
Using Oracy to support Writing & Writers.

PRESENTED BY WESLEY WRIGHT

GLENWOOD PRIMARY SCHOOL BELFAST

Glenwood Context

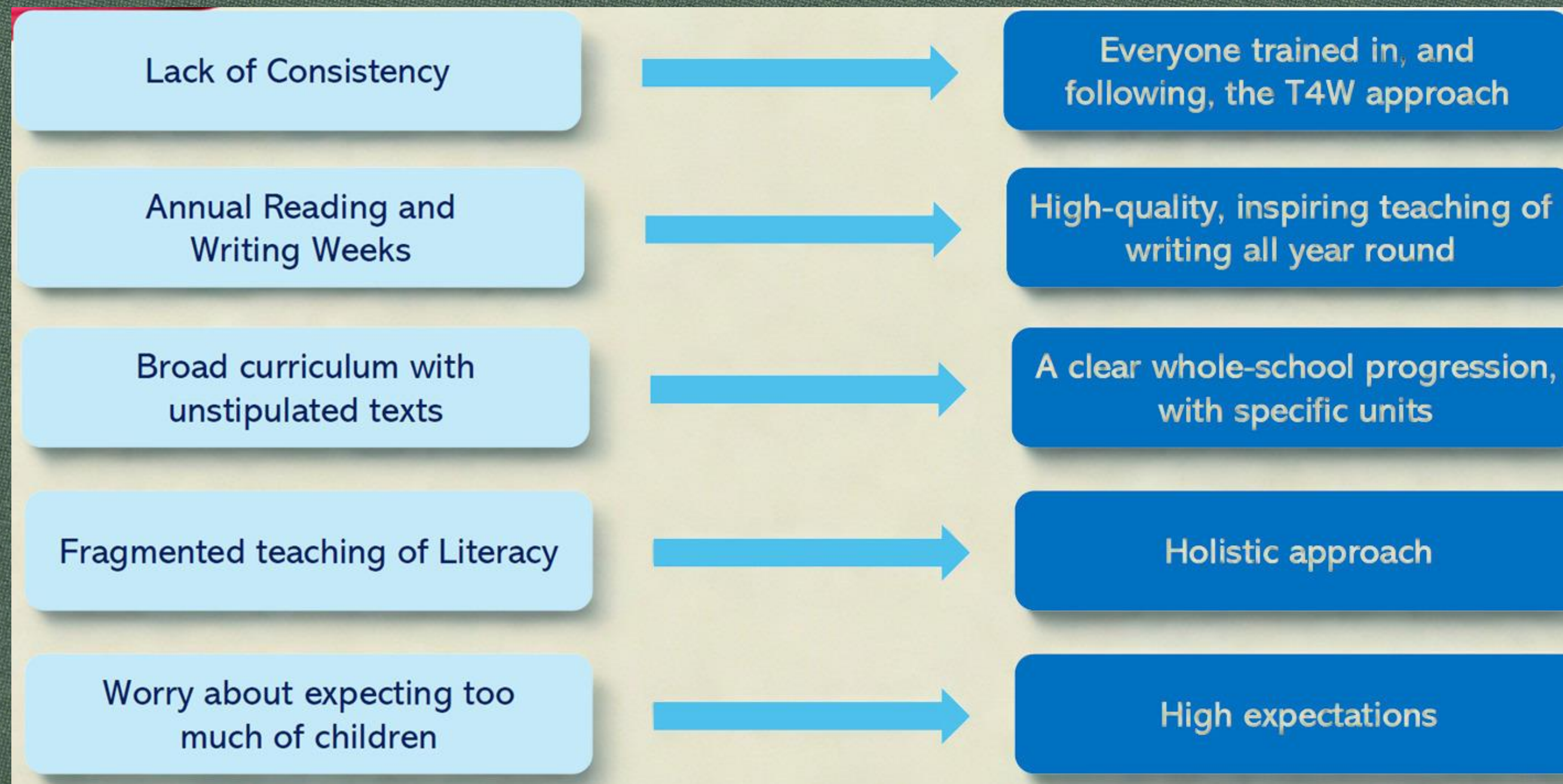


Glenwood is situated in the Shankill Road area in West Belfast with approximately 500 pupils.

We are a 3-form entry school with 5 Special Provision classes and a Nurture unit

We have approximately 70% of children on free school meals and 27% on the SEN register. We have a high number of children with social, emotional or behavioural needs.

Before vs Now



Why this approach?

Talk for Writing is based on how children learn. It places the learner at the heart of the teaching and learning process. It helps the children become better speakers, listeners, readers, writers and thinkers.

It includes an effective teacher thinking aloud, articulating their thought processes and demonstrating reading and writing approaches. The children are engaged in talking through ideas and refining their spoken and written expression.

The Power of the Story

Stories are truly magical, at the heart of every culture - shape how we see the world.

All children should have the opportunity to bump the troll into the river, chase the naughty gingerbread man and stir the magic porridge pot. They need to climb beanstalks, defeat giants and go to the ball. Stories break down barriers and bring people together.

Storytelling as an oral art is a key skill that can be taught and developed across school. It provides children with the power to tell a tale, hold an audience, project their voice while speaking clearly and modulate expression in relation to meaning.

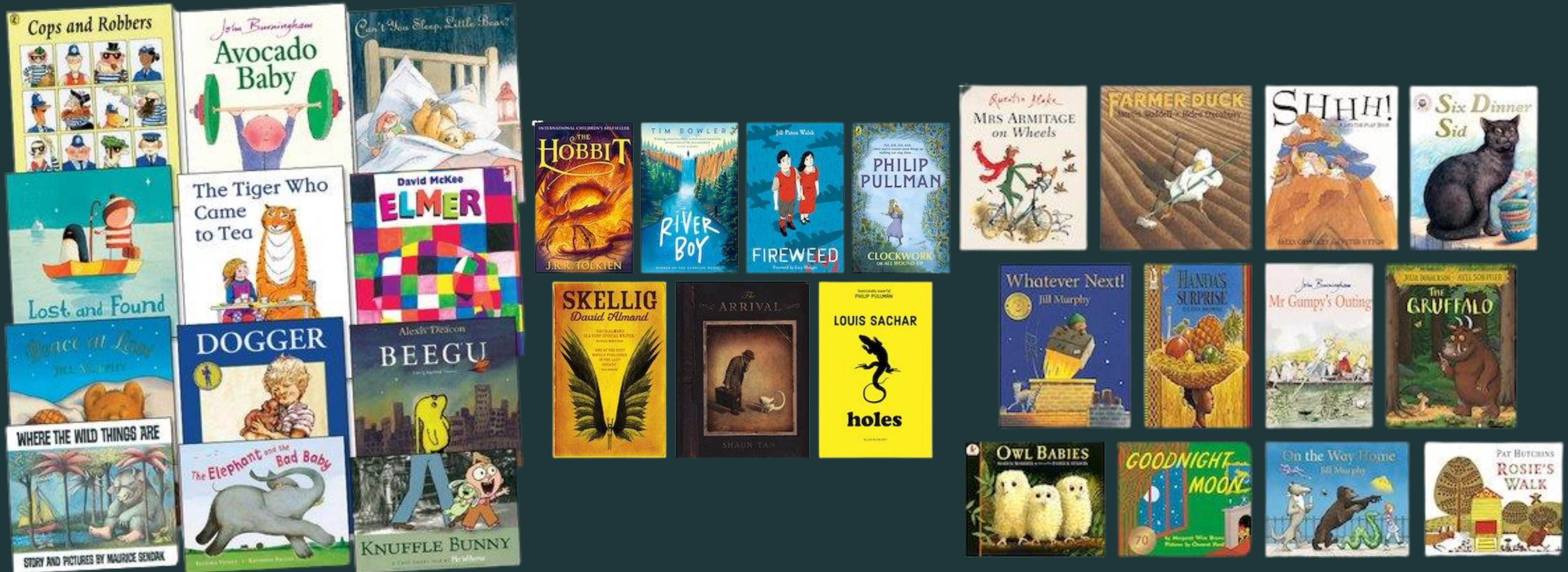
The Power of the Story

The more stories children have been read and told the larger their inner world.

Oral retelling is an active and powerful way to internalise language and develop linguistic competency. Listening to a story is central, but retelling and developing a story is a more potent, active form of learning.

Humans are story creatures who need language and story in order to thrive.

The Reading Spine



The Hook

This is an engaging introduction designed to capture students' interest and immerse them in the context of the text they will be learning and creating.




Cold Task

Show me what you know

Baseline writing activity, with limited teacher input, to establish what the children already know. This will be used to set targets and can be compared against at the end of the teaching unit.

Cold Task- Defeating the Monster

- Write a paragraph describing what happened to Mr Wright.
- Use different tools to show the action.



Early one dark, dull morning Mr Wright ventured down into the school basement. He was searching for important paperwork. When suddenly, he was attacked by a monster. It's body is red, it's hands is yellow and it's eyes is orange. Mr Wright ran out of the basement and have a cut on his head and cuts on his body. so he had ^{to have} bandages on his head.

I am delighted with your hard work and fantastic effort in your cold task. Keep up the great effort.

Targets: Defeating a Monster Story

- I will use the All the Time Toolkit in my work.
- I will use descriptive techniques for example, adjectives, alliteration.
- I will use verbs to show action.
- I will try to use cursive handwriting.

Imitation Stage



This phase involves students learning and internalising a model text through repetition, actions, and discussion to build a strong understanding of its structure and language features.

When children retell a model story, their expression provides the meaning and the punctuation.

- Internalise model text through story mapping and actions

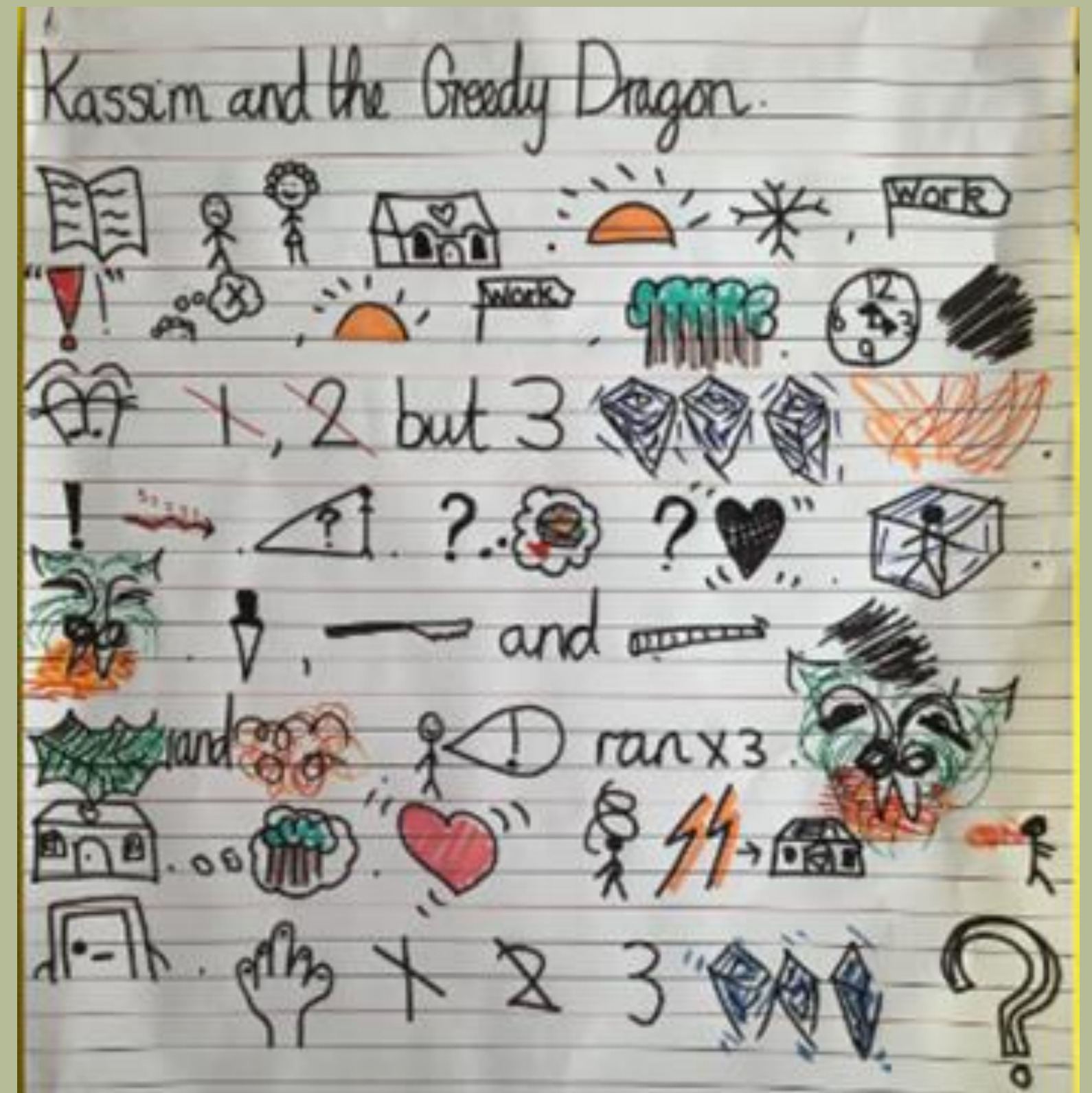
- Grammar activities
- Sentences patterns
 - Punctuation
- Key language features
 - Drama activities

- Short Burst Writing

Read as a reader - vocabulary - comprehension

Read as writer - box up structure of the text

- co construct toolkit (writers tricks and tools)



Innovation

This phase involves students adapting the model text by changing elements such as characters, settings or events, allowing them to practise using the text structure creatively while developing their own ideas.

- Shared writing
- Create new plan – story map
 - boxing up the text
 - circle planning
- Children write their own version of the model text
- Self and peer assessment



Tuesday 17th September 2024

[ALT innovate the model text

The Abandoned Castle

A couple of steps at a time, Sarah tip toed down the stairs. At the bottom, she froze but all she could hear was the school bell ringing in her ears. She'd be back before they noticed.

S

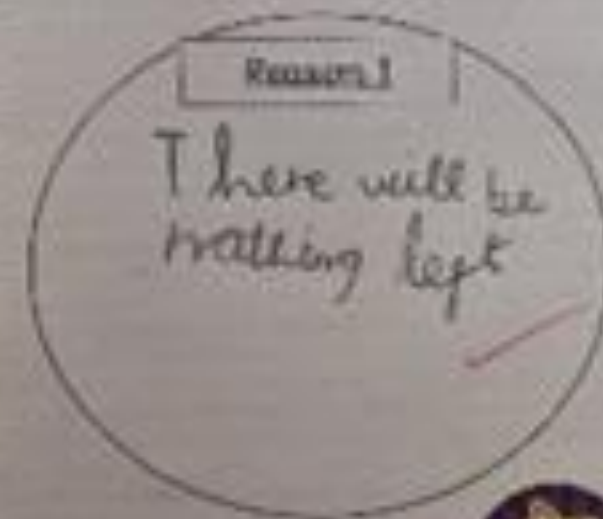
10 minutes after she started through the trees, Sarah's phone light led the trail and occasionally flicked to show her the dark, bulgy trees. A small dark cloud had covered the moon. Not long later she came to the abandoned castle in the front garden. The steps were covered in years of rotting dark rose bushes blocked the path, painted black with muddy rocks. Carefully Sarah sat on the edge of the wall, took her shoes from her bag and faced the castle. It was here she had first seen it. This time she had to push

After a few minutes she heard the faint sound of the forest. The water ruffled, the trees creaked and a damp leaf landed on her cheek.

She pushed past cypress palms. Behind her, a gate creaked. What was that? She tried to push the gate to follow, but through the rustling bushes a light flicked on.

Sarah gasped, shoving her phone into her bag as she scurried away from the wall. She was sure she could hear something creaking like dry twigs behind her as she moved through the forest. She didn't stop until she reached the road bus stop, where she paused by a tree to catch her breath. Next time, she thought. Next time, I'll be ready.

Dilemma Innovation Circle Planning



The Great Kapok Tree
I.A.L.T. innovate a story



Early one steaming hot day, two men walked into a beautiful forest. One man stopped and pointed to a gigantic Kapok tree which was looking up to the sky while his friend took an axe and struck the trunk of the tree.

A swarm of bees lived in the Kapok Tree
They flew down the trunk and were wondering why they had made a large gap in the tree. All of a sudden they flew closer so they could diver in the main ear.
Then will be nothing left in the past! They buzzed angrily.



A couple of folks lived in the Kapok Tree
They crept down the trunk to the man and warned urgently. "Trees give oxygen. If you chop down this tree you will have taken our oxygen!"



A super reminder

Doing Up "The Phoenix" / "The Chelonia" - Copyrighted this day

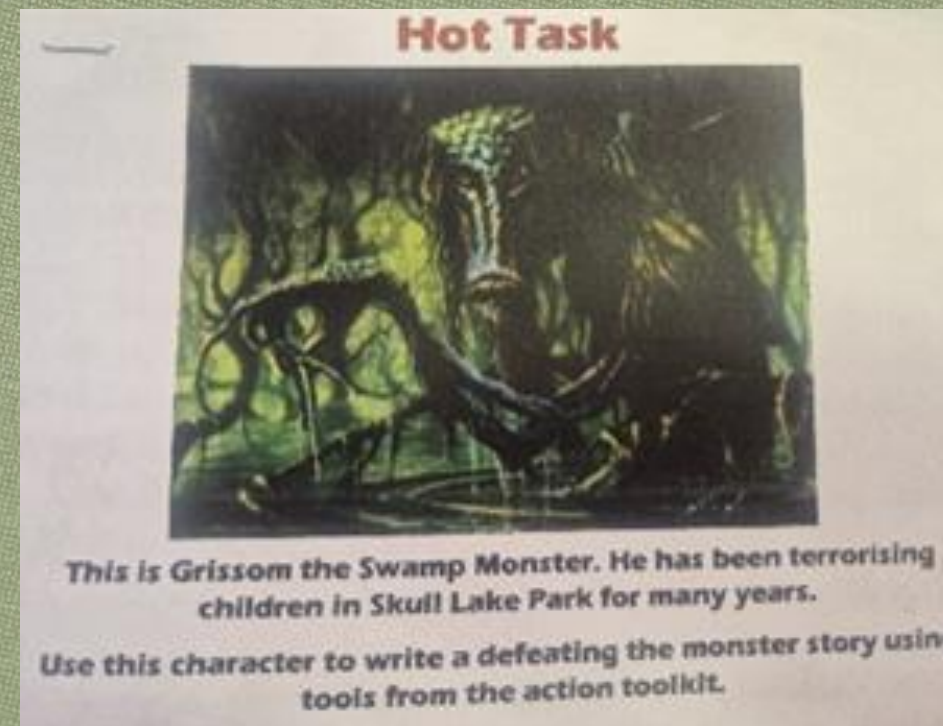
Sub heading for each section	Key Points
• What is it? Introduction	An extremely rare, flying creature from the sub family <u>Phoenicidae</u> .
• What does it look like? Description	An extraordinarily unique swimming mammal from the sub family <u>Cheloniidae</u> . It has the head of a cheetah, the body of a robin and a wren and the tail of a cheetah. A prominent wingspan of 2.5 m. It has grey, leathery skin and is covered in feathers and fur.
• Where does it live? Habitat/Location	It has the head of a cheetah, the body of a polar bear and the tail of a walrus. It has a large tail span of 6 cm. It has white, wavy fur and is covered in scales. It is found across South Africa and in rainforest of Venezuela. They like to burrow their homes underground and sleep in large Kapok trees. It is found across America and in the great Atlantic ocean. It makes a home in the large, cool valleys and sometimes will sleep hidden under the water.
• What does it eat? Describe their diet	They are all omnivores and they eat smaller mammals. African Wild Cats. Their favorite prey is springbok antelope. They guzzle gallons of water a day.
• What can it do? What it's best known for?	They are omnivores and they like to eat penguins and seaweed and some corn. They drink the ocean water and live like fish. They use their vocal cords to create a beautiful morning chorus. They are very agile.
• Amazing Fact Conclusion	It can survive in water and on land. He can hold his breath underwater for 5 hours. He can swim over 90 miles per hour. There are approximately 625 left remaining in the Savannah. There are only 425 left remaining in the Atlantic Ocean.

Independent Application

This phase is when students use what they have learned to plan and write their own piece, applying the structures, language, and techniques they have internalised throughout the unit.

The children will use their co constructed writing toolkits to help them create a powerful effect for the reader.

- Hot Task- independent writing
- Teacher, peer and self-assessment
- Teachers compare hot and cold tasks to assess progress



IALT Write a hot task, defeating the monster story.

Rose lake park

6 day ago, a beautiful park called Rose lake was a lovely place. The children loved having picnics and swimming in the river. a you use adjectives to describe picnic and river.

One Thursday, the children already ate their picnic and then played at the park (but at the swamp a monster was rising).


At the swamp, a monster crawled out of the swamp and went to the playground. Foul and furious, it has sharp claws, yellow eyes and a gruesome stench. Suddenly, because the monster grabbed 50 children and throw them into the lake. Because Rose lake park and the park closed for 3 weeks. lovely adventures to describe Prince.

News of this dreadful experience has spread throughout the town. But only one warrior, the strongest, the bravest: Mark, decided this monster must be stopped. He went to Rose lake park with 7 warriors. When Mark arrived sudden hope warmed the kids hearts. He entered the park and hid behind the bush. Without a weapon, Mark jumped out of the bush grasping the monster's leg. Prince kicked and moved but Mark will not let go. He tugged the monster's leg and tore it. Prince is Defeat.

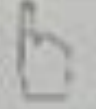


Hot Task
 Draw and label a story map of 'We're Going On A Polar Bear Hunt.'


NORWEN
 GIGGLES
 ICE
 BLIZZARD
 POVA B DEAR

This is a super innovation flyer - I love how you accessed the words independently!

Hot Task 

IALT: Use suspense in my writing 0

C	On the line			
✓	✓	✓	✓	✓



Suspense Check List

- Use some suspense
- Use good effects
- Show how character's emotion
- End on a cliff hanger
- Use good suspense words

When Max came to the place where the wild things are

He heard frightening noise and loud growling in the dark. Max was alone in the darkness. He shivered terribly with fear. Suddenly the wild things jumped at Max! At that moment he ran and ran together. The wild things caught up to him and Max shouted "BE STILL!"

A great hot task Jayke.
 You made great use of the toolkit.

Writing - Handwriting

- Writing and forming letters on blank sheet
- Sitting letters on a single line
- Writing letters and words between two lines
- Writing in handwriting books that have three or four lines
- These books provide a scaffold for consistency with ascenders and descenders and the body of the letter
- Proficient handwriting fluency liberates children's creativity

Writing – Transcription

Daily work on sentences, paragraphs and writing tools is key to developing young writers. Practise precise objectives related to the stories they write, the effects they wish to create while also addressing any weaknesses in their writing.

Endlessly practising the wrong thing without intervention only leads to children developing inaccurate spelling, poor punctuation and clumsy sentence construction.

Short burst writing is most effective when coupled with attentive feedback that addresses common errors and ensures the core objectives are met.

The challenge with writing is that ‘what you write is what you learn’, and it is only too easy to practise and embed inaccuracies and weaknesses.

Writing – Composition

Audience and Purpose, choose words - every word earns it's place

Preparing children to write - generating and judging lies at the heart

Plan - allows children to generate lots of ideas without the pressure of developing each idea into a story. Teacher can model how to 'day dream' like a story writer

Draft & craft - time spent shaping ideas pays dividends later, resulting in stronger more polished writing.

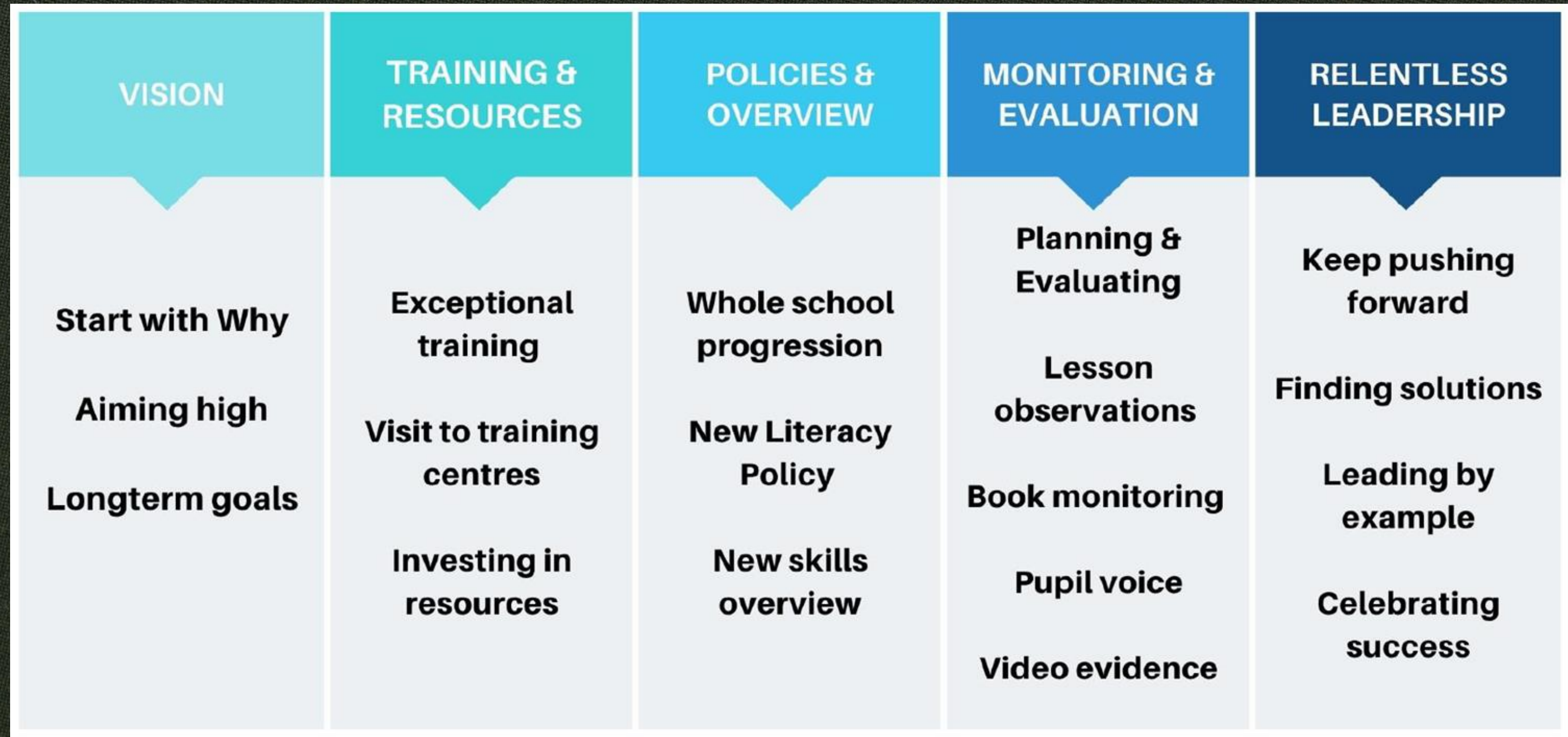
Refine - key part of the writing process centres on feedback, children need to understand what works and why, what could be improved, how to identify and correct inaccuracies.

Publish - opportunities to share their work.

Outcomes

- Oracy based approach to support language skills
- Supports memory and retention
- Increases confidence during independent writing
- Develops an expanded vocabulary
- Enhances understanding of different text structures
- Collaborative approach to learning
- Increases motivation and engagement during literacy activities
- Encourages creativity
- Improvement in end of year standardised testing - **every year**

Key elements to success



Thank you

Inspiring Creative Writers - Pie Corbett & Jamie Thomas 2025

Creating Storytellers and Writers - Pie Corbett & Julia Strong 2017

The Book of Dragons - Pie & Melanie Corbett

Creating Curious Readers - Pie Corbett & Jamie Thomas

Bringing words to life - Isabel L. Beck, Margaret G. McKeown & Linda Kucan

Strong Foundations: A Literacy Framework for Primary Schools