

## Talk For Writing

*At Standhill Infants we work hard to support children to develop high standards of writing. This closely links with our emphasis on quality oracy skills, reading skills and encouraging a joy of reading. We therefore use a world- wide programme called 'TALK FOR WRITING'.*

*Talk for Writing' was developed by the author Pie Corbett. It is a fun, creative yet also rigorous approach to develop our children's skills as writers.*



### What does it look like?

Talk for Writing' starts with enjoying and sharing stories. We begin with a 'WOW' moment to engage the children's interest and imagination. It may be that they come to school to find paw prints around the setting or a big hole in the outside area. Straight away children start talking about what is happening and generating questions and responses.

Children then learn to tell a story off by heart. They tell the story with expression and actions. We have agreed actions for key connectives that are shared with children and visible throughout school. (please see accompanying photos).

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.

You may have heard the children talking about the key stages:

***Imitation, Innovation and Invention.***

Alongside this runs **Independent Application**. As children become more confident and sophisticated writers the scaffolds are gently removed.



*The Talk for Writing process*

www.talk4writing.com

## STAGE 1 - IMITATION

At this stage a text is introduced and read many times to the children so they become familiar and confident with the language and structure. This is also supported with hands on opportunities to embed the story using small world, role-play and puppets. Together the children learn to re-tell the story orally.

To help the children remember the text a multisensory approach is used:

- A visual story map
- Actions
- A focus on lively, animated expression

Below is an example of a simple story map for 'The Papaya That Spoke'. We also use maps for non-fiction texts and recounts.



As children learn the stories thoroughly, they develop the use of specific language and sentence structures, which they can then use in

their own writing. *Children need to be orally confident before they can put pen to paper.*

## **STAGE 2 - Innovation**

In this stage the original text is adapted. This could start with a simple change of character or setting. We make changes to our story maps and rehearse re-telling the innovated story orally. When ready, the children then write out the innovated story in manageable sections. It is a very supportive and structured approach so children gain confidence and know what they need to do. As with the Imitation Stage, children are given lots of hands on approaches to develop their confidence telling the innovated version.

*Below is an example of an innovated Class story map where the Three Little Pigs have been changed to the Three Mr Men characters.*



## **STAGE 3 - Invention**

*The final stage is the invention stage where the children use all the skills they have learnt over the unit to write an independent piece. There is the freedom to draw upon their own ideas and experiences, or they can 'hug closely' to the shared text should they need to. Once the children are finished with their 'invention' piece of writing, they are given opportunity to edit their final piece.*

### What can you do to help?

Reading, reading, reading !!!

'Talk for Writing' begins and ends with enjoying stories and reading books. Children who are read to regularly before coming to school are the most likely to succeed in education. Children who read for pleasure are also more likely to succeed as writers because of the way in which reading develops language development. We encourage all parents to read to and with their children every day, whatever their age or ability. This commitment to the enjoyment and sharing of books is proven to make a huge difference to academic success and future life quality.



Thank you for your on-going support!

