



Review and Ideas from St. Brendan's RC Primary, Bolton

“ This resource really was a gamechanger!!! I saw the children's confidence increase in writing lessons. Their independence grew in every lesson I used them. ”

Year 1 class teacher at St. Brendan's RC Primary School

How St. Brendan's used the Talking-Point Premium



Children listened to a lesson input on the carpet. Once back in their tables, the children would speak the sentence that they want to write into the talking point button. The child would then use the button to help them write the sentence independently. Before using the talking point premium, some of the children struggled to even start their sentence, sometimes just staring into space.

Some more ways they used the Talking Buttons:

- **English provision** – teacher talked into the button (gave step by step instructions) and then popped it onto tables. Children could press this to repeat instructions.
- **Phonics:** Children were more engaged as they saw the button as a little robot and so were eager to listen and write!
- **Feedback:** Used the button to give verbal feedback. They loved this!
- **Recording ideas:** Some children had lots of ideas on the carpet but forgot them as soon as they went to their places. The buttons reminded them of what they wanted to write.
- **Inclusive Classroom:** Used to support children with SEND, for example for 'Now and Next'
- **Outside:** We used the Talking Points inside and outside and enjoyed using them outside for instructions during a Science lesson.

The Impact

- * Some of the lower ability writers started to write a whole sentence without support. This was wonderful progress.
- * The children became fully engaged in my lessons, taking control of their own learning.
- * They became more focused and stayed on task for so much longer.
- * It was like having an additional adult in the class – for some children it was like having a 1:1 adult.
- * The children could write independently by counting and remembering the number of words in sentence.
- * They have honestly been a gamechanger within my teaching. Thank you!

Many thanks to St. Brendan's RC Primary, Bolton.

Review and Ideas from Corngreaves Academy

“ This resource supports children in becoming independent within the classroom. It can be used to pre-record instructions and communicate ideas to children, without the support of an adult. As children begin to orally construct sentences, these can be recorded on the Talking Points and sequenced to form short narratives. These sentences can be played back repeatedly to support children in recalling what they want to write. ”
Corngreaves Academy.



Here are some of the ways Corngreaves Academy used the Talking-Point Premium.

- **Instructions:** Providing instructions for children throughout provision along with additional questions to extend learning. Construction area: ‘Have a go at building a bridge’ Is your bridge strong enough for a car to travel across it? Maths area: Which of these two towers is taller? Can you measure each of them using cubes?
- **Displays and Working walls:** Sharing information as part of interactive displays and working walls e.g., ‘Insects have six legs and most of them have wings.’
- **Holding a sentence.** Record a child’s orally constructed sentence, so that they can play it back to themselves, to support independent writing.
- **Supporting transitions:** Providing instructions for independent tasks during busy times such as transitions e.g., arriving at school.
- **Writing:** Recording own sentences to match pictures and build stories.
- **Treasure Hunts:** Recording clues as part of a treasure hunt.

Thank you to Corngreaves Academy

Review and Ideas from All Saints Primary School

“Talking Point Premium has made a huge difference.”

All Saints Primary School



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.

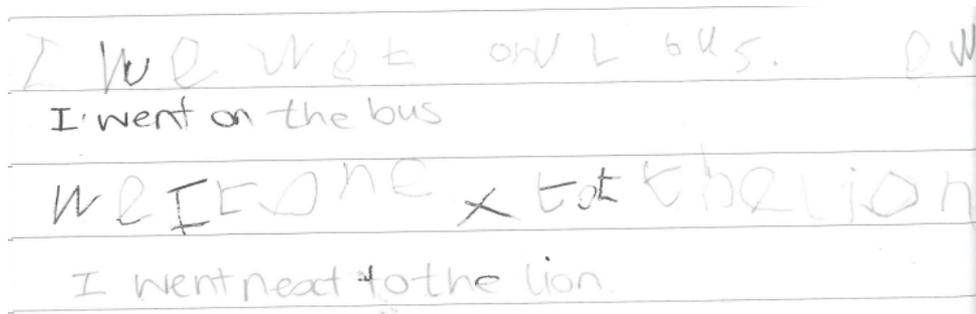
How was the resource used? (Implementation)

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.

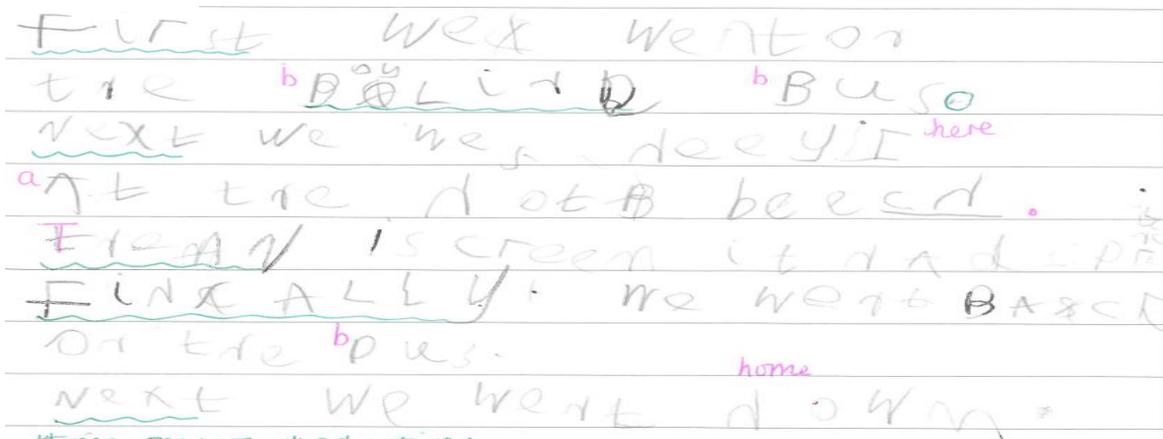


I WE WENT ON THE BUS. I WENT
I WENT ON THE BUS
WE I F O N E X T O T H E L I O N
I WENT NEXT TO THE LION

Recount Writing before using the Talking Points.



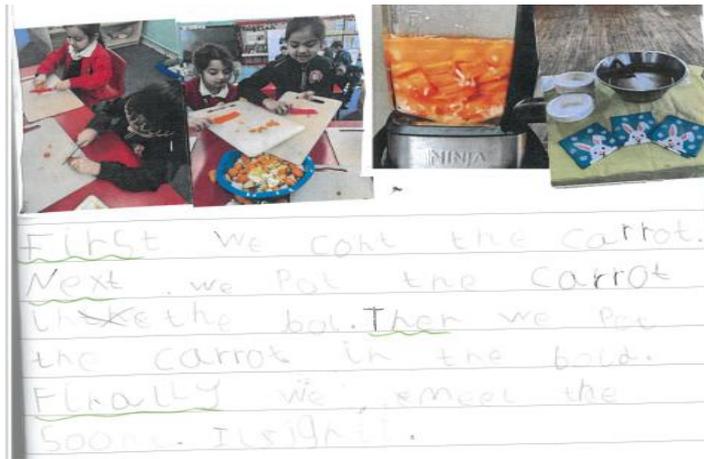
We used the talking points to help in recount writing. Writing a recount after a trip always makes for a good writing opportunity. After a weekend, the children can have forgotten lots of the exciting information. We took our Talking Points to the beach and recorded the key parts of the day. We then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



FIRST WE WENT ON
THE ^b BOAT ^b BUS
NEXT WE WENT ^{here} DOWN
^a AT THE BEACH.
FINALLY IT WAS
FINALLY WE WENT BACK
ON THE ^b BUS. ^{home}
NEXT WE WENT DOWN

Recount writing after using the Talking Points.

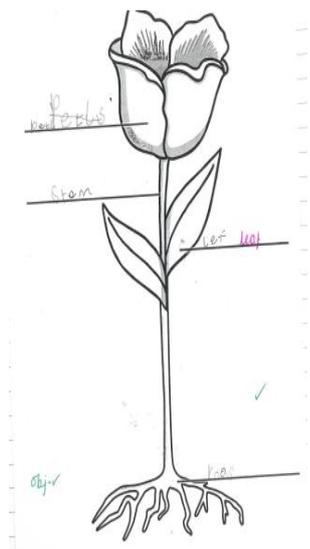
The Talking Points also helped with remembering methods for writing instructions after cooking.



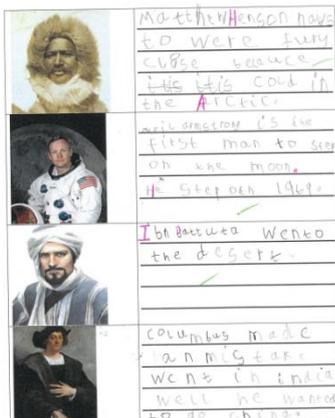
We used the talking points to build confidence in our children that struggle talking to unfamiliar adults. At lunchtime, the children could be reluctant to say what dinner choice they wanted. Being able to record their choice on the Talking Point and hand it to the dinner staff gave the children some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



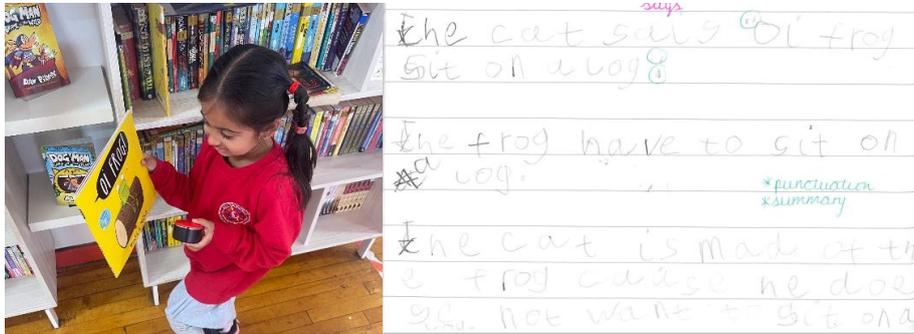
WALT Remember key facts about explorers



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.



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.

