



**Waterhouses CE  
Primary Academy**

**“Let your light shine.”**

## *Waterhouses CE Primary English Curriculum Statement*

### **Intent**

Waterhouses CE Primary Academy follows the Talk for Writing (T4W), process which is an engaging teaching framework that raises progress and boosts standards. We want to help all our pupils to develop into creative writers. We achieve this through the T4W approach. It enables pupils of all ages and abilities to learn to write a wide range of stories and varying text types. The multi-sensory and interactive teaching activities used include:

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

- Taking part in debating and discussion.

### **What is Talk for Writing?**

Talk for Writing (T4W) is an engaging teaching framework developed by the literacy specialist, Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. 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. Children learn the underlying structures and the process of planning using boxing up and story maps. They also learn about the key strategies for creating interesting characters and settings. They learn to use a range of sentence types and literary devices to create different effects including suspense or adventure.

This Review of related research identifies the ways in which the main elements of T4W are supported by peer-reviewed research and other scholarly publications.

<https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf>

### **Implementation**

#### **Imitation**

Talk for Writing units begin with a hook which fires up the creativity and imagination of the children before they are immersed in the model text.

During this phase, the pupils learn the text using actions, boxing up and story maps. The key to success for the pupils is that they internalise the text type through repetition and rehearsal. They explore the structure of the narrative and investigate the different characters, settings, and events. They also begin to look closely at the language used and the effects this has on the reader. The pupils 'read as a reader' and 'read as a writer' during this process. The classroom becomes a dynamic, interactive resource filled with word ideas, sentence types and language

tools collected by the pupils to use in their stories later. Teachers incorporate, spellings, grammar, and punctuation during this and the innovation stage.

### **Innovation**

During this phase, the teacher and the pupils begin to change aspects to model the text using their own ideas. They explore the text using different characters, settings or events and develop new ideas for descriptive language whilst sticking closely to the underlying structure.

It is during this phase that the pupils work using their toolkits. The toolkits, based on the features and ingredients of the model text, remind pupils of the different strategies they could use in their stories and helps them to see the progress they are making.

### **Invention/Independent**

During the invent stage, the pupils plan and write their own story based on the text type they have been learning. They experiment with the ideas and begin to explore their own style of writing – they are able to do this by hugging the original model text tightly or they can develop in their own way – flying away from the text.

In order to develop independence, we have implemented a new structure that provides pupils with the opportunity to have more freedom and choice with their writing. The teacher, on occasion, may choose to skip the imitation stage and move to the invention stage. An extra stage would then be added where the pupils will be provided with a stimulus, such as a short video, a picture or a story opening, and will then be allowed to choose one of the four purposes for writing (to entertain, to persuade, to discuss, to inform). The pupils will then plan their own piece of writing using a text map and will then independently create and edit a piece of writing.

The teacher may also choose to do this to extend high attaining writers by providing them with the opportunity to write at length in a way that will stimulate their interests and creativity.

We believe that by providing this choice, it will further develop a love for writing and will also provide each child with a bank of truly independent pieces of writing that can be used for assessment purposes.

The skills and knowledge that children will develop throughout each year group/milestone, which can be found in the following documents.

- Waterhouses CE Academy and Nursery – T4W Always Toolkit
- Waterhouses CE Academy and Nursery – T4W Fiction Toolkit
- Waterhouses CE Academy and Nursery – T4W Non-fiction Toolkit

These run alongside and parallel with explicit age appropriate spellings (daily session based on the Spelling Shed), Punctuation and Grammar work and work in collaboration with our Reading Vipers (Literacy Shed Plus). A range of fiction and non-fiction texts support the T4W process and are reviewed regularly to meet the needs of the pupils and to engage and inspire.

### **Impact**

Talk for Writing (T4W) is a curriculum programme that improves standards of writing for children at Waterhouses. It makes extensive use of classroom talk to help children become familiar with a range of text genres. For each genre, this familiarisation is extended through 'talking the text', shared and guided teaching and pupils' independent writing of the same type of text. Classroom displays support the T4W process and the use of working walls help children to scaffold their learning and to develop a deeper understanding. Outcomes in English books and across the curriculum demonstrate a developing and deepening knowledge of key literacy skills and key knowledge as a writer across a broad range of fiction and non-fiction texts which can be applied in a range of contexts into their independent writing for a variety of audiences and purposes within different subjects.