

## Writing at Village

Village uses the Power of Reading and Talk for Writing to develop pupils as readers and writers through deep immersion in a high-quality text.

### Power of Reading

Through this immersion and a slow reveal, pupil's vocabulary, comprehension, and engagement in the text is developed and enhanced through drama techniques. Pupil's empathy, understanding of characters, themes and vocabulary are also explored by encouraging pupils to become 'readers as writers'. Pupils then write for purpose, in role, using a range of genres. Genres are explored and taught through exploration of a range of examples.

### Talk for Writing

The developmental exploration through talk, of the thinking and creative process involved in being a writer

- Teacher Talk (talking with, not at, children)
- Supported children talk
- Independent children talk

Key Strategies to support talk:

- **Story re-telling and mapping**  
Retelling a story by heart organises structure and gives ownership of language. Model key words with actions (eg who, soon, then, so, but, unfortunately, where, after that, suddenly)  
Use actions for characters. Make a story map.
- **Book talk**  
Anything you particularly liked/disliked about the book? Is there anything that puzzled you?  
Were there any patterns or connections you noticed?
- **Drama and role play**  
eg hot seating, role on the wall, freeze frame, designated area of classroom with props, story sacks)

### Talk for Writing encompasses three stages:

**Imitation** (where pupils learn to internalise texts, to identify transferrable structures and language)  
Re-telling familiar stories using story maps and actions

**Innovation** (where pupils use these structures and language to co-construct new versions with their teachers)

Develop original oral narration by changing an element. Demonstrate by oral telling, using story map, and then in shared writing.

Independent writing, children write own version, draw their own story map/change original story map. Children orally rehearse their story.

**Invention** (independent application where teachers help pupils create original texts independently)

The writing becomes increasingly independent of the original model.

Over time, pupils move towards independent writing as they create texts about their own topics, with older pupils adding, embellishing, altering and manipulating the original structure.