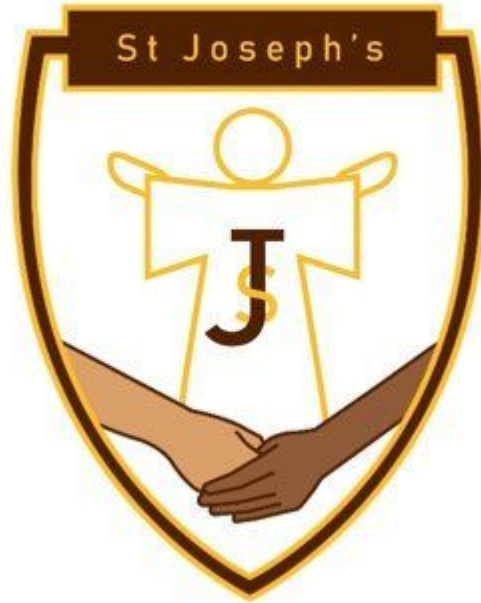


Welcome to the Year 3 and Year 4 January Parents Meeting



This PowerPoint will be available on the website after the meeting.
If you have any questions, please feel free to use the chat during the meeting.

What is talk for writing?

We learn a unit of TfW in 3 week blocks.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects (linking to topics). A key feature is that children internalise the language needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.



TalkforWriting™

The key phases of the Talk for Writing process, are to: enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

Helps children to learn through a variety of ways: visual, auditory (hearing the texts)...

Imitation



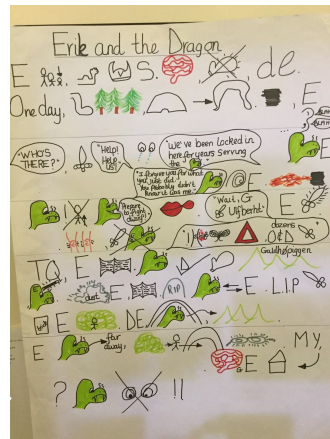
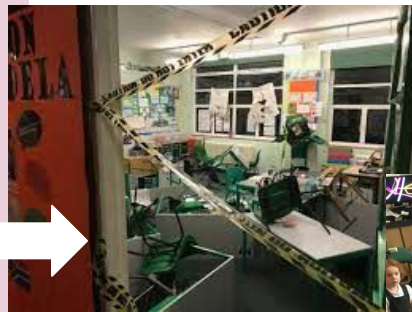
Talk4Writing™

- The first week of our English unit is called **Imitation Week**.
- Firstly we hook the children into the text through a variety of ways. Aliens landing, a monster has escaped or to discuss a big question.

- Next, we look at our model text based on the fiction or non-fiction genre we are focusing on. E.g.

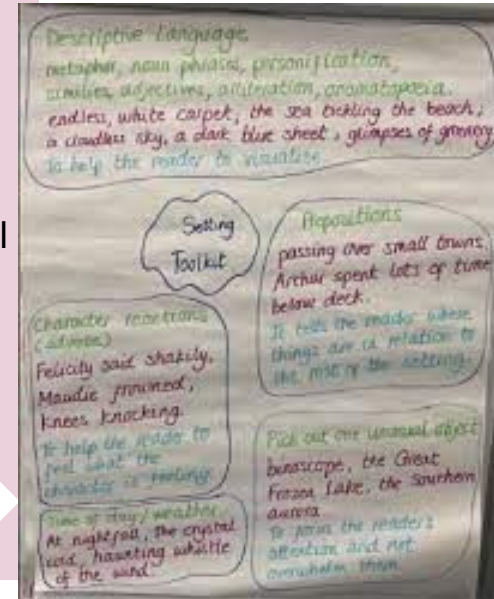
Fiction-Portal story
Non-fiction- Persuasion

- After the children have heard the text we do something which is called oral rehearsal which you may have been to see when the children were in Foundation, Y1 and Y2.
- We then add actions to this and memorise the text through these actions. The story is mapped out in pictures which is also how the children follow. This then goes into their homework book to try and practice at home.



Imitation continued...

- Following this we do something called Reading as a Reader. This where we pull apart the model text. We talk about vocabulary we don't quite understand yet and thoughts we have about the text.
- We also use this week for other fun activities about the text which help the children understand the story type and structure more. This might include drama, group work etc. Additionally, short bursts of writing which focus on the toolkit relate to the text.
- Finally, toolkits. This is something we look at as a class during the imitation week. For every text we have a toolkit that goes with it. On this there are all the tools and suggestions of things for the children to use in their writing. Defeating the monster story- **Setting Toolkit**. This toolkit would then have all the tools the children will need to help describe a story setting. Here's an example.



Innovation

- During the **innovation week**, we would make a plan for the children to complete a piece of writing (5 paragraphs) by the end of the week.
- This writing is based somehow on the model text looked at in the **imitation week**.

Ways the children write using the model text:

- Prequel or Sequel
 - Change key vocabulary, main characters
 - A different perspective of the characters
 - Slight change of genre
-
- After planning out the writing, everyday the class teacher and teaching assistant, model each paragraph to the children.
 - We write this onto a big pieces of paper with lots of ideas to help the children write! They also contribute their ideas to the modelled write. Here are some examples of modelled texts.



Structure	Original	Your own
Opening MC's find something	• Joe & Rachel - friends • Searching for treasure • Found treasure at black hole day (out/indoor) • Thing of house • Spending treasure outside	• Older brother - younger brother's (friend) • Treasure hunt • Treasure house • Treasure garden • Treasure
Raised up Someone sees them MC's escape	• Suddenly they were outside all night • They didn't at home • The police are here and they run!	• They were seen and up all night and they were at the house • They were in the garden and
Problem MC's hide somewhere Someone follows them MC's escape	• It's hard to hide • Joe and Rachel were at the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house	• It's hard to hide • Joe and Rachel were at the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house
Resolution Someone leaves MC's escape	• They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house	• They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house
Ending MC's find out about what happened MC's become friends	• They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house	• They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house • They were in the house and they were at the house

Independent application



TalkforWriting™

- During this week, the children will plan their own fiction/non-fiction text independently.
- After the support from the first 2 weeks, the children will have all of the tools, vocabulary and understanding of the text structure to be able to create their own amazing piece of writing!
- Here are some examples of the type of writing done during an independent application week.

Talk for Writing units



Talk for Writing

Year 3

Fiction- Journey - Setting Toolkit

- Expanded noun phrases
- Prepositional phrases
- Similes
- Alliteration

Non-fiction- Non-Chronological Report-
Non-Chronological Report Toolkit

- Subheadings
- Technical Vocabulary
- Present tense

Year 4

Fiction- Defeating the Monster- Dialogue Toolkit

- Inverted commas
- Add in an action
- Exciting speech verbs

Non-fiction- Persuasion- Persuasion Toolkit

- Talking to the reader
- Facts to back up point
- Ask a question to make the reader feel empathy



CENTURY

Century has support on SPAG



Focus- **Tenses**: Spelling rules example- doubling the consonant (trip- tripped- tripping, change y to i and add ed (try- tried)



CGP books

KS2 English
Grammar, Punctuation
& Spelling



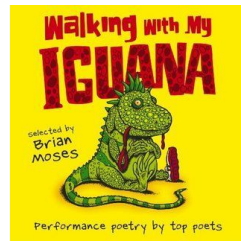
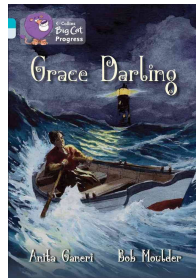
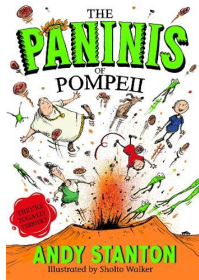
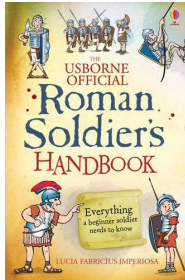
Reading

A great way to support reading at home is to read books that are linked to our current unit of work. By reading texts linked to children's learning, this can then help to improve children's writing.

Year 3

Journey story- Setting (Romans - Pompeii)
Recount- Non fiction (eruption of volcano)

Journey story- based on description
Adventure at sea (Grace Darling)
Biography



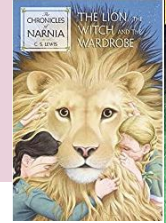
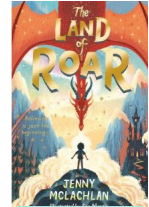
Year 4

Defeating a monster: Erik and the Dragon- focussing on dialogue.

Persuasion: Environmental focus on saving the world.

Portal story: focussing on description.

Recount: based on Scandinavia topic.



In school, we use our Magpie books to record any effective vocabulary, descriptions or sentence types. Children can use their homework books to record elements they find in their reading at home that they could use in their writing in school.

Possible ways to support reading at home.

Reading more difficult books to your child can help to expose them to a greater range of vocabulary and themes.



Reading out loud- even when fluent. This helps children to read with the correct expression which in turn supports their understanding of what they have read.

Please sign your child's reading record at least 3x weekly.

Picture books can also be used to help develop your child's understanding. You can ask a range of questions about what they can see but also why they think character's might be feeling a certain way or what they predict may happen next.

Asking questions during and after reading.
Literal- the answer can be found directly in the text.
Inference- children need to draw on their understanding of the story to answer.

Times tables- Y4 check

x	7	11	12	1	10	3	6	2	4	8	5	9
5	35	55	60	5	50	15	30	10	20	40	25	45
9	45	99	108	9	90	27	54	18	36	72	45	81
1	7	11	12	1	10	3	6	2	4	8	5	9
11	77	121	132	11	110	33	66	22	44	88	55	99
8	56	88	96	8	80	24	48	16	32	64	40	72
7	49	77	84	7	70	21	42	14	28	56	35	63
10	70	110	120	10	100	30	60	20	40	80	50	90
4	28	44	48	4	40	12	24	8	16	32	20	36
12	84	132	144	12	120	36	72	24	48	96	60	108
3	21	33	36	3	30	9	18	6	12	24	15	27
2	14	22	24	2	20	6	12	4	8	16	10	18
6	42	66	72	6	60	18	36	12	24	48	30	54

Online Safety

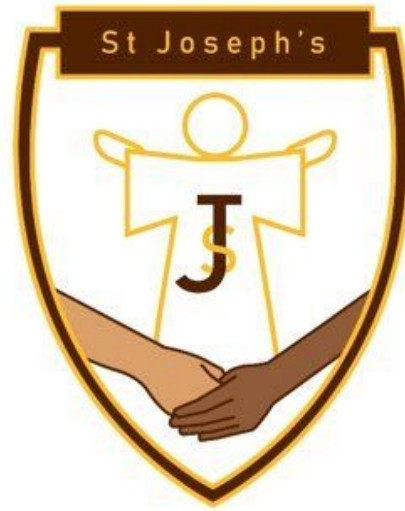


7 years+



13 years+





This PowerPoint will be available on the website after the meeting.

If you have any questions, please feel free to contact us via email.

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Thank you for joining us today.