



Writing Intent Statement

At Bordesley Green Primary School, the teaching of writing is at the heart of all we do. We believe in providing pupils with a varied and enriching curriculum and we continually review and update units of learning in order to engage pupils. We recognise that when children arrive at Bordesley Green Primary School, their abilities in English vary considerably. All children bring some literacy skills with them and it is our aim to build on these through careful identification, planning, class organisation and delivery of learning. Writing is an integral skill of communication – all children must learn how to communicate non-verbally as a fundamental aspect of their broader education. Children should be taught and need to understand that some messages and ideas are best communicated in the written form and need to build the skills required to transform their ideas and thoughts into creative, considered and detailed written work. For this reason, writing at Bordesley Green Primary is integrated and woven throughout the Wider Curriculum. We have deliberately chosen the Talk 4 Writing teaching format as it builds children's oracy skills and transfers these skills of verbal communication into a written form, whilst also allowing children the opportunity to build a knowledge and understanding of different text types and the skills required to fulfill the intended purpose of a particular piece of writing. Outlined below are the key methods we implement to ensure every child fulfils their writing potential.

T4W Overview

Talk 4 Writing is a talk-based writing scheme whereby children adopt new language and writing structures through discussion and verbal rehearsal, before following teacher modelling to create their own pieces of writing across fiction and non-fiction genres. The process involves the following steps: imitating a model text through discussion and talk; innovating this text by learning the key features of the text and following a teacher model to create a 'practice write' or 'shared write'; inventing and creating their own final piece or 'hot write', with children now responding to feedback and working independently.

Handwriting

Handwriting at BGPS follows the LetterJoin handwriting scheme, which uses traditional and digital resources and is designed to encourage cursive handwriting as children move up through school. Children practise their handwriting every day in dedicated practice books and teachers use structured and a variety of resources to model letter formations and handwriting patterns to children. This then becomes a focus for marking and feedback in all books, with the expectation being that this handwriting practice is replicated in the children's high-quality written work.

Spelling

Spelling patterns are taught explicitly each week, with teachers testing children on their spellings from the previous week and ensuring that spelling scores reflect the work done together. Children also use the statutory spellings for their year group to create weekly set of 'personalised' spellings which they are also tested on.