

What is Talk for Writing?

Talk for Writing is an engaging teaching framework developed by Pie Corbett - supported by Julia Strong, that teaches children to read and write independently for a variety of audiences and purposes. It is a whole school teaching approach based on the principles of how children learn.

Throughout the Talk for Writing process, children are taught to internalise the language structures needed to write through 'talking the text' as well as close reading. The approach enables children to move from dependence towards independence by experiencing shared and guided writing teaching, resulting in children being able to write more creatively and powerfully.

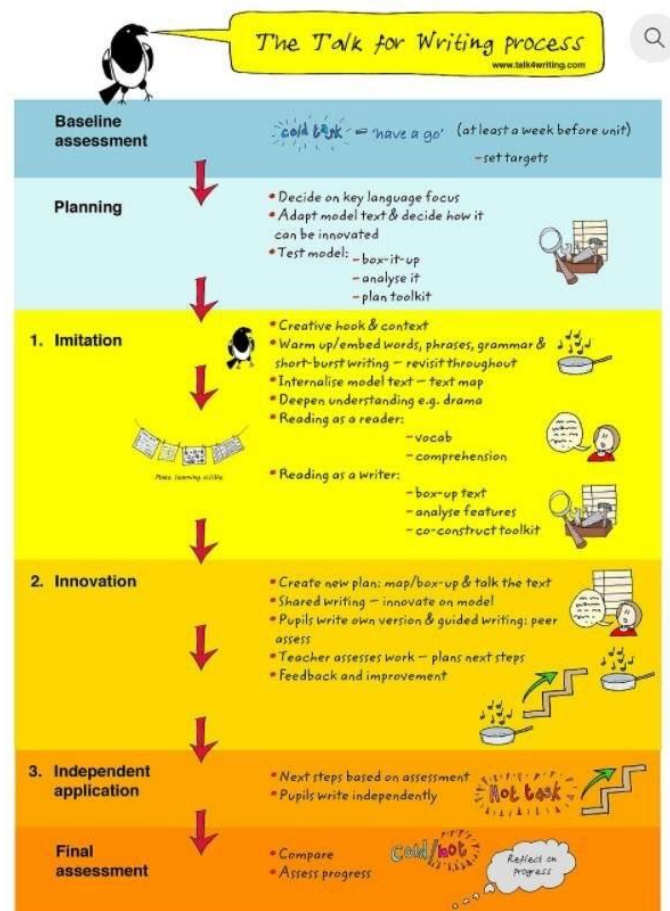
What is the Talk for Writing Process?

Talk for writing units comprise of a block of three week teaching. Each unit has a carefully planned: Model Text, Genre Focus and Writing Skill Focus. The structure for the teaching of Talk for writing is consistent throughout Dosthill Primary Academy.

During each Talk for Writing Unit, the children progress through three key phases:

Baseline Task - Cold Write (pre-writing assessment)

- Imitation Phase** - Teacher led (hook, text map, shared/independent reading, words and vocabulary, boxing up and short burst writing)
- Innovation Phase** - Independent application (innovate, create writing tool kits, draft and edit).
- Independent application and invention** - Hot Write (final, independent piece of writing)



IMITATION

During this initial phase, the class will learn a model text and hook into writing by something out of the ordinary - like an Oompa Loompa coming to visit! The model text exemplifies good English language patterns and structures; it also models the key writing skills expected for the year group. Pupils learn this text off by heart and internalise the text so retelling becomes second nature. Once they become more familiar, the class will use drama and short burst writing to explore the text in more depth. Imitation also includes 'reading as a reader' and 'reading as a writer'. Reading as a reader encourages pupils to understand the text and the characters at a deeper level. Reading as a writer gets the children thinking about a writer's toolkit and ways in which they could recreate something just as effective. Reading as a writer will also break the text down so it pupils can clearly see the structure in which it is written.

INNOVATION

Once children have internalised the model text, they are ready to innovate. Innovation is when the children use the model text to support them in creating their own version. Younger writers or less confident writers may need to stay close to the structure and the vocabulary used in the model text to build confidence and understanding. More confident writers will come away from the model text and want to explore their own ideas or ways of writing against the story genre focus.

During this stage, teachers model writing through shared writing. Shared writing is writing completed by the whole class but the class teacher will keep questioning until the class get the very best ideas and sentences to be written. This also models the importance of rereading your work and making it the best it can be and editing process using the purple polishing pen.

INVENTION

Invention is the final independent piece of writing that the children will produce- the HOT WRITE. The children are encouraged to draw upon their prior learning and innovation knowledge to create the best piece of writing they can. Editing and improving is an essential skill for all year groups; children check their own work by themselves or with a peer to support.

[How and why does it benefit children at Dosthill Primary Academy?](#)

Talk for Writing supports pupils in giving them sentence structures and ideas to work with and adapt into their own. Talk for Writing is very much dependent on the use of quality literature. High quality texts have been carefully selected and invested in for every year group. The Long Term Reading Plan also matches the genres that are taught in Talk for

Writing to maximise the children's exposure and acquisition of high level language structures. This develops their understanding of unfamiliar words and ambitious vocabulary which will improve their writing.

[Additional Website Information](#)

<https://www.talk4writing.co.uk/>