



# Igniting Writing

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## **Aims of the session**

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**To assist parents in understanding the latest techniques for ensuring their children become lovers of writing. Techniques which we hope will:**

**Spark Creativity**

**Inspire Exploration**

**Engage the children as both writers & readers**

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# What is Talk for Writing?

It is powerful tool that enables children to **imitate** the language they need for a particular topic **before** writing their own version (**innovate**). In the final stage they write their own independent text using everything they have learnt!

It focuses upon what happens when we teach writing effectively and what happens when children write powerfully and with passion.

Talk for writing can be adapted for different genres/types of text through meaningful use of oral activities before writing. However for today, we will mainly focus on Narrative.

**How do we use this to ignite student's passion and inspire writing at BSB?**



# Talk for Writing at BSB

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How does it help children to become better writers?

Children internalise:

- patterns of stories
  - the building blocks of narrative – common characters, settings, events, the rise and fall of narrative pattern
  - the flow of sentences
  - the vocabulary – especially, connectives that link and structure the narrative such as: *once upon a time, one day, next, finally, suddenly, afterwards.*
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# Who is Talk for Writing aimed at?

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... is for **all** children at BSB, including....

- those identified as having special educational needs
  - children from diverse cultural backgrounds
  - children for whom English is an additional language
  - children who are require challenge and extension.
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# What makes a good writer?



## Good Writers-

- **enjoy** writing
- read widely, recognise good writing, and **understand** what makes it good
- **are aware of the key features of different genres and text types**
- learn about the skills of writing from reading
- have something to say (a purpose and audience)
- know how to plan and prepare for writing
- understand how to **reflect, refine and improve** their own work

***HOW DO STUDENTS ACHIEVE THIS?***



# Most Important- Read, Read, Read!

The most proficient writers are always readers. It is impossible to write any type of text without being familiar with the patterns. The issue for many children is not so much a 'lack of imagination' but rather a lack of the building blocks with which to be imaginative.

It is **reading**, being **read to** and listening to **storytelling**, that helps children build up a store of patterns and ideas. These become embedded within their minds, to be drawn upon when writing. Ask any author for advice about becoming a writer and they always say the same thing: 'Read, read, read.'



'Reading makes the  
writer...'

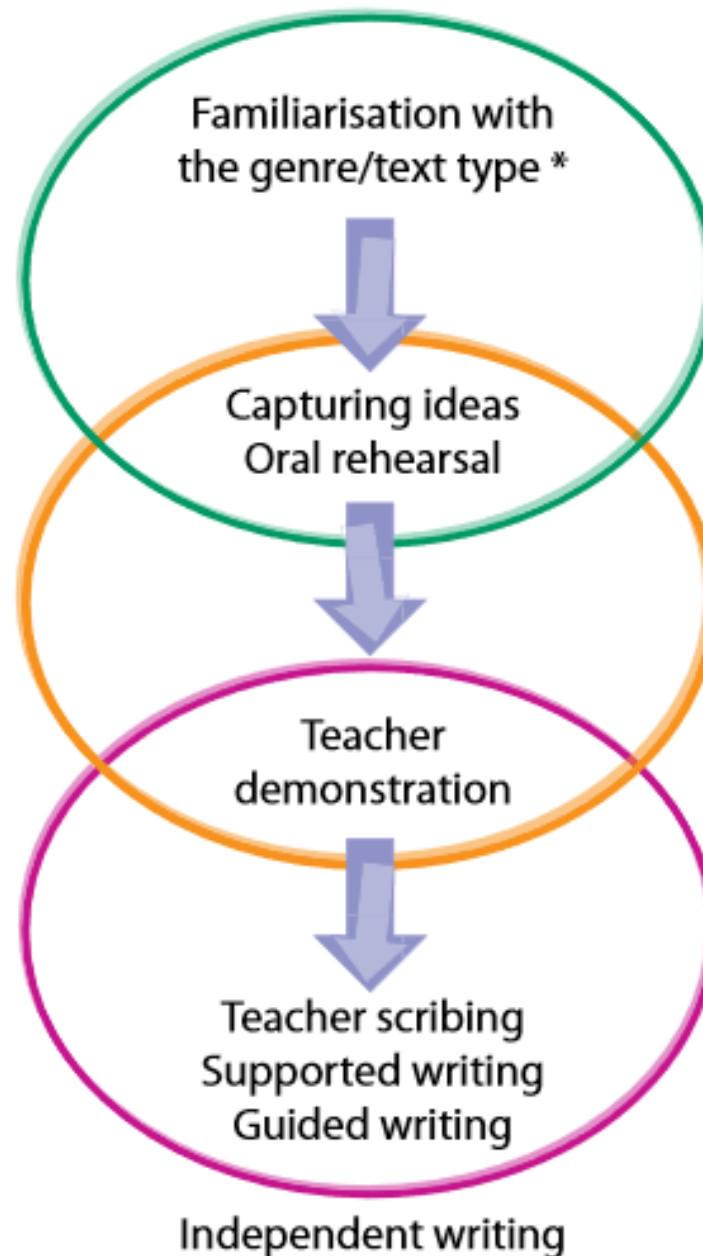
*Pie Corbett, April 2008*

**Students need to read *EVERY* day!**

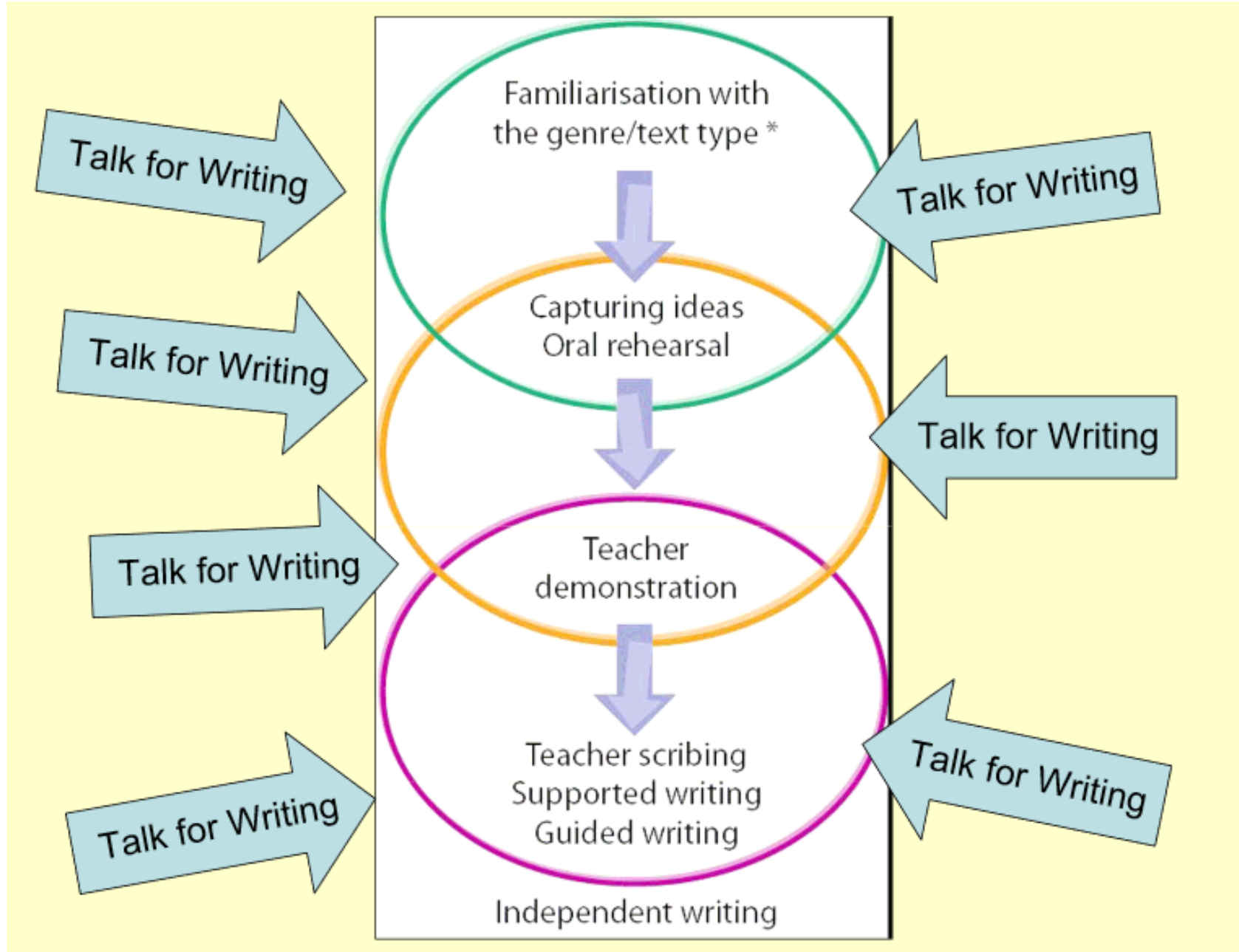
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**How can  
teachers  
develop better  
writers in the  
classroom?**



**Where does  
Talk for  
Writing fit in?**



# What are the steps in Talk for Writing?

- ❖ **Imitation:** straight retelling of learned stories.
- ❖ **Innovation:** developing, extending and changing elements of a story.
- ❖ **Invention:** creating a 'new' story.



# Storytelling is incorporated throughout

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This approach involves:

- learning and repeating oral stories
- building the **confidence to develop** them through telling
- extending this development into writing
- creating 'new' stories orally as a preparation and rehearsal for writing.



# 1. Imitation

**Imitation occurs through learning and remembering texts.**

Children can internalise:

- Patterns
- Building blocks of narrative
- Flow and pattern of sentences
- Vocabulary
- Most importantly, they develop an imaginative world of images that can be drawn upon and day-dreamed about to invent new stories and ignite their writing.



# Imitation occurs through-

- Book Talk
- Retelling the story
- Drama
- Hot seating
- Role Play
- Questioning
- Draw it
- Story Maps
- Features- language
- Performance
- Story structure

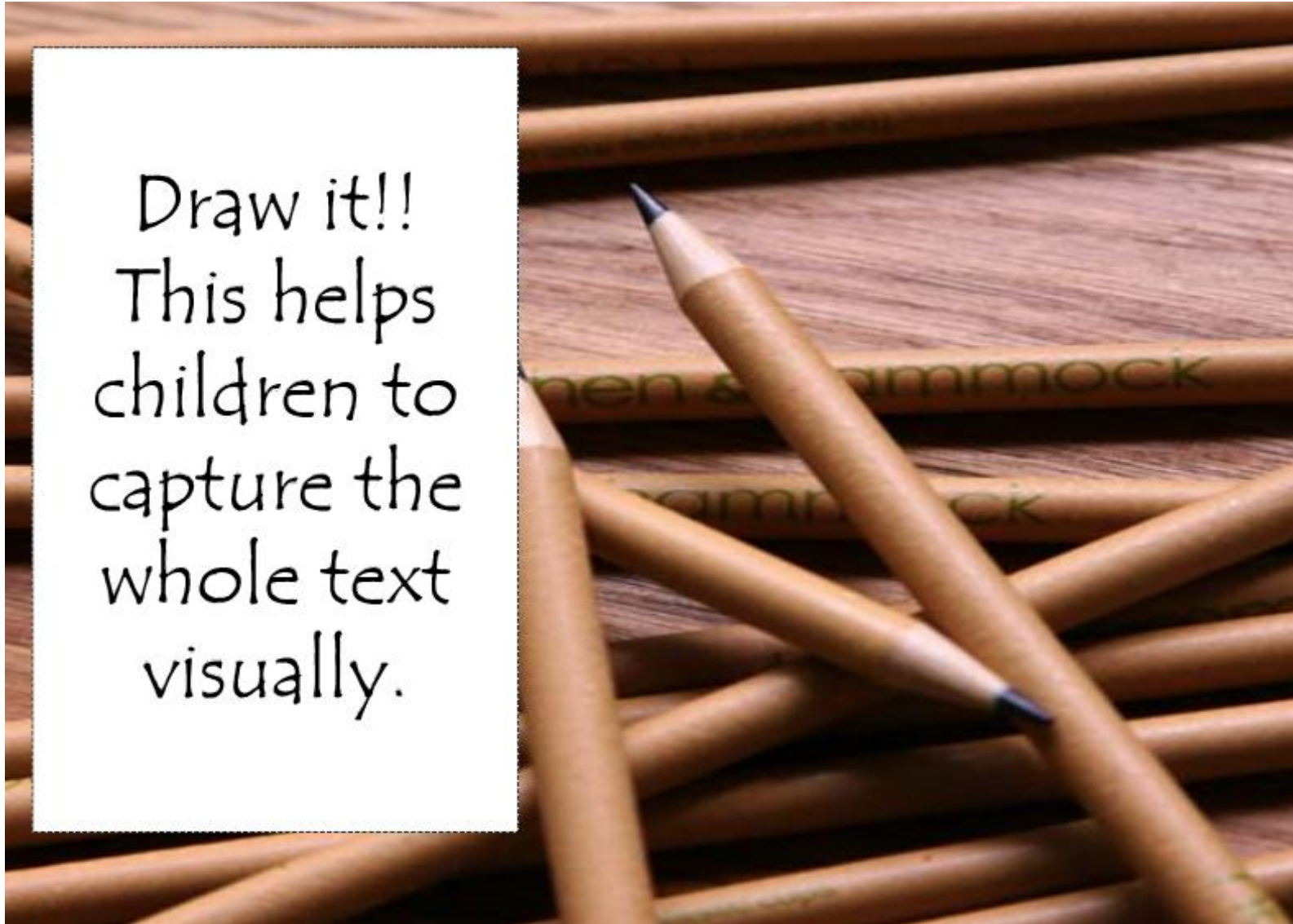


Let's take a closer look at some of these.



# Let's have a go at this..... The Twits- Roald Dahl

Draw it!!  
This helps  
children to  
capture the  
whole text  
visually.





# Story maps



# Book talk

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I like the bit where.....

It reminds me of....

It makes me feel...

I don't like it when...

I wonder if...

Do you think that...?

I don't understand...



# Hot Seat

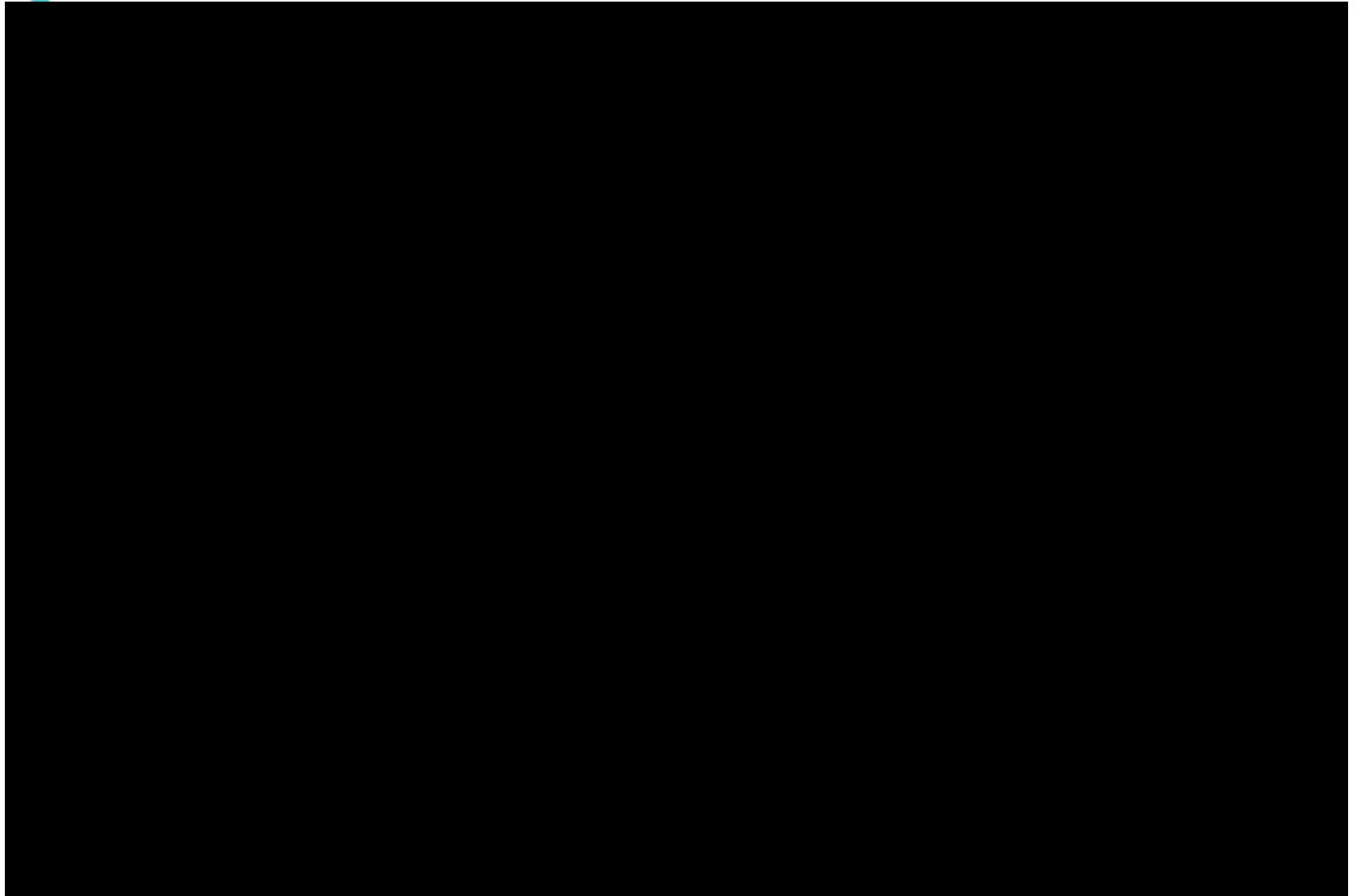
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- The basic idea is that a student plays the role of a character from a book and takes questions from an audience of classmates.



- Hot Seat is a fun way to help students form their opinions about the behaviour of characters and gain a better understanding of the character.
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## ***Imitation- Year 1-6***



# Retelling the story using actions

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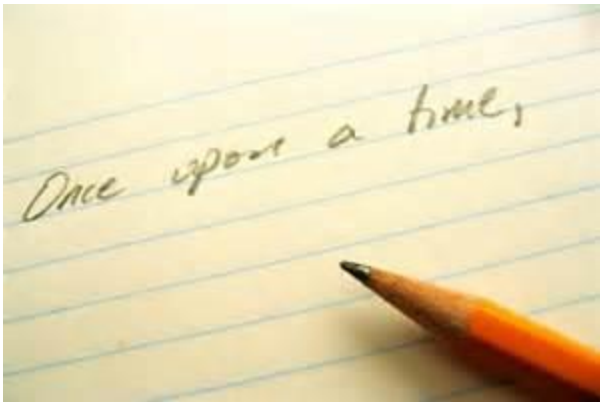
Now it's your turn.

## **The Little Red Hen**



# Imitation can involve all learning styles-

- **Visual** – map, storyboard, flowchart, paint, draw, model and watch the story
- **Auditory** – hear and say the story, discussing, retelling, drama
- **Cognitive** – memory tricks, discussions, key connectives
- **Kinaesthetic** – drama, role-play, dance, model making, building



## 2. Innovation

The students will move on to **innovation** when the story is in the long-term working memory.

This involves ***Jointly Constructing*** texts through shared writing.

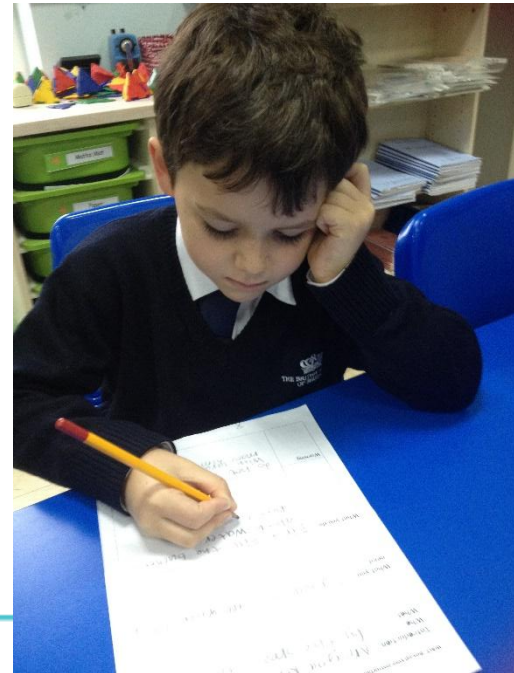
- This step allows students to take a well-known story and adapt it to make it their own.





## 2. Innovation

- ❑ The teacher **works with the class to** innovate a part of the text e.g. There was once a young girl called Julie, to Once there lived a young boy called John. The teacher takes ideas from children and innovates on the known story.
- ❑ Alterations might be made to settings, character and key events. The story could be retold from a different viewpoint or recast as a diary, letter or news item.
- ❑ During the modelled and joint construction of texts the teacher **incorporates** Alan Peat sentences to improve writing.
- ❑ The students are challenged to extend their use of language.



# Alan Peat- 25 ways to improve sentence writing!

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## BOYS

He was a friendly man most of the time, but he could be really nasty.

He could be really friendly, or he could be miserable.

It was a warm day, yet storm clouds gathered over the distant mountains.

It was a beautiful morning for a walk, so he set off quite happily.

But, Or, Yet and So

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# Alan Peat- 25 ways to improve sentence writing!

## 2A sentences

He was a **tall, awkward** man with an **old, crumpled** jacket.

It was an **overgrown, messy** garden with a **lifeless, leafless** tree.

Each sentence has 2 adjectives before a first noun, followed by 2 adjectives before the second noun.

This type of sentence can be used to create strong images in the reader's mind!

# Alan Peat- 25 ways to improve sentence writing!

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**Simile**      ...like a...  
                         ...as a...

**sentences**

The moon hung above us **LIKE A**  
patient, pale white face.

Although it was August it was as cold  
**AS A** late December evening.

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# Alan Peat- 25 ways to improve sentence writing!

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## 3 \_ed

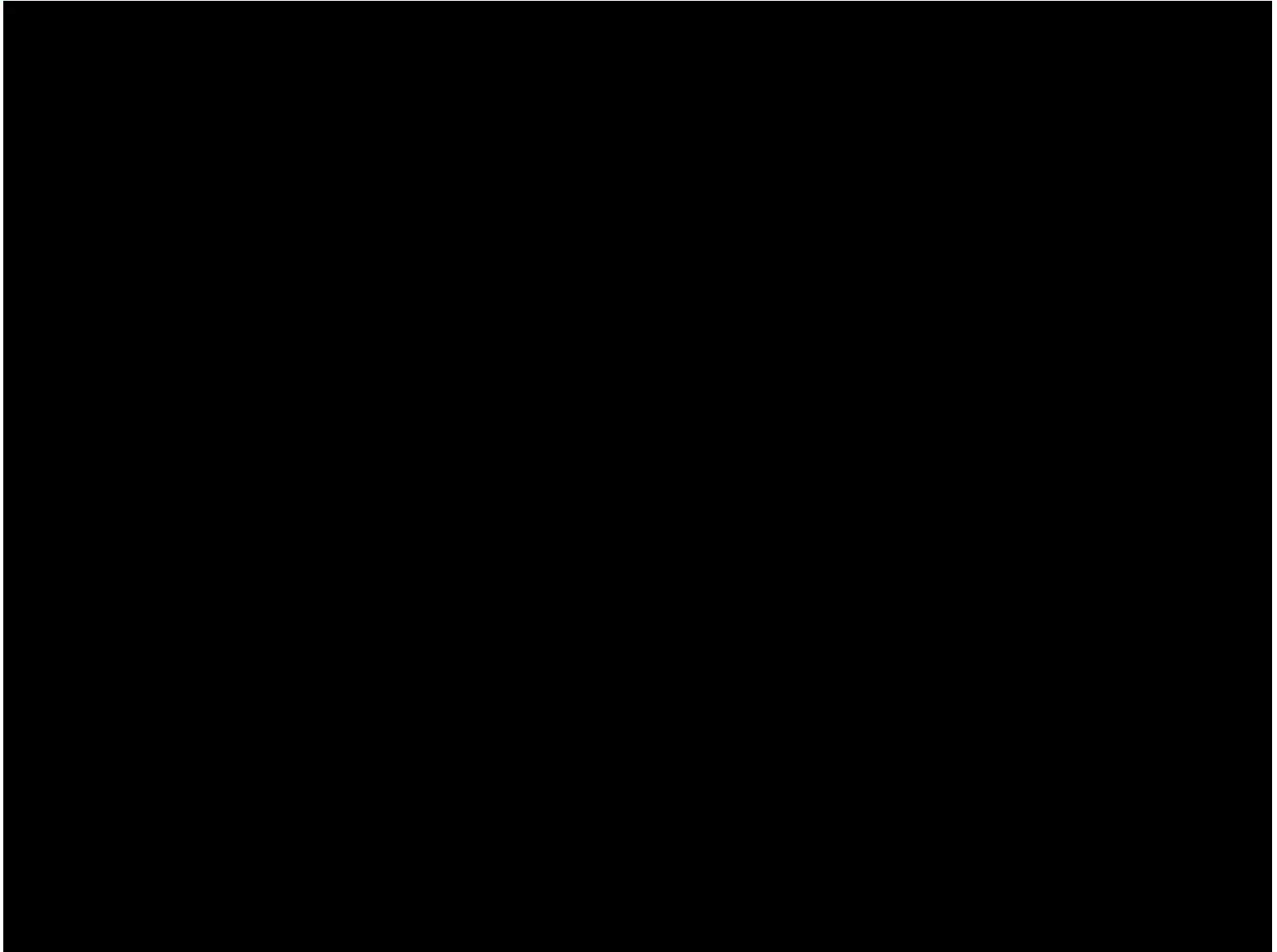
- Frighteneded, terrifieded, confuseded, they ran from the creature.
- Amuseded, amazeded, exciteded, he left the circus reluctantly.
- Confuseded, troubleded, worrieded, she didn't know what had happened.

**These sentences are very good for showing us the emotional state of a character.**

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## 2. Innovation by Pie Corbett

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# Innovation

- INK WASTER- describing the dragon.
- **LET'S HAVE A GO NOW.....**You have 2 minutes to describe the dragon in the pictures. You can write short phrases, e.g. strong, powerful legs OR sentences e.g The dragon stood atop the rocky cliff face like a majestic king.

10 Steps- Share with a partner.





# 3. Invention

Igniting student writing through imagination.

***‘Keep your eyes, your ears, your nose, your taste, your touch, your whole being on the thing you are turning into words.’ Ted Hughes***



# 3. Invention



Children think of a way to apply what they have learnt to create a new story E.g if they have learnt a defeating a monster tale like Jack and the Beanstalk, they might invent a story about a bully in a classroom.

Story map – Story Mountain – story flow chart or story board to plan their ideas.

Students use a success criteria, word banks around the classroom, dictionary and thesaurus.

# 3. Invention

## Content

- Gathering ideas
- Expanding ideas
- Selection of content

P  
L  
A  
N  
N  
I  
N  
G

## Structure and language and features

- Sequencing of content
- Refining language

**Students also use Alan Peats '25 ways to improve a sentence'.**

## Lets review the Talk for Writing process-

**IMITATION-** familiarisation

Retelling a story until it can be told fluently

Multi-sensory approach, made memorable

**INNOVATION-** adapting a well-known tale

Substitution, addition, alteration, change of viewpoint and reusing the basic story pattern

**INVENTION-** creating your own new story

Building up a story-drawing, drama, images, video, first-hand experience, location, quality reading etc

# Review- Talk for Writing

- Talk for Writing is a valuable way of supporting the improvement of children's writing and ignite their ideas and passion for writing.
- It develops their ability to 'read as writers' and enables them to explore the thinking and creative processes involved in generating and planning ideas and incorporating techniques learned from other writers into their own work.
- It further allows children to rehearse the structure and sequence of a piece of writing and guides how the text should sound - its style and voice.
- It also encourages them to generate and rehearse appropriate language and grammar as they work collaboratively to plan, draft and improve their writing.



## Review- WHY?

- Promotes Oral Language in the classroom
- Allows students time to listen, practise and recycle language before attempting written tasks.
- Allows students to access oral and written versions of texts (including digital and visual texts)
- Sets classroom activities that scaffold all students' learning.
- Promotes high expectations



# How can you help at home?

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## Here are some ideas

- Let your children see you read for pleasure.
  - Let your children see you write for pleasure. Let your children contribute writing or illustrations to letters that you send to family back home.
  - Have your children select three things they want to include in a story. Make up a story that includes those three things.
  - Encourage friends and relatives to give books to your child as gifts.
  - Tell lots of family stories. Ask lots of questions when your child tells you a story. Ask them to identify the beginning, middle, and end or climax of the story.
  - Encourage your child to bring a writer's notebook whenever they go on family outings. Whether it is to a soccer game or restaurant, there will be plenty to notice, wonder and write about.
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# How can you help at home?

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<https://www.oxfordowl.co.uk/for-home/>

The above is a great website for leveled books that can be read on a computer or e-reader. Children can also listen to the audio version of the book.

<http://www.topmarks.co.uk/Parents/ten-tips-on-hearing-your-child-read>

[http://uk.pearson.com/content/dam/ped/pei/uk/pearson-uk/Campaigns/Enjoy\\_Reading/Pearson\\_EnjoyReading\\_03.pdf](http://uk.pearson.com/content/dam/ped/pei/uk/pearson-uk/Campaigns/Enjoy_Reading/Pearson_EnjoyReading_03.pdf)

<http://www.schoolatoz.nsw.edu.au/homework-and-study/english/english-tips/reading-with-your-child-at-home>

<https://twowritingteachers.wordpress.com/2013/10/26/ten-suggestions-for-encouraging-kids-to-write-at-home/>

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**Any questions, please come and ask!**

**Thank you.**