



Talk

4

Writing

Across the Federation, we are having a big focus on Literacy, especially Reading. A positive consequence of this is that the children's writing will improve. We aim to develop the skill and enjoyment of writing across the school using:

# Talk 4 Writing

## Good writers:

- \* enjoy writing and find the process creative, enriching and fulfilling; •
- \* read widely, recognise good writing, and understand what makes it good; •
- \* are aware of the key features of different genres and text types; •
- \* learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its • **models in their own work**;
- \* have 'something to say' (a purpose and audience); •
- \* know how to develop their ideas; •
- \* know how to plan and prepare for writing; •
- \* make informed choices about what they are writing, as they write (for example, about vocabulary, • **grammar, text structure, etc.**);
- \* understand how to reflect upon, refine and improve their own work; •
- \* can respond to the constructive criticism of others. •

For **experienced writers**, many of these processes are internal and automatic. For example, they can hold an internal dialogue with themselves about the language choices available and consider how effective a particular word or phrase will be or how well it reads.

However, for **developing writers** it is very helpful for these processes to be explored through talk in a supportive learning context. This involves externalising and sharing the thinking involved in the writing process so that ultimately it can be internalised and individualised again. **Children need to explore and practise these skills through talk before they can apply them in their writing.**

# What is Talk 4 Writing?

It's the developmental exploration, through talk, of the thinking and creative processes involved in being a writer that we are calling *Talk for writing*.

## Who is Pie Corbett?

- Poet
- Author
- Educationalist



# Talk 4 Writing?

- ▶ Was developed by Pie Corbett
- ▶ It is a programme based on the principles of how children learn
- ▶ It enables children to imitate the language they need orally
- ▶ They can then read and analyse, before writing their own version

# Talk 4 Writing?

- ▶ Often begins with a “cold” or unaided task
- ▶ From this teachers produce individual targets and teaching points
- ▶ For example using description, or joining sentences using coordinating conjunctions and, but, so, or, for, nor, yet.

## Talk 4 Writing?

### What does it 'look' like?

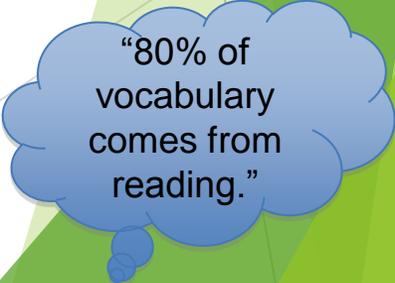
- ▶ Through its multi-sensory and interactive teaching it enables children of all ages and abilities to learn to write a wide range of story/text types using various methods including:
- ▶ listening to and learning texts and stories;
- ▶ taking part in drama and role-play;
- ▶ drawing and story mapping;
- ▶ collecting words and language strategies
- ▶ building their working knowledge of grammar.

# The different stages

## The 3 stages of the Talk-for-Writing approach

- **Imitation:** model text – learn text orally to internalise the language patterns .  
**Reading out loud, drama (kinaesthetic), discussing the text, story maps (visual) mini-whiteboard work** etc.
- **Innovation:** show the children how to innovate on the pattern through **shared writing and then they write their own version**. T will model their attempt and he thought processes they go through. Then shared writing where the children will assist the teacher in creating the next part.
- **Invention** (independent application) children can write this type of text on their **own using the skills and vocab developed** throughout the work that week and entire unit (purple book). Writing lessons now have “teach, write” approach, where the chn have the opportunity to practice what hey have been learning.
- Let’s explore each of these a little more...

Move from **DEPENDENCE**  to **INDEPENDENCE**



“80% of vocabulary comes from reading.”

## Talk 4 Writing - Modelling Innovation

▶ Comprises looking at the five points of the story: Opening, Build up, Problems, Resolution, Ending.

▶ Making a 'story map' and then working-together to change the story.

▶ from imitation  innovation



▶ Devise activities to deepen understanding of

▶ Comprehension of the text - reading as a reader

▶ The pattern of language of text type being focused on - reading as a writer

▶ The language features being focused on - daily word and sentence work

▶ Reading as a writer - analyse the structure and language features:

▶ Structure - Plan it

▶ story mountains - ensure you build in progression

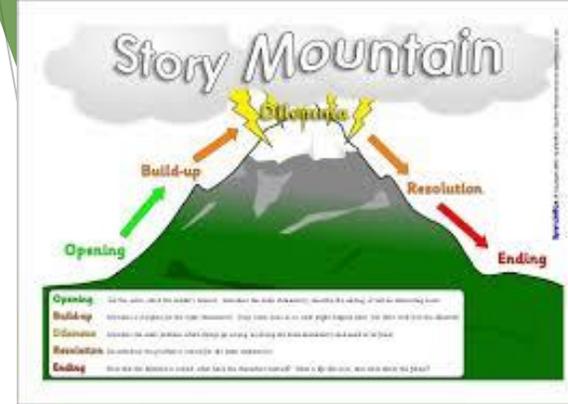
▶ Key features

▶ Toolkits - learning walls, MAGPIE vocab

▶ co-construct the ingredients so the children understand

▶ show the children how to choose which to use: *“What are the features that would help make this writing effective?”*

▶ Beware of a plethora of reductive tick-list success criteria Involve the children by co-constructing the optional toolkit. The only “you must” criteria which could be ticked off are the fixed features of the basic writing rules (or everyday toolkit)



Shared Writing



Guided Writing



Just reading stories is not enough....???

Internalising Language

Learn language by: - Hear it, say it, read it, explore it.

Memorable, meaningful repetition - recapping and rehearsing key vocab.

Grammar.

Experience language deeply and attentively.

Replicate children's repetitive desire for stories.

# Talk 4 Writing - Modelling

## Invention (Final Stage)

- ▶ Encourages the children to work individually on the story making it their own
- ▶ Culminating in the 'hot' (they now have the skills) writing task - another unaided piece of writing where they show what they know.

### ▶ **Simple substitution**

(hug closely to the original text)



### **Significant rewrite**

(be adventurous and create an original)

- Use a ‘ who ‘ clause.

Stargazer, who was only twelve that year, chased the go cart down the hill.

- Use an ‘ ing ‘ clause.

Stargazer, grabbing the burning flame, darted back into the cave without a moment’s thought.

- Use an ‘ ed’ clause.

Stargazer, exhausted from running so far, sat down on a cold rock and waited.

- Use descriptive phrases. Stargazer, quick and alert, spun round.

Stargazer, with his long purple eyelashes, stared at the alien.

- Use similes Stargazer, as quick as a cat, pounced on the small creature.

Using other figurative language devices (metaphor, simile, personification etc) to create imagery.

# Talk for Writing - how to raise standards

1. Motivation – self-image as a Writer.
2. Rich experiential and imaginative curriculum.
3. Increase reading – links to new book band system in school
4. Learn and develop texts orally – discuss with chn
5. Daily phonics/spelling/sentence/creative games
6. Shared/guided writing.
7. Formative assessment/ writer talk

Developing from:

The small, brown mouse ate the smelly cheese.

to

Keeping his coal-black eyes glued to the cat flap, the small, brown dormouse with tiny teeth nervously nibbled the pungent stilton.