



Gardenrose Primary School

Talk for Writing™

A Parents' Guide

February 2021

About Talk for Writing

“Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. 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.”

- www.talk4writing.com

Talk for Writing starts with enjoying and sharing stories of a similar style e.g. journey stories. Children learn to tell a story off by heart using expression and actions. Once the story is learnt, the children are encouraged to adapt it to make it their own, for example by changing the characters or the setting.

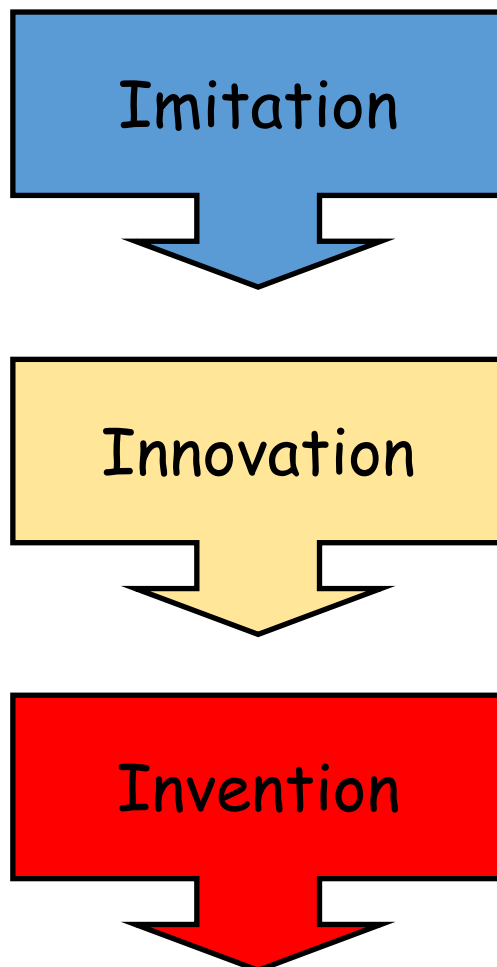
Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the text, followed by shared writing with their teacher to show them how to craft their writing, children are helped to write in the same style.

For Talk for Writing to be successful, it must be a whole school approach, so every class in Gardenrose Primary will be taught using the T4W approach. This allows children of all abilities to learn, create and improve their writing.

The Talk for Writing Process

Talk for Writing starts with enjoying and sharing stories. This is at its core and we encourage all children, no matter what age, to be reading regularly at home. This will be a key element in developing their writing. Through reading a variety of story styles, we want children to build up an extensive and rich vocabulary for use in their own writing.

There are three stages in the Talk for Writing process



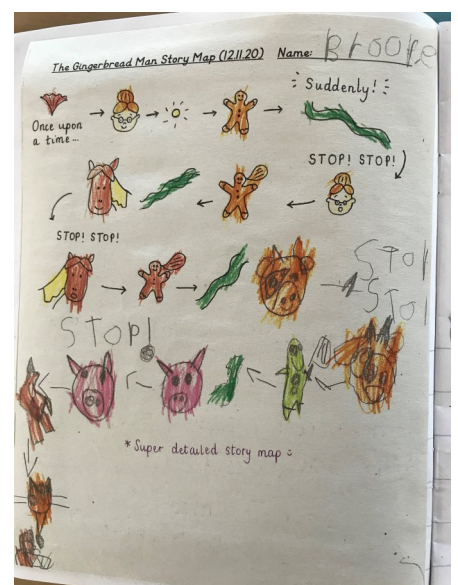
Imitation

It is important to have an engaging and stimulating start to the unit, to hook the children and excite them.

The imitation stage allows the children to become immersed in the text type to be focussed on. The children listen to, learn and retell a model text off by heart. This allows them to memorise and internalise the language and sentence patterns that feature in this type of text. Later the children will then use these in their own writing.

When learning and retelling a model text, a multi-sensory approach is used:

- A visual story map
- Actions/puppets
- Lively, animated expression



As the children become familiar with the model text they will carry out a range of activities. These activities can usually be categorised as 'reading as a reader' and 'reading as a writer'.

Reading as a Reader

- Encourages children to understand the text
- Children analyse and unpick the features of the model text
- Elements of drama and short burst writing
- Identify and develop spelling, punctuation and grammar skills

Reading as a Writer

- Children think about the writer's toolkit
- Think about how they can create something similar
- Analyse structure of the text
- Plot the text onto a story mountain or **boxing up** grid (see glossary)
- Children **magpie** (borrow) what they need from the text when writing their own

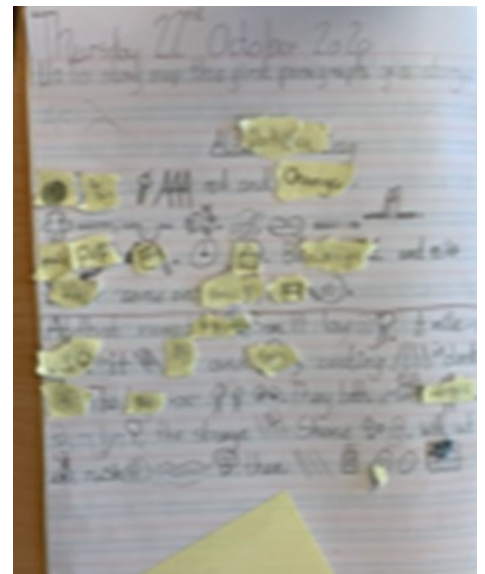
Innovation

Once children have internalised the model text, they are ready to start using it to support their own writing.

During the innovation stage, the children change the model text to create their own versions. Younger children or less confident writers may need to stay close to the structure and vocabulary used in the model text to build confidence and understanding. More confident writers will move away from the model text fairly quickly and want to explore their own ideas or ways of writing.

Ways of innovating

- Substitution - change setting/ character
- Addition - add something new to the story
- Alteration - changing a part e.g. different end
- Viewpoint - writing from a different character's point of view



When planning their innovation, children will use and adapt their story map, mountain or boxing up grid that they created during the imitation stage.

Shared Writing

During innovation, teachers will model writing through shared writing. This is completed by the whole class but the teacher will keep questioning and taking ideas from the children until they get the best ideas and sentences. This demonstrates that our first ideas are not always our best.

Shared writing also models the importance of re-reading your work and editing.

Children then have the opportunity to write their own innovated text, often bit by bit. Next steps and feedback will always be shared.

It is important during this stage that all examples of shared writing, story maps, vocabulary banks and sentence examples are on display for children to make use of whilst writing and editing their work. Children are also encouraged to rehearse their work orally with a partner to gain further feedback.

Invention

The final stage of the process provides the children with the opportunity to use all the skills they have learnt throughout the unit to create an independent piece of writing. This stage allows the children to demonstrate their knowledge, skills and creativity.

The invented piece is less restricted than the innovation and children have the freedom to plan their own story that is the same genre but not closely linked to the model text.

They will have opportunity to draft and edit their work both independently and with their peers.

At the end of the unit, all children's work should be published or displayed.

This is a valuable part of the process as it gives their writing meaning and purpose.

To plan a 'portal' tale using the detailed structure. Name: Serena Date: 6.10.20

Opening	One misty morning, Sam was walking through the village.
Build up	All of a sudden, he saw a white, wooden door on a mossy tree, safely he opened the door.
Problem	Inside was a black stained glass table with cupcakes with chocolate icing, tall glasses with lemonade and strawberry buns and chocolate chip cookies.
Resolution	On a colourful carpet he found a magical ice sculpture with a goldid piece of paper that said look were you wish but dont touch a disk.
Ending	Sam broke the rules then he remembered what he had been told he found a nuther portal that led to his home and also found magical apple pips, then he put them

Friday 9th October 2020

Helping at Home

- Read, read read - Talk for Writing begins and ends with enjoying stories and reading books. Children who read for pleasure are also more likely to succeed as writers because of the way in which reading promotes language development
- If your child brings home story maps then allow them to share and practise them with you
- Play with words and vocabulary - who can find the best word to describe something?
- Consider how often your child sees you read for enjoyment or write. Be a good role model.



Glossary

Magpie: words or phrases from other texts or from their peers that the children can borrow to use in their own writing

Story map: the story/text that is being learnt is turned into pictures to create 'memory triggers' for the children to remember the next part of the story

Story mountain: similar to the story map but drawn as a mountain to show the journey the story takes until the conclusion on the other side of the mountain

Boxing up: the story is broken down into sections or boxes to support children with paragraphs