



Rickley Park Primary School and Nursery

Rickley Lane, Bletchley, MK3 6EW

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Headteacher: Mrs Allison Collis

How we teach Writing at Rickley Park Primary School

Writing at Rickley Park Primary School is based on the *Talk For Writing* philosophy. Teaching is based on needs identified through a cold task written at least a week before the start of the unit, this should inform the planning, be used to adapt the model text and form the basis of the targets given to children.

Teaching of a unit should take place across a period of roughly 4 weeks and include the following stages, known as the 3 Is:

- **Imitation**

Once the teacher has established a creative context and an engaging start, a typical Talk-for-Writing unit would begin with some engaging activities warming up the tune of the text, as well as the topic focused on, to help children internalise the pattern of the language required. This is often followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. This stage could include a range of reading as-a-reader and as-a-writer activities. Understanding the structure of the text is easy if you use the boxing-up technique and then help the children to analyse the features that have helped to make the text work. In this way the class starts to co-construct a toolkit for this type of text so that they can talk about the ingredients themselves – a key stage in internalising the toolkit in their heads.

- **Innovation**

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work. Demonstrating how to regularly read your work aloud to see if it works is important here. This process enables the children to write their own versions through developing their ability to generate good words and phrases and also, hopefully, develops the inner judge when they start to decide why one word or phrase is best. If, during this process a teaching assistant (or in KS2 an able child) flip-charts up words and phrases suggested, these can be put on the working wall alongside the shared writing so when the children come to write they have models and words and phrases to support them.

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Throughout the shared writing, the children should be strengthening the toolkit so they start to understand the type of ingredients that may help. Once they have finished their own paragraph/s children should be encouraged to swap their work with a response partner. The whole class can also discuss some of the more successful work. Time now needs to be found to enable the children to give their own work a polish in the light of these discussions and perhaps to begin the dialogue about what works by writing their own comment on their work for the teacher to comment on.

- **Invention**

The teacher now has the opportunity to assess the children's work and to adapt their planning in the light of what the children can actually do. This stage could begin with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. Children should then have an opportunity to write a *hot task* to show off their best writing.

As a piece of writing completed so soon after the teaching sequence does not show what skills have been embedded, this piece of writing is not used for assessment. Rather a green task (or *Garden task*) is completed two weeks later to be used solely as an assessment point

Coverage is outlined in the T4W Year Group Overviews that are available to all teachers. These include non-negotiables such as genre, key skills and assessment outcome, as well as suggestions for planning, activities and WAGOLs. Teachers are expected to write some WAGOLs themselves, support with this is available from the English Leader.

Other expectations

Work in books will be less prevalent in the *imitation* phase, but there should be evidence of immersion in a text and related grammar activities in books (at least 3 times per week) and on the class's working wall. There are daily independent extended writing opportunities throughout the *innovation* and *invention* phases.

Work in books must always be preceded by the full date and learning objective (both underlined). High standards of presentation are essential; handwriting should be precursive in Year 1, transitioning to some joining in Y2 and 3 with an expectation of continuous cursive from at least Y4 onwards. Teachers should not accept presentation of a lower quality than that of which a child is able.

Cold writes should be completed on blue paper with handwriting lines and stuck in at the start of a unit of work. Targets for the unit should be indicated to the child. Hot writes should be completed at the end of a unit and



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assessed against the targets from the cold write. Assessment pieces/Garden tasks should be completed on green paper and assessed against the school's Writing statements to build a bank of independent evidence for assessment.