

Talk into writing.

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Planning

What is the outcome?



What is the **vocabulary** the children need?



Who is the audience?

What is the effect on the reader/listener?

What is the tone?

Teacher demonstration.

Shared, guided and independent writing,
watching, sharing, contributing, planning, editing,
revisiting.



Teacher model the writing and thinking.

How do I start?

That's a mistake. Let me edit that.

I think I'll use this word here because...

I'm going to use a 2A here because...

Let me check my work.

Is this sentence having the right effect on the reader?...

Let me check my success criteria.

What word would work best here?

Do I need an exclamation mark?

Questioning

Extending response.

What lead you to think that?...

Can you extend/ unpack that idea for us?...

Eliciting response.

Tell me about...

What came into your head when?...

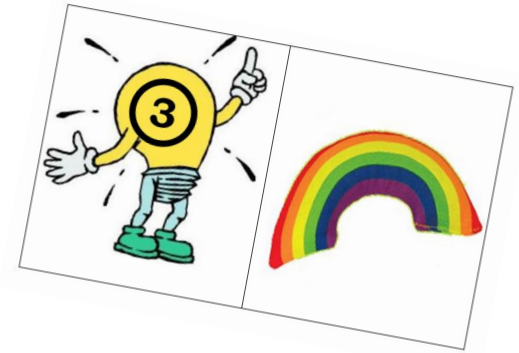
Have you come across anything like this before?...

Encouraging critique.

Do you agree?...

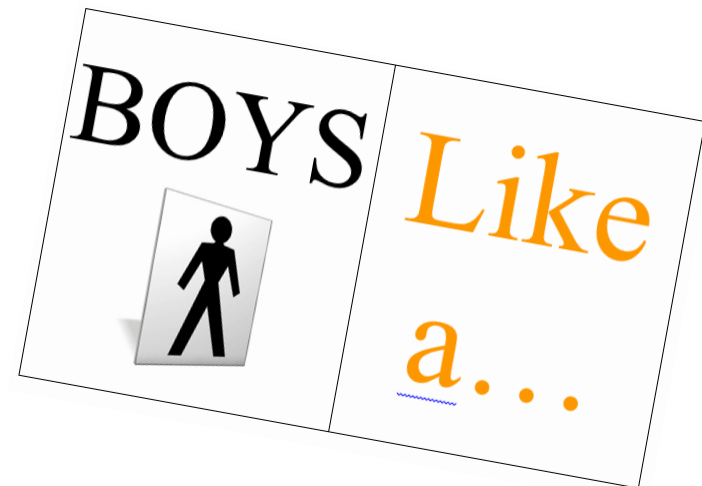
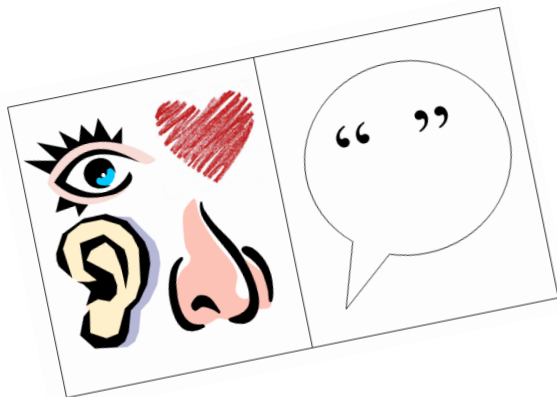
Did anyone have a different response to the story/ paragraph/ word?...

Talk Cards



They are **TALK** cards

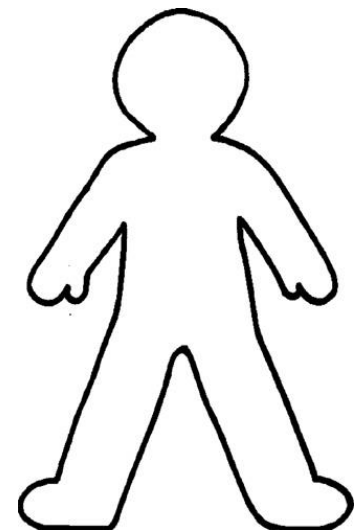
- They are called ‘Talk’ cards because they are fundamentally about children’s speech and vocabulary.
- They can be used as a prompt for children’s speech. (speech scaffolding)
- They should be used across subjects.



Roll on the wall.

The character is represented by a picture or an outline which is displayed in a prominent position. This serves as a focal point for deepening the pupil's understanding of a character.

Children contribute by speaking and writing their ideas and thoughts onto the image.



Thought tracking.

This involves asking children to share their thoughts by speaking them aloud.

This can be done by simply stopping the drama and asking what each child is thinking.

Photographs can be taken during freeze-frame and the thoughts written on later.

Working in role/ Hot seating

The children work in groups or pairs to spontaneously improvise their response as the story unfolds.

The make collective decisions and have to 'live' with the consequences.

Working 'as if' as opposed to learning about. A powerful way of developing empathy for a character.

Conscience Alley



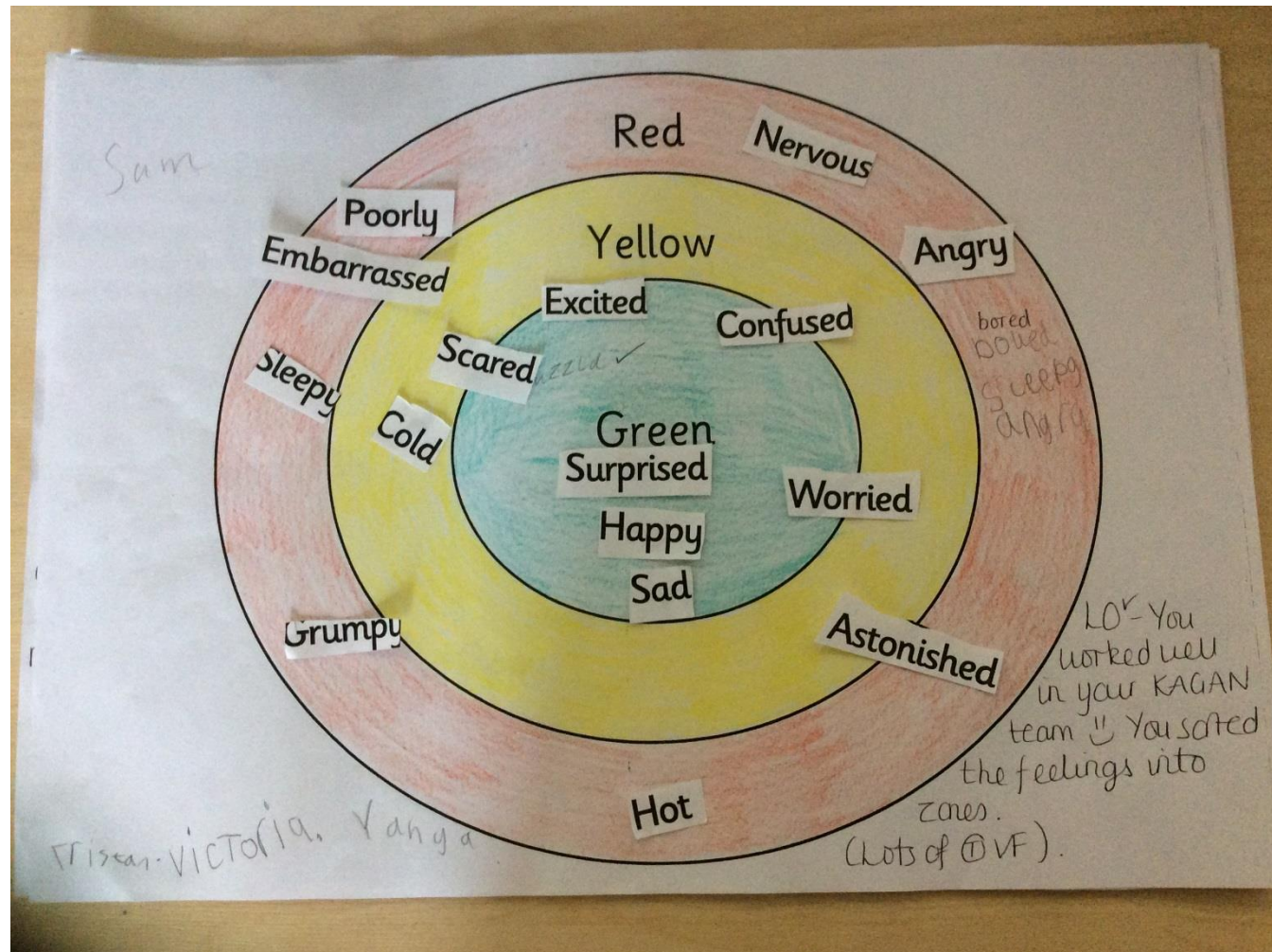
Health warning.

How does the role-play and drama add to the writing???



Tell the children explicitly how to 'write' their drama. How does it look in writing?

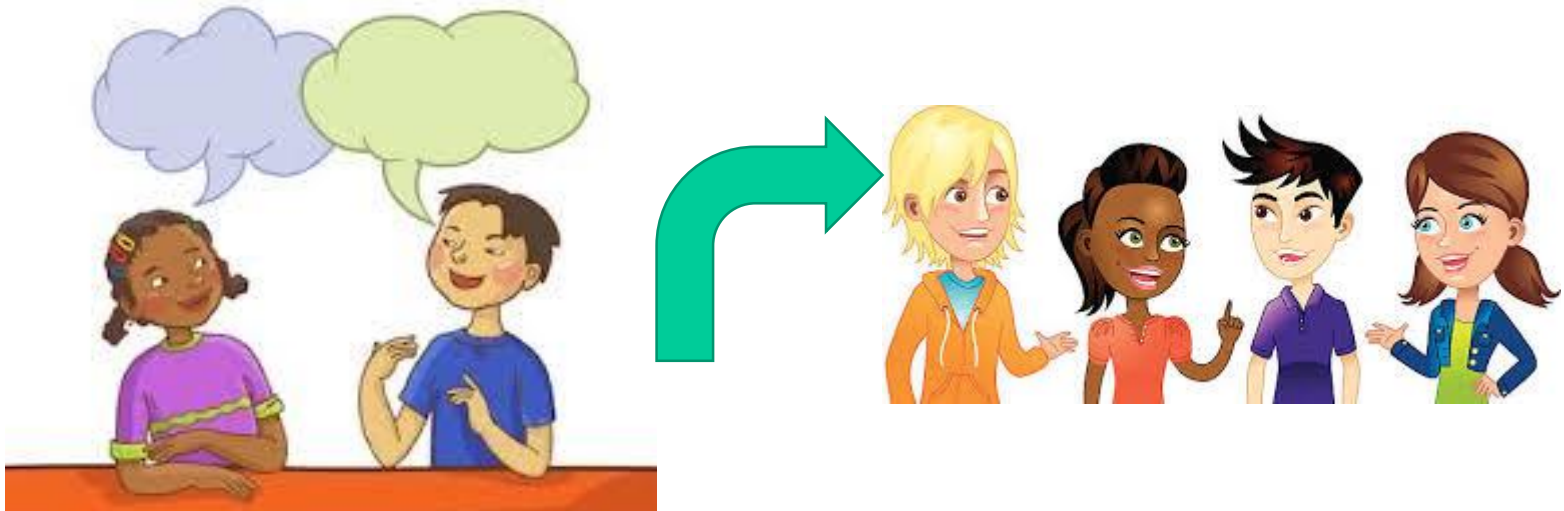
Zone of relevance



What is in their pocket?



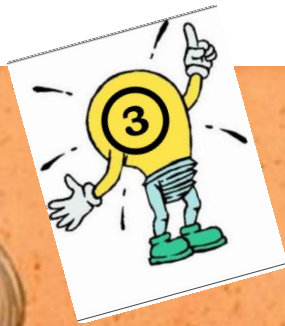
Talk Partners and Snowballing



Talking is learning.

The children need to understand this too!

- Generating words and phrases
- Selecting and choice
- Training imaginations
- Modelling and setting standards
- Inviting all to participate
- Prompting and digging deeper
- Oral rehearsal and revisiting.
- Developing vocabulary.



How?

