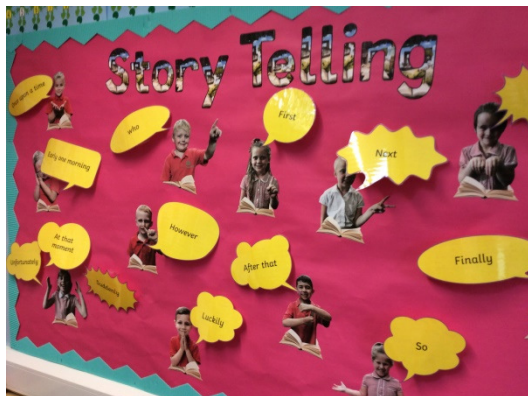


## Teaching Writing in EYFS and Key Stage one

The primary approach for teaching writing in EYFS and Key Stage One is *Talk for writing*.

Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It builds on 3 key stages:

## The imitation stage



Once the teacher has established a creative context and an engaging start, a typical Talk-for-Writing unit would begin with some engaging activities to introduce the text. This helps children to internalise the pattern of the language required. This is often followed by talking through 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. Children begin to understand the structure of the text using the boxing-up technique and this helps them 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.



### The innovation stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Children begin to 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



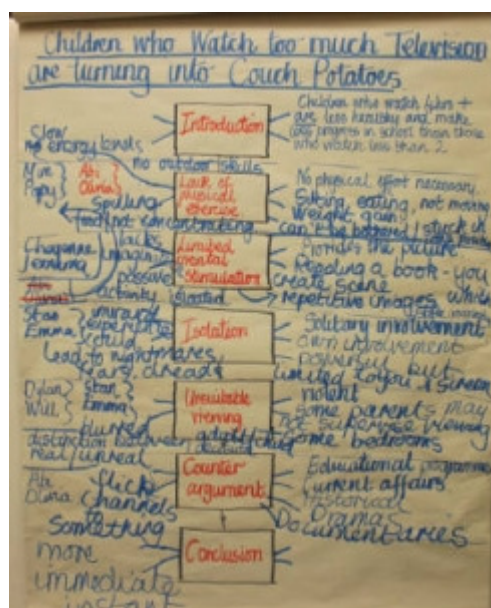
“doing one together” first. Children are shown how to plan a text and then how to turn the plan into writing. This allows the children to see how the teacher can innovate on the exemplar text and select words and phrases that really work. Teachers also regularly demonstrate the importance of reading their work

aloud to see if it works. This process enables the children to write their own versions through

developing their ability to generate good words and phrases and also, hopefully, develops their ability to judge why one word or phrase is best.

Once they have finished their own paragraph/s, children are encouraged to swap their work with a response partner and discuss what has been successful and how they could improve their writing. Time is then given to enable the children to give their own work a polish in the light of these discussions and they begin the dialogue about what works by writing their own comment on their work for the teacher to comment on – purple pen time.

The invention/independent application stage

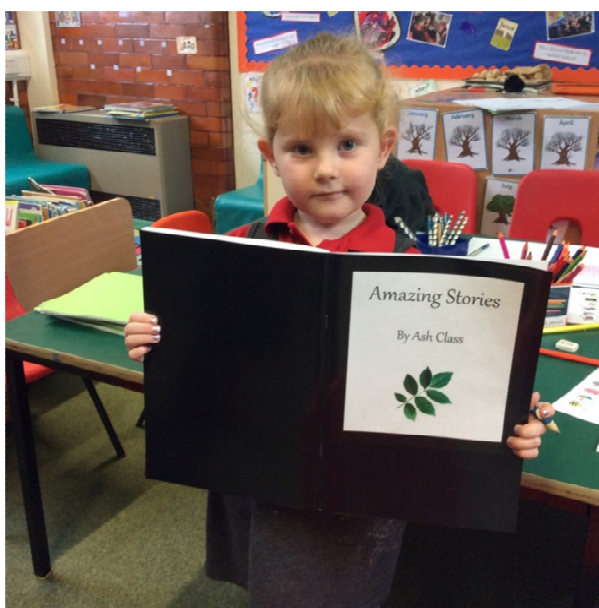


This stage begins with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text.

Typically, teachers work with the children to set 'tickable targets' which focus on aspects that they need to attend to. Again this stage usually ends with response partner and whole class discussion about what features really worked, followed by an opportunity to polish their work. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible

toolkit in the head rather than a list to be looked at and blindly followed. At the end of the unit, the children's work is published or displayed.

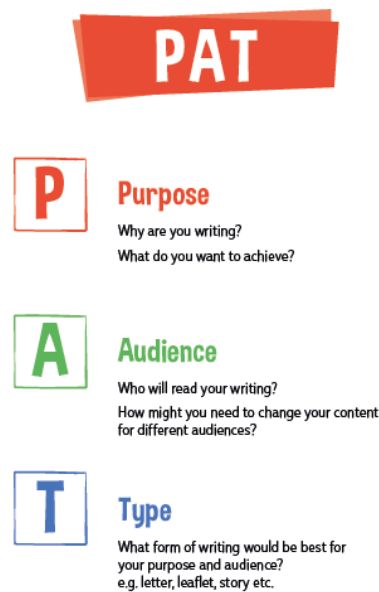
<http://www.talk4writing.co.uk/about/>



# Teaching Writing in Key Stage Two

The primary approach for teaching writing in Key Stage Two is **IPEELL**: *Developing writing strategies with self-regulation in KS2.*

There should always be a purpose for writing and wherever possible a real audience. This dictates what type of writing we use. It may be that the aim is to persuade the head teacher to allow pupils to go on a school visit, or to write a report for a school magazine or another class. Whatever the case, pupils always need to consider:



When these aspects are decided, the IPEELL writing strategy is used to help structure the outcome. It follows six key stages:

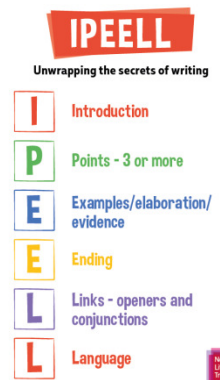
IPEELL: What is it?

Stage 1: Why write?

- Children discuss why writing in a particular type of text is important
- The teacher sets an initial task by asking the children to write on a given topic

Stage 2: Discuss it

- Children are encouraged to read a model text in the same text type
- They analyse in terms of purpose, structure and language features
- They are then introduced to the mnemonics PAT and IPEELL and link to the model text
- Children are introduced to a writing organiser / planning frame
- They create a mark scheme from the features
- Then discuss positive attitudes towards writing



### Stage 3: Model it

- Teachers model positive self-talk
- They then model planning and writing using IPEELL and the mark scheme
- Children are encouraged to score the model report using IPEELL
- The teacher models goal-setting based on the scoring
- Children then score their initial task using the mark scheme
- They are introduced to graphing of scores
- Children then graph their scores and set goals
- They then write a further piece and score it using the mark scheme

**IPEELL Marking Sheet**

Component	Points	Score
I (Introduction)	1	1
P (Point)	3	3
E (Elaborate)	3	3
E (Ending)	1	1
L (Links)	1	1
L (Language)	1	1
<b>Total</b>	<b>10</b>	<b>10</b>

Task	Task 1	Task 2	Task 3	Task 4	Task 5
I	1	1	1	1	1
P	3	3	3	3	3
E	3	3	3	3	3
E	1	1	1	1	1
L	1	1	1	1	1
L	1	1	1	1	1
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>

Score	Frequency
10	1
9	1
8	1
7	1
6	1
5	1
4	1
3	1
2	1
1	1
0	1

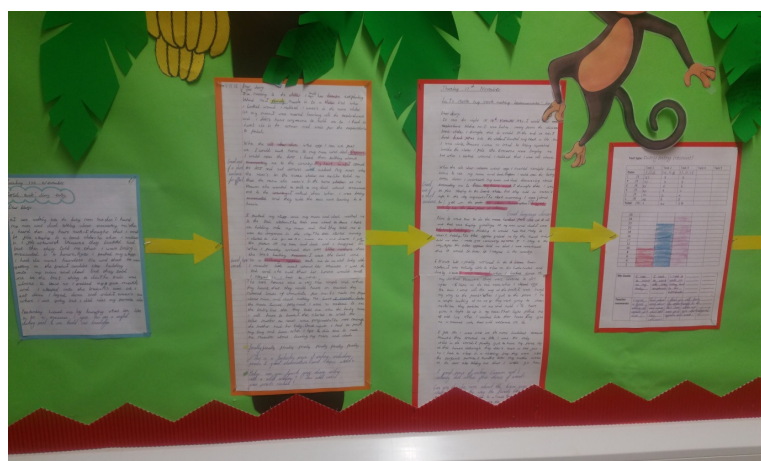
### Stage 4: Memorise it

- Different activities are used to help children memorise IPEELL  
E.g. raps, songs and rhymes

We are the children from Forest School,  
We love writing – it's so cool,  
IPEELL's the answer to our probs,  
We use it in all our writing jobs!  
Give me an I, give me a P,  
Give me an E and an E,  
Links and Language  
Easy Peasy!

### Stage 5: Support it

- Teachers model writing using a self-instruction plan checklist
- Children produce their own self-instruction plan checklist
- The planning frames are faded and eventually removed
- Writing is extended by providing more detailed models and more detailed scoring
- Children are introduced to peer review and scoring
- They refine goal setting
- This is repeated until the strategy is embedded





## Stage 6: Independent practice

- Children write independently

By following this approach it allows pupils the time and space to experience sustained writing as a process. It allows them the opportunity to develop their writing by generating ideas, drafting, revising and publishing.

*"Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."*

**The National Curriculum in England, Framework Document (2013)**

