

TALK FOR WRITING



*A Guide for Staff, Trainee Teachers,
Parents and Children*

St Cleopas Church of England
Primary School

One of our school development targets is to 'further improve and develop writing'. In order to do this, we have teamed up with the DGT collaborative to join a nationwide project called 'Talk for Writing', which has a proven record of accelerating children's learning in writing.

'Talk for Writing' was developed by the author Pie Corbett. It is fun and creative yet also has a rigorous approach to develop our young writers.



Pie Corbett

“Telling Stories, Writing Stories!”

What's it all about?

'Talk for Writing' starts with enjoying and sharing stories. You may have already heard the children talking about the key stages of the programme: imitation, innovation and invention.

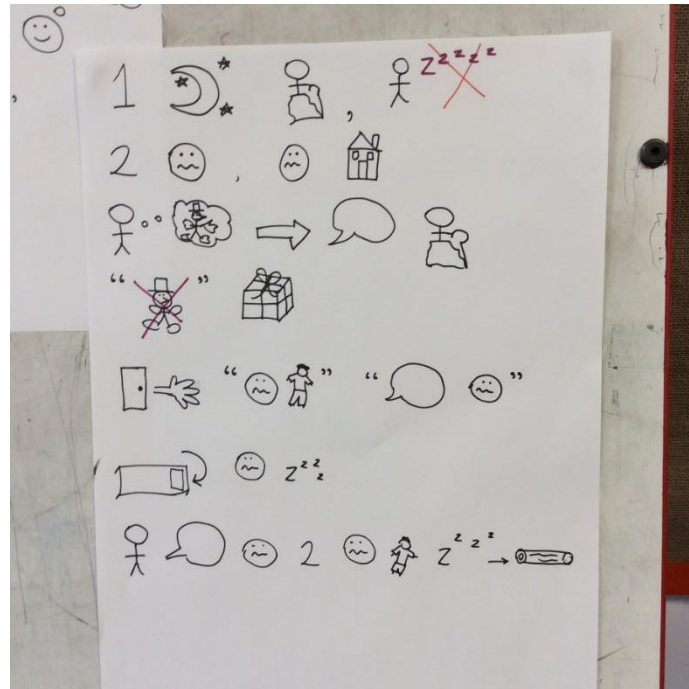
Imitation

Telling a story

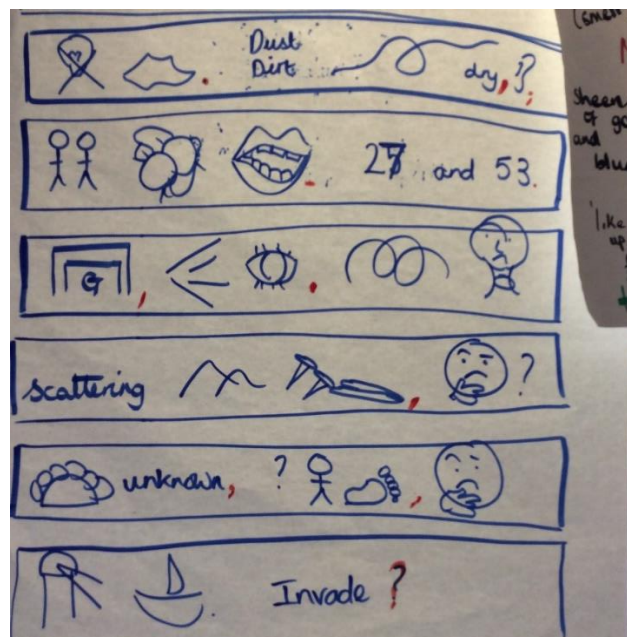
A text is introduced and read to the children. Together the class learn to tell the story. To help the children remember the text, a multi-sensory approach is used:

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

Children create a text map of a story with their teacher.



Year 3 example text map



Year 6 example text map

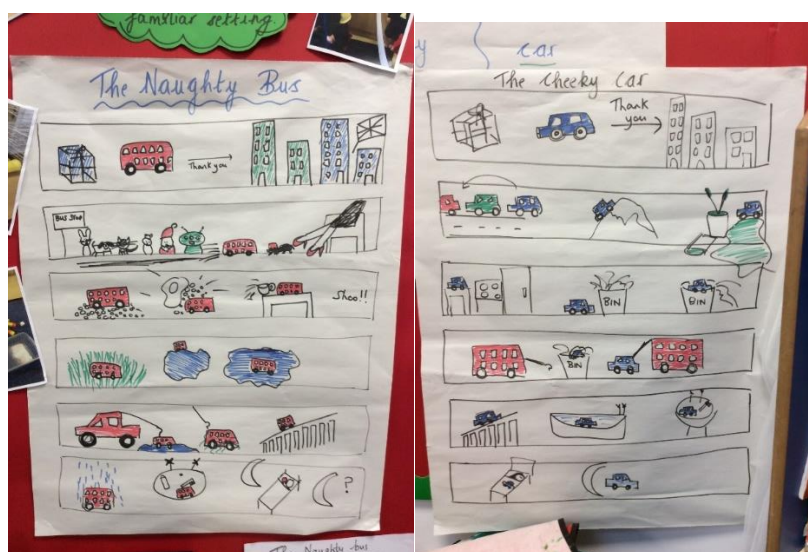


Reception learning to re-tell the story with expression and actions as part of the imitation stage.

As children learn the stories word for word, they develop the use of specific sentence structures, which they can then use in their own writing. The principle is that if a child can tell a story, they will be able to write a story.

Innovation

Changing a story



Year 1 example of an innovated story – “The Naughty Bus” became “The Cheeky car!”

In this stage the original text is adapted by the children. This could start with a simple change of character or for the older children it may involve telling the story from a different view-point.

Children will make changes to their story map and rehearse retelling their innovated story orally.



A Y3 boy's innovated independent story map

Children then write out the innovated story in manageable sections-or 'boxing up'.

Friday 21st September 2018
LO: to box-up our story

	Our Story	New Story
Title	The Stone Age Boy	The secret cave The Cave man The day I met a caveman
opening	A boy falls down a hole.	A class of children arrive at a cave (Lascaux) picnic area
Event 1	He is in a cave and meets a girl (strange) outside.	A girl (Anna) follows Mysterious giant foot prints
Event 2	girl (om) takes boy to her family who are cooking on fire.	Leads to inside a cave where they see cave paintings and meet a cave man
Event 3	The family teach the boy how to make fire and how to hunt.	The cave men teaches Anna how to paint a story The stone age way.
Event 4	The girl and boy go to a cave. They see cave paintings and a bear appears.	A woolly Mammoth enters the cave and scares Anna.
ending	Boy falls back down hole. Goes home and tells his Mum and Dad about it.	Anna runs back to the picnic area to tell her friends all about the cave man.

Boxing up in Y3

Pupils receive next day feedback at this stage and there is an opportunity to respond to this marking, before writing the next section.

Thursday 4th October 2018 The day I met a grizzly caveman

sense

It big sunny day time there was a boy called Aaron he was kind and helpful. In the morning his mum said he was going to his granddads house. He was a bit first Aaron arrived at his granddads. he went in to the little shed. Aaron loved playing with glint stones in his granddads he saw a glint stones his granddads said do not touch them his granddads said because he loved playing with glint stones he touched it. Vanished and played with glint stones later Aaron was in his granddads shed told not to touch but he just did so his granddads play with glint. Aaron woke up and saw a girl called Anna she took Aaron to her family it was very big family her family gave him some fresh stuff they ran out of the they ran near a pond. like was a pond. they all ran out of the little pond some fish in the pond. Anna said that she was going to kill some fish. they to Aaron went to close he really fell in but he did fall in. it was a bit of a mess. it was a bit of a mess.

All of this is repeated and doesn't make sense

Edited work in Y3

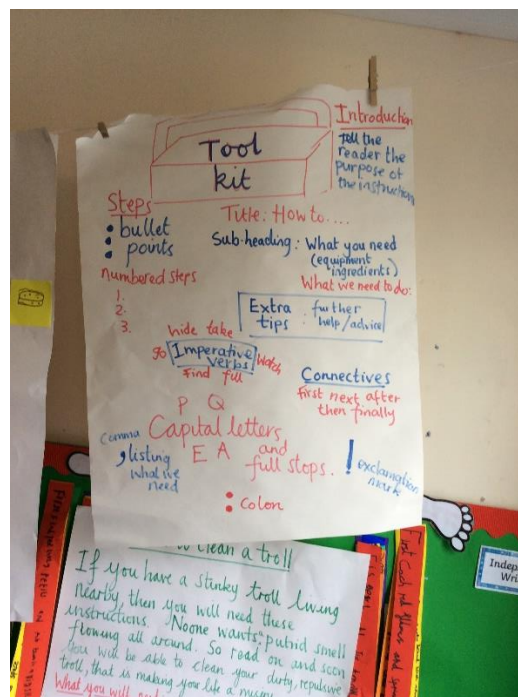
It is a supportive and structured approach so children gain confidence and know what they need to do in order to get better.

Invention

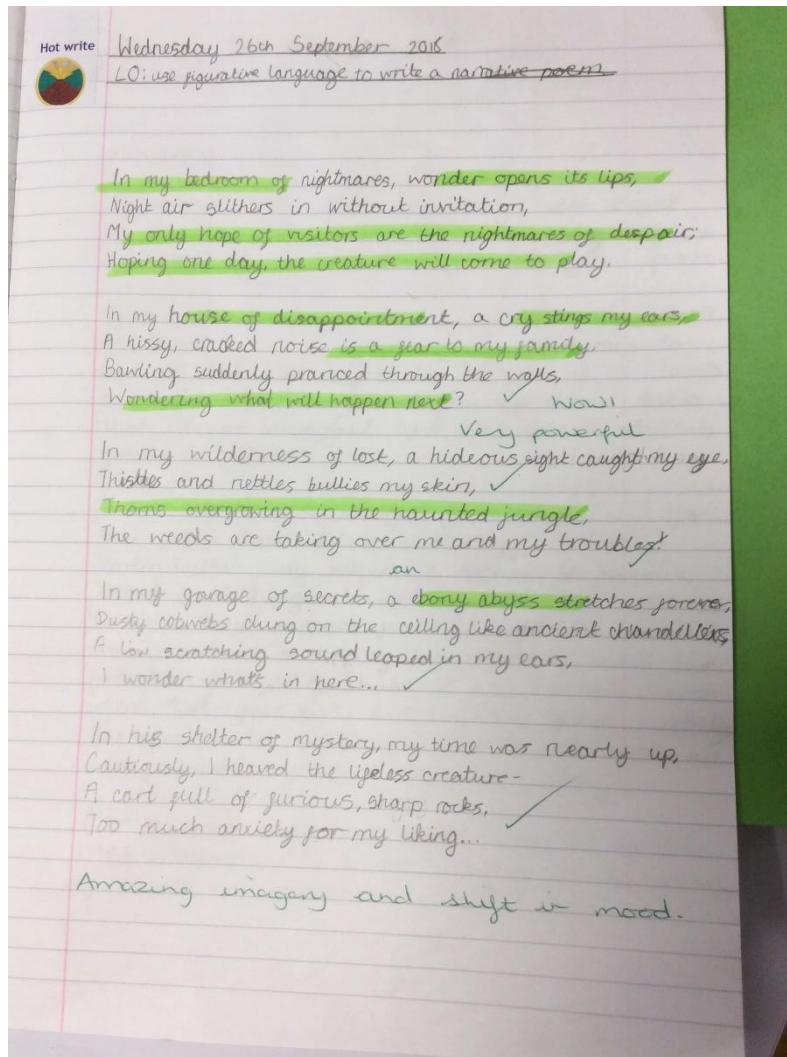
Writing my own story

The final stage is the invention stage where the children use all the skills they have learnt over the last 3 weeks 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.



Teachers work with Children to create toolkits to support independent writing like this one in Y3P



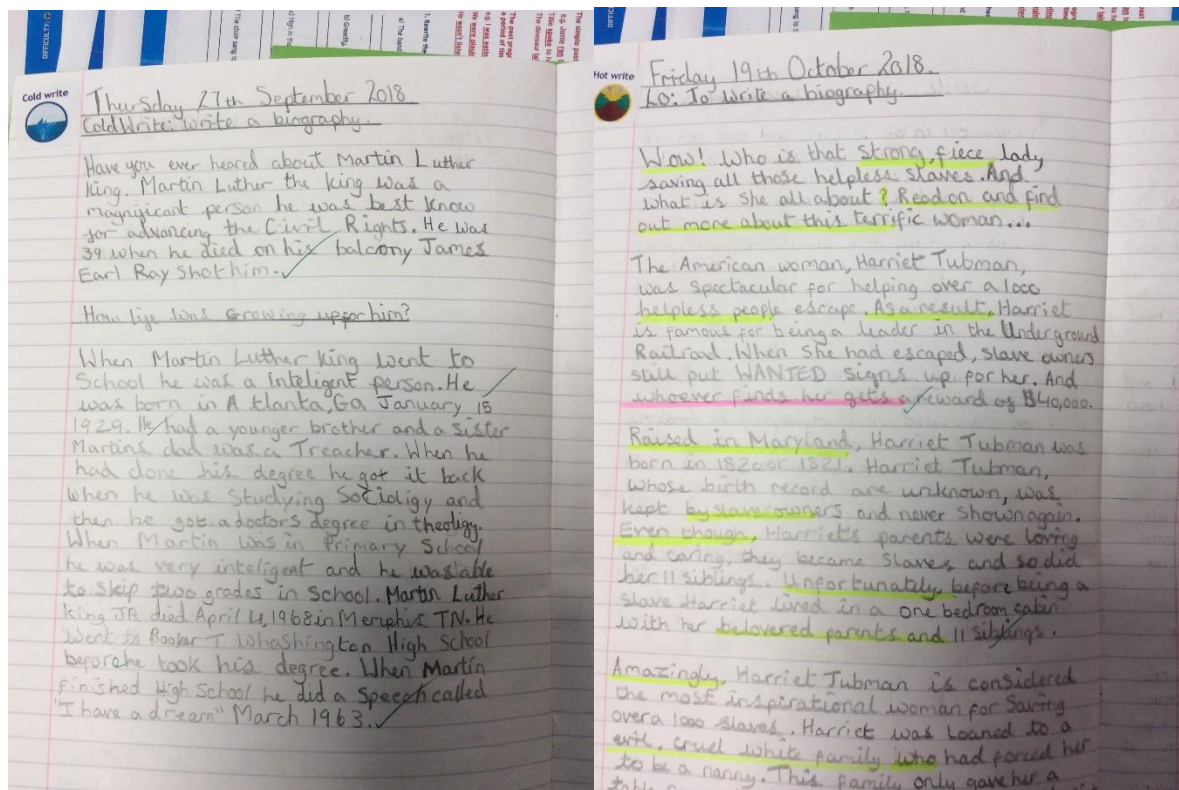
Y6 example of independent writing during the invention stage

Timings

Each fiction or non-fiction unit is taught daily for three weeks. You can see which text type and specific text your child is learning on our Curriculum Map, located on the school website.

Children are pre-assessed against a 'cold' independent write- this has no teacher input, with children only resourcing prior skills and knowledge. They are then given targets to improve their work, supported by their

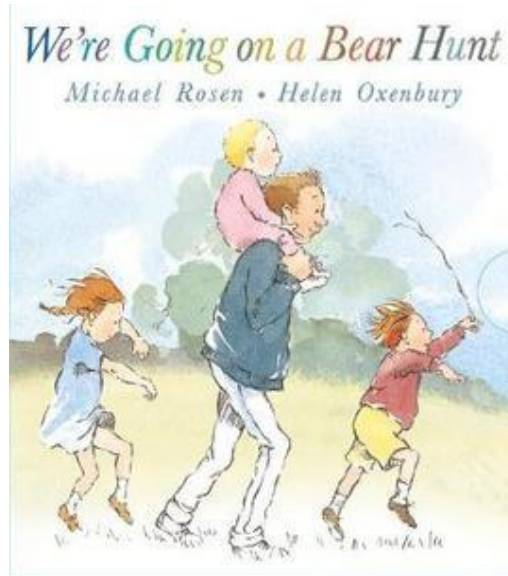
teacher with the Talk for Writing stages over two to three weeks, culminating in a 'hot' independent write.



Y6 example of hot then cold independent writing

Reading, reading, reading!

What can you do to help? '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 supports language development.

At St. Cleopas we encourage all parents to read and talk about books 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 opportunities in later life.

We are developing a progressive reading spine to enable children to have to learn about and enjoy a broad range of texts in each phase of their primary education.

Thank you for your on-going support, we hope that you enjoy listening to the many stories and texts the children come home and entertain you with!