

## APPENDIX I: Talk for Writing - The St Thomas' Approach from January 2015

### What is 'Talk for Writing?'

'Talk for Writing, developed by Pie Corbett, supported by Julia Strong, is powerful because it is based on the principles of how children learn. It is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.' [www.talk4writing.co.uk](http://www.talk4writing.co.uk)

### Teaching Sequence for 'Talk for Writing'

**Cold task** – children are asked to write a short piece in a specific text type to assess prior knowledge and inform the teachers planning – this should be indicated by a prompt on blue paper stuck in English books.

**Book Talk** – children given the opportunity to discuss a variety of texts and develop their ability to think and talk about a range of foci i.e likes/dislikes

**Memorising a text/extract** – children provided with a model suited to the learning focus. Children spend time memorising the text using a text/story map and actions. This allows them to learn the structure, vocabulary and language constructions required to become a writer in a particular genre.

**Boxing up** – children analyse the text for its features and plot/content requirements at each stage. This will become a success criteria from which the children can create their own writing with a specific genre and purpose.

**Modelled writing by teacher** – teacher models writing live in front of the children, using and developing their ideas through discussion and shared work. Children realise the importance of editing and improving their work and referring to the success criteria.

**Children create a hot task** – a piece of writing that reflects all of the learning they have experienced throughout the earlier processes. This is to be indicated by a prompt on orange/red paper, stuck in English books and should be independent work.

**Spelling, punctuation and grammar activities** - run alongside teaching sequence to support children in meeting the yearly requirements set out in the National Curriculum 2014.

### When to use 'Talk for Writing'

We consider talk for writing to contain the elements required for good and outstanding teaching of writing and therefore believe it should be the main method used to teach writing. Teachers should feel confident to adapt the teaching sequence to meet the needs of their class and the particular genres being taught, i.e. some may benefit from more of a drama focus where as others could rely more heavily on writing.

### Assessment

**Cold Task** – Written in yellow English books. No learning objective (LO) is required however a prompt on blue paper should be placed at the top of the page with the date. This should occur a week or two prior to starting the unit to inform planning. Children will be given a SMART 'unit aim' by their teacher.

**Hot Task** – Written in yellow English books. This is not assessed writing as it is the product of your teaching sequence. A prompt on orange/red paper should be placed at the top of the page with the date. This may be written up in best for display/class book etc.

**Assessed Writing** – Will continue in the usual way. Between 1 and 2 assessed tasks per half term. These should be linked to your unit of work. Be mindful that you should leave a gap of at least two weeks between teaching input and independent task of the same topic. Assessing Pupil Progress (APP) should be carried out on these tasks as usual.

