



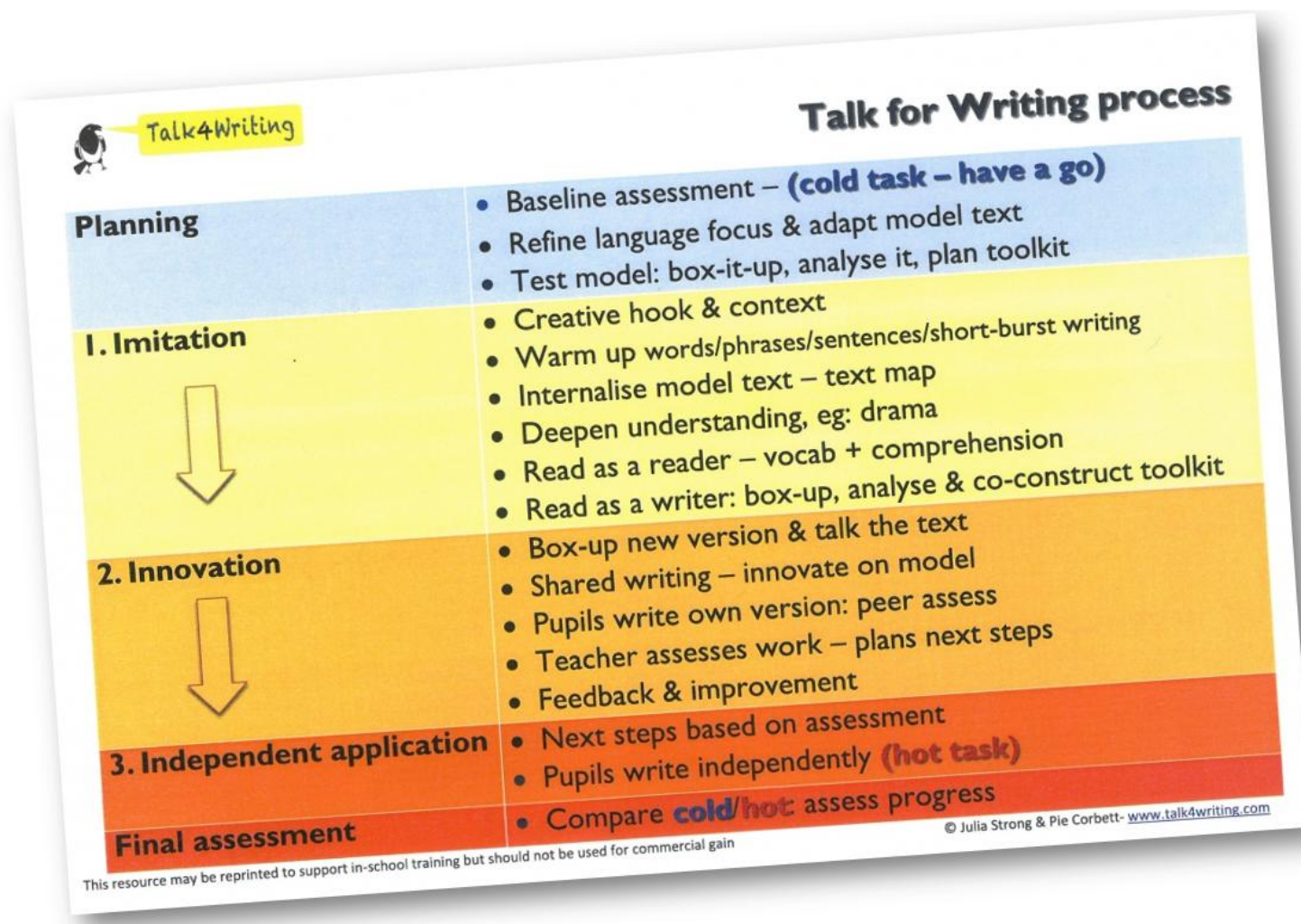
# Hawkesley Church Primary Academy Writing Policy (Implementation)

June 2026

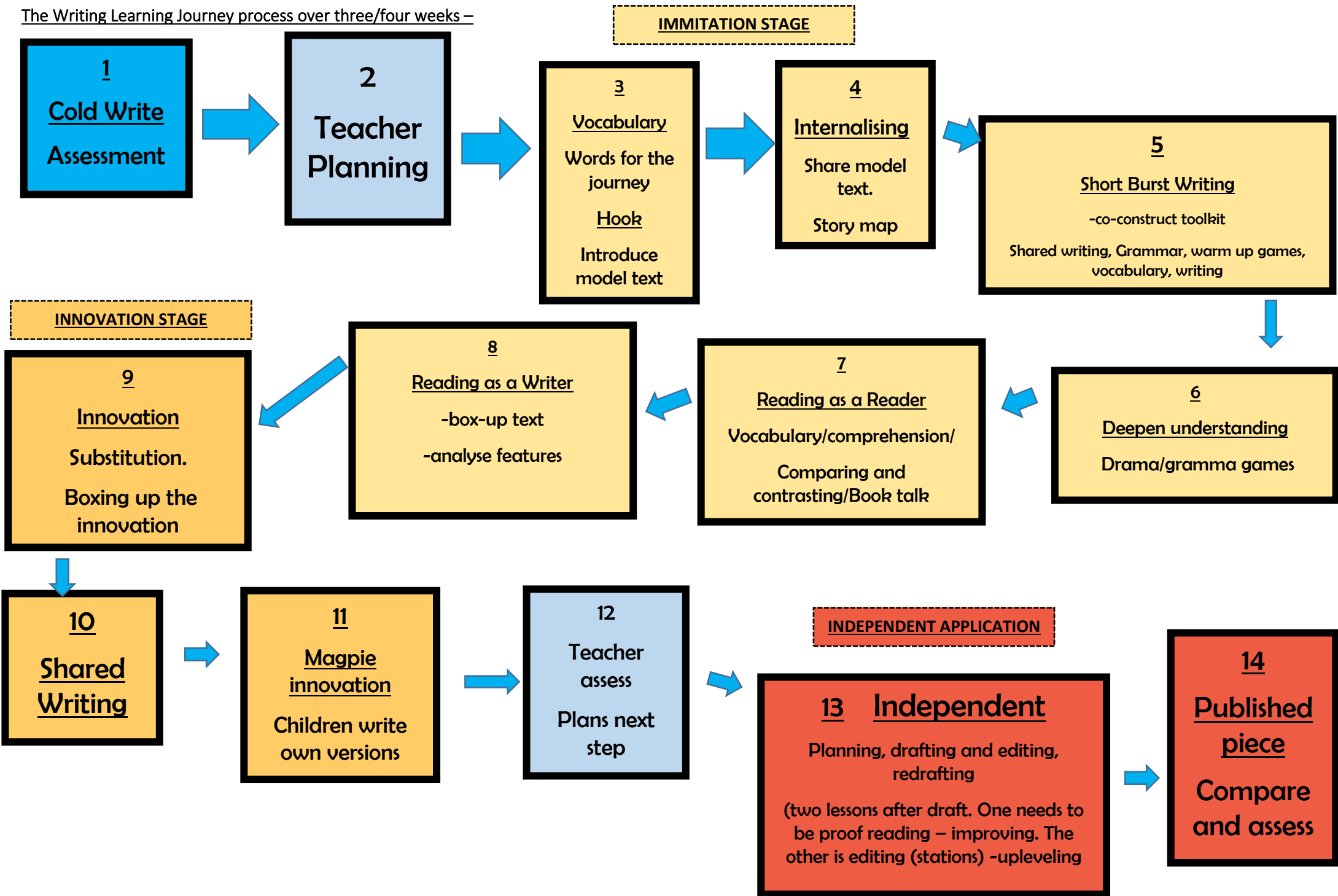
C. Richardson

## Implementation - Talk for Writing

Each unit of writing will consist of learning completed over roughly a three week learning journey and will be completed in 1 hour lessons 4/5 times a week during the mornings. All classes have a slightly different timetable so there will be minor variables across the classes. Learning journeys are allowed to extend past three weeks if the children have not internalised a text well enough to move on independently. Oracy is key to internalising the text. This is to ensure that the build-up of knowledge and skill is progressive and clear. The aim is to produce two independent applications per half term. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is an expectation that each stage of the learning process takes place and that this is evident in books, the learning environment and planning.

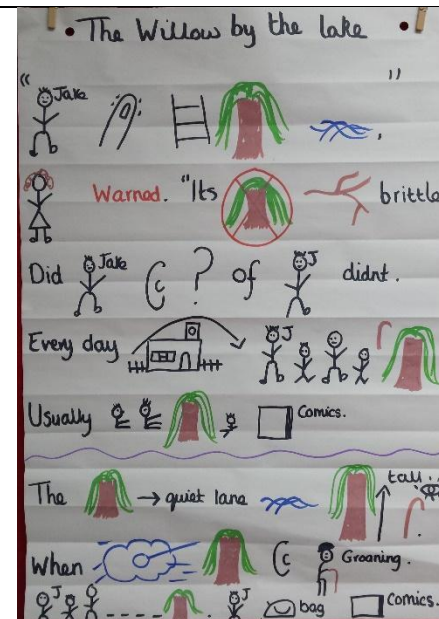


The Writing Learning Journey process over three/four weeks –



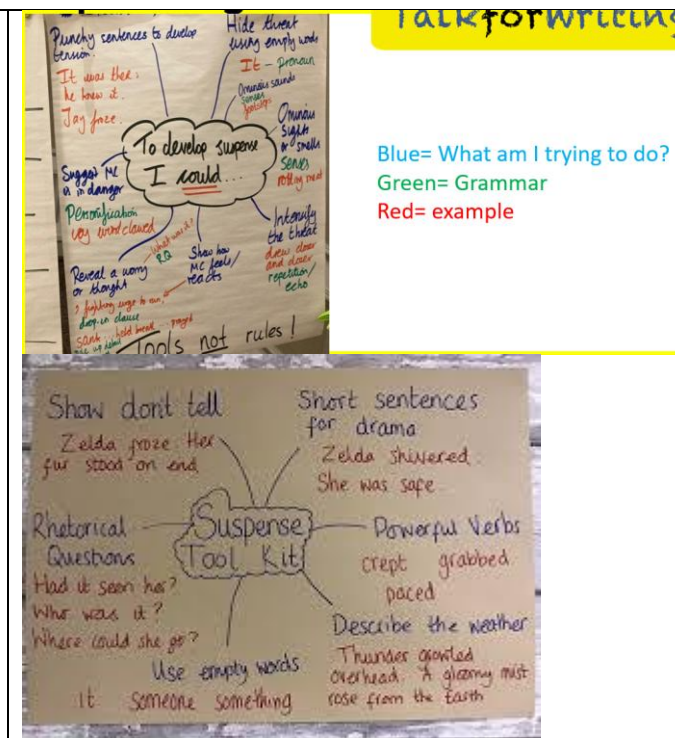
1	<p><b>Cold Task-</b> Teaching is focused by initial assessment. This is done through the completion of a ‘cold’ task. An interesting and rich starting point provides the stimulus and content but there is no initial teaching. The aim of this is to see what the children can do independently at the start of a unit, drawing on their prior learning. Assessment of their writing helps the teacher work out what to teach the whole class, different groups and adapt the model text and plan. Targets can then be set for individuals. By the end of the unit, pupils complete a ‘hot’ task or ‘independent application’ task on a similar type of writing with an interesting stimulus. Progress should be evident which encourages pupils and helps schools track the impact of teaching. The ‘cold’ write is deep marked prior to the construction of the toolkit and informs what needs to be on this toolkit. Using the assessment grid (found at the bottom of this document), teachers highlight what has been achieved in the ‘cold’ write and then circles three personal targets for that child. This same grid is used when ‘deep marking’ the independent application at the end of the journey. Clear comparisons can be made and progress evident. The children copy their personal targets onto unit markers for them to refer back to throughout the learning journey.</p>																																																																																																									
2	<p><b>Teacher Planning –</b> Modelling and shared writing are a key component in the Talk for Writing approach along with oracy and ‘talking through the text’. Teachers ensure they spend time familiarising themselves with every aspect of the learning journey to ensuring the model text contains the modelling needed that is specific to the classes needs. After the marking the ‘cold’ task, teachers plan their model text and toolkit based on the needs of the class, groups and individuals. Teachers will ensure they know their toolkit and model text inside and out and plan how they will model the features, sentence types, vocabulary, grammar and shared writing. This ensures all modelling in each session is relevant, sharp and purposeful.</p>																																																																																																									
3	<p><b>Imitation Stage</b>  <b>New vocabulary of the learning journey –</b> Children to be introduced to the words of the learning journey here (6 words per learning journey). They may be from the model text or genre specific. These should be explained and discussed with examples given. The use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Children should copy these words into their magpie books to refer to throughout the learning journey and beyond. The magpie books will also contain the statutory word lists for each year.</p> <div data-bbox="1630 767 2150 1077" data-label="Table"> <table border="1"> <caption>New Curriculum Spelling List Years 5 and 6</caption> <tbody> <tr><td>accommodate</td><td>conscience</td><td>existence</td><td>muscle</td><td>rhythm</td></tr> <tr><td>accompany</td><td>conscious</td><td>explanation</td><td>necessary</td><td>sacrifice</td></tr> <tr><td>according</td><td>controversy</td><td>familiar</td><td>neighbour</td><td>secretary</td></tr> <tr><td>achieve</td><td>convenience</td><td>foreign</td><td>nuisance</td><td>shoulder</td></tr> <tr><td>aggressive</td><td>correspond</td><td>forty</td><td>occupy</td><td>signature</td></tr> <tr><td>amateur</td><td>criticise</td><td>frequently</td><td>occur</td><td>sincere</td></tr> <tr><td>ancient</td><td>cautionly</td><td>government</td><td>opportunity</td><td>sincerely</td></tr> <tr><td>apparent</td><td>definite</td><td>guarantee</td><td>parliament</td><td>soldier</td></tr> <tr><td>appreciate</td><td>desperate</td><td>harass</td><td>persuade</td><td>stomach</td></tr> <tr><td>attached</td><td>determined</td><td>hindrance</td><td>physical</td><td>sufficient</td></tr> <tr><td>available</td><td>develop</td><td>identity</td><td>prejudice</td><td>suggest</td></tr> <tr><td>average</td><td>dictionary</td><td>immediate</td><td>privilege</td><td>symbol</td></tr> <tr><td>awkward</td><td>disastrous</td><td>immediately</td><td>profession</td><td>system</td></tr> <tr><td>bargein</td><td>embarrass</td><td>individual</td><td>programme</td><td>temperature</td></tr> <tr><td>bruise</td><td>environment</td><td>interfere</td><td>pronunciation</td><td>through</td></tr> <tr><td>category</td><td>equip</td><td>interrupt</td><td>queue</td><td>twelfth</td></tr> <tr><td>cemetery</td><td>equipped</td><td>language</td><td>recognise</td><td>variety</td></tr> <tr><td>committee</td><td>equipment</td><td>leisure</td><td>recommend</td><td>vegetable</td></tr> <tr><td>communicate</td><td>especially</td><td>lightning</td><td>relevant</td><td>vehicle</td></tr> <tr><td>community</td><td>exaggerate</td><td>marvellous</td><td>restaurant</td><td>yacht</td></tr> <tr><td>competition</td><td>excellent</td><td>mischievous</td><td>rhyme</td><td></td></tr> </tbody> </table> </div> <p><b>HOOK</b> - The teaching begins with some sort of creative ‘hook’ which engages the pupils, often with a sense of enjoyment, audience and purpose. Writing challenges, such as informing Dr Who about how the Tardis works or producing leaflets for younger children about healthy eating, provide a sense of purpose.</p> <div data-bbox="815 1198 1223 1506" data-label="Image"> </div> <div data-bbox="1223 1198 1547 1506" data-label="Image"> </div> <p>E.G:Setting the classroom up like Hogwards</p>	accommodate	conscience	existence	muscle	rhythm	accompany	conscious	explanation	necessary	sacrifice	according	controversy	familiar	neighbour	secretary	achieve	convenience	foreign	nuisance	shoulder	aggressive	correspond	forty	occupy	signature	amateur	criticise	frequently	occur	sincere	ancient	cautionly	government	opportunity	sincerely	apparent	definite	guarantee	parliament	soldier	appreciate	desperate	harass	persuade	stomach	attached	determined	hindrance	physical	sufficient	available	develop	identity	prejudice	suggest	average	dictionary	immediate	privilege	symbol	awkward	disastrous	immediately	profession	system	bargein	embarrass	individual	programme	temperature	bruise	environment	interfere	pronunciation	through	category	equip	interrupt	queue	twelfth	cemetery	equipped	language	recognise	variety	committee	equipment	leisure	recommend	vegetable	communicate	especially	lightning	relevant	vehicle	community	exaggerate	marvellous	restaurant	yacht	competition	excellent	mischievous	rhyme	
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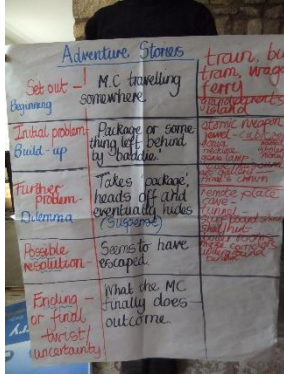
- 4 **Internalising the text/Story Mapping** - The model text is introduced here. It is pitched well above the pupils' level and has built into it the underlying, transferable structures and language patterns that students will need when they are writing. Where possible, the model text is written by the teachers themselves, this way they can easily ensure it has all of the correct ingredients.
- The following few lessons are focused on internalising and memorising the text. This is learned using a 'text map' and actions to strengthen memory and help students internalise the text. Children begin by mapping the story themselves. Instead of word-for-word retelling, what follows is an internalisation of main events or 'scenes' in the story. This means that when they come to retell, children aren't restrained by the need to know each word. Instead, they can embellish the story as they've learnt it more loosely. They use their knowledge of story language and sentence structures from their reading to support the embellishment of the model story. Activities such as drama and role play are used to deepen understanding of the text. These sessions also play an important role in the development of the children's oracy skills.



- 5/6 **Short Burst Writing/Constructing Toolkit**- As children learn to 'talk the text', all of this first phase is underpinned by rehearsing key spellings and grammatical patterns. Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation including the grammar techniques needed. Short burst writing is a teaching and learning strategy where students write quickly for a very brief, focused period—typically 2 to 5 minutes—without stopping to edit or overthink.
- Key features:
- Time-limited: Writing happens in short, timed bursts
  - Focused prompt: Usually based on a question, image, or idea
  - Free-flowing: Encourages writing continuously, without worrying about mistakes

In these sessions, children are reating their toolkit which will provide them with the ingredients needed to construct their own successful version of the text. The toolkit consists if of two things: genre toolkit, for example, suspense and the grammar toolkit – the skills that have been modelled in the model text and found to be missing from the children's cold write.



7	<p><b>Reading as a Reader-</b> Now the text has been internalised, the children focus on comprehending meaning. In these sessions, the children focus on vocabulary, where they check and explore meanings of words and phrases – especially figurative language (similes/metaphors) and idioms. Children then move on to comprehension, looking at inferential questions and oral comprehension (book talk). They will read other similar texts to the model text and will compare and contrast.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Book Talk</b></p> <p>Readers naturally do a number of things when they read a text. A few of them are listed below. How do you respond (read as a reader) to <i>Adventure at Sandy Cove</i>.</p> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">a) Surprises</td> <td style="padding: 5px;">b) Observations</td> </tr> <tr> <td style="padding: 5px;">c) Questions</td> <td style="padding: 5px;">d) Puzzles</td> </tr> </table> </div>	a) Surprises	b) Observations	c) Questions	d) Puzzles
a) Surprises	b) Observations					
c) Questions	d) Puzzles					
8	<p><b>Reading as a Writer –</b> Children now explore the model text by picking it apart, boxing it up and constructing toolkits. Boxing up the text helps the children to develop a strong sense of structure that will underpin their independent writing.</p> <p style="text-align: center; margin-top: 20px;">Creating their toolkit will provide them with the ingredients needed to construct their own successful version of the text. The toolkit consists of two things: genre toolkit, for example, suspense and the grammar toolkit – the skills that have been modelled in the model text and found to be missing from the children’s cold write.</p>					
9	<p><b>Innovation Stage</b></p> <p><b>Substitution –</b> Once students are familiar with the model text, then the teacher leads them into creating their own versions. A new subject is presented and the teacher leads students through planning. With younger pupils, this is based on changing the basic map and retelling new versions. Older students use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Ideas may need to be generated and organised or information researched and added to a planner. Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lessons, as well as using some form of visualiser on a daily basis, so that students can be taught how to improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.</p>					



lots of possible PLACES to visit at each STATION and these represent different skills. Again, the teacher will only select the skills most relevant to the current writing project. There are GDS PLACES to prompt GDS writers to engage with high order skills.

NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text.

Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be done as a footnote.

Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically. Younger classes can complete editing stations whole class led by the teacher.

The teacher MUST model the editing process at the start of each session.

The FINAL STATION is the GENIUS TABLE – where each child when receive one to one time with the teacher over the two days to get feedback on their writing as part of our live marking policy. The masterpiece will then be formally assessed.

Editing Stations Examples:

### Stations (5 stops)

- **Spelling Centre** – correct spellings/add ambitious Y5/6 spellings/check or add key technical vocabulary
- **Punctuation Place** – check accuracy of punctuation/develop range of punctuation
- **Grammar Gardens** – focus on relevant grammatical structures/use a range of sentence structures/try out new grammatical techniques
- **Audience Avenue** – Does that style match the audience and purpose? Is the level of formality appropriate for the audience? Do the word choices suit the task? Does it slip into the wrong register?
- **Addition Alley (+ Removal Road)** – Could an idea be developed further? Would it have more impact if the we removed this word/phrase/sentence? Tight write!

On disembarking at Punctuation Place, please make sure that:

- these is no missing punctuation;
- the punctuation that has been used is correct.

When you have done that, you may go on to develop the variety of punctuation you have used.



### Contents of 'Punctuation Place

Aims of this station + six possible places to visit

- Apostrophe Alley
- Comma Close
- Speech Skyway
- Sentence Street
- Hyphen House
- Variety Village

### Comma Close

Check that commas have been used for:


- **subordination;**  
When I am in a rush, I forget my commas.
- **separating things in a list;**  
I jumped on the train, found a seat and put on my headphones.
- **marking off extra information;**  
This train, which is usually on time, runs every hour.

Ask a friend:  
Have I accidentally made a comma splice?  
The train was busy, it was hard to find a seat. (No!)

On disembarking at Grammar Gardens, please make sure that:

- You have used a range of different sentences;
- You have used a range of sentence openers.

When you have done that, you may go on to develop the variety of grammatical techniques you have used.



**Fluid editing** – These stations lessons can take 1-3 days with the children and each lesson picks up where the previous one ended. Children will write the short date into margins to signal where they have started. The sessions will end with a final drafting session if needed or straight to their 'hot write'. It is important that any corrections and improvements made by either the pupil, peer or teacher is reflected in their final drafts. Children should be encouraged and reminded regularly to check whether they have included all improvements and up levelling ALONG with reference to their personal targets.

### 12 **Hot Write/Published Piece-**

Children will transfer their final write to their publishing books. This is then assessment using the same grid at the start of the unit.

## **EYFS**

In EYFS, throughout the T4W process, heavy emphasis will be placed on the explicit teaching and development of listening, speaking, reading, pre-writing and writing skills.

### **Enhanced Provision**

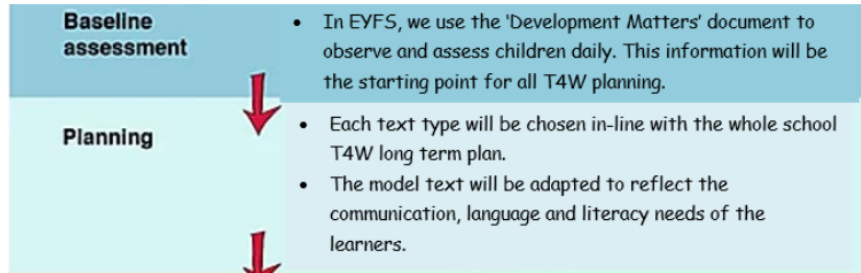
Continuous provision will be enhanced, as appropriate, for each new T4W unit. The aim of these enhancements is to provide children with opportunities to apply the new skills they have learned during T4W. Successful enhancements should motivate children to:

- Retell the T4W model text.
- Apply any new vocabulary in various, different contexts.
- Explore stories / non-fiction texts which link to the current model text.
- Explore the concept of innovation, by enabling children to choose alternative characters, endings, settings etc. within their play.
- Experiment with writing key words, labels, parts of the model text.
- Create new stories, based on or inspired by the current T4W unit.
- Demonstrate and apply their understanding of the basic 3-part story structure.

Appropriate enhancements could include:

- Key vocabulary cards and pictures in the mark making area.
- Puppets and a copy of the model text in the story corner.
- Linked texts in the story corner.
- Relevant props and costumes in the role play area or in an outdoor theatre area.
- Relevant figures and props in the small world play area.
- Character cutters or relevant props in the dough area.
- Relevant pictures of buildings / settings & transport in the construction area.
- Talk tins, iPads or cameras to enable children to record their T4W inspired play.

## Planning



A typical unit of fiction will last for 3 weeks. It will:

- Use data from observations and assessments to inform planning and adapt the model text for your cohort.
- Use phonics planning & assessments to ensure coherence between the T4W unit planning and the phonological abilities of the cohort.
- Use the Castleward Spencer EYFS planning proforma
- Draw your text map.

## Imitation

Duration: lesson 1 - 8



As the year progresses, it is expected that fewer children will need to focus on pre-writing skills and that the majority of children will be developing their early writing skills.

A focus on speaking and listening should be maintained, at a stage appropriate level, throughout the year.

### Experience and story telling (Lessons 1 & 2)

- Creative hook & context: Deliver an Experience lesson that is designed to capture the pupil's imagination about the upcoming unit of writing.
- This should then be followed by a lesson which allows the children to sequence & retell their hook experience in a 'stage appropriate' way.

### Learn Text & Develop pre-writing / writing skills (Lesson 3 – 8)

- Recap the story and sequence main parts.
- Pre-teach vocabulary / explicitly teach vocabulary whilst learning the text.
- Use the story map to internalise the model text using words and actions. The story map should be a combination of pictures and words, as appropriate for the current cohort.
  - Orally retell the story from the beginning.
- Teachers need to know the text off by heart. Actions can be co-constructed with the children.
- Ensure participation from the whole class and use techniques such as boys v girls, quiet v low, choosing best re-teller, choosing best actions.
- Continuous provision should be enhanced with resources which encourage and support independent retelling of the model text.
  - Each lesson should also focus on one or more specific skill areas, as determined by the needs of the learners. Eg. Listening, speaking, pre-writing skills or early writing skills.
- A 'short burst' task should help children to internalise the model text and/or support the development of the chosen skill area.

**Innovation (Lessons 9 - 13)****2. Innovation**

- Introduce innovation - box-up model text (using images on a story mountain) & model substitution.
- Oral & written 'word level' substitution - generate & practise new vocabulary choices.
- Apply new vocabulary to innovate a sentence & learn 'hold a sentence' techniques.
- Assessment & feedback to take place during each step of the innovation process.

**This part of the T4W process introduces EYFS children to:**

- The 3-part story model.
    - Story innovation.
    - Substitution.
  - A range of new vocabulary.
  - The structure of a simple sentence (including capital letters and full stops).
    - 'Hold a sentence' techniques.
  - This stage begins with 'boxing up'. As a whole group, you should explore the structure of the story & sequence the 3 parts of the model text onto a story mountain:
    - In the next lesson, you should start to think about innovation. How could the story have started or ended differently? What could have happened differently in the middle?
  - The outcomes of this lesson should be stage appropriate e.g. pictorial and then oral innovation / pictorial and then a written sentence / key words for each part of the story mountain.
  - Pupils could be encouraged to work with 'talk partners' to generate their ideas and move around / choose pictures on their own story map.
  - Continuous provision should be enhanced to encourage story innovation.
  - Adults working alongside children in CP should be aware of how they can sensitively support children to innovate their role play / small world play etc.
- E.g. "Can you think of a different / happier / sad / new way the game / story might end?" or "Would it work if this happened next instead? Why? Why not?"

**Innovation – word level**

This stage allows children to think about innovating sentences in the model text,  
using substitution.

- First, spend a lesson generating new vocabulary possibilities for a chosen sentence / sentences. Then spend some time learning this new vocabulary (embed pronunciation by chanting / playing games, 'Sound Talk' it to make a link with phonics, write it in the air, in sand etc. & finally write it on paper).
- During the next lesson, children should choose which of the new words they'd like to use to innovate the chosen sentence / sentences. Model this process and then ask the children to do it (using sentence strips and images or words as appropriate).
- They should then begin to orally rehearse this sentence and 'hold it' in their heads. Again, model the technique and then ask the children to orally rehearse their own sentence.
  - Talk tins' or iPads for children to record & then listen back to their sentence are also used.
- In the Final lesson, children will have a go at writing key words / the sentence / sentences (depending on ability levels).

## Final Assessment

### Final assessment

- Stage appropriate 'Hot Task'.
- Compare to baseline Data.
- Use to inform planning of next T4W unit.

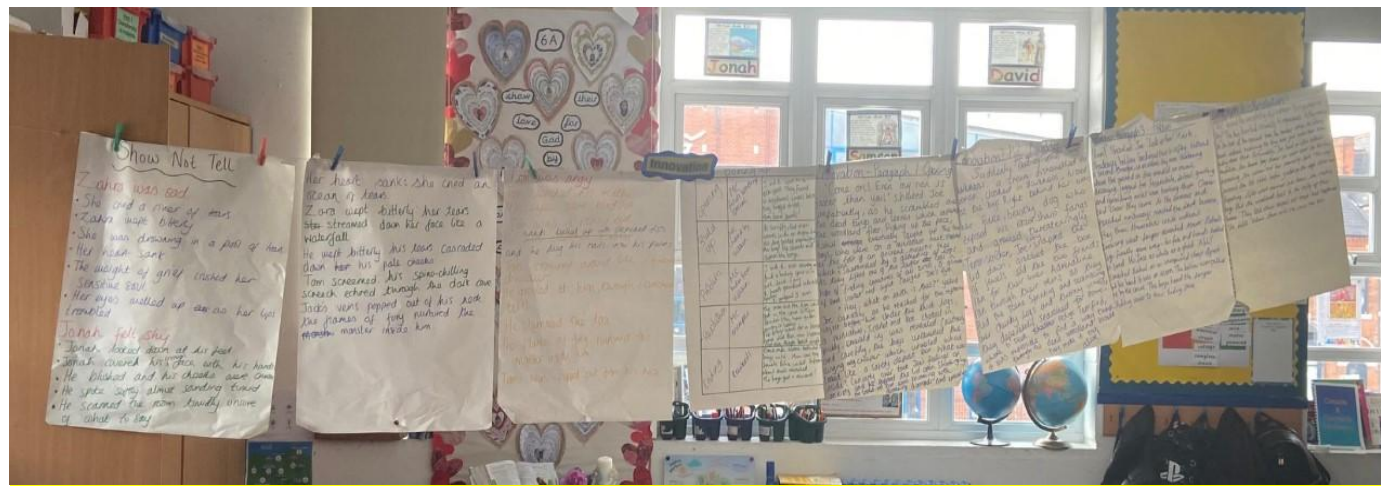
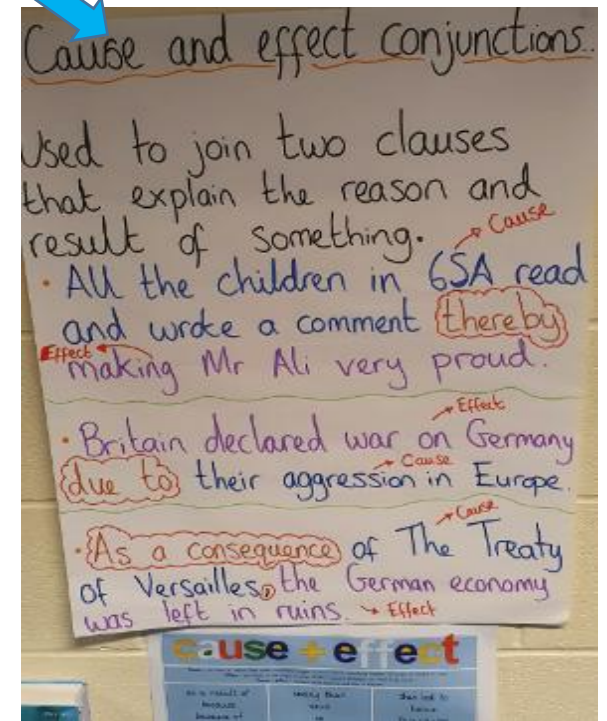
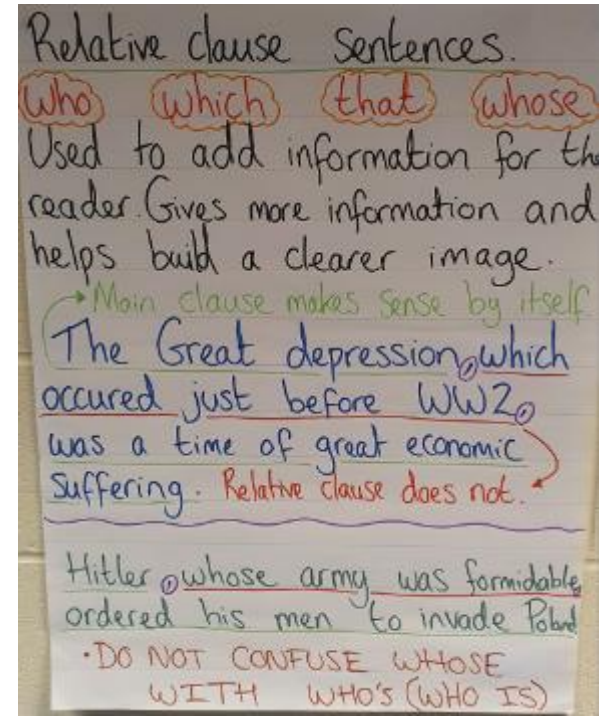
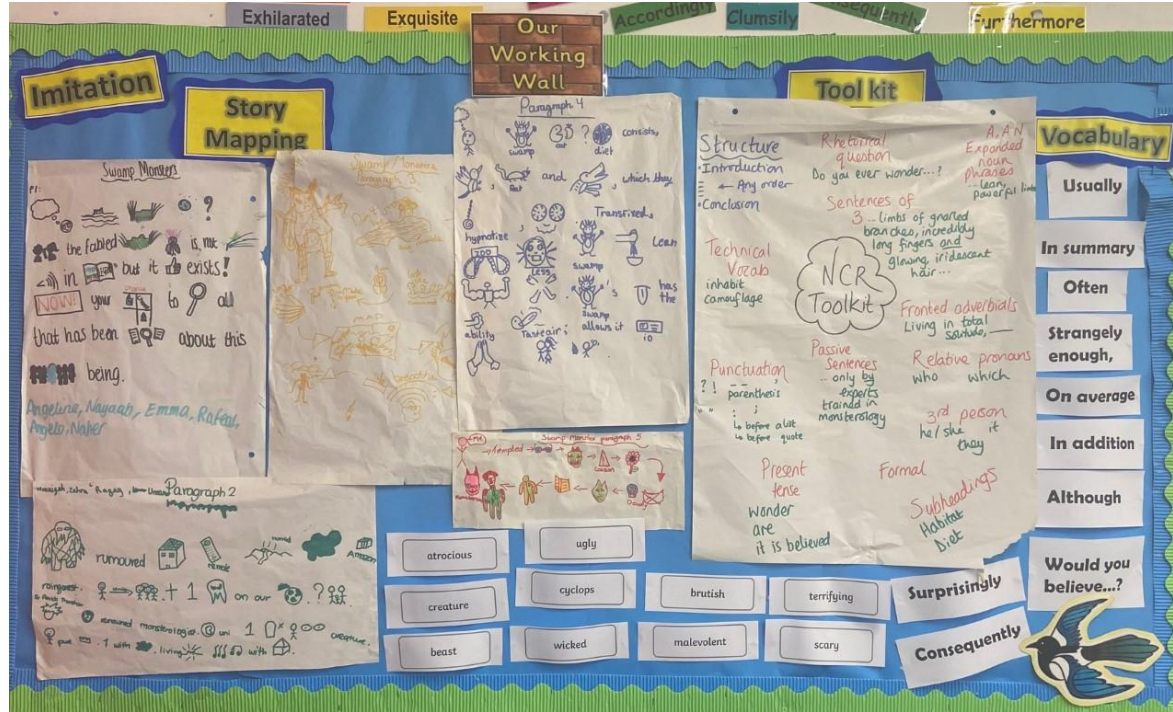


### **The final assessment is completed in the form of a 'Hot Task'.**

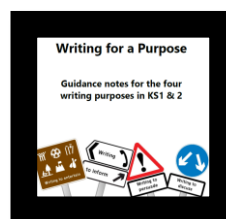
- The Hot Task will assess stage appropriate skills e.g. 1) retelling the innovated story orally, using their innovated sentences and small world or story props (C&L assessment). E.g. 2) Retelling the innovated story by writing  
key words into a sentence (writing assessment) E.g. 3) Holding and writing complete sentences to retell their innovated story (writing assessment).
- Independent writing evidence should also be collected from continuous provision sessions.
  - This evidence, plus the 'Hot Task' should inform future planning.

**Working Walls**

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. The walls will display the key vocabulary, the story map and the toolkit. Most lessons will produce whole class input and teacher modelling on to flip chart paper. These will be displayed on the classroom washing lines and provide a support to children who need it.



## Writing coverage expectations –



### Writing to entertain (KS1)

<b>Text Types</b> <ul style="list-style-type: none"> <li>Stories (including re-tellings)</li> <li>Descriptions</li> <li>Poetry</li> <li>In-character/role</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Time sequenced</li> <li>Begin to differentiate between past and present tense to suit purpose</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Focus on oral work first</li> <li>Use opportunities to reading own work aloud</li> </ul>
<b>Grammar and Sentences</b> <ul style="list-style-type: none"> <li>Use <b>coordinating conjunctions</b> to link two main ideas. <i>They pulled and pulled at the tunip to get it out.</i></li> <li>Use <b>noun phrases</b> which add detail to description. <i>very old grandmas, brave woodchopper</i></li> <li>Use the <b>progressive form</b> for verbs. <i>Goldilocks was walking through the woods.</i></li> <li>Use <b>exclamation sentences</b> where appropriate. <i>What big eyes you have, Grandma!</i></li> </ul>		
<b>Adverbials</b> First Then Next After Later	<b>Conjunctions</b> and but so or when	

### Writing to entertain (LKS2)

<b>Text Types</b> <ul style="list-style-type: none"> <li>Stories</li> <li>Descriptions</li> <li>Poetry</li> <li>Characters/settings</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Detailed description</li> <li>Use paragraphs to organise in time sequence</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Opportunities for comparing different forms of past tense (progressive and simple)</li> </ul>
<b>Grammar and Sentences</b> <ul style="list-style-type: none"> <li>Use <b>fronted adverbials</b> to show how/when an event occurs. <i>Without a sound... After a moment...</i></li> <li>Use <b>expanded noun phrases</b> to add detail &amp; description <i>...the dark gloomy cupboard under the stairs...</i></li> <li>Use <b>subordinate clauses</b> to add detail or context <i>Although Theseus was scared, he prepared to enter the maze</i></li> <li>Use <b>nouns &amp; pronouns</b> for clarity and cohesion <i>They crept into Miss's great labyrinth, inside the maze...</i></li> </ul>		
<b>Adverbials</b> Soon Meanwhile At... The next day... Later... Carefully Without a thought...	<b>Conjunctions</b> if when because while as until whenever once	

### Writing to entertain (UKS2)

<b>Text Types</b> <ul style="list-style-type: none"> <li>Narrative</li> <li>Descriptions</li> <li>Poetry</li> <li>Characters/settings</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Detailed description</li> <li>Use paragraphs to organise in time sequence</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Use a range of tenses to indicate changes in timing, sequence, etc.</li> </ul>
<b>Grammar and Sentences</b> <ul style="list-style-type: none"> <li>Use <b>subordinate clauses</b> to add detail or context, including in varied positions. <i>Although Theseus was scared, he prepared to enter the maze.</i> <i>Theseus, although he was scared, prepared to enter the maze.</i></li> <li>Use <b>relative clauses</b> to add detail or context. <i>Any grabbed the torch, which she'd strapped to her belt, quickly.</i></li> <li>Use a wide range of sentence structures to add interest</li> </ul>		
<b>Adverbials</b> Meanwhile Later That day Silently Within moments All night Nearby Under the tree-top Never before -ing openers -ed openers	<b>Conjunctions</b> if when because while as until whenever once since although unless rather	

### Writing to inform (KS1)

<b>Text Types</b> <ul style="list-style-type: none"> <li>Recount</li> <li>Letter</li> <li>Instructions</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Appropriate use of past and present tense</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Could use a writing frame to structure sections</li> <li>May include images</li> </ul>
<b>Grammar and Sentences</b> <ul style="list-style-type: none"> <li>Use <b>coordinating conjunctions</b> to link two main ideas. <i>Badgers sleep in the day and look for food at night.</i></li> <li>Use <b>subordinating conjunctions</b> in the middle of sentences. <i>Badgers can dig well because they have sharp claws.</i></li> <li>Use <b>noun phrases</b> which inform. <i>sharp claws black fur</i></li> <li>Use <b>commas</b> to separate items in a list. <i>You will need flour, eggs, sugar and water.</i></li> <li>Use <b>exclamation sentences</b> where appropriate. <i>What a fantastic time we all had!</i></li> </ul>		
<b>Adverbials</b> First Firstly Next After Later	<b>Conjunctions</b> and but so or when if because	

### Writing to inform (LKS2)

<b>Text Types</b> <ul style="list-style-type: none"> <li>Explanation</li> <li>Recount</li> <li>Letter</li> <li>Biography</li> <li>Newspaper article</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Paragraphs used to group related ideas</li> <li>Subheadings to label content</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>May be built around a key image</li> <li>Use techniques to highlight key words (bold, underline, etc.)</li> </ul>
<b>Grammar and Sentences</b> <ul style="list-style-type: none"> <li>Use <b>subordinating conjunctions</b> to join clauses, including as openers. <i>Although they have a fierce reputation, the Vikings weren't all bad.</i></li> <li>Use <b>expanded noun phrases</b> to inform. <i>A tall dark-haired man was seen leaving the scene.</i></li> <li>Use <b>commas</b> to separate adjectives in a list. <i>You will need flour, eggs, sugar and water.</i></li> <li>Use <b>relative clauses</b> to add further detail. <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i></li> <li>Begin to use <b>present perfect</b> tense to place events in time. <i>This week we have visited the Science Museum.</i></li> </ul>		
<b>Adverbials</b> First Firstly Before After Later When Also In addition However	<b>Conjunctions</b> when before after while because if	

### Writing to inform (UKS2)

<b>Text Types</b> <ul style="list-style-type: none"> <li>Report</li> <li>Recount</li> <li>Biography</li> <li>Newspaper article</li> <li>Essay</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Paragraphs used to group related ideas</li> <li>Heading/subheadings</li> <li>Use of technical vocabulary</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>May include a glossary</li> <li>Sections may contain more than one paragraph</li> </ul>
<b>Grammar and Sentences</b> <ul style="list-style-type: none"> <li>Use <b>subordinating conjunctions</b> to connect clauses. <i>The faster the car, although it is large, can move at great speed.</i></li> <li>Use <b>expanded noun phrases</b> to inform. <i>...a tall dark-haired man with a bright-red cap...</i></li> <li>Use <b>relative clauses</b> to add further detail. <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i></li> <li>Begin to use <b>passive voice</b> to remain formal or detached. <i>The money was stolen from the main branch.</i></li> <li>Begin to use <b>colons</b> to link related clauses. <i>England was a good country to invade: it had plenty of useful land.</i></li> </ul>		
<b>Adverbials</b> Meanwhile At first After Furthermore Despite As a result Consequently Due to For example	<b>Conjunctions</b> when before after while because if although as	

Using Michael Tidd's writing for a purpose to inform the vocabulary and grammar that suits each text type, there will be four learning journeys a term, one to entertain, one to inform, one to persuade and one to discuss.

## Our long term plan...

### Each term there should be the following coverage:

- There should be at least three learning journeys across each term (nine across the academic year)
- Three learning journeys must be linked to a high quality text which is also your class novel
- The rest are open and can be based on anything you decide. This can be a video, current affair issue, an exciting scenario in school etc.
- Across the academic year, out of the nine learning journeys you are expected to cover, four should be fiction (this can include descriptive writing), four should be non-fiction and one should be poetry based. As much as possible, the genre coverage must take turns.

## Planning format

At Hawkesley Church Primary Academy we are committed to ensuring that what we do is effective and efficient, therefore the expectations of planning will always be minimum in order to give teachers more time to resource. This leaves more time to focus on finding and formulating exciting and effective resources and purposeful PowerPoints. See below an example PowerPoint from a short burst writing lesson:

Talk for Writing Lesson 3 Narrative - Warning tale

LO: Short Burst Writing – Setting description.

What do we learn when mapping the text?  
 What are we learning today?  
 How will we practise it?  
 What do you already know?

C. Richardson

Children will be expected to explain the purpose of each stage of the Talk for Writing process. The start of each lesson will allow them time to explore the different purposes and give them the chance to articulate them.



Talk for Writing Lesson 3 Narrative - Warning tale

LO: Short Burst Writing – Setting description.

Warm up  
 Drama

In pairs, sit back to back and one make a telephone call (in character as one of the boys) the someone who wasn't there describing what happened?

Talk for Writing Lesson 3 Narrative - Warning tale

LO: Short Burst Writing – Setting description.

Speaking picture (I am the...this can create a wonderful list poem)

List poem: I am the ...

I am the Smokey aroma emitting from the flames on the candle.

Creates a list poem but also create a sentence bank for independent writing.

C. Richardson

Talk for Writing Lesson 3 Narrative - Warning tale

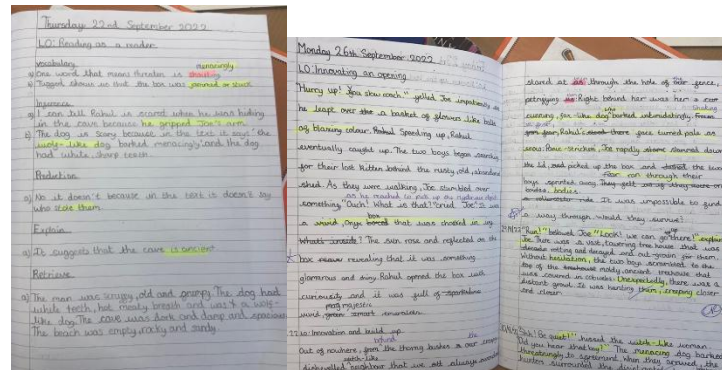
LO: Short Burst Writing – Setting description.

Independent Task  
 Write a setting description based on the image.

Vocabulary  
 Darkness, mystery, shrouded, emitting, odour, protruding, shuffling

**Work in the books**

Children work will be presented to a high standard. Live marking will take place in all sessions, where the class teacher and teaching assistant will highlight in yellow the successful elements to the work and highlight 'pink for think' where edits need to be made. Where there is pink, children will edit using purple pen.



SPaG Progression - Non-negotiables

For each year group, there is a set of no-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type. These would be useful to refer to when thinking about the skills coverage for each learning journey. We follow Pie Corbett's progression guide alongside Michael Tidd. These guides go from EYFS to Y6.

**Pie Corbett's teaching guide for progression in writing year by year** **Handout 1: Curriculum overview**

developed with the South2together writing project

Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England



**Reception**

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

**Writing**

As part of our assessment and internal moderation, we will judge writing with a holistic view looking at a range of writing across the curriculum. Following the objectives as they are set out in the national curriculum, we will make our assessments using carefully constructed assessment frameworks. These are used as formative assessment for hot and cold writes and summative assessment of writing across the term at the end of each term.