



Green Ridge Primary Academy Talk For Writing Parent Workshop



What is Talk for Writing?

- Approach that we use to teach English
- Created by Pie Corbett
- Based on the idea that children need to be able to say what they are writing before they can write it
- Enables children to imitate language before writing own versions
- Proven to improve children's writing
- Teaching is based on strong assessment of children's work and providing children with high quality model texts



What is Talk for Writing?




- Impossible to write stories or texts without reading and knowing them
- Grammar, spelling and sentence structure also learned during teaching sequence
- Develops a rich wealth of stories by learning them off by heart and using them as a basis to develop their own ideas
- Structured learning and teaching sequence: Imitation, Innovation and Invention
- Language extremely important – children need to have heard sentences and vocabulary before they can write them

What is Talk for Writing?



Imitation



Innovation

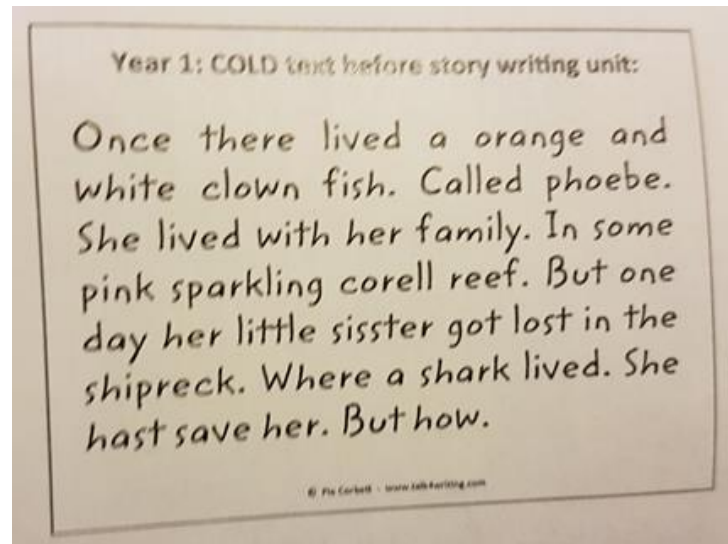


Invention



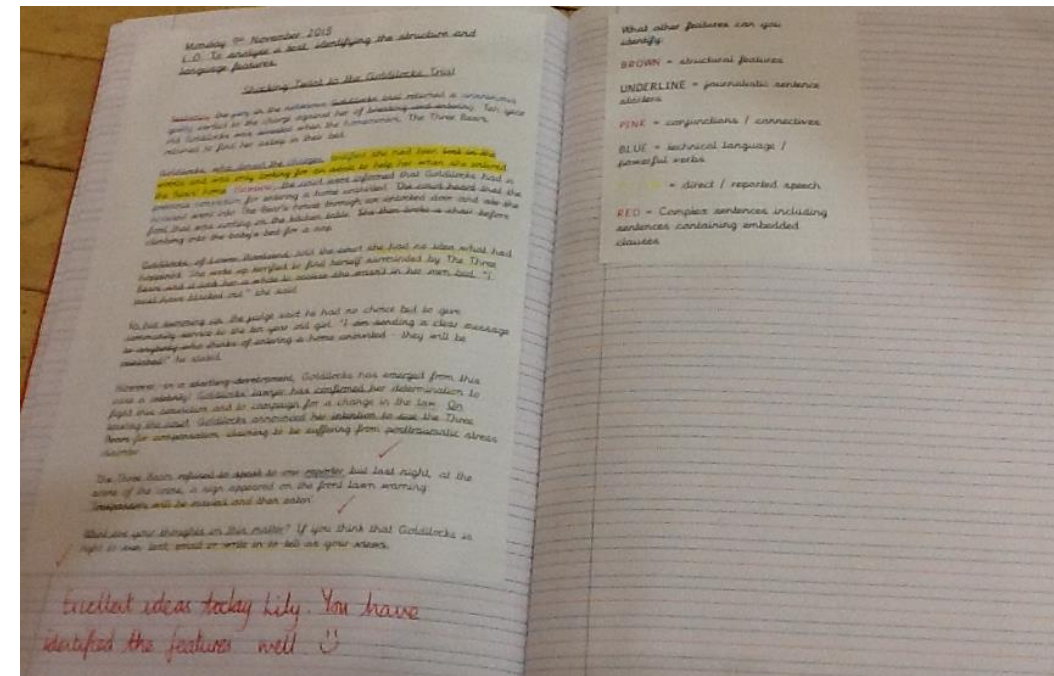
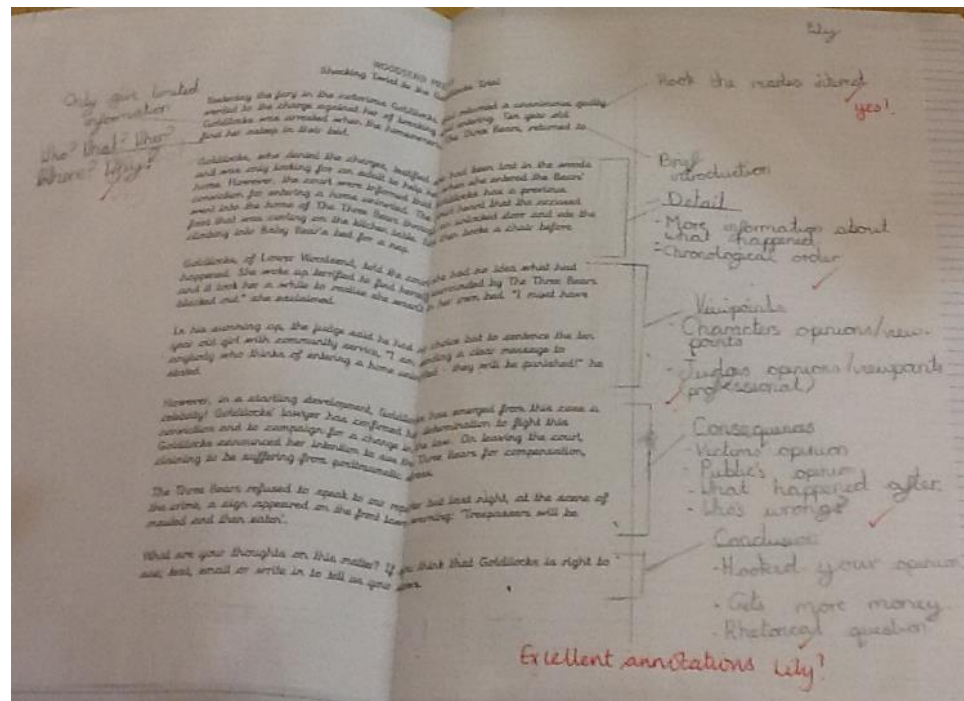
Imitation

- 'Hook' used to engage children
- Cold Task: independent write to assess children's needs



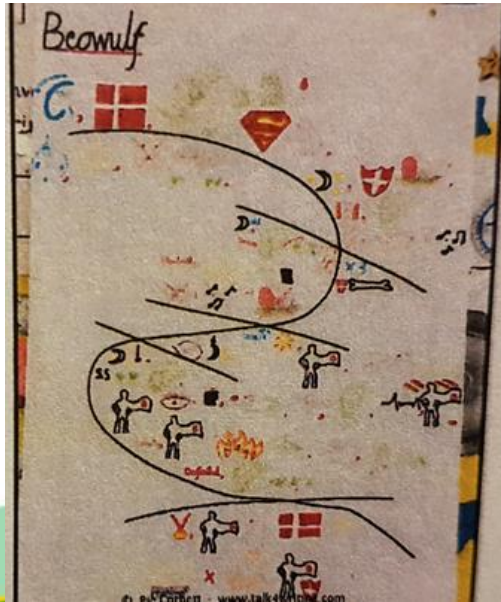
Imitation

- Reading as a reader and as a writer



Imitation

- ## KS2: boxing up the text



Type of Dragon	
Introduction Type	Sun dragon, Hamaoan horned-lad Rainbow, Blue toothed, Orange neck, Rough bellied, Laser spotted.
What it looks like	Wings - leather, slight bend, ^{tail} ^{tail} teeth - pearlised, ^{front} ^{front} claws - ^{small} ^{small} fire - ^{burning} ^{burning} tail - ^{whipped} ^{whipped} , ^{made} ^{made} , ^{tailless} ^{tailless}
Where it's found	Himalayan mountains Blue mountains of Colorado White cliffs of Dover crater
What it eats	rare, almost extinct tree Sundered Sunshine tree provoked → skins of rattlesnakes.
What it does (Incredible fact)	causes volcanic eruptions hoard treasure attracted to gemstones carries water to villages sheep, sheep, cattle Hoard breeds mainly collect lava to ignite fires
Conclusion (Appeal to audience) (Final fact)	only fears St George and stallions lost, one realised Dragon

Your turn!

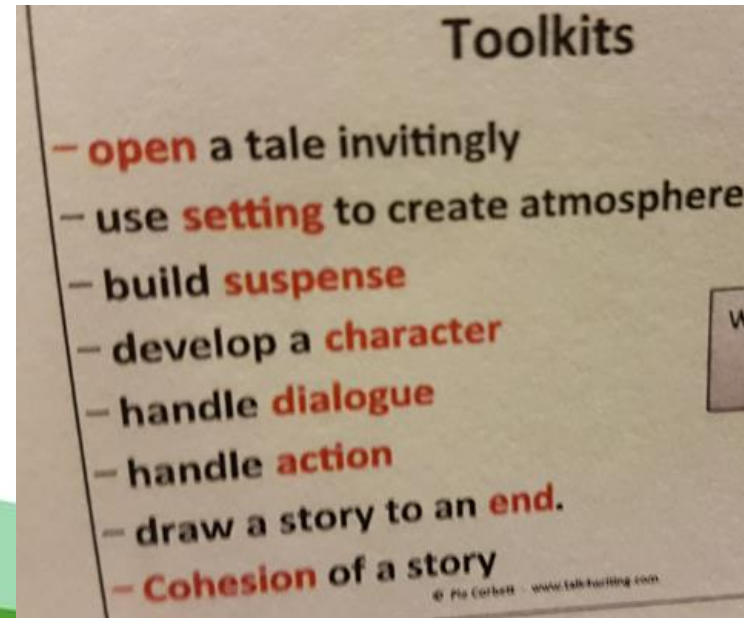
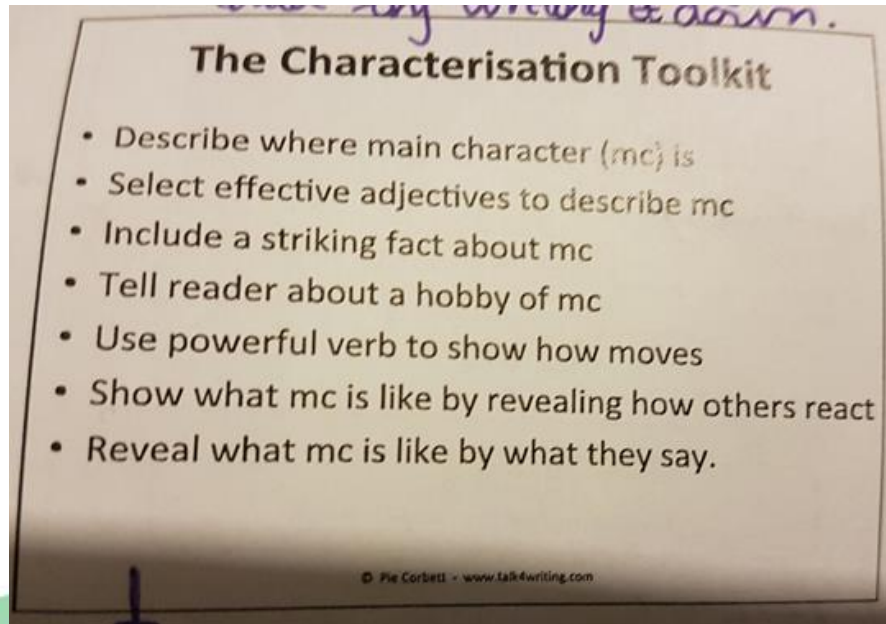
The Three Little Pigs

Case No.	Case Name	Case Type	Case Status	Case Date	Case Time	Case Location	Case Description	Case Notes	Case Comments
1	John Doe	Medical	Open	2023-01-01	10:00	Room 101	John Doe, 45 years old, male, presented with chest pain and shortness of breath. Vital signs: BP 120/80, HR 90, RR 20, SpO2 98%.	ECG: Sinus tachycardia. CXR: Clear lungs. Lab: Troponin I 0.02, Creatinine 1.2.	Admitted to the medical ward for further evaluation and treatment.
2	Jane Smith	Medical	Closed	2023-01-02	14:30	Room 202	Jane Smith, 60 years old, female, presented with abdominal pain and nausea. Vital signs: BP 110/70, HR 80, RR 18, SpO2 96%.	ECG: Normal. CXR: No free air. Lab: Amylase 120, Lipase 40.	Discharged on oral painkillers and antiemetics. Follow-up in 2 weeks.
3	Michael Brown	Medical	Open	2023-01-03	08:15	Room 303	Michael Brown, 30 years old, male, presented with fever, cough, and sputum production. Vital signs: BP 130/90, HR 100, RR 22, SpO2 95%.	ECG: Sinus tachycardia. CXR: Consolidation in the right lower lobe. Lab: WBC 12,000, CRP 10.	Admitted to the medical ward for treatment of pneumonia.
4	Sarah Johnson	Medical	Closed	2023-01-04	11:45	Room 404	Sarah Johnson, 55 years old, female, presented with dizziness and lightheadedness. Vital signs: BP 90/60, HR 60, RR 16, SpO2 97%.	ECG: Sinus bradycardia. CXR: No abnormalities. Lab: Hemoglobin 12, Hematocrit 38.	Discharged with advice to increase fluid intake and rest. Follow-up in 1 week.
5	David Wilson	Medical	Open	2023-01-05	16:20	Room 505	David Wilson, 70 years old, male, presented with confusion and memory loss. Vital signs: BP 140/100, HR 85, RR 20, SpO2 98%.	ECG: Normal. CXR: No abnormalities. Lab: Glucose 100, BUN 20, Creatinine 1.5.	Admitted to the medical ward for evaluation of delirium.
6	Emily Davis	Medical	Closed	2023-01-06	09:30	Room 606	Emily Davis, 25 years old, female, presented with headache and neck stiffness. Vital signs: BP 120/80, HR 90, RR 18, SpO2 98%.	ECG: Normal. CXR: No abnormalities. Lab: CSF WBC 100, CSF Glucose 40.	Discharged on oral antibiotics and painkillers. Follow-up in 1 week.
7	Robert Miller	Medical	Open	2023-01-07	13:10	Room 707	Robert Miller, 65 years old, male, presented with chest pain and sweating. Vital signs: BP 150/100, HR 110, RR 24, SpO2 96%.	ECG: ST-segment elevation. CXR: No abnormalities. Lab: Troponin I 0.15, Creatinine 1.3.	Admitted to the medical ward for treatment of acute myocardial infarction.
8	Lisa Anderson	Medical	Closed	2023-01-08	10:45	Room 808	Lisa Anderson, 40 years old, female, presented with abdominal pain and diarrhea. Vital signs: BP 110/70, HR 80, RR 18, SpO2 97%.	ECG: Normal. CXR: No abnormalities. Lab: Stool WBC 10, Stool Culture Negative.	Discharged on oral antibiotics and painkillers. Follow-up in 1 week.
9	James Taylor	Medical	Open	2023-01-09	15:30	Room 909	James Taylor, 50 years old, male, presented with fever, cough, and chest pain. Vital signs: BP 130/90, HR 100, RR 22, SpO2 95%.	ECG: Sinus tachycardia. CXR: Consolidation in the left lower lobe. Lab: WBC 12,000, CRP 10.	Admitted to the medical ward for treatment of pneumonia.
10	Maria Garcia	Medical	Closed	2023-01-10	12:15	Room 1010	Maria Garcia, 35 years old, female, presented with dizziness and lightheadedness. Vital signs: BP 90/60, HR 60, RR 16, SpO2 97%.	ECG: Sinus bradycardia. CXR: No abnormalities. Lab: Hemoglobin 12, Hematocrit 38.	Discharged with advice to increase fluid intake and rest. Follow-up in 1 week.

Introduce characters and setting		
Problem 1		
Problem 2		
Resolution		
Ending		

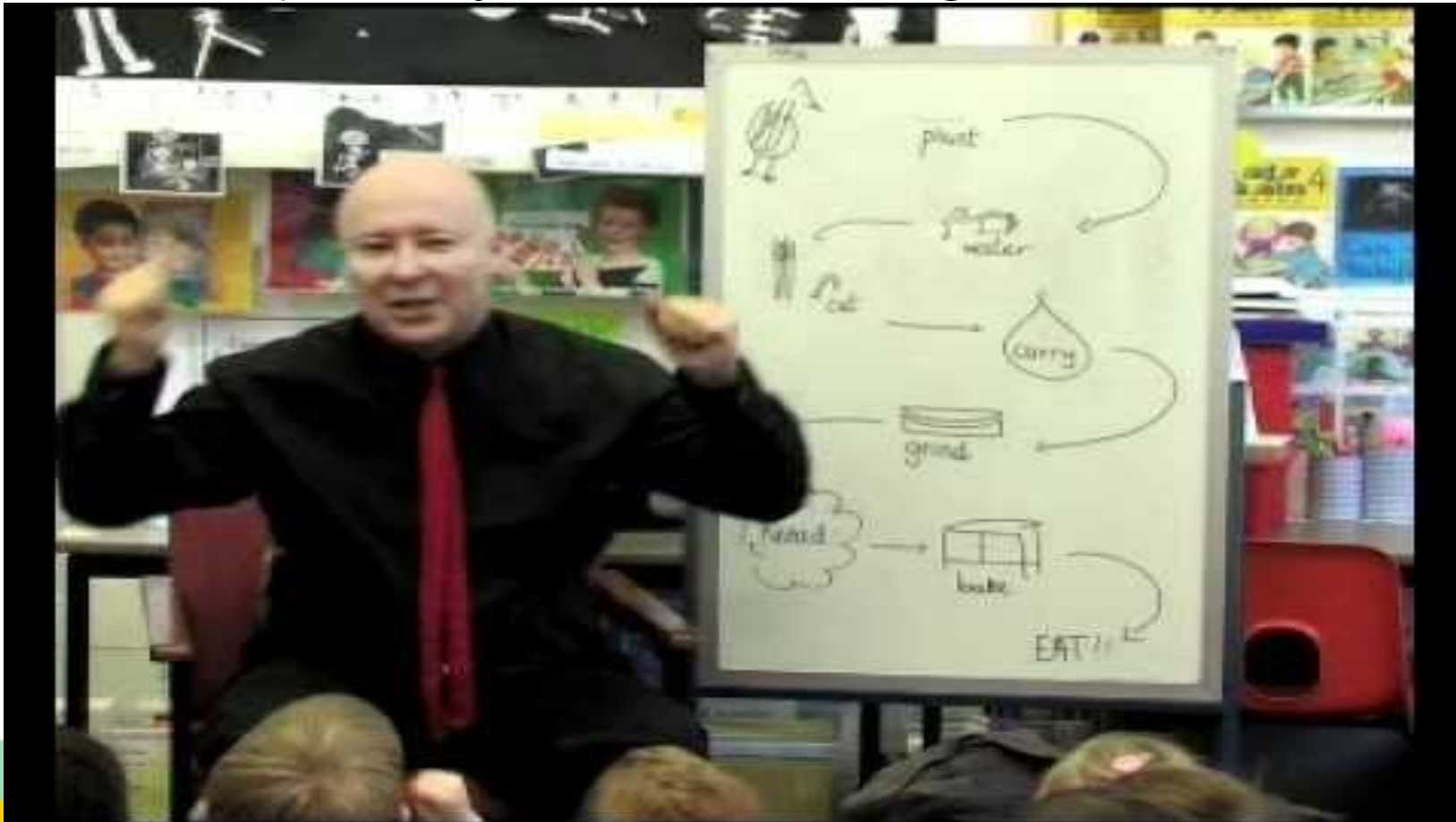
Imitation

- Explore text using drama techniques e.g. hot seating, conscience alley
- Create toolkits of what to include
- Children use these to remind them of what they need to include to be successful in writing a specific plot or genre



Imitation

- Learn text map off by heart including actions



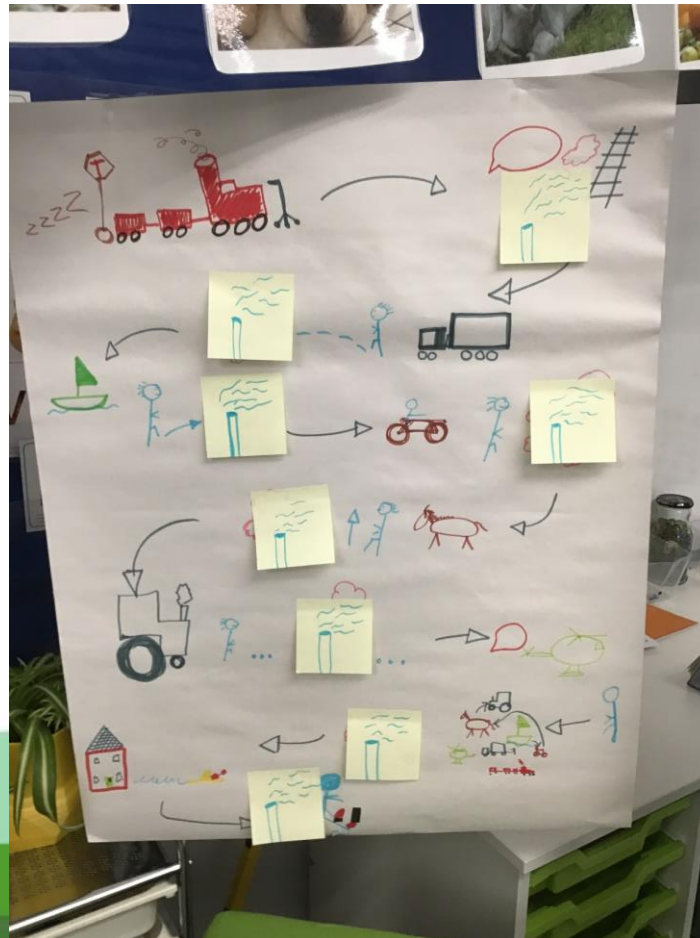
Imitation



- Teach skills in lessons that they will need for this plot pattern / genre
- End the week writing a character or setting description
- Let's have a go at Year One's current text map!

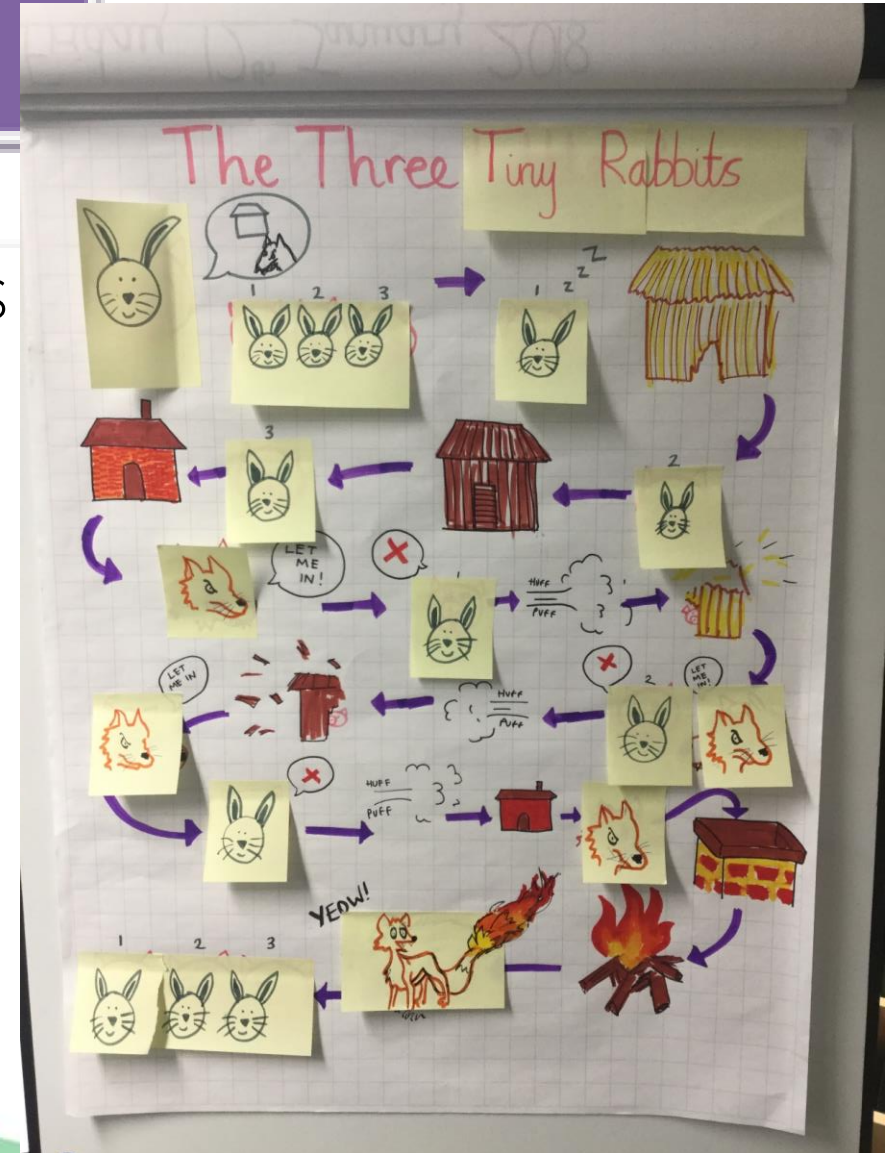
Imitation

- Let's have a go at Year One's current text map!



Innovation

- In this stage, we change one or two parts of the story
- The children will then rewrite the story with this change
- Focused teaching of skills based on assessment
- Children edit their work and respond to feedback



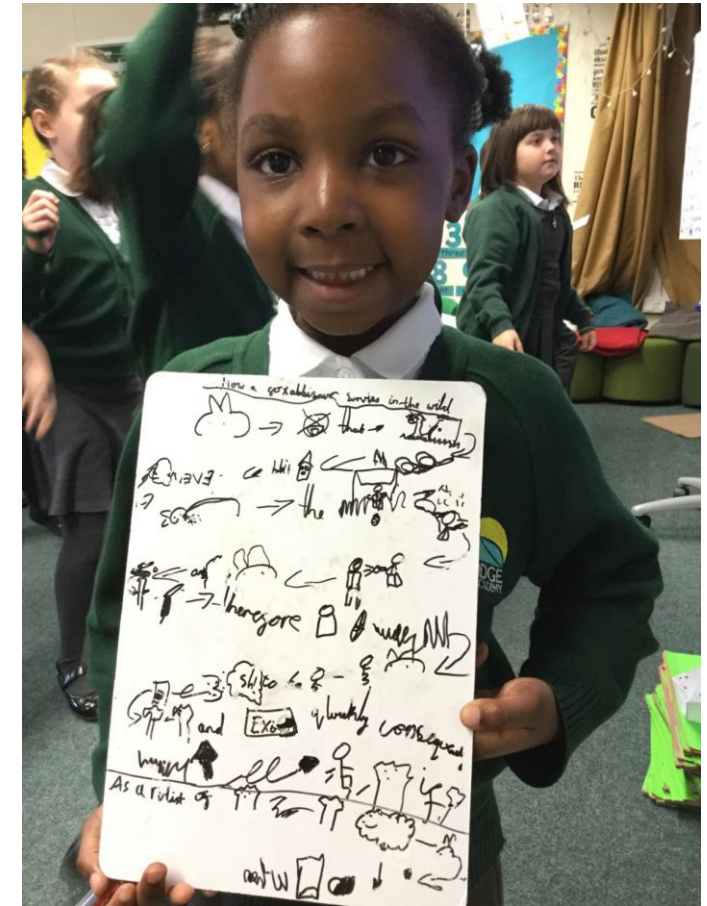
Innovation

- KS2 will box up again and change a part of the story
- Non-fiction taught in the same way
- Shared writing: my turn, your turn, our turn
- Improving using skills during shared writing



Invention

- Children to plan and write their own versions
- KS1 to plan their own by drawing their own text maps
- KS2 to box up their texts and write their own versions
- Some children will write a very similar story to the model text and some will write one that is only loosely based on the model text



Invention

- Hot Task: independent write applying all skills taught in their own versions

Year 1: COLD text before story writing unit:

Once there lived a orange and white clown fish. Called phoebe. She lived with her family. In some pink sparkling corell reef. But one day her little sisster got lost in the shipreck. Where a shark lived. She hast save her. But how.

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Year 1: HOT text at the end of the writing:

Deep in the salty sea inside a pink corl reef there lived a clown fish. Covered in orange glowing scals and dazzling wite strips. She was the mst glamorus fiish in the entire oshen. Day after day she wood wiz threw the waves clecting crabs for her tea. (So amazed at her rosted crabs the other fish wood ask "Please can we have a crab for are tea?" but Phoebe wood snap "No they are all mine!")

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GREEN RIDGE
PRIMARY ACADEMY

How you can support at home

- Reading as many different types of stories and texts as you can
- Supporting your children in learning the text maps – coming soon!
- Verbally telling stories at home – with actions
- Pie Corbett videos on YouTube
- Supporting reading comprehension
- Make reading time special and value it – surround them with books
- Make a visit to the library and book shops become a regular thing

How you can support at home

- Introduce children to new language at every opportunity
- Model being a reader and a writer
- Read to them and enjoy books together
- Encourage them to write in different ways e.g. shopping lists, instructions, stories
- Talk through writing ideas and suggest they create a story map and / or box up their ideas
- Write about what interests them
- Give lots of praise and encouragement

More information

- Talk to us!

Glossary

Magpie: words from other texts or from their peers that the children can borrow to use in their own writing.

Text map: The story/text that is being learnt is turned into pictures to create 'memory triggers' for children to remember the next part of the story/text.

Boxing up: The story broken down into sections or boxes to support children with paragraphs.

Tool kits: Key features that should be included in order to write that text type correctly.

Washing lines: A way of displaying the story map, tool kit, key vocabulary, model texts so the children can refer to them at all times.



Green Ridge
Primary Academy

Talk for Writing:
A Guide for Parents



"Telling Stories, Writing Stories!"



More information

<http://www.talk4writing.co.uk/>

<http://www.talk4writing.co.uk/portfolio-items/video-pie-demonstrating-talk-for-writing/>

<https://twitter.com/talk4writing?lang=en>



Thank you for coming.
Any questions?

