

# Talking the Talk

*As they had been talking, they had left the cover of the woods and started to climb up a steep, narrow, rocky path. Rory pattered along easily, sometimes ahead of her, sometimes behind her. Olive walked carefully, picking her way between stones. The drop to the side was steep and the valley below was full of jagged rocks.*

*“Are you scared of falling over?”*

*“Yes.”*

*“Just run along like me.”*

*“No thanks.”*

*“Go on, it’s easy. Look at me. Watch me.”*

*“I said no.”*

*“Go on ... oops ... ouch.”*

*“Are you OK?”*

*“I did that on purpose.”*

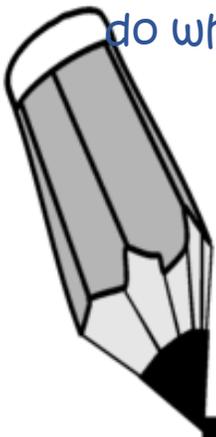
*“Oh.”*

*“Are we nearly there?”*

*“Oh, thank goodness—yes we are.”*

In this extract, Olive and Rory are talking as they climb the mountain to go into the goblin’s cave. Rory speaks first then they take it in turns – this is called dialogue.

Write a piece of dialogue between yourself and another person (or a character from the Strange Sagas of Sabrina Summers). Imagine you are on your way to a really dangerous adventure. What kind of things would you talk about? Would you pretend to be brave or admit to being scared? Would you plan what to do when you got there or just hope it would turn out OK?



# TEACHER NOTES

The work in this assignment can be used to support:

## USA

### Common Core Standard **CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

#### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.



## UK

### English Upper key stage 2 – years 5 and 6

Statutory requirements Pupils should be taught to:

- ✓ plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- ✓ draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précising longer passages ;using a wide range of devices to build cohesion within and across paragraphs ; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.
- ✓ evaluate and edit by: assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- ✓ proof-read for spelling and punctuation errors

