



Intent:

At Great Missenden we are passionate about all areas of English: a child's ability to read, write and express themselves clearly and with a rich and complex vocabulary is priceless and we have adopted the Talk for Writing system to support this aspiration. Talk for Writing is a system for teaching English which creates strong links between a child's reading and their writing and that empowers children to create independent pieces of written work through a step by step process. This way of teaching also interweaves our school vision: children first become inspired (windows) by a new topic or genre, then imitate, learn off by heart, an example text which provides a great example of how this type of writing should appear in its finished form. They then innovate parts of this example text, change more and more and adding their own creative flourishes until they are ready, at the end of a unit to independently write and edit their own version of the story or text they were introduced to at the beginning of the teaching sequence (doors and mirrors). This system could be simplified as a movement through the following stages: Inspiration, Imitation, Innovation and Independent Application This approach underpins our teaching of English throughout the school and is adapted to teach all age-groups, but we also teach English skills - reading, writing and oracy- throughout the broader curriculum, allowing children to apply their knowledge in different, creative contexts.

Implementation:

- Whole school long term overview used which maps out skill and genre progression
- Pie Corbet's toolkit progression document used to support planning of skills and knowledge
- Five x 1 hour English slots over the week
- A separate half hour session is held at the beginning of the week to introduce spellings for that week.
- SPAG starters used to support grammar and punctuation
- 5 dedicated reading sessions taught in each year group – reading skills used during modelled text and reference to "the reader" when writing is always encouraged
- Opportunities for writing across the curriculum
- Cold task used to set targets and learning intentions for the upcoming unit
- Hot task used to celebrate learning
- Fiction writing taught over 4 weeks.
- 1 week of Short Burst Writing to generate language needed for the unit.
- 1 week of imitation to learn the genre and toolkit o 1 week of innovation to write a story together with teach modelling being the main focus (SPAG and specific genre toolkit skills developed further)
- 1 week of independent application for children to showcase their learning
- Non fiction taught over 2 weeks
- 1 week of learning the text style, toolkit and innovating
- 1 week of planning and independently writing

- Daily feedback and marking given to pupils so they know next steps.
- Intervention groups used across the school to plug gaps
- Differentiation provided for pupils who need support or who need to be challenged further

Impact:

The impact on our children is clear: progress, sustained learning and transferrable skills. Talk 4 Writing is well established and taught throughout the school; children are becoming more confident writers and are developing a love for writing for different purposes. By the time they are in upper Key Stage 2, many genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Over the course of the year, children will have the opportunity to use a range of discussion, performance, writing and reading activities to develop their literary, linguistic and language skills.

They will have opportunities to develop their ability to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, using drama to further understanding and literary depth.

The teachers use formative and summative assessment to ensure children are making progress from their starting points. These assessments show the percentage of children at Age Related Expectations and Greater Depth Standard is above National Average. We monitor progress very closely to quickly and efficiently identify and support children not making progress.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from Great Missenden School to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.