



Talk 4 Writing Expectations



Cold task – Read and assessed by teacher.

Create unit plan based on cold tasks and where children are.

All English lessons to start with a 'flashback' style grammar/punctuation based activity.

- **Imitation**

- Expose the children to the model text.
- Teacher create story map before teaching text to whole class.
- Children repeat the text alongside the story map.
- Story map to be placed in books.
- Practise text daily: whole class, small groups, pairs, ping pong.
- Have copy of model text available in English books/on display in room (on washing line)
- Look at other examples of the text type.

- **Innovation**

- Boxing up - focus on generic structure of text type. Look for common features of model and other example.
- Create a toolkit for writing
- Short burst writing.
- Teacher led shared writing of another example (children to input ideas throughout).
- Display toolkits on washing line.
- Children use toolkit to self-assess/edit their writing.
- Mark, ready for polishing next lesson.

- **Invention**

- Hot task -everything available: books, model text, displays
- Marking –add a positive comment.

Children need to write every day

Fiction Talk 4 Writing

COLD TASK

linked to story type and focus

Analyse what children can/can't do

IMITATE

Lesson 1	HOOK LESSON <ul style="list-style-type: none">• gives context to story• story map is already prepared• story is read• new vocab is introduced (approx. -pictures used to match words to support definition)
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RETELL STORY EVERY DAY

LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
Up to 6 lessons for DEEPENING UNDERSTANDING FOCUS AND PURPOSEFUL GRAMMAR – LINKED TO FOCUS OF TEXT eg. Features of suspense There should be writing everyday - short burst writing – imitate text – use examples from other texts, images etc.				

LESSON 7: Key2Reading session <ul style="list-style-type: none">•	LESSON 8: Read as a writer <ul style="list-style-type: none">• teacher led lesson• box up text – summarise it in a generic form so you have a transferable, underlying pattern• draw toolkit out (summarises grammar features)
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INNOVATE – this could take fewer lessons

LESSON 9	LESSON 10	LESSON 11	LESSON 12	LESSON 13
Plan new text	Shared write of first paragraph	Shared write of next paragraph	Shared write of next paragraph	Shared write of next paragraph

Decided what's suitable to change Box by box – teacher model their innovation, then pupil chooses their own (innovate a technique – don't just choose new vocab) Where ever possible, children should write their plan.	Children write their first paragraph	Children write their next paragraph	Children write their next paragraph	Children write their next paragraph Ensure children have the chance to edit their work *up to 6 writing lessons
<p>Gaps in punctuation, grammar, spelling etc. should be addressed throughout the shared writing parts of these lessons.</p> <p>*if mistakes have been made in the innovation, do a <u>quick</u> reteach*</p>				
INDEPENDENT WORK– HOT TASK				
<ul style="list-style-type: none"> • no more shared or guided writing • have all resources from unit available • Children must have an opportunity to plan their writing • write (max 2 days) 				

Extra info

- unit should take **NO LONGER** than 4 weeks
- other resources should be used to illustrate features taught eg. Extracts/images from other texts

Talk for Writing – Non-fiction

COLD TASK – Linked to text type and focus	
Analyse what children can/can't do	
IMITATE	
Lesson 1	HOOK LESSON <ul style="list-style-type: none">• gives context to text• text map is already prepared• text is read• new vocab is introduced– pictures used to match words to support definition

RETELL TEXT EVERY DAY			
LESSON 2	LESSON 3	LESSON 4	LESSON 5
Up to 4 lessons for DEEPENING UNDERSTANDING			
FOCUS AND PURPOSEFUL GRAMMAR – LINKED TO FOCUS OF TEXT			
There should be writing everyday - short burst writing – imitate text – use examples from other texts, images etc.			

LESSON 6: Key2Reading <ul style="list-style-type: none">•	LESSON 7: Read as a writer <ul style="list-style-type: none">• teacher led lesson• box up text – summarise it in a generic form so you have a transferable, underlying pattern• draw toolkit out (summarises grammar features)
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INNOVATE			
LESSON 8	LESSON 9	LESSON 10	LESSON 11
Plan new text	Shared write of first paragraph	Shared write of next paragraph	Shared write of next paragraph
Decided what's suitable to change	Children write their first paragraph	Children write their next paragraph	Children write their next paragraph

Box by box – teacher model their innovation, then pupil chooses their own (innovate a technique – don't just choose new vocab)			Ensure children have the chance to edit their work
<p>Where ever possible, children should write their plan.</p>			
<p>Gaps in punctuation, grammar, spelling etc. should be addressed throughout the shared writing parts of these lessons</p> <p>*if mistakes have been made in the innovation, do a <u>quick</u> reteach</p>			
INDEPENDENT APPLICATION – HOT TASK			
<ul style="list-style-type: none"> • no more shared or guided writing • have all resources from unit available • children must have an opportunity to plan their writing • write for max. 2 days. 			

Extra info

- unit should take **NO LONGER** than 3 weeks
- other resources should be used to illustrate features taught eg. Extracts/images from other texts

