

WRITING ON A PAGE



MALVERN WELLS
C.E. PRIMARY SCHOOL

Let Your Light Shine!

Introduction

The Malvern Wells aim is to improve life chances for all individuals and nurture the potential for the brightest future in all areas of the curriculum. All our learning is rooted in our 4 core values of courage, commitment, compassion and community and we want to see all children LET THEIR LIGHT SHINE as writers.

We aspire to provide an ambitious writing curriculum which enables children to become confident and fluent communicators who are able to take pride in their writing, write clearly, accurately and with purpose across a range of genres and recognise their own potential when doing so.

Intent – What do we aim to deliver?



Provide children with the fundamental language skills of spelling and grammar.

Teach children the craft of writing through carefully selected written model texts.

Provide a language rich environment that promotes a vocabulary bank for the children to draw upon.

Develop an approach for writing which is consistent and challenges all children.

Ensure the wider curriculum allows transferrable writing skills.

Implementation – How do we teach our Writing curriculum?

Our belief is that writing is crucial to achieving academic success, therefore, opportunities are provided on a daily basis for new learning and retrieval of key facts and skills.

Our belief is that writing is a form of communicating knowledge and understanding. In September 2019, we adopted the 'Talk for Writing' approach. It has been implemented consistently throughout school (Year 1 to Year 6). There are three key phases to each unit; imitation, innovation and independent.

Imitation

Innovation

Independent

Hot TASKS



The end of each cycle and the beginning of the next is our Hot Task. It is an excellent opportunity to assess what the children already know (against focus tool-kit) about the given writing style. It should be used to inform teacher planning for the next unit of writing.

Immitation



This will involve internalising the model text which has been created to meet the needs of the learners using a pre-prepared story map (in Y6 we have less reliance on internalising the model). The children learn story patterns, gain an understanding of key vocabulary and phrases, are introduced to a focus tool-kit (characterisation, setting...) and are given opportunities to put this into practise through short burst writing (SBW). Grammar skills are taught alongside SBW focuses to practise and apply specific grammar rules. Once the children can talk the text, and understand the key focus, the children are introduced to the features of the genre. The children then apply this understanding to 'box-up' the model text.

Innovation



Children will be familiar with the model text within the given text type. Children begin by completing a guided boxing-up plan. The children are given some freedom to change elements of the text (main character, setting). Shared writing is used to innovate the model text. Pupils write their own version through guided writing, which will lead into the final outcome. Teacher to assess innovation and plan for next steps, before independent write.

Independent application



Children should be guided through the planning, drafting and editing process through modelling prior to beginning their independent write. Therefore, by this phase, the children should be ready to write an extended piece of writing based upon the genre they have been looking at with a specific focus (which is outlined within their tool-kit).

Model Text



The model text is an example of what is expected. Teachers provide children with a clear example of what a 'good' piece of writing, within a specific genre, looks like. It should clearly **exemplify the key features that the children need to learn** in order to make progress. It should include the areas of development identified from the cold task. At Malvern Wells, our models are inspired by our history and geography drivers and are adapted to suit the needs of the children. The aim is to pitch the model text high but not too high so that it is aspirational but achievable. It should have a clear focus as it is the key resource for the unit of writing as it exemplifies the learning at the heart of the unit.

Short Burst



The power of shortburst writing as part of warming-up a unit within the Talk for Writing sequence is a process that truly supports children to think like a writer, teaches them to bring their writing alive (painting pictures in their heads of their readers) and helps them to understand the craft of description whilst also retrieving skills and practising them for permanence. The children explore possibility while learning how to write. The power of this comes through when applying specific grammar foci into the stories that the children can write. For example, once we have our character description, we can show the children how to use this when they write their own stories.

Vocabulary



The use of genre specific vocabulary is taught within each new unit of writing (and exemplified on our working walls) to encourage children to 'magpie' and include this within their own work. Children are encouraged to transfer vocabulary across different pieces of writing to increase their language bank. Children look at synonyms and are given the opportunity to practice using the new vocabulary in a variety of contexts.

Impact – How do we evaluate our Writing curriculum?



Engagement and Participation

Children demonstrate and articulate that they enjoy writing and are able to complete challenges set as shown by their productivity in their books.

Pride across the Curriculum

Work is well presented and children are able to independently apply structures and standards taught in writing across the curriculum.

Summative Assessment

Every three weeks (approx), children write a 'hot task' which enables them to show progress against the targets set at the previous 'hot task'.

Teaching is focused on initial assessment (cold write) where targets are set for individuals.