

How Rosenshine's *10 Principles of Instruction* have long been embedded within Talk for Writing

The grid below illustrates how Barak Rosenshine's 10 principles have, coincidentally, long been embodied within the Talk for Writing process; this is followed by an additional list of features that underpin Talk for Writing and which go beyond the 10 principles. These features are significant because they add together to make a powerful learning process that can be applied to any subject rather than just a list of good things to remember to do in any subject. Since Rosenshine researched the ingredients of effective teaching and Talk for Writing has been built on what worked, the similar elements in both is not surprising.

<i>10 principles of Instruction</i>	How they are reflected in Talk for Writing
1. Daily review	<ul style="list-style-type: none"> • Use of working wall/washing lines to make learning so far visible – this integrates revisiting learning into process • Warming-up activities at beginning of each lesson to revisit earlier learning before introducing the next stages <p>Ongoing review of toolkits – lessons reinforce understanding of key tools and add additional ones</p>
2. Present new material using small steps	<ul style="list-style-type: none"> • Learners move from imitation, through innovation to independent application using small steps and embedding learning before moving on – key new features introduced at the imitation stage are consolidated through innovation • The cold task is used to help the teacher know what support to give which pupils and size of the steps <p>Warming-up activities at the beginning of each lesson introduce the next stages as well as revisiting the prior learning that they build on</p>
3. Ask questions – to help students	<ul style="list-style-type: none"> • Open-questioning processes including dialogic talk underpin interrogation of text

practise new information and connect new material to their prior learning	<ul style="list-style-type: none"> • Co-constructing understanding through discussion and questioning are central to the process <p>Explaining to others is a regular feature</p>
4. Provide models	<ul style="list-style-type: none"> • Modelling text or process is at heart of approach • Tune of subject modelled by teacher • Key sentence signposts & phrasing for topic focused on <p>Modelling the thought processes underlying writing thinking, calculating – making the implicit explicit</p>
5. Guide student practice	<ul style="list-style-type: none"> • Guiding practice is central to imitation and innovation stages. In the first stage, the students understand the processes; in the second, they are shown how to apply and innovate on them
6. Check for student understanding	<ul style="list-style-type: none"> • Warming-up activities at imitation and innovation stages check progress as units develop and help reduce error • Feedback from co-constructed learning provides good check on understanding <p>Independent application stage applied flexibly to support different levels of progress</p>
7. Obtain a high success rate	<ul style="list-style-type: none"> • Process based on helping students succeed. Levels of support and difficulty of tasks vary at each stage depending on differing levels of student progress to ensure high rate of success
8. Provide scaffolds for difficult tasks	<ul style="list-style-type: none"> • Process is based on scaffolding learning which can be varied to suit need so students are challenged but not presented with tasks beyond their current competence, so success is built into the process
9. Independent practice	<ul style="list-style-type: none"> • The process is structured to build towards independent practice; the independent stage is flexible to meet needs of different ranges of attainment
10. Weekly and monthly review	<ul style="list-style-type: none"> • Use of cold to hot process places review of progress at heart of learning • Use of working wall/washing line to make learning visible integrates revisiting learning into process • Peer review of work built into innovation stage

	<ul style="list-style-type: none">• Explaining to others built into process <p>Teacher review of work & immediate follow up of key area/s that need strengthening is central</p>
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Additional features of Talk for Writing that help make it so powerful

In addition to these 10 principles of instruction, there are several key features of Talk for Writing that are not included within these principles and, in many ways, it is these additional features that help it to be so powerful.

First and foremost, Talk for Writing is a **coherent integrated process that reflects how human beings learn in general and specifically in relation to how they learn language, rather than a list of useful points.** The whole approach adds up to a very powerful way of supporting the linguistic development that is key to learning alongside engaging students. It leads to success which builds confidence and motivates learners to keep learning.

Each unit should begin with a hook to motivate students and help them see why they would want to learn whatever the focus of the unit is.

Understanding the oral tune of the subject being focused on is central to the approach so students become increasingly familiar with the underpinning vocabulary and language patterns that make up the literacy of each subject discipline. These patterns are introduced through warming-up activities, modelled throughout by the teacher, and illustrated in action through models. **At the early stages of understanding, orally internalising the language of a model text in the imitation stage is key before seeing it in written form.** Understanding is further developed through innovating on the model through shared writing/calculating/thinking and shared practice.

Making learning visible. One problem with interactive whiteboards is that everything flashes past very quickly. Talk for Writing promotes the use of flipcharts alongside electronic whiteboards so that key learning points can be co-constructed and displayed on washing lines or learning walls and returned to regularly to support the review of learning.

Text mapping is key throughout. Personalising understanding by turning text or processes into images not only helps students understand the meaning of words and recall the pattern of the language but it also helps them remember key information.

Boxing up the structure of a text or a process is central to progress. This simple device helps students plan their ideas and present information or processes in a logical order. It helps learners form their own mental model of whatever task they are confronted with.

Co-constructing a toolkit of the key features of whatever text or process is focused on is key. In this way, learners understand the ingredients that they will need to successfully complete whatever work is set.

- **Finally, bookending units with a cold/hot task** helps students reflect on their progress which motivates them and helps them see the steps they need to make further progress.

In effect, Talk for Writing is a spiral of progress which not only helps students build their skills and understanding from unit to unit within subject areas but also enables them to transfer these skills across the curriculum. This enables communication skills learnt in one area can be adapted, applied and developed in another.

A useful short book on applying Rosenshine's principles is Tom Sherrington's

Rosenshine's Principles in Action.

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