

The English block





TalkforWriting™

Talk for Writing is an approach to writing that was developed by English expert Pie Corbett. Whilst it originated in the UK, this program has since been adopted in schools all across the globe. This is largely due to its success rates and the engagement levels experienced by students.





TalkforWriting™

This approach was developed around the fact our brains are hard wired to be able to communicate orally. All children will be able to eventually learn to talk, even without being explicitly taught. However, this is not the case with writing. Writing is a secondary skill that we are only capable of learning when it is taught to us.



TalkforWriting™

Talk for Writing utilises our natural ability to speak in order to learn how to write. Students learn high quality model texts orally from Kindy up until Year Six and beyond. This includes both fiction and non-fiction texts as well as poetry. This allows students to become familiar with the pattern of the text, its structure and language features.



Talk for Writing™

This model text is analysed by students and broken down so they can understand all of the building blocks that make up that text type. Students engage in a wide variety of activities where they are explicitly taught how to use those features. As students develop their abilities that teacher support is slowly removed until they are capable of producing texts independently.



TalkforWriting™

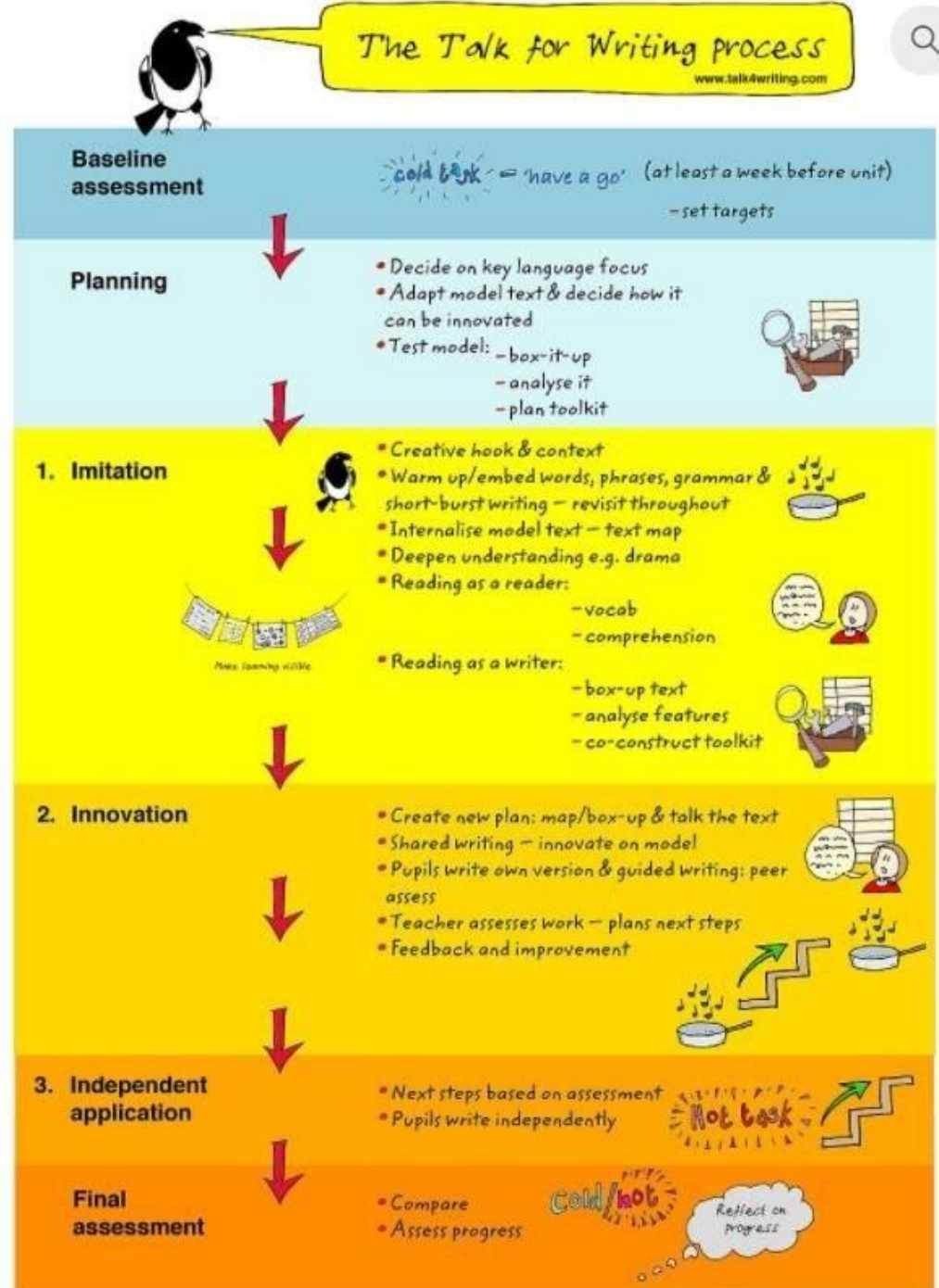
This framework of teaching has shown to be incredibly effective and have led to students developing their writing abilities across all year levels.





Talk for Writing™

- Cold Task
- Hook
- Imitation - Text Analysis and Short Burst Writing
- Innovation - Shared Writing
- Independent application - Independent Writing
- Invention - Creative Writing
- Hot Task





TalkforWriting™

Imitation
Phase 1

Cold Task

- Completed at the beginning of the unit
- Used to give the teacher an insight into your child's current level of understanding regarding the focus skills
- Used to inform planning and support students on both a whole class and individual needs basis

Cold Task: Setting Unit

Using the narrative structure write a narrative that involves this setting.

	Use the senses to describe setting (smell, hearing, taste)	Use simile and metaphors to describe setting	Use personification to describe setting	Make a point through descriptive language	Correct punctuation	Spelling of common words	Sentence structure (using complex connectives)	Handwriting	Evidence of effective editing and improvement	Overall Text cohesion	Overall mark
COLD TASK											

Marking Key:

● = not yet achieved

/ = developing

✓ = achieved



The Hook

- To engage students into the unit of work and get them excited.

Some types of hooks include:


- A quiz
- Dress ups
- Craft
- Videos
- Letters
- Role play / drama

The list is endless!



— SENSES —

What can you **SEE**



Crows fluttering around the dark sky
tall dark cliffs higher than the clouds
thick, grey fog filling the air
rapid, dark waters surrounding the island
polluted water killing the island
dark water as black as an oblique
crows screeching, dark water raging at the mountains,
crows squaking in hunger, black birds singing
The birds squaked & screeched their cries echoing screams
Wolves howling in the distance
Jagged, rough rocks, pallets of rain hit my skin like a
shower of bullets, the harsh wind struck my skin like a
thousand fists,
The harsh salt stung my mouth corroding my
flesh
The pungent odor of rotting flesh sat heavily on my
tongue
The sulfur in the air filled my mouth with the
taste of rotting egg. The stench turned my stomach
The smell of rotting fish burnt my nostrils
The air smelt of mold & dampness

HEAR

TASTE

TOUCH

SMELL ?

Water as clear as plastic
Rocks as tall as giants
Sand as white as the arctic
Cliffs as high as clouds
Tropical emerald trees
Blue skies as beautiful as a diamond
Fluffy clouds, as white as snow

Sapphire blue water
tiny brown combs in the shape of bananas
trees as big as the white rainforest contained
gentle, calm waves crashing on the paper white sand
birds chirping calmly
peaceful edos of silence as you float down the shore
peaceful moans of the ocean
gentle waves crashing on the paper white sand
birds chirping calmly
peaceful edos of silence as you float down the shore
peaceful moans of the ocean
Tropical trees, slippery water for liquid nitrogen infused, sandy
tropical air, salty air, salt infused water, soothing fruits glowing in the trees freedom,
sweet taste of relaxation
Salty mist, taste of coconut smoothies, fresh fruit growing,
salty sea, fresh tropical air, hawaii punch

SIMILES & METAPHORS

The moon danced like a ballerina.

The waves wiggled like worms.

The ship rocked like an unstable beam.

The ship was floating like a rubber duck in the bath.

The ship was as slow as a tortoise.

SIMILE: Compares two things using like or as.


The ocean is life.

The moon is a disco ball.

The clouds are candy floss.

The water is carpet.

METAPHOR: State that one thing is another.






Short Burst Writing



directly links to focus toolkit

Picture word induction model

Forest abandoned still sky
collapsing gloomy left creeping
hill poles prehistoric
trees breaking creeking
bone chilling in house broken
wood darkening dreadfull
dark around dreary



branches
haunted behind
dull swaying
isolated in front
run down
Standing

forgotten shifting
unorganised next to
sitting leaves
horrifying on top
on falling
ancient below
catastrophic trees
leaves
withdow
creepy

Adjective: Is a describing word; describes the attribute of a noun.
e.g size or shape.

Nouns: A person, place or thing.

Preposition: Describes the relationship between two nouns in regards to position or place.


Verb: a doing word; describes an action or state of being

The ancient, grassy abandoned hill was crumbling like cookies between the deadly, oak looking trees, after dark nobody dared to go there.

SENSES & EMPTY WORDS

hear including onomatopoeia
feel Spiders rotten breath
see Tippling around
smell the trees
taste uncontrolable fear

Empty words
branches snapping
enormous legs thudding on the ground
spider slowly creeping
glass prictling old tree
the mans shaggy shorts
heavy breathing
I could hear falling
soft cotton of the cocoon



eyes mournful, painful, dreadful
humid, sticky air
eyes opening & closing rapidly
thick leafy tree
putrid spider droppings
humid ghost like mist dripping into your mouth
ginormous spider
I could hear the crack of the spider's body.
two baby spiders crawling
a sharp movement
leaves rustling
hanging cocoons
smell the fear erupting rapidly from the petrified elf
some thing
giant 6 eyed creature
crystal like tree sap dripping into your saliva
filled mouth
petrified person
spiders stomach quivering
venom dripping fangs
the dampness of the misty forest
spiky hair
light wind
Thump. I could hear the ELS heart beating
hair from your arms waving in the wind while you shiver in fear

Focus Toolkits

- Teaches structural elements & language feature of text genre.

Personification
We use personification to strengthen our description of objects. Helps relate.

Descriptive Language
We use descriptive language to further paint a picture in the readers head.

Weather and time of day.
Helps set the scene for the reader.
Time connectives can assist with this.

SIMILES & METAPHORS
We use similes & metaphors to add detail. Comparing one thing with another allows the reader to create a better visualisation to help them understand text/story as they are given another concept idea to relate to.

Setting toolkit

PREPOSITIONS
We use prepositions to give the reader a better visualisation of the direction or place described. This leads to a better mental image.
e.g. on, after, via, beside, next to
sight
touch
taste
feel
hear

SENSES
We use senses to create imagery. This can encourage the reader to feel a particular emotion.
e.g. The sun felt as if it were a flame thrower burning my blistering skin.

Speech Toolkit

Opening speech mark (sixty-six) shows the start of what a character is saying.

Each sentence still ends with a full stop/punctuation.

Every sentence starts with a capital letter including if it starts with speech.

Every time a new person speaks you need a new line, new speaker = new line. If you forget draw // to show you need a new line.

Closing speech mark (ninety-nine) shows when a character stops speaking (ninety-nine).

punctuation specific to speech - before a closing quotation mark (ninety-nine) you need a punctuation mark - if the sentence is finished use a full stop, if it is just a pause use a comma, if it is a question use a question mark or an exclamation mark to show someone is yelling or excited.

speech verbs tell you how someone is speaking

This is our speech toolkit, said Miss Clark.
"How exciting," replied the class.

The Caravan – Pie Corbett

Mum had warned me often enough that it was dangerous. Did I listen? Of course, I didn't. Most days after school that was exactly where I went. Silly really, but she actually thought that I was doing my homework with Connor. Mum worries too much.

The danger she was talking about stood at the end of Aliwa Drive. It was there we found the caravan. Corrosive rust fluttered from its lean body and it made odd creaking sounds when the wind blew. It had been abandoned for years. You could smell the dampness inside and the windows were tacky when touched, smeared with green grime. Moss clung to its wheels. It was a place of dead spiders and dust but it was our special place. Most days after school we went straight there. Just to muck about.

That afternoon, a storm raged. The trees were like crazed zombies thrashing wildly. Rain lashed down, drumming on the metal roof. Inside the caravan it felt safe, almost cosy really. Nothing else mattered when we were in the caravan. Without warning, there was a tremendous crack, and lightning struck the old tree nearby. Sparks flew, the tree shuddered and, as if in slow motion, it crashed down towards the caravan roof.

Instinctively, we both ducked down fast. There was an enormous crash and the caravan roof crumpled. The air prickled with electricity; rain lashed through the opening in the roof. For a moment, I was certain that I was about to be fried alive. In the half-light, I could see Connor's face. His eyes were wide with fright and he gulped like a fish. "Come on," he hissed. We slithered like snakes across the floor with the broken tree dangling dangerously above us.

Luckily, the door had flown open when the tree had struck. We slipped out onto the muddy ground and lay there with the thunder grumbling above us and the rain beating down. Then Connor started to laugh. He curled up into a ball and laughed so much that I thought he was crying. I couldn't help myself. The next thing I knew, I was laughing too. Inside, I just felt relief. On the outside, I was laughing crazily. Then we bolted, out onto Aliwa Drive.

Senses

Prepositions

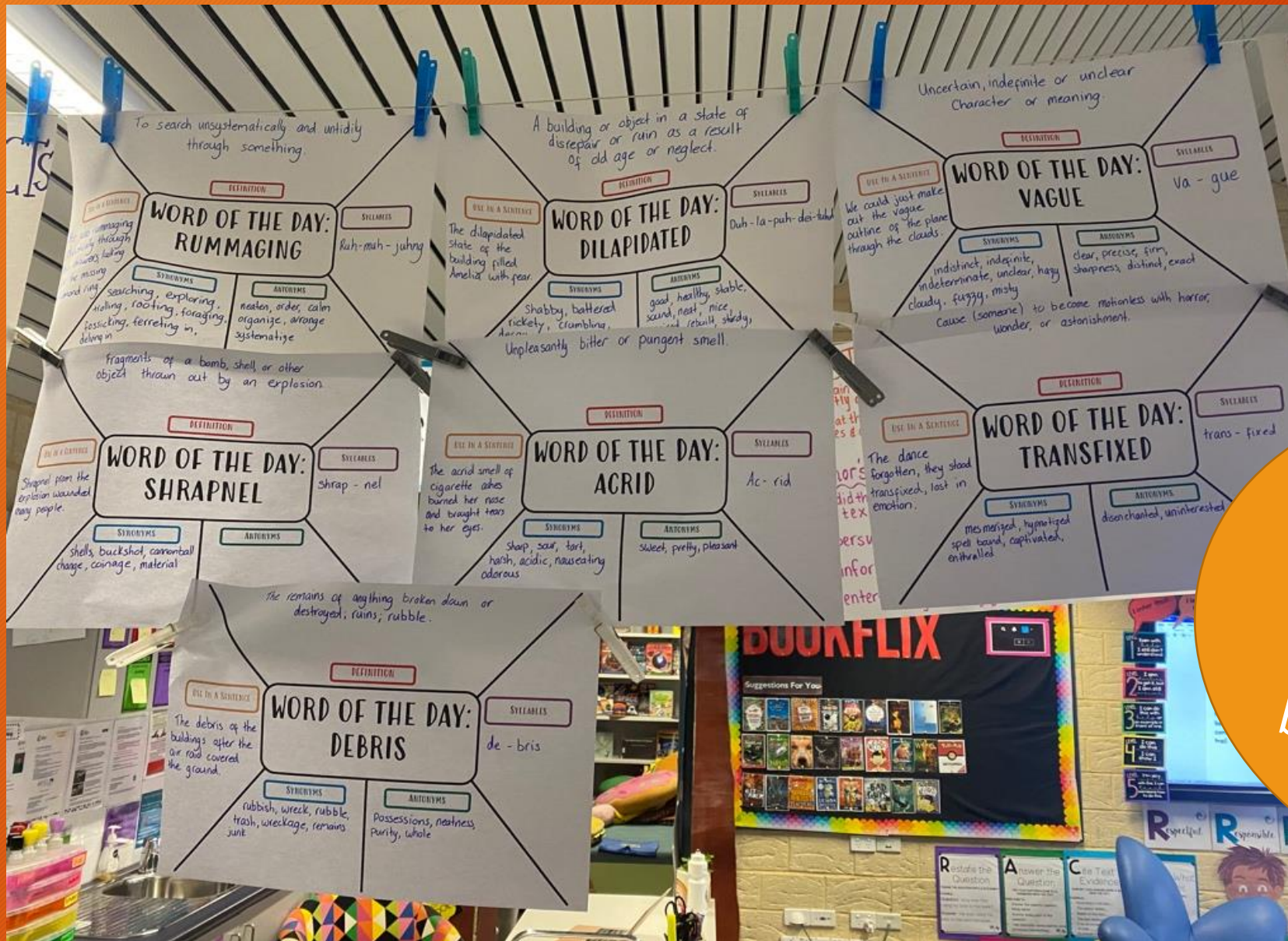
Descriptive Language

Similes and Metaphors

Weather, time of day

Personification

Students annotate the model text highlighting examples of the focus skills being used throughout.



Use high quality model texts and use this as a teaching tool to assist with building students' vocabulary.



Talk for Writing™

Innovation
Phase 2

Goal Setting

- Teacher sets differentiated goals for all students in the class based on their individual needs.
- This supports students in ensuring they complete the required elements from the toolkit during the shared writing phase.

Setting Paragraph Goals	Opening	Build Up	Problem	Resolution	Ending
I have used powerful words, phrase and sentences to describe what the character can see, hear, smell, taste and feel.					
I have used a simile to describe a part of the setting and used the word 'like' or 'as'.					
I have used a metaphor to describe a part of my setting as used either the word 'is', 'were' or 'was'.					
I will use at least three prepositions in my story to describe where something is.					
I have included added details to engage my reading including informing my reader of what the weather and time of day is.					
I have used personification to help my reader create a vivid description.					
I have used a capital at the start of each sentence and when writing proper nouns.					
I have used full stops, question marks or exclamation marks at the end of my sentences.					
I have used correct quotation marks when including speech within my story.					
I have edited my work in purple polishing pen after receiving feedback from a peer or teacher.					

My personal goal for this unit based on my cold task is to _____

Miss Clark's goal for me this unit is to _____

Shared Writing

- Teachers direct students thought processes in order to create high quality class texts. They do this by questioning and prompting students to provide ideas and vocabulary that is of a high quality.
- One paragraph is created each day as a whole class before students transition to their desk to create their own personal paragraph.



Boxing Up The Text

Structure	Imitation Jack	Innovation Felicia
Opening Introduce the threat	<ul style="list-style-type: none">- It started with a creak- Door being moved- Noises were everywhere around his house	<ul style="list-style-type: none">- It started with a rotten smell in the gloomy corner- Mice started swarming around the basement- Smells were everywhere around the basement



Students are able to translate their 'boxed up' ideas into paragraphs to create their own innovation. Students would do this independently or in a small group with teacher support. All students are working at their own level.

Felicia

Opening

Bang! It began in the lonely and gloomy basement. The taste of mouldy cheese filled my lungs. A mixture of smells lingered in the air. Empty boxes stood in rows like soldiers scattered across the chamber. This peculiar stench was unlike anything I had experienced before. This was now my home. I thought it couldn't get any worse. As the elevator doors slammed into place, any semblance of light faded into the darkness. I felt like I was being forgotten like a balloon drifting away. No matter where I maneuvered the invisible, foul odour followed my every move. Squeaks of mice pierced my ears. The dust smothered every inch of the ancient shelves. The outside world was now just an empty void in my own chilling thoughts. |

Editing / Feedback

Feedback Key

Pink highlighter = Tickled Pink!

Green highlighter = Green for Growth!

The following symbols in your margins mean:

- C** There is a capital letter missing on this line.
- P** There is a punctuation mark missing on this line.
- G** There is a grammatical error on this line.
- S** There is a spelling error on this line.

Students edit their own work using **purple polishing pen** at the start of each shared writing lesson.

Green for Growth!

Tickled Pink!

Publishing

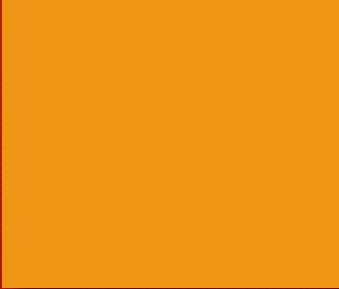
- Typing practice
- Handwriting practice
- Peer editing / feedback (Years 3-6)
- Oral sharing





TalkforWriting™

Independent Application Phase 3



Independent Application

- Students create a text in the current genre and demonstrate their ability to apply and use the focus skills. Extension students are able to draw on a variety of skills to extend the level of their writing.
- Scaffolding and support is provided on an individual needs basis.



Talk for Writing™

Invention
Phase 4

Invention

- Students are given time to write creatively. They can pick any genre and text type.
- This allows students to continue developing the foundation skills of writing that are applicable across all text genres.

Hot Task

- Same as cold task
- Used as a tool to measure student progress
- Can support the teacher in planning for the next unit

Hot Task: Setting Unit

Using the narrative structure write a narrative that involves this setting.

	Use the senses to describe setting (sight, hearing, taste)	Use simile and metaphors to describe setting	Use personification to describe setting	Use personification to describe setting	Correct punctuation	Spelling of common words	Sentence structure (using complex connectives)	Handwriting	Evidence of effective editing and improvement	Overall Text cohesion	Overall mark
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