

Increase our memory by
100%.

Seed Project 2022/23 s.y.

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

Project Code: NT1422

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NET Section, CDI, EDB

16 February 2022

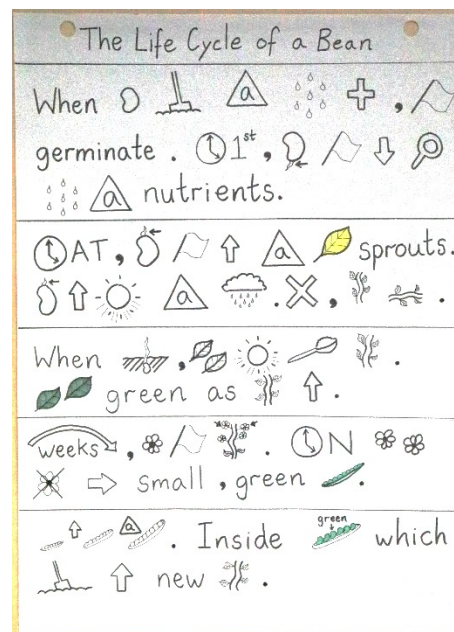
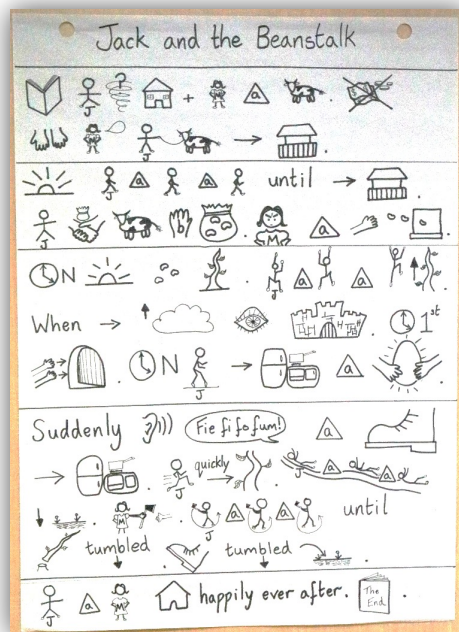
**Click the link to view the
Jack and the Beanstalk video**

<https://drive.google.com/file/d/1qNzH0u5LbnJtM-LfFmF1m2HAZSoqqavK/view?usp=sharing>

Description of S2W

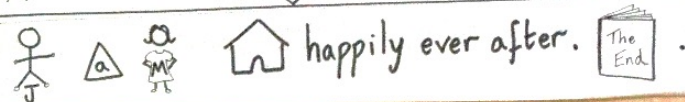
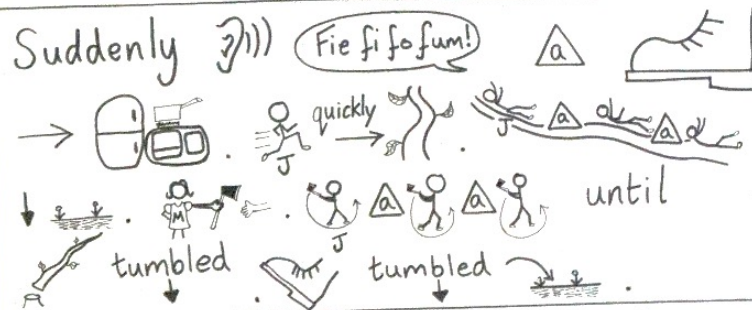
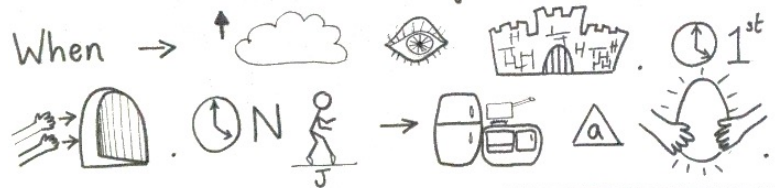
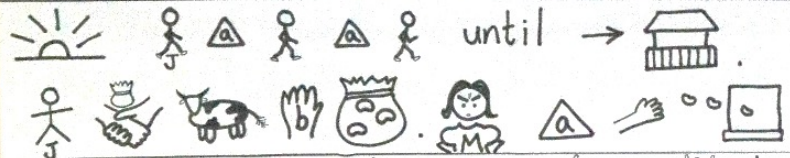
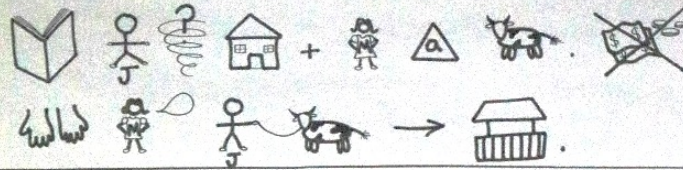
The Speaking to Writing (S2W) project seeks to use ‘speaking the text’ and oral performance as a foundation to the learning and teaching of writing in Key Stage 2.

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



Copycat

Jack and the Beanstalk



Change

Billy

and the Beanstalk

Billy



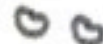
Billy



Zoo



until



Boxing-up the Text

Jack and the Beanstalk

Once upon a time, there was a boy called Jack who lived in a little house with his mother and their cow. They were very poor so Jack's mother told Jack to take the cow to the market.

Early one morning, Jack walked and walked and walked until he came to the market. He sold the cow but all he got was big brown beans. His mother was furious and she threw the beans out of the window.

The next day, the beans had grown into a giant beanstalk. Jack climbed and climbed and climbed up the beanstalk. When he came to the top of the clouds, he saw a huge castle. First, he pushed open the door. Next, he crept into the kitchen and took a golden egg.

Suddenly he heard, "FIE FIE FO FUM!" and a huge giant came into the kitchen. Jack quickly ran to the beanstalk. He slid and slid and slid down to the ground. Jack's mother

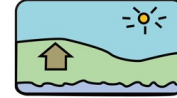
gave him an axe. He chopped and chopped and chopped until the beanstalk tumbled down. The huge giant tumbled down to the ground.

Jack and his mother lived happily ever after.

Orientation



Characters

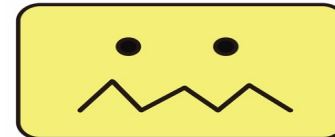


Setting

Events



Problem



Resolution



Text Structure

Once upon a time...who...

One day / morning / afternoon / night

First

Next

Then

After that

Soon / as soon as

Unfortunately

Luckily / So

Finally

...happily ever

After a while

The next day

Meanwhile /

Language Bank

when, while, where, what, who, why, which (relative pronouns)

'Once, there was a curious girl called Winnie **who** lived with her grandfather.'

and, until, but, so, because, or (conjunctions)

a **dazzling** ruby, a **tiny** bean sprout (adjectives)

luckily, unfortunately, amazingly, quietly, quickly (adverbs)

down, into, over, out, onto, under, behind (prepositions)

tiptoed > ✕

Literary Devices

Simile using 'like', 'as'

Alliteration '**s**izzling **s**ausages'

Rhyme '**run** for **fun**', 'Don't be **grey**, come and **play**!'

Sentence of three 'I dashed home¹, went in the house² and told my dad³.'

Repetition for effect 'he climbed and he climbed'

Orientation:



Events:

On



First

Problem:



Unfortunate
Unluckily



Resolution (including ending):



Then



end...

Linking words:



and



but



because



so

Reading as a Detective

Text Structure

Language Bank

Literary Devices

Jack and the Beanstalk

Once upon a time, there was a boy called Jack who lived in a little house with his mother and their cow. They were very poor so Jack's mother told Jack to take the cow to the market.

Early one morning, Jack walked and walked and walked until he came to the market. He sold the cow but all he got was big brown beans. His mother was furious and she threw the beans out of the window.

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Jack and his mother lived happily ever after.

Objectives

Capacity building



To enhance teachers' capacity to use the 3 Cs (copycat, change and create) 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

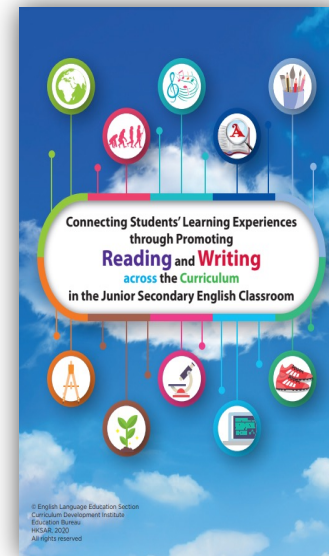
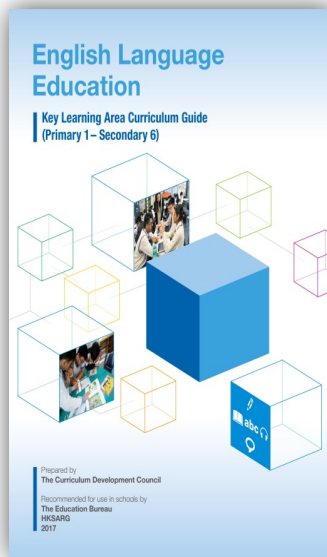
Research and Independence



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**

Click the link to view the
***The Life Cycle of a Bean* video**

https://drive.google.com/file/d/19c6GIZENxNbMwKV26_I-6akvlX1S8Gil/view?usp=sharing

Research

-  Student oral retelling, shared oral drafting and recasting provide an additional layer of comfort and space for creative writing (Alkaaf & Al-Bulushi, 2017)
-  Students 'talking the text' helps internalise patterns of writing, committing them to long-term memory (Corbett & Strong, 2018)
-  Texts use appropriate visual prompts (text map) to assist teachers and students to master oral retelling (Satriani, 2019)
-  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 to 3-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

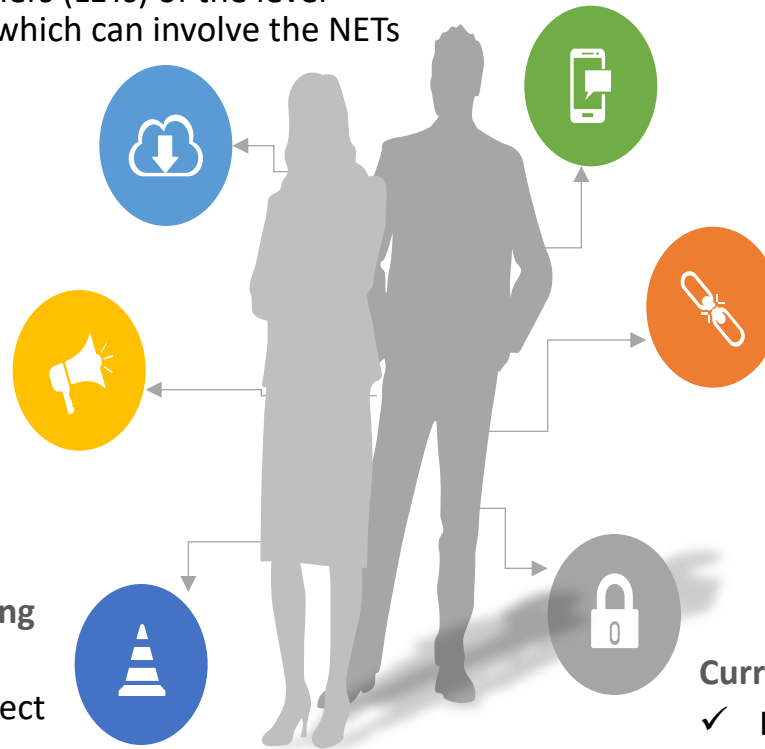
- ✓ Allocate regular specific co-planning time for the project
- ✓ Attend project professional development

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)

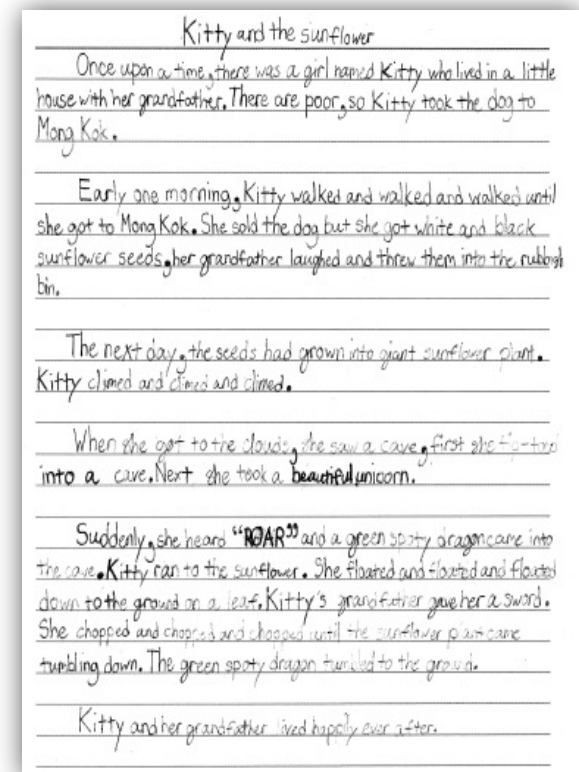
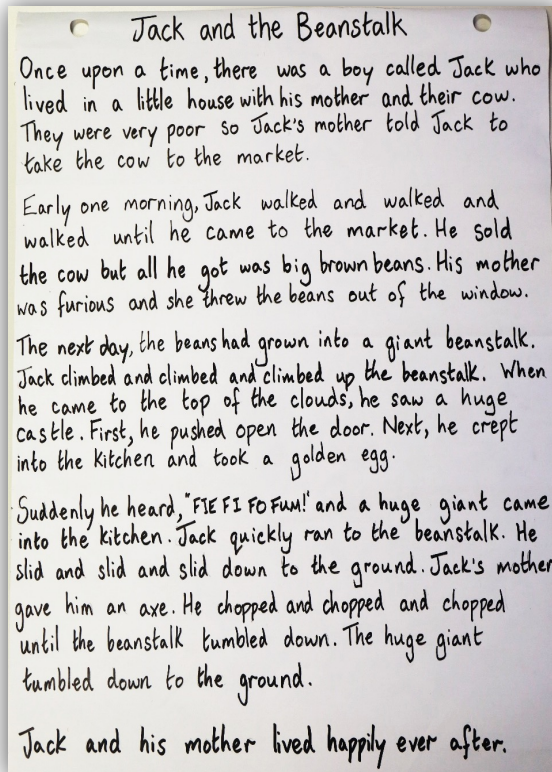
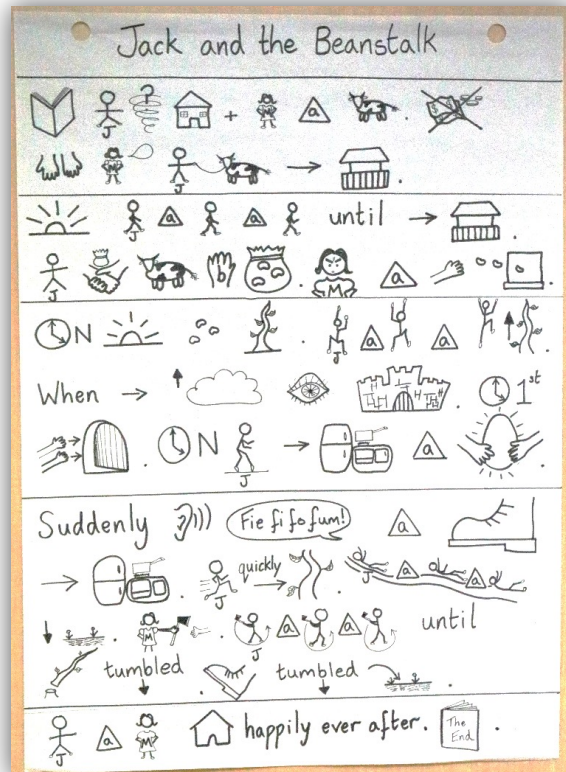


The NET Scheme e-Platform hosts the NET Section's Seed projects.

To visit the platform, click on <https://nets.edb.hkedcity.net/page.php?p=552>.

Key Question

How can Speaking to Writing (S2W)
be used as an approach
to strategically support students
from oral **copycatting** to written **creation**?



Guiding Research Questions

- ✓ How does the 3Cs (copycat, change, create) 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
16 February 2022	Briefing	
10 March 2022	Deadline for Application	
March to April 2022	Contact schools	
June 2022	Notification to schools	
July 2022 onwards	Preparation for S2W	

Project Proposal

Refer to Education Bureau Circular Memorandum No. 001/2022

Project Title:

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

Project Code: NT1422

Name of CDI Section: Native-speaking English Teacher Section

Seed Project: Appendix C

Deadline for application: 10 March 2022

Posting Your Proposal

Please send to the following address:

Human Resources Management Unit of EDB

4/F, East Wing

Central Government Offices

2 Tim Mei Avenue, Tamar, Hong Kong

(Application for Staff Interflow Schemes 2022)

Q & A

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*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