

WESTFIELD COMMUNITY SCHOOL



Writing Policy

September 2025

Talk4Writing

Talk For Writing was developed by the author Pie Corbitt and is a fun, creative yet also rigorous approach to develop writers. At Westfield Community Primary School we use Talk For Writing across the school to support our text-based approach to the English curriculum.

Intent

At Westfield we aim to:

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by high quality texts.
- Inspire pupils to write through exciting shared experiences.
- Model high quality writing to secure high expectations and inspire writers.
- Ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain.
- Develop a clear understanding of the structure and language features associated with different genres of writing e.g. poetry.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.
- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Write a range of text types (fiction and non-fiction) and in a range of genres and be able to write in a variety of styles and form appropriate to the situation
- Increase their ability to use planning and drafting to improve their work

Implementation

Talk for Writing starts with enjoying and sharing stories. Children learn to tell a story off by heart by learning a model text through composing a story map together and retelling it, using expression and actions.

Once a story is learnt, the children are encouraged to adapt it to make it their own, for example, by changing the characters or the setting.

Imitation - Telling a story

A text is introduced and read to the children; together the class learn to tell the story.

To help the children remember the text a multi-sensory approach is used:

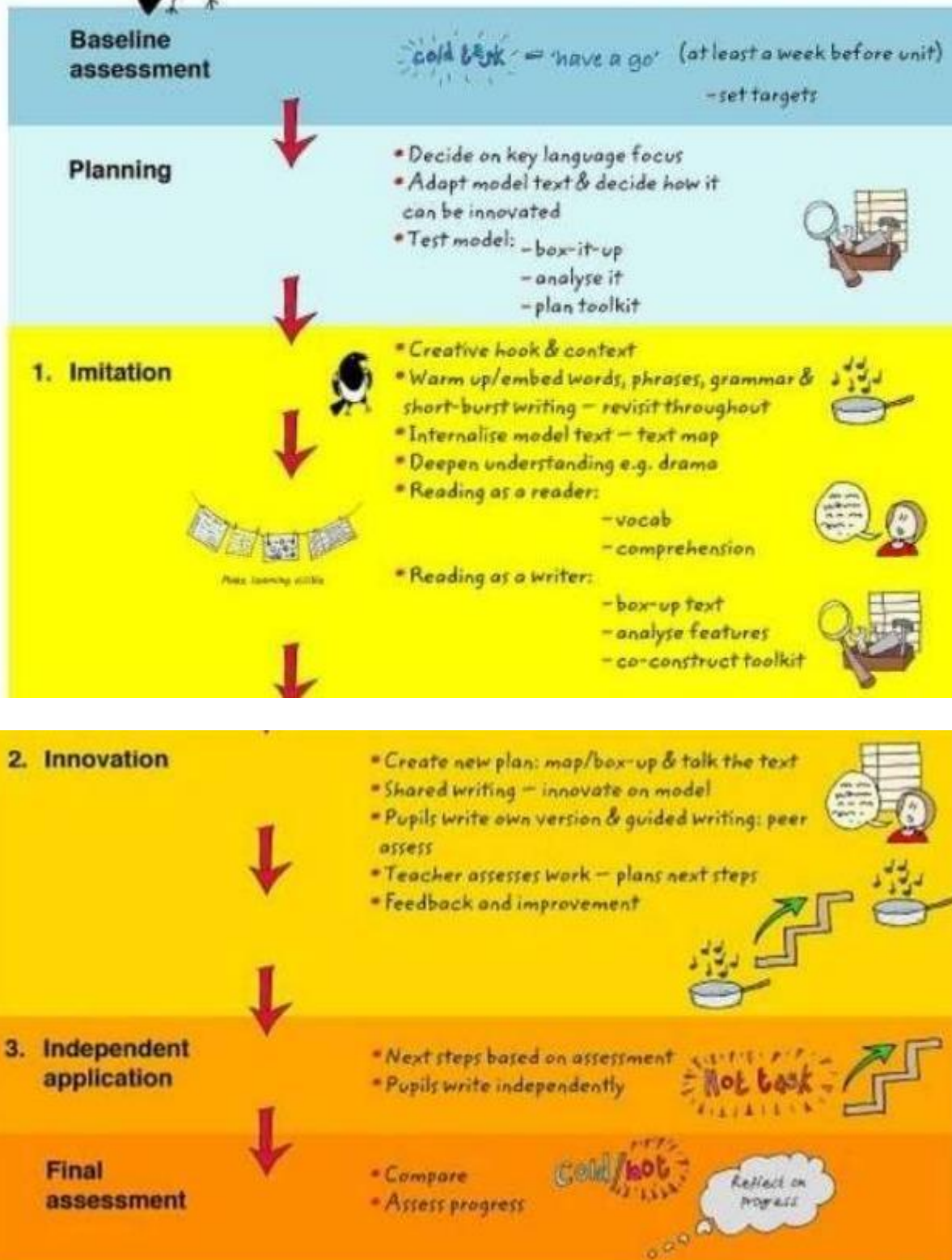
- A visual story map
- Actions
- A focus on lively, animated expression

As children learn the stories word for word, they develop the use of specific sentence structures and correct grammar, which they can then use in their own writing. The principle is that if a child can tell a story, they will be able to write a story.



The Talk for Writing process

www.talk4writing.com



Innovation – Changing a story

In this stage the original text is adapted by the children. This could start with a simple change of character or, for the older children, it may involve telling the story from a different view point. Children will make changes to their story map and rehearse retelling their innovated story orally.

Children then write out the innovated story in manageable sections. Pupils receive next step feedback, which indicate areas to develop. Children use green editing pens to edit and improve their work. At this stage there is a lot of guided and shared writing to scaffold the process.

Invention / Independent Application (Hot Task) - Writing my own story

The final stage is the invention stage where the children use all the skills, they have learnt to write an independent piece. At Westfield we call this piece the hot task and it is indicated by a red dot in the corner of the child's writing.

There is the freedom to draw upon their own ideas and experiences, or they can 'hug closely' to the shared text should they need to.

Inclusion

Talk for Writing (T4W) has a strong contribution to make to the learning and writing development of **all** children, including those identified as having special educational needs, children from diverse cultural backgrounds, those for whom English is an additional language and children who are particularly gifted and talented. Children in any of these groups benefit considerably from the strategies and approaches used in Talk For Writing. Teachers should ensure that:

- Wherever possible, all children are included, whatever their needs, in Talk for Writing sessions and learning sequences.
- Appropriate adjustments are made for pupils identified with additional needs.
- Scaffolds are used to support pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary, working in mixed ability pairs and 'keep up' intervention sessions.
- While retaining high expectations, teachers should remember that for some children, we may need to broaden the concept of writing to include mark-making.

Reviewing Prior Learning

Writing lessons happen daily. Each writing lesson begins with a 'starter.' This starter reviews prior learning and ensures children revisit previously taught concepts to ensure they are encoded in a child's long term memory. In KS1, this starter activity will be completed orally, encouraging partner-talk and oracy. Within KS2, the starter activity will usually be a quick written task to revisit a particular learning point.

Assessment and Recording

Writing is assessed throughout each Talk for Writing cycle. The hot task, at the end of each cycle, is used to inform step judgements on Target Tracker (our school assessment system). This is monitored and evaluated by both class teachers themselves and SLT to ensure coverage and to ensure that children are making progress. Moderation of writing standards occurs termly to ensure an accurate assessment of writing across school.

Impact

Evidence of impact on the children include:

- Children enjoy writing and find the process creative, enriching and fulfilling;
- Children are exposed to a wide variety of texts and are able to recognise good writing, and understand what makes it good;
- Children are aware of the key features of different genres and text types;

- Children learn about the skills of writing from their reading and draw upon its models in their own work;
- Children build progressively upon toolkits as they progress throughout school and these toolkits give them all the skills they need to be creative with their writing.
- Children know how to develop their ideas;
- Children know how to plan and prepare for writing;
- Children make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- Children understand how to reflect upon, refine and improve their own work;

Monitor and Review

English Manager:

- Monitors and evaluates the standards of attainment and progress through termly book looks and evaluates the formative and summative data on Target Tracker.
- Coaches teachers on the correct Talk for Writing texts, planning and implementation of the programme.
- Provides CPD for staff in line with the strategic action plan.
- Is responsible for the achievement of targets on the writing action plan.