



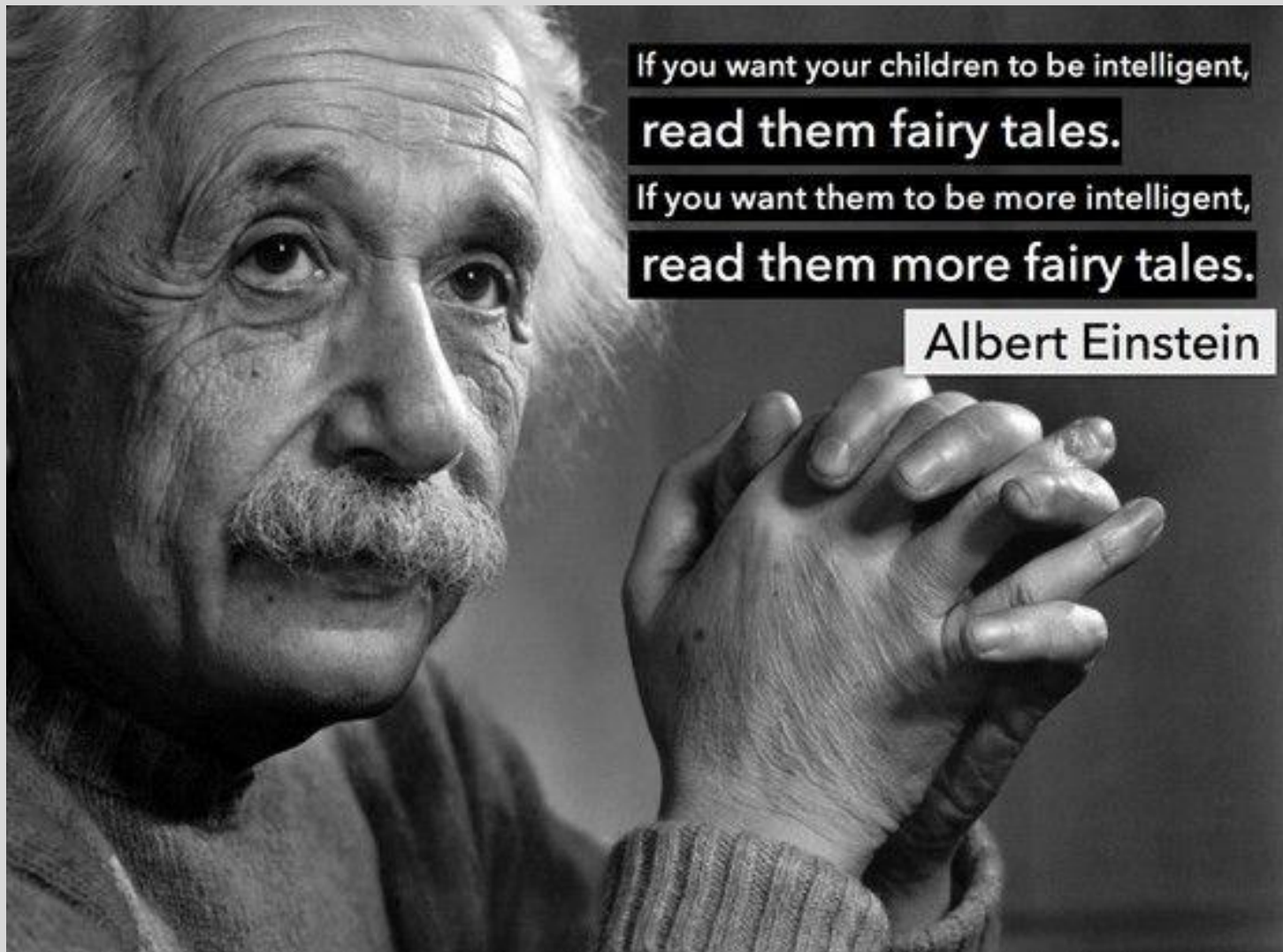
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Talk for Writing TfW

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If you want your children to be intelligent,
read them fairy tales.

If you want them to be more intelligent,
read them more fairy tales.

Albert Einstein



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Our Priority

- DBS priority is to raise writing standards across the school
- We want to develop a reading culture both in school and at home as we believe the best readers are the best writers
- We want children to learn a bank of stories from preschool to year 6



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We believe Good Writers:

- enjoy writing and find the process creative, enriching and fulfilling
- read widely, recognise good writing, and understand what makes it good;
- are aware of the key features of different genres and text types;



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- know how to plan and prepare for writing;
- understand how to reflect upon, refine and improve their own work;
- learn about the skills of writing from their reading



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Task

You have 5 minutes to
write a story.



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Feedback



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What is TFW?

- An approach to literacy developed by Pie Corbett
- TFW enables children to imitate language they need for a particular topic orally before reading and analysing then writing their own version



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Why do we use it?

If you can't say it, you can't write it

- To excite and motivate children
- To develop and extend children's vocabulary
- To enable children to internalise the language patterns and structure needed for writing
- It is based on the principles of how children learn



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Facts and figures

- Initial research found only 2 per cent of 4-5 could tell a story compared to 76 per cent at the end of the year.
- Schools have found that children double their rate of progress and many schools have moved from only a third of Year 6 achieving level 4 to over 90%.



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Examples

Once upon a time there was a bunny that found a house in the forest and then inside there was porridge on the table. It was nice porridge so he ate it, all of the porridge. Three bears came and saw the bunny and they weren't very nice to the bunny. The bunny ran away. The bunny thought that the house was his house, but it wasn't. Then the bunny saw another house and there was (were) more bunnies in there. It was his family.

People was in a bear hunt they went in the grass, in the mud, in the trees, in the storm the wooh storm and the cave. Back in the house "don't go a bear hunt again". he closed the door, got in bed "not going on a bear hunt again".



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An Explanation Text

About the animal Scorpions

Scorpion is a scorpions spider. My animal is brown and black it has two legs and five hands. Its tail is very poisonous it is all ways fierce!

Facts
This animal is all in complex it can turn into different colors

This is a scorpion spider

What it lives
My animal lives in the forest, jungle and the attic. The tips of animal can have for hours it can kill an animal in a second.

Facts
Scorpion is so poisonous it can kill you if you touch it.

This is a scorpion spider

Diet
Its diet is lots of type of animals such as a rat, mouse, and bird and a lizard.



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An Explanation Text

SHARKS

Plankton feeder

When you are in a fishing boat it takes a lot of time to fill your bucket. Big mesh nets are used. The big mesh net is used with its mouth wide open like a funnel as water flows over it. It then filters out everything from the water to catch eggs - all of which is consumed.

Silk shark


It can be difficult to find a decent meal in the wild deep part of the open ocean. Hammerhead sharks can pick up low-pitched sounds and are especially good at detecting sounds that are made by swimming fish.

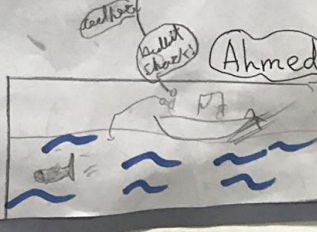
Megamouth shark

The megamouth shark is big enough to hide its secrets for a long time when something as big as a megamouth shark is deep-sea. It was discovered until 1976 when one was caught off Hawaii and hasn't been seen much since. It got on swimming sharks!

Short fin mako

Meet the champion swimmer of the shark world. The short fin is the fastest shark over long distances and it perfectly adapted for catching fast swimming prey such as tuna and swordfish.





Cold and Hot Task

Year 6



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The Method

There are three key stages-

1. **Imitation**- children learn the text orally to internalise the language so that it is embedded into their linguistic repertoire
1. **Innovation**- Once children are familiar with the text they use it as basis for their own writing by adapting it and changing it
1. **Invention**- children draw on a bank of stories to create their own



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Let's have a go...



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1. Imitation

hearing, saying, seeing and moving

Get to know the Text

- learning the text orally
- actions to reinforce meaning and emphasises the language patterns and key connectives
- providing children with story maps and visual clues
- role-play



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Innovation

Adapt the story

- adapting the story as a class
- Add new characters
- Add more description
- changing the setting
- change the events
- shared writing is key



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5 minutes

Change a character

Add more detail



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Invention

Write another one

- once the text is deeply imbedded
- children create their own stories independently



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Retell a Story-

- In pairs, retell a story sentence by sentence
- For kS2 children retell a paragraph from a book, a story or a movie
- Babble Gabble- retell your child's favourite story as fast you can
- Use puppets and toys to retell or make your own puppets from the story

Become a Storyteller

- Encourage your child to tell a story
- Use puppets and props to tell story
- Storybox- collect figures, animals and objects and encourage children to tell a story
- Create a character



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Write in Role

Children talk and then write in role as a character from the story

- Write a message or a letter
- Diary Entry



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Talking about Stories

- First thoughts – After hearing a story, think of a word that captures their feelings or that seems to sum up a key theme in the story
- Magpie- steal interesting words and ideas from whatever you read



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Writing Activities

- Shrink a Story- rewrite it in a 100 words
- Guess the Tale- Write a story in 50 words and see if you can guess the tale
- Create a story map of your favourite story



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Questions?