Hunslet Carr Primary School Leeds

Talk 4 Writing Clarity Document

November 2019

High Expectations, Caring, Positive Attitudes & Successful

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

As a school we have mapped out the Talk 4 Writing curriculum across all of the year groups ensuring that within every year group there is a balance of Fiction, Non-Fiction and Poetry taught.

The types of Fiction, Non-Fiction and Poetry taught across the year groups have also been considered so that within each phase the children learn the various genres in each type of writing. (see Appendix 2)

The text objectives that help improve children's 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 3)

We appreciate that writing happens in all subjects so as a school we have created writing moderation grids that will be used to assess the writing of children across the curriculum (see Appendix 4)

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. (see Appendix 5)

Once agreed the A3 form should be used to help create the SmartNotebook slides that will be used in both classrooms over the course of the unit. By reducing the amount of written planning required we hope to allow teachers the chance to focus on the quality of their model text that is matched to the needs of their children, the resources in their room, the questions they ask children, and the process of teaching writing rather than duplicating work.
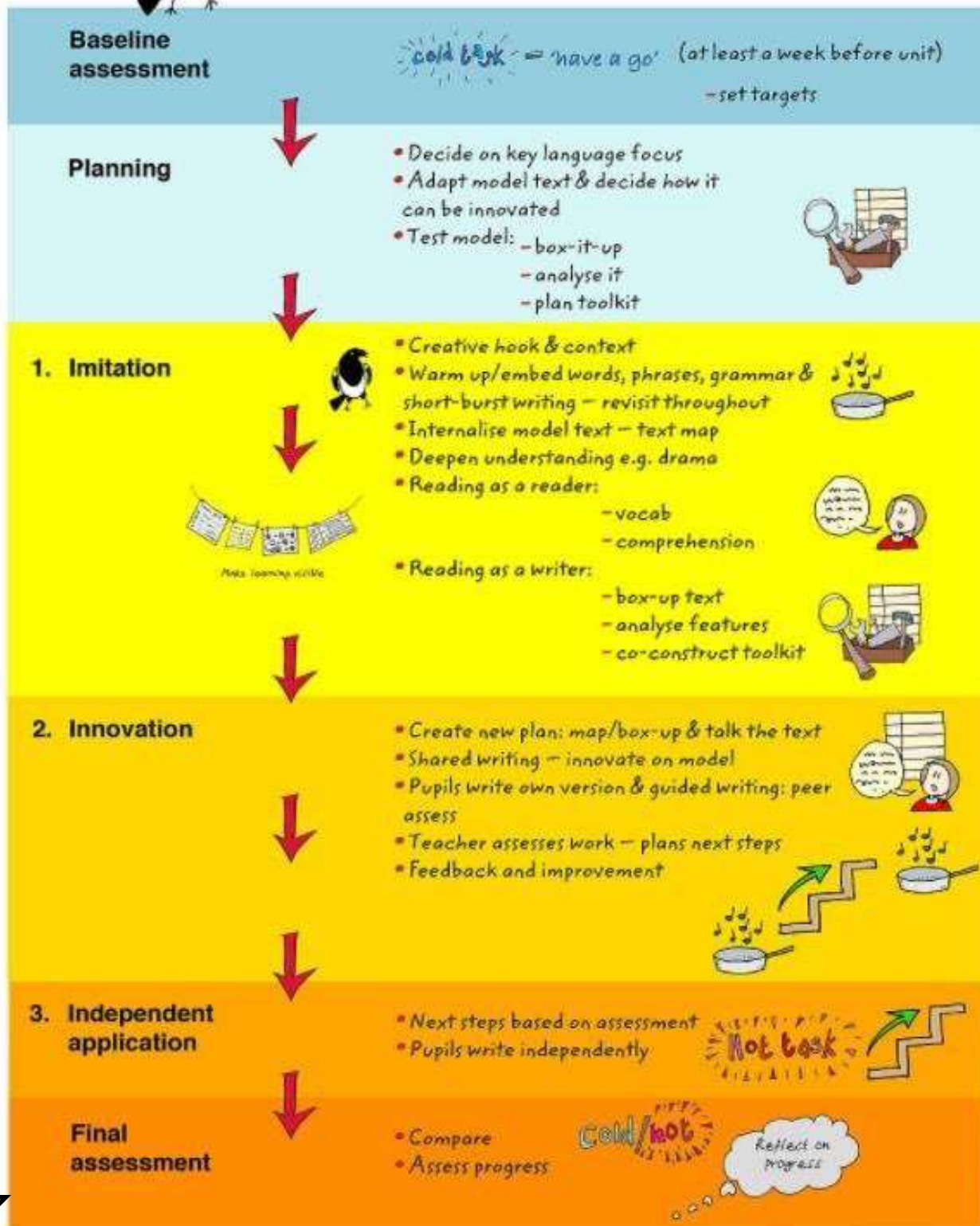
The Talk 4 Writing Process

The Talk for Writing process
www.talk4writing.com

Children's Individual Targets

Baseline assessment — cold task = 'have a go' (at least a week before unit) — set targets

Planning
- Decide on key language focus
- Adapt model text & decide how it can be innovated
- Test model: — box-it-up
  — analyse it
  — plan toolkit

1. Imitation
- Creative hook & context
- Warm up/embed words, phrases, grammar & short-burst writing — revisit throughout
- Internalise model text — text map
- Deepen understanding e.g. drama
- Reading as a reader:
  — vocab
  — comprehension
- Reading as a writer:
  — box-up text
  — analyse features
  — co-construct toolkit

Make learning visible

2. Innovation
- Create new plan: map/box-up & talk the text
- Shared writing — innovate on model
- Pupils write own version & guided writing: peer assess
- Teacher assesses work — plans next steps
- Feedback and improvement

3. Independent application
- Next steps based on assessment
- Pupils write independently

hot task

Final assessment
- Compare
- Assess progress

cold/hot

Reflect on progress

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Baseline Assessment – Cold Task

This is the first part of a Talk 4 Writing unit and begins a couple of weeks before the unit starts with a **cold task**.

A cold task is a baseline assessment of what children already know about a particular genre of writing or text objective. We want to support our children to become confident writers so it should not be 'freezing cold'. This means that there should be some stimulation to give the children a basis for writing.

Once the children have completed their cold task, these should be deep marked by the teacher. Here the teacher will identify **individual targets** for each child. Targets will be ongoing and new targets will be added as soon as the previous target has been met. New targets do not need to be set after the cold task if the previous targets are still to be achieved (see Appendix 6). These work alongside the **text objectives** that are driving each unit.

The teacher should also use the cold task to identify themes within their class and the general gaps they have and plan to address these within the unit.

Planning Stage

The teacher has all the information they need to plan the unit. They have:
- used the cold task to identify gaps in children's learning
- the text objectives for their year group in the progression document
- the genre of writing they should be focused on from the long-term plan

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 text should include all the features required for that genre at the level appropriate to that year group. During this stage, you should 'test the model text' you have created by boxing it up, analysing it and planning your toolkit. This will ensure that it includes all the features required for progress and that you have a clear focus for your teaching. All of this stage should be completed before you begin teaching.

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.

Once engaged, the children would **orally rehearse** the text, with **story actions** (see Appendix 7) and a **text map** to help them internalise the text. 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. 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. These activities include **spelling and grammar games**; **short burst writing activities**; **reading as a reader activities**; **reading as a writer activities;** (see Appendix 8) **begin the class version of boxing up** (see Appendix 10) **of the text by writing the purpose of each section in the middle column on an anchor chart** and creating **writer's toolkits** (see Appendix 11).

During this stage we expect children's work to be deep marked once.

Innovation Stage

This begins once the children have internalised the text type and are ready to move on. Again, this lasts approximately one week. In the majority of classes this stage begins by **finishing the class version of boxing up by adding the class alterations to the original text in the final column on the anchor chart.** At the same time as the teacher is boxing up the final column, support staff or a competent child should be recording further suggestions for innovations to children's individual texts for them to **magpie**.

For younger children or less confident writers, this stage might be substituted for making changes to the original text map. It is important that the children then orally rehearse the __new__ class text.

Once the text has been boxed-up, the teacher should model (over the course of a number of days) how to write different parts of the text using **shared writing,** as they innovate on the original model text**.** The teacher should use the writer's toolkit to model key features and verbalise the choices they are making as expert writers to their class.

In addition to shared writing, daily sessions of **guided writing** with specific groups of learners should be planned into the week. These may support, extend or target specific issues for groups of learners.

This process would support the children in **independent writing** a version of the text, using ideas from the original text, the class shared text, the writer's toolkits and their own ideas.

These independent texts should be marked against the children's individual targets, text objectives and **the Rocket** that are all in place to improve writing. During this stage there should be daily written feedback and next steps from the teacher to ensure maximum progress. Although peer and self-assessment can still be used in this stage in addition to teacher marking.

Independent Application Stage

This begins once the children have had the opportunity to write one version of the text. Once teachers have assessed the children's own text against their **individual targets** and **text objectives** they can adapt their planning for this week to focus on the areas the children have had difficulties with.

In this section the teacher might use some of the children's own texts as examples on the board using the **visualiser** and further examples of **shared writing** that focus on the particular aspects of writing the class have found difficult.

However, the teacher should not 'shared write' an example of the genre so that the children's writing in that stage can be assessed as independent.

Editing and up-levelling/re-drafting should be embedded practice for the children during this stage, using all they have learnt throughout the unit. These skills will need to have been taught explicitly and maybe displayed on an anchor chart to remind the children about the differences. For ways of increasing the level of sophistication within a child's text (see Appendix 12).

Final Assessment – Hot Task

To assess the true understanding of the genre, children should write a **hot task** a short amount of time after the end of the unit. They should use all the information that they have gathered over the course of the unit, including the model text, the class text, their innovated adaptation, independent application, the writer's toolkits and the advice of their teachers. It should showcase their understanding of the text type they have been learning about and shows how they have met their individual targets. There needs to be an engaging stimulus to ensure that the children produce their best work.

After writing their hot task children should self-assess their work against their individual targets that were set at the start of the unit. The teacher should then check to see whether they agree with the child's own assessment.

To allow the children to recognise and celebrate themselves as authors, it is expected that they will publish a piece of work once a term. This work may be displayed in the classroom if there is room or made into a class book to be stored in the class library. This could also be a showcase from Topic Writing.

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. They can then add to their writer's toolkit by drawing upon what other authors do. For example, if you are teaching about portal stories, you may write a model text based on 'Elf Road' but would then read 'The Lion the Witch and the Wardrobe' at the end of the day and use carefully chosen extracts within English lessons to 'read as a reader' and 'read as a writer' or during Reading lessons.

Free Writing

Wherever possible, there needs to be opportunities for children to Free Write independently across the curriculum. This gives them the opportunity to apply their learning of genres across a range of subjects, whilst also practising key basic skills. Children can choose how they respond in writing to a subject and can refer back to old toolkits for support. For example, when writing about the Egyptians, some may choose a non-fiction version and others a poem.

Free Write opportunities must be planned into each topic week to promote writing across the curriculum.

Spelling Lessons

Through question level analysis in KS2 it is clear that many of our children do not have the necessary spelling skills, therefore we have added discrete lessons into the KS2 timetable, where children are taught how to spell in a whole class session. This builds upon the successful Phonics practice in EYFS and KS1, and mirrors the dedicated daily lessons to ensure success.

KS1 will continue to use the Letters and Sounds program to support their teaching of spelling strategies. There should be five daily phonics sessions lasting 20 minutes. Within this session, children will practice spelling words containing the new phoneme or grapheme and will apply this in sentences at the end of the lesson. High Frequency / Common Exception words will be taught in the phonics lessons using a range of strategies.

Spelling in KS2 should be taught over 4 sessions a week, with each session lasting approximately 20 minutes in length.

At Hunslet Carr, we use a spelling scheme in KS2 called 'Spelling Shed' combined with the teaching of 4 specific skills (Appendix 13). Teachers should use this to follow the recommended objectives for their year group at particular times of the year.

The lessons mirror the structure of Phonics lessons and move through a 'Revise', 'Teach', 'Practise', Apply / Assess' sequence. The lesson plans can be used as a guide for the teacher's own planning, but it should always be led by an assessment of the needs of the children. This is what a KS2 spelling week should look like:

Day 1 – Spelling Shed lesson part 1
Day 2 – Spelling Shed lesson part 2
Day 3 – Other work to compliment rule taught on days 1 and 2
Day 4 – Teaching and practise of specific spelling skill, linked to Common Exception Words.

Spelling work should be completed on whiteboards, with rules and guidance recorded in the orange spelling books. Individual spellings should also be recorded in these books. Spelling progress across school will be assessed through application in books and a termly formal spelling test, giving a spelling age for individual children.

Handwriting

See separate clarity document.

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 90 minutes of dedicated Reading and Talk 4 Writing each day. This should be split roughly into 40 mins of

Reading and 50 minutes of Talk 4 Writing. Depending on your timetable (Break, Lunch, PE etc) these sessions do not have to run back to back.

Please note that this 90 minutes does not include Handwriting or Spelling lessons.

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.
- 3 children from each class chosen weekly to receive a Golden Ticket for presentation and collect a prize from the Headteacher.

Appendix 1 - Glossary of Terms in the order they appear above

Cold Task

The cold task is a baseline assessment tool that is undertaken by the children before the start of a new unit. From this writing, three clear targets will be given to each individual child. Even though the marking / analysis of the cold task should be deep – there is no expectation for written feedback on the cold task as this will be in the form of writing the three individual targets.

In our English Journals, ticking the appropriate box at the top of the page should identify cold tasks. Children should be supported to write the particular type of text at their current best level. This might include discussing similar text types as a class, discussing ideas for what might happen in the text or giving children parts of a text or stimulus in order to scaffold their writing.

Individual Targets

Teachers should deep mark the cold task and from this identify three individual aspects of writing that need to be improved. These should be recorded on a target card.

These might include targets based on specific basic skills such as:
- Spelling of common words, common spelling patterns or pre/suffixes
- Handwriting errors such as ascenders/descenders or common joins
- Grammatical agreement
- Punctuation
- Using more challenging sentence structures.

Text Objectives

Each year group from Reception to Year 6 has a series of objectives under the following headings:
- Text Structure
- Sentence Construction
- Word Structure / Language
- Punctuation and Terminology

Teachers should decide which objectives to focus on according to their assessment of the cold tasks.

Target Cards

These should be at the front of the children's spelling books. Targets should be reviewed regularly and new targets set immediately after one has been achieved.

Model Texts

Teachers should write model texts during the planning stage. On occasions they may need to be written from scratch if there is no suitable text, or they can be adapted from a significant and relevant text, ideally that is related to the topic they are covering.

There should be a clear difference in length and sophistication of the model texts from Nursery to Year 6.
It is key that the progression document is used when writing the model text to ensure that it contains age-appropriate spellings, text features, sentence structure, punctuation and grammar.

A good 'main' model text is one that the children can learn from. This model should include the key features and tools that teachers want the children to learn, but also have a clearly transferable and identifiable pattern on which they can base their own writing. The model text should be no more than 350 words in length and it will be this text that the children learn off-by-heart.

The model texts in EYFS should be made into big books.

All model texts need to be better than the best writer in class. To ensure that the children do not lose interest, model texts should be engaging and not too complex for their age group. Throughout KS2, it may not be appropriate for model texts to be a full story – something that is certainly not possible in upper KS2. An extract from a key text should be written, that contains the key features that will be taught. Learning the text in KS2 needs to be quick and punchy. By Y5/Y6, depending on the needs of the children, they may just learn a short extract of 250 words or the model text may just be a paragraph.

Hook
It is important that we engage and hook children into the texts we are going to be using over the next two to four weeks.

Hooks might include:
- EYFS
    - Costumes added to the dress-up corner.
    - Puppets are introduced to the small world area.
    - Pictures and writing frames in areas of provision.
- KS1/KS2
    - Changing areas of the classroom i.e. Crime Scenes, Aliens
    - Visitors to the classroom, hot seating or interviews
    - Video Clips or music to introduce the text

Orally rehearse
When learning the text for the first few times children find it easier to internalise by saying the text out aloud as part of a group.

There are a number of strategies you can use to help children orally rehearse the text. These include:
- Whole class retell - where the whole class retell the story at the same time
- Group retell – where each group of children is given a part of the story
- Pair retell – where each pair take it in turns to say a paragraph, sentence or word

At Hunslet Carr Primary School it is an expectation that one class in the year group records their orally rehearsed text and uploads it to the school's website for parents and carers to watch.

Story Actions

When learning the text it is also easier for the children to internalise by adding actions to the text. T4W has a set of actions that match common story words

As well as these agreed actions teachers are encouraged to get the children to come up with actions for different parts of the story, either when learning the story as a class, group or pair.

Text Mapping

When learning the text for the first few times another aspect that can support them is a text map. Struggling learners may need to draw the text map themselves to support them to internalise the story. Punctuation should be added to the text map to help aid understanding.

There are a number of strategies you can use to help children use a text map. These include:

- Pre-drawing the whole map or parts of the map before introducing the text to the children
- Adding more or less detail to the map depending on which group the children are in
- Grouping pictures together in a box that represents a sentence or paragraph
- Including key story language in the map so children can recognise where they are within the text
- Including punctuation so that children understand sentence structure and how punctuation is used within the text.

A computer program on all staff laptops called 'In Print 2' is an excellent resource to create a version of the text with pictures for SEND/EAL children to learn and internalise the text.

At Hunslet Carr Primary School it is an expectation that one class in the year group takes a photo of the text map and uploads it to the school's website for parents and carers to see. It is also expected that the map is sent home to enable children to practice at home with their parents.

Spelling and Grammar Games

During the innovation stage it is vitally important that children are doing more than just learning a text. There are many games available to use with your class and these can be found either in the Jump Start books provided to every year group and available in the staffroom or from a quick T4W Spelling and Grammar game Google search.

_____ #excessivelyclear _____

Short Burst Writing

Teachers need a range of short burst writing activities to undertake with their class while the children are learning the text.

There are many SBW activities available to use with your class and these can be found either in the 'Talk 4 Writing across the Curriculum' books provided to every year group and available in the staffroom or from a quick SBW Google search.

Reading as a Reader

Before the children are ready to innovate they must really understand the original text. Pie Corbett says, 'You have to slow it to know it'.

So using our Close Reading skills (see Reading and Phonics Clarity Document) you should introduce a new text and then ask the right questions to establish and analyse the meaning of the text. It is important that children have the chance to respond in writing to the text. Ideas for this might include:

- Answering a question in detail and using evidence from the text
- Comprehension/SAT style questions about the text
- Recognising words and phrases that had a significant impact or that were new to the reader.

Reading as a Writer

Having established and analysed the meaning of the text it is then important that children understand the stylistic, grammatical and punctuation choices used specifically for that genre of text.

Again, it is important that children respond to Reading as a Writer by writing themselves. The Writer's Toolkit is often created from this session.

Boxing Up

It is important for children to be able to see the purposes of each part of a text and how this is achieved in the model text.

At Hunslet Carr Primary School our boxing up grids have 3 columns. A class version would have columns titled; 'Original Version', 'Purpose', 'Class Innovation'. An individual version would look the same but the 3rd column would be 'Individual Innovation'. Children's versions should have the first 2 columns completed for them.

During the Imitate phase the 'Purpose' column should be filled in with the class. During the Innovate phase the 'Class Innovation' should be filled in with ideas not used written on a 'Magpie Chart'.

Depending on the age and confidence of the children boxing up might be done looking at a section of the text each day or the whole text boxed up in one lesson. Note that Boxing Up is normally started towards the end of Y2.

Writer's Toolkits

During the Imitation stage toolkits might be created during the 'Reading as a Reader/Writer' stage as the teacher guides the children in recognising how the author created a certain mood, how they developed a certain character or how they described a location. These are not exhaustive check lists but should be suggestions about what the children could include.

These should be co-constructed with the children through analysis of the model text and other texts from the same genre.
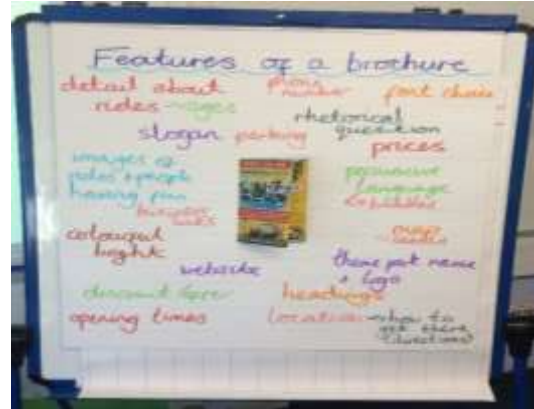
Once the unit has ended, these toolkits should be saved so that children can access them if they write in the same genre again at a later date, within the curriculum for example.

'Magpieing' Charts
To scaffold the children's work and support their ideas, words and phrases should be 'magpied' and recorded on flip chart paper for the washing line to be used by children in their independent writing. These words and phrases may have been 'magpied' from the model text or from other texts that compliment the genre, or they may be from children or adults.

Anchor Charts
To support the children to independently apply their learning, an anchor chart would be displayed on the washing line.

During the independent application stage the writer's toolkit might focus primarily on the aspects of writing that the class have found hard. Working together with their class, a teacher would create an anchor chart that would give advice on how to overcome the aspect they found hard. For example instructions for how to write complex sentences or reminders of grammatical agreements.

Alter the Text Map
During the innovation stage of the T4W process younger children or less confident writers might alter the text map to visually show how they have innovated the story. This might be done using post-it notes on the original map or pictures of different parts of the text in their English Journal.

Shared Writing

Children in our school need to hear the thought process of an author so that they can understand and eventually copy when writing independently the effective choices an author makes.

In EYFS/KS1 this might involve basic skills such as phonics, punctuation and using story language.

As children move through KS2 shared writing might begin to focus on more complex aspects of grammar with teachers also modelling how writers would consider the purpose of the text and their audience.

As teachers 'think aloud' their thoughts this is often complimented with a member of the support staff scribing unused choices on a flip chart creating a 'Magpie Chart' ready to be put up on a washing line.

Guided Writing

Guided writing lessons are temporary, small-group lessons teaching those strategies that a group of students most need to practice with immediate guidance from the teacher. Guided writing lessons can be taught after a whole-class lesson once the rest of the class are actively engaged in independent writing.

Independent Writing

In the Innovation stage children have the opportunity to write their own version of the original text. Depending on the age and confidence of the children their version might closely match the original version or it might be significantly different.

Children would use their individual boxing up grid (or altered text map) to decide on changes that they have made to the original story. They would then use the skills that have been modelled in shared writing and the writer's tool kits to create their own versions of sections of the text, paragraphs or the whole text.

Often children would write their own text after the teacher has modelled a section of the text but there is nothing to stop teachers making a range of choices at that point. Choices might include:
- Supporting less confident writers with sentence starters or scaffolds such as close procedure to aid them in their writing
- Allowing more confident writers to write beyond where the class are up to in their shared story
- Allowing more confident writers to add in flash backs/forwards, new characters or different events
- Allowing more confident writers to change the genre or point of view of the characters involved.

The Rocket

When children have written (whether that is a paragraph or longer piece of the text) it is important that they are able to self or peer assess how effective it is as a piece of writing.

At Hunslet Carr Primary School children would do this by checking their work or that of someone else's in their class against the Rocket.

For more information about the Rocket please see the 'Marking and Feedback Clarity Document'.

Visualiser

A key aspect of T4W is the editing and up-levelling/redrafting process after children have written their own text (whether this be a sentence, paragraph or a longer piece of text).

At Hunslet Carr Primary School we have the children's individual targets, the text objectives and the Rocket to help assess and give feedback to the children about how they are progressing towards these and one very effective way of demonstrating these to the whole class is by putting children's work under the visualiser and highlighting where they have met a specific target.

Editing

Editing is the process of checking for any spelling, punctuation or grammar errors. This needs to be routine practice for the children from a young age and can be practiced by activities such as 'sentence doctor'. The marking policy sets out how we mark for SPAG, however, children will not learn if we do all the work for them and correct them ourselves. Self and Peer Assessment play key roles in this process.

Up-levelling / Redrafting

This is the process by which children improve the content of their work. They may extend sentences by adding a conjunction, improve / add powerful adjectives, add detail or improve sentence structure.

Hot Task

At the very end of the T4W unit the children are asked to write a hot task. This piece of writing is their chance to show all the skills they have learnt and improved on during the unit.

Hot tasks should be identified by ticking the appropriate box at the top of the page in their English Journal. Children should be supported in order to write a particular type of text at their current best level. This might include discussing similar text types as a class, discussing ideas for what might happen in the text, providing an interesting stimulus and allowing children access to their own previous writing and the writer's toolkits.

After writing their hot task children should self-assess their work against their individual targets that were set at the start of the unit. The teacher should then check to see whether they agree with the child's own assessment. It is important the hot task is a neat celebration of their achievements, therefore should be free from editing symbols or teacher writing throughout, other than a positive acknowledge mark at the end of the piece of work.

Appendix 2 – Yearly Planning Grids

Talk for Writing Unit Coverage – Year 1

Fiction (3 weeks per unit)	Non-Fiction (3 weeks per unit)	Poetry (1 week per unit)
Wishing Tale	Information Text	Pattern and Rhyme (KS1)
Conquering a Monster/Fear Tale	Instruction Text	Description (KS1)
Journey Tale	Explanation Text	Nonsense/Humorous (KS1)
Rags to Riches Tale	Recount Text	

Talk for Writing Unit Coverage – Year 2

Fiction (3 weeks per unit)	Non-Fiction (3 weeks per unit)	Poetry (1 week per unit)
Finding/Losing Tale	Information Text	Pattern and Rhyme (KS1)
Character Flaw Tale	Instruction Text	Description (KS1)
Warning Tale	Explanation Text	Nonsense/Humorous (KS1)
Meeting Tale	Recount Text	

Talk for Writing Unit Coverage – Year 3

Fiction (3 weeks per unit)	Non-Fiction (3 weeks per unit)	Poetry (1 week per unit)
Wishing Tale	Information Text	Description (KS1)
Conquering a Monster/Fear Tale	Instruction Text	Convey an Image (Simile)
Journey Tale	Discussion Text	Cinquain
Rags to Riches Tale	Recount Text	

Talk for Writing Unit Coverage – Year 4

Fiction (3 weeks per unit)	Non-Fiction (3 weeks per unit)	Poetry (1 week per unit)
Finding/Losing Tale	Information Text	Description (KS1)
Character Flaw Tale	Persuasion Text	Convey an Image (Simile)
Warning Tale	Discussion Text	Cinquain
Meeting Tale	Recount Text	

Talk for Writing Unit Coverage – Year 5

Fiction (3 weeks per unit)	Non-Fiction (3 weeks per unit)	Poetry (1 week per unit)
Wishing Tale	Information Text	Description (KS1)
Conquering a Monster/Fear Tale	Persuasion Text	Convey an Image (Word Play)
Journey Tale	Explanation Text	Convey an Image (Metaphor)
Rags to Riches Tale	Recount Text	

Talk for Writing Unit Coverage – Year 6

Fiction (3 weeks per unit)	Non-Fiction (3 weeks per unit)	Poetry (1 week per unit)
Finding/Losing Tale	Information Text	Description (KS1)
Character Flaw Tale	Persuasion Text	Convey an Image (Word Play)
Warning Tale	Explanation Text	Convey an Image (Metaphor)
Meeting Tale	Recount Text	

Appendix 3 – Pie Corbett Progression Grid – Yearly Text Objectives

Text Structure

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn to retell a simple 5 part story Use a text/story map and story mountain Join in with whole class retelling of a story Begin to understand the concept of beginning, middle and end Use factual writing linked to a story Write names, labels, captions, lists and messages	Use text/story map and story mountain as planning tools Develop story openings Understand and use the 5 parts to a story Use headings Use introduction, middle section(s) and ending in a non-fiction text Use bullet points for instructions Use labelled diagrams	Securely use text/story map as a planning tool Begin to use boxing-up grid Story endings to become a section Non-fiction introductions, middle section(s) and endings to be more purposeful, engaging and informative Consistent use of past and present tense Use of continuous form of verbs in past and present tense to mark actions in progress Use more complex vocabulary for the 5 part story	Securely use text/story map and boxing-up grid as planning tools Story ending to link back to the start Use perfect form of verbs to mark relationships of time and cause Use of present perfect instead of simple past Use paragraphs to organise ideas Use extended vocabulary to introduce each of the 5 story parts	Independently use text/story map and boxing-up grid as planning tools Use a range of story openings Use logical paragraph organisation Group related paragraphs Develop suspense writing Develop a clear distinction between resolution and ending Non-fiction endings to engage the reader Develop cohesion through appropriate choice of pronoun or noun Use connectives to link information within paragraphs	Secure, independent use of planning tools Secure use of a variety of story openings Variation of connectives within paragraphs to build cohesion Linking ideas across paragraphs Secure use of paragraphs Consistency in maintaining viewpoint Clear summary to appeal to reader Start a story at any of the 5 parts Use a range of layouts suitable to a text Clear expression of opinions	Secure, independent use of planning tools across all genres of writing Use suspense, cliff hangers, flashbacks, flashforwards, time slips Independently start a story at any of the 5 parts Maintain plot consistently, working from plan Secure use of linking ideas within and across paragraphs using a range of cohesive devices Secure development of characterisation Use a variety of layouts appropriate to purpose Use a range of techniques to involve the reader Balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing

Sentence Construction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce: Simple sentences Simple connectives – and, who, until, but Say it, write it, read it, check it Compound sentences using coordinating conjunctions – and, but Verbal use of -ly openers Repetition for rhythm and description	**Introduce:** Sentence types – statements, questions and exclamations Simple connectives – or, so, because, so that, then, that, while, when, where Using connectives as openers Written use of -ly openers Embellished simple sentences using adjectives Compound sentences using coordinating conjunctions – or, so Complex sentences using 'who' (relative clause)	**Introduce:** Sentence types – commands Variety of ways to pen sentences Embellished simple sentences using adverbs Complex sentences (subordination) through dropping in a relative clause (who/which) Additional subordinating conjunctions – what, while, when. Where, because, then, so that, if, to, until Use of long sentences to add description Use of sort sentences for emphasis Expanded noun phrases List of 3 for description **Develop:** Secure use of compound sentences using coordinating conjunctions	**Introduce:** Embellished simple sentences using adverbs, adverbial phrases and prepositional phrases Compound sentences using coordinating conjunctions – for, not, yet -ing clauses as sentence starters Dropping in a relative clause using whom, whose, that Pattern of 3 for persuasion Topic sentences to introduce non-fiction paragraphs Dialogue with powerful speech verbs **Develop:** Using a variety of long and short sentences Using a range of subordinating conjunctions for complex sentences Using list of 3 for description	**Introduce:** Standard English for verb inflections Starting with a simile -ed clauses as starters Expanded -ing clauses as starters Dropping in an -ing clause Sentence of 3 to develop action Repetition to persuade Dialogue with a powerful speech verb and adverb Appropriate choice of pronoun or noun to avoid ambiguity and repetition **Develop:** Use of long and short sentences to achieve desired impact Secure use of simple and embellished simple sentences Secure use of compound sentences using coordinating conjunctions Complex sentences with a range of subordinating conjunctions	**Introduce:** Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun Expanded -ed clauses as starters Elaboration of starters using adverbial phrases Dropping in an -ed clause Sentence reshaping techniques Moving sentence chunks around for different effects Use of rhetorical questions Stage directions in speech Model verbs **Develop:** Use of main and subordinate clauses within complex sentences with full range of connectives	**Introduce:** Use of active and passive verbs to create effect and to affect presentation of information Difference between structures typical of informal speech and those appropriate for formal speech and writing **Develop:** Secure use of complex sentences with full range of conjunctions Use of rhetorical questions for persuasion Use of expanded noin phrases to convey complicated information concisely

Word Structure/Language

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Determiners - the, a, my, your, an, this, that, his, her, their, some, all Prepositions - up, down, in, into, out, to, onto Adjectives Adverbs Similes using 'like'	Prepositions - inside, outside, towards, across, under Determiners - lots of, many, more, those, these Adjectives to describe accurately Alliteration Similes using as…as… Precise, clear language to give information Regular plural noun suffixes –s or –es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives	Prepositions - Behind, above, along, before, between, after Two adjectives to describe a noun Adverbs for description Adverbs for information Generalisers for information Formation of nouns using suffixes Formation of adjectives using suffixes Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Prepositions - Next to, by the side of, in front of, during, through, throughout, because of Powerful verbs Boastful language More specific/technical vocabulary to add detail Nouns formed from prefixes Word families based on common words Use of determiners a or an according to whether next word begins with a vowel	Prepositions - At, underneath, since, towards, beneath, beyond Conditionals - Should, could, would Comparative and superlative adjectives Proper nouns Grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms	Metaphor Personification Onomatopoeia Empty words Develop use of technical language Converting nouns or adjectives into verbs using suffixes Verb prefixes	Build in literary features to create effects Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing How words are related as synonyms and antonyms

Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finger spaces Full stops Capital letters	Capital letter for names Capital letter for the personal pronoun I Question mark Exclamation mark Speech bubble Bullet point	Commas to separate items in a list Comma after –ly opener Speech marks for direct speech Implicitly understand how to change from indirect to direct speech Apostrophes to mark contracted forms in spelling Apostrophes to mark singular possession	Colon before a list in instructions Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials	Commas to mark clauses and to mark of fronted adverbials Full punctuation for direct speech Apostrophes to mark singular and plural possession as opposed to s to mark a plural	Rhetorical question Dashes Brackets, dashes and commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma Use of colon to introduce a list and semi-colons within a list Bullet points to list information How hyphens can be used to avoid ambiguity

#excessivelyclear

Terminology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finger space	Punctuation	Apostrophe (contractions and singular possession)	Word family	Pronoun	Relative clause	Active and passive voice
Letter	Question mark	Commas for description	Conjunction	Possessive pronoun	Relative pronoun	Subject and object
Word	Exclamation mark	Speech marks	Coordinating conjunction	Adverbial	Modal verb	Hyphen
Sentence	Speech bubble	Adverb	Subordinating conjunction	Fronted adverbial	Parenthesis	Synonym
Full stop	Bullet point	Statement	Clause	Apostrophe – plural possession	Bracket	Antonym
Capital letter	Singular/plural	Question	Subordinate clause		Dash	Colon
Simile – 'like'	Adjective	Exclamation	Preposition		Determiner	Semi-colon
	Verb	Command (bossy verb)	Direct speech		Cohesion	Bullet points
	Connective	Tense (past, present, future)	Inverted commas		Ambiguity	Ellipsis
	Alliteration	Noun	Prefix		Metaphor	Subjunctive
	Simile – 'as'	Noun phrases	Consonant		Personification	
		Generalisers	Vowel		Onomatopoeia	
		Subordinating conjunctions	Determiner		Rhetorical question	
			Synonyms		Tense: present and past progressive	
			Relative clause			
			Relative pronoun			
			Imperative			
			Colon for instructions			

Appendix 4 – Example Moderation Grid

Writing Moderation Grid - Year 1

Working towards the expected standard for Year 1		
Begin to punctuate sentences using capital letter and a full stop.		
Identify the phonemes in **some** unfamiliar words.		
Spelling **some** common exception words and days of the week.		
Starting to form lower case letters in the correct direction.		
Starting to form capital letters and the digits 0-9		
Using spacing between words in **most** pieces of writing.		
Working at the expected standard for Year 1		
Beginning to punctuate sentences using capital letter and a full stop, question mark or exclamation mark.		
Joining words and clauses using and.		
Spell words containing each of the 40+ phonemes already taught.		
Spelling **many** common exception words and days of the week		
To use capital letters for names, places, days of the week and for the personal pronoun I **most** of the time		
To use the prefix un- in some of their writing.		
To start to use the suffixes –ing,- ed and er in some of their writing where the root word does not need to be changed.		
Begin to form lower case letters in the correct direction, starting and finishing in the right place.		
Form capital letters and digits from 0-9		
Leaving spaces between words.		
Working at greater depth within the expected standard for Year 1		
Using capital letters, full stops, question marks and exclamation marks **mostly** correctly.		
Spelling **most** common exception words.		
Using the prefix – un and the suffixes ing, ed, es (where the root word does not have to be changed) in **most** of their writing.		
Forming capital letters, lower case letters and digits 0-9 correctly in **most** of their writing.		

Appendix 5 – Talk 4 Writing Editable SmartNotebook Slides

Baseline Assessment Planning Page

Cold task activity plan:

Model Text Planning Page

Key features to be taught from 'Progression in Writing' document:

Key language focus:

Suggested innovations:

Toolkit plan:

Imitation Stage Planning Page

Creative hook:

Grammar focus and games:

Short burst writing activities:

Drama activities:

Imitation Week

Writing Lessons

Creative hook

Daily text map with oral recital

Drama activities

Daily grammar focus applied through daily short burst writing

Children write model text at the end of the week for basic skills practise

Innovate Stage Planning Page

Ideas for class innovation:

Shared writing for innovating on model - including headings for ideas banks:

Ideas for toolkit:

Guided writing groups:

Lesson 1 - Adult: Key Focus:

Lesson 2 - Adult: Key Focus:

Lesson 3 - Adult: Key Focus:

Lesson 4 - Adult: Key Focus:

Innovate Week

Co-construct toolkit

Boxing up - complete whole boxing up grid in one lesson

Innovate model text through shared writing

Talk the new text (paragraph at a time)

Write the new text (paragraph at a time)

Children to repeat for their own version

Independent Application Week

Warm-up games

Self assessment methods:

Adult assessment methods:

Adult assessment focus:

Final Assessment Planning Page

Hot task:

Appendix 6 – Individual Target Cards

Individual Writing Targets

Target	Date evidenced		

Appendix 7 – 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 8 – Reading as a Reader/Writer Pro-forma

Reading as a Reader

Questions		Connect
Predict		Feel
Infer		Evaluate

Reading as a Writer

Ideas		Word Choice
Organisation		Sentence Fluency
Voice		Conventions

Appendix 9 - Close Reading TDQs

Reading Reconsidered – Text Dependent Questions

Toggling

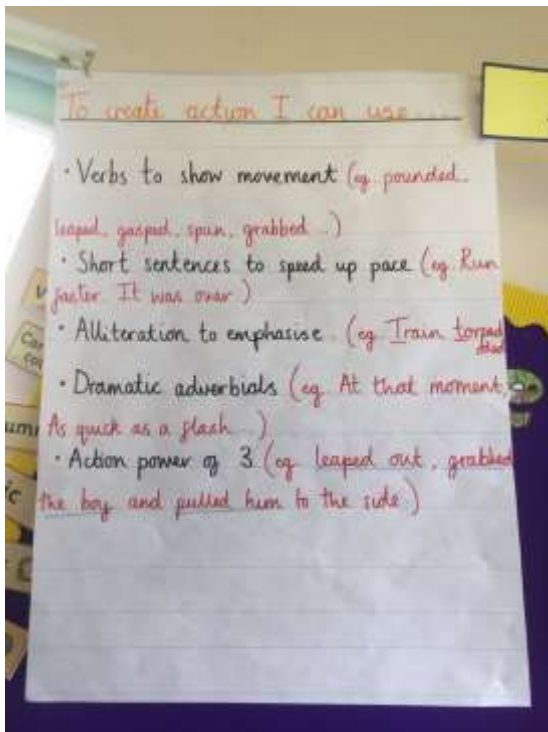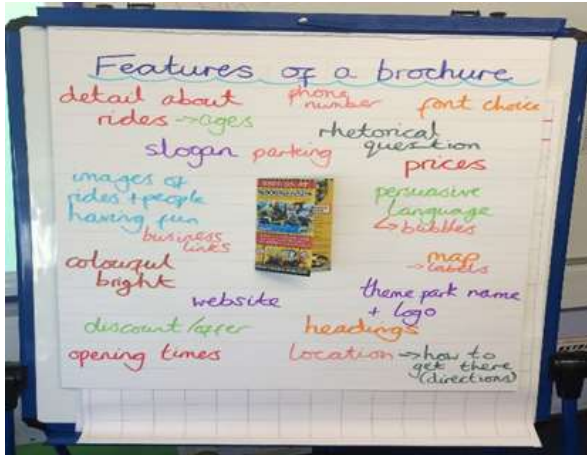| TDQs	Questions to Establish Meaning	Questions to Analyse Meaning
Word or Phrase Level Questions	Referent Q – Asks what word, often a pronoun, refers to. Denotation Q – Asks what a word of phrase specifically means. Explanation Q – Asks what a word or phrase means in this particular setting.	Word Pattern Q – Asks about a pattern of words that are deliberately chosen and what affect this has on the reader. Connotation Q – Asks what a word implies in this context and how that affects the meaning or tone. Figurative/Literal Q – Asks a child to compare the figurative meaning to the literal and ask what affect the writer had by choosing those specific words. Sensitivity Q – Ask as child to consider how the line or paragraph would be different if another word had been used instead. Missing Word Q – Ask a child to consider what words they would have expected to be in a line and why they think the author has deliberately left them out.
Sentence of Line Level Questions	Paraphrase Q – Asks a child to restate the line in simplified words to express its meaning clearly. Key Line Q – Asks about the ideas and feelings that this line gives the reader that might not be explicitly expressed in the text. Reference Q – Asks what a sentence or line refers to. Sentence Structure Q – Ask how the sentence has been structured affects the meaning.	Allusion Q – Asks a child to consider how the sentence or is similar to what they might have read elsewhere. Key Line Q – Asks about the role this line plays in the passage and compares it to similar sentences elsewhere in the text. Reference Q – Asks what a sentence or line refers to. Sentence Structure Q – Ask how the sentence has been structured affects the meaning. Figurative/Literal Q – Asks a child to discuss the meaning of the imagery in the text (Simile, Metaphor, Symbolism etc)
Paragraph or Stanza Level Questions	Summary Q – Asks a child to distil the main elements of a paragraph into the most important ideas. Delineation Q – Asks a child to follow a theme of character in a text and to trace their timeline or sequence of ideas. Finite Evidence Q – Asks a child to track evidence throughout a section of the text using multiple source of evidence.	Paragraph Function Q – Asks a child what the main purpose of this paragraph is in relation to the rest of the text. Dramatic Irony Q – Asks a child to discuss their knowledge of events in a text compared to the knowledge of the characters in the text. Extended Metaphor Q – Asks a child to trace a metaphor across a number of lines and paragraphs in a text.

Appendix 10 – Boxing Up Grid

Original Version	Purpose	Class Innovation

Original Version	Purpose	Individual Innovation
These two columns should be completed by the teacher before asking the child to complete the final column with their Innovations	These two columns should be completed by the teacher before asking the child to complete the final column with their Innovations	

Appendix 11 – Toolkit Examples

Appendix 12 – How to adapt the levels of Sophistication for HAs

- Substitution: changing words, characters aspects of settings etc

- Addition: adding to or embellishing to expand/extend a text

- Alteration: altering part of a text in ways that change the course of events

- Before and after: writing prequels and sequels

- Reordering the text: e.g. time-slips, flashbacks, time switching

- Genre switching: changing text type e.g. switching a story to an information text/ newspaper report

- Change of view: telling text from another's point of view.

Appendix 13 – Spelling Skills

Sounds

Think about:
❖ Break it in to sounds (d-ow-n)

❖ Break it into syllables (kan-ga-roo)
  *remember every syllable has a vowel sound

❖ Mispronounce it (Wed-nes-day)

Connections

Think about:
❖ Word families e.g. muscle muscular
❖ Refer to the meaning of the word e.g. bi + cycle – two + wheels
❖ Root words e.g. spell the root word and add a prefix or suffix e.g. slow, slower, slowly, slowest
❖ Link similar words e.g. sign, signature, design
❖ Word origins – some words have history - it might help you learn the tricky spellings

Visuals

Think about:
❖ Look for similar patterns in words eg. bright, sight, might, fight height, weight

❖ Look for words within words e.g I AM in parliament

Mnemonic

because

Big elephants can always understand smaller elephants.

Think about:
❖ A rhyme or saying that will help you remember the tricky parts
eg. neCeSSary
one Collar
two Sleeves