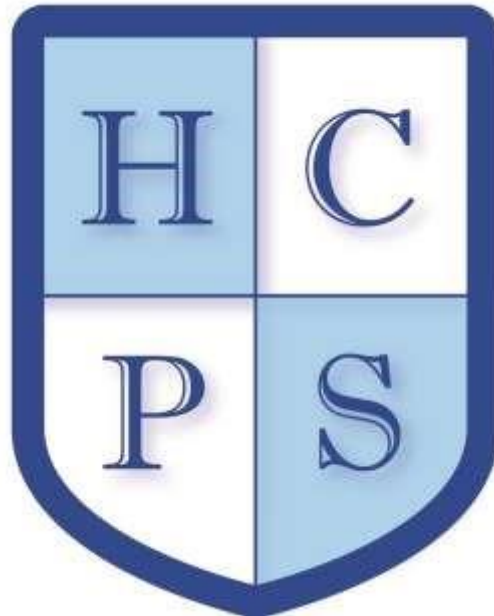




Hunslet Carr Primary School
Leeds



Hunslet Carr Primary School



English

Writing Clarity Document

High expectations, Caring, Positive Attitudes & Successful

#excessivelyclear



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



What Impossible is Nothing means to Hunslet Carr Primary School
Impossible is Nothing means you can achieve anything when you are resilient and you persevere.

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 within units. We have ensured that various text types are covered equally from early years to year 6. (Appendix 1).

The text objectives that help improve children's writing have been carefully considered and have been mapped out using Pie Corbett's writing toolkits and the national curriculum objectives for each year group. This ensures that children are progressively improving the quality of their writing.

We appreciate that writing happens in all subjects so as a school we have created writing assessment grids that will be used to assess the writing of children across the curriculum (Appendix 2)

As a school our planning for Talk 4 Writing has evolved and teachers use our planning process document to ensure that all elements of Talk for Writing are covered in each unit. The planning process differs slightly for EYFS and KS1 as their focus links with their phonics assessment. This means that teachers can consolidate early writing skills which allows the children to embed their transcription and composition skills.

Teachers are given the opportunity to create an S plan or planning mat where they map out the whole unit and then in PPA time they plan each stage of the unit. This allows teachers the opportunities to discuss the different sections that come together to make a Talk 4 Writing unit of work. Their unit of work is led by cold tasks and assessment grids so that it is matched to the needs of their children.

The Talk 4 Writing Process

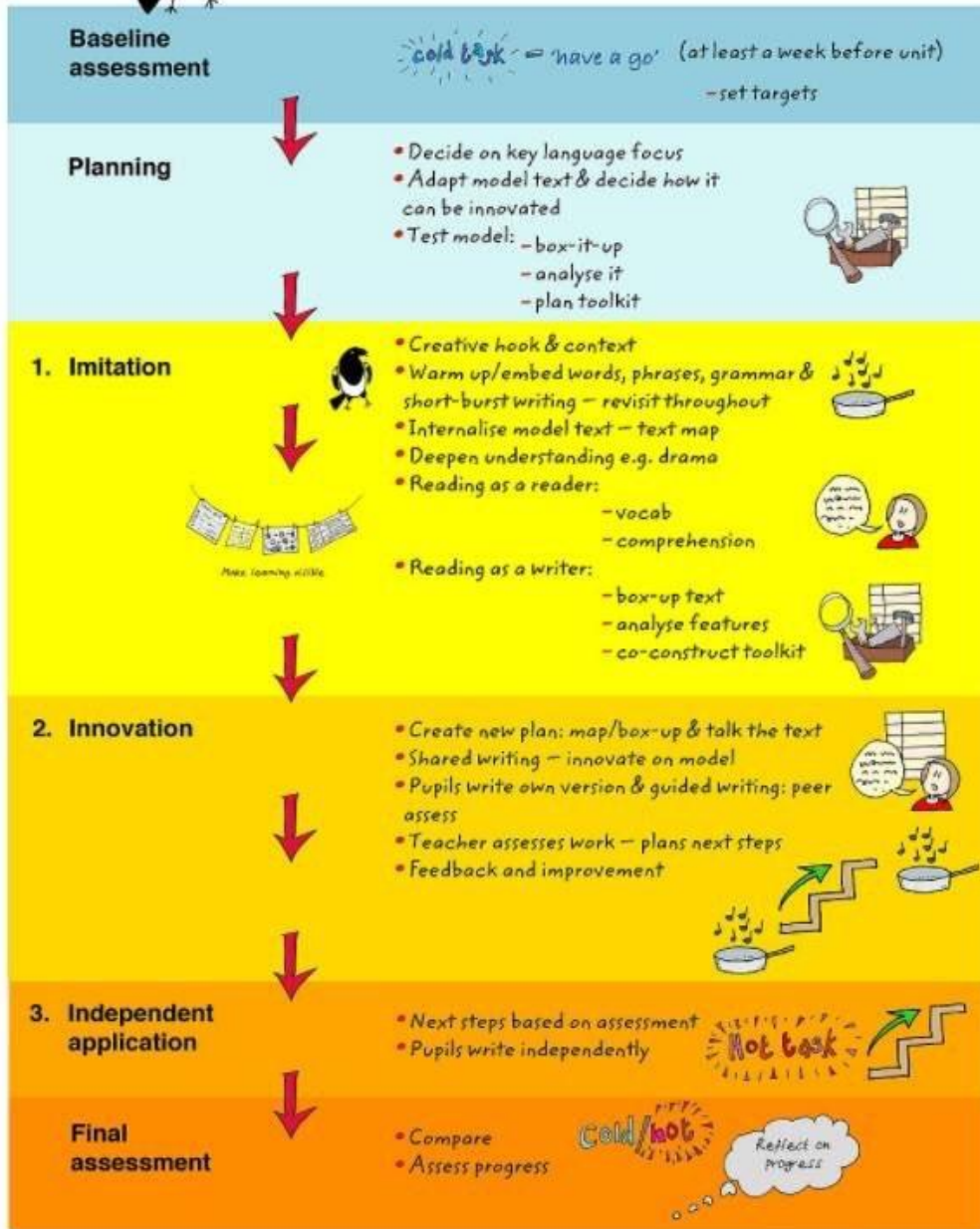


The Talk for Writing process

www.talk4writing.com



Children's Individual Targets



Baseline Assessment – Cold Task

This is the first part of a Talk 4 Writing unit and it takes place before the unit starts with a baseline assessment of what children already know about a particular genre of writing or toolkit. Teachers will focus their cold task on a



set of 'tools' from Pie Corbett's toolkits, the national curriculum objectives they need to cover and a specific genre of writing. Children are given a stimulus and ideas on what the teacher would like them to write.

Once the children have completed their cold task, the teacher will use these to identify the whole class targets by identifying themes and the general gaps and what objectives/ tools need to be taught and addressed in their unit.

Model Text

The model texts have been assigned to each year group to ensure progression throughout school. The first thing they should do is adapt a **model text** together with their year group partner based on the genre, toolkit and targets identified in the cold task. This written model should be engaging and aimed at a level appropriate for what is expected of the children.

During this stage, you should 'test the model text' you have created by boxing it up, analysing it and use it to drive short burst writing activities for the imitation stage. This will ensure you are providing all the tools the children need to innovate and create their own text and 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** 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.

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; begin the class version of boxing up of the text by writing the purpose of each section in the middle column on an anchor chart** and creating the **writer's toolkit anchor chart**. Children will use their magpie books throughout this stage of a unit to record any vocabulary, phrases or ideas that they would want

Innovation Stage

This begins once the children have internalised the model text and have learnt how to apply the tools to their own writing. The teacher will provide a stimulus to the children and discuss ideas on how to write a text linked to the genre. Once they have generated a bank of ideas the teacher will model



boxing up the new version whilst the children box up their own versions, creating their own texts.

*For early years and year 1, their changes will be made to their class story map focusing on simple substitution. 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 new class text using **shared writing**, the model text will have provided the tools and structure of the text but they should not be simply substituting in years 2-6. 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 will occur where the teacher works with specific groups. This may be due to gaps from the cold task or marking and feedback from the previous day.

This process would support the children in **independently writing** a version of the text type.

These independent texts should be marked daily to allow for misconceptions to be addressed each day. The teacher can also assess the targets and objectives identified in the planning stage. Peer and self-assessment will also 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, 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.

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.

Final Assessment – Hot Task

To assess the true understanding of the genre, the children create another version of the genre independently – this is a **hot task**. 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.



Children will independently plan their writing similarly to the innovation stage but the teacher will not model it. They will then write their hot task.

After writing their hot task children should self-assess their work against the tools and objectives that were set at the start of the unit. The teacher should then mark their hot tasks so the children can edit them.

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.

Spelling and phonics 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 Read Write Inc program to support their teaching of spelling strategies with Read Write Inc spelling starting in Year 2 when appropriate. (see phonics clarity document).

Spelling in KS2 should be taught over 5 sessions a week, with each session lasting approximately 15-20 minutes in length.

At Hunslet Carr, we use the Read Write Inc spelling scheme in KS2 to align with the phonics scheme taught in KS1. Teachers should use this to follow the recommended objectives for their year group at particular times of the year.

The spelling scheme follows a specific lesson pattern and the teachers follow the unit planning. We complete weekly spelling in 5 sessions where the children are tested on the spellings they learnt in the previous week. If the teacher identifies that children have not understood or been successful with a spelling rule/ unit, they will repeat or add into their lessons where appropriate. If specific children are struggling they will have intervention for the spelling rule/ phonics they need.

At the end of each unit there is an assessment that the children complete to identify progress.

Handwriting

See separate clarity document.

Displays



Washing lines are the means by which children can access support for English rather than a fixed display. Each stage of the unit will be displayed on a washing line for children to refer to throughout the unit.

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.
- One child chosen as the handwriter of the half-term. They would receive their certificate in assembly in front of their parents.
- 3 children from each class chosen half-termly to receive a Golden Ticket for presentation and collect a prize from the Headteacher.

Appendix 1 – Writing curriculum coverage

	Model text	Unicorns don't like rainbows	Dragon poetry	Odin and the giants	Teacher pleaser machine	<u>Smaug</u>	Alien Landing	Abducted by aliens	The canal	Visit a theme park	Fowler's yard	The highwayman
				Description	Explanation	Character	Settings	Recount	Suspense/ dialogue	Persuasion	Suspense	Poetry
Year 6	Story pattern/ Text type	Basic skills week	Poetry	Warning story	Discussion	Character flaw	Quest	Mixed Info report/expl.	Suspense story with flashback	Newspaper report	Persuasion	Twisted fairytales/ defeat the monster
	Model text	The dot	The door of possibilities	The Blitz	Should bonfire night be cancelled?	Scrooge	The manor house	How to defeat a vampire	Alma?	Missing person	Visit Camp Green Lake	Three little pigs
				Action	Discussion	Character	Suspense/ setting	Explanation / information	Dialogue	Recount	Persuasion	All



2025/ 2026		8.9.25	15.9.25	29.9.25	3.11.25	24.11.25	12.1.26	9.2.26	9.3.26	27.4.26	1.6.26	29.6.26
Nur.	Story pattern/ Text type	Basic skills Nursery rhymes			Sounds and rhyming	Cumulative story	Journey story	Journey story	Cumulative story	Poetry	Cumulative story	Cumulative Story
	Model text				Bonfire poetry	Dear zoo/ Dear Santa	Whatever Next	Rosie's walk	Mrs Wishy Washy	Shark in the park	Goldilocks and the three bears	The tiger who came to tea
Rec	Story pattern/ Text type	Basic skills	Basic skills	Cumulative story	Journey Story	Defeat the monster	Cumulative story	Information text	Defeat the monster	Instructions	Cumulative story	Recount as a poem
	Model text	Little engine that could	Poems and stories	Little Red Hen	Take a walk little bear	Three little pigs	Enormous turnip	All about...	Three billy goats gruff	How to catch a troll	Hungry caterpillar	The day I met a bear!
				Opening and endings	Action	Description	Description	Information	Action	Instructions	Character	Recount
Y1/2	Story pattern/ Text type	Basic skills week	Poetry	Traditional tale	Instructions	Journey	Losing tale	Information text	Wishing tale	Persuasion	Poetry	22.6.26
	Model text	Giraffes can't dance	List poem	Gingerbread man	How to make a gingerbread man	Lost and found	Billy's beetle	All about...	Disgusting sandwich	Come and try our food	List poem	A real experience
				Action	Instructions	Description	Character	Information	Setting	Persuasion	Poetry	Recount
Year 3	Story pattern/ Text type	Basic skills week	Poetry	Defeating a monster	Instructions	Change story	Meeting tale	Recount	Portal story	Information report	Warning	Persuasion
	Model text	The koala who could	The magic box	Hansel and Gretel	How to trap a witch	The stone trolls	Alfie's star	A real experience / Alfie's star	The scarab beetle	All about...	A close call	Visit the pyramids
				Settings	Instructions	Action	Dialogue/character	Recount	Settings	Information	Suspense	Persuasion
Year 4/5	Story pattern/ Text type	Basic skills week	Poetry	Journey	Explanation	Defeating a monster	Meeting/ Finding tale	Recount	Warning story	Persuasion	Wishing tale	Poetry

Narrative Toolkit Progression

Toolkit Focus	Y1/2	Y3	Y4/5	Y6
Action	✓	✓	✓	✓
Character	✓	✓	✓	✓
Description	✓		✓	✓all
Dialogue		✓	✓	✓
Openings/Endings	✓		✓	
Suspense		✓	✓	✓
Settings	✓	✓	✓	✓

Story Type Progression

Story type	Y1/2	Y3	Y4/5	Y6
Cumulative	✓			
Journey	✓		✓	



Rags to Riches				✓
Finding/ meeting		✓	✓	
Change		✓		✓
Defeat the Monster		✓	✓	✓
Portal		✓		
Losing	✓			
Wishing	✓		✓	
Warning		✓	✓	✓
Quest				✓

Non-Fiction Progression

Text title/Toolkit Focus	Y1/2	Y3	Y4/5	Y6
Discussion				✓
Explanation			✓	✓
Information	✓	✓		
Instructions	✓	✓		
Persuasion	✓	✓	✓	✓
Recount	✓	✓	✓	✓

Appendix 2

Example:

