



Talk4Writing

Talk for Writing information for Parents 2019

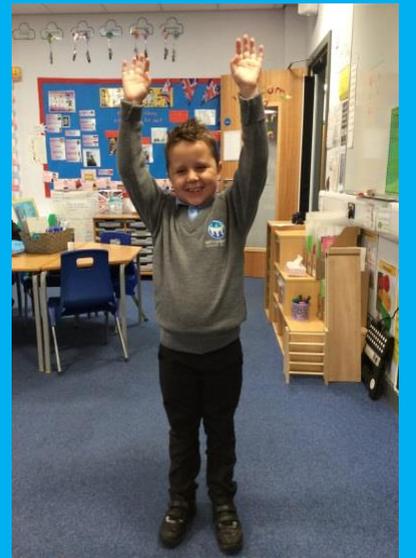
Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

<https://youtu.be/w6K6YH3ci5Q>

<http://www.talk4writing.co.uk/portfolio-items/t4wexplanation/>

Imitation

- A typical Talk-for-Writing unit would begin with some engaging activities warming up the tune of the text, as well as the topic focused on, to help children internalise the pattern of the language required.
- This is then followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece.
- Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work.



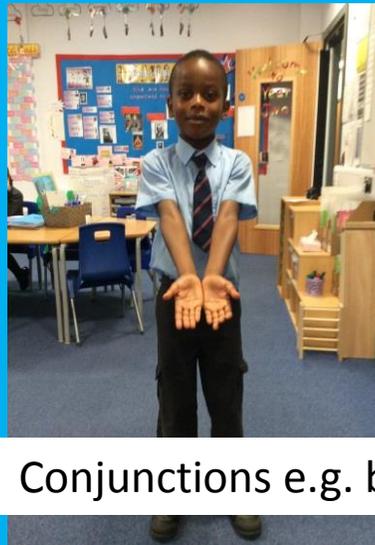
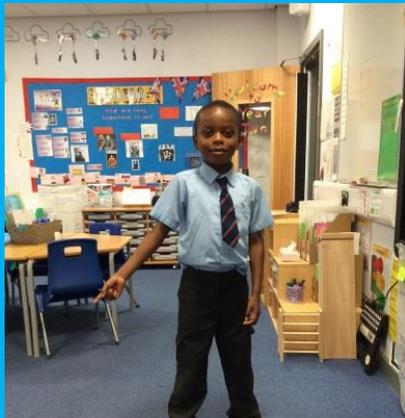
Once upon a time...
In a land far away...

First...
One day...

Next,

After that,

Suddenly
Unfortunately,



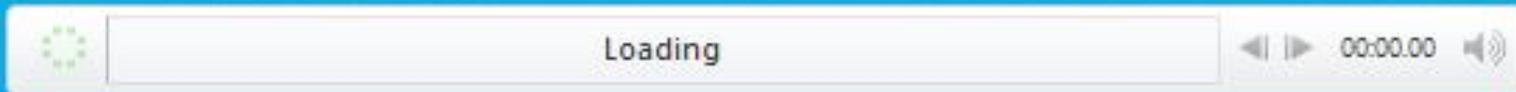
Then,

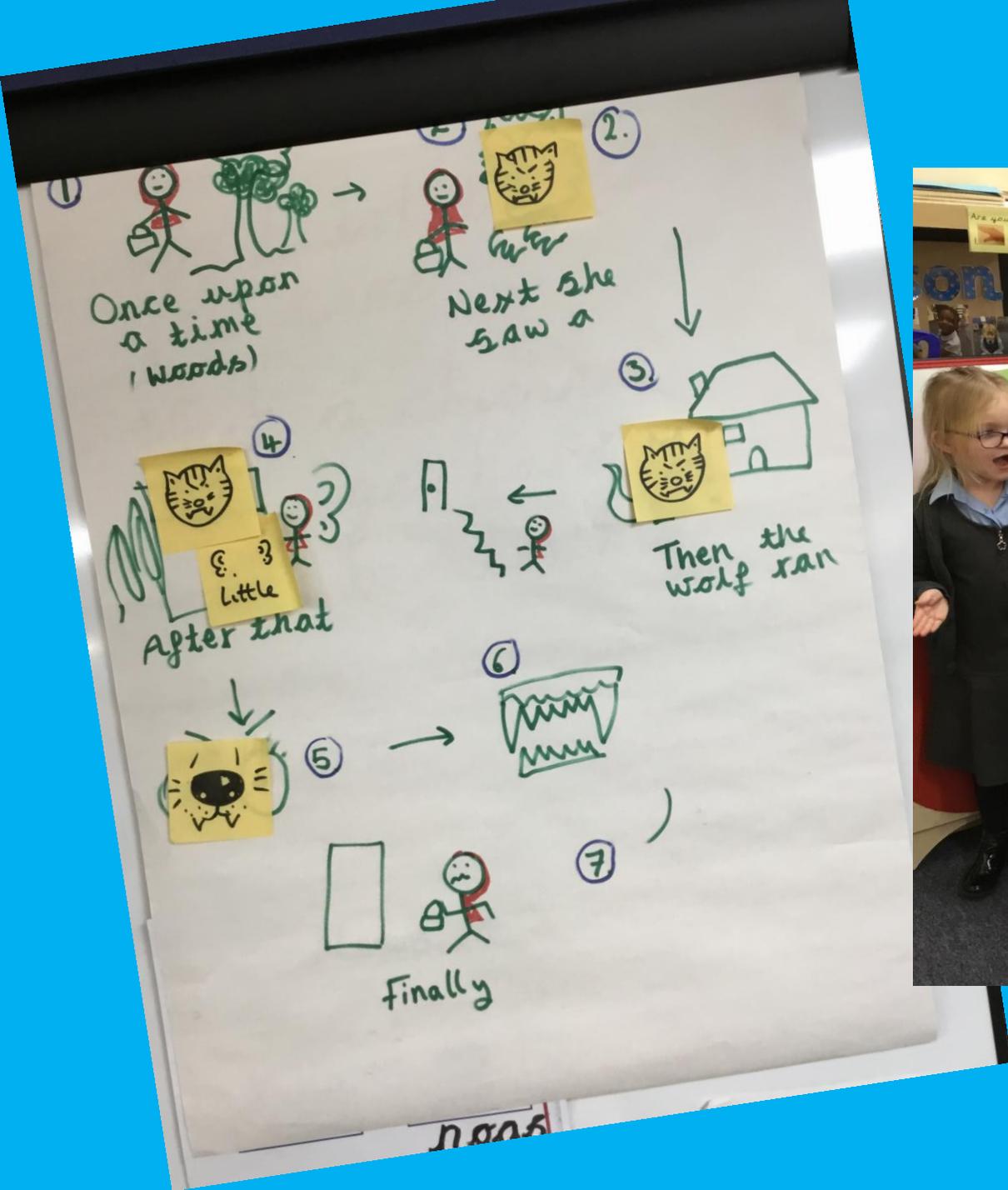
Fortunately,

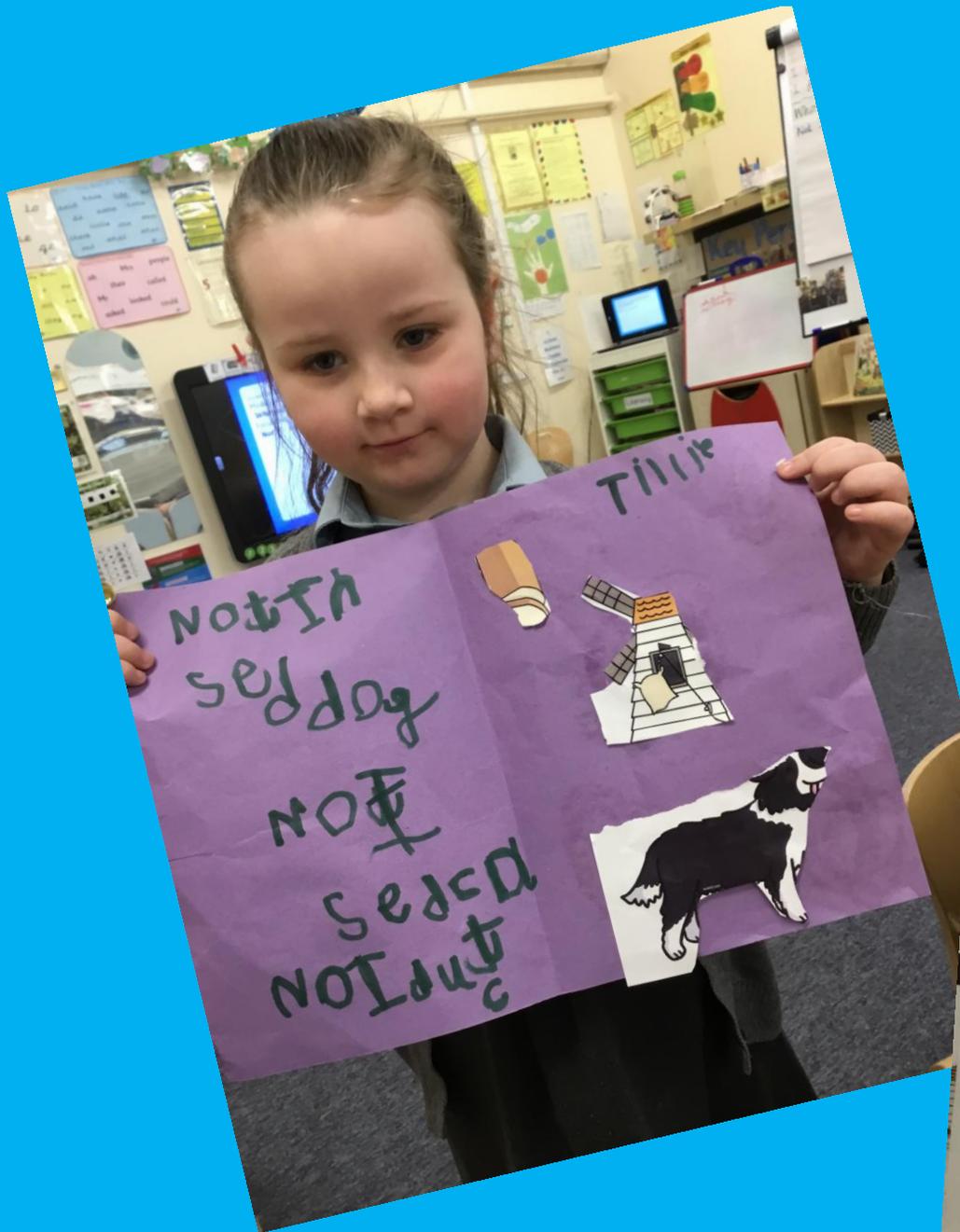
Conjunctions e.g. but, so, if, because....

Finally,

Reception imitation:







wb: 14th January 2019
 Name: Lily-Rose
 WALT: Can I write a story map about 'Little Red Riding Hood'?
 Can I write labels/captions? (L:W: 40-60m)
 Can I write initial sounds? (L:W: 40-60m)

The story map consists of four panels:

- Panel 1: A pink hen with the letter 'H' written below it.
- Panel 2: A pink hen with five eggs next to it, and the letter 'V' written above it.
- Panel 3: A pink hen with the letter 'V' written above it.
- Panel 4: A pink hen with the letter 'V' written above it.

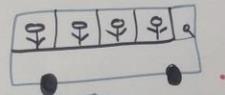
Between panels 2 and 3, there is a scribble and the text: "sees the hen", "NOTS aid", "Will here me".
 A red arrow points from panel 1 to panel 2, and another red arrow points from panel 4 to panel 3. A long red arrow points downwards on the right side of the page.

Imitation: Year 1 Quarry Bank Mill visit.



On Wednesday we went to
Quarry Bank Mill.

First



Then



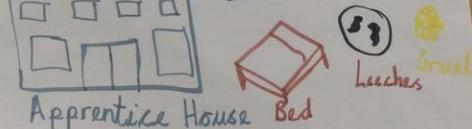
Next



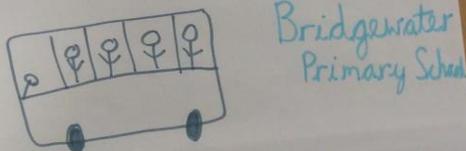
After that



Later



Finally



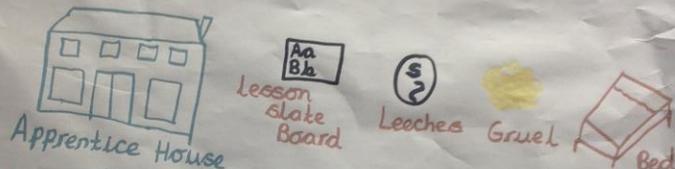
We had a good day.

On Wednesday we went to
Quarry Bank Mill.

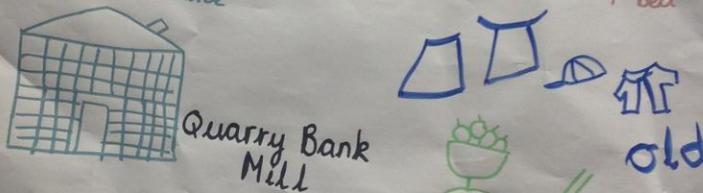
First



Then



Next



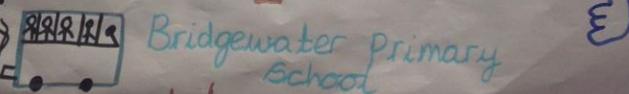
After that



Later



Finally



We had a good day.

Friday 25th January 2019

Miss

WALT- To write a recount of a trip.

Punctuation

Finger spaces

Time connectives

~~First we~~ On ~~then~~ Wednesday
we went to Garry ~~to~~ Bank Mill.
First we went on a big
long ^{white} coach. Then we went
to the ^{white} Apprentice house.
Next we went to Garry ~~bank~~
~~to~~ Bank Mill and we wore
some ^{snuggly} cloths. After that we
had a yummy ^{or} scrummy lunch.
Later we played with rich
toys and old toys.
Finally we went on a white
coach. We had a great day!

Imitation Year 2: A section of 'A Winter's Tale'



Punctuate sentences.

Different types of sentences.

Persuasive language

✓

✓

✓

Dear King Leontes,

I'm writing a letter for you because your being so jealous but I know that deep down ⁱⁿ your heart your kind, helpful, peaceful and truthful. ✓

Oh please don't make me a killer.

Oh please don't make me a prisoner.

Oh please don't put me in jail.

If you do all those things I'll be really cross or I might go away forever. I felt so sad

because sometimes your ^{so} nice or you might be unkind. Why do you want to hurt your best friend

King Polixenes? If you kill King Polixenes ^{the people} who live in Sicilia they

might be wondering where did ^{their} King go because he wasn't

here for so long. If Do you really want to kill King Polixenes your

best friend ever? I know that I'm not a killer but if you stay bad

WALT: write a persuasive letter

Me

Punctuate sentences.

Different types of sentences.

Persuasive language

Miss

✓

✓

✓

Dear King Leontes,

I know deep inside your soul you are a kind, loving and joyful man but right now you're being a disgraceful man. I know you are very angry but this is just an unapropriet behaviour and attitude for a king. I am frightend to break ^{the} law because it is rude to disobey each other and I might go in prison.

Did you know 99% of people harm other people then feel sorry for them? I will cry 1000,000,000 oceans if I kill King Polixenes. ✓

From your loyal helper Corillo XXX
© XXX ♡ ♡ ♡ ♡ ♡ XXX

Monday 4th February 2019

WALT: to describe a wintery setting

b b b b b b b b b b b b b b b b
th th th th th

Beyond the decrepit walls I can see lifeless
mountains that are shaped like a prison.

As I trudged through the glittering snow
I can see a weak trees that are
stretching as if they are holding hands.

Inside of the castle I can see
glimery, beautiful light. I wonder if the
sun light is doing that?

★ Wonderful description Asma

Innovation

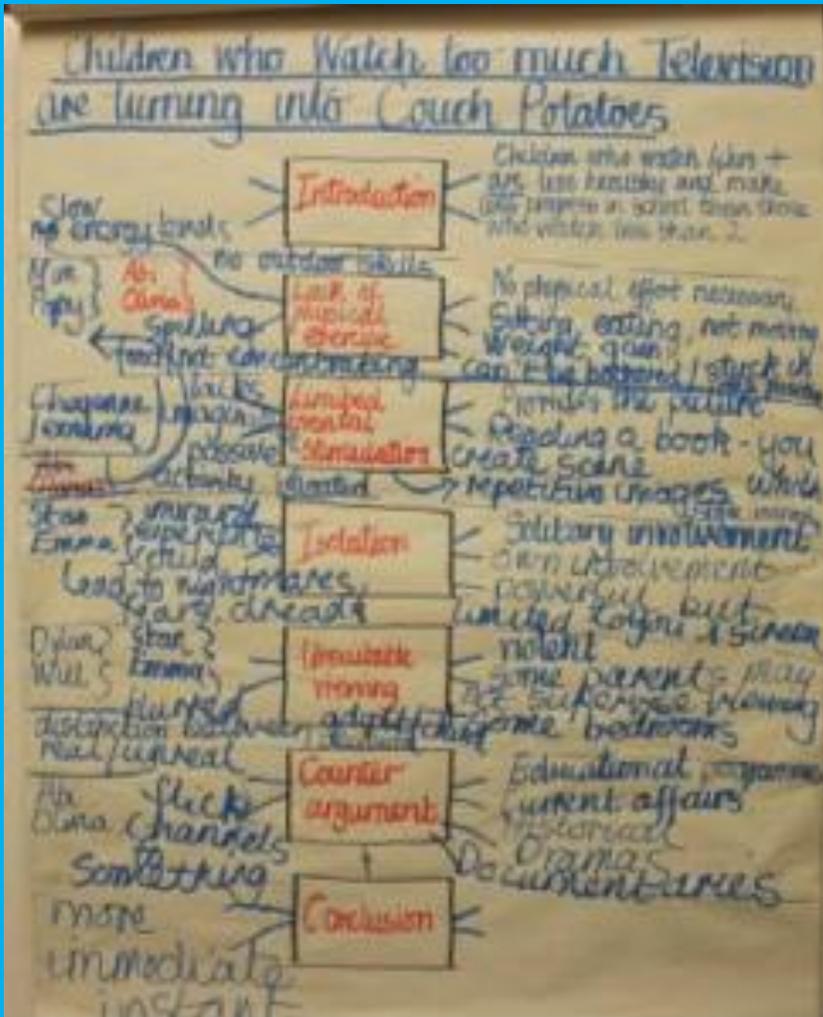
- The key activity in this stage is shared writing, helping the children to write their own by "doing one together" first. This could begin with using a boxed-up grid to show how to plan the text and then turning the plan into writing.
- This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work.
- This process enables the children to write their own versions through developing their ability to generate good words and phrases and also, hopefully, develops the inner judge when they start to decide why one word or phrase is best.



Short story boxing up: The Watertower

| Underlying plot | My plot |
|---|---|
| Two boys set out on a planned adventure-one willing, one not. | A sister and a brother set out on a planned adventure, one willing, one not. |
| Come across a problem/danger | Chn come across a disused, old market hall and know they shouldn't enter. |
| Ignore the danger | Chn decide to ignore the signs and obvious dangers and decide to enter the disused market hall anyway. |
| Something bad happens and one of the characters mysteriously changes personality. | Chn play with all the old items (ipad research work would come in handy here), one child gets stuck, other child has to leave to find an object to free their sibling, upon return, the sibling who was stuck has managed to free themselves and has changed personality. |

Independent application



- This stage begins with some activities focused on helping the children understand aspects that they were having difficulty with or includes time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress.
- This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text.