



How we teach Writing at The Palmer Academy

Organisation

- WEEK 1
- 1 – Purpose for writing and toolkit
- 2 – Hook and learn model text (oracy)
- 3 – storyboard / box up
- 4 – box up/ oracy
- 5 – short burst write
- WEEK 2
- 1 – Innovate/replan
- 2 – Grammar focus lesson responding to gaps in GPS
- 3 – Shared writing + oracy
- 4 – Guided Writing with groups first half
- 5 – Guided Writing with groups second half
- Week 3
- 1 – Invention ideas – mind map/ story board / comic strip etc
- 2 – Invent planning
- 3 – Writing independently with guided groups
- 4 – Writing independently with guided groups
- 5 – Edit/improving/publishing

Resources

Word mats to support vocab
Sentence starters
Hooks/pictures/videos
Model texts
Adult support
Widgit

Curriculum mapping

We follow the “Talk for Writing” structure which typically follows a three/four-week structure of **Imitate, Innovate and Independent** application. The focus of this structure is about developing fluency and an understanding of how writing is structured so that they can become independent and flexible in their writing style. The focus on oracy and retelling of common writing structures will provide children with a bank of structures to rely on when writing independently. The grammar features taught are taken from the National Curriculum and are applied through writing after being taught discretely in grammar sessions. Four assessment weeks are planned across the year to monitor independent progress in different writing genres (including fiction and non-fiction).

Questions to ask when planning

- What NC objective is being taught?
- What do the children already know? Do we need to revisit prior steps?
- What needs to be revisited/consolidated in the starters?
- How will I engage children in what they are learning? What is the hook?
- How will I model the learning to the children? Have I checked the grammar progression to ensure I am modelling the correct grammar?
- What engagement strategies can I use? What resources will I need?
- How best can additional adult support be used? (Leading different input? Guided group? Modelling? Teaching different objective? Circulating to free teacher up for guided group?)
- How will I challenge all children?
- How will children know if they are being successful?
- What feedback can I provide the children with? What will the opportunities for this look like? What feedback can be given in the moment?

Working Walls

Working walls should be relevant and be a helpful resource for the pupils.

Displayed on the working wall should be the following things:

- ❖ Story map
- ❖ Key vocabulary.
- ❖ Toolkit and box up structure
- ❖ Clear writing models
- ❖ Well-presented flip charts on guided work.
- ❖ Where possible, examples of children’s work.

Follow up

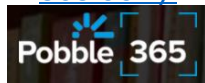
Is further intervention needed? Have the children achieved the LO? Do they need any further practice of GPS outside of the unit? Have the sentence progression intervention been used to support starters?

[HTTPS://WWW.TALK4WRITING.COM/ABOUT/](https://www.talk4writing.com/about/)



Talk for Writing

[HTTPS://WWW.POBBLE365.COM/](https://www.pobble365.com/)

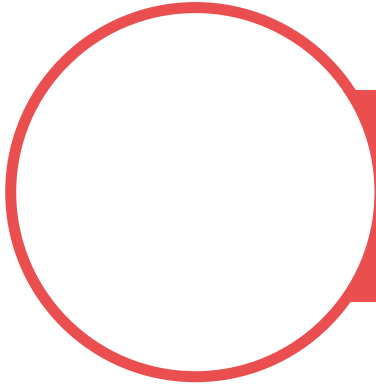


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SOME USEFUL WEBSITES AND RESOURCES:

Translators