



The Hive – Communication - Talk for Writing Teaching Focus for each Phase

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will be exposed to high quality texts from the following range:</p> <p>Blue Class: We're Going on a Bear Hunt, Naughty Bus, Rosie's Walk, Oliver's Vegetables, The Gingerbread Man, Dear Zoo, That's Not My Teddy, That's Not My Dinosaur, My Presents, Oh Dear!, Wibbly Pig and The Train Ride.</p> <p>Progression through this phase will be seen through sentence knowledge as follows:</p> <ul style="list-style-type: none"> • Introduce and establish - <i>who</i>. • Expose - <i>who, doing</i>. <p>Green Class: The Littlest Robot, The Mitten, Tidy, Shh! We Have a Plan, Elmer, Hansel and Gretel, The Tiger who Came to Tea, The Very Hungry Caterpillar, Lost and Found, The Great Pet Sale, Three Billy Goats Gruff and Harry and the Bucketful of Dinosaurs.</p> <p>Progression through this phase will be seen through sentence knowledge as follows:</p> <ul style="list-style-type: none"> • Review - <i>who</i>. • Establish - <i>who, doing</i> • Expose - <i>describe who, doing</i>. <p>Communication – children will be able to demonstrate active listening skills whilst an adult shares a story with them and this will be communicated through eye contact, body language and engagement. They will be able to join in with repetitive refrains using their preferred communication method and begin to anticipate these within the text. Children will increase and extend their vocabulary and be able to link signs/actions to familiar key words from a familiar text. Children will work through the introduce, review, establish and expose stages towards being able to communicate and describe who and expose doing.</p>	<p>In the Middle Phase, children will be exposed to high quality texts from the following range:</p> <p>Purple Class: Little Red, Harold and the Purple Crayon, Owl Babies, The Pirates Next Door, Old Hat, Rapunzel, Three Little Pigs, Handa's Surprise, The Egg, Zog!, Under the Silvery Moon and I Can Catch a Monster.</p> <p>Progression through this phase will be seen through sentence knowledge as follows:</p> <ul style="list-style-type: none"> • Review - <i>who, doing</i> • Establish - <i>describe who, doing</i>. • Expose - <i>describe who, doing, what</i>. <p>Orange Class: Where the Wild Things Are, The Owl Who Lost its Twoo, How to Make a Snack for an Owl, Mole in a Black and White Hole, Meerkat Mail, Meerkats, The Magic Porridge Pot, Good Little Wolf, How to Catch a Big Bad Wolf, The Flower, The Storm Whale and Beautiful Blue Whale.</p> <p>Progression through this phase will be seen through sentence knowledge as follows:</p> <ul style="list-style-type: none"> • Review - <i>describe who, doing</i>. • Establish - <i>describe who, doing, what</i>. • Expose - <i>describe who, doing, describe what</i>. <p>Communication – children will demonstrate increased attention whilst listening to stories and be able to communicate this with recalling story facts and key information. They will develop their understanding of how a story is sequenced and be able to talk about the beginning, middle and end of a text. Their language development will be influenced by the texts they have explored within Talk for Writing. Children will be able to innovate a text and be able to communicate their choice pictorially or in writing. Children will work through the review, establish and expose stages</p>	<p>In the Upper Phase, children will be exposed to high quality texts from the following range:</p> <p>Yellow Class: The Lighthouse Keeper's Lunch, The Dragon Machine, How to Trap a Dragon, Flower Block, The Night Gardener, The Storm Owl, The Wolf Story, Leon and the Place Between, How to Make a Magic Potion, The Rainbow Bear, The Barnabus Project and The Mouse Elephant.</p> <p>Progression through this phase will be seen through sentence knowledge as follows:</p> <ul style="list-style-type: none"> • Review - <i>describe who, doing, what</i>. • Establish - <i>describe who, doing, describe what</i>. • Expose - <i>describe who, doing, describe what, where</i>. • Use <i>and</i> as an additive conjunction. <p>Red Class: Beegu, Wendel and the Robots, The Wendlebot Robot, The Secret Sky Garden, Tom and the Island of Dinosaurs, The East Hunsbury Dinosaur, Eric, The Lost Thing, How to Feed a Lost Thing, Yokki and the Parno Gry, The Lion and the Unicorn and Mythical Creatures.</p> <p>Progression through this phase will be seen through sentence knowledge as follows:</p> <ul style="list-style-type: none"> • Review - <i>describe who, doing, describe what</i>. • Establish - <i>describe who, doing, describe what, where</i>. • Expose - <i>describe who, doing, describe what, describe where</i>. • Extend - <i>when describe who, doing, describe what, describe where</i>. • Use - <i>and</i> as an additive conjunction.

<p>Independence – children will be able to independently answer a ‘who’ and ‘doing’ question after immersing themselves within the chosen Talk for Writing text. They will be able to confidently name key characters and begin to be able to use them to act out key parts.</p> <p>Inclusion – children will begin to perform a 5-sentence story to others, including their peers and link classes. They will engage in possible trips in the community, via local walks or the use of the minibus, to further immerse themselves in the text or embed/apply new story language within the real world.</p> <p>Success – children will be observed using and applying the new taught vocabulary in all areas of their school life and beyond. They will be motivated and excited to immerse themselves in learning opportunities linked to the text they are studying. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>towards being able to communicate and describe who, expose doing and describe what.</p> <p>Independence – children will be able to independently sequence a familiar text. They will have expanded their vocabulary and sentence structure and this will be evident within their work, play and conversation.</p> <p>Inclusion – children will have the ability to learn, retain and perform their Talk for writing text maps and be able to share these with their peers, link classes and families at home. They will engage in possible trips in the community, via local walks or the use of the minibus, to further immerse themselves in the text or embed/apply new story language within the real world.</p> <p>Success – children will demonstrate a higher level of engagement and enjoyment whilst exploring books and texts. They will use and apply new vocabulary and writing styles within all areas of their learning, both in school and at home. After the immersion phase, children will be able to make choices and suggestions to innovate and change a text to make it personal to them. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>Communication – through Talk for Writing, children will learn new words and increase their vocabulary as well as have a deeper understanding of the rhythm of language. They will be able to communicate predictions and make suggestions about what might happen next. Children will be able confidently innovate a text and be able to justify their decisions using their preferred communication methods. Children in the upper phase will have been exposed to a wide range of texts throughout their Talk for Writing journey and therefore the story language/vocabulary will be embedded and secure. They will be able to answer questions, ponder why and connect stories to personal experiences. Children will work through the review, establish, expose and extend stages towards being able to communicate <i>when, describe who, doing, describe what and describe where</i>. Children will use <i>and</i> as an additive conjunction.</p> <p>Independence – children will have the skills and knowledge to record their innovated stories/texts either pictorially or in written form. They will independently be able to recall characters, events, story lines and specific details from a text and be able to show an understanding of character empathy and emotional understanding. Children will be able to understand and follow a plot.</p> <p>Inclusion – children will confidently be able to learn, read and perform their innovated text maps or short burst writing to their peers, link classes or families at home. They will engage in possible trips in the community, via local walks or the use of the minibus, to further immerse themselves in the text, be inspired imaginatively or gain real life experiences to use within their writing.</p> <p>Success – children will develop and foster a love of reading. They will confidently understand and follow the Talk for Writing process from immersion, through innovation and finally invention. Children will be able to recall their thoughts, choices, ideas and narratives using taught strategies and procedures and be able to read and adapt where necessary. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>
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