



Talk for Writing Approach: Mount Pleasant Lane School

Our aim is to develop skilled, confident, and creative writers who can articulate ideas fluently for various audiences and purposes. We utilize the Talk for Writing framework, developed by Pie Corbett, to ensure every child internalises the language structures needed to write with a distinct author's voice. By the time students leave Key Stage 2, they will possess a sophisticated bank of vocabulary and an excellent knowledge of diverse writing techniques. This intent is rooted in the belief that oral competence is the foundation for written excellence; we ensure that if a child cannot say it, they cannot write it.

Implementation: The Three-Phase Process (KS1 & KS2)

Each writing unit typically spans 3 to 4 weeks and follows three rigorous phases designed to reduce cognitive load and embed long-term learning. We use an adaptive teaching model to ensure pupils with Special Educational Needs and Disabilities (SEND) achieve alongside their peers.

Phase 1: Imitation - The Oral Phase	
The Process	Children are introduced to high-quality texts which they internalize through oral rehearsal. Pupils co-create pictorial story maps and use physical actions to rehearse the tune of the language.
SEND Support	This phase is vital for children with Speech, Language, and Communication Needs (SLCN). The use of multi-sensory actions and visual story maps provides a non-verbal scaffold, allowing children to internalize complex narrative structures without the immediate pressure of decoding or transcription.

Phase 2: Innovation - The Shared Phase	
The Process	Teachers lead shared writing sessions where the model text is adapted by changing characters or settings. Pupils use boxing up techniques to plan their own versions.
SEND Support	For children with cognition and learning needs, boxing up provides a clear visual frame that breaks the writing process into manageable chunks. We provide pre-populated planning grids and sentence starters to reduce the demand on working memory, allowing pupils to focus on creative choices.



Phase 3: Independent Application and Invention - The Hot Phase	
The Process	Pupils apply their learning to create a completely independent piece of writing. Children are taught to re-read, edit, and improve their work.
SEND Support	To support children with physical or sensory needs, we utilize assistive technology such as speech-to-text tools or word processors. Visual toolkits and personal word mats remain available to ensure pupils can successfully apply the vocabulary they magpie, during the earlier phases.

Early Years Foundation Stage

Nursery

In Nursery, Talk for Writing focuses on developing a deep story bank and rich oral language. We ensure every child, spending a year in our Nursery, will know at least twelve core stories and rhymes by heart.

Oral Storytelling	Teachers use expression and storytelling voices to make texts memorable. Children use props, puppets, and role-play to 'live' within the story before any mark-making begins. For children with SEND, we provide sensory story baskets containing tactile objects and 'Now/Next' visual cues to make abstract language concrete and predictable.
Internalising Rhyme	We alternate story weeks with rhyme weeks to develop phonological awareness. Children learn to anticipate patterns and hear the music of language. We use Makaton signs and rhythmic movement to support children with speech and language delays, ensuring they can participate in the 'music' of language through multiple communication channels.
Foundation for Invention	We alternate story weeks with rhyme weeks to develop phonological awareness. Children learn to anticipate patterns and hear the music of language. We use Makaton signs and rhythmic movement to support children with speech and language delays, ensuring they can participate in the 'music' of language through multiple communication channels.



Reception: The Transition to Mark-Making

In Reception, the three-phase process is introduced more formally while maintaining a heavy emphasis on play and physical movement.

Active Imitation	Children move from hearing stories to co-creating their first story maps. There is a strong focus on using actions to remember connective words like <i>first</i> , <i>next</i> , and <i>finally</i> to build narrative sequence. To reduce cognitive load, children with SEND are supported with pre-cut tactile symbols or photographs to build their story maps, ensuring sequencing skills are developed alongside fine motor progress.
Guided Innovation	During shared sessions, children begin to change small elements of a known story. Teachers model how these changes look on a story map, bridging the gap between a spoken idea and a visual representation. For children who find flexibility in thinking more challenging, support is scaffolded by focusing on one manageable change to a character or setting to build confidence.
Independent Invention	As phonics knowledge grows, children are encouraged to apply their sounds to label their own story maps. The invention stage is either scribed by an adult or a child can act it out with an adult making notes of language used. Of course, when ready, children are encouraged to 'write' their story. To ensure every voice is captured, we utilise Assistive Technology, such as voice-recording buttons, allowing children to record their oral inventions before or alongside their attempts at mark-making.