



Talking Point Premium IT10232

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.

“Talking Point Premium has made a huge difference.”

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.



Talking Point Premium IT10232

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.

Ordering Lunch

- At lunchtime pupils used the Talking Points to order their lunch and build up their confidence.

Remembering Topic Vocabulary

- Talking Point used to record new topic vocabulary and support pupils with remembering key words.

Researching

- When researching used to record facts found.

Summarising

- Talking Point used to summarise parts of a story for retelling.

Phonics

- Talking Point used to sound out and blend words.

Sentence Structure

- Talking Point used for pupils to remember sentences for writing.
- Used to support sentence structure.

Parental Involvement

- Pupils and parents use the Talking Points to record their morning class password when they come into school every morning.

TESTIMONIALS



CONT.

I WENT ON THE BUS. I WENT
I went on the bus
WENT ONE X TO THE LION
I went next to the lion.



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.

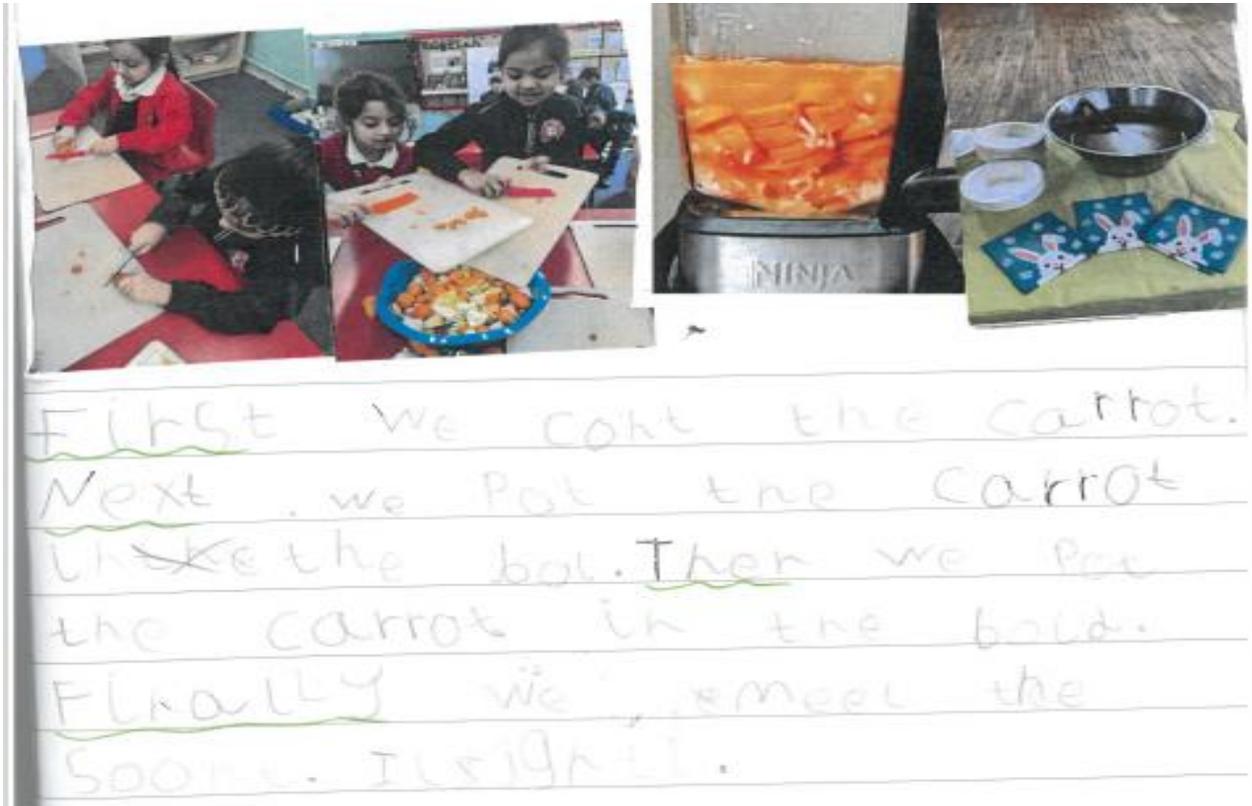
FIRST WE WENT ON
THE ^b BEACH ^b BUS
NEXT WE WENT ^{here} TO THE BEACH.
FINALLY IS GREEN IT WAS SPICY
FINALLY WE WENT BACK
ON THE ^b BUS.
NEXT WE WENT ^{home} DOWN.

TESTIMONIALS



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

CONT.



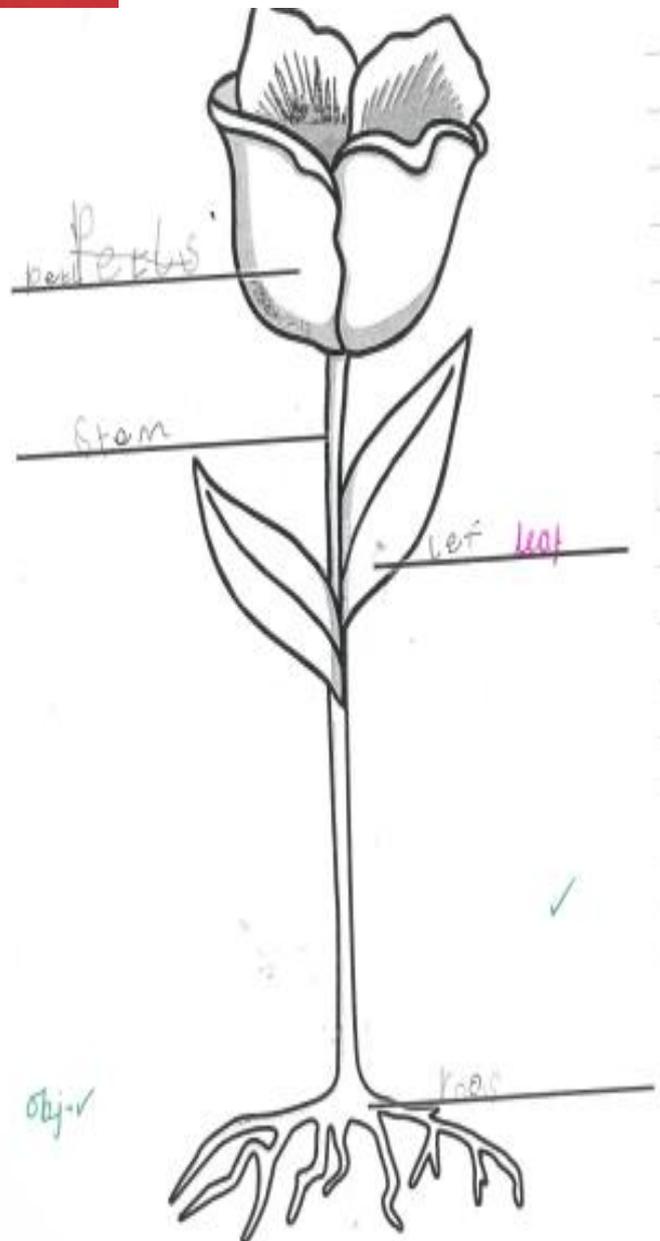
We used the talking points to build confidence in our children that struggle talking to unfamiliar adults. At lunchtime the children could be reluctant to say what dinner choice they wanted. Being able to record their choice on the Talking Point and hand it to the dinner staff gave the children some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



TESTIMONIALS



CONT.

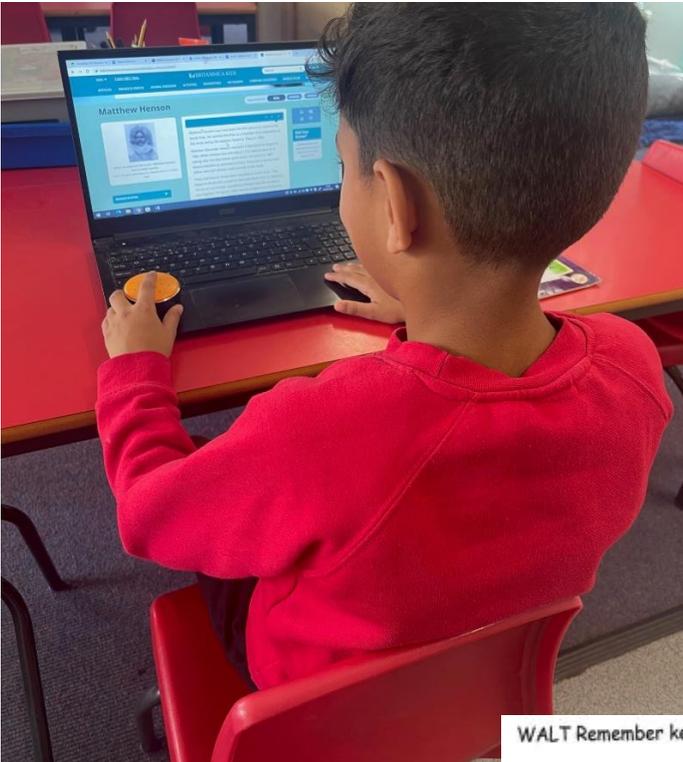


We used the Talking Points to record important and new topic vocabulary. This way the children could use the vocabulary independently in practical discussions and activities. Meaning they had a point of reference during an independent task.

TESTIMONIALS



CONT.



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 have to wear furry 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.

TESTIMONIALS



CONT.

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.



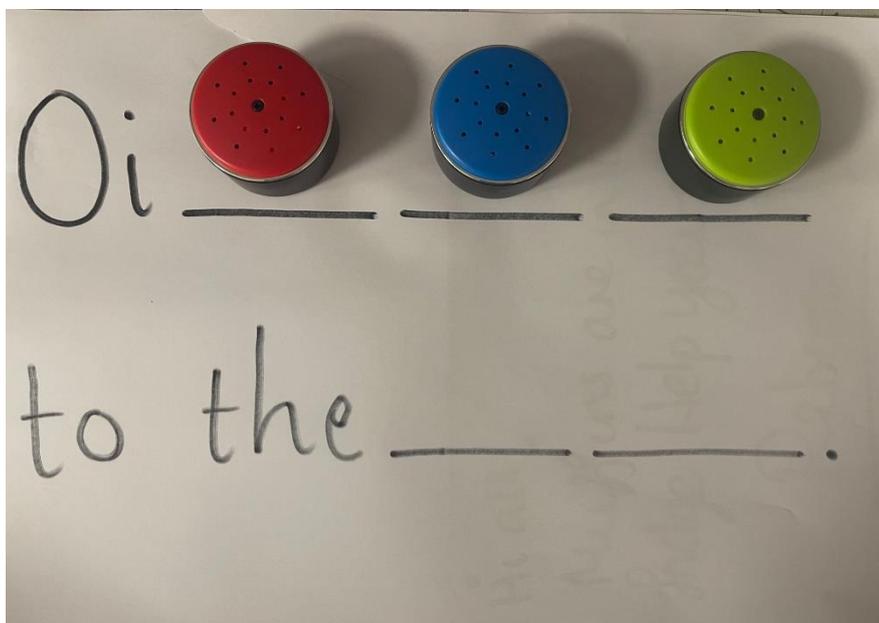
The cat ^{says} "Ol' frog
sit on a log"
The frog have to sit on
~~a~~ log. *punctuation
*summary
The cat is mad of th
e frog cause he doe
s. Not want to sit on a

TESTIMONIALS



CONT.

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 push pig bash to the door dash
oi set fish blow to the fish push
oi orange dog wow to the dog moj

TESTIMONIALS



CONT.

went
I went to the park
to play with my friends
and have a picnic
under a big tree
with my dog.
I still play there
with my friends
and my dog.

think

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!



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

TESTIMONIALS



CONT.



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. $6 + 4 = 10$

Tues. $7 + 3 = 10$

wed. $8 + 2 = 10$

Thurs. kind

Fri. ~~some more~~

Mon. $2 + 8 = 10$

Tues. $1 + 9 = 10$

wed. MISS LOCK

Thurs.

Fri. ~~one more~~ 79 is
make 20