

Talk for Writing

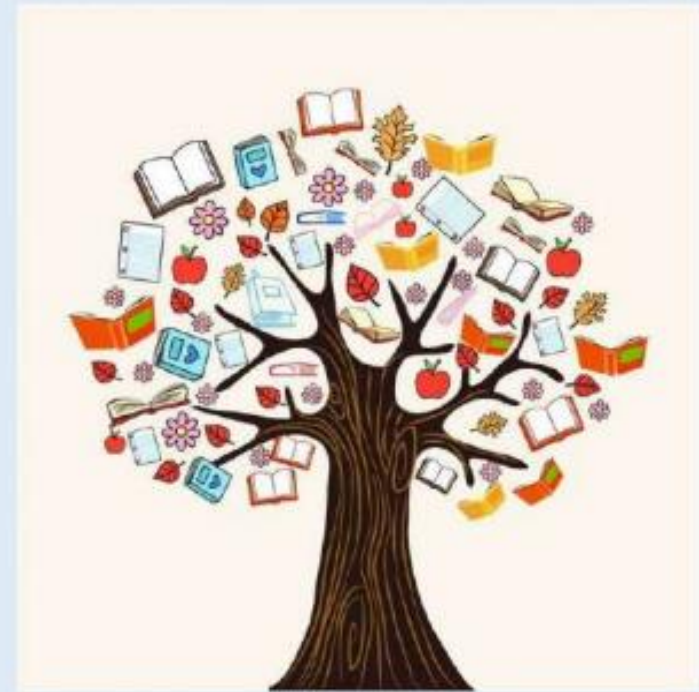
What is it ?

- The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects.
- It enables children to imitate the key language they need for a particular topic orally before writing. If you can't say it, you can't write it!



Why is story telling important ?

- Promotes love of stories and enthusiasm for literacy.
- Builds children's vocabulary and language
- Participation and relationship building.
- Takes away cognitive load which allows for more focus on the writing.
- Imagination and creativity!



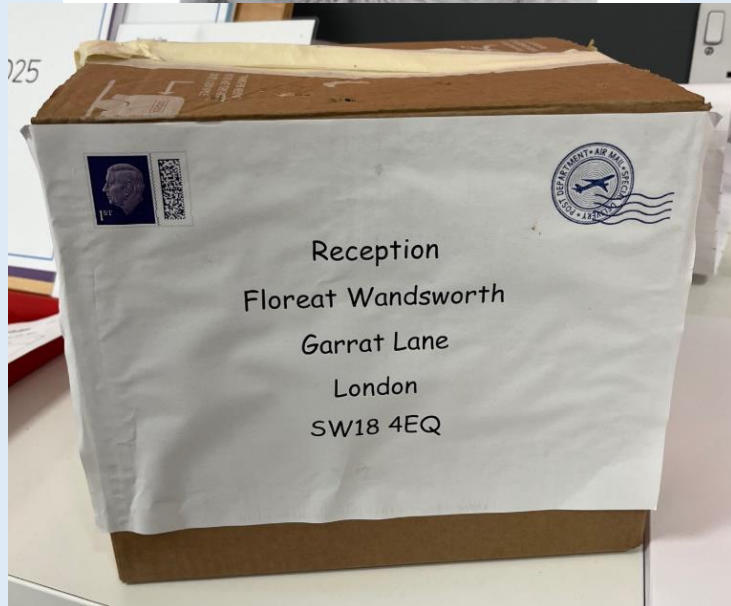
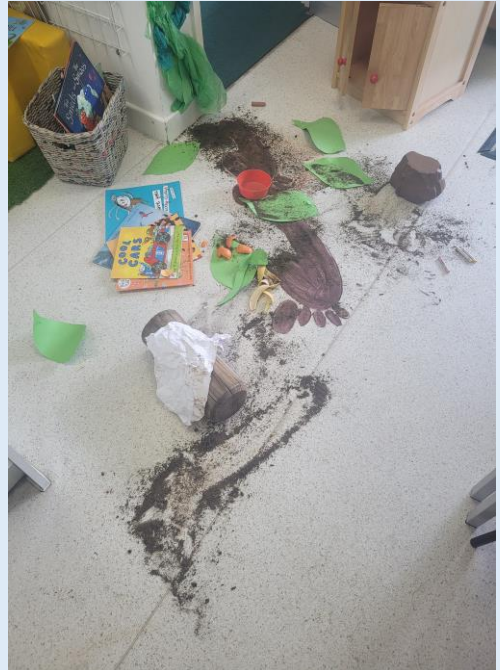
The Three Stages

Imitation- start off with fun activities to engage the children in a story. We then introduce the story map, actions and key words.

Innovation- once the children have learnt the key construction of the text we can then have a go at changing parts of the story becoming 'authors'.

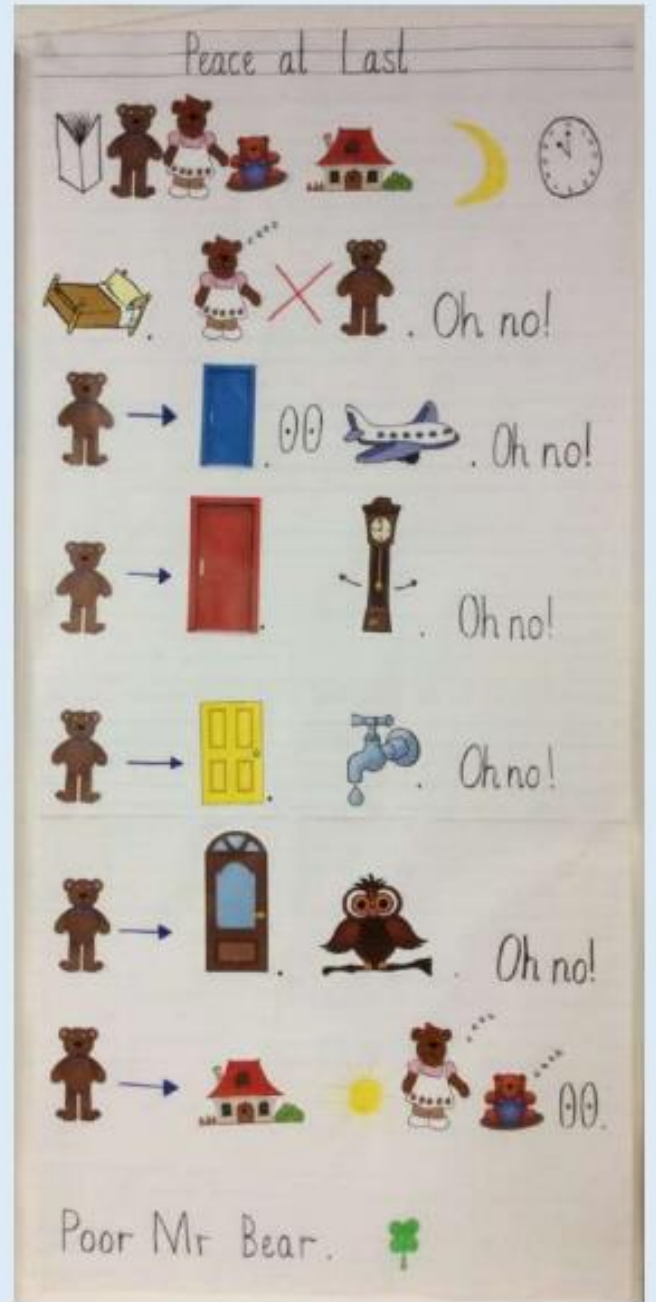
Independence- over the foundation years the children will have learnt a bank of stories and story structures. By the end of Reception we want them to feel confident in the different types of story and have a go at writing their own.

The Hook



Imitation

- Story mapping
- Sequencing the story
- Story mountain
- Transport fact sentencing
- Creating gingerbread people
- Bear masks
- Role playing the story
- Freeze frames



Types of Stories



Rags to Riches

Wishing Tale

Warning Tale

Conquering the Monster Tale

Finding Tale

Journey Tale

Losing Tale

Tale of Fear

Meeting Tale

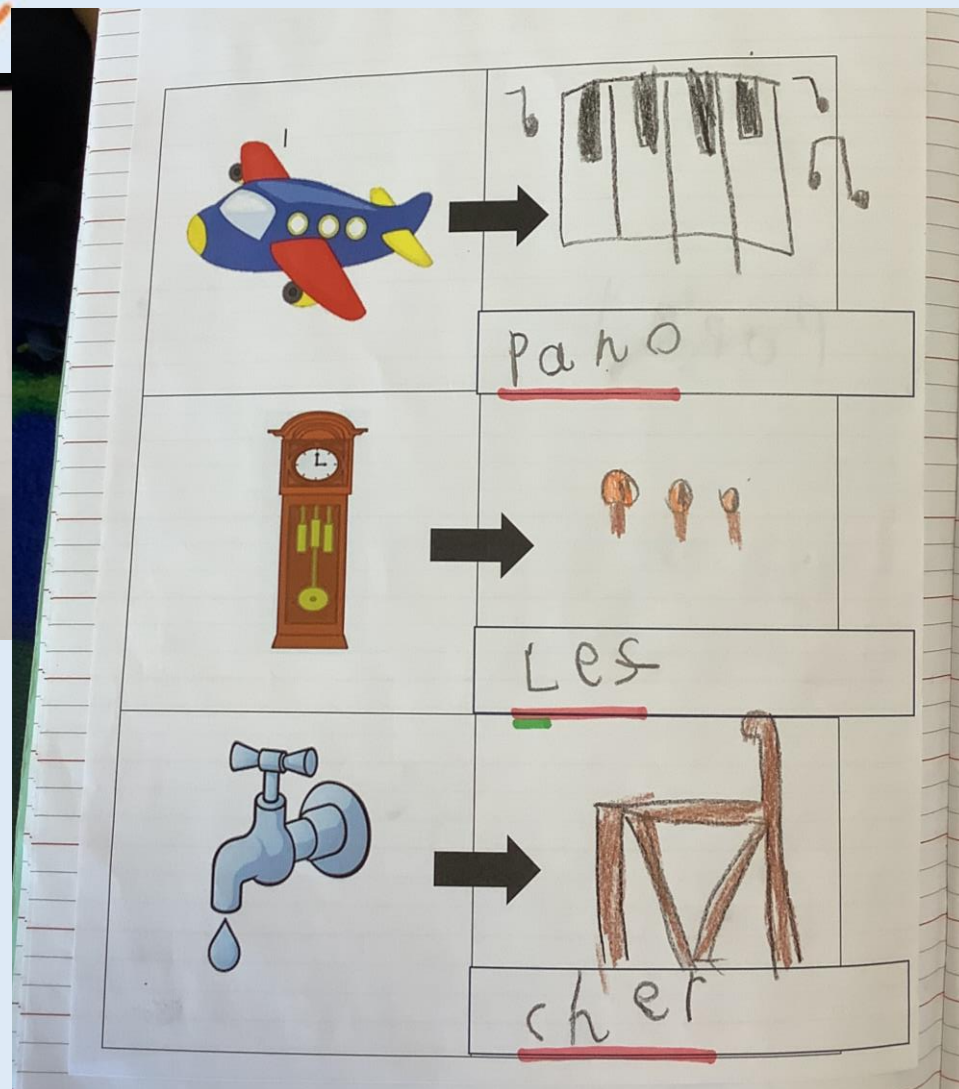
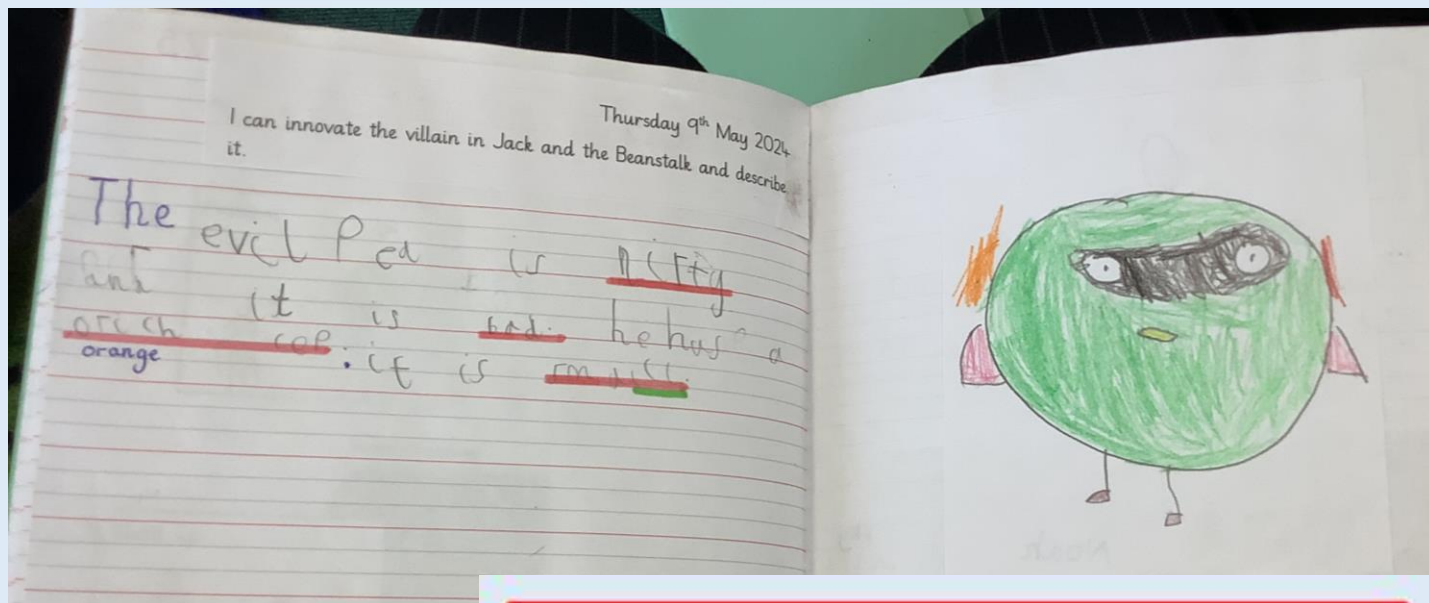
Character Flaw



Story Language

Story Starters	Build up	Problem	Resolution	Ending
<ul style="list-style-type: none"> • In a distant land • Many years ago • Once upon a time • In a land far away • This is the story of 	<ul style="list-style-type: none"> • One morning • One night • First • Next • When • While 	<ul style="list-style-type: none"> • Suddenly • Unluckily • Unfortunately 	<ul style="list-style-type: none"> • Luckily • Fortunately • So • After that 	<ul style="list-style-type: none"> • Finally • Eventually • At long last • And so it was • They lived happily ever after • The end
Reason				
Introduces a character in a setting or the characters feelings/emotions.	The story gets going- the characters does something	A dilemma is introduced- something goes wrong.	The problem is resolved.	The story ends- usually with everyone living happily ever after.

Innovation



- Altering the characters
- Changing the setting
- Adapting the ending

Supporting writing in Reception

At this stage of the year, the emphasis is on children using their sound knowledge to independently write sentences.

Children are encouraged to say their sentence aloud before writing it.

'If you can't say it, you can't write it.'

Adult support can be provided to ensure correct spelling of everyday words **only** (e.g. was, the, is)

Early learning goal (set by the government for children at the end of Reception)

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

the pig is
jam

upo

odh
the cat was on
the tree and
was sad

the cat
was on
a tree and
he is silly

upo

Writing examples

Time to hand over the learning...



1. Learn story with actions
2. Sequence the story
3. Innovate the characters

