



LADYBRIDGE PRIMARY SCHOOL

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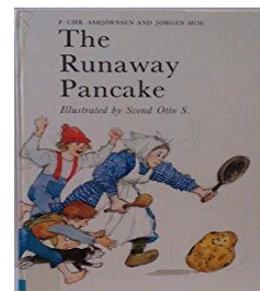
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24th March 2017

Dear Parents/Carer,

You may have recently heard your child talking about or even retelling the story, '**The Runaway Pancake**'. We have been focusing on this story for the past three weeks.



We are following the '**Talk for Writing**' approach developed by Pie Corbett. Talk for Writing is powerful because it is based on the principles of how children learn and involves teachers, children and families engaging with stories and rhymes. The children learn physical movements (actions) to help them recall the story (photographs of the actions for the conjunctions in this story 'and', 'but', 'so', 'because', 'After a while', are attached). They also draw a 'story map' (see our class story map and your child's own story map attached) to help them remember the structure of the story.

In this way the children hear the story, say it for themselves and enjoy it before seeing it written down.

The answer to the question, '**What helps children so well at school?**' is quite simple and well-researched. What matters most is upbringing that includes lots of family chatter, being read to, as well as storytelling and singing rhymes. This has the most dramatic effect on children's educational chances. Children's early experiences of reading, story, rhyme, talk and play are essential.

At Ladybridge, we want the children to build up a bank of rhymes and stories that they will be able to recall. To help them do this they will:

- Learn one rhyme each week. The name of the rhyme will be added to the Early Years Noticeboard/Website each week and a copy of the rhyme will be sent home each Friday with your child's phonic homework for you to 'sing/chant' at home together.
- Learn one story each half-term. Once again, we will let you know the focus story for each half-term via the Early Years Noticeboard and Website. When the children have learnt the story off by heart (using the actions to help) we will invite parents to stay for an extra few minutes one morning on a nominated day to watch the children perform the story (our first storytelling session will be after our class assembly next Friday).

Throughout each half-term the children will bring home their story map and a written copy of the story so you can have fun supporting their storytelling at home. Once the children know the story off by heart (*Imitation Stage*), we will then change the story (*Innovation Stage*). We may change one/or some of the characters. For example, instead of a 'hen' chasing the pancake, it may be a '**rabbit**'. We may even change the story to 'The Runaway **Cake**' instead of 'Pancake'. We could also change the setting or the ending of the story. The children could then retell their new version of the story. A new story map could be drawn of the new version of the story.

Finally, towards the end of each half-term, we will then encourage the children to independently make up a totally new story (*Invention Stage*).

Imitation – feeds the child’s imagination with ideas as well as language.

Innovation- develops the ability to take what we know and use it to make something new.

Invention – follows on quite naturally as the children create a more independent version of the text.

Hopefully, this will all make more sense when you have watched the children perform the story of ‘The Runaway Pancake’ next week and have talked to your child about the actions they have learnt and story map they have drawn.

The whole intention of Talk for Writing is to provide children with the confidence, language and ideas that will help them create their own stories, drawing not only on what has been taught but also their own lives and concerns.

Please come and speak to a member of the Early Years Team if you want any further information or visit the Talk for Writing website www.talk4writing.co.uk .

Yours sincerely,

Miss Houghton and Mrs Baker.
(Reception Class Teachers)