**** **Handout 4b: An overview of the Talk-for-Writing teaching process**

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| **Imitation stage**  **C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepCwarm up phrases.jpg**  **C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepDTalking text.jpg**  C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\XBoxing up.jpg  C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\Toolkit.jpg | Class will have been introduced to language and phrases of topic through **warming up words/phrases** activities.   1. Initially class not shown text but rather **learn text together orally** supported  * aurally by hearing the text presented by teacher * visually by the **text map** and * kinaesthetically by the movements to act out the meaning.   b. Class shown text and **analyse text together** by   * **boxing it up** to show structure * **highlighting text** to bring out key features and creating posters of key phrases.   c. Class use this understanding to **co-construct the toolkit** for this type of writing. |
| **Innovation stage**  **C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepCwarm up phrases.jpg**  **C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\Xmagpie.jpg**  **C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\Toolkit.jpg** | Teacher may use more **warming-up words/phrases** activities to help students internalise the language of the unit and expand the range of language they can use.   * Using original text, planning, posters and co-constructed toolkit to visually support learning, the teacher then demonstrates through **shared planning** and **shared writing** how to innovate on the text to write a similar piece of writing about a related topic. * The students write their own version before sharing it with a partner, discussing how to improve it using the toolkit to support them. Student writes comment on their work saying how well they have completed the task. * Teacher takes in work and decides which aspects need strengthening and focuses on these when the work is handed back, so class has to improve their work immediately in the light of what they have just been shown. |
| **Independent** **application stage**  **C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\Toolkit.jpg** | * Using exemplar text, planning, posters and co-constructed toolkit to visually support learning, the students then apply what they have learnt to a similar piece of writing. * Over time they will be able to write this sort of writing without any of the visual aids because they will have internalised the toolkit in their heads. |