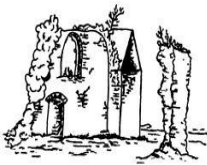


The Priory Catholic Voluntary Academy

Part of the Saint Ralph Sherwin Catholic Multi Academy Trust



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Talk for Writing Policy

Mission Statement

The Priory: a place to learn, have fun, grow and develop, in the light and love of Christ.
Jesus said: "I am the vine; you are the branches" (John 15:5)

Catholicity

Our religious beliefs coined within Catholic social teaching are central to the provision throughout the whole school; and the foundation on which the ethos of the school is built. Every person is recognised as a unique creation of God; it is the intention of every member of staff, for each child to be assisted in every way possible, to achieve his or her potential in all the fields which make up the whole human person: the academic, social, moral, physical, and spiritual.

As Jesus taught through his actions and words, everyone has the right to be treated equally –with dignity and respect. All who work and learn here do so in the knowledge that God created us as unique individuals where our differences; whether of disability, gender, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation and age, are celebrated as part of the wonderfully created world in which we live.

Our attitudes are Gospel led and every opportunity is taken to refer to behaviour norms which are seen as desirable, and which epitomize those which are fostered by the Gospel teachings. This is especially the case in the ways in which we respect and relate to others through:

- valuing, respecting, and promoting the rights, responsibilities, and dignity of individuals within all our professional activities and relationships
- all members of staff feel valued, well trained, and able to perform their professional duties free from undue and damaging stress
- ensuring the equality of educational opportunity based on merit; irrespective of background, beliefs and socio-economic contexts.

As a worshipping community, we appreciate the importance of prayer in our daily lives and try to present as many opportunities as possible to participate in this intrinsic part of our Catholic Faith. It is from this action and acknowledgement of our faith that we are impelled to share our resources –the school and parish community undertake a great deal of charity work, supporting the global family of God on a local, national, and world-wide basis.

Aims of the Policy

At The Priory Catholic Academy, we are committed to high quality teaching and learning to raise standards of achievement for all children. All staff and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Learning is the purpose of the whole school and is a shared commitment. At The Priory Catholic Academy, we recognise that education involves children, parents, staff, governors, the community, diocese and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to for children to have:

- The ability to write fluently and with interesting details on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values

Curriculum Intent Statement

Basic Principles

- Learning is a change to long-term memory.
- Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent model

1. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
2. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.
5. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers or have a greater depth of understanding they must first master the basics, which taken time.

6. Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.
7. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing, and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Implementation

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - 1.1 Learning is most effective with spaced repetition.
 - 1.2 Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - 1.3 Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
2. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
3. Our content is subject specific. We make intra-curricular links to strengthen schema.

Impact

1. As part of the T4W cycle, the children complete a cold task, prior to a unit of work and a hot task, completed sometime after the end of the unit of work. This allows teachers to assess the progress that the children have made between these tasks.
2. Teachers make assessments of writing on a half –termly basis.
3. Moderation of writing is carried out on a timetabled basis each half term. We moderate across phases teams, between Key Stages and between schools. We also have 5 Derby City Moderators working in school, 3 in KS1 and 2 in KS2.
4. We use our monitoring cycle to make judgements about quality of teaching and learning of writing across school. This takes the form of lesson observations, book scrutinies (conducted with teachers), learning walks and pupil voice interviews. In addition, we have termly Pupil Progress Meetings to discuss individual children's progress.

Ethos

The ethos and climate for learning underpins the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;

- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.
- Promoting our learning code:
 - Doesn't give up
 - Remembers and reflects
 - Asks good questions
 - Goes for gold
 - Original ideas
 - Not alone
- Promoting our community code values of: Trust, Respect, Forgiveness, Aspiration, Determination, Curiosity and Faith.

Curriculum Planning

At The Priory Catholic Academy we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the English Curriculum. Where possible, we make intra-curricular links to strengthen schema using the knowledge categories. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Medium Term Planning takes place on a half termly or termly basis as appropriate, with reference to the National Curriculum 2014 and the Whole School Long Term Curriculum Plan. Weekly plans for Talk for Writing submitted to the relevant phase leaders. Weekly plans for the following week must be emailed to the Head, Phase leader and relevant TAs by Sunday 12pm prior to the beginning of the week. Weekly plans for these subjects are displayed in classrooms at the beginning of each week. Plans are based upon previous assessment data; pupil need and subject expectation.

Subject Leaders

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and quality assuring resources and subject plans throughout the school;
- supporting colleagues in their development and implementation of resources and subject plans and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Senior Leadership Team on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- keeping up to date through research and continuing professional development.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

Classroom display will be organized such that it is vocabulary rich and so that it follows the structure of T4W: Imitation – Innovation – Independent Application. Also on display will be the writing toolkits: the 'always' toolkit and the genre specific 'writer's toolkit'.

Each classroom will also have a series of washing lines, where short burst writing and whole class writing is celebrated, giving children the opportunity to 'magpie' from them where necessary.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- challenge:
- mastery:
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Whilst learning objectives will remain the same, success criteria (and therefore, expectations) may differ dependent on each child's abilities/needs/gaps in learning.

For children with SEN or those who have social and emotional needs, extra support is given in the classroom from teaching assistants.

Teachers set individual targets per child. In Writing, this is done on a 3-weekly cycle. These are shared with the child and parents to encourage partnerships in learning.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and progress and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Most lessons begin with a feedback session reviewing the previous lesson's learning and

includes a short task (e.g. red pen time) to address a misconception or be challenged further. Where possible, live marking is done during the course of the lesson which involves verbal feedback, either 1:1 or working with small groups.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of teacher assessment. Half termly assessments are used in Writing across the school. In EYFS and Year 1, this is done through observation and teacher assessment. In Years 2-6, this will take the form of 2x half termly writing assessment 'hot task' activities. Initial assessment is used in Reception/Early Years within three weeks of starting school and Foundation Stage Profiles are maintained.

All results from assessments are analysed and used to inform future planning. (See Assessment, Marking and Feedback Policy)

Progression of writing across school

Threshold Concept		Milestone 1 (KS1)	Milestone 2 (Yr3&4)	Milestone 3 (Yr5&6)
Composition	Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
	Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
	Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.
	Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.

	<p>Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
Transcription	<p>Present neatly This concept involves developing an understanding of handwriting and clear presentation.</p>	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style.
	<p>Spell correctly This concept involves understanding the need for accuracy.</p>	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. 	<ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. 	<ul style="list-style-type: none"> • Use prefixes appropriately. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused.

		<ul style="list-style-type: none"> • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. 	<ul style="list-style-type: none"> • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell the vast majority of words correctly.
	<p>Punctuate accurately This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

		<ul style="list-style-type: none"> • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<p>including when, if, because, although.</p> <ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. 	<ul style="list-style-type: none"> • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and presentation	<p>Analyse writing</p> <p>This concept involves understanding how grammatical choices give effect and meaning to writing.</p>	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <p>Year 1</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash,

		<p>plural, question mark, exclamation mark.</p> <p>Year 2</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<p>inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</p> <p>Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<p>determiner, cohesion, ambiguity.</p> <p>Year 6</p> <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
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