



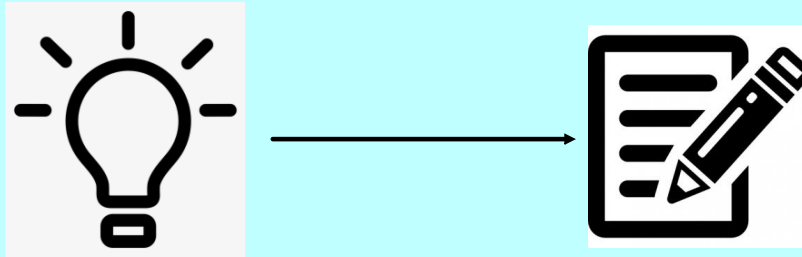
# Family Learning

Talk for Writing



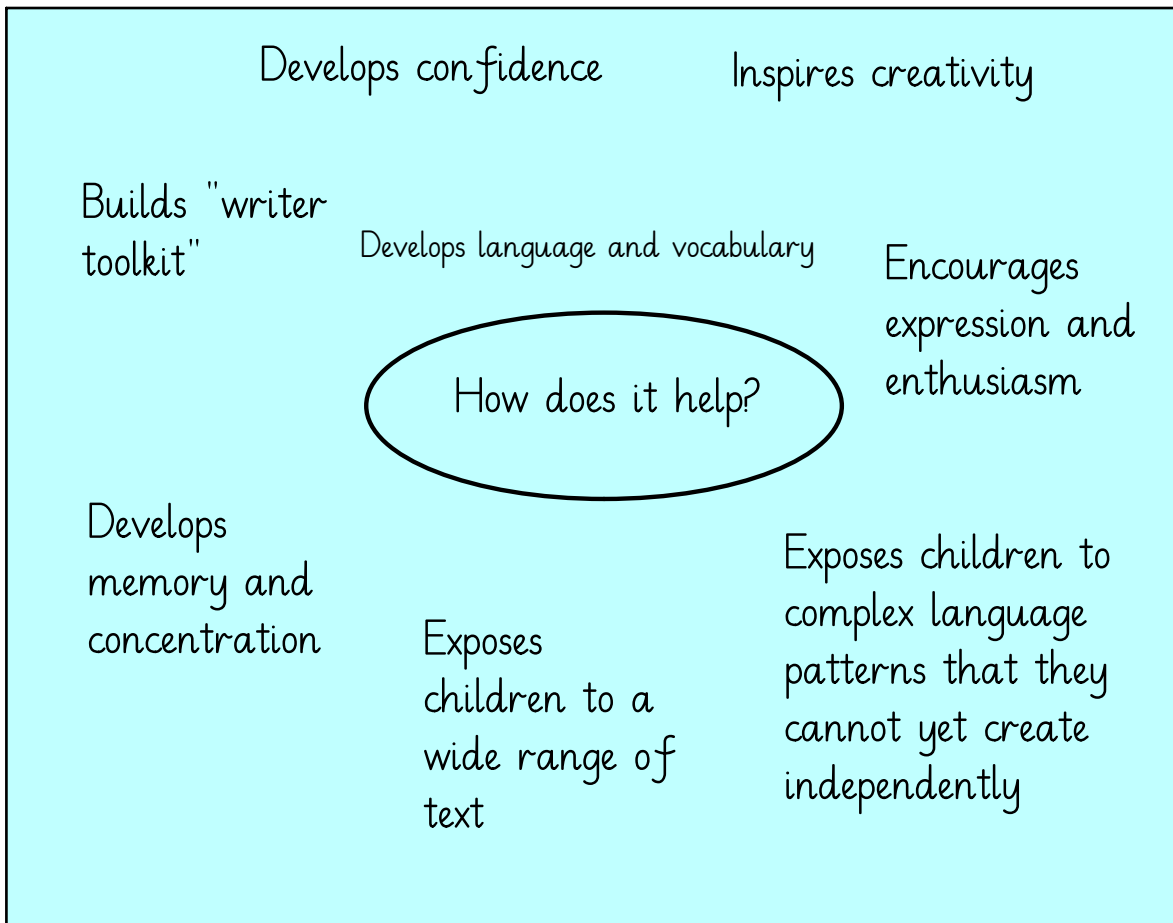
## What is it?

Talk 4 Writing is the development exploration, through talk, of the thinking and creative processes involved in being a writer.



It operates under the principle that if you can't say it, you cannot write it.

 <https://www.youtube.com/watch?v=Ej-UHjxmHC8>



## The Three Stages

Imitation:

Innovation:

Invention:

## Imitation

Hook & Cold Task

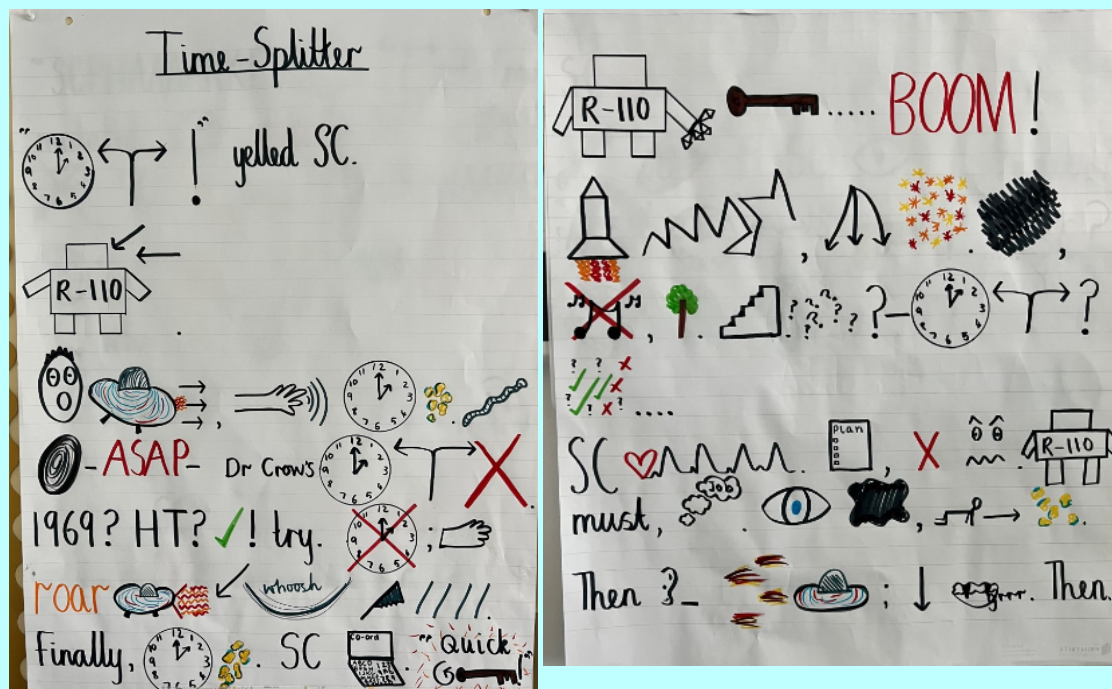
Learn the model text

Drama activities

Read as a reader. Compare with other similar texts.

Boxing Up. Create a toolkit. Short-burst writing focussing upon specific grammar.

## Story Maps



## Boxing Up

Children read the model text and decide what the structure of the story is.

What could the sections of Time-Splitters be?

Introduce the 2 MCs and drop them into some action.

Danger/threat approaches rapidly.

MC reacts to danger.

Danger/threat gets closer and intensifies.

MC escapes (or do they?)

## Innovation

Changes are made to the model text, following the identified structure in the boxed up plan.

Drop the 2 MCs into action.

Dusk.      Eerie fog.      Mysterious lightning

Wolves howled

Crows cawed

Shiver went down Susan's spine.

Tears streamed down her face like a dripping tap.

"Time to split!" yelled Sergeant Cortez.

R-110's head, that sat proudly on his shoulders, nodded mechanically, showing assent.

Spooked by the spaceship tailing them, they grabbed the Time Crystals and started loading them into the temporal uplink. They needed to open a wormhole – ASAP – to a time where Dr. Crow's mutant Time-Splitter didn't yet exist. Could 1969 work? Would Harry Tipper still be there? He must be! They needed to try. But time was running out; they could feel the roar of the unfriendly spaceship's jet engines and the whoosh of its knife-sharp hull slicing through the air getting closer and closer.

Finally, the Time Crystals were in place. Cortez dialed the coordinates into the machine. "Quick! Turn the key!" he shouted.

R-110's robotic claw grasped the uplink's key when...

"It's about time we got out of here," instructed The Stonemason.

The Princess, whose head nodded rather woe-fully, indicted a slight unhappiness with her good friend's decision. Slowly, tears streamed down her face like a dripping tap. She reluctantly stood up, ready to drag her unwilling vessel through the streets; she sauntered through the castle grounds, drifting behind him.

The ancient, dilapidated bricks towered above them, dull, dead flowers hung from baskets and a sinister wind whistled through the dark, narrow alley ways. Something wasn't right. The town was usually a place of joy and excitement. Not today.

## Editing

Once we have gone through and innovated our version of the model text, we then must go back and edit our work to make sure it is as impactful as possible.

Missing full stops/capital letters/punctuation.

Spelling mistakes.

Doesn't make sense.

### Invention

Children use all the skills that they have learnt so far to write an independent piece of writing.

This is their opportunity to show off everything that they have learned. They can hug as closely to the model text as they need to during this.

### Grammar Expectations

Punctuation: particularly, full stops and commas.

Jakob was excited he stood by the door with his arms waving.

Let's eat Grandma.

## Grammar Expectations

2. Circle the modal verbs in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

4. Read this sentence. What type of word is underlined? Tick one.

That's the lady who teaches me to play the drums.

possessive pronoun

relative pronoun

personal pronoun

## Grammar Expectations

3. Underline the relative clause in the sentence below.

We are going to go back to Devon this year, which is where I first learnt to surf.

5. The passage below has an error in it. Underline the error and write the correction in the box.

That behaviour is unrespectful.



## Grammar Expectations

7. Underline the parenthesis in the sentence below.

Every morning I catch the bus (which stops outside the library) to travel to school.

## Planning a Defeating the monster tale

Over the past few weeks, we have been reading a defeating the monster tale, based off our model text 'Time-Splitters'.

We identified that this story had this structure:

1. Introduce the 2 MCs and drop them into some action.
2. Danger/threat approaches rapidly.
3. MC reacts to danger.
4. Danger/threat gets closer and intensifies.
5. MC escapes (or do they?)

## Planning a Defeating the monster tale

Our toolkit:

- Expanded noun phrases
- Relative clauses
- Direct speech

## Planning a Defeating the monster tale

With your child, plan your defeating the monster tale.

