

Glossary

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

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

Boxing up: The story broken down into sections or boxes to support children with paragraphs.

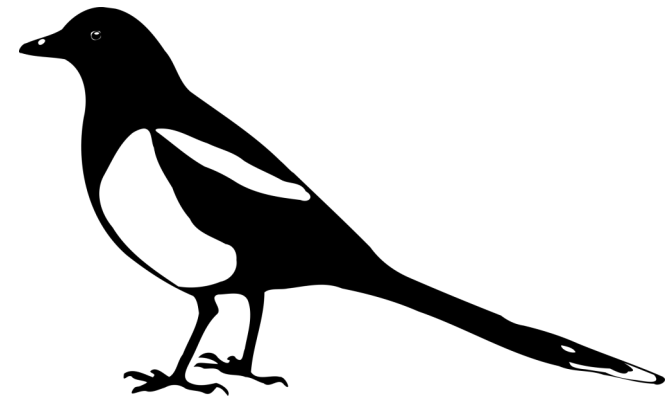
Tool kits: Key features that should be included in order to write that text type correctly.

Washing lines: A way of displaying the story map, tool kit, key vocabulary, model texts so the children can refer to them at all times.



Green Ridge Primary Academy

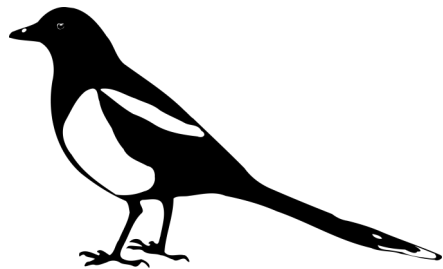
Talk for Writing:
A Guide for Parents



"Telling Stories, Writing Stories!"

Helping at Home

- Read, read, read - Talk for Writing begins and ends with enjoying stories and reading books. Chil-dren 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?
- Consider how often your child sees you write in the modern age. Be a good role model.



For further information visit:

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

About Talk for Writing

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 tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

‘Talk for Writing’ was developed by the author Pie Corbett. It is a fun, creative yet also rigorous approach to develop writers.

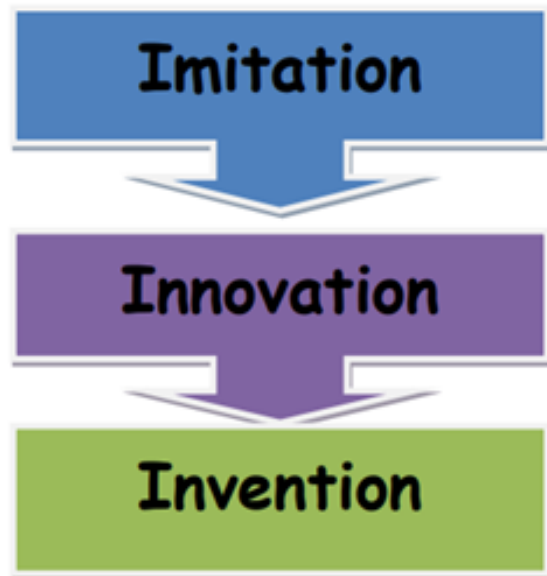
‘Talk for Writing’ starts with enjoying and sharing stories. Children learn to tell a story off by heart. They tell the story with expression and actions. Once a story is learnt the children are encouraged to adapt it to make it their own, for example by changing the characters or the setting.

The Building Blocks

Talk for Writing starts with enjoying and sharing stories. There is a strong emphasis on children reading stories and enjoying a range of literature. Through regular reading, we want children to build up an extensive and rich vocabulary for use in their own writing. Reading regularly at home, no matter what age your child is, is the key element in developing their writing.

The Talk for Writing Process:

There are three stages in the Talk for Writing process:



Invention

The final stage of the process provides the children with the opportunity for them 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 of writing is less restricted than the innovation and the children have the freedom to plan their own story or text that is the same genre but not another innovation.

During the invention stage the children are given opportunities to draft and edit their own work. Editing and improving is an essential skill for all year groups. Children are expected to check their own work by themselves or with a peer to support.

At the end of the unit, the children's work should be published or displayed. Publishing is a valuable part of the process as it gives their writing meaning and purpose.

After the Talk for Writing unit has been completed the children will be given opportunities to apply it across the unit. This will enable them to further embed their learning.

Imitation

During innovation, teachers model writing through shared writing. Shared writing is writing completed by the whole class but the class teacher will keep question-ing and taking ideas until the class get the very best ideas and sentences to be written. This demonstrates that our first ideas are not always the best. Shared writing also models the importance of re-reading your work and editing.

The children will then be given opportunities to write their innovated text, often bit by bit. The teacher will work with the children on their next steps and feed-back about the writing will be given to the child.

Throughout Talk for Writing, but especially during inno-vation, flip chart pages are added to washing lines to support the children when they come to write. These pages may include: the shared writing; text maps; story mountains; boxing up grids; vocabulary banks and sen-tence examples.

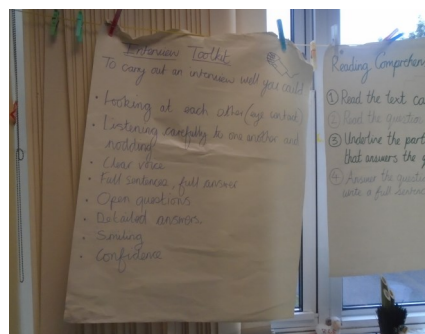
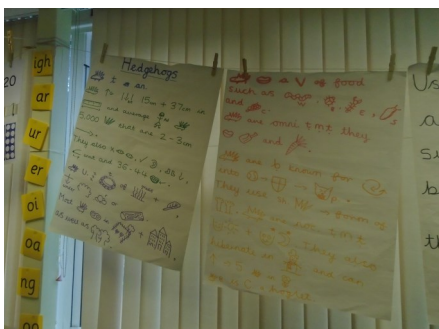
Prior to beginning a unit of work, the teacher will carry out an assessment to identify the children's strengths and their next steps. These findings are used to plan a unit of work that is tailored specifically to the children's needs.

Once the teacher has carried out an assessment and has established an engaging start, a typical Talk-for-Writing unit will begin.

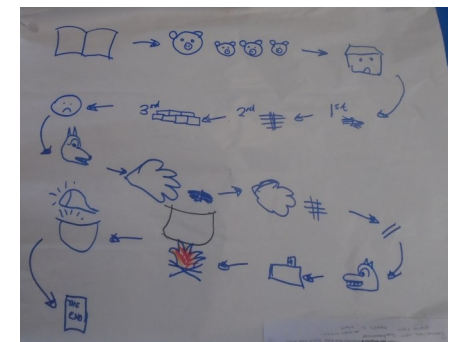
The imitation stage allows the children to become im-mersed in the text type that will be focussed on throughout the unit. The children will listen to, learn and re-tell a model text off by heart so that they can memorise and internalise the language and sentence patterns of the text type. Later, the children will be able to apply these in their own writing.

When learning and retelling a model text a multisensory approach is used:

- A Visual story/ text map
- Actions
- Lively, animated ex-pression.



Washing lines



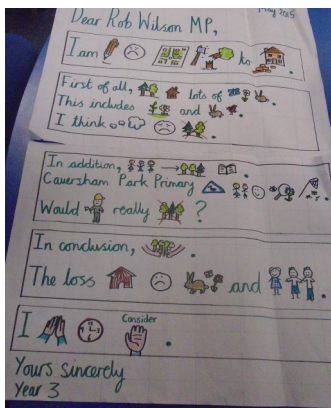
A story map.

Innovation

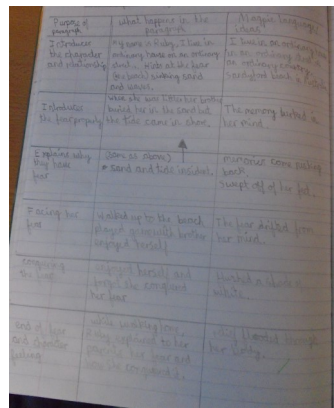
As the children become familiar with the text they will carry out a wide range of activities. These activities can usually be categorised as 'reading as a reader' and 'reading as a writer'.

Reading as a reader encourages the children to understand the text and the characters at a deeper level. It requires the children to analyse and unpick the model text and its features. It should also include elements of drama and short burst writing. There are also opportunities to identify and develop SPaG (spelling, punctuation and grammar) skills.

Reading as a writer gets the children thinking about a writer's toolkit and how they would be able to recreate something just as effectively. They analyse the structure of the text and plot it on to a story mountain or boxing up grid. This enables the children to magpie (borrow) what they need from the text when writing their own.



A non-fiction text map.



Boxing up

Once the children have internalised the model text, they are then 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 writers or less confident writers may need to stay close to the structure and the vocabulary used in the model text to build confidence and understanding. More confident writers will come away from the model text and want to explore their own ideas or ways of writing. Different ways of innovating include:

- Substitution— change the settings or characters
- Addition— add in something new to the story
- Alteration—changing a part of the story e.g. a different ending
- Viewpoint—writing from a different person or character's point of view.

When planning an innovation, the children will use and adapt the text map, story mountain or boxing up grid that they created during the imitation stage. They will continue to rehearse this orally.



Post-it notes indicate where the story map has been innovated.