

# Talk for Writing – A Whole School Approach



# Start at the beginning...

The NC quote:

‘English has a preeminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

# What is Talk for Writing?

- A style of teaching writing where speaking and listening is just as integral as grammar, punctuation, etc.
- Each half term children will experience – Narrative, Non-fiction and Poetry. (The writing progression grid is being updated to match this!)
- Each of these units are split into 3 phases –
  - Imitation
  - Innovation
  - Independent Application



# Imitation

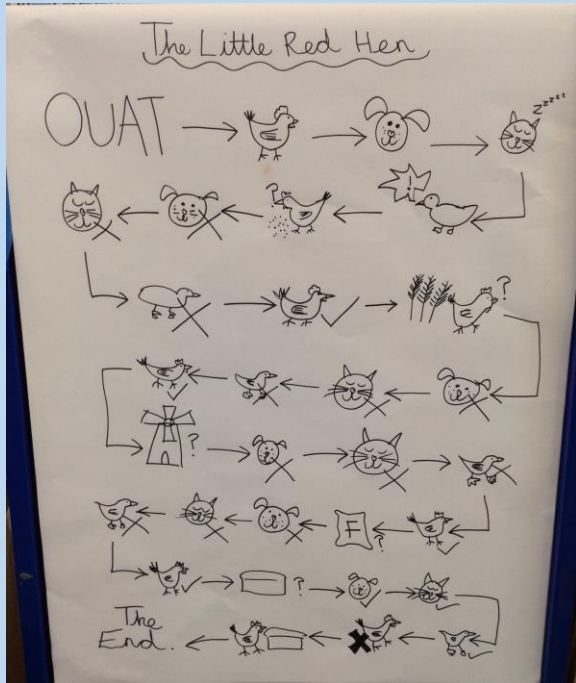
- **Hook them, lure them, make the learning irresistible** - [Pie Corbett on the 'hook' in Talk for Writing - YouTube](#)
- **High quality model**
- Make learning visible – unravel the ‘how’ of writing
- Produce flip charts to model each phase from story map, vocab development, boxing up, toolkits focusing on a specific feature, language features – **learning environment policy**
- Use TAs effectively
- Daily word and sentence activities focused on the key features which integrate grammatical understanding.
- By the end of week 1 the children will have heard, spoken, read, discussed and played with the sentence types.
- Metacognition is key – model the learning process out loud.

# Imitation - Weekly Outline

- Day 1 – *Immersion* – hook the children and peak their interest.
- Day 2 – *Internalise the Text* – use a text map to ‘speak’ the story – by the end of the week it will be muscle memory.
- Day 3 - *Internalise the Text* – complete small writing tasks which deepen the understanding of the text
- Day 4 – *Reading as a Reader* – noting key vocab and sentences as well as structures.
- Day 5 - *Reading as a Writer and Co-construct the tool kit* – Boxing up the text and identifying key features.



# Imitation - Resources



**To create suspense, we can use...**

- **Show not tell:** Rahul gripped Joe's arms. If moved, Slam!
- **Short, snappy sentences** They froze. "Run!" "Get out of here!"
- **Speech moves the actions on** "Quick, in here!" "Run!" "Get out of here!"
- **Empty words/nouns** somebody, someone, it...
- **Threatening noises** footsteps, water dripping, silence, creaky floorboards
- **Questions to make your reader think** Who was there? What was it? Would they make it?

**TOOLKIT**

Warning story pattern	Our class Warning Story
• MC has a job to do for mum.	BBCK got name from CO given by her mum on her 8th Birthday.
• Say why MC got name	BBCK was making a cal to take to her aunt who was getting married. <i>Setting: up a hill</i>
• MC is warned against doing something	<ul style="list-style-type: none"> <li>• Don't roll down the hill</li> <li>• Don't swim in river</li> <li>• DON'T TALK TO STRANGE</li> </ul>
• MC ignores warning	• She wanted to have

Structure	Original	Your own
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Joe &amp; Rahul - search</li> <li>• Searching for shells</li> <li>• hand craves black box</li> <li>• Tug it loose</li> <li>• Sparkling jewels inside</li> </ul>	<ul style="list-style-type: none"> <li>• Jack brother - search (Mum) brother's (Dad)</li> <li>• dog sniffs out (hand top)</li> <li>• discover boxes</li> <li>• neighbour garden - parcel</li> </ul>
<b>Build up</b> <b>Someone sees them</b> <b>MCs escape</b>	<ul style="list-style-type: none"> <li>• Struggle via man</li> <li>• Starts at legs</li> <li>• Dog barks at door</li> <li>• Joe picks up Joe and they run!</li> </ul>	<ul style="list-style-type: none"> <li>• wild quarry comes out of the house and shouts at the legs</li> <li>• hide in the garden, start</li> </ul>
<b>Problem</b> <b>MCs hide somewhere</b> <b>Someone follows</b> <b>Someone close</b>	<ul style="list-style-type: none"> <li>• Hide in a dark, damp hole</li> <li>• Man and dog appear at our window and look for them</li> <li>• Dog grows into dark</li> <li>• Dog in angry mood</li> <li>• Dog gets close</li> </ul>	<ul style="list-style-type: none"> <li>• chest - cupboard, gun</li> <li>• climb on a table</li> <li>• man comes in the back for them</li> <li>• they look, hold their breath (there are all)</li> <li>• bubbles at the window</li> </ul>
<b>Resolution</b> <b>Someone leaves</b> <b>MCs escape</b>	<ul style="list-style-type: none"> <li>• Man shouts to get to door and they look for keys on the table</li> <li>• Dog wails and then runs down the hill</li> </ul>	<ul style="list-style-type: none"> <li>• phone rings, nobody answers</li> <li>• man goes to answer it</li> <li>• they hear and follow</li> <li>• back through the fence</li> <li>• run home, they are</li> </ul>
<b>Ending</b> <b>MCs find out about what</b> <b>MCs become brave</b>	<ul style="list-style-type: none"> <li>• Man gets up, looks down</li> <li>• and the dog is at the door</li> <li>• Man says to the dog, "You've done something as a dog that no other dog can do"</li> </ul>	<ul style="list-style-type: none"> <li>• Dad wails at moment so interrupted the boy on motorcycle in</li> <li>• down the mountain</li> <li>• → Moved after them and meet ones in school</li> </ul>

[Pie Corbett telling the Little Red Hen Story - YouTube](#)

# Innovation

- Children are guided through the writing process
- Make the learning visible – refer to flip charts and **learning environment**
- Check the boxing up structures for the range of stories
- Decide in your mind a new and **exciting starting point** for innovated version – a character, setting or event
- As children become more adept at this stage move away from ‘hugging closely’ to the original – (Y5/6 should be away from this model)
- Remember – boxing up represents paragraphs for the weaker writer.
- Write the shared text at a level above the standard of the children
- Continue to play sentence games as warm ups throughout
- Always plan your shared writing ensuring you have included key features/skills you want the children to focus on.
- Pace is key – ‘keep up not catch up’

# Innovation – Weekly Outline

- **Day 1** - *Boxing up the plan for the innovation* – decide how they will innovate the original text with their own thoughts and idea.
- **Day 2-5** – *shared writing* – teacher models and children write paragraph by paragraph.
- **Daily:**
  - Review prior learning, whole class feedback, edit/refine.
  - Whole class, model shared write of next section (repeat process).
  - Peer assessment/AFL at the end of each day.
  - Model aloud the thought process of writing.



# Independent Application

- This is the culmination of the writing process when children pull together all that they have internalised and learnt
- This allows the children to show their ability to independently use the features taught in the unit.
- Focus on areas that need reinforcing, revisiting and strengthening from the innovated outcome.
- Consider the need to engage an audience – what will be the purpose for your writing.

# Independent Application – Weekly Outline

- **Day 1 – *Review key features***. Look at other models.
- **Day 2 – *Planning*** - Share ideas for invented story. Model how to use 'boxing up' sheet to create their own plan. Hi-light key taught features from the unit. Talk their new text with a partner
- **Day 3/4 – *Independent writing*** - Some will require guided writing support as with the innovated stage. Some will need challenge – considering wider features they can draw on from wider reading. Key focus is to wean them off the scaffolding.
- **Day 5 – *Completed independent write*** - Children edit and refine work. Assess piece of writing against writing framework.

# Spelling, Punctuation and Grammar woven throughout

- Daily activities
- Teach it **playfully and meaningfully** – less worksheets more practical and contextual activities.
- Use drama, role play and actions.
- Correct terminology and vocabulary.
- Refer constantly to its use within the shared models.
- Discuss the function of language – what jobs do the words do?

**Never Waste a Word**

# What will we see in your weekly planning and a lessons?



Weekly planning and teaching:

- Ensure lessons are planned and delivered reflecting the 5 P's of RWInc:

- ❖ Pace
- ❖ Praise
- ❖ Purpose
- ❖ Passion
- ❖ Participation

<https://malcolmdrakes.wordpress.com/2019/01/13/5ps-of-effective-teaching/>

- Evaluate and respond to pupils understanding in lessons – effective feedback: adapt your planning to reflect this but do not lose the pace or purpose
- Metacognition is key – model the learning process out loud.