

What can you do to support your child?

'Talk for Writing' begins and ends with enjoying stories and reading books. Children who are read to regularly before coming to school are the most likely to do well with their learning.

Children who read for pleasure are also more likely to succeed as writers because of the way in which reading develops language development. Reading a variety of texts also builds a strong vocabulary which children can then use in their own writing.

Reading should be encouraged and supported from Primary 1 all the way through to Primary 7 and beyond. We would encourage you to read with your child every day, whatever their age or ability. This commitment to the enjoyment and sharing of books is proven to make a huge difference to overall development and achievement in learning.

Homework

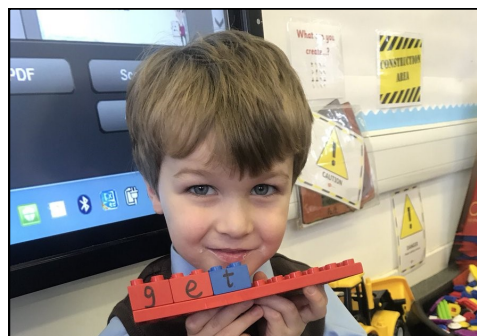
Your child may bring home a Talk for Writing story plan as part of their weekly homework. Your support in discussing this will help your child to develop ideas and improve their writing content.

Further Information

www.talk4writing.co.uk



Thank you for your ongoing support. We hope that you will enjoy listening to the many stories and texts the children come home with!



St Ninian's Cluster Lennoxtown Primary



TALK FOR WRITING

An information leaflet for families.

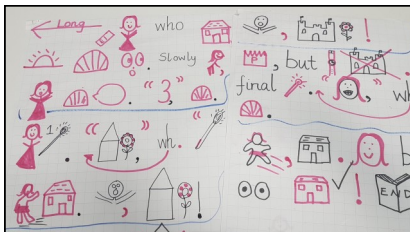
Why Talk for Writing?

One of our school improvement targets is to raise attainment and further improve and develop writing across the school. In order to do this we, as a cluster, are adopting 'Talk for Writing', which has a proven record of accelerating children's learning.

'Talk for Writing' is an innovative approach to teaching writing developed by literacy specialist and writer Pie Corbett (pictured). It uses high quality model texts to introduce the children to different story/text types which they learn off by heart and then scrutinise with a critical eye.



It is a fun, creative and rigorous approach to developing confidence and skill in writing. Pupil's also learn to sign actions for certain words that are used throughout the school. This supports the imitation process in particular.



'Talk for Writing' starts with enjoying and sharing stories. Children learn to tell a story off by heart. They tell the story with expression and actions. Once a story is learnt the children are encouraged to adapt it to make it their own, for example by changing the characters or the setting. You may have heard your child talking about the key stages: imitation, innovation and invention.

Imitation—Telling a story

A text is introduced and read to the children; together the class learn to tell the story.

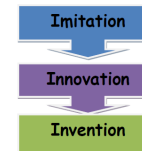
To help the children remember the text a multi-sensory approach is used:

- Listening to and learning texts and stories
- Taking part in drama and role play
- Drawing and story mapping
- Collecting words and language strategies
- Building a working knowledge of grammar.

As children learn the stories word for word, they develop the use of specific sentence structures, which they can then use in their own writing. The principle is that if a child can tell a story, they will be able to write a story.

Innovation – Changing a story

At this stage the original text is adapted by the children. This could start with a simple change of character or for the older children it may involve telling the story from a



different view point. Children will make changes to their story map and rehearse retelling their innovated story orally.

Children then write out the innovated story in manageable sections. Pupils receive next day feedback at this stage in the form of Tickled Pink comments (areas of success) and Growing Green comments (areas to develop). There is an opportunity to respond to this marking, before writing the next section.

It is a very supportive and structured approach so children gain confidence and know what they need to do in order to get better.



Invention—Writing My own story



The final stage is the invention stage where the children use all the skills they have learnt over the last 3

weeks to write an independent piece. There is the freedom to draw upon their own ideas and experiences, or they can 'hug closely' to the shared text should they need to.