		INNOVATION 2 (Transcription) Move to a 5-sentence version · Substitution to change the 5-sentence model. Year 1: · Embellish 5 sentences (i.e. with adjectives) · Extend some or all of the 5 sentences using conjunctions.

Daily phonics/word work

Opportunities for Independent Invention via sensory and concrete exploration experiences and short-burst writing (sentence innovation; poetry)

Progression of Skills

Each stage assumes the previous is confidently understood and applied. Teachers will assess and highlight any areas of support before moving through the stages for all pupils.

Reception

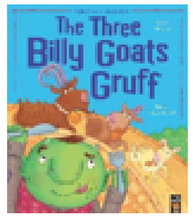
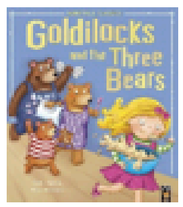
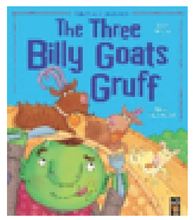
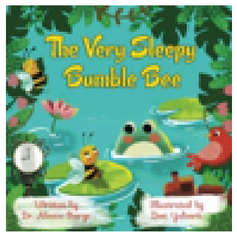
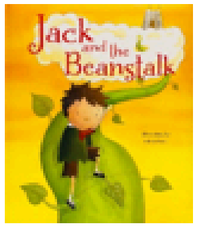
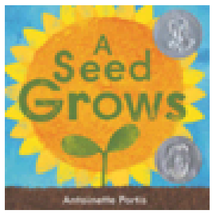
Core Knowledge	Core Skills	Tasks to build understanding
A sentence is an idea we can say in full. We can say who is doing something and what they are doing. We rehearse and build complete ideas aloud before writing.	Orally compose full sentences before writing (e.g. “The dog in running.”) Use who + what structures through talk and play. Begin to say sentences with subject verb agreement (e.g. “He runs” not “He run”). Hear and spot when a sentence makes sense.	Sentence stems and re-telling using full sentences. ‘Hold a sentence’ games. Drawing and captioning with oral rehearsal first. Adult modelling of full sentences in response to play and stories.

By the end of Reception pupils can say a sentence aloud that includes someone doing something (verb).Pupils can hear when a sentence is incomplete or does not make sense.
Pupils are beginning to connect spoken sentences to writing (E.g. through captioning or adult scribing). If children have not embedded the above, they will be supported through year 1 to achieve these before moving on to KS1 curriculum.

Taken from VNET EDUCATION CIC

Reception

These Talk for Writing stories will be used to ensure coverage of all foundation skills of oracy, tracscription, spelling and writing composition is taught explicity to all Reception children.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	5 Nursery Rhymes in 5 weeks	We're going on a Bear Hunt 	The Little Red Hen 	Brown Bear Brown Bear What do you see? 	Dear Zoo 	The Billy Goats Gruff 
Reception	Goldilocks and the three bears  Three Little Pigs  **Story Language**	The Billy Goats Gruff  **Journey Story Traditional Tale Story Language**	The Gingerbread Man  **Journey Story Character: Role on the Wall**	Sleepy Bee  **Journey Story Setting Description**	Jack and the Beanstalk  **Beat the baddy story** **Non-Fiction planting: Watch me Grow** 	I can catch a monster  **Character Description**

Taken from Partnership EYFS Curriculum

Year 1

Core Knowledge	Core Skills	Tasks to build understanding
A sentence tells you who is doing what. Sentences begin with a capital letter and end with a full stop.	Say and write simple sentences (e.g. The cat ran.) Join ideas using 'and' (as per National Curriculum) only when single independent clauses are secure! Begin to distinguish sentences from fragments or labels	Use oral rehearsal: "Tell me a sentence that makes sense on its own." Model full stops by talking about "one full idea" Spotting and correcting "not-a-sentence" examples

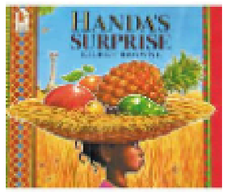
By the end of year 1 pupils can say and write complete ideas as a full sentence.
Pupils can reliably use full stops and capital letters.
Pupils understand that each sentence is one idea.

Taken from VNET EDUCATION CIC

Year A Nightingale

Year 1 Drayton

Handa's Surprise
Journey story



Story language(Once upon at time, Early one morning)
- ly sentence openers- Suddenly
- Time adverbials (first, next, then, after, that, finally)
- Conjunctions *and, so, but, because*
- Adjectives (size, colour, shape, quality) and similes (*as … as …)* to give clear details to the reader
- *very* to emphasise

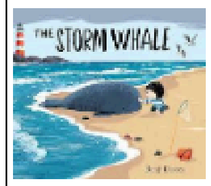
How to Catch a Star
Wishing Story



- Story language (*Once upon a time; Every night; Unfortunately)*
- Conjunctions *and, so, but, because*
- Time adverbials (*first, then, after that, finally, just then*)
- *Too* to emphasise
- 1 and 2 adjectives to describe a noun

Adding suffix *ed* to a verb with no change to root word spelling (e.g. *wished, watched, waited)*

The Storm Whale
Finding Story



- Story language (*Far, far away; One night; The next day; Later)*
- *ly* openers to help sequence the story – *Unfortunately, Luckily, Finally)*
- Conjunctions *and, so, but, until, because*
- Powerful verbs for impact (e.g. *heaved, raged, tossed)*
- 1 and 2 adjectives (size, colour, quality) to describe a objects and animals
- *ing* adjectives to describe weather
- Singular and plural nouns
- Repeated comparative to show a change

Adding suffix *ed* to a verb with no change to root word spelling (e.g. *pushed, heaved, tossed, turned)*

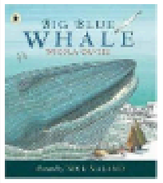
How to Catch a Fairy
Instructions

- Imperative verbs
- Time adverbials to sequence the steps (*first, next, then, after that, finally*)
- Question to hook the reader
- 1 adjective (only if needed)
- Alliteration for rhythm
- Prepositions (*over, around, under, behind)*

Amazing Antelopes
Non-chronological report

- Present tense
- Question to hook the reader and for sub-headings

Information Report



- Present tense
- Question to hook the reader and for sub-headings

Use of comparative and superlative to emphasise

Taken from Partnership KS1 Curriculum

Year 2

Core Knowledge	Core Skills	Tasks to build understanding
Sentences have a subject and a verb and express a complete thought. Regular past tense verbs introduced in sentence work. Coordination using 'and', 'but', 'or' and subordination using 'when', 'if', 'that', 'because' * only when pupils know and understand that "sentences have a subject, a verb and express a complete thought."	Identify sentence boundaries (e.g. The dog barked. The cat hid.) Correct fragments and run-ons Write sentences that combine ideas with coordinating or subordinating conjunctions	Use clause sorting (complete idea vs incomplete) Say-Stop Strategy: pupils signal when they hear a full idea Reinforce: "Who did what?" and "Is it finished?" before punctuation

By the end of year 2 pupils understand where one sentence ends and another one begins.
Pupils know a full stop marks an end of an idea.
Pupils can consistently write single and multi-clause sentences using Y2 expected standard coordinating and subordinating conjunctions with accurate punctuation.

Taken from VNET EDUCATION CIC

Year B - Nightingale

Year 2 Drayton

Fiction

Kassim and the Dragon

Warning story



- Using a variety of sentence openers
- Adding interest for the reader, using expanded noun phrases, alliteration, repetition for effect, similes
- Time adverbials to guide the reader (first, second, third)
- conjunctions who, and, so, but, who, until
- Past tense

Meerkat Mail

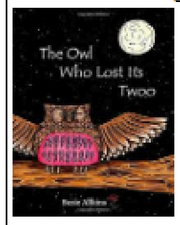
Journey/Meeting Story



- Sequenced days of the week to guide the reader
- Conjunctions *and, so, but, who which*
- Embellishing sentences using ambitious adjectives to form expanded noun phrases (e.g. *vast desert, rich, runny eggs, dripping leaves, muddy puddles)*
- Repetition for effect and emphasis (*rained and it rained and it rained; dry, very dry)*
- Choosing effective verbs
- Alliteration (e.g. *sunny skies; fantastic food etc.*)

The Owl who Lost its Twoo

Character change Story

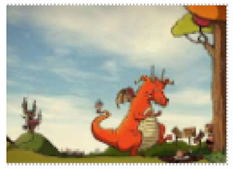


- Time adverbials to structure the story
- Co-ordinating conjunctions- and, so, but
- Subordinating conjunctions- who when, because
- Using adjectives to form expanded noun phrases (very young owl, huge black eyes)
- Verbs to describe character action
- Adverbs to emphasise actions (glided gracefully)
- Similes (like a sharp flint)

Non-Fiction

How to Trap a Dragon

Instructions



- Time adverbials to order the steps- first, next, after that, finally, now
- Questions to hook the reader
- Using precise adjectives only when needed
- Using determiners to add clarity
- Present tense
- Imperative verbs

Meerkats

Non-chronological Report

- Conjunctions to subordinate- when, because, if
- Adjectives (size, colour, shape) to give clear details to the reader
- Using adjectives as sentence openers
- Very to emphasise
- Questions to hook the reader and for sub-headings

The Storm Owl

Non-chronological Report

- Co-ordinating conjunctions – but, so
- Subordination conjunction- that, because, when
- Adding detail for the reader- 2 or 3 adjectives to describe a noun
- Use of simile
- Use of comparative/superlative
- Present tense
- Generalisers- sometimes, mainly, most
- Third person
- Subheadings in the form of questions

Taken from Partnership KS1 Curriculum

Inclusion

Due to the multi-faceted approach of Talk for Writing, teachers at Drayton and Nightingale can aim to plan and deliver high-quality sessions that meet the needs of our diverse groups of children. With its strong focus on oracy, drama, and multi-sensory approaches and strategies, Talk for Writing allows for the inclusion of SEND groups, EAL groups, disadvantaged groups and Greater Depth groups. Teachers at both schools should ensure that:

- Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN).
- Colourful semantics is a whole school approach to support communication and language.
- Scaffolds are used to support pupils towards through the use of resources e.g. word mats, sequencing cards, pictorial representations of text maps and vocabulary, Working Walls, and visible 'toolkits.'
- "Point, Pinch, Flip" is used across the school to support pencil grip.
- Planning for children to work in mixed ability pairs.

While retaining high expectations, teachers should remember that for some children, we may need to broaden the concept of writing to include mark-making in its widest sense and also accept that some children may never write totally independently.

Where needed, provide additional support such as a teaching assistant, peer response partner or scribe. The nature of this support should always be underpinned by the drive to encourage independence.

Take care to ensure, through planning and marking strategies, that the expectation of higher achieving pupils is clear and communicated.

How you can help your child at home

Read with your child!

Our whole school reading approach is based on reading for pleasure and learning new vocabulary everyday. Please use library books and your own story books to model prosody and comprehension skills.

See our Reading page on our website for more information.

Talk for Writing is about reading and enjoying stories. Children who read for pleasure are more likely to succeed as writers due to reading developing language.

Go through story/text maps:

If your child brings home their story maps re-enact the story with them. Let them show you and teach you the story and actions. This will help them commit the model text to memory.

Create your own stories and maps at home:

There is nothing better than continuing the adventure at home. Let your children show you how to create story maps and bring their ideas to life!