

**Learning Walk**

On 26 Jan 2018 a group of governors visited school to talk to children about Talk for Writing and to look at their work.

**What did we do?**

Governors visited Y6 and Nursery to view Talk for Writing at both ends of the school and spoke to 3 pupils from Years 1&2.

**SIP links**

Key issue 2: Improve the attainment in Writing for boys in Yr1

Key issue 3: Improve attainment in Reading and Writing for boys in Yr3

Key issue 4: Improve progress for SEN pupils

**Year 6.**

Mrs Baker was conducting a lesson on non-chronological reports. She was in the early stages of a process of Talk for writing which takes about 2 weeks to complete. Children were being instructed on how to “write at length” on a topic. The process is: talk about a subject > know about a subject > write about a subject. Mrs Baker emphasised the importance of SPAG throughout (particularly commas). She encouraged the pupils’ use of “WAGOLL” (*what a good one looks like*) to stress the importance of accuracy and attention to detail. She guided the pupils to build up to complex sentences via simple sentences (I am going to the Metrocentre”) via compound sentences (“I am going to the Metrocentre, so I can buy some socks”). Pupils practised on whiteboards so errors could easily be erased. Pupils grasped the principles of “building blocks” or “scaffolding” for writing – dividing an example text into its constituent parts. Mrs Baker wove other topics (eg science – classification) into the lesson. Pupils worked on their own or in pairs and checked each other’s work. Mrs Baker encouraged pupils to mark up the text they were working on and use annotations.

**Nursery** children were using Talk for Writing with a story. Pupils were familiar with the story (“Cock-a-moo-moo”. They had learnt the actions for different animals and actions e.g cow, pig, fox, duck, running. The children had just finished a phonics class where they had learnt the letter “Q” and Mrs Henzell and Mrs Milligan integrated the “Q” sound with “Quack” in the story. Mrs Milligan teamed actions with sounds and words to familiarise pupils with them. Mrs Henzell explained the process of oral rehearsal > new vocabulary > story mapping and showed us example work. She demonstrated how story mapping was used in reception and we noted the good progress made by children over the course of the academic year. Mrs Henzell also explained how the 2-week cycle was used in EYFS to learn a story and practise movements, to developing the story on a story map. She tied T4W into the class themes e.g. studying a book about Jack Frost as part of a theme on winter.

**Pupil Discussion**

We met 3 pupils (2 from Y2, 1 from Y1). Pupils were familiar with the principles of talk for writing and were able to identify the process of talking about a story and using it as a basis for writing. The Y2 pupils were able to talk about the story they had been working on (Man Over The Moon) and how they had used the basis of the story to develop their own writing – in this case, they had considered what the Man Over the Moon might have thought and felt if he visited the ocean. The pupil in Y1 was able to identify the actions for the story she had been working on (about pirates). The children seemed enthusiastic about Talk for Writing and understood the process, if not perhaps the desired outcome.

**Any questions?**

We asked the children about Talk for Writing.

**Future visits?**

It would be interesting to see completed writing tasks.

**Comments**

It was a very useful visit as we had information about Talk for Writing and were able to speak to the children about it.