



# BANKSIDE PRIMARY SCHOOL

## Writing Policy

### The context of our approach to writing

Our writing curriculum at Bankside is deeply rooted in the belief that literacy is the cornerstone of academic success, personal empowerment, and lifelong learning. Our writing is taught through carefully selected texts that foster a love of reading, writing, speaking, and listening, while equipping children with the essential literacy skills they need to thrive.

In an increasingly diverse and interconnected world, our approach also encompasses an understanding and appreciation of different cultures, perspectives, and experiences. Our curriculum includes texts and resources that reflect the diversity of our children's backgrounds and experiences, fostering cultural awareness, empathy, and a sense of global citizenship.

Our interconnected pedagogy understands the importance of how children need to be able to think, say, write and read in order to achieve the best outcomes in writing. The careful selection of model texts further enables the children to apply their writing to meaningful and thought provoking contexts spanning across a variety of purposes such as: explanations, instructions, reports, balanced arguments, stories and poems. As a result, the children at Bankside become enthused writers who are incredibly proud of the work they produce.

### Intent

The aim we have for our English curriculum is to put down **Strong Roots For Success**. Through a well sequenced curriculum, we intend to enable children to master a wide range of skills and knowledge that will equip them with the lifelong tools they need to succeed in the next stage of their academic journey. We use the Talk for Writing approach to help us achieve this aim.

Talk for Writing is a highly effective approach to teaching literacy that emphasizes the importance of oral language development in supporting reading and writing skills. A key feature is that children internalise the language structures needed to write through actions and story mapping as well as close reading. We believe that these internalised language structures provide our children with the blueprints of text patterns and language. Once they are secure in this, children are supported in moving towards increased

independence, where they are able to adapt and shape texts based on their own creativity.

Within this, Talk for Writing will also promote the development of transferable skills that are valuable across the curriculum and in real-life contexts. By teaching children how to effectively communicate and express their ideas orally and in writing, equips them with essential skills for academic success, personal development, and future employment.

By using Talk for Writing in the classroom, teachers can create a rich and supportive learning environment where all children have the opportunity to succeed and thrive as confident and proficient readers and writers.

## **Implementation**

Each unit of work begins with a 'Cold Task', which enables children to retrieve previous learning and show the skills and techniques they are already confident in using. Assessment of their writing along with our mapped out year group progression and skills helps our teachers to work out what to teach the whole class, different groups and adapt the model text and plan. Individualised targets are also set from this assessment, allowing children to have a sharp focus on what they need to do to become successful writers.

We then introduce the children to the concept of 'reading a text as a reader'. The writing unit begins by engaging children in structured talk activities, such as story retelling, role-playing, and discussion, this approach helps children develop their vocabulary, fluency, and comprehension skills. By actively engaging with the content and structure of stories, children develop their ability to infer meaning, make connections, and analyse texts critically. These initial strong oral language skills provide a solid foundation for reading and writing success. Furthermore, by immersing children in the world of stories and providing opportunities for creative expression, this approach inspires a love of literature and empowers our children to become confident and imaginative writers.

This is followed on by 'reading a text as a writer'. Through repeated exposure to model texts and guided discussions, Talk for Writing helps children internalise the language patterns and structures commonly found in different genres of writing. By discussing and analysing the features of various texts, children gain a deeper understanding of how language works and how to use it effectively in their own writing.

They then begin to apply these features through carefully planned modelled, shared and independent writing. This application is always deep rooted in giving the children contextualised stimulus to write about. For example, they will use writing prompts from key points of the text or images. Each practised writing session are building blocks, which help the children to develop the skills they need to produce their final written outcome at the end of the unit.

Finally, children move on to the application phase, which is when they apply independently what has been taught and practised throughout the unit. This sees them move away from the modelled texts towards innovation where they add their own changes making the writing unique. Children will spend time on planning, drafting and revising their work independently. Their final piece is the 'hot task', which is what teachers use to assess the children's writing against agreed success criteria, targets and year group expectations.

## **Impact**

We aim for our English curriculum to ***Put Down Strong Roots For Success***, for it to enable children to have the essential communication skills required to succeed as they move on to the next stage of their academic journey.

**Improved Literacy Skills:** Talk for Writing helps children develop strong literacy skills, including reading comprehension, writing fluency, vocabulary acquisition, and grammar usage. By engaging in structured talk activities, such as story retelling, role-playing, and discussion, children are able to internalise language patterns and become more proficient readers and writers.

**Enhanced Oral Language Development:** Talk for Writing promotes the development of oral language skills, which are essential for effective communication and literacy acquisition. By encouraging children to express themselves orally, engage in dialogue, and participate in collaborative discussions, this approach supports the development of vocabulary, syntax, and speaking fluency.

**Increased Writing Confidence and Creativity:** Talk for Writing empowers children to become confident and creative writers by providing opportunities for storytelling, drama, non-fiction and imaginative expression. By immersing children in the world of meaningful texts and giving them the tools to craft their own narratives, this approach fosters a love of writing and encourages children to take risks and explore their creativity.