

Talk for Writing Information for Parents

We have successfully implemented the Talk for Writing approach across the school since 2023 and during this time have seen a significant positive impact on pupils' attainment, confidence and enthusiasm for writing. Developed by the renowned author and education consultant Pie Corbett, Talk for Writing is a creative yet highly structured approach to the teaching of English. Rooted in the principles of how children learn best, it enables pupils to internalise language patterns, develop a rich vocabulary and become confident, independent writers. Through a carefully sequenced process of imitation, innovation and independent application, children are supported to achieve high standards while developing a genuine enjoyment of reading and writing.

Talk for Writing is an approach that helps children learn to write by first developing a deep understanding of the language structures and features of different text types. Pupils begin by orally rehearsing and internalising high-quality model texts, enabling them to become familiar with the vocabulary, sentence patterns and organisation required for successful writing. Through engaging activities, discussion and drama, children explore and practise the language they need before moving on to analyse texts in greater depth. Teachers then model the writing process through shared writing, demonstrating how ideas can be developed and crafted effectively. This carefully structured approach supports children in creating their own versions of a text before progressing to independent writing, helping them to become confident, skilled and enthusiastic writers.

The process includes three main stages, usually taught over four to five weeks:

Have a go task! 	We begin the teaching and learning process with a 'cold' writing task. This means the children have a go at writing in the text type they will learn about with limited planning. Teachers use this piece of writing to identify strengths and set bespoke class objectives to be taught during the unit of work.
Imitation Let's imitate! 	A model text is introduced and read to the children; together the class learn to tell the story. To help the children remember a multi-sensory approach is used: -A visual story map -Actions -Using an animated, lively expression



As the children learn the stories word for word, they develop the use of specific sentence structures and language patterns that suit the text type.

The principle is that if a child can tell a story, they will be able to write a story.

During this first stage we also use a range of drama games to develop an understanding of the story and begin to build up a washing line in our classroom with posters reminding children of the learning journey so far.

Innovation

Let's innovate!



The children explore different ways they could change aspects of the original text, for example changing characters, setting or writing from a different point of view. They then make changes to their story map and orally tell this new story.



Through shared and guided short-burst writing, the children write this new version in manageable sections. During this stage, we teach spelling and grammar in the context of the story.

This stage is very supportive, so children gain confidence and know what they need to do to get better at their writing.

Invention Let's invent!



Show what you know!

In this final stage, the children use all the skills they have learnt in the unit so far to write an independent 'hot' piece. We call this the 'Show what you know' task.

There is a freedom to draw upon their own ideas, or they can 'hug closely' to the original shared text should they need to. Teachers use this task to assess how much progress the children have made during the unit of work.

Finally, the children present their work by either publishing, presenting or reading aloud to peers to celebrate their successes.

For more information about Talk for Writing, click on the link below.

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