

Green Park Community Primary School

Talk for Writing Policy

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Reviewed by Michelle Neal September 2025

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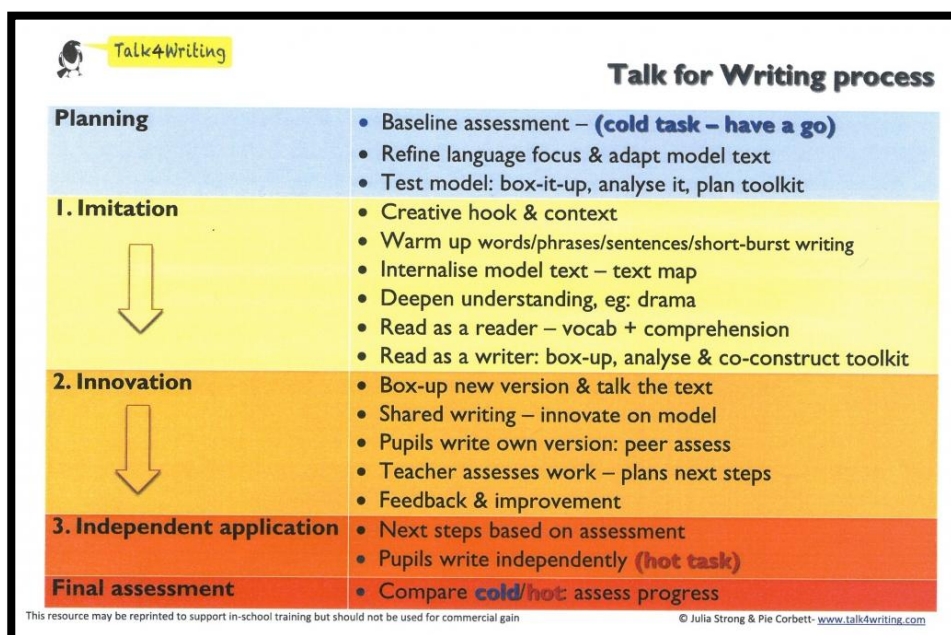
Throughout our school, writing composition is taught through the use of the Talk for Writing programme. Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and rehearse key model texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where pupils create original texts independently, using all of the resources gleaned from the first two stages). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language, whilst immersing them in high-quality, curriculum-linked texts.

Intent

At Green Park, we aim for Talk for Writing to enable our children to:

- Enjoy quality experiences that will enhance their knowledge, skills and understanding
- Be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction
- Become lifelong learners as readers and writers through Talk for Writing
- Explore global issues through writing (for example, through persuasive writing and spoken language)
- Write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct
- Write a range of text types (fiction and non-fiction) and in a variety of genres relating to Cornerstones themes and projects
- Increase their ability to use research, planning and drafting to improve their work
- Use a variety of mediums to express their written ideas, e.g. ICT and Drama.

Implementation



At Green Park, the three stages are taught over a two-week period: two days are dedicated to learning and rehearsing the model text map; three days are devoted to researching, planning, and writing a version of the model text with the teacher; and the three final days are allocated for the independent planning, writing and editing a final piece of work. Each of these stages allows for full immersion of the genre, with focused lesson time to explore key authorial techniques, structures and grammar choices. 'Cold Tasks' are used in Terms 2, 4 and 6 to identify strengths and potential areas for development within our teaching, and to inform future planning both within and across year groups.

In order to ensure that the model texts are related to our History and Geography learning, Cornerstones is used as a starting point by teachers to identify relevant, meaningful texts – e.g., in the Year 2 Cornerstones project of 'Coastline', the model text could be 'The Lighthouse Keeper's Lunch', to explore and develop the children's knowledge of UK coastlines through the narrative descriptions within the text. At the very start of a new 'block' or topic, teachers plan for a 'Hook' lesson to enthuse and engage the children. This could take the form of a visit to a local place of interest, a visitor coming into school, or drama activities to introduce the new learning.

In the next session following the 'Hook', teachers will introduce the text map to the children. In KS1, the text map is created in front of the children, creating discussions over which symbols to use, and how to represent those symbols with relating actions. This scaffolded group talk allows for all children to be involved and engaged with the process, creating an environment for both sharing ideas and internalising the new text. In KS2, the text map is pre-made by the teacher, as it will include more challenging vocabulary and sentence compositions that require pre-planned evaluation. All teaching groups (including focus groups) across the year group will have the same text map, to ensure consistency.



All teachers at Green Park aim to ensure that throughout the process, there are three levels of 'talk'. The first is 'Teacher Talk', whereby teachers verbalise their thought processes as they model and compose sentences in front of the children, both during the 'imitation' and 'innovation' stages. The second is 'Guiding Children's Talk', within which teachers will give scaffolded and structured opportunities to develop ideas that are given during the 'innovation' process of shared writing. Elements of the 'Toolkit of Techniques' will be discussed at this stage, such as the use of past tense, fronted adverbials and expanded noun phrases for example. The final stage, most commonly seen during the 'invention' stage, is allowing time for 'Independent Children's Talk', giving the children opportunities to 'magpie' vocabulary, peer-mark paragraphs, and practise sentence structures, without support or scaffolding from teachers or teaching assistants.

Inclusion

Due to the multi-faceted approach of Talk for Writing, teachers at Green Park can aim to plan and deliver high-quality sessions that meet the needs of our diverse groups of children. With its strong focus on oracy, drama, and multi-sensory approaches and strategies, Talk for Writing allows for the inclusion of SEND groups, EAL groups, disadvantaged groups and GD groups.

Teachers at Green Park should ensure that:

- Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN) or dyslexia
- Scaffolds are used to support pupils towards the WALT through the use of resources e.g. word mats, sequencing cards, pictorial representations of text maps and vocabulary, 'magpie' boards, and visible 'toolkits'
- Planning for children to work in mixed ability pairs
- While retaining high expectations, teachers should remember that for some children, we may need to broaden the concept of writing to include mark-making in its widest sense and also accept that some children may never write totally independently
- Where needed, provide ICT and other technological aids for children with learning and/or physical needs
- Where needed, provide additional support such as a teaching assistant, peer response partner, or scribe. The nature of this support should always be underpinned by the drive to encourage independence.
- Take care to ensure, through planning and marking strategies, that the expectation of GD groups is clear and communicated.

Impact

Evidence of impact on the children (and teachers) at Green Park should include:

- Enjoying writing and finding the process creative, enriching and fulfilling
- Exposure to a wide variety of texts and ability to recognise effective writing, and understand techniques that make it effective
- Awareness of the key features of different genres and text types, and ability to draw upon these features in independent compositions
- Awareness of purpose and audience
- Ability from KS1 to plan, develop and prepare for writing, through informed choices, decisions and discussions
- An understanding of how to reflect upon, refine and improve their own, and others', writing

Assessment and Recording

At Green Park, writing is assessed at various points throughout each Talk for Writing block. Regular marking during the block (for example after independent 'boxing-up') is used for formative assessment of each child's writing, and is used to develop discussion with the child around their choices and decisions regarding their plans. The final independent 'Hot Write' is used to complete summative assessments against TAF grids, which are monitored and evaluated by teachers and SLT to ensure coverage and progression.

Monitoring and review

The Discovery Team and Talk for Writing Lead monitor and evaluate the standards of attainment and progress through termly book looks, in conjunction with evaluation of summative data given by teachers and the end of each term. School Development Days are allocated to Talk for Writing training and reflection of how the programme is implemented at Green Park, as well as professional development meetings which allow for discussion, revision and identification of key challenges and successes within the programme. The Head Teacher, SENCO, Leader of Learning and Discovery Team have regular meetings regarding focus groups and SEN groups to identify those at risk of not reaching key year group expectations.