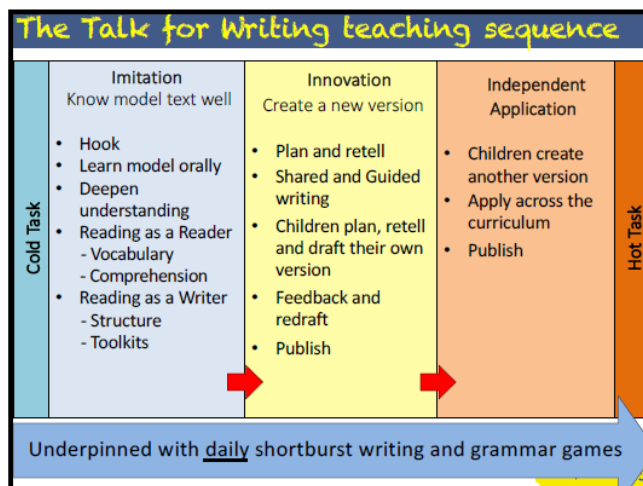




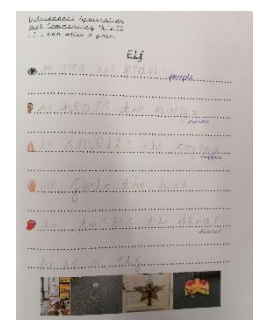
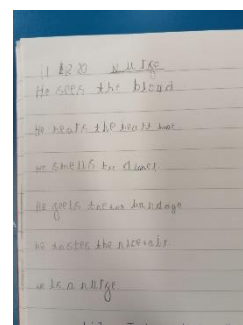
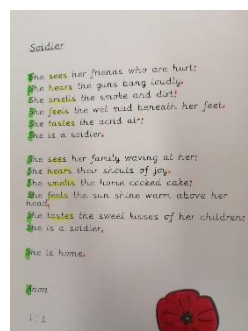
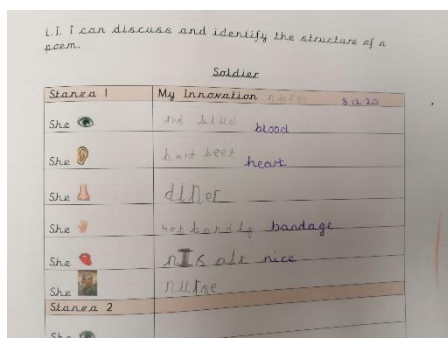
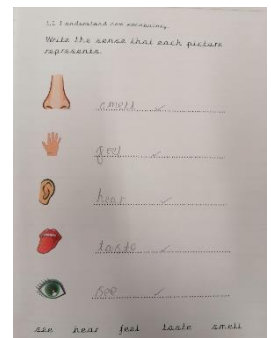
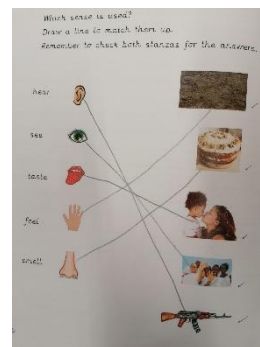
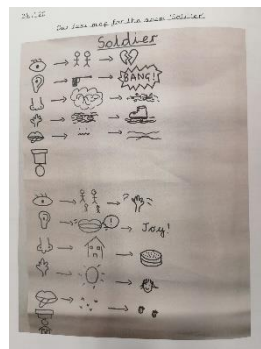
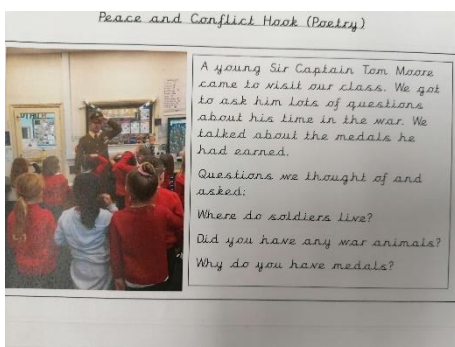
Writing at Heath

At Heath we are following the Talk for Writing approach and our learning journeys are planned with purpose and high quality outcomes. Our core texts are carefully selected and are audience driven. Talk for Writing is based on how children learn and places the learner at the heart of the planning, teaching and learning process. This approach, which our pupils from 2 years old till 11 years old access, helps our children become better speakers, listeners, readers, writers and thinkers.

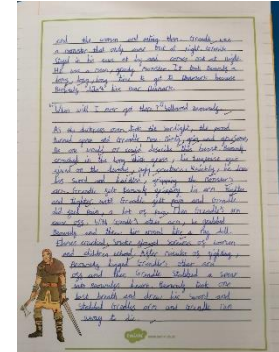
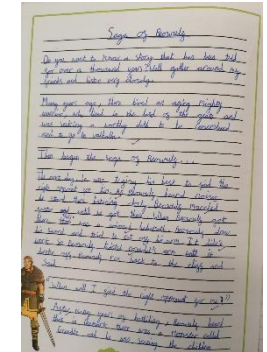
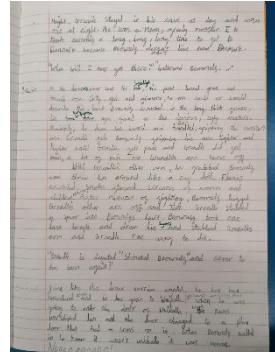
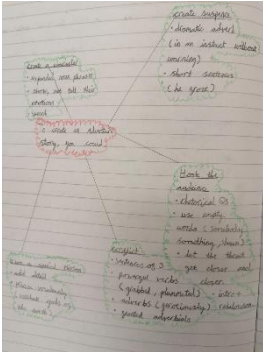
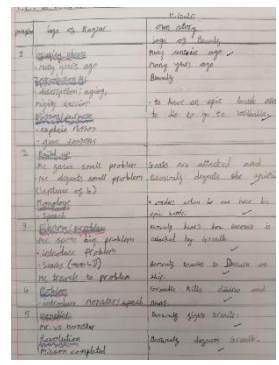
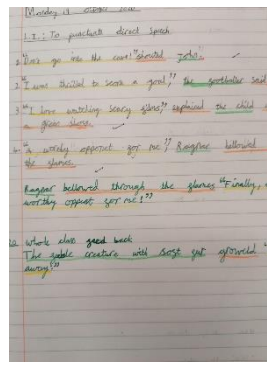
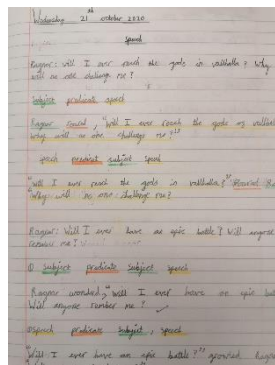
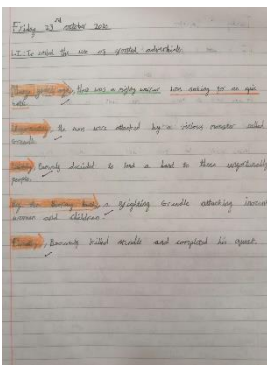
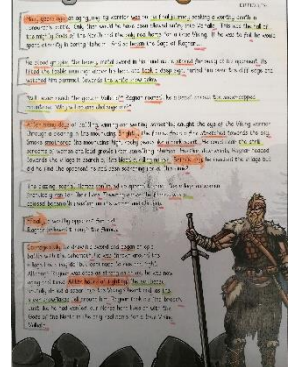
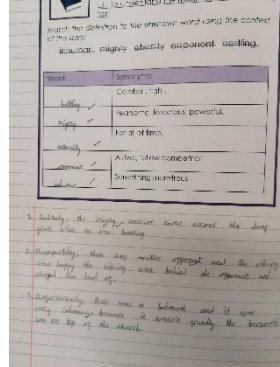
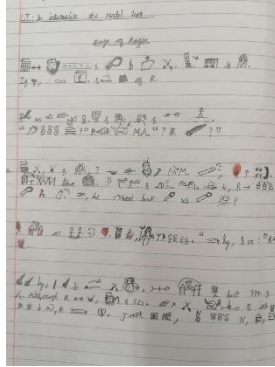
This is how our learning sequence looks like:



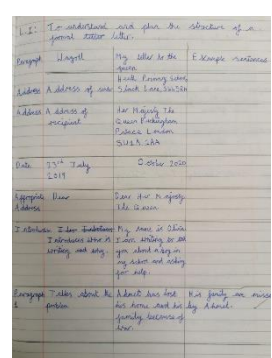
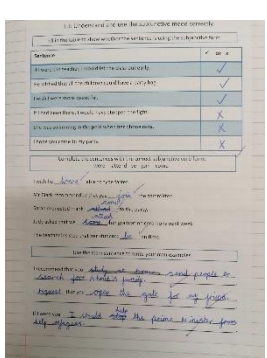
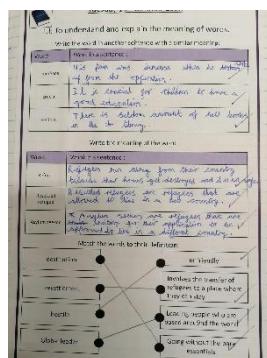
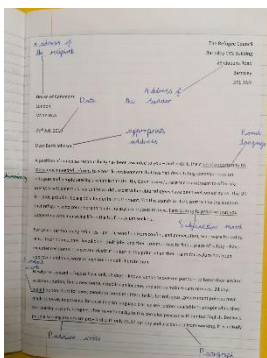
KS1 Writing journey

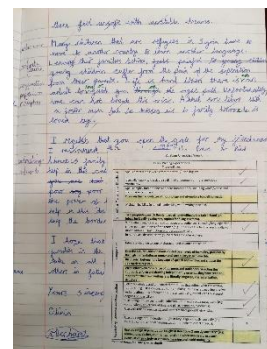
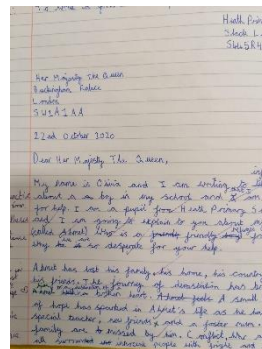
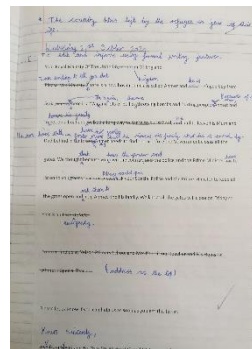
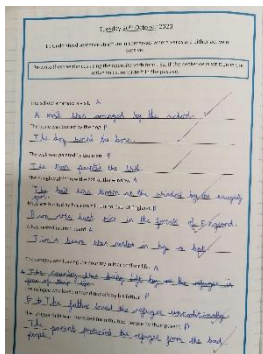


LKS2 Writing Journey



UKS2 Writing Journey





The underpinning Talk for Writing process moving from **imitation** through **innovation** into **independent application** can be applied to any type of writing.

Stage 1: The imitation stage

The **imitation** stage is centred around getting the children to learn a story orally which enables them to internalise a narrative pattern. If the children are not familiar with this type of text, then this stage is the most important stage as it lays the patterns. For EYFS and KS1 children in particular, this stage should not be rushed as children will not have internalised the pattern sufficiently to be able to innovate it independently.

At the beginning of each writing unit, a creative **hook** is planned to motivate children to engage with a unit and give it an edge of audience and purpose.

Here are some of our hooks:



Here are more ideas for hooks:

Role Play

- a visit from the characters in a book
- role playing a scene (actors / teachers / children)
- an 'expert' visits the school (e.g. a dragon hunter)
- teachers dress up and act out / retell the story

Outside hooks

- a crime scene is created with a number of clues to whet the appetite, a disaster strikes e.g. Santa's sleigh crash
- animal tracking – footprints / devastation / nests / etc.
- a mystery object is set in the middle of the playground
- music playing on the playground
- act out a scene on the playground as children arrive at school (e.g. a search for a missing dog)



Experience

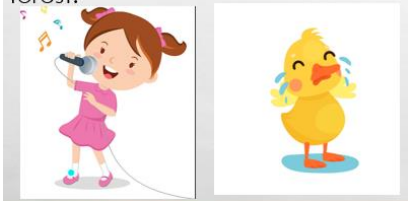
- tap into the focus e.g. for fear, encourage children to explore their own fears by feeling a mystery object in a box such as an eyeball (slime and a ping pong ball)
- music – link the emotions of the story to a piece of music
- design and make an essential object in the story (e.g. shoes for the Elves and the Shoemaker)

Warming up the words, phrases, sentence patterns and grammar

When planning the learning journey, the teacher will decide what grammar features to integrate into the unit. The sentence patterns of the type of text being focussed on, alongside the vocabulary, need to be warmed up at the start of the unit and revisited regularly. At Heath, we look at our model text and decide which words, phrases and grammatical structures will need embedding so that children will know what they mean and how to use them. It is worth the teacher thinking about what children might find difficult and address through language games and activities, such as:

Following the pattern, can you say/write sentences for these pictures:

Little Red Riding Hood **walked** and she **walked** and she **walked until** she came to the middle of the forest.



KS1

BORING SENTENCES:

The mouse ate the cheese.

Add words in: The greedy mouse carefully ate the stale cheese.

Add on at the end: The mouse ate the cheese because it was hungry.

Add on at the beginning: While it was waiting, the mouse ate the cheese.

Change words: The rodent gnawed the cheddar.

Add in a simile: The mouse, like a tiny vampire, sank its teeth into the cheese.

Alliterate: The mincing mouse marvelled at the mouldy cheese carefully.

Using the same techniques, improve this sentence:

The wolf was hiding behind the tree.

KS2

Learn model text orally

All our classes, except UKS2 do not see the model text at this stage. Internalising the pattern of language of the model text by learning it orally, lies at the heart of the Talk for Writing approach. The younger the class, the more time we spend on this stage. In our school, in EYFS and KS1 we spend at least one week, whereas in UKS2, children's starting point of their writing journey is identifying the patterns, features and structures of the model text.

There are many ways to vary the learning of the text, e.g.:

- Say it in pairs like a mirror;
- Pass it round the circle;
- Perform it like a tennis match;
- Mime it, etc.

Nursery



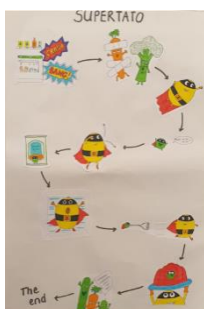
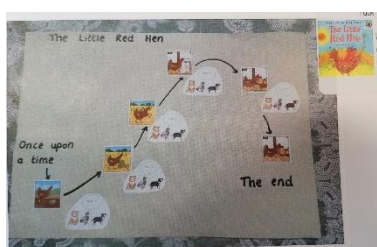
Reception



Text maps

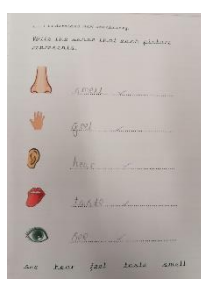
The story/text map sums up the overall flow of the text and should be kept simple as too much detail could make it harder to 'read'. This stage applies to EYFS up to LKS2 children. At Heath, teachers are drawing/sharing the maps on the flipchart and in LKS2 children start drawing their maps too. We keep these simple so they can be drawn by anyone. (The more artistic the story map, the more daunted children will be when drawing their own)

Here are some of our examples:

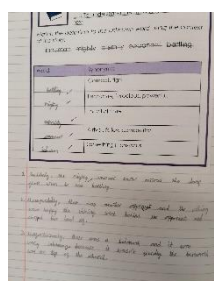


Read as a reader

At Heath, throughout school, we spend two days on 'Read as a Reader' stage, one on vocabulary and one on comprehension. Once the children have internalised the text, they will need to see what the text looks like in written form. As the text has been already internalised, this means that even those who struggle with reading, have access to the written version, as they already know what it is going to say.



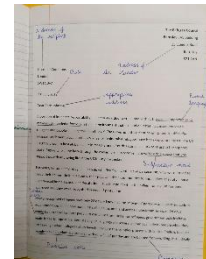
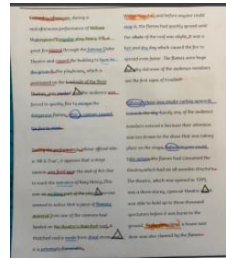
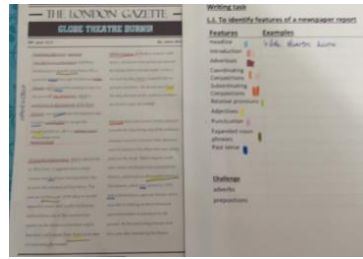
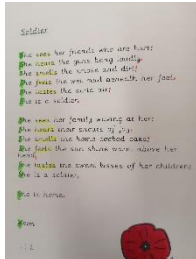
EYFS and KS1



KS2

Read as a writer

To lead into the next phase of innovation, the children must be involved in analysing the text they have internalised. Both KS1 and KS2 spend one day analysing the features of the model text by either highlighting these or identifying the grammar and structure using the Rainbow Grammar colours.



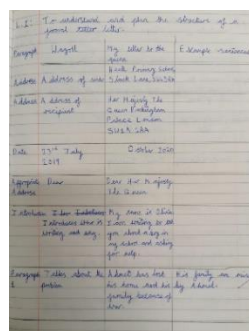
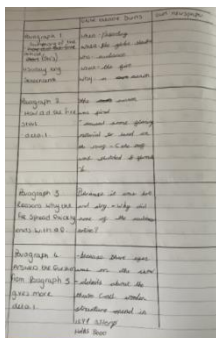
Then our teachers are making sure that children:

- Understand the structure through **boxing up**;
- Recognise and understand the ingredients that helped to make the writing effective and collecting these in a **toolkit**.

a) Boxing up

Working out the underlying pattern is very handy as it leads the children into writing something similar with a predetermined structure. All non-fiction actually share the same overall structure, beginning with an opening that introduces the subject matter in an engaging way to hook the audience, followed by the middle, organised either chronologically or logically and finally a form of ending, where the writer might summarise, reflect or make a conclusion point. At Heath, we can adapt the boxing-up approach to support the understanding of any text.

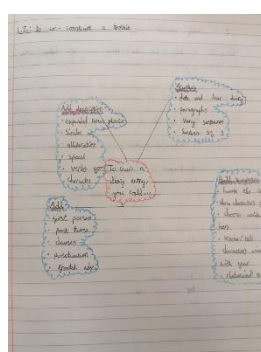
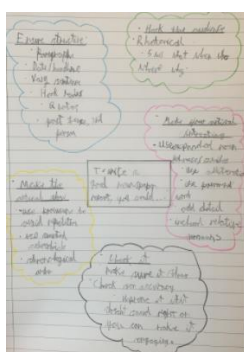
Here are some of our examples:



KS2

b) Co-constructing the toolkit

Once our children have understood the structure through the boxing-up, they identify key language features. Usually, our teachers use a problem solving approach to help them analyse all the ingredients needed to make the text effective. Our toolkits are visible, displayed on the writing wall for children and teachers to refer back to these when innovating their writing.

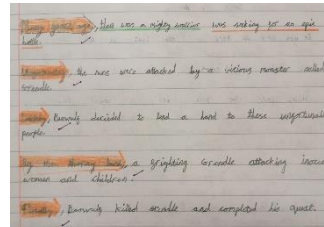
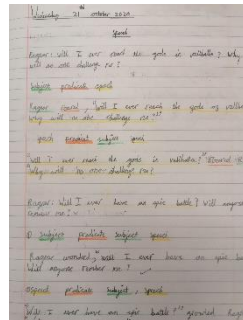


By the end of the imitation stage, all of the learning that the children have experienced so far (the model text, the boxed-up plan, the co-constructed toolkit and any word of phrases bank) should be visible on the learning wall.

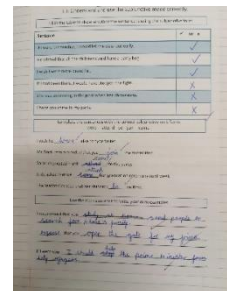
Then, the children spend the next two days learning/embedding grammar features that were identified in the toolkit. On the first day, the children learn the new concept and on the second one, the teacher offers opportunities to apply the new grammar to the topic.



EYFS



KS2

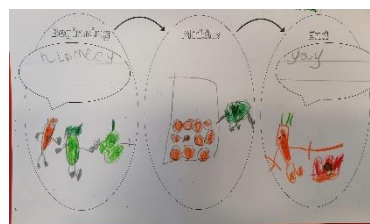
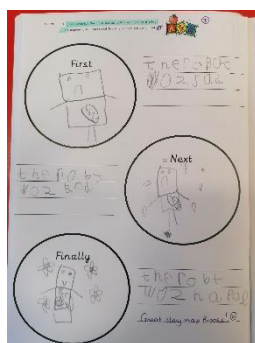


Stage 2: The innovation stage

Once the children have become familiar with the original text (WAGOLL), they are ready to move into the second phase.

Shared planning

The first step is to create a new plan, either map (EYFS and KS1) or box up and talk the text. Teachers model how to draw upon the underlying structure and language features of the original model which enable the children to create their own version about a different topic. With younger classes, a story mountain can be used rather than boxing up to help children plan their own stories, moving from setting, to scene, to the coming of a problem, resolution and ending. Additionally, teachers can illustrate the process by using post-it notes; children visually can see how the changes have been made. This method is not used in KS2 as it encourages the children to hug very closely to the original model.



EYFS




Shared writing

The teacher uses the box up plan to move from the oral version into writing. At this stage, children are involved in the composition, taking suggestions and pushing the children to refine their ideas so they are coherent, fluent and effective. The level the teacher writes the text should be above the


The quality of the shared writing will determine the progress the children make and should be interactive. The teacher permanently models for the children the importance of reading their work aloud to check that it flows and that it sounds right and shows, through involving the class in the process, how to write the whole text.



One example of innovating a text is “hugging closely” where children (EYFS and less confident KS1) retell the text and make it their own by choosing simple substitutions (changing names, places, objects or creatures). This should be modelled sentence by sentence. At Heath, KS2 children are taught to adapt the underlying text structure and related toolkit and becoming increasingly creative with their composition, drawing on their wider reading, ideas and imagination.



 UNIVERSITY OF CAMBRIDGE
 VERITAS LIBERABIT VOS
 1584

First




The robot
 WZ robot

Next



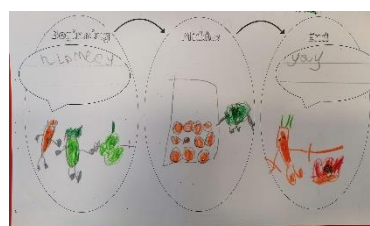
The robot
 WZ robot

Finally



The robot
 WZ robot

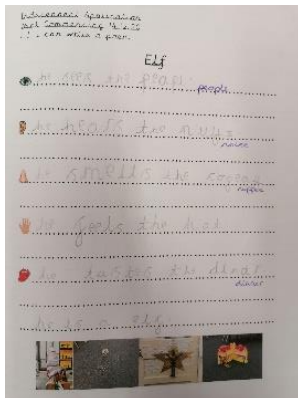
Smart idea map Karel!



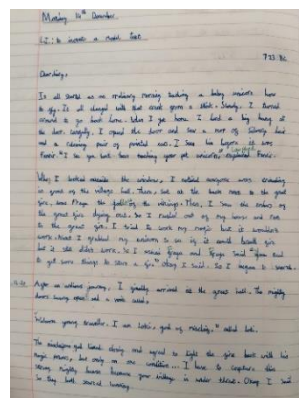
EYFS

This stage leads to real independence. The children can use their boxing up skills to plan their independent work then, they can use their mapping skills to populate their boxed up planner with

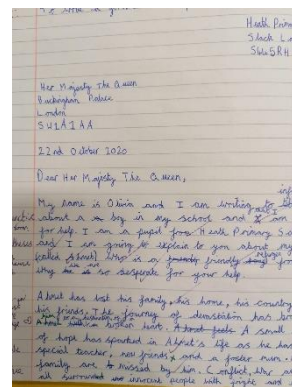
ideas. Once again, after they finish their writing, they could read it aloud to their partners, improve it and give it a final check. This independent writing task is assessed by the teacher.



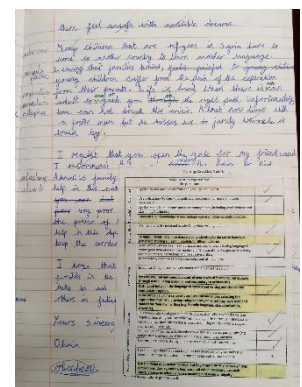
KS1



LKS2



UKS2



This approach moves from **dependence towards independence** with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. At Heath we have high expectations from all of our pupils and aim to build up a bank of text types in their head so that language patterns are familiar to children and become part of their linguistic competency.