



Talking Point Premium

Many thanks to All Saints Primary School who have reviewed this product for us.

All Saints is a 270-place maintained school for 2–11-year-olds. The school has extreme levels of deprivation and SEND with most pupils also speaking English as an additional.

Here's what they said,

“Talking Point Premium has made a huge difference.”



Background Information (Intent)

We are a school always looking for ways in which we can improve our reading and writing attainment and progress for our children. During Phonics lessons and writing lessons, the children can struggle to retain information to help them with their writing, forgetting key details and missing out words. Speaking and Listening is also an area for development, with the majority of children speaking English as an additional language they need to be able to hear English modelled correctly in order to support them.

Talking Points is something we have been looking to invest in for our whole school – but especially for our KS1, EAL and SEN children. We wanted to explore the various ways in which we could use them to support progress across the whole curriculum, but especially writing and speaking.

How was the resource used? (Implementation)

During the case study we used the Talking Points in the following ways, all of which are detailed further with photographs below.

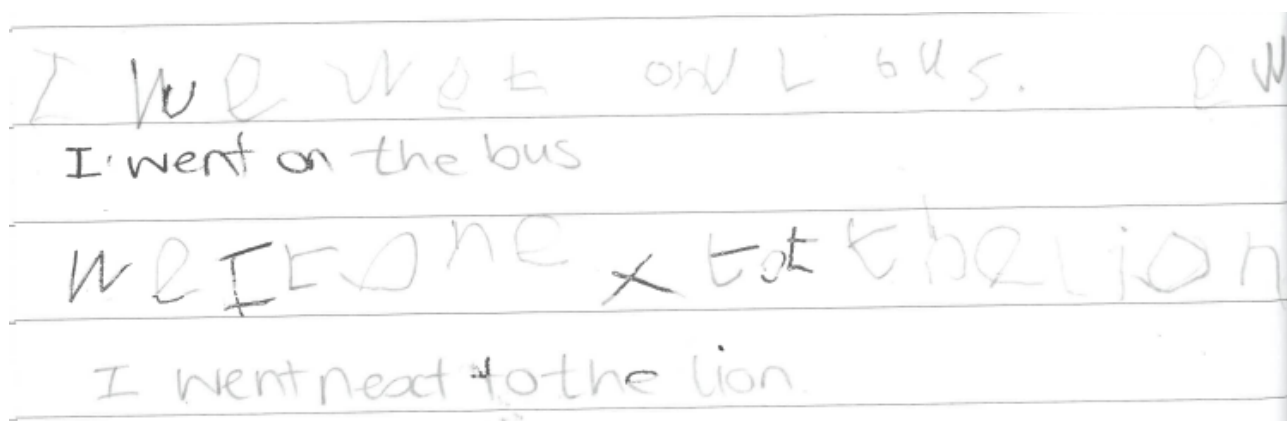
- **Recount Writing**-Talking Points were used to remember experiences such as a school trip or class cookery session.

- **Remembering Topic Vocabulary-** Talking Point used to record new topic vocabulary and support pupils with remembering key words.
- **Phonics-** Talking Point used to sound out and blend words.
- **Sentence Structure-** Talking Point is used for pupils to remember sentences for writing. Also to support sentence structure.
- **Ordering Lunch-** At lunchtime pupils used the Talking Points to order their lunch and build up their confidence.
- **Researching-** When researching used to record facts found.
- **Summarising-** Talking Point used to summarise parts of a story for retelling.
- **Parental Involvement-** Pupils and parents use the Talking Points to record their morning class password when they come into school every morning.

Impact and Outcomes

Our photos of work and activities highlight the impact the Talking Points have had.

Recount Writing before using the Talking Points.



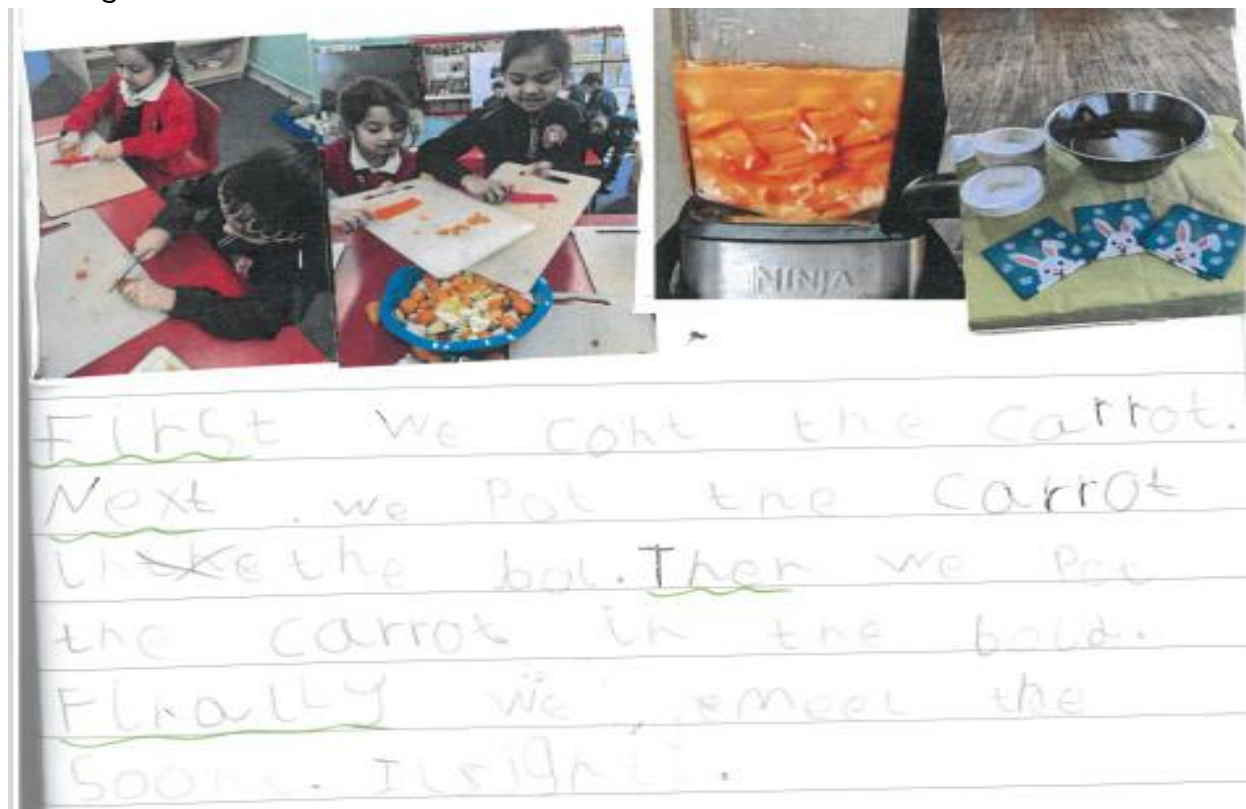


We used the talking points to help in recount writing. Writing a recount after a trip always makes for a good writing opportunity. After a weekend, the children can have forgotten lots of the exciting information. We took our Talking Points to the beach and recorded the key parts of the day. We then listened back to them the following week in our English lessons. Look at the huge difference in the quality of the recount writing.

Recount writing after using the Talking Points.

FIRST WE WENT ON
 THE ^b BALLING ^b BUSO
NEXT WE WERE DEEYII ^{here}
^a AT THE DOG BEACH.
FINALLY IT HAD SP
FINALLY WE WENT BACK
 ON THE ^b BUS.
NEXT WE WENT ^{home} DOWN.

The Talking Points also helped with remembering methods for writing instructions after cooking.



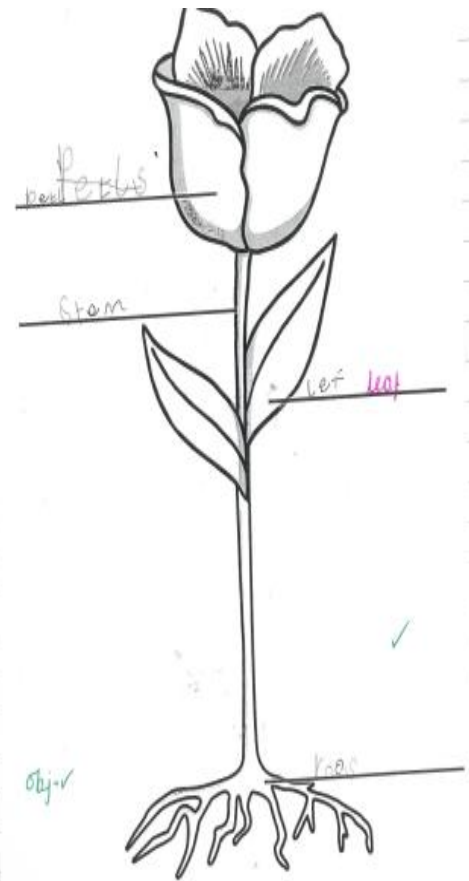
First we cut the carrot.
Next we put the carrot
like the bol. Then we put
the carrot in the bold.
Finally we smell the
soon. It's right.

We used the talking points to build confidence in our children that struggle talking to unfamiliar adults. At lunchtime, the children could be reluctant to say what dinner choice they wanted. Being able to record their choice on the Talking Point and hand it to the dinner staff gave the children some independence.









We used the Talking Points to record important and new topic vocabulary. This way the children could use the vocabulary independently in practical discussions and activities. Meaning they had a point of reference during an independent task.

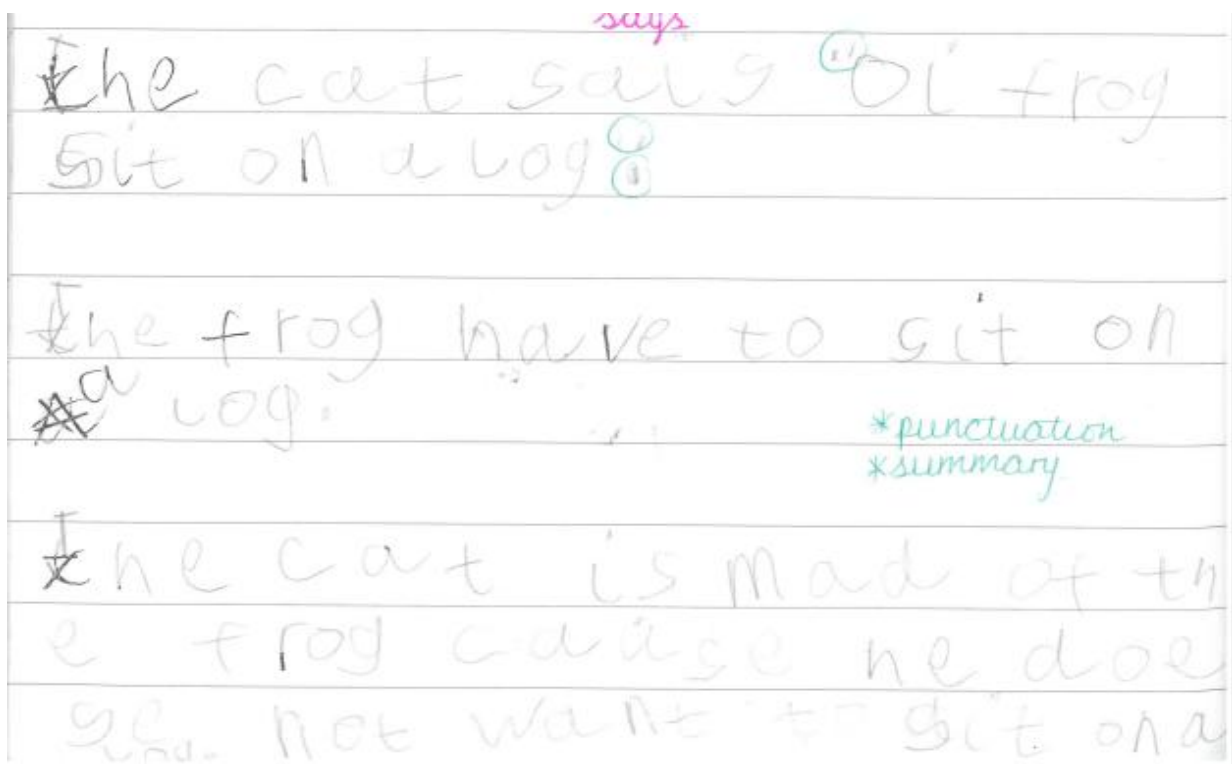


Children researched on the computers and recorded key facts on the Talk Points. They then wrote up the information they had found out after sharing it with their friends.

WALT Remember key facts about explorers

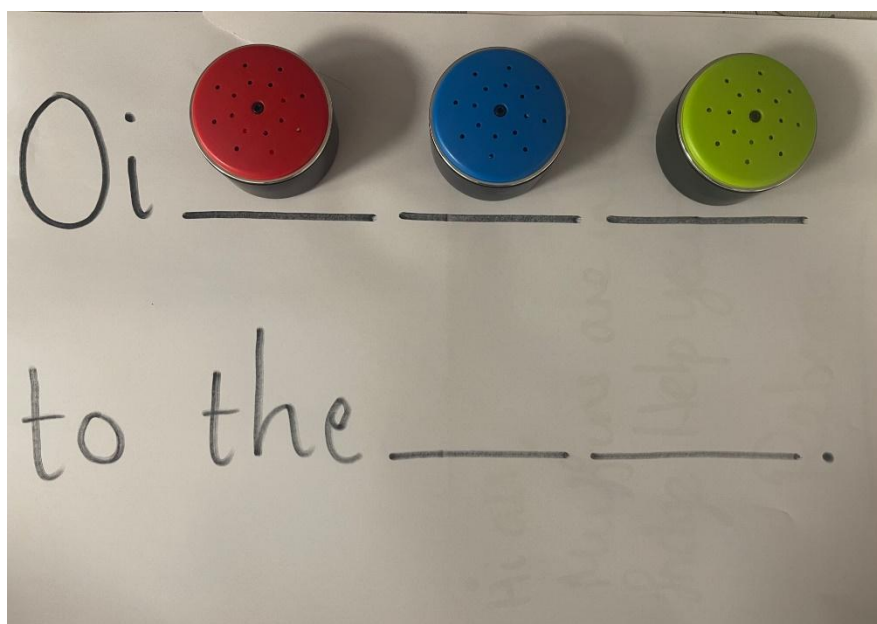
	Matthew Henson had to wear furs close because it is cold in the Arctic.
	Neil Armstrong is the first man to step on the moon. He stepped 1969.
	Ibn Battuta went to the desert.
	Columbus made a mistake went to India well he wanted to go China.

Our children generally struggle to summarise a story, either missing out key parts or just 'retelling' the story. We used a different talking point for each key part to help the children form a succinct summary.



For our youngest readers, the Talking Points were used during Phonics. 'Fred' recorded different sounds on the buttons to help us blend CVC words.





To support with sentence structure, we recorded different word types (nouns, adjectives, verbs) during the input. Children then built their own sentences, matching the coloured Talking Point to the coloured space.

Oi pink pig goes to the door dash
 Oi see fish bubbles to the miss push
 Oi orange boy works to the boy moj

The Talking Points were used during an intervention with some of our SEN children to help them remember their sentence. Look at the progress that was made!

Before:

went
 I went to a street
 to a boat to a
 boat to a boat to a
 boat to a boat to a
 boat to a boat to a
 boat to a boat to a
 boat to a boat to a
 boat to a boat to a
 boat to a boat to a
this is

After:

My name is KIP.
My favourite food is
onions.
My favourite animal
is a lion.



To enter the classroom in a morning the children need to have the daily 'class password'. They work with their parents to work it out. This could be maths or English based. The children, with their parents, record it on the Talking Point. When the children come in, they write it in their password books.

Mon. $6 + 4 = 10$

Mon. $2 + 8 = 10$

Tues. $7 + 3 = 10$

Tues. $1 + 9 = 10$

wed. $8 + 2 = 10$

wed. ~~MISSING~~

Thurs. ~~1000~~

Thurs. _____

Fri. ~~1000~~

Fri. ~~1000~~ 115

make 20

With thanks to All Saints Primary for sharing this with us.