******Handout 3: Shared writing talking frames – Pie’s handy phrases**

**Phrases to encourage the students to strive to find the right word or phrase** (training the brain to generate alternatives and select the most appropriate) while not demotivating children by rejecting their ideas (fear is the enemy of creativity)

* We’ll come back to that idea later.
* That’s not a bad idea.
* Ooh, that would be a good word.
* That’s a lovely idea.
* Lots of good ideas/Lots of other good words.
* I hope you use that.
* Which do you think would work?
* We don’t want …
* Our job as writers is to think of something new, something fresh that will startle the reader.
* Think again.
* That’s a great idea.
* Any others?
* See if you can get a list going.
* Why do you think I chose that one?
* Let’s go for …
* That’s more dramatic.

**Phrases to encourage magpieing good words and phrases**

* I hope you use that in your writing.
* Let’s bank that one.
* I’m saving that one.
* You can magpie from the model.
* Jot some of the words down as we go along.
* Ooh, save that good word.
* Put that in the ‘Save It’ bank.
* Make certain you jot that down.

**Phrases to encourage looking more closely/ thinking/speaking further**

* What else does it look like?
* Somebody give me something you can see/hear.
* What might you see/hear/feel/think?
* Keep going.
* What else could we have?
* Just think about that for a moment.
* First thought’s not always the best thought.
* Push, push, push! Are you pleased with …
* It’s going to be much more powerful if …
* Now let’s think about this.
* We don’t want something so obvious.
* We could say \_\_\_\_\_\_\_\_\_\_ but I think we could do better than that.
* Do you think we should say \_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_?
* Can you say a little more about that.

**Phrases to encourage children to read sentences aloud to see if they work**

* So just listen to this.
* Re-read it carefully.
* Let’s just read that and see how it sounds.
* Let’s re-read it and that may help us do the next part.

**Phrases to help them use powerful nouns (name it)**

* Do you know the name of a …

**Phrases to add in extra challenges**

* I’m going to do a simile now … As \_\_\_\_\_\_\_\_\_\_ as?
* Try some alliteration.
* Now let’s think about …
* What word could we use to describe …

**Getting everyone involved through talk partners**

* Turn to your partner and … /finish that sentence off
* In fifteen seconds …
* On your whiteboards …
* In your pairs, quick …/add a little more information.

**Keeping it pacy**

* I need the next sentence.
* Quick! I need the next word.

**Understanding non-fiction texts**

* What’s this paragraph all about?
* Can you spot the topic sentence?
* How do you know this is the first/next/last paragraph?
* We need something else now.
* We’ve got \_\_\_\_\_\_\_\_\_\_. What else do we need? What could follow? You tell me.
* What facts would really interest the reader here?
* Now which bits of information are needed?
* Does it all fit together logically?
* Which bits don’t seem to fit?
* What would make it flow better?
* How can we make the conclusion more interesting?

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