

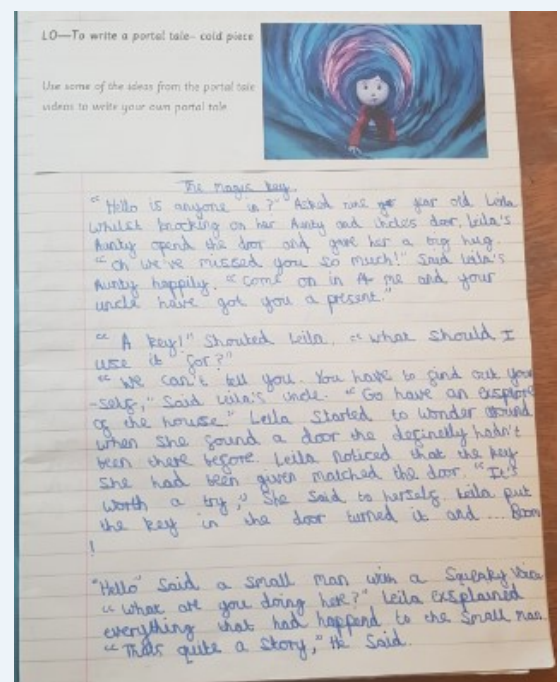
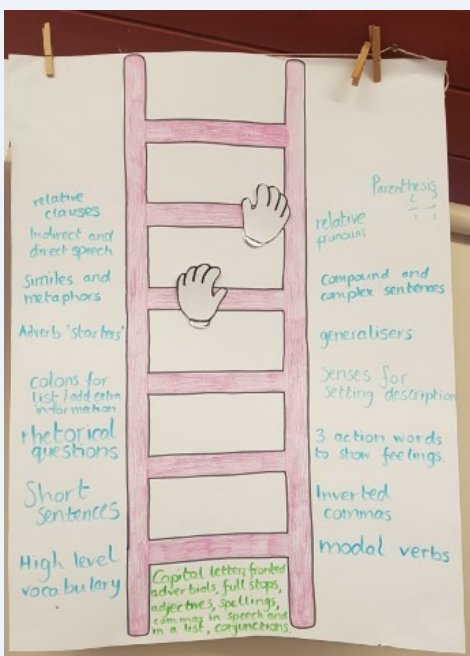
Talk for Writing

Talk 4 Writing

At St Mary's, we have adopted the Talk 4 Writing process. It is a fun and engaging way of learning a text orally before reading and analysing it, then asking the children to write their own version.

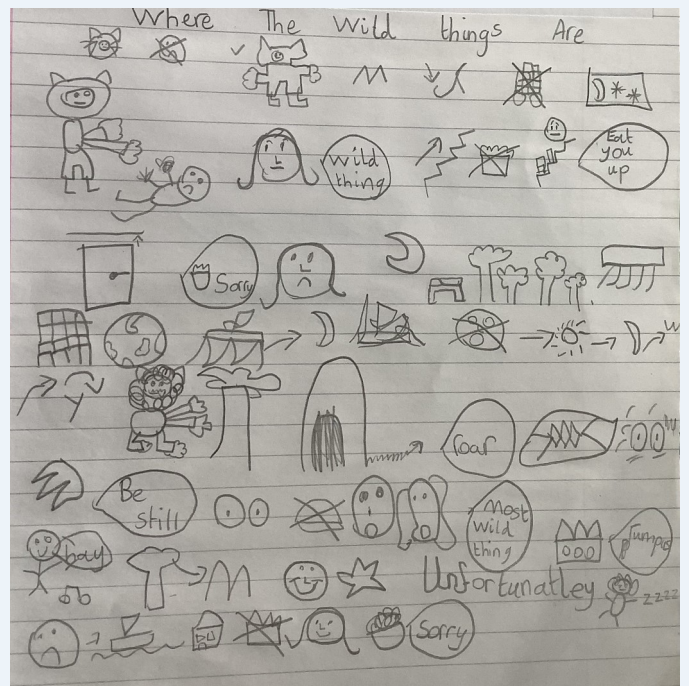
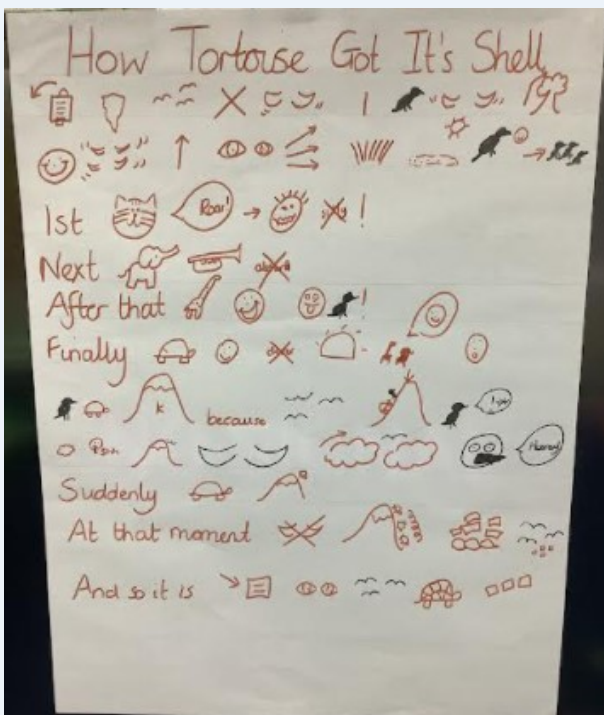
Cold Write

Each unit starts with a 'cold task' where there has been no initial teaching. The children are provided with a hook to inspire them to write and are reminded to use what they already know from previous learning. This helps teachers to plan the unit of work and show the progress the children make from start to finish.



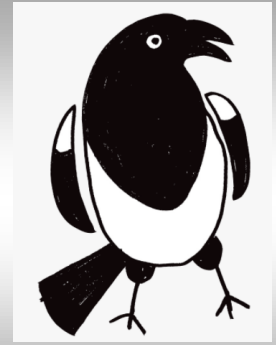
Map It and Act It!

The children learn a high quality model text orally using story maps. They rehearse, recite and perform the stories as storytellers using expression and intonation.

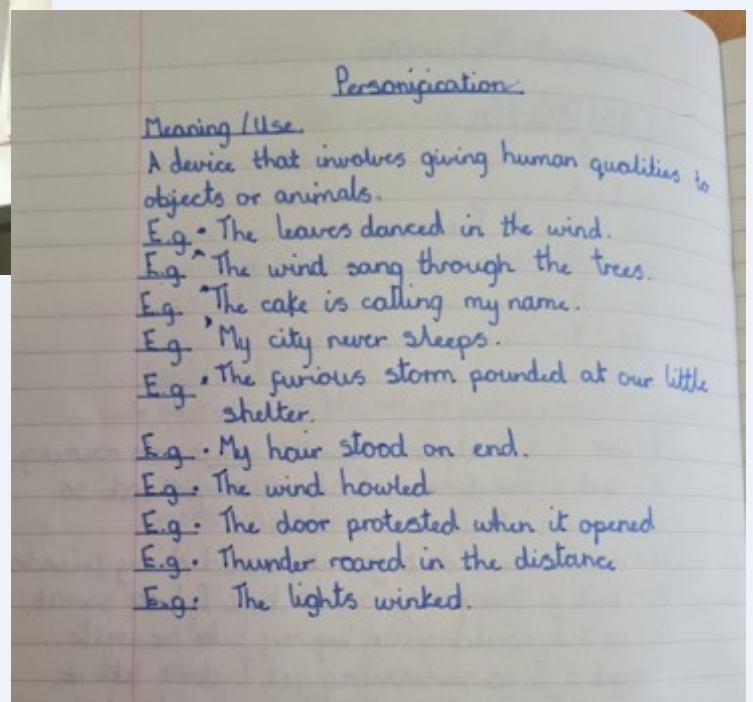
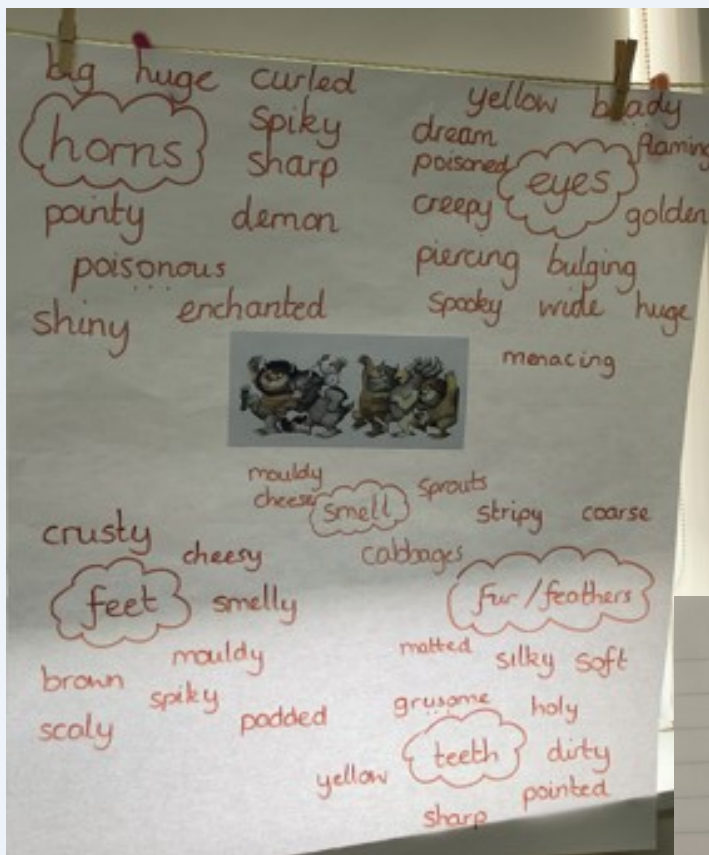


Magpie

Marvellous



The children learn lots of new vocabulary which they write in their magpie books or record on the washing lines. They can use these words later in their writing.



Short Burst



The children use the writing toolkits and powerful vocabulary to creatively describe settings and characters.



The wind howled ferociously. Phoebe stood anxiously at the door to Willowvies Manor. She had no choice but to step inside. There was no turning back now. She stepped inside and all there was was silence. Phoebe walked along the creaking floorboard in the hallway. Suddenly, a window flung open and struck the sofa with lightning. She tried to hold back the tears in her bright blue eyes but then she came to a sudden stop and looked up the. There was something moving, what was it...



I stepped off my boat and saw yellow, bulging eyes staring right at me. I rubbed my eyes but they were still there! Then I saw spiky, crusty claws appear in front of me. At last I saw a red, glowing nose as I sniffed the air there was a cheesy smell and it was then that I knew it was a wild thing!

Box it up!

The children use the generic story/text structure to find out what happens in each part. They use these to plan their independent writ-

Title	Little Red Riding Hood
The main character is asked to deliver something	• RRH's mum asks her to deliver food to Granny
MC is warned about the dangerous setting.	• Don't stray from the path in the forest
The main character goes into the dangerous setting.	• She goes into the forest
The main character meets a bad character.	• RRH meets the wolf
The bad character is stopped and the objects are delivered.	• The woodcutter kills the wolf. They eat the food.

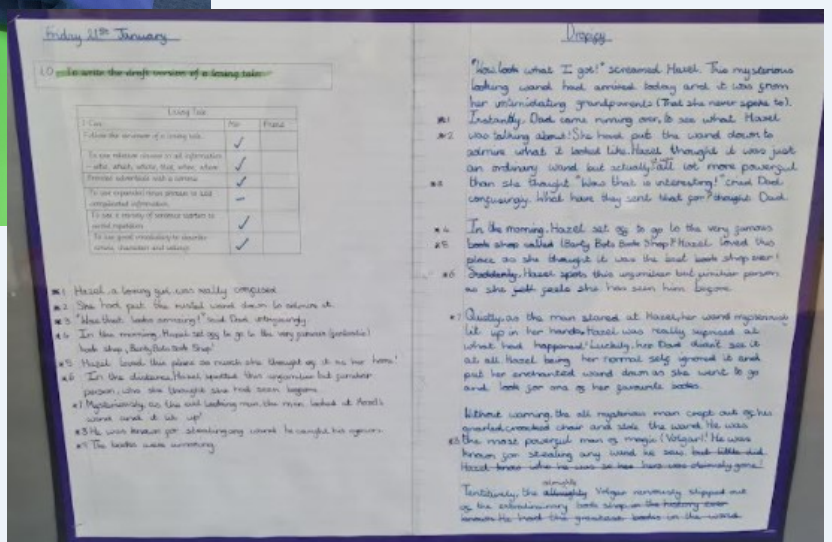
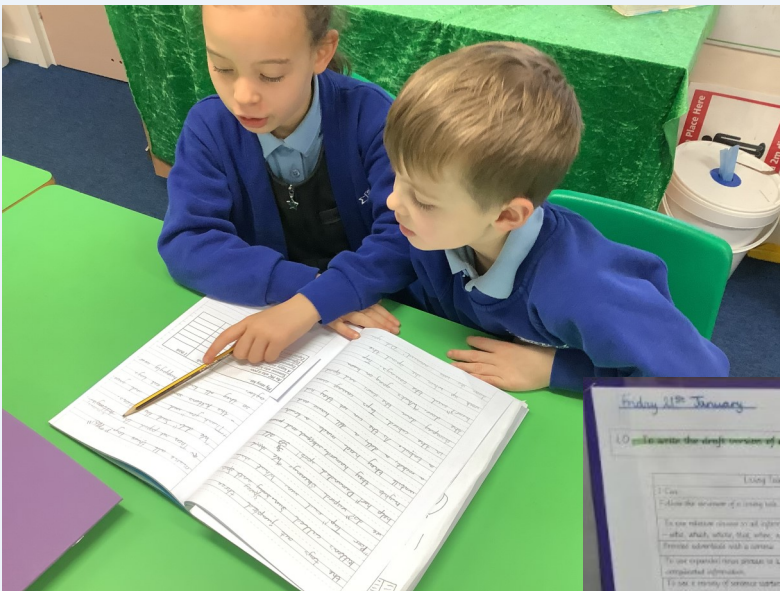
<p>Opening</p> <p>MC leaves setting MC arrives Seems safe</p>	<p>• Erin - MC - afraid of spiders (arachnids)</p> <p>• On Holiday - December - Christmas Eve</p> <p>• Cold water apples and soft sand gets stuck between toes. Sun shining, cold breeze enters ears and gives calming chills</p> <p>• Seems safe - cave looks interesting and calm - away from brother (12) and sister (14)</p> <p>• Seems exciting so enters cave</p> <p>• What could go wrong?</p>
<p>Build Up</p> <p>MC waits for fear to appear but falls asleep</p>	<p>• Inside cave - very quiet</p> <p>• Shiny crystals hanging on ceiling</p> <p>• Glistening waterfall pouring behind her</p> <p>• Suddenly, rocks tumble down, dust makes Erin faint - trapped</p> <p>• Something moved</p>
<p>Problem</p> <p>MC wakes - setting more ominous - MC hears/senses fear - MC glimpses/sees something. Gets closer</p>	<p>• MC wakes to feeling of something crawling over face</p> <p>• Something different</p> <p>• Jumps up onto knees</p> <p>• Ceiling is unstable</p> <p>• Wipes grit off cheek and could crack</p> <p>• Catches glimpse of something long and fuzzy - thin and black</p> <p>• Thing enlarges</p> <p>• No more shiny water - now it's freezing and covered in mud</p> <p>• Absolutely ice cold</p> <p>• Spider</p>
<p>Resolution & ending</p> <p>MC flees and is chased MC escapes</p>	<p>• Spider starts chasing Erin</p> <p>• Erin find hole in wall - climbs out</p> <p>• Very close call</p> <p>• Leaves cave and relaxes on beach</p> <p>• Very relieved</p> <p>• Notices something on arm - What is it...?</p>

Shared Write

Punctuation, spelling and grammar are taught through teacher modelled shared writing. The children work alongside the teacher at a slow pace in order to create high quality ambitious writing.

Draft and Edit

After the children have planned their independent writing using a boxed up plan, They draft their first piece of writing. It is peer marked and edited for improvements.



Hot Write

At the end of a unit of work the children write independently using everything they have learned. We use this to measure progress.