

## Writing Overview

*“After nourishment, shelter and companionship, stories are the thing we need most in the world.” – Phillip Pullman*

At Uplands Manor, our writing journey starts with enjoying and sharing stories. Throughout school, we place a strong emphasis on children reading stories and enjoying a range of literature and our teachers read to their class every day. Through this regular reading of **quality and imaginative texts**, children build up an extensive and rich vocabulary for use in their own writing. This is further supported by our **Word Aware** vocabulary enrichment programme which is used across the whole curriculum.

Here at Uplands, our children learn to write through the **Talk for Writing** approach. Developed by Pie Corbett, this highly effective approach is based on the principles of how children learn to write. If a child cannot compose a piece of writing orally before they begin to write, then they will have difficulty in writing independently. Therefore, the first stage of teaching children how to write is to ask them to **imitate** the **key language** they need for a particular topic orally before they try reading and analysing it. During the initial **'imitation' stage** of Talk for Writing, children learn to tell a story off by heart. They retell a text with expression, using actions, and create story maps to support their retelling. Our children enjoy participating in a range of activities that help them rehearse the 'tune' of the language required for the style of writing they are creating.

The Talk for Writing approach moves from dependence towards independence with the teacher using a range of shared and guided teaching strategies and activities to develop the children's ability to write creatively and powerfully and to engage their reader.

Once the story is learnt, children are encouraged to adapt it. At this **'innovation' stage**, children make the story their own, for example, by changing the character, using an alternate setting, adding a flashback or even writing from the perspective of a different character. Finally, at the **'invention' stage**, children write their own text independently.

As they progress through school, we use **'editing stations'** to develop the children's editing and improving skills. They learn to use dictionaries and thesauruses, how to check their spelling, grammar and punctuation and how to make amendments to their language choices in order to improve the effectiveness of their work with increasing independence.