



# EYFS

## Talk 4 Writing

# Clarity Document



## **Rationale**

As a school, we recognise that a child's life chances are influenced by their ability to communicate their thoughts in writing. Being dedicated to giving children the best start in life, it is vital we set out clearly what we expect the teaching of writing to look like.

As well as being explicit in what we expect from the teaching of writing we are also focusing on children's ability to speak and be clearly understood. One of the ways in which we hope to do this is through the expectation that children always answer in full sentences in all lessons. For more information about our expectations around speech and language please see our Reading and Phonics clarity document.

The following document builds on the excellent practice we already have taking place in our school following our Talk 4 Writing training and links closely with our Reading and Phonics Clarity Document.

## **Talk 4 Writing (T4W)**

### **Planning**

In EYFS, the Talk 4 Writing curriculum will cover a range of Fiction, Non-Fiction and Poetry/Rhymes. Nursery will primarily focus on Nursery Rhymes and Traditional Tales as their model texts. Reception will continue the focus on Traditional Tales alongside other simple texts.

The text objectives that help improve writing have been carefully considered and have been mapped out by Pie Corbett in a Progression of Skills document. This ensures that children are progressively improving the quality of their writing (see Appendix 1).

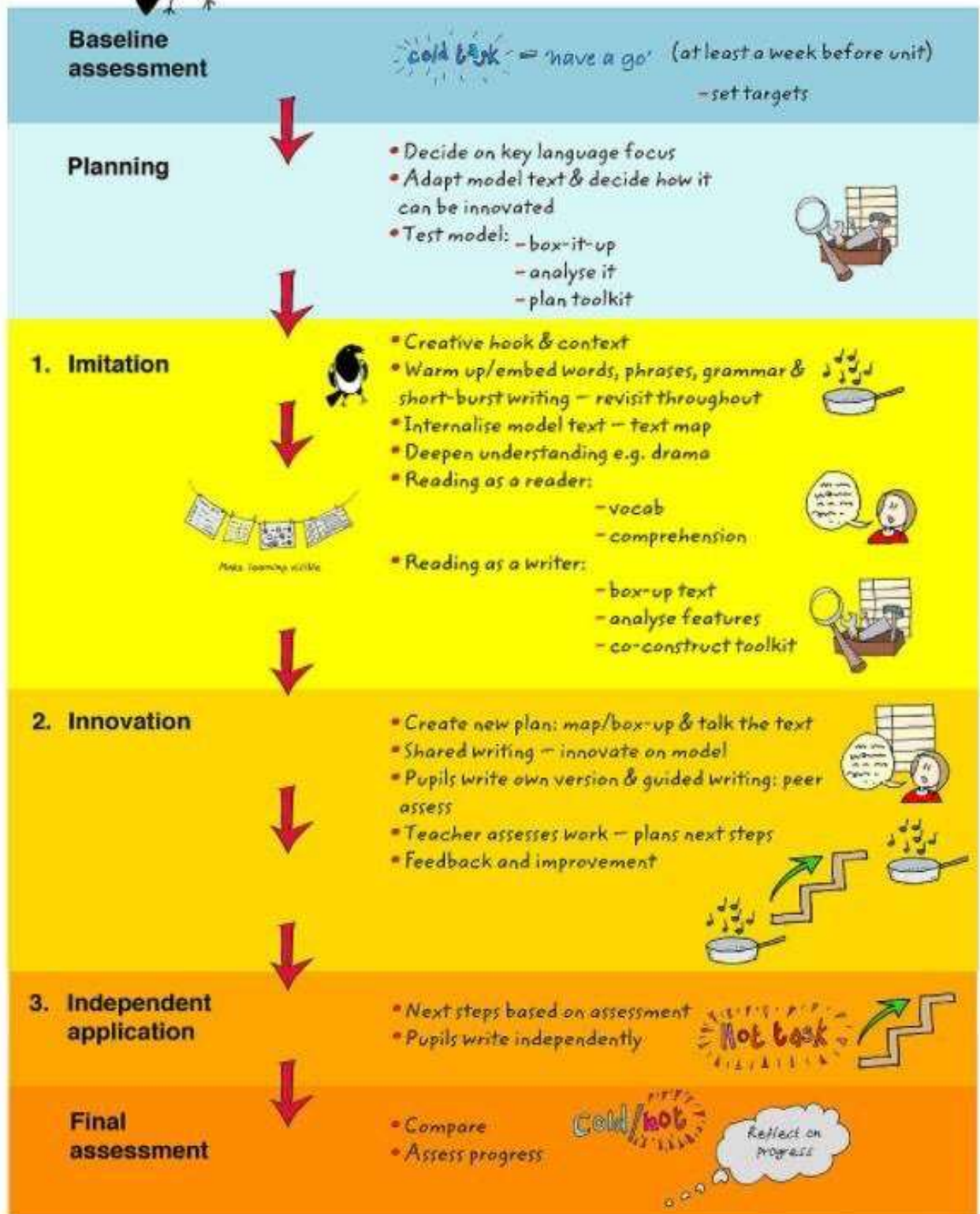
As a school our planning for Talk 4 Writing has evolved and teachers are now expected to plan writing during PPA. This is to allow teachers the opportunities to discuss the different sections the come together to make a Talk 4 Writing unit of work. Writing will be planned across the curriculum and in continuous provision areas, including outside. The children will have the opportunity to mark make (nursery) and write (reception) every day (see Appendix 2).

## **The Talk 4 Writing Process**



# The Talk for Writing process

www.talk4writing.com





This is the first part of a Talk 4 Writing unit. The children will be asked to tell an adult a story that they know or make up a new story at the start of each term. The adult will record the child's story on Tapestry as an initial assessment.

Here the teacher will identify **individual communication and language targets** for each child. The teacher should identify themes within their class and the general gaps they have and plan to address these within the unit, alongside the Progression Document and Learning Outcomes.

### **Planning Stage**

The teacher has all the information they need to plan the unit. They have:

- used the cold task to identify gaps in learning
- the text objectives for their year group in the progression document
- the learning outcomes for EYFS

The coverage of texts and links to poetry/rhymes and non-fiction will be trialled throughout the academic year 2019/20, with a view to mapping out a long-term plan for future years.

### **Model Text**

The first thing they should do is create or adapt a **model text** together with their year group partner. This written model should be engaging and at an appropriate level so that children make progress according to their year group expectations (see progression document). Where possible, the model text should also be linked to the curriculum topic.

The adapted text should be *6-10 sentences* long and include all the features required for that genre at the level appropriate to that year group. During this stage, you should plan your toolkits and possible innovations. All of this stage should be completed before you begin teaching.

The children should hear the original text being read and have access to this in areas of provision. Other linked texts should be read and available to the children to enrich the unit. E.g. Non-fiction text about Bears linked to the Fiction text *We're Going on a Bear Hunt*.

### **Imitation Stage**

The next part of the process is the imitation stage, which begins with activities designed by teachers to **hook** the children in to their new text. In nursery, this stage would last 2 weeks and in reception, it will last 1-2 weeks depending on the text.

Once engaged, the children would **orally rehearse** the text, with **story actions** (see Appendix 3) and a **text map** to help them internalise the text. EYFS will create action photographs for the children to use (actual children from the class). You may also choose activities that help the children deepen their understanding, using for example, drama techniques. Children internalising the text is a crucial aspect of Talk 4 Writing and should not be marginalised. To ensure that children learn the text, they should have the opportunity to practice it at different points throughout the day, including in areas of provision. Text maps should also be sent home to give the children the opportunity to practice the text at home with their parents.



During the imitation stage the teacher would also undertake a range of other activities while the children are internalising the text (see Appendix 4). In reception, **toolkits** will be created with the children.

During this stage, nursery staff would be expected to model writing, with a focus on key vocabulary (see Appendix 5). In reception, shared writing will take place, with an opportunity for children to apply in their own writing (see Appendix 6).

### **Reading as a Reader**

The text will be turned into a big book and read (with the children and by the children). Vocabulary and comprehension will be discussed.

### **Reading as a Writer**

Underlying patterns, main events and simple writing tools (e.g. full stop) will be looked for and discussed.

### **Innovation Stage**

This begins once the children have internalised the text type and are ready to move on. Again, this lasts approximately one week. The children in EYFS will focus on making changes to the original text map (e.g. changing the character or setting). This stage involves substitutions being made and visible changes to the text map, before then orally rehearsing the new class text and beginning shared writing. This must be modelled by the teacher. During this stage, the children will have the opportunity to create their own text map and have a go at writing.

### **Invent Stage**

Opportunities will be provided for the children to Invent their own stories through play. Some of these stories will be recorded in the 'Class Invention Book' and read to the group as a celebration. There will also be opportunities for the teacher to work together with the class to Invent a story and record it in the 'Class Invention Book'.

### **Final Assessment – Oral Hot Task**

This is the final part of a Talk 4 Writing unit. The children will be asked to tell an adult a story that they know or make up a new story at the end of each term. The adult will record the child's story on Tapestry as a final assessment.

Here the teacher will assess whether the children have made progress in their **individual communication and language targets**.

### **Pie Corbett's Reading Spine**

To compliment the original texts that are used to teach writing in the classroom, the school has purchased a range of quality children's fiction to be read to the children during the week.

This reading spine ensures that children are exposed to a rich diet of story types and authors to build their internal story library.

All model texts should be complimented by high quality texts related to the genre. There should also be exposure outside the writing lesson, through shared reading, to other models and snippets collected from quality literature.



## **Free Writing**

Wherever possible, there needs to be opportunities for children to Free Write independently across the curriculum in continuous areas of provision. This gives them the opportunity to apply their learning of key basic skills.

**Handwriting** - *See separate clarity document.*

We expect that there will be daily handwriting practice in EYFS. For effective progress, handwriting should be integrated into all aspects of writing, not just within the handwriting sessions. It needs to be a priority during writing and phonics lessons or whenever the children write, for example, when they are using whiteboards and pens, and even when using magnetic letters - the children should be placing the letters in the correct position on the line (for example with the tail of the 'g' sitting below the line).

## **Displays**

Washing lines are the means by which children can access support for English rather than a fixed display. More details can be found in our 'Classroom Environment and Display Expectations' document.

## **Timings**

For 2019-20 we expect each class to have daily shared, guided or independent writing opportunities planned into the timetable and continuous areas of provision. There should be a timetabled Talk 4 Writing session each day.

## **Writing Celebrations**

We celebrate children's writing in a number of ways:

- Work chosen as a good example and displayed under the visualiser or as a WAGOLL
- Work displayed on the classroom 'Wall of Fame' display
- One child chosen as the writer of the half-term. They would receive their certificate in assembly in front of their parents and their work would be displayed in school. Their photo would also be displayed on our school website
- One child chosen as the handwriter of the half-term. They would receive their certificate in assembly in front of their parents. Their photo would also be displayed on our school website
- Golden tickets to be handed out to receive prizes from the Headteacher for excellent progress in presentation.




## Appendix 1 – Pie Corbett Progression Grid – Yearly Text Objectives

EYFS				
Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<b>Fiction:</b> Planning Tool – story map/ story mountain  Whole class retelling of a story  Understanding beginning, middle and end  Retell simple 5-part story: • Once upon a time... • First/Then/Next... • But... • So... • Finally...happily ever after  <b>Non-fiction:</b> Factual writing closely linked to a story  Simple factual sentences based around a theme  Names, labels, captions, lists, diagrams, messages	Simple sentences  Simple connectives: and, who, until, but  Say a sentence, write it, read it back and check it makes sense  Compound sentences using connectives (coordinating conjunctions): and, but  -'ly' openers (Luckily, unfortunately)  Repetition for rhythm – e.g. he walked and he walked  Repetition for description – e.g. a lean cat, a mean cat	Determiners: the/a, my, your, an, this, that, his, her, their, some, all  Prepositions: up, down, in, into, out, to, onto  Adjectives – e.g. old, little, big, small, quiet  Adverbs – e.g. luckily, unfortunately, fortunately  Similes using 'like' – e.g. round like a ball	Finger spaces  Full stops  Capital letters	Finger space  Letter  Word  Sentence  Full stop  Capital letter  Simile – 'like'

## Appendix 2 – EYFS Continuous Provision Planning

The Early Years weekly adult led/guided activities

Wk beg: ...

	COMMUNICATION & LANGUAGE/ LITERACY	UNDERSTANDING THE WORLD	PERSONAL SOCIAL & EMOTIONAL
  <b>Learning Outcomes</b>	<b>Reading</b> 30-50 months • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.  40-60 months Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences.  <b>Writing</b> 40-60 months Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels.	<b>People and communities</b> 30-50 months Shows interest in the lives of people who are familiar to them.  • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.  <b>The World</b> 30-50 months • Talks about why things happen and how things work.  40-60 months Looks closely at similarities, differences, patterns and change.  <b>EG</b> Children know about similarities and differences in relation to places, objects, materials and living things.  <b>Technology</b> 30-50 months • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers	<b>Self- confidence and self- awareness</b>  30-50months • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing and will communicate freely about own home and community. • Shows confidence in asking adults for help.  40-60months Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.
PP children			
SEN children			
Monday			
Assessment			



### Appendix 3 – T4W Story Actions

Key connective	Action
Once upon a time	Open hands like a book
Early one morning	Hands to one side of head and pretend to wake up
One day	One finger up and a wave of hand from left to right
Long, long ago	Tapping a watch.
Who	Finger circle index finger in air
First	One finger up
Next	2 fingers pointed to one side
Then	One finger in a half circle motion left to right
But	Fingers down
Because	Hands out open palmed
At that moment	Hold hands up either side of face and show surprises on face
Suddenly	
To his amazement	
Unfortunately	
However	Wave pointed index finger
Luckily	Hands raised open as if in thanking
After/after that	Roll hands over in turning gesture
So	Hands at the side of body, open palm.
Finally	Palm facing audience like a police man stopping traffic
In the end	Bring hands together as if closing book
Eventually/Finally	

Actions for individual stories can be added to identify characters, action and feelings. These may be specific to each story to exemplify the particular character eg actions for long hair for Goldilocks. However, it must be remembered that actions are to support the storytelling process and should not get in the way of the fluency and flow of the story.





## **Appendix 4 – Imitate Stage Activities**

## **Appendix 5 – Key Vocabulary**

## **Appendix 6 – Shared Writing Examples**