



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 is powerful because it enables children to **imitate** the language they need for a particular topic orally before reading and **analysing** it and then **writing their own version**.

At St Peter's, we will take the children through all 3 stages to scaffold their writing to its optimum level.

The imitation stage

Once the teacher has established a creative context and an engaging start, a typical Talk-for-Writing unit would begin with some engaging activities warming up the tune of the text, as well as the topic focused on, to help children internalise the pattern of the language required. They will talk through a story with actions so that the children become familiar with the pattern of the story itself. This is often followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down.

The Innovation stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This involves more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. The teacher will share ideas on how to write good sentences, using grammatical names, and show the children how to write, edit and improve their sentences. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work. This process enables the children to write their own versions through developing their ability to generate good words and phrases and also, hopefully, develops the inner judge when they start to decide why one word or phrase is best.

The invention (independent application) stage

The teacher now has the opportunity to assess the children's work and to adapt their planning in the light of what the children can actually do. This stage could begin with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. Typically, teachers work with the children to set ‘tickable targets’ which focus on aspects that they need to attend to. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed. At the end of the unit, the children's work is published or displayed.