



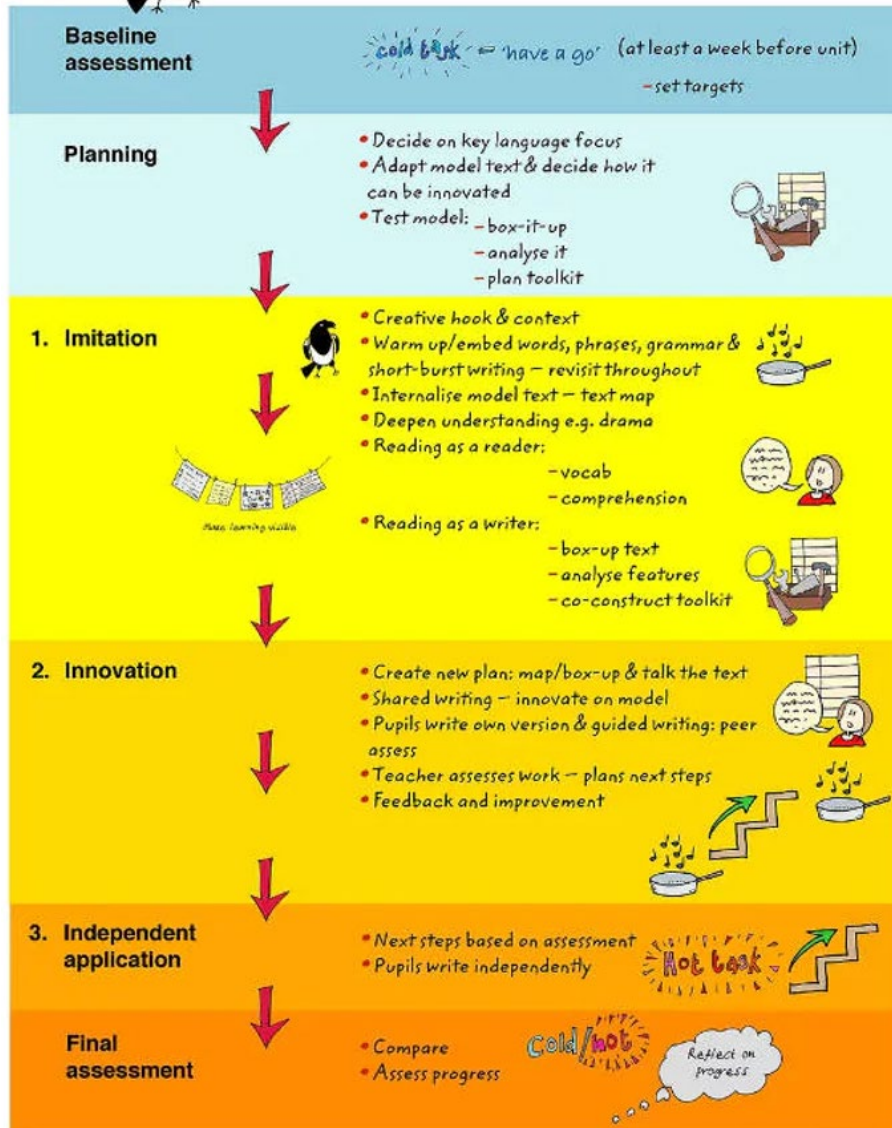
مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

USI Literacy



The Talk for Writing process

www.talk4writing.com



مدرسة المتحدة الدولية
 United School International
 The Pearl Island جزيرة اللؤلؤة
 an Orbital Education School

Talk 4 Writing is based on **how** children learn. It places formative assessment, at the heart of the planning, teaching and learning process. It helps children to become better:

- writers
- speakers
- listeners
- readers
- thinkers

There is a clear **linguistic** purpose of each 2/3-week unit.

- An aim of the unit e.g. to persuade, to inform
- An interesting topic that will deliver that aim
 - A **hook** that will engage the class
- A **model text** that will provide the **linguistic patterns** that the class will be shown how to reproduce.
- A range of models illustrating these features

Talk 4 Writing



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

Baseline
'Cold Task'

1. Immersion
Stage

2. Innovation
Stage

3. Invention
Stage

'Hot Task'

The Hook

Every unit begins with a **hook** to motivate the children.

- Amazing sets relating to the topic can be constructed e.g. a filmed message from someone marooned on a desert island, or from a teacher in the school who has been captured by a giant.

The children will complete a **baseline piece of writing** to show what they know about their new genre. E.g. for an example above, they could write a story illustrating the escape from the giant!

Warm Up Games



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

Effective games exercise and strengthen the imagination. Teachers will use the 'cold task' to assess which warm-ups will be the most beneficial, and could include the following:

- **Word association:** give children one minute to write as many words or phrases as possible.
- **Rapid writing:** give a time limit of 3 minutes. The children have to writing rapidly about a subject, e.g. *the moon, night, traffic jams, lightening, an alien invasion*

- **Crazy writing:** give children five minutes to write crazy lists where anything goes, e.g. *I wish I was a lion flying through the breeze, I wish I was a cricket flexing its knees, I wish I was an elephant blowing its trumpet.*

- **Odd words:** from a lists of nouns, select two that do not seem to go together, e.g. *horse* and *pumpkin*. The children have a few minutes to begin a narrative linking the horse and pumpkin.

Warm Up Games



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

- **Rhyming Pair Poetry:** ask children to think of 2 words that rhyme and put these together with one or more connecting words, e.g. *dogs eats log, fish in a dish, spoon on a moon.*

- **60 Second Story:** set a timer 60 seconds and ask children to write a story containing a beginning, middle and end. This is a real challenge but encourages quick thinking and, with time, will help reduce the struggle of starting a story.

- **Nonsense Definitions:** select any word and ask children to write the word backwards. They then must use this nonsense word to decide a new meaning and write a definition for this word and an example sentence e.g.

card; drac

definition: a form of happiness

sentence: I felt extremely drac when I scored the winning goal.

To make it more challenging, tell children the word class e.g. the new word is a verb.

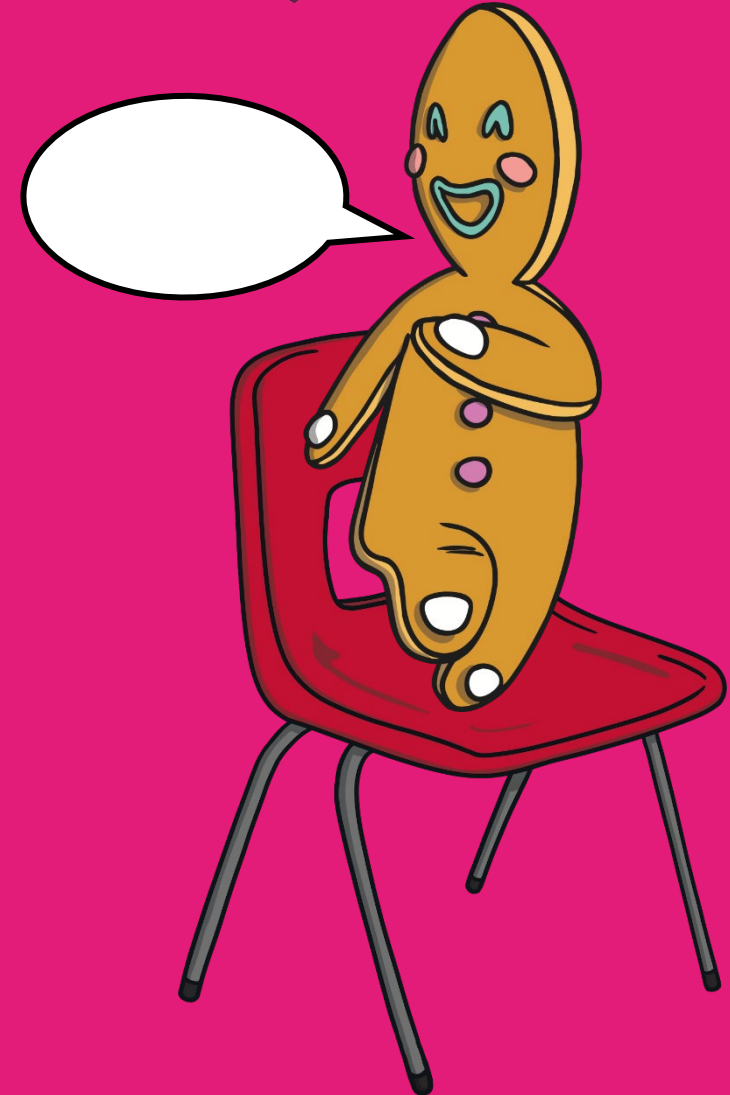
Starter

Grammar games, drama and activities are used at the start of lessons during all three stages, to get children familiar with the 'tune' of the text. Examples include:

- Rapid sentence games
- Changing bland language, extending sentences, altering opening, dropping in or adding information, trimming back wordy sentences
- Interview a child in role
- Hold back-to-back mobile phone conversations
- Model how to present the story as a news broadcast
- Hot seat characters from the story



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School



Immersion Stage



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

- A **model text** is written that is pitched above the pupils' level and includes **structures** and **language patterns** students will need.
- Example activities to immerse children into their model text could include - say it in pairs, pass around the circle, perform like a tennis match, mime it, say it as fast as possible



Model text examples.

One step at a time, Lara crept down the stairs. At the bottom, she paused but all that she could hear was blood thumping in her ears. She'd be back before they awoke.

Twenty minutes later, she entered Harrow Woods. Her torchlight found the path and occasionally flashed to show her the black, quivering leaves. Dark clouds had muted the moon. Before long, she came to the ruins of the manor house. In the front garden, the fountain was still and smothered in years of moss. Overgrown rose bushes blocked the path painted thick with fallen petals.

Warily, Lara perched on the edge of the fountain, took her camera from her bag and faced the trees. It was here that she had first seen it. This time she'd be ready.

After a few moments, she heard the wind awaken in the woods. The water rippled, the trees rustled and a damp petal landed on her cheek. Lara shivered. Behind her, a door slammed. What was that? She whipped round to face the house. A shadow moved through the downstairs room. A light flicked on.

Lara ran, shoving her camera back in her bag as she scrambled away from the fountain. She was sure she could hear something cracking the dried twigs behind her as she sped through the woods. She didn't stop until she reached Meadow Drive, where she paused by a lamppost to catch her breath.

Next time, she thought. Next time, I'll be ready.

The Highwayman

Based on the poem by Alfred Noyes

First Voice

Galloping across the moors, images of my sweetheart fill my mind. Pockets full of gold will surely impress the prize that awaits me. Imagining her innocent face only makes me want her more; she has to be mine.

Second Voice

Outside, the sound of hooves on the cobbled yard announced his arrival. An impatient tap at the window, followed by a sweet melody, freed me from the monotony of my life. Inside, peering through the locked shutters, I caught a glimpse of my hero. His assertive voice lulled me into a false sense of security; he had to be mine.

Third Voice

Perpetual tappin'. Who does he fink he is? Starin' through a crack in the stable door, my eyes lock on the thief, all dressed up in 'is lavish clothes, wakin' up the 'ousehold. How dare this fella attempt to steal 'er away from me? He ain't done nothin' to deserve her; she 'as to be mine.

Fourth Voice

Having received information from the ostler, we knew that this was the Highwayman's last journey. Having bound and gagged the landlord's daughter, the bait was set. It was only a matter of time; soon he would be ours.

First Voice

The images of my darling Bess are now a reality for there she is, gazing out of the casement, waiting for my arrival. I stop and gaze at her from afar. The sound of the gunshot shatters the silence. In the blink of an eye, my world has been turned upside down. Hell has barred my way; she'll never be mine.



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

An example of a KS1 story map.

Children are encouraged to create images to remember the key events of the text during the immersion stage.



Questions and visualising!

There were four shops
appeared out of nowhere
then five in the
y?

Are they trying
a glimpse
ement?

How is it really
ailed that it
could

How can there be
more than a hundred
scents Scents in a
scents?

PROLOGUE

THE SHOP FROM NOWHERE

The shop from nowhere arrived with the dawn on a crisp November morning.

Word travelled quickly around the village, and by midday the place was abuzz with rumour and hearsay.

"There were four shops in the row yesterday. Today there are five!"

"Did you hear? It sits between the butcher's and the ironmonger's..."

"The brickwork is black as midnight, and it sparkles strangely in the light!"

By evening time, a curious crowd had begun to gather around the mysterious building. They jostled for position and traded strange and wonderful theories about where the shop had come from and what it might sell, all the while hoping to catch a glimpse of movement through the darkened windows.

The shop was indeed built from bricks the colour of midnight, bricks that shimmered and sparkled under the glow of the gas streetlamps. Blocking the doorway was a golden gate so fine and intricate that some wondrous spider might have spun it. Over the windows, curling letters spelled out a name:

The Nowhere Emporium

There was a glimmer of movement in the entranceway, and a ripple of excitement passed through the crowd. And then silence fell – a silence so deep and heavy that it seemed to hang in the atmosphere like mist.

The shop's door swung open. The fine golden gate turned to dust, scattering in the wind.

The air was suddenly alive with a hundred scents: the perfume of toasted coconut and baking bread; of salty sea air and freshly fallen rain; of bonfires and melting ice.

Why did it arrive on
November and not another month

Why did it
explode with
gates

How did the
bring your

How did the
memory dis

How did the golden gates turn
dust?

A dove emerged from the darkness of the shop and soared through the air, wings flashing white in the blackness. The enchanted crowd watched as it climbed until it was lost to the night. And then, as one, they gasped. The black sky exploded with light and colour, and a message in dazzling firework sparks and shimmers spelled out:

THE NOWHERE EMPORIUM IS OPEN FOR BUSINESS. BRING YOUR IMAGINATION...

The writing hung in the air just long enough for everyone to read it, and then the words began falling to the ground, a rain of golden light. The crowd laughed in delight, reaching out to catch the sparks as they fell.

Everybody who'd gathered outside the Emporium was entranced. No one had ever seen a spectacle such as this. One by one they walked forward, touched the sparkling black brickwork, examined the tips of their fingers. And then they stepped through the door to find out what was waiting.

...

Two days later, when the shop had vanished, a stranger arrived in the village. He was polite, and he paid for his room with stiff new banknotes. But something about him – his startling height perhaps, or the hungry look in his cold blue eyes – troubled the villagers.

He asked questions about a shop built from midnight bricks.

But the tall man couldn't find a single person in the village who could recall the Emporium.

Within a day he too was gone, and all trace of these strange events faded from the history of the place.

Those who'd walked through the Emporium's doors had no memory of anything they might have seen inside. More importantly, none of them recalled the price of admission – the little piece of themselves they'd given for a glimpse at the Emporium's hidden secrets and wonders.

Bring your imagination, the sign in the sky had requested.

An example of UKS2 text annotation, where children learn the 'why' behind the author's choices.

Innovation Stage



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

- The teacher leads students through planning their own writing.
- Younger pupils change the basic map and retell new versions.
- Older students use boxed-up planners, so they can imitate the same structure.
- Shared and guided writing is used to stage writing over a few days.

During the innovation stage, children will 'box-up' their text and plan their own versions.



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

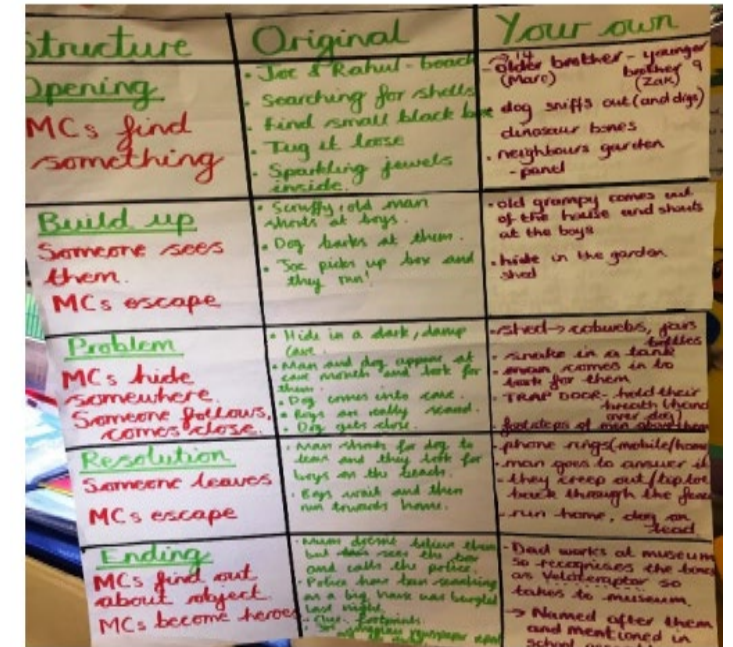
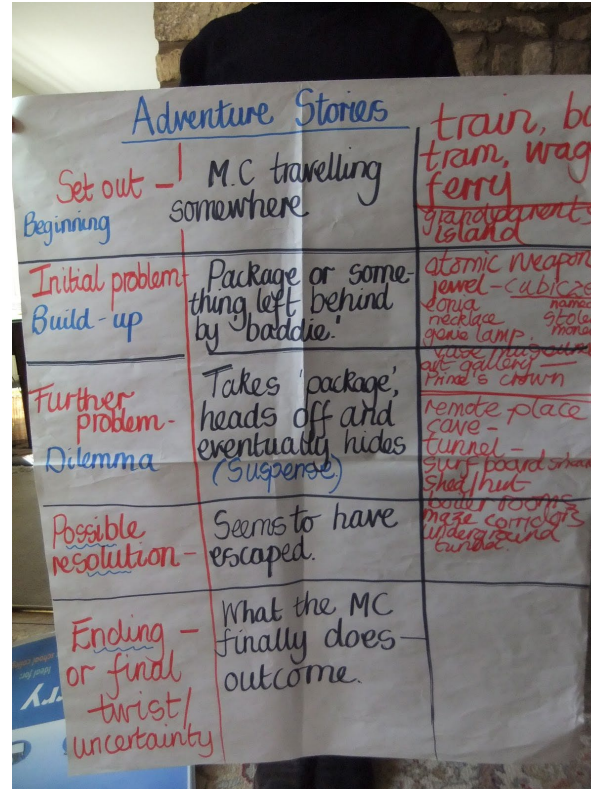
Here are some examples of what this may look like:

Substitution – Change character/setting but the genre remains the same

Addition – Add/expand the text – Punctuation and Grammar

Alteration – Alter text to change the course of events – High Level Vocabulary

Change Time/Person/View



<http://piecorbett.blogspot.com/2012/11/boxing-up-explained.html>

Invention/Independent Stage



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School


Children apply independently what has been taught and practised to create their own piece of writing.

THE GULF NEWS HISTORY

Anglo - Artefacts Found At USI!

Report By: Dheya Jouban

On Monday 22nd of January, United School International's Year 5 pupils found Anglo-Saxon artefacts at their school grounds after an anonymous tipoff from a journalist in Ireland.



Year 5 pupils find artefacts at the school grounds!

Mr. Temple quoted "It is very difficult to find such quality artefacts in good condition, so they have all done very well." Ms. Walsh stated, "I am extremely surprised by the discoveries of the artefacts... I have checked the CCT and I can't find anything... Very odd. It is still unclear how artefacts like these got to United School International and historians are still investigating. The only theory now is that they got sucked up from the seabed."

Year 5 pupils found some Anglo-Saxon artefacts in the school grounds at 8:30 am, on Monday 22nd January, then they informed an archaeologist (Abeer Khalifa Al Kuari) to make sure if they are real or not.

A few days later, the archaeologist replied: "Your findings have been a vital part for the museum in Germany..." This information also passed to Mr. Temple who is the principal of United School International and to Ms. Walsh who is the Deputy Head Of Primary of United School International.

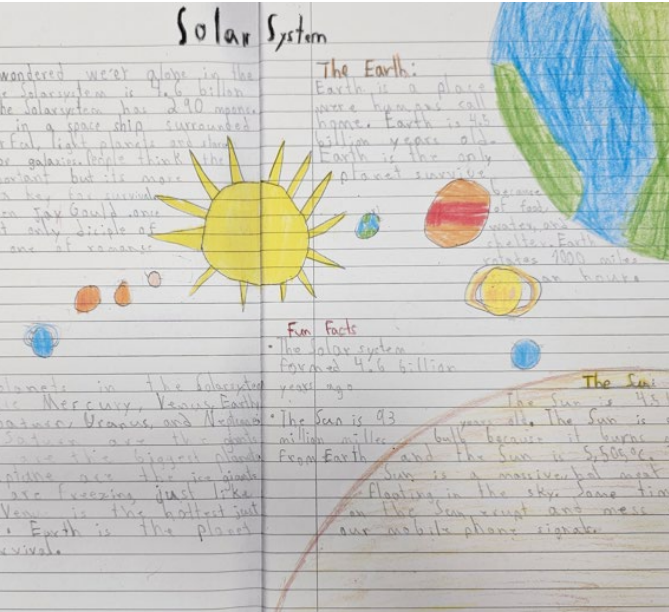
Solar System

Introduction:
Have you ever wondered what place in the Solar system? The solar system is 4.6 billion years old and the solar system has 90 moons. Imagine you are in a space ship surrounded by beautiful colorful light planets and stars. Exploring all major galaxies. People think the solar system is important but it's more than that it's a key to survival. As scientist Stephen Jay Gould once said Science is not only a discipline of reason but also one of romance and passion.

The Earth:
Earth is a place where humans call home. Earth is 4.6 billion years old. Earth is the only planet suitable for life because of water, air, and shelter. Earth is 7900 miles in diameter.

The Planets:
There are 8 planets in the solar system and they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Planets and Satellites are the same because they are the biggest things because they are freezing just like ice cubes. Venus is the hottest just like a desert. Earth is the planet that has survived.

Sun Facts:
• The solar system formed 4.6 billion years ago.
• The Sun is 93 million miles away from Earth.
• The Sun is 4.6 billion years old.
• The Sun is a ball of fire because it burns and the Sun is 3,300,000,000 degrees Celsius.
• The Sun is a massive ball of gas floating in the sky. Some times on the Sun erupt and mess up our mobile phone signals.



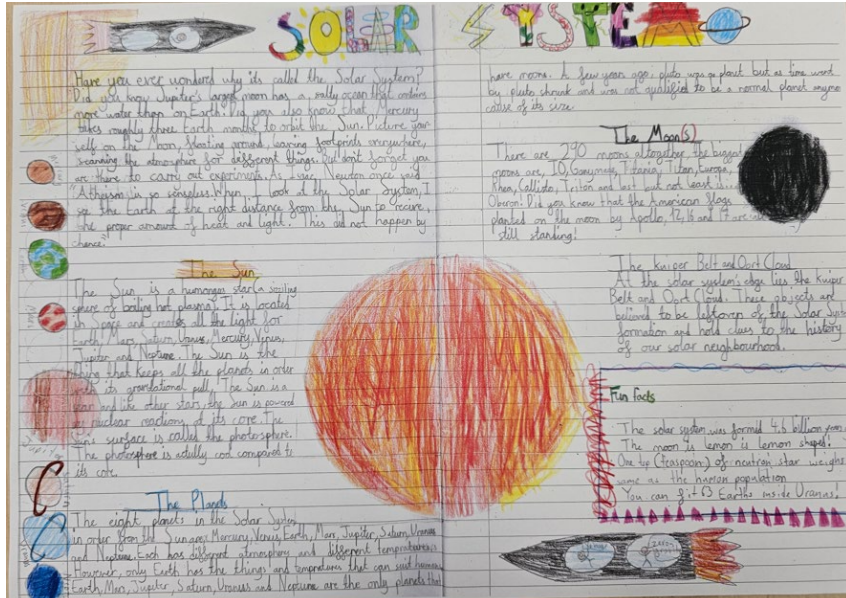
SOLAR SYSTEM

Have you ever wondered why it's called the Solar System? Did you know Jupiter's moon Io has a volcano that makes more water than on Earth. Did you also know that Mercury takes roughly three Earth months to orbit the Sun. Picture yourself on the Moon, looking around, looking for craters everywhere. Scanning the atmosphere for different things. Will you forget you are there to carry out experiments. As a scientist you will see there to carry out experiments. As a scientist you will see there to carry out experiments. As a scientist you will see there to carry out experiments.

The Moon:
There are 290 moons altogether. The biggest ones are IO, Ganymede, Titan, Europa, Io, Callisto, Triton and last but not least Io. Io is the only moon that has a volcano. Io is the only moon that has a volcano. Io is the only moon that has a volcano.

The Sun:
The Sun is a massive star. It is the source of light and heat. It is located in the center of the solar system. It is made of hydrogen and helium. It is the only star in our solar system. It is the only star in our solar system. It is the only star in our solar system.

The Planets:
The eight planets in the solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Each has different atmospheres and different temperatures. However, only Earth has the things and temperature that can support life. Earth, Mars, Jupiter, Saturn, Uranus, and Neptune are the only planets that have moons.



Creative writing prompts

To further inspire children to get creative, they are given prompts such as the ones below as part of short burst writing exercises.

I didn't mean to kill her.

The air turned black all around me.

Icy fingers gripped my arm in the darkness.

Wandering through the graveyard it felt like something was watching me.

The eyes in the painting follow him down the corridor.

A shrill cry echoed in the mist.

Icy wind slashed at his face and the rain danced its evil dance upon his head as he tried to get his bearings on the isolated beach.

Footsteps slowly creaked on every step of the stairs. The bedroom door handle turned slowly.



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School



Creative writing picture prompts

THE LITERACY SHED - Home



Reading

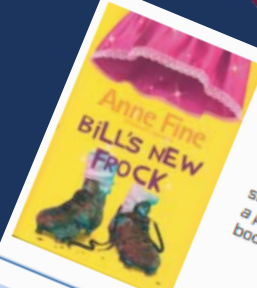
Pie Corbett Reading Spine

To support your child at home, there is a collection of 'core texts' that are recommended for each year group. These are considered classics that every child should read before they end the year!

We have copies of all the core texts in the library.



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School



Bill's New Frock

Anne Fine (Egmont)
Read the first sentence and then discuss how might things be different for Bill. With the class list and discuss the various things that happen to Bill as a girl. The book was written in 1989, so together consider if anything has changed since then. Act out the classroom scene in Chapter 2. Discuss the line 'I am a person' in Chapter 7. Encourage the children to write an extra scene for the book. (See the Read & Respond title for further ideas.)

READ & RESPOND



Charlotte's Web

EB White (Puffin)
It is 63 years on, but it is still a great read, starting with such a startling opening: "Where's Papa going with that axe?" With the class track the different characters, gathering clues about their different natures. Also, chart with a character graph how Wilbur's character develops. Produce a class timeline to show the sequence of events, so the plot can be seen in one glance. Role play conversations between Fern and Avery about different events, revisiting what has happened and discuss the implications of the key events. (See the Read & Respond title for further ideas.)

READ & RESPOND



Why the Whales Came

Michael Morpurgo (Egmont)
Provide the children with some information about Nanwhals as they feature in the story. Also, check out Bryher on the Isles of Scilly, and Rushy Bay - which is a key setting - and research on the internet why families left Samson Island. On the board draw a map of Bryher and together label with events. Ask: How do our views of the Birdman change and why? Issues to discuss in class: fear, bullying, friendship and should whales be hunted. (See the Read & Respond series for further ideas.)

READ & RESPOND



مدرسة المتحدة الدولية

United School International

The Pearl Island جزيرة اللؤلؤة

an Orbital Education School

Thank You