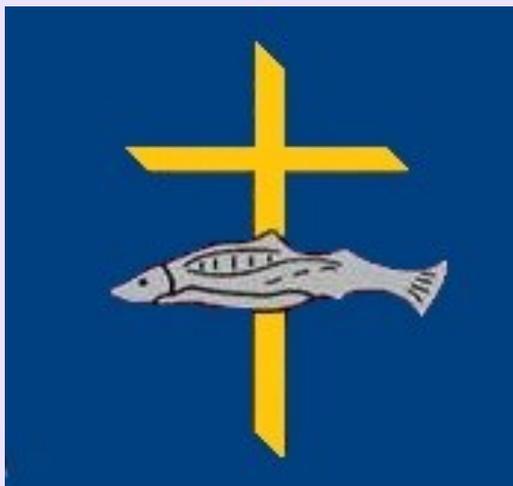


THE PRIORY CHURCH OF ENGLAND PRIMARY SCHOOL

“Learning together, aiming high”



‘TALK FOR WRITING’

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



One of our school improvement targets is to 'further improve and develop writing'. In order to do this we have joined a nationwide project called 'Talk for Writing', which has a proven record of accelerating children's learning.

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



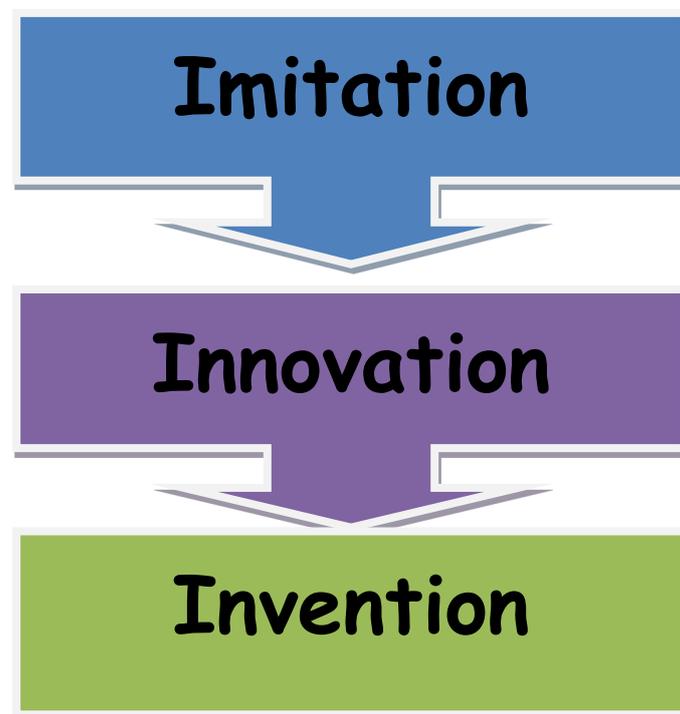
Pie Corbett

"Telling Stories, Writing Stories!"

'Talk for Writing' starts with enjoying and sharing stories. Children learn to tell a story off by heart. They tell the story with expression and actions.

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.



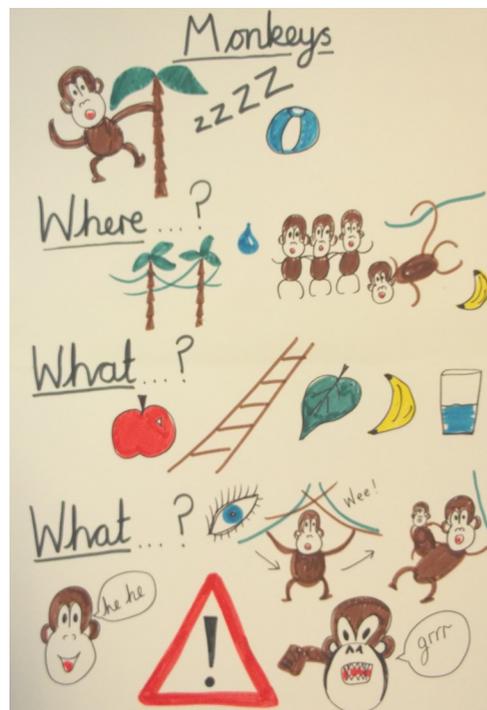
Imitation - Telling a story

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

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.



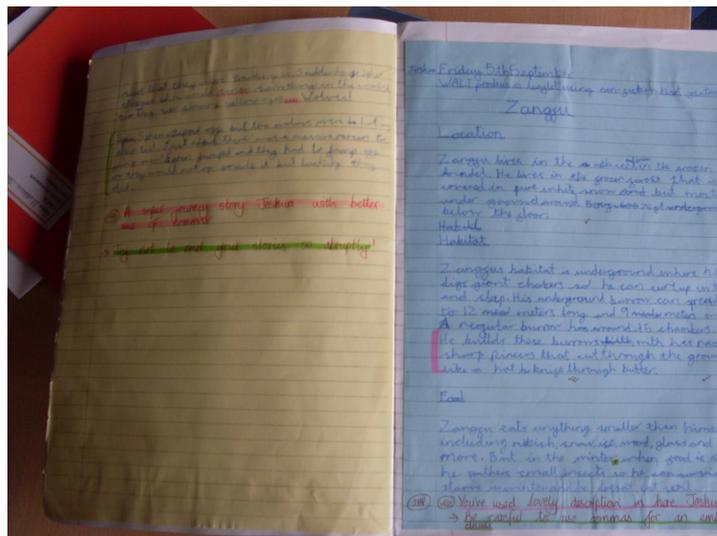
Y1 Story map for an information report on Monkeys

Innovation - Changing a story

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.

Children then write out the innovated story in manageable sections. Pupils receive next day feedback at this stage in the form of Tickled Pink comments (areas of success) and Growing Green comments (areas to develop). There is an opportunity to respond to this marking, before writing the next section.

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



Y5 example of tickled pink and growing green marking



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.

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.



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 develops language development.

At The Priory School we encourage all parents to read 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.

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!



