

# The Talk for Writing approach

At Penponds School we use the Talk for Writing approach. This method of teaching writing was developed by Pie Corbett and is powerful because it is based on the principles of how people learn.

The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Schools underpin their English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed to create a whole-school plan that is refined over the years, is well-resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children's learning. The approach moves through different phases as outlined below.

The Talk for Writing approach enables children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version. Here are the key phases:

- **1. Baseline assessment and planning - the 'cold' task**
  - **2. The imitation phase**
  - **3. The innovation phase**
- **4. Independent application and invention - the 'hot' task**
  - **5. Final assessment - building on progression**

## The impact of Talk for Writing

Talk for Writing has had great impact on our school. Children can retell well known stories using ambitious vocabulary. They can pick out the key events and themes in stories and discuss the plot and characters confidently. They can then apply this knowledge to their own writing producing a wide range of high quality outcomes that they love sharing with their peers and with adults.