




<div> <div>  <p>Condover Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p> </div> <div>  <p>St Edward's Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p> </div> <div>  <p>BITTERLEY C OF E PRIMARY SCHOOL "Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)</p> </div> </div> <div>Writing 2023 - 24</div>	
Intent	<p>We want children to:</p> <ul style="list-style-type: none"> Acquire a wide vocabulary, an understanding of grammar and knowledge of spelling rules. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language, style and for a range of contexts, purposes and audiences.
Implementation	<p>'Talk for writing' is used as the basis of our approach to writing at St Edward's. It is powerful and links directly to the principles of how children learn. Modelling, sharing, discussing, planning and editing are all tools for learning.</p> <p>The 'Talk for Writing' approach enables children to read and write independently, for a variety of audiences and purposes across the curriculum.</p> <p>We teach children to internalise the language structures needed to write through the imitation stage. The approach moves from dependence towards independence, with the teacher using shared and guided writing to develop children's ability to write creatively and powerfully.</p> <p>The key phases of the process are:</p> <ul style="list-style-type: none"> A 'Have a go' task. Children have a writing stimulus and complete a piece of work, without support, to enable teachers to plan the next steps in their learning. Hook. Teachers begin the unit with a hook to inspire children. Imitation. Children learn a text off by heart. They learn about the key features of the text including the language used, punctuation, organisation and meaning. Children also learn about grammatical structures, vocabulary and sentence construction. Innovation. The children use what they have learnt to create their own pieces of writing. These use the structures that they know and sometimes 'hug' closely to the texts learnt. Toolkits are used to guide children in using the key features of that text and to support the editing process. A 'Show what you know' task. Children develop their own piece of writing, using the skills learnt and their own ideas. This independent application demonstrates the progress made. <p>Through this process children gain a deep understanding of texts and their features children are able to use and apply this knowledge in their own writing.</p> <p>We use 'Little Wandle Letters and Sounds Revised' and 'Spelling Shed' to teach spelling. Together with our 'Talk for Writing' consultant, we have developed spelling strategies to support whole school spelling across the curriculum.</p> <p>We use 'Jumpstart! Grammar' to support the teaching of grammar.</p> <p>We use 'Little Wandle Letters and Sounds Revised' letter formation phrases in Reception and Year 1. Children are introduced to cursive writing in Year 2.</p> <p>Through oral rehearsal, discussion, modelling and innovating their own work, children become independent writers who want to express themselves.</p>
Impact	<p>Writers who:</p> <ul style="list-style-type: none"> Can effectively and confidently communicate and express themselves in writing. Enjoy writing. Write with care and with the reader in mind. Apply these skills across the curriculum.