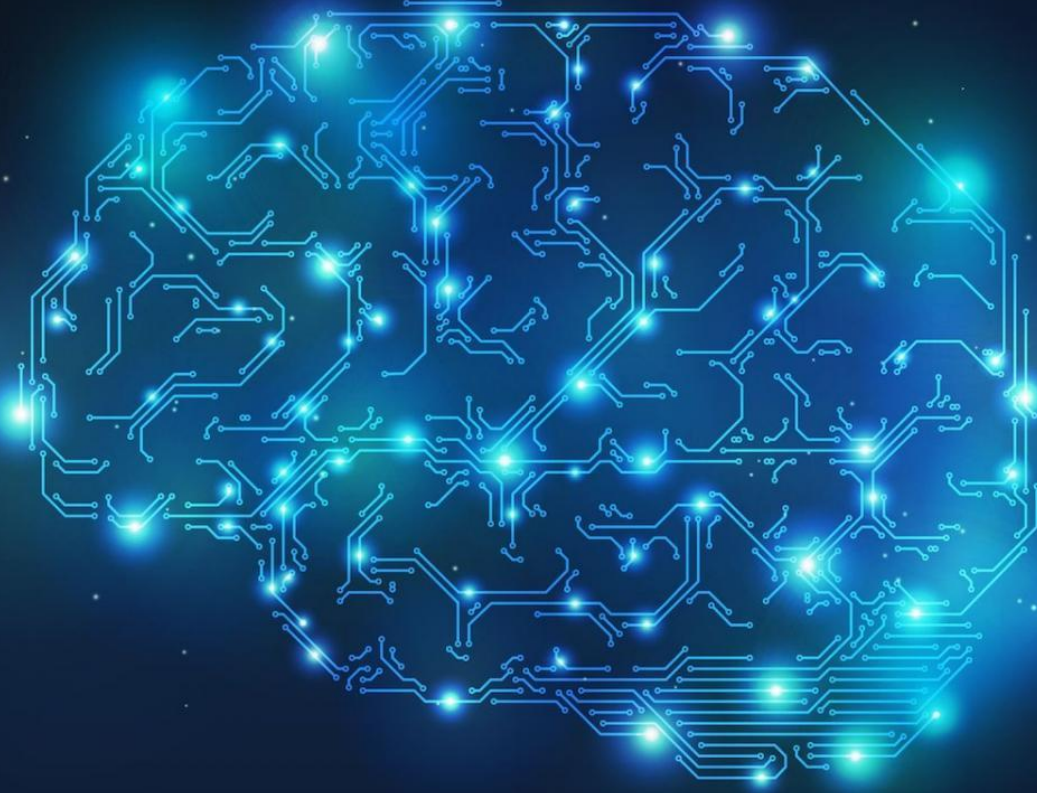




Increase our memory by 100%.

Seed Project 2023/24 s.y.

Speaking to Writing (S2W):
Using oral performance
as a foundation to the writing of texts
in Key Stage (KS) 2

Project Code: NT1423

Lionell Goss HORN and Roland William SMITH

NET Section, CDI, EDB

21 February 2023

Performing the story

1

Once upon a time



2

Who...



3

Lived on the edge of a big city



4

Early one morning



5

Decided



6

Grandma's house



7

Into his bag

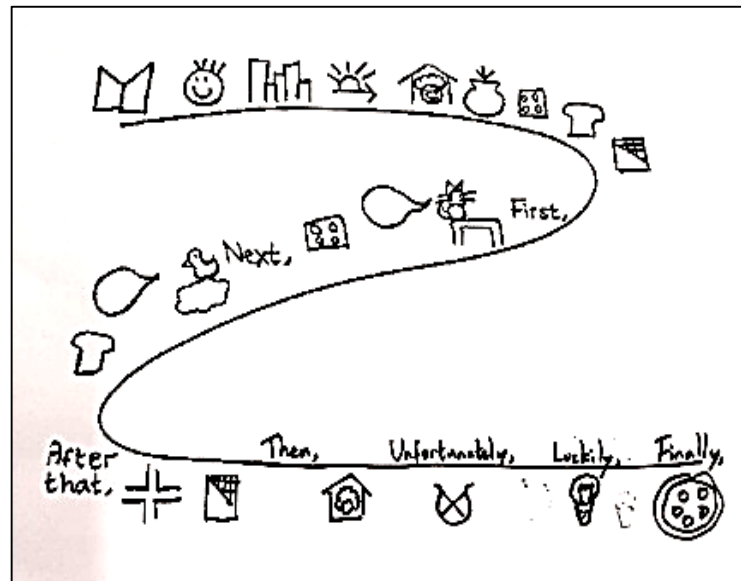


Video of P4 class

Description of S2W

The Speaking to Writing (S2W) project seeks to use ‘speaking the text’ and oral performance as a foundation to the learning and teaching of writing in Key Stage 2.

The project harnesses the notion of “talking the text” (Corbett & Strong, 2018) through memorable, meaningful repetition as a basis for language acquisition.



Video of Pie Corbett



The Talk for Writing process

www.talk4writing.com

Baseline assessment

cold task = 'have a go' (at least a week before unit)
- set targets

Planning

- Decide on key language focus
- Adapt model text & decide how it can be innovated
- Test model:
 - box-it-up
 - analyse it
 - plan toolkit



1. Imitation

- Creative hook & context
- Warm up/embed words, phrases, grammar & short-burst writing – revisit throughout
- Internalise model text – text map
- Deepen understanding e.g. drama
- Reading as a reader:
 - vocab
 - comprehension
- Reading as a writer:
 - box-up text
 - analyse features
 - co-construct toolkit



models, learning visible



2. Innovation

- Create new plan: map/box-up & talk the text
- Shared writing – innovate on model
- Pupils write own version & guided writing: peer assess
- Teacher assesses work – plans next steps
- Feedback and improvement



3. Independent application

- Next steps based on assessment
- Pupils write independently



Final assessment

- Compare
- Assess progress

cold/hot



**COLD
TASK**

Sample of cold task

Talk for Writing Planning Document: Years 1-6

Unit Focus: Characterisation (Year 4)	Model Text: Little Charlie	Reading Spine:
Cold Task: Oral & Written – students tell & write a story with a picture prompt	Hook: Goody bag and rigged spinner	Scarface Claw

As a result of observations from the cold task, improvements will be targeted by:

Short-burst Writing, e.g. Sentence Frames	Explicit Grammar Instruction
Nouns and adjectives	Use of key connectives

Reading as a Writer: Writers' Toolkit (Short-burst writing)

Tools (the what)	Grammar (the how)	Sentence Pattern
Y Use of two different adjectives with a repetition of a noun, separated by a comma	Adjective and noun	<i>First, he walked over a bridge where he met a cat – a lean cat, a mean cat.</i>
Y Use adjectives to describe a noun with a comma (simple noun phrases), e.g. <i>a small, round ball</i>	Adjectives	<i>Next, he walked beside a pond where he met a snowy, white duck.</i>
Y Give your character a name Use adjectives to describe	Proper noun Adjective	<i>Little Charlie</i>
Y Use alliteration	Alliteration	<i>Cheeky Charlie</i>

Deepen Understanding

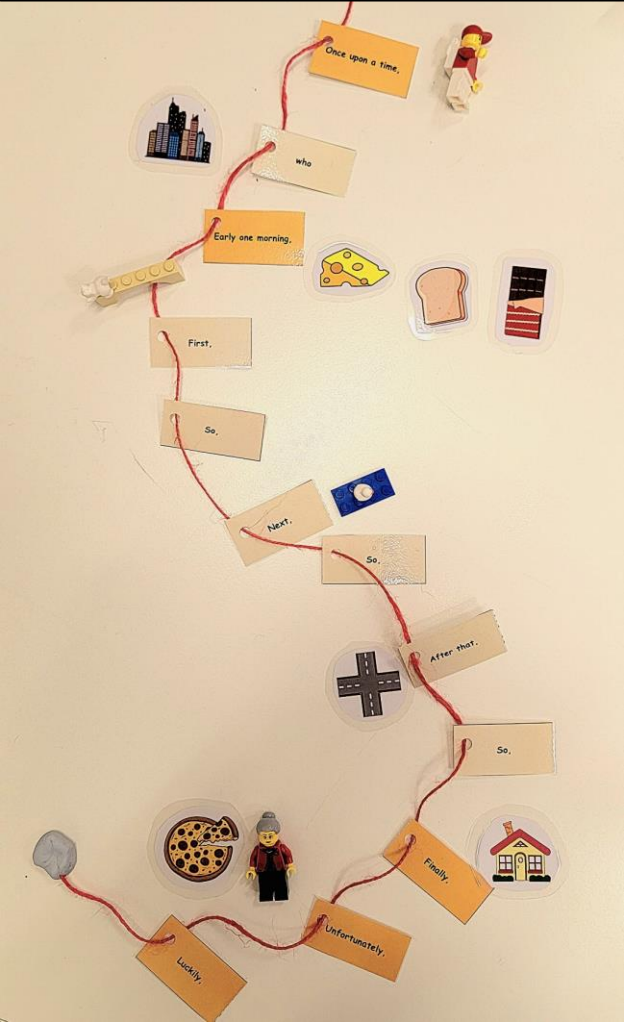
Drama, e.g. Freeze Frame	Short-burst Writing, e.g. writing in role
Five-sentence story	Review students' writing after lessons 5, 6 and 7 to identify needs

Reading as a Writer: Boxing Up (Structure)

Structure Journey	Model Text Little Charlie	Innovation Happy Helen
Opening MC going to give something to SC	-Charlie decided to go to GM with a bag of food	-Happy Helen decided to go to Susie with bag of food
Event 1: New character takes something	-Charlie met cat -Cat ate cheese	-Helen met a boy – a tall boy, a silly boy - Boy ate hamburger
Event 2: Another new character takes something	-Charlie met duck -Duck ate bread	-Helen met a crocodile – a green, scaly crocodile -Crocodile ate siu mai
Event 3: MC takes something – No items left	-Charlie met no one -Charlie ate chocolate	-Helen met no one -Helen ate Skittles
Ending SC needs something MC doesn't have SC has idea MC and SC solve problem	-GM hungry -Nothing left in Charlie's bag -Charlie and GM make pizza	-Susie hungry -nothing left in Helen's bag -Helen and Susie make popcorn

Read as a Reader		Innovation		Independent Application
Comprehension	Vocabulary	Generic Plot Pattern	Journey (Opening, Event 1, Event 2, Event 3, Ending)	Hot Task: Oral & Written – students tell & write a story with a picture prompt
Literal (on the line) Who did Charlie go to visit? What did Charlie put in his bag? Predicting What do you think will happen when Charlie meets the cat? Where will Charlie go after eating with Grandma? Imagining (visualise) What does the crocodile look like? What does the boy look like? Inferential (infer) Why did Charlie and his Grandma make pizza? Why was the cat called 'lean and mean'? Effect on the reader (question) What is the author trying to tell me? Why did Charlie keep the chocolate hidden? Connecting (make connections) Can you think of another story with a little boy or girl? Can you think of a time that you were hungry/ravenous? Summarising What I remember most about this story is... Retell the story using the 5 sentence starters, e.g. <i>Once upon a time, Early one morning, Unfortunately, Luckily, Finally,</i>	Tier 1 – basic commonly used in spoken language <i>boy, house, bag, slice of cheese, loaf of bread, bar of chocolate, cat, duck, hungry, white, pizza</i> Tier 2 – high frequency across domains <i>decided, realised</i> Tier 3 – basic and low frequent words <i>edge, mean, lean, kept, hidden, pond, bridge, snowy, crossroads, ravenous</i> Red: taught explicitly Blue: on the vocabulary poster Green: check students' understanding	Level of Innovation	Hugging closely (simple substitution)	
		Ideas to suggest to students	1) Can you share the names that you created in the last lesson? I like the names that use the same beginning sound (alliteration), because they sound fun and help me to remember them. (<i>Happy Helen</i>) 2) Whose house did Happy Helen decide to go to? (<i>Susie's house</i>) 3, 4 & 5) What three foods did Happy Helen put into her bag? [two normal, one special] (<i>hamburger, siu mai and Skittles</i>) 6) Who did Happy Helen meet on the bridge? Can we use adjectives to describe this character? (... <i>a boy – a tall boy, a silly boy.</i>) 7) Who did Happy Helen meet beside the pond? Can we use adjectives to describe this character? (... <i>a green, scaly crocodile.</i>) 8) What did Happy Helen and Susie make for dinner? (<i>popcorn</i>)	

The diagram illustrates the sequence of events in a story. It features a large oval loop containing various icons representing different stages or elements of the narrative. Above the loop, there are icons for a book, a smiley face, a sun, a house, a bomb, a clock, and a shirt. Inside the loop, the sequence continues with a speech bubble labeled "First," followed by a person sitting at a desk, another speech bubble labeled "Next,", a cloud, a teardrop, and a small figure. Below the oval, a horizontal timeline shows the progression from "After that," to "Then," "Unfortunately,", "Luckily,", and finally "Finally," each accompanied by a simple icon.



“Sitting on the carpet and staring at a screen or a book is not sufficient. They have to actively hear it, say it, play at it, dramatise it and draw it.” Pie Corbett

Video of P4 class

using two adjectives
and a repeating noun
(x2)

Writer's
Toolkit
Character

Use
alliteration

Adjective +
alliterative noun

Video of P4 class

Little Charlie

Once upon a time, there was a little boy called Charlie who lived on the edge of a big city.

Early one morning, he woke up and decided to go to Grandma's house. Into his bag he put a slice of cheese, a loaf of bread and a bar of chocolate.

First, he walked over a bridge where he met a cat — a lean cat, a mean cat.

"I'm hungry," said the cat. "What have you got in your bag?"

"I've got a slice of cheese and a loaf bread," but he kept the chocolate hidden!

"I'll have the cheese please," said the cat. So Charlie gave the cat the cheese and it ate it all up.

Next, he walked beside a pond where he met a snowy, white duck.

"I'm hungry," said the duck. "What have you got in your bag?"

"I've got a loaf of bread," but he kept the chocolate hidden!

"I'll have the bread please," said the duck. So Charlie gave the duck the bread and it ate it all up.

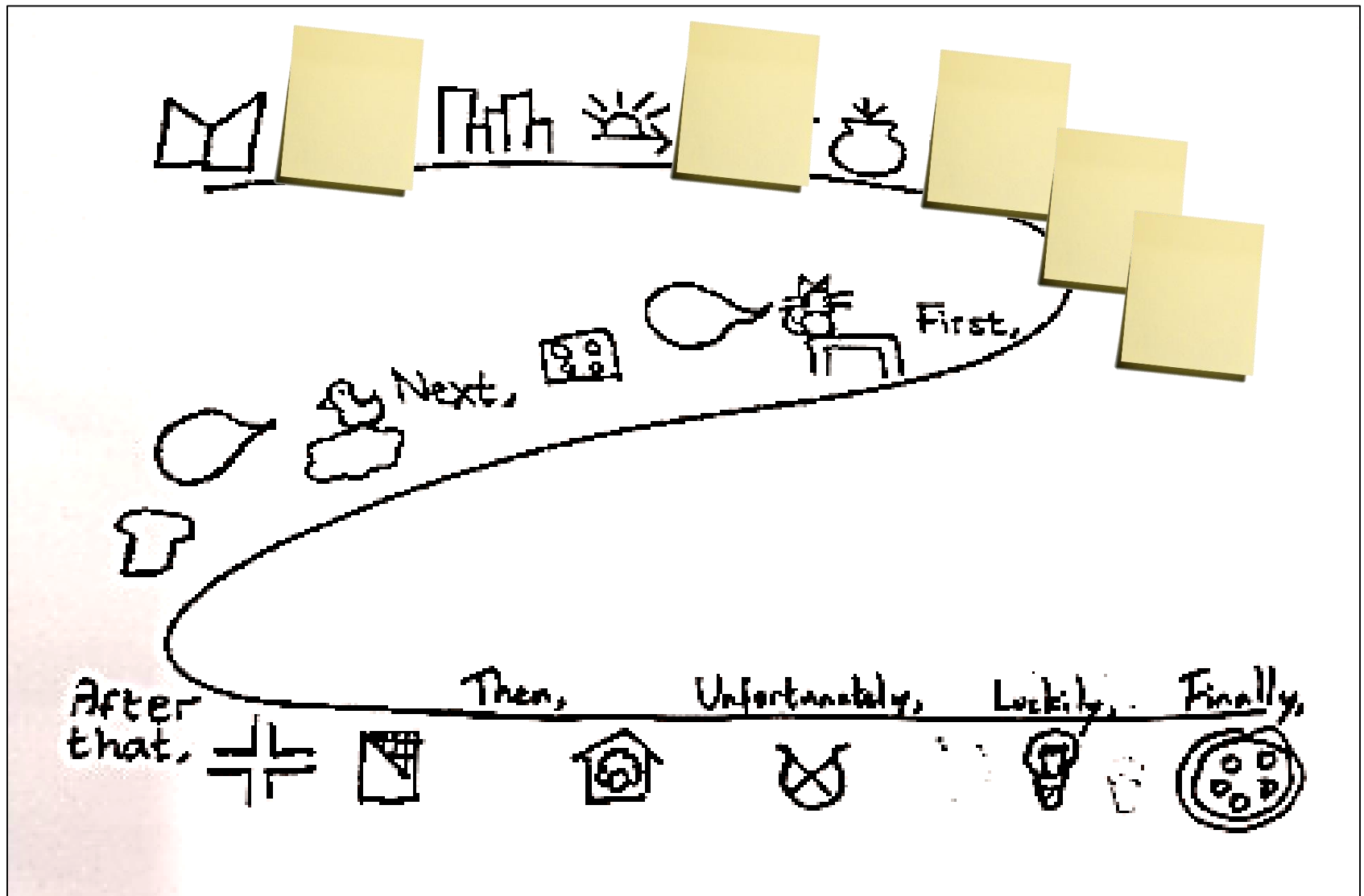
After that, he walked to a crossroads where Charlie realised he was ravenous. So, Charlie took the chocolate out and he ate it all up. Then he arrived at Grandma's house.

Unfortunately, Grandma was hungry and there was nothing left in Little Charlie's bag. Luckily, Grandma had an idea. Finally they made pizza for dinner.

Boxing-up the Text

Photo of P4 class

Innovation



Sample of student innovated storymap

Sample of student innovation

Objectives

Capacity building



To enhance teachers' capacity to use the 3 Is (imitation, innovation and independent application) to build student confidence in moving away from a model text to plan and write their own

Collaboration



To collaborate with teachers to collect and analyse data from cold and hot tasks to support the planning of literacy units

Resource Development



To develop a framework to help students move from regular oral retelling, to innovate and create their own texts

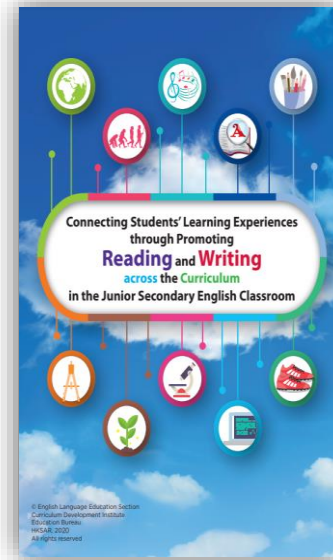
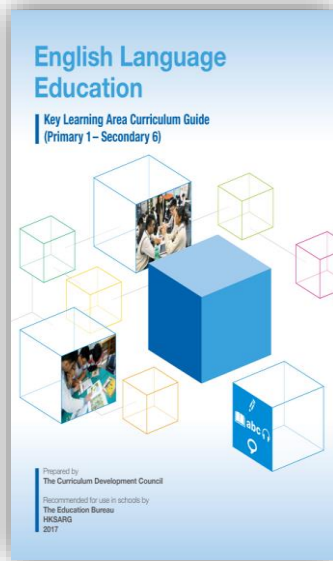
Research and Independence



To explore how effective internalising text patterns is in supporting students to write their own texts.

Components of an S2W School-based English Language Education Curriculum

**promotes reading and writing ...
using fiction and non-fiction texts**

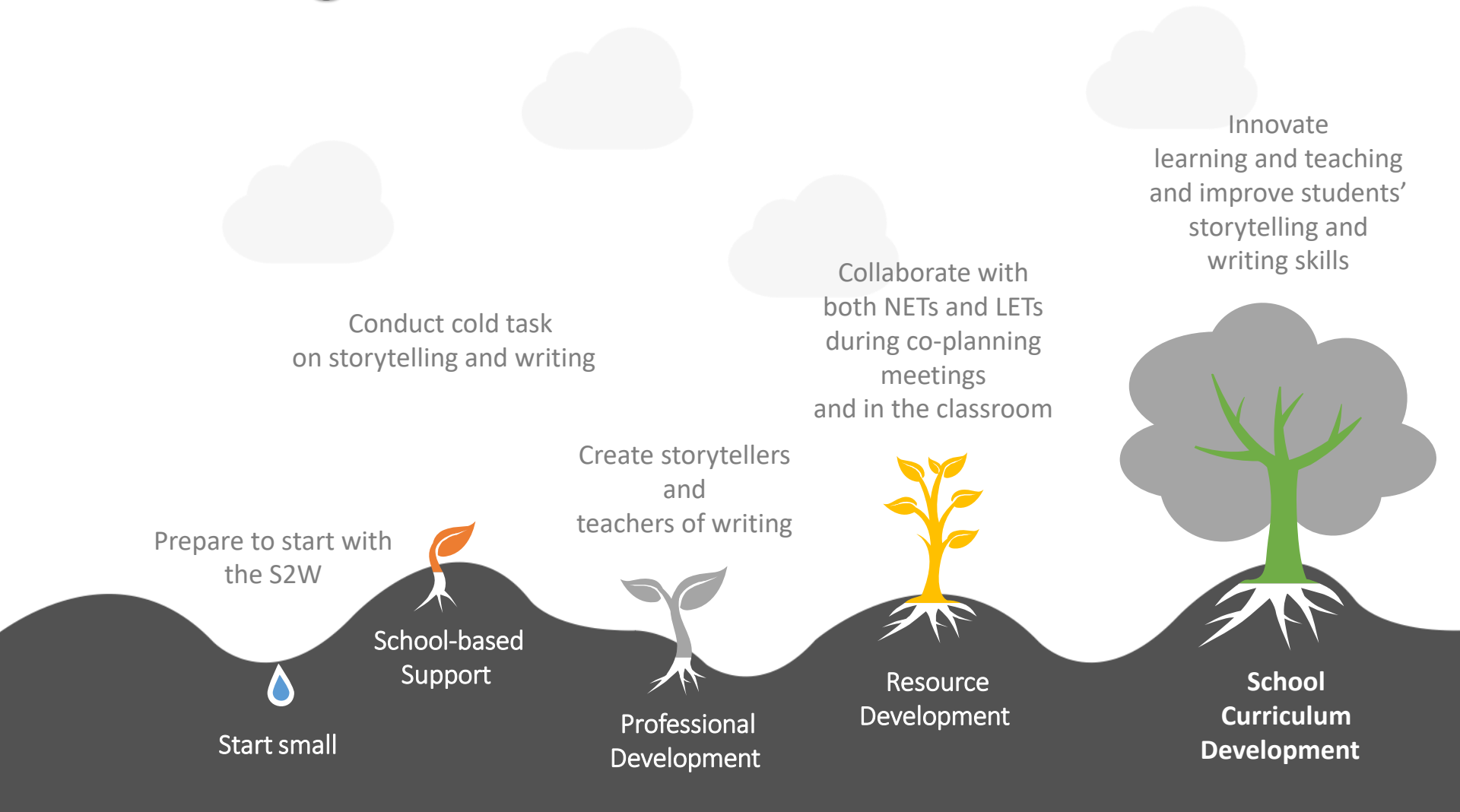


**“construction of stories using
performative means”
– Experience Strand**

Research

- 📖 Students 'talking the text' helps internalise patterns of writing, committing them to long-term memory (Corbett & Strong, 2018)
- 📖 Learning a biologically secondary skill is made easier by connecting instructional activities with a biologically primary skill (Geary, 2008)
- 📖 EAL students in UK schools using a similar oral retelling approach, made outstanding progress (Renwick, 2010)

The growth of the S2W visualised...



School Commitment (1-year project)

Human resources for sustainability

- ✓ Involve EPC in the planning
- ✓ Involve all local English teachers (LETs) of the level
- ✓ Preference given to schools which can involve the NETs

Data driven learning , teaching & assessment

- ✓ Support the collection of student & teacher data

Curriculum resources

- ✓ Budget for a reading spine
- ✓ Budget for materials

Collaboration for capacity building

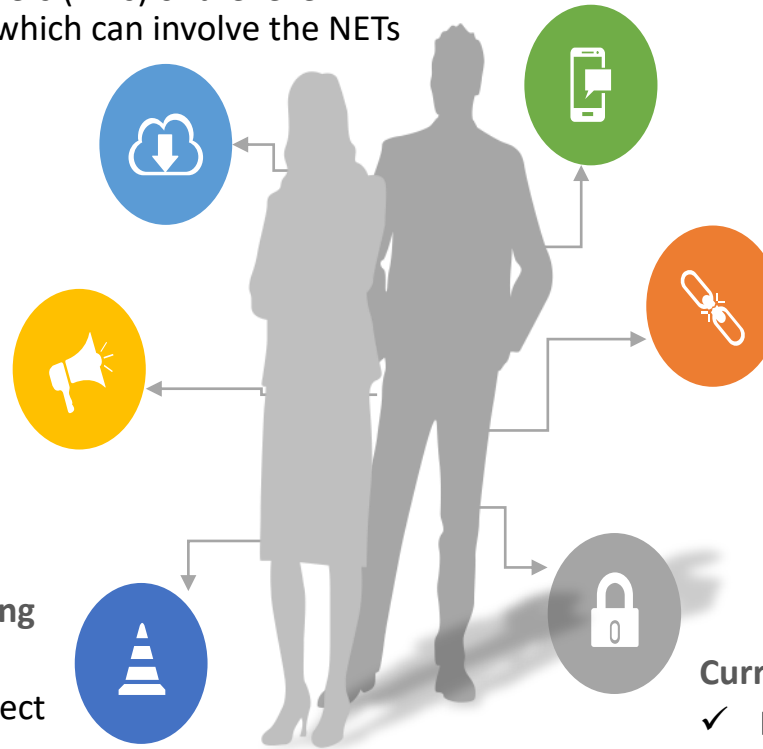
- ✓ Allocate regular specific co-planning time for the project
- ✓ Attend project professional development

Sharing with other teachers

- ✓ Disseminate good practice and experiences with other schools

Curriculum organisation

- ✓ Implement 2 units (1 per term)
- ✓ Adopt a block timetabling approach (2-3 weeks) or weekly double lessons (4-8 weeks)



The NET Scheme e-Platform hosts the NET Section's Seed projects.

To visit the platform, click on <https://nets.edb.hkedcity.net/page.php?p=580>.

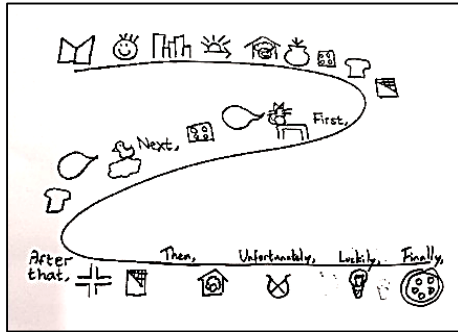
Key Question

How can Speaking to Writing (S2W)

be used as an approach

to strategically support students

from oral **imitation** to written **innovation**?



Little Charlie

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Next, he walked beside a pond where he met a snowy, white duck.

"I'm hungry," said the duck. "What have you got in your bag?"

kept the duck. So and it ate it

roads where So, Charlie ate it all up.

and there was lucky, Grandma for dinner.

Sample of student innovation

HOT TASK

Guiding Research Questions

- ✓ How does the 3 Is (imitation, innovation and independent application) build student confidence in moving away from a model text to plan and write their own?
- ✓ How can data from cold and hot tasks be used to support the planning of literacy units?
- ✓ How can a framework help students move from oral copycatting to change and create their own texts?
- ✓ How effective is internalising text patterns in supporting students to write their own texts?

Options for S2W Seed Project Schools

Two levels of participation:

Level 1 – Participating School

- attend professional development
- implement the project
- share resources with other project schools
- identify and share good practice
- contribute towards the project evaluation

Level 2 – Networking School

- be a member of the S2W learning community

Timeline for Application

Dates	Actions	Completed
21 February 2023	Briefing	
24 March 2023	Deadline for Application	
March to April 2023	Contact schools	
June 2023	Notification to schools	
July 2023 onwards	Preparation for S2W	

Project Proposal

Refer to Education Bureau Circular Memorandum No. 001/2023

Project Title:

Speaking to Writing (S2W) – Using oral performance as a foundation to the writing of texts in Key Stage (KS) 2

Project Code: NT1423

Name of CSD Section: Native-speaking English Teacher Section

Seed Project: Appendix C

Deadline for application: 24 March 2023

Posting Your Proposal

Please send to the following address:

Human Resource Management Unit of EDB
4/F, East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar, Hong Kong

or by hand to the Education Bureau's drop-in box
(Box no.: EDB03 - Staff Interflow Schemes 2023)
located at the
2/F Entrance, East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar, Hong Kong

Q & A

Enquiries

Lionell HORN
Project Manager
NET Section
Email: lghorn@edb.gov.hk
Tel: 3549 8354

Roland SMITH
Advisory Teacher
NET Section
Email: rwilliamsmith@edb.gov.hk
Tel: 3549 8321

Gareth STOREY
Advisory Teacher
NET Section
Email: garethstorey@edb.gov.hk
Tel: 3549 8310

Maria CHAU
Advisory Teacher
NET Section
Email: fmchau@edb.gov.hk
Tel: 3549 8303



*Children cannot
create out of
nothing. They
need both rich
experience as well
as a language
bank inside the
mind to draw
upon.*

Pie Corbett

