

Be Happy and Shine

Talk For Writing

Policy

Talk4Writing

Talk For Writing was developed by the author Pie Corbitt and is a fun, creative yet also rigorous approach to develop writers. At Percy Main Primary School we use Talk For Writing to support our text based approach to the English curriculum.

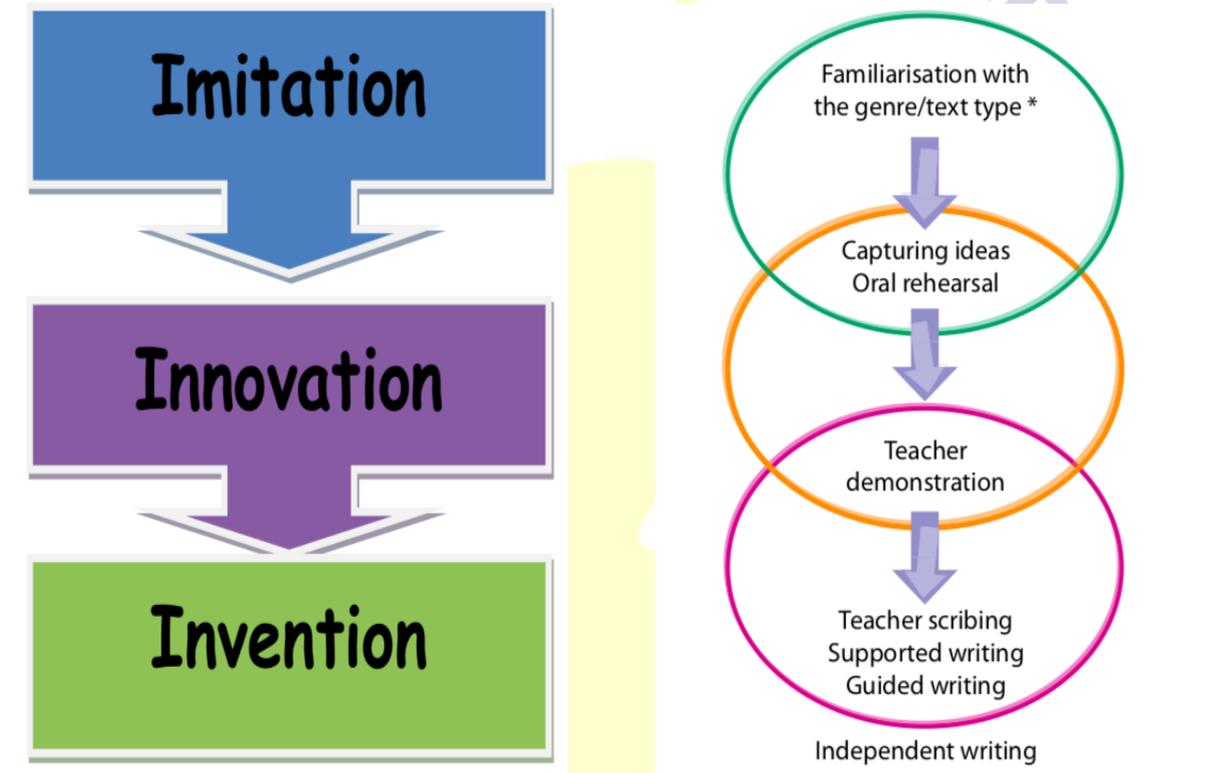
Intent

We aim to enable our children to:

- Enjoy quality experiences that will enhance their knowledge, skills and understanding
- Be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction
- Become lifelong learners as readers and writers through Talk for Writing.
- Explore global issues through writing (for example, persuasive writing and spoken language)
- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Write a range of text types (fiction and non-fiction) and in a range of genres and be able to write in a variety of styles and form appropriate to the situation
- Increase their ability to use planning and drafting to improve their work
- Use a variety of mediums to express their written ideas, e.g. ICT and Drama.

Implementation

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.



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.

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 step feedback at this stage in the form of green comments which indicate successes and pink comments which indicate 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.

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. This is set out in the long-term plans for English and ensures a progression of skills throughout each academic year and also between different year groups. Children must be immersed in the text in order that they internalise it’s structure and they should then be given opportunities to respond to the text as a reader before responding to it as a writer.

Inclusion

Talk for Writing (T4W) has a strong contribution to make to the learning and writing development of **all** children, including those identified as having special educational needs, children from diverse cultural backgrounds, those for whom English is an additional language and children who are particularly gifted and talented. Children in any of these groups benefit considerably from the strategies and approaches used in Talk For Writing. Teachers should ensure that:

- Wherever possible, all children are included, whatever their needs, in Talk for Writing sessions and learning sequences.
- Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN) or dyslexia, remembering that around 50 per cent have transitory difficulties, which can be resolved with the right kind of support.
- Scaffolds are used to support pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary, working in mixed ability pairs and 'keep up' intervention sessions.
- While retaining high expectations, teachers should remember that for some children, we may need to broaden the concept of writing to include mark-making in its widest sense and also accept that some children may never write totally independently.
- Where needed, provide ICT and other technological aids for children with learning and/or physical needs.
- Where needed, provide additional support such as a teaching assistant or peer response partner, intermediary or scribe. The nature of this support should always be underpinned by the drive to encourage independence.
- Take care to ensure that a ceiling of expectation is not set and therefore in line with the mastery approach.

Assessment and Recording

Writing is assessed throughout each Talk for Writing cycle. The hot write, at the end of each cycle, is used to complete formative assessments on the school assessment system (O'Track). This is monitored and evaluated by both class teachers themselves and SLT to ensure coverage and to ensure that children are making good or better progress throughout the writing SOW from the individual child's starting point

Impact

Evidence of impact on the children include:

- Children enjoy writing and find the process creative, enriching and fulfilling;
- Children are exposed to a wide variety of texts and are able to recognise good writing, and understand what makes it good;
- Children are aware of the key features of different genres and text types;
- Children learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work;
- Children have 'something to say' (a purpose and audience);
- Children know how to develop their ideas;
- Children know how to plan and prepare for writing;
- Children make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- Children understand how to reflect upon, refine and improve their own work;
- Children can respond to the constructive criticism of others.
- Teachers are confident in their teaching and assessment of writing skills.

Monitor and Review

The Literacy Lead:

- Monitors and evaluates the standards of attainment and progress through termly book looks and evaluates the formative and summative data on O'Track.
- Coaches teachers on the correct Talk for Writing texts, planning and implementation of the programme.
- Attends up-date meetings when they occur and report back to the teaching staff.
- Speaks to the head teacher and SENCO regarding grouping and identifies children at risk of not reaching year group expectations.
- Is responsible for reporting to the governors about the quality of the implementation of Talk For Writing and the impact on standards.