What is ‘Talk for Writing’?

Talk for writing is an approach we at The Arbours have taken to improve the standards of writing for all children in all year groups.

Writing can be challenging with the children having to overcome obstacles such as:
- having ideas or having enough ideas
- shaping the whole text
- achieving sophisticated expression
- appropriate and varied sentence structure
- a strong and growing vocabulary

Talk for writing supports children by giving them permission to play around with language and sentence structure through talking and the use of high quality examples of writing.

For more information you can visit this website:
http://www.talk4writing.co.uk/about/
Talk for writing is split into different phases. Here is each one explained.

1. Imitation

Before the imitation phase starts the children will have a go at the style of writing that they are about to study. This is called a ‘cold write’. It helps the teacher to work out what the children already know and what they need to focus on in the coming weeks.

The imitation phase is when the children really get to know what style of writing they are going to be learning about. They read and retell the text and look at the structure, the language and other features that they need to know for their own writing. You will hear the children talking about text mapping, tadpoling and talking...

This phase is when the teacher uses shared writing (writing as a class) to create a piece of writing that is very similar to the one they have just learnt in the imitation phase. The children explore the language that is used, play around with the grammar that is included and investigate the structure of the text to begin creating their own versions. Within this phase we would also encourage children to ‘magpie’ good ideas/vocabulary to use in their own writing. You will see examples of the children completing an ‘amber write’ which is when the children practise putting their newly learnt skills into practice using the shared ideas to support them.

Shared writing is where the teacher models the writing process alongside incorporating the children’s suggestions and ideas generated from the previous lessons.

2. Innovation

The invention phase is when the children are expected to write independently using all of the skills that they have explored. Their final piece of writing is called the ‘hot write’ and may use ideas from the shared writing or their own ideas to create their own versions of the writing style they have been studying.

After the ‘hot write,’ the children compare this piece to the ‘cold write’ identifying the areas that they have progressed in and setting themselves targets for their next piece of writing.

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