



Montgomery Writing Statement

Subject Lead: Vicki Simms

Intent

The National Curriculum for English aims to ensure that all pupils:

- Acquire a wide vocabulary and an understanding of grammar and the linguistic conventions for writing.
- Appreciate our rich and varied linguistic heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion to explain clearly their understanding and ideas.

At Montgomery Primary School, it is our intention to provide a high-quality writing curriculum that enables children to write fluently so that they can confidently communicate their ideas and emotions to others.

Our writing curriculum enables children to write independently for a variety of audiences and purposes through internalising the language structures and grammatical patterns needed to write and 'talking the text'. This encourages the children to move from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Children are taught to generate and organise their own ideas and improve them through discussion and editing.

Implementation

At Montgomery, we use the Pie Corbett 'Talk for Writing' approach. This allows us to teach writing consistently across the school from Reception to Year 6 and provides full coverage of the National Curriculum Programmes of Study. Children are exposed to a core reading spine of quality fiction, poetry and non-fiction texts as a 'creative hook' to inspire and engage them as well as provide them with a sense of enjoyment, audience and purpose.

The EYFS Curriculum for Writing is taught in variety of ways through adult led and adult-supported tasks and child-initiated learning in well-resourced writing and role-play areas, both indoors and outdoors. These provide opportunities for students to develop a breadth of vocabulary and key speaking and listening skills to support them with early writing.

In KS1 and 2, the three key phases of the 'Talk for Writing' process enable children to imitate orally the language they need for a particular topic or genre, before reading and analysing it, and then writing their own version.

At the Imitation Stage, a model text is used to introduce the children to the underlying, transferable structures and language patterns that they will need when they are writing independently. This is learned using a 'story map' with actions to strengthen memory and help children internalise the text.

Once children are familiar with the model text, they progress to the Innovation Stage (planning and creating their own versions). With KS1 children, this is based on changing the basic story map and re-telling new versions. In KS2, children use boxed-up planners to create simple plans and orally develop ideas prior to writing. Shared and guided writing is used to stage writing over several days so that children can concentrate on bringing all the elements together, writing effectively and accurately. Children are taught how to improve their writing through editing, individually or in pairs.

Finally, the children move on to the third phase, the Independent Application Stage, which is where they apply independently what has been taught and practised across the learning sequence. Children are guided through planning, drafting and revising their work independently. At KS2, this then can be written as a 'published piece' which is used to show progress across the unit and make assessment judgements.

Impact

The 'Talk for Writing' approach at Montgomery Primary School results in a fun and engaging writing curriculum, that provides children with the foundations to become confident and fluent writers.

Children will:

- Become imaginative, creative, and effective writers.
- Be confident, critical, and appreciative readers.
- Make their own choices about the use of vocabulary and grammatical features and explain these choices.
- Decide what they want to write and have plenty of opportunities to independently write at length.
- Have all the skills of language essential to participating fully as a member of society.

We will measure the impact of the writing curriculum through the assessment of writing using Evidence Gathering Grids, pupil discussions and interviewing the pupils about their learning (pupil voice), book scrutiny, governor monitoring, moderation, staff meetings with opportunities for dialogue between teachers and annual reporting and tracking of standards across the curriculum.

Links to Whole School Curriculum Vision

As children progress through Montgomery, they will be provided with first-hand experiences in class and out to inform their writing, such as art and environmental workshops, trips and visitors to school. This will offer the opportunity to consider our locality and the impact we have on our environment and will be underpinned by the school strapline 'Taking care of the future'.