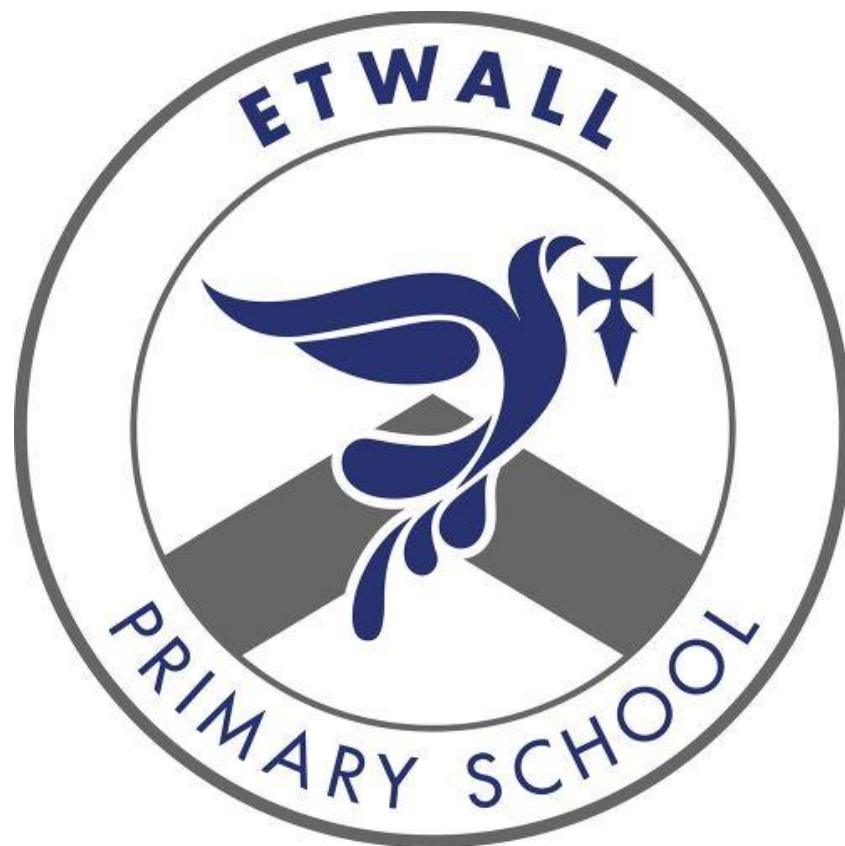


Etwall Primary School



Talk 4 Writing

One of our school improvement targets is to use a wider range of stimuli to further engage children in 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.



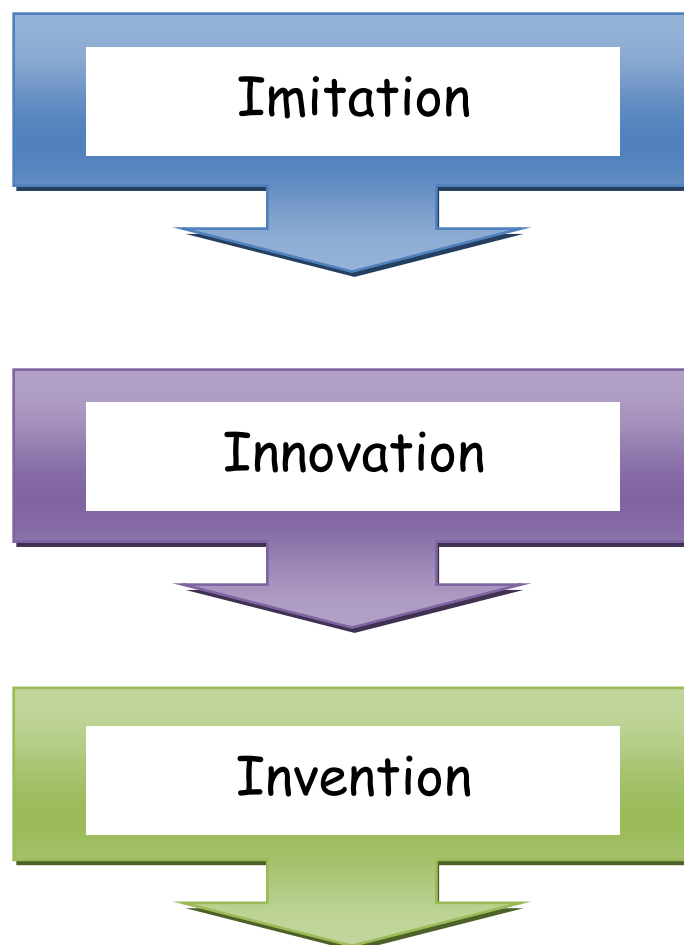
Pie Corbett

"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.



Suggested actions for the key connectives

talk4writing.com

			
First	Next	After that...	Later on...
			
Finally...	Because...	So... / so that...	Therefore...
			
Furthermore	Additionally	For instance/example	Moreover
			
Whether or not...	Although	However / but	Also
			
On the other hand...	Unfortunately...	Fortunately...	In conclusion...

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.

The image shows two examples of handwritten newspaper reports. Each report is on a piece of lined paper with a checklist at the top. The checklist has two columns, 'SA' and 'TA', and five rows of criteria. The left report is titled 'UFOs sighted in the south of Blackpool' and the right report is titled 'Flying saucers unexpectedly spotted in the UK!'. Both reports have a sticky note at the bottom with the text '(We alone or not?) would be better as a closing sentence'.

	SA	TA
*Attention-grabbing headline	✓	✓
*Opening sentence to summarise the article	✓	✓
**Introductory paragraph: what happened?	✓	✓
***Dramatic finale	✓	✓
3-5 sentences	✓	✓

UFOs sighted in the south of Blackpool

Strange unidentified flying object spotted by ~~insects~~ adults in Blackpool.

At 13.26 pm (October 31st 2019) some adults were out strolling suddenly BAM what was it? They were so shocked so they started piling in the end it was a good job, he caught a glimpse of a UFO. Are they really in the universe? (We alone or not?)
→ would be better as a closing sentence

1. The Martians have come!
Flying saucers unexpectedly spotted in the UK!

Footage of a purple saucer, hovering in a mysterious square, shaped object moving through the east Midlands. The object had a saucer-like light on it AND it closely matches a sighting 70 years ago in Utah.

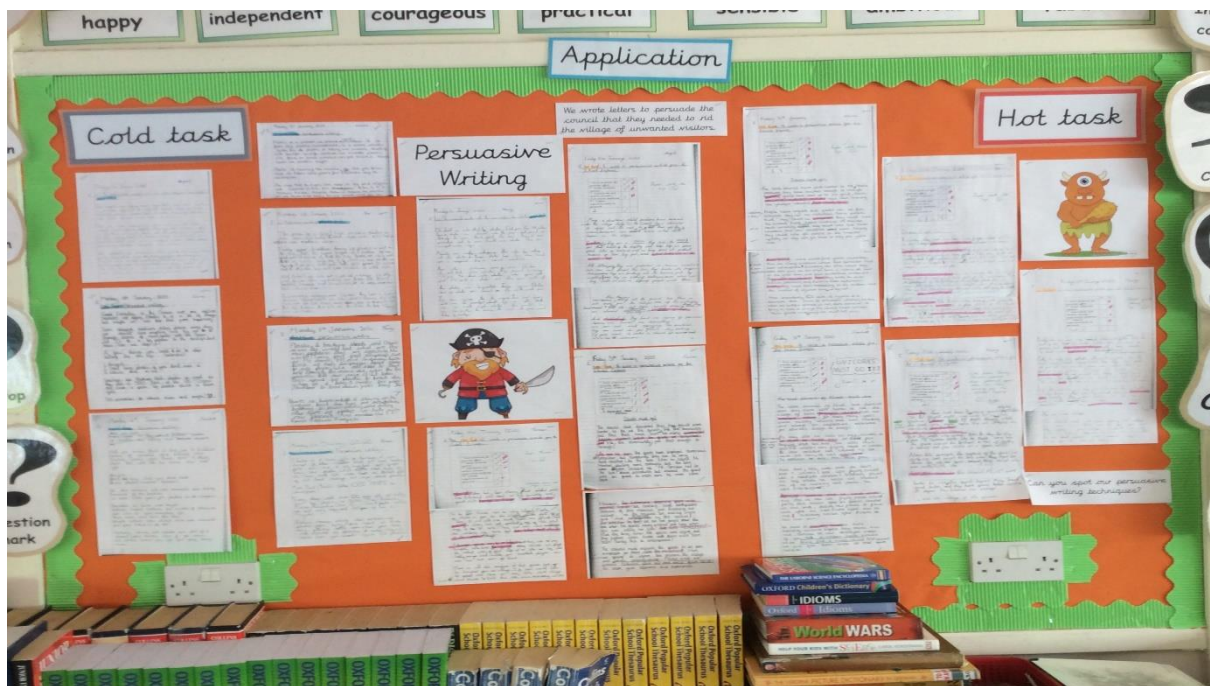
(We alone or not?)
→ would be better as a closing sentence

An innovated introduction to a newspaper report

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.



Cold task → hot task: at the start of a unit, children produce a piece of writing 'cold', then at the end of the unit they produce a 'hot' task, using features learned in the unit.

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 Etwall Primary 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!