



# Talk for Writing in Early Years

ASHDOWN HUBS 22<sup>ND</sup> AND 23<sup>RD</sup> MAY 2019

# Story warm up

- ▶ Mr Wiggle
- ▶ What learning is happening here?



# What is Talk for Writing?

- ▶ Talk for Writing (T4W) is based on the thinking and creative process involved in 'being a writer' including generating ideas, drawing on experience of what has been read and understanding how to change and improve.
- ▶ T4W involves the oral learning of model texts and the oral development of new versions so that children internalise the language patterns that they need for writing, adding to their linguistic competency.

# Why does talk matter so much?

- ▶ More than half of children starting Nursery in socially disadvantaged areas have language delay whilst having general cognitive abilities that are in the average range.
- ▶ This means language is what is holding them back!
- ▶ Benefits children's writing as they get older. With a wealth of stories already in their heads they are able to focus on the technical parts of writing rather than creating a story.

# How children learn language

- ▶ Hearing it, saying it, reading it.
- ▶ Teacher as a model. Modelling, recasting and extending. Showing interest in what a child says.
- ▶ Modelling being a reader.
- ▶ Modelling being a writer.

# T4W – The 3 'I's

- ▶ Imitation
  - ▶ Innovation
  - ▶ Invention
- 
- ▶ What do you think all of these 'I's mean?

# The Three 'I's

- ▶ **Imitation:** The ability to retell a story so that the child has a bank of tales by heart. The language patterns are known so well that they become part of the long-term working memory, embedded and internalised.
- ▶ **Innovation:** The ability to adapt a well-known story, in order to create a new story, either by making simple changes or more complex retelling – substitute, add or alter.
- ▶ **Invention:** The ability to draw upon a full range of stories, language, experiences and ideas to create your own story.

# Imitation – get to know the text well

- ▶ A model text is created. This is learned orally using a text map and actions so that children internalise the language patterns.
- ▶ <https://www.youtube.com/watch?v=JdvJZD-cplg> Little Red Hen by Pie Corbett
- ▶ T4W 'Whatever Next?'
- ▶ **Let's create a map for Whatever Next on your tables. Can you re-tell the story using your map?**



## 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.

# Innovation – Boxing up

Middle:

Beginning:



End:



Boxing up is about breaking down the sequence of events, the structure of the story and identifying the parts that you can change.

Children draw a new picture to demonstrate the change they have made.

# Innovation – creating a new version

- ▶ What has changed? Look on the box up mountain, what change have we made?
- ▶ Pick **one** element: character – different animal or person.  
setting - different place.
- ▶ Make sure children have an understanding of the other options they could choose. This could be by providing different pictures of places and characters or using somewhere/someone they already know.
- ▶ **Only innovate when the story is in long-term working memory.**

# Invention – telling and writing your own story

How can these new stories be told and written in EYFS?

## **Nursery:**

Use your new story mountain to tell your new story.

Re-tell with small world/story sack props.

Create own booklet having a go at writing key words.

Annotate the map/box up with key words.

## **Reception.**

New story mountain (box up).

Write the story in sections. Approximately 1 sentence for each stage – or more!

# Time to plan in your Hubs

- ▶ Use your key text.
- ▶ Write a simplified version for imitation.
- ▶ Have a go at creating a story map.
- ▶ Have a go at boxing it up.
- ▶ Consider how the children will change it. How will you facilitate this?
- ▶ How will you enable children to write/tell their story?