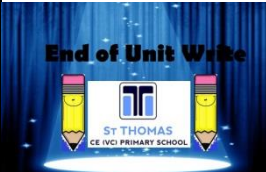


Talk for Writing Process at St Thomas Primary School



ST THOMAS
CE (VC) PRIMARY SCHOOL

Key stages	The reasons	Essential features	Useful ideas
<p style="text-align: center;">Planning</p>	<p>To ensure we are planning creative and inspiring lessons. Building on what the children have done previously. To cover creatively the NC objectives.</p>	<p>Select an appropriate and inspiring text- picture books work well. Which of the T4W story plots is it? You can adapt these as necessary Think about genres you could get from this text- usually 1 fiction and 1 non-fiction. Try to get in a narrative a half term at least. Test the model- box it up, analyse it and plan the toolkit which the children will work with.</p>	<p>It may also be worth writing a model text for class so you can get in all the features you want to teach children including grammar, punctuation and spellings.</p> <p>Work the loose idea you will have 4/5 grammar and punctuation features- 3 revisits and 1 or 2 new concepts</p>
<p style="text-align: center;">1. Imitation</p> <p><i>Immersion stage where pupils see how the text is constructed; what effect the text has on us as a reader and what features it contains.</i></p>	<p>To give the children time to internalise the key patterns of genres and build a picture of the text within.</p>	<p>Create a 'hook' lesson to draw children in. Introduce model text or book. Look at some of features of the text- play games which warm the class up to the text- JumpStart has some good ideas. Internalise model text- text map or story mountain or look at T4W genres. Drama, hot-seating, debate etc Read text as a reader- comprehension- what effect is author trying to have on reader? Read text as a writer- How is the writer trying to do this?</p>	<p>This will be a longer part of the process the lower down school you go, as the children get older this process should shorten.</p> <p>Daily sentence, grammar, punctuation games here are also a good way to see the text features in context.</p>
<p style="text-align: center;">2. Innovation</p> <p><i>Play stage, where children move slowly away from model but still have the scaffolds in place to feel secure.</i></p>	<p>To have a supportive way into writing that genre. To feel they have control over their writing but there are scaffolds still in place to support as needed.</p>	<p>From modelled text, as a class, create a toolkit for writing- 1 for features, 1 for grammar and punctuation. Box up new version and talk the text. Shared write- plan, model and shared read talking about the use of toolkits at all times. Pupils write own version Teacher assesses work and plans next steps. Feedback and improvement.</p>	<p>You can do this on either side of text in margins or on flip chart paper. TA use here is essential as they can write these things down as you discuss.</p> <p>The younger children might change a few simple things e.g. character, setting etc. but the older children should innovate much more.</p>
<p style="text-align: center;">3. Independent Application</p> <p><i>Application stage where pupils can write their own versions of the story- hopefully keeping in mind the toolkits and model text.</i></p>	<p>This is where children put in place all the things they have learnt about the genre, the features and the grammar. This is the pinnacle of the T4W process and there should be at least 2 evidenced and assessed pieces of work per half-term (1 has to be a narrative).</p>	<p>Using same T4W story plots pupils write independently</p> <div style="display: flex; align-items: center;">  <div> <p>- End of Unit Task Assess work against assessment sheets for each year group .</p> </div> </div>	<p>This shouldn't be a hugely long part of the process as children will be writing, but neither should it be timed.</p>

Imitate

- Read a Story

- Identify the significant points

- Categorise the narrative

Innovate

- Explore the components, language and variables

Invent

- Create a narrative

- Develop your content.