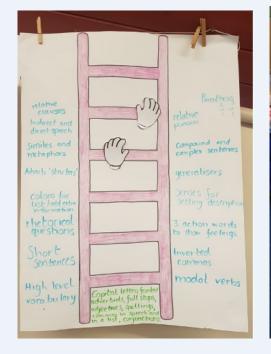
Talk for Writing

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.

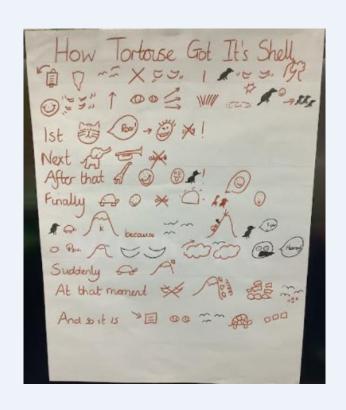






Map It and Act It!

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.







Reading Vipers



Next the children read, enjoy and analyse the using reading VIPERS. We look at the vocabulary, make inferences, make predictions, explain things in the text, retrieve information and summarise and sequence the main ideas.

LO To read and interpret a text.	side. Suddenly a hedgehog ambied across the road.	Draw a picture to show what happens
	Tringl Tringl went Mrs Armitage on the bell.	Draw a picture to show what happens
	"What this tike needs," said Mrs Armitage to herself, "is a really loud horn."	next in the story.
V	Mrs Armit age bought three horns.	,
V	Beep - beep	
What does faithful mean when it	Honk - honk	
, ,	Paheehahurh went Mrs Armitage on her horns.	
describes Breakspear?	Unfortunately the chain come off. By the time Mrs Armitage had got it on again her hands	
· ·	were all black and greasy	
	"What this tike needs," said Mrs Armitage to herself, "is somewhere to wash your hands."	
	So she got a bucket of water, towel and a so ap rack with a bar of soap and she hung them	
	all onto the bike. Off she rode.	
	"What this tike needs," said Mrs Armitage to herself as she cycled along happily, "is a com-	
	plete tool kit."	
	So she got a toolbox with spanners, screwdrivers, harmners and oil and she fixed it to the	C140 - 11/44 - 4 - 11
I	back of her bike. Off she rode.	S What did Mrs Armitage put on her
Tall and the state of the state	By now Mrs Armitage was beginning to think about food. "What this bike needs," said Mrs	bike first?
Tell me two things you might	Armitage to herself, "is somewhere to carry a light snack."	Justi Justi
know about Mrs Armitage.	So she got a tray for apples, choose sandwiches and a holder for a bottle of lemonade. Kindly,	
,	she put on a special basket with bone and dog biscuits for Breakspear.	
	By now poor Breakspear was feeling exhausted, you could tell because he was panting.	
	"What this tike needs," said Mrs Armitage to herself, "Is something for a faithful dog to ride	
	on." So she made a seat for Breakspear. Off they rode.	
	Later that day they stopped to have a picalc when it began to rain. "Great heavens!" said	
	Mrs Armitage. "What this bike needs is something to keep the rain off."	
	Immediately she fixed two umbrellas to the bike and off they rode. It wasn't much fun riding	
	in the rain and Mrs Armitage began to feel down-hearted. "What this bike needs," said Mrs	
	Armitage to herself, "is a bit of cheerful music." So she attached a music player and a mouth	
	organ to the bike and off they rode.	
E	It was hard work pedaling and Mrs Armitage was exhausted. "What this bike needs," sold	R
Colour the stars to show how	Mrs Armitage to herself, "Is a bit of extra o omph." Feeling excited, she added a sail, some	What does Mrs Armitage put in her
Colour the stars to show how	bunting and an anchor to the bike.	2 1
much you like the story.	Off they went faster and faster until	toolbox?
,	Crashi Crunchi Clangi Clatteri Thudi Paheehahurhi	
	"What this tike needs, Breakspear," said Mrs Armtage, "Is taking to the dump."	
***	"And what I need is"	
	"Who ppe on on one of!"	
	"But what these roller-skates need," said Mrs Armitage "is"	

One morning Mrs Armitage was out on her bicycle with Breakspear the dog running along-

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

L.O. — To identify themes are as a text.	Pandora's Box
	Many, many thousands of years ago, in Ancient Greece, lived two broth-
Vocab —Find definitions for imagine and encrusted.	ers called Epimetheus and Prometheus. Although they lived in a world
Write sentences of your own using these words.	where the gods were in charge, they liked nothing more than to annoy
	the gods. One day, Zeus, a particularly powerful god, wanted to teach
	them, a less on. He or dered the gods to create a beautiful woman. Her
	name was Pandora and she was to marry Epimetheus. As a wedding
	present, Zeus gave Pandora a beautiful box, but there was one special
	condition; she was never to open it!
	Every day Pandora's hus band was out working. All she could think about
	was what was in the box from Zeus. Bored and fed-up, she stared at it.
	Why could she not open it? Her curiosity became unbearable. Pandora
	searched for the key to open the box. "I know it's here somewhere," she
	muttered to herself as she opened cupboards and drawers. With shaking
Inference	hands, Pandora slid the key into the lock and turned it.
Why was Pandora bored and fed up?	She took a deep breath, closed her eyes and slowly, with trembling
	hands, opened the box. She was imagining what could be inside: rubies
	as red as the blazing sunset, jewel encrusted gowns and piles of gold
	coins. There were no coins, jewellery, gowns or gems. Shockingly, every
	evil and spite, every sadness and misery flew out. Like a swarm of in-
	sects, they fled the house and infested the earth with heartache and sor-
	row. Pandora slammed the lid shut and turned the key. "What have I
Fredict	done?" she sobbed, holding her head in her hands.
What do think will happen next?	Sometime later, Pandora noticed a fluttering sound coming from the box
	as if something was trapped inside. Terrified, she pressed her ear to the
	box. "Let me out," a small voice pleaded gently. Once again, with shak-
	ing hands, Pandora unlocked the box. A beautiful butterfly of hope flut-
	tered out of the box. Immediately, hope started to spread all over the
	I see the second

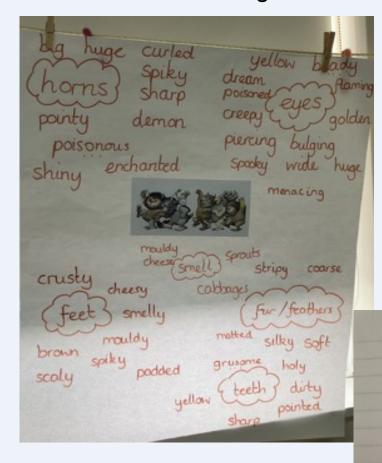
she had created. However, she had also allowed hope to follow them

ent Greece, lived two broth-	Explain what type of genre this is and how you know.
ugh they lived in a world	
thing more than to annoy	
rful god, wanted to teach	
a beautiful woman. Her	
imetheus. As a wedding	
but there was one special	
	Retrieve Who did Zeus want to teach a lesson to?
.g. All she could think about	
nd fed-up, she stared at it.	What did Pandora let out of the box first?
ame unbearable. Pandora	
v it's here somewhere," she	
and drawers. With shaking	
d turned it.	Surumarise
slowly, with trembling	Surumarise the story.
hat could be inside: rubies	
gowns and piles of gold	
or gems. Shockingly, every	
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rands.	
sound coming from the box,	

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.

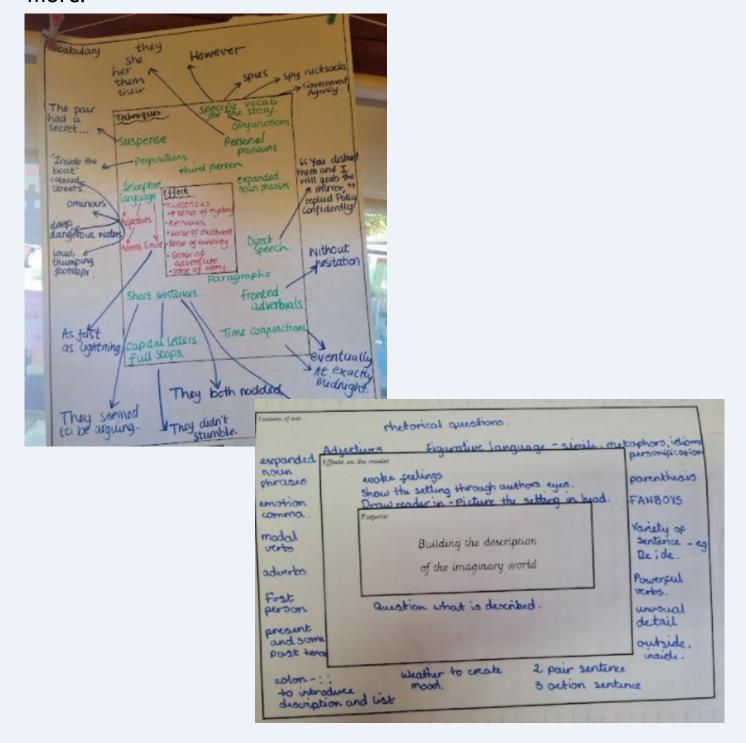


	Personigication
Mean	ing luse.
A der	rice that involves giving human qualities;
objec	ts or animals.
E.a.	· The leaves danced in the wind.
ha"	The wind song through the trees.
Ea	The leaves danced in the wind. The wind sang through the trees. The cake is calling my name. My city never sheeps.
En	My city never sheeps.
-	The furious storm pounded at our little shelter.
E-9	shelter
En	. My hour stood on end.
	The wind howled
	The door protested when it opened
k.g .	Thunder roared in the distance
E.q.	The lights winked.

Toolkits



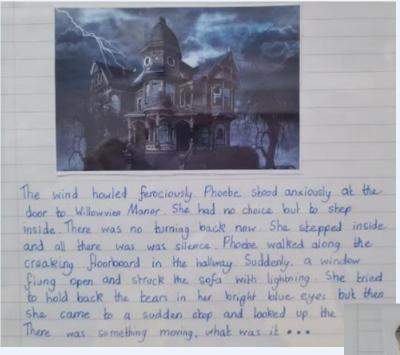
The children construct toolkits to develop particular writing features and their effect on the reader. They share toolkits for characterisation, dialogue, suspense, action, openings and endings and much more.



Short Burst



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



I stopped off my boot and saw
yellow, bulging eyes stowing right at
me I abbed my eyes but they were
stall there! Then I saw spiky, orustry
claws appear in front of me. At last
I saw a red, glowing none as I
suffect the air there was a cheery
smell and it was then that I know
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.	to deliver good to
MC is warned about the dangerous setting.	- path in the goosth
The main character goes into the dangerous setting.	. She goes into the goruste
The main character meets a bad character.	.LRRH meets the walg
The bad character is stopped and the objects are delivered.	The woodenster kells the wolg. They eat the

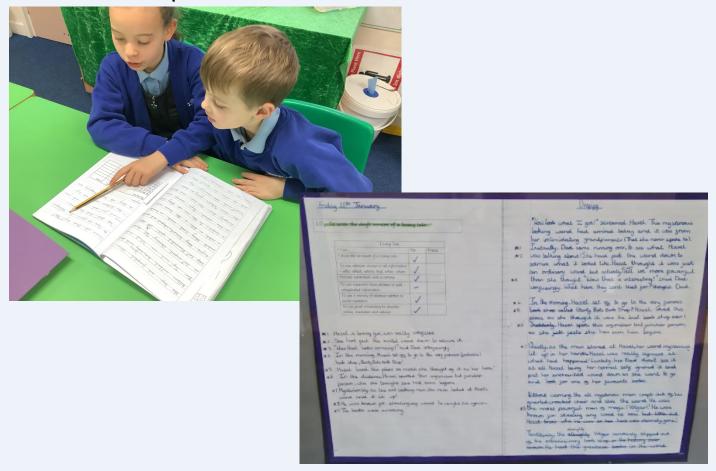
Opining . Evin Mc - agented of spiders (arachaely) Opening . On Holiday Occamber - Christmas Com . Cold water apples and sort sand gets in Ms amuss. between toes. Sun shiring, cold breeze enters wars and goes calming chills Sums are case looks interesting and calen - away from brother (12) and 1. . Seems existing so enters com . What would go wrong? Build Up. Inside case - very quiet me wants for . Shing crystals hanging on culing pear to appear. Glistening waterfall pouring behind in but jallo asley. Suddenly, rocks tumble down, dust makes Erin paint - tropped. . Something moved . Problem MC wakes to geeling of something Mc wakes - crowling over face. Something different setting more. Junpo up onto kneed. Criting is unstarted ominous MC . wipes grab age cheek and could crack hears/senses. Catches glimpse of something long and fear. Mc purry - then and black.
glimpsus/sess. Thing entarges. No more shiny watersomething tests now its preexing and covered in much closer. Absolutely ice cold . Spedie Resolution & Spider stars chasing Frin ending. From find hole in wall - climbs out MC thes and . Very close call . Leaves care and is chased. Helaxes on beach Mc escapes . Very relieved. Notices something or arm. What is it ...

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.