

# What is 'Talk for Writing'?

Talk for writing is an approach we use at Laygate Community School to improve standards of writing.

Writing can be very challenging for all children.

Here are some of the challenges they face: *having ideas, having enough ideas, shaping the whole text, achieving sophisticated expression, varied sentence structure and a strong and growing vocabulary.*

Talk for writing supports children by giving them lots of model examples of writing that they can learn from.

Talk for writing is split into different phases.

## IMITATION

Before the imitation phase starts the children will have a go at the text type they are about to study. This is called a 'cold write'. It tells the teacher what the child needs to focus on in improving their writing in the coming weeks. Imitation phase is when the children really get to know what text type 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.

Pupils work as a whole class, in small groups or in pairs to act out and retell the text.



**This phase is when the teacher uses shared writing (writing as a class) to create a text that is very similar to the one they have just learnt in the imitation phase. They would use similar language and the same structure. Children are encouraged to keep rereading their work and to edit as they go to improve their writing. Within this phase we would also encourage children to 'magpie' good ideas/vocabulary to use in their own writing.**

# The Lost Happy Endings

Jess  
Inca... who  
Each evening...  
Then... Some ; some...  
Hello my small deario!  
Just than...  
I can't sleep...  
HAPPY ENDINGS! But...  
The witching...  
Meanwhile...  
As soon as...  
Soooon... WHUMPH! Suddenly...  
Then... till...!  
Lucky...  
That evening...  
In the end...  
HOORAY!

## INVENTION

The invention phase is when the children are expected to write independently. Their final piece of writing is called the 'hot write'. This final piece should show what they have learnt over the last few weeks. The independent piece shows the teacher whether a child has understood the structure and language choices. It will also inform the teacher what needs to be a focus in the next unit of work.

Tuesday 4<sup>th</sup> October 2016

To write an invention story using a boxed up text map

Hot write

Once upon a time there lived an old boy called Alex who lived in a large golden island. Each bright evening he would carry the bag of magical coconuts to the end of the island intime for bedtime then he would shake out the magical coconuts. Some would fly like parrots some would flash like fireworks.

One misty evening Alex went out to shake out the coconuts but he could not see a thing. Suddenly a fierce bear grabbed Alex and snatched the sack of him in fear then pushed Alex away then ran off. As Alex ran home crying. Meanwhile as the children were in their kitchens looking for food. There were no healthy kids. Max stayed small. John was very wide and Lily said naughty words to the fruits and vegetables.

Meanwhile as Alex was in his island crying his heart started to ache like toothache. One night Alex was in his large, sunny bed dreaming of a shiny, golden pen that could draw on the night sky itself.

When he awoke the pen was beside his bed. Alex was shaken. Alex quickly ran and started to draw coconuts. Meanwhile as the bear was planning to throw sack of magical coconuts in the sea. Just then! bear tripped and fell in the sea.

Alex raced to the sack and saved and all of the kids were fat and healthy. The end. In the end all the children were healthy.

Well done. You kept your theme about food throughout your story.

Packed with descriptive words and story language. Paragraphs used too!

See if you can use and punctuate your subordinate clauses.

As Alex ran home crying, he could hear the cooks and chefs crying too.

As the bear was about to throw the sack in the sea, he suddenly he tripped over a stone and fell in the sea. ✓ u.a.