



JOY FORGIVENESS FAITH RESPECT SERVICE PEACE STEWARDSHIP

Padley Parents

Talk for Writing Guidance



Dear parents,

In school, we follow the *Talk for Writing* English scheme to help build confident and enthusiastic writers. Throughout home-learning, I have tried to set some work, particularly writing tasks, that mimic this scheme to ensure a seamless transition back into school (hopefully in the not-too-distant future!) and also to keep the children with the routine to which they are used to. It also injects some fun into, what can be, a very difficult subject for many pupils.

The *Talk for Writing* scheme, created by Pie Corbett, enables children to imitate the key language patterns needed for a particular text type. The goal is to allow the children to memorise and familiarise themselves with the text orally before attempting to read and analyse it thoroughly. This familiarity is highly supportive to children with difficulties reading, as they no longer need to decode each word within the text and instead have memorised the text and its structure orally. The scheme is split into three key stages: imitation, innovation and invention.

Here is a short video of Pie Corbett discussing the scheme in should you wish to watch:
https://www.youtube.com/watch?v=VI2OWdZo6nY&feature=emb_logo

IMITATION

Let's imitate!



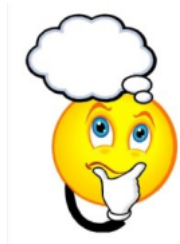
We usually begin with a 'cold' writing task where the children have a go at writing a particular text type about without any guidance. This is their 'starting point'. A model text is then introduced and read to the class. As a class, we learn to tell the story. First, we create a **story map**, where we draw the text using images. Next, we retell the text using **dramatic actions**. **These animated, lively actions help the children to familiarise the text.** In class, we

are even able to retell the text by only looking at our story map for support. The goal of the imitation phase is to have the child memorise the text and its structure.

We then analyse the text and highlight the key language features of the text, during which we form a "Writer's Toolkit", highlighting all of the language features needed to create an effective text of that genre. We also study the vocabulary in the text through games and group work activities. The principle of imitation is that if a child can *tell* a story, they will be able to *write* a story!

INNOVATION

Let's innovate!



As the name suggests, the innovation text is where we change certain elements of our model text but retain the key structure and language features. During this time we use a "Boxing Up Grid" to "box up" our text, which is where we split the text into the key sections, which allows us to internalise the text's structure. Then we choose one section of our model text to innovate. This means taking the model text and making changes to create something *slightly* different. This can be changing the main character or antagonist, changing the setting or even changing the viewpoint of the text.

For example, if our model text was the Goldilocks and the Three Bears. You could innovate the story by changing its perspective to tell it from the perspective of the bears or you could change the setting, so that Goldilocks has to venture through the jungle to get to the bear's house. Alternatively, you could change the characters, so that the house belongs to three fairies, not bears. These subtle changes allow the children to internalise the structure of the text whilst also progressing their creativity as writers.

- For our *Wanted: Dragon Catcher* text, my suggestions for innovation would be: Changing the characters; you could be searching for a "Fairy Catcher" or a "Unicorn Catcher" or a "Goblin catcher". I have provided an example of this at the end of this document named *Wanted: Fairy Catcher*. Reading through this with the children and highlighting the subtle differences between this text and our model text will help them to create their own innovation.
- If your child wants to challenge themselves, encourage them to try changing the perspective of the text so that it is from the perspective of the dragons. They are looking for an experienced dragon to catch the dragon catcher himself!

INVENTION

Let's invent!



Show what you know!

In the invention stage, the children use all the skills they have learnt so far to write a 'hot task' i.e. creating an original text of our learned genre. This is the time for them to demonstrate what they have learnt and draw upon original ideas or they can 'closely hug' the original model text if they need to. The structure and features of the model text should still be clear throughout.

During their hot task, they must change the plot of the text i.e., the characters, perspective or even tone of the text. It is important to provide children with a sense of purpose for their work during this stage, as understandably if they don't feel it will be valued- they won't work to their full potential! If it is possible, put their writing on display for others to praise or even send it to other family members for praise! ☺

Finally, if the children are struggling or getting upset during any of our English tasks may I please suggest composing an email to me with your child. Allow them to phrase/address to me what they are struggling with, and I can then get back to them with prompts and creativity ideas and address any misconceptions for them. However, they are familiar with this scheme so should take some comfort in that familiarity during their English work! ☺