

**“Those who don’t believe in magic will never find it.”** Roald Dahl

At Finham Primary School, that’s what we believe writing is, when we get the ‘ingredients’ right, magic appears on the page. We want to teach our children to write fluently and for different purposes so that they can communicate their ideas and thoughts to others. We promote high standards of language and literacy by equipping pupils with the ‘tools’ that they need in order to be able to write clearly, adapting their language and style and for a range of contexts, purposes and audiences. We believe that children cannot write without being explicitly taught the skills that they need to write a particular type of text and that they need to be presented with good models before they can do this. Therefore, high quality texts chosen by staff drive our teaching of writing.

By using many of the ‘Talk for Writing’ strategies, we firmly believe that if you cannot say it, you cannot write it. Oracy and reading feed into writing. If you want to be a writer, you must do two things above all others: read a lot and talk a lot. This is because if you don’t read, and converse, you don’t have the tools to write.

We actively encourage our children to ‘magpie’ ideas, grammar structures and patterns and vocabulary from their reading.

### **The Phases:**

To ensure pupils are fully equipped with the necessary writing ‘tools’ to write clearly and coherently for a range of purposes and audiences, we teach them to be able to write: to entertain, to describe, to recount, to explain, to discuss, to persuade, to instruct and to inquire. These ‘tools’ include the necessary spellings, grammar, organisation and punctuation for each purpose.

**Long term:** Each year group ‘constructs’ their writing wheels at the beginning of the year. Here teachers layout when best to teach all elements of writing, grouping objectives together that fit the different purposes of writing. This also allows teachers to revisit different objectives where necessary and to teach children what different objectives might look like in different types of writing. This allows us to develop ‘master’ writers. Writers who choose and apply the correct ‘tools’ for the purpose and audience they are writing for.

**Medium term:** Teachers start with the text as this drives the children’s writing. If children are to write quality texts they need quality models. Medium term planning is broken up into the different ‘Talk for Writing’ stages: **imitate, innovate and invention**. This medium term plan reflects a unit’s work and the length of this depends on the needs of each class and the text itself.

**Imitate:** Here children learn the text orally, through reading and in writing, they familiarise themselves with the text, internalise language patterns and understand why and who they are writing for. They analyse and unpick the text, teachers also creatively ‘hook’ their children at the start and as a way into the text. Here children start to co-construct the ingredients they will need to write that type of text successfully.

#### **Innovate:**

Here children change the text, they use drama and role play to explore the text, make text maps, write other types of text such as writing alternative endings or writing from different characters points of views. They change and innovate parts of the text by perhaps changing the context or substituting characters or settings of their own but keeping the same language structures. Teachers use this phase to explore and explicitly teach the grammar, vocabulary and punctuation needed. This would include teacher modeling and demonstration as well as shared writing of what these patterns/texts might look like. Throughout this phase, children will strengthen the text ‘toolkit’ so they start to understand what ingredients will support their independent writing.

#### **Invent:**

This is where teachers create opportunities for the children to independently apply what has been learnt about the text. Children will then write an example of their own on a related topic/structure, this can be in Literacy itself or in another area of the curriculum.

### **Short term:**

Each week, teachers **explore, clarify, practice** and then **extend** the writing skills that the children need to use for the stage they are at. Misconceptions are tackled through responsive teaching.

### **Assessment for Learning:**

This ensures this writing approach feeds into the agreed school assessment systems and children’s progress is carefully monitored and recorded to inform targeted next steps. Children complete key independent end of unit writing assessments in a writing book that will build on year on year to ensure progress is tracked. These end of unit writes help to generate writing targets, that help to inform both the teacher and the children of the ‘next steps’ in their learning. Children have the opportunity, as all good writers should, to edit and improve their work against self, peer and teacher assessment in line with our **‘Feedback Policy.’** Teachers adapt their planning in light of these assessments.