

Talk for Writing Training Session Ashdown EIP Hubs 22/5/19

Mr Wiggle and Mr Waggle – Reasoning behind oral story telling (see handout sheet of oral/action stories)

- Oral rehearsal of a story
- Physical movements and strengthening muscles
- Enabling children to think about the beginning middle and the end.

Talk in writing

- Helps to provide language that children may not have experienced.
- Gives children the ability to explain and share what they know.
- Talking before writing helps children to develop their understanding, gives them vocabulary, its allows children to know a story and information rather than focusing on the different

Using a range of stories - It is important to expose children to a bank of stories that they know.

T4W

Talk for writing is broken down into three different parts.

Ideas for what the three 'I's mean:

Imitation – **Knowing a text inside out and being able to recall it.**

Innovation – **Changing a bit of it**

Invention – **Changing it to make your own. Changing some of it in small parts so the children can still access it.**

Imitation –

Breaking the story down into key parts, shorter text with key vocabulary that you want them to learn, see example of Whatever Next.

Acting out the story and making it in

Story Mapping – Using Arrows to

- **Actions – Creating actions with the children to help tell the story.**
- **Embedding the story with the children across a week or so to tell the story and know it using actions and verbally**

Whatever Next

Baby Bear wanted to go the moon but Mummy Bear said it was bath time.

She said that Baby Bear would need a rocket.

Baby Bear found a rocket under the stairs.

He found a space helmet and a pair of space boots.

He packed his teddy and some food and took off.

Whoosh!

Baby Bear flew to the moon with his friend owl.

They had a delicious picnic on the moon.

Then it was time to go home.

They said goodbye.

Baby Bear went down the chimney with a bump!

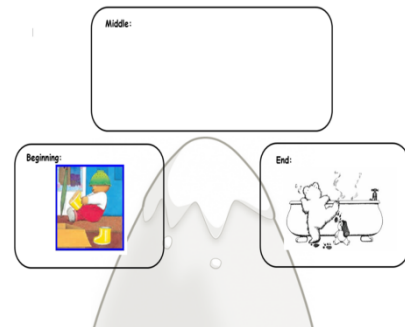
Mummy Bear said "Look at the state of you!"

Finally, Baby Bear had his bath.

- Then create your story map using images, get the children retell it using the map and actions.

Innovation - Boxing up, teaching the structure of the story.

- This is how the children get to know the story.
- This can be differentiated to use pictures, words, Images. Children can put the sections in, you can give the any of the images and get the children to fill in the other aspects.
- Children can then change one aspect e.g. He went to the park, he had a picnic with a spaceman. (You would need to think about characters first – and who is already in the story, who would fit).



Only move to this section when the children are using the vocabulary and story really well.

Invention – What does this look like?

Nursery

- Using story maps and mountains to tell their story
- Re telling the story with small world.
- Changing one of the characters/puppets in the story sacks.

Reception

- Creating our own story maps.
- Drawing our own pictures and images.

Before starting any approach read the text and other texts linked to the topic. Use provision and enhancements to 'live, breath and experience the theme of the text or topic'