

## Why Talk for Writing at Holy Trinity Primary School?

We want to help all our children to develop into thoughtful readers and creative writers and it is through the Talk for Writing approach that we believe we can achieve this. Through its multi-sensory and interactive teaching, it enables children of all ages and abilities to learn to write a wide range of story/text types using various methods including:

- listening to and learning texts and stories;
- taking part in drama and role-play;
- drawing and story mapping;
- collecting words and language strategies and
- building their working knowledge of grammar.

At Holy Trinity, we are all very enthusiastic about this approach as it brings out the best in the children and the teachers (who have to write model texts for the children to use as the basis of their own writing) – we are all writers together! Writing becomes a joint adventure and the results are exciting when the children begin each journey!

## What exactly is it?

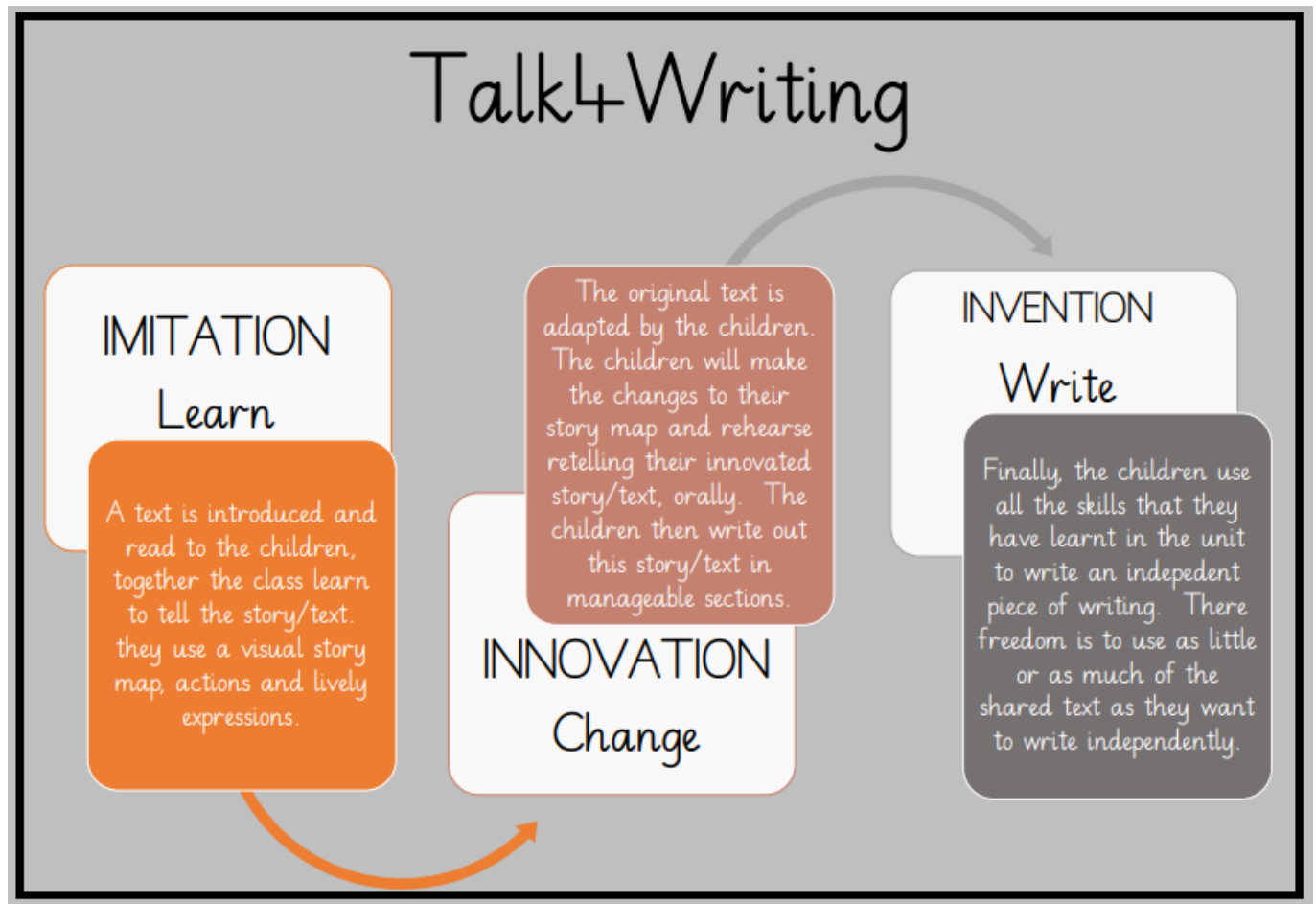
Talk for Writing is an innovative approach to teaching writing developed by the literacy specialist and writer Pie Corbett. It uses high quality model texts to introduce the children to different story/text types which they then learn off by heart and scrutinise with a writer's critical eye.

You can find out more about Talk4Writing at <https://www.talk4writing.com/about/>

The children learn the underlying structures and the process of planning using story maps. They also learn about the key strategies for creating interesting characters and settings and how to use a range of sentence types to create different effects including suspense or adventure.

# Process



Talk for Writing has three key phases which work together to develop knowledge, confidence and independence in writing:



1. **Imitation** We usually like to start our Talk for Writing units with a 'wow' starter which fires up the creativity and imagination of the children before they immerse themselves in the model text. During this phase the children learn a model text using actions and story maps. The key to success for the children is that they internalise the text type through repetition and rehearsal. They explore the structure of the narrative and investigate the different characters, settings and events. They also begin to look closely at the language used and the effect this has on the reader. We call this process 'read as a writer'. The classroom becomes a dynamic, interactive resource filled with word ideas, sentence types and language tools collected by the children to use in their stories later.

2. **Innovation** During this phase the teacher and the children begin to change aspects of the model text using their own ideas. They explore the text using different characters, settings or events and new ideas for descriptive language whilst sticking closely to the underlying structure. It is during this phase that the children work using their toolkits. The toolkits, based on the features and ingredients of the model text, remind children of the different strategies they could use in their stories and helps them to see the progress they are making.

3. **Invention** During the invent sessions the children plan and write their own story based on the text type they have been learning. They experiment with the ideas and begin to explore their own style of writing using sentence types from the model text.

The Talk for Writing process			
Key stages	The underpinning process	Essential features	Useful ideas
<b>Imitation</b> 	<ul style="list-style-type: none"> <li>• <b>Cold task</b> to establish key features of model text/processes to focus on</li> <li>• Hook to interest pupils</li> <li>• Warm up topic, words, phrases &amp; display</li> <li>• Internalise model text/process</li> <li>• Read as a reader to ensure comprehension</li> <li>• Read as a writer: Box-up structure, &amp; analyse ingredients</li> </ul>	<ul style="list-style-type: none"> <li>○ set a task where provide some content but no help in expressing/ doing</li> <li>○ earlier work of a similar type</li> <li>○ games and activities that involve pupils saying the words and phrases in context; display</li> <li>○ Daily spelling and sentences games at primary and secondary English as appropriate</li> <li>○ Text map and actions</li> <li>○ Book talk approach to encourage open discussion</li> <li>○ colour code model text once class analysed it, eg: <b>Brown = structure; Pink = links ; Green = effective phrases; Blue = technical vocabulary</b></li> <li>○ <b>Plan it; Link it; Express it; Check it</b></li> <li>○ Focus on techniques not grammar features</li> <li>○ Shared planning &amp; writing &amp; model how to talk about the ingredients; all views valid</li> <li>○ Increasingly model how to move away from the model</li> <li>○ Provide a range of different models; support visually</li> <li>○ Use toolkit as model of key ingredients</li> <li>○ Provide time to act on initial feedback so pupils improve work</li> <li>○ Devise a range of explaining to others activities</li> <li>○ <b>pupils compare cold &amp; hot tasks</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ never heard word grids; cloze; sorting/ clumping activities; word dominoes; icons &amp; mime; drama; etc</li> <li>➤ Display words/ phrases on washing line</li> <li>➤ hear it , map it &amp; recall word for word</li> <li>➤ see it , map it and recall gist</li> <li>➤ One box per paragraph/ key section</li> <li>➤ Highlight generic features/ sentence signposts</li> <li>➤ Identify ingredients</li> <li>➤ Writing journals/ magpie books</li> <li>➤ Talking partners</li> <li>➤ Pink for progress; green for growth</li> <li>➤ Post-it notes to indicate ingredients</li> <li>➤ Pupils comment on own work before hand in</li> <li>➤ Use same two colours eg pink and green</li> <li>➤ mini lessons/ guided writing</li> <li>➤ visiting professor; each one teach one; word dominoes; summarising activities; annotate exemplar; present work and analyse etc.</li> <li>➤ invention/independence indicator to encourage pupils not to hug close to model</li> </ul>
<b>Innovation</b> 	<ul style="list-style-type: none"> <li>• Co-construct toolkit &amp; display</li> <li>• Show class how to innovate on model</li> <li>• Pupils produce own version</li> <li>• Share with partner</li> <li>• Teacher assesses</li> <li>• Focused teaching based on assessment</li> <li>• Consolidate learning</li> <li>• <b>Hot task</b> to show progress</li> </ul>		
<b>Independent application</b>			

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## 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 develops language development. If your child brings home text 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?

**Be a good role model** - Consider how often your child sees you write in the modern age.

Encourage your child to **magpie** ideas... (steal/copy ideas 😊)

