



Writing the KS Way

At KS, we have been part of the Primary Writing Project since 2015 adopting the 'Talk for Writing' approach. This involves teaching writing over a three- part process from 'Imitation' through 'Innovation' to 'Invention'. Children learn a text, innovate from it and then create their own independent piece in that genre.

At KS, children complete a fiction and non-fiction talk for writing unit each half term, in addition to reading, performing and when appropriate writing poetry.

The Talk for Writing Process

1. Imitation

- A creative 'hook' which engages the pupils, and provides enjoyment, audience and purpose.
- Warm up the words, phrases and sentences in the text through games and short burst writing.
- Internalise the model text- use a text map and actions (EY-Y4)
- Deepen understanding of the text through drama and role play
- Reading as a Reader: Read the model text, and other examples, for vocabulary and comprehension. This usually includes reading the core text which provided the inspiration for the model text, alongside other carefully selected enrichment text.
- Reading as a Writer: Analyse the text. . Children identify the underlying pattern (bare bones) either through a story mountain (Y1/Y2) or by 'boxing up' the text (Y2-Y6).
- Language patterns and writing techniques are discussed and used to co-construct a writing 'toolkit.'(Y1 onwards)
- Short-burst writing is used throughout the imitation stage to practise key focuses such as description, persuasion or scientific explanation.

2. Innovation

- In the innovation phase the teacher leads the children into creating their own versions by innovating the original text.
- With EY/Y1 children the innovation is based on changing the text map and retelling new versions.
- Older children (Y2-Y6) 'box up' the innovation, based on the underlying story pattern.
- Shared and guided writing is then used to stage writing over a number of days so that children write texts bit by bit, concentrating on bringing all elements together, writing effectively and accurately.
- As well as the writing toolkit, the KS writing checklist is referred to for non- negotiables.
- At the innovation stage, the writing becomes increasingly independent of the original model rather than a pale copy. Whilst EYFS may only make a few simple changes, older children should be adding, embellishing, altering and manipulating the original structure.
- Feedback is given during the lessons, so that children can be taught how to improve their writing and make it more accurate.
- Children are given learning labels before they start a piece of work to focus children's writing. These list key grammar and punctuation for each child to include in that specific piece of writing e.g. question marks, an 'as' starter, a relative clause. If new to the class, the grammar and/or punctuation listed will have been explained and practised previously in class. Learning labels are differentiated as appropriate.
- Children are taught to re-read and check their work, editing and improving it using a purple pen, either individually or with a partner. The focus on editing develops as children get older, being taught and practising to methodically re-read their writing, focusing on different areas e.g. punctuation, spelling, grammar, improving sentences & finally improving whole paragraphs on a flap of paper stuck over the initial paragraph so the old and new paragraph can both be seen.

3. Invention/Independent Application

- Children apply independently what has been taught and practised.
- Before this happens, the teacher may decide to give further input and rehearsal of key language patterns, grammar and punctuation.
- A hook and context provides a reason to write
- Writing may be staged over a number of days.
- With non-fiction, pupils apply what they have been taught across the curriculum.
- This final piece is used as the 'hot' task, which clearly shows progress across the unit.

Progression across the school

The KS literature and poetry spines detail the core texts, story type, toolkit focus and innovation opportunity for each year group per half term. This ensures the children experience a rich and varied diet of quality texts, whilst over time, revisiting story types and writing toolkits.

Talk for Writing Process:

- The model texts are short (no more than 350 words) and provide excellent examples of the key linguistic features being focused on. The texts increase in difficulty as the children progress through the school.
- With younger children, the imitation stage takes longer, as the children need to establish the language patterns that will underpin their learning; this is so that they can see how to innovate on a text and write their own version independently.
- In EYFS the children's inventions are often oral/scribed and based on our narrative therapy/ storytelling programme.
- As the children get older, there is a greater emphasis on ensuring that the innovation stage helps the pupils to move away from the initial model, so that they become increasingly skilled as independent writers.

Model texts can be found on the KS server: Shared/Inspire/ English/ Year Group/Model Text

Writing Toolkits

- Our writing toolkit progression document details the expectations for each year group and text type, enabling children's writing to become increasingly effective, complex and coherent.
- When the children are first taught a text type, they co-construct the toolkit to help them understand the ingredients to consider.
- Over time, the children are instead reminded of the toolkit by a visual display of it, focusing on discussing the key ingredients and suggesting examples in class.

The writing-toolkit progression can be found on the KS server: Shared/Inspire/ English/ Year Group/Writing Toolkit

Writing Checklists

- Each year group has a writing checklist which is displayed in the classroom and referred to during writing sessions.
- The checklist details the key grammar, punctuation and spelling expectations for the year group; the non-negotiables we expect to see in their writing.
- Each year group checklist builds on the previous year group expectations; it is clear to see new expectations and those which link to prior learning.

Vocabulary

- Each model text has up to six, purposefully selected tier 2 /3 words ('yellow words') which the children learn and are encouraged to apply to their writing and wider learning. These words form part of our wider school vocabulary spine.
- Our Grammar progression identifies key storytelling words phrases and technical terms to be learnt by each year group.
- The high-quality core texts which form our literature and poetry spines (and are linked to the model texts) increase in complexity as children move through the school and ensure children are exposed to rich and varied vocabulary.

Grammar and Punctuation

- Our Grammar and Punctuation progression ensures year group objectives are met and children's writing becomes increasingly effective and coherent.
- Each KS1 class generates pictures of the children performing the actions for the Talk for Writing Key Connectives.
- Grammar and punctuation is taught both implicitly as part of the talk for writing process (imitation stage) and discretely.

The grammar progression can be found on the KS server: Shared/Inspire/ English/ Year Group/Grammar Progression.

The T4W process works in conjunction the KS Writing Process