

Talk for Writing is split into different phases. Here is each one explained.

# 1. Imitation

Before the imitation phase starts the children will have a go at the text type they are about to study. This is called a 'cold task'. It tells the teacher what the child needs to focus on in improving their writing in the coming weeks.

Imitation phase is when the children really get to know what text type they are going to be learning about. They read and retell the text and look at the structure, the language and other features that they need to know for their own writing.



This is an example of a text map. The children would not have the writing to go with it—just pictures!

# 2. Innovation

This phase is when the teacher uses shared writing (writing as a class) to create a text that is very similar to the one they have just learnt in the imitation phase. They would use similar language and the same structure. Children are encouraged to keep rereading their work and make edits as they go to improve their writing.

Within this phase we would also encourage children to 'magpie' good ideas/vocabulary to use in their own writing.

Shared writing with the teacher—teacher writes using the best ideas from all of the children.



# 3. Invention

The invention phase is when the children are expected to write independently. Their final piece of writing is called the 'hot task'. This final piece should show what they have learnt over the last few weeks.

The independent piece shows the teacher the child's understanding of structure and language choices. It will also inform the teacher what needs to be a focus in the next unit of work.



Independence is key to assessing the child's progress.