

School Information Introduction

Inspired by Royal Historic Palaces Curious Stories* the online Putting on a Pageant 1578 (POP 1578) programme adopts a blended approach of Pie Corbett's 'Talk for Writing' with immersive storytelling in a method termed 'Structured Stories through Immersive Adventures'. We use this methodology and the original source material, to tell the story of Queen Elizabeth I's extraordinary visit to Norwich in 1578. This colourful event will act as a springboard for student story creation, recollection and storytelling across primary key stages.

The POP 1578 methodology incorporates the 'Talk for Writing' frameworks of 'Imitation', 'Innovation' and 'Invention' whilst enlivening the narrative with drama techniques, movement, animation, rhyme and art activities which will stimulate imagination, confidence and active participation.

Parent/Carer Participation

To truly embed the programme's approach we encourage you to fully engage with your student's parents/carers. There are activities to complete at home (or if possible in the classroom with parent/carers present). Evaluation results from Curious Stories* evidenced an increased use of imagination, of student confidence and self-esteem, language development and improved communication between parent, child and school.

Guidance for Teachers

For maximum impact, it is recommended that teachers follow a two term approach [click here](#) to view the suggested schedule.

Once registration is complete teachers will enter the POP 1578 website and begin to work through the programme session by session. Each session has guidance to watch or read prior to delivery in the classroom.

Some prep and printing, occasional art resources and implements available such as card, pens, rulers and magnifying glasses should be organised ahead of time, which the programme schedule prompts you to do.

Guidance comes in two formats; an explanatory document and/or a corresponding short, filmed overview explaining the topic of the session and the resources needed. There are also Aims and Objectives documents to assist you to track student progress.

Session Resources

Each of the 7 classroom sessions and the 3 Explore More sessions have a main Google Slide embedded with short films of archive professionals, historical characters, or artists who guide and encourage curiosity and discussion as well as introducing activities.

Simply work thorough the slides with students/children in class or at home.

Classroom sessions or Explore More sessions can be delivered to whole classes in school or via remote learning with students at home, including parent/carers when required.

Drama Games and Activity Film Clips

Activity instructions and drama games film clips are included in the Google slides meaning if all session resources are prepped, the slide and resources will guide the session. No in-depth pre-session learning is needed by the teacher.

Although we recommend teachers and any support staff run through the session Google slides prior to delivery in class. Finally there are drama activity film clips and adapted British Sign Language film clips to aid and encourage story map actions.

School Information Using Talk for Writing

The POP 1578 programme adopts a blended approach of Pie Corbett's 'Talk for Writing' with immersive storytelling in a method termed 'Structured Stories through Immersive Adventures'. We use this methodology to tell the story of Queen Elizabeth I's visit to Norwich in 1578. It enables children to imitate the language of this unique historical event before reading about it, analysing it, and eventually writing their own version of it.

Talk for Writing

'Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.' *

Your school may already be using talk for writing as part of your literacy strategy. However, if your school is new to Talk for Writing this is just a short guide on how we have incorporated it into our method, 'Structured Stories through Immersive Adventures'. This method is not Talk for Writing focused rather we've taken the idea of using the Story Maps to embed the structure of the tales of Elizabeth I visit to Norwich into this programme.

Pie Corbett

Pie Corbett is an English educational trainer, writer, author and poet who has written more than two hundred books. He is now best known for creating the Talk for Writing approach to learning, which is widely used within UK primary schools, supported by Julia Strong.

The website for Talk for Writing is well worth exploring.

You can find it here: <https://www.talk4writing.com/>

The Talk for Writing YouTube Channel is also excellent.

You can find it here: [Talk for Writing YouTube](#)

But to save you trawling here are 4 short, recommended film clips:

[What is Talk for Writing](#)

[Imitation](#)

[Innovation](#)

[The Little Red Hen](#)

If any of these links are broken do let Curious Spark know so we can repair them!

POP 1578 Story Maps

Classroom sessions 1 to 5 and Explore More sessions 1 & 2 have Story Maps to 'Imitate or 'Innovate'. These will be introduced to the students (and parent/carers) within each of the session Google Slides. Teachers know their students, so we are not here to tell you exactly how to approach learning the story maps but, we have included individual images taken directly off the exclusively drawn maps to give you an adaptable tool. The individual images are of two types: with text or without. Depending on the age and ability of your class either one or both of these types will help the students learn the actions and/or story.

There are also full story maps to download and print out. Reading the story maps regularly out loud with the students is important. Through repetition, the students internalise the narrative patterns which become a source to be drawn upon when they come to make them their own, which is the innovation stage, and to make up their own stories, which is the invention stage. We've tried to make each Story Map fun, exciting and interesting as we know how students never seem to tire of hearing a favourite story over and over again. So, by taking the tale of Queen Elizabeth I visit to Norwich and filling it with the structures we wish the children to internalise we can help provide them with the tools they need for their own invention of stories as Pie Corbett states.

'Children can't write sentences until they can say them and they can't say them unless they've heard them.'

'Imitation' Stage

Designed to include the student's parent/carers so they should know about the POP 1578 Programme and will practice the Story Maps at home with their children. The better the children know the stories the more they'll be able to innovate them. Consequently, the more teachers can do to embed the POP 1578 Programme into their planning the better. Here are some ideas for the imitation phase:

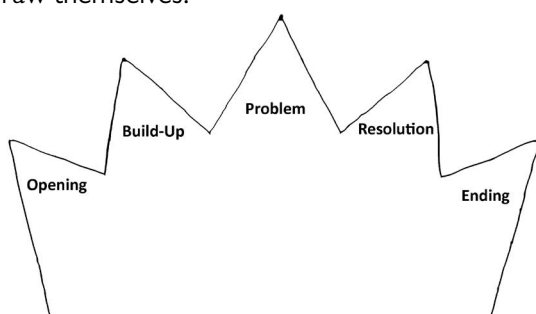
School Information Using Talk for Writing

- The students can tell each other the story in groups, then in pairs.
- Tell it around the circle.
- Keep the children sign posting the structure of the story using connectives, (Once upon a time, suddenly, then, next etc) and their associated action.
- If you have space to create a story corner, keep washing lines in that space.
- Dress up the story corner. there are key characters and items throughout the programme such as Queen Elizabeth I, The Mayor, Thomas Churchyard and of course all those gifts! Invest in some costumes for children to become These characters and maybe set up are putting on the pageant gift corner these could be miniature photos of precious things in decorated match boxes in match boxes to match those gifts given in the Gift Giving Masque.
- **OR** Maybe get some fairy costumes to represent the characters in Titania and Oberon. The costumes could always be used during any performance of the Story Maps or Whoosh performances.
- Remember, the more immersed in the tale the students become and the more they internalise the patterns they more they will be able to tell it themselves as you retell the Story together, try and step back dash don't repeat all the words with them.
- Start whispering some of the words, then mouthing them. However, keep the story map visible.

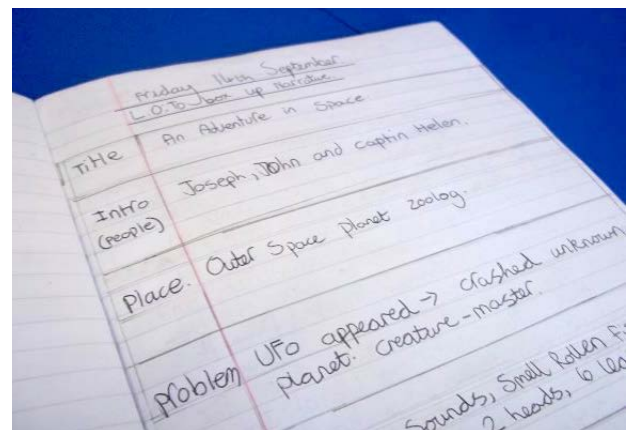
Innovation Phase

At the heart of Talk for Writing is the concept of the 'Story Mountain'. Which is covered in Session 7, the Invention Stage. The idea is that the fundamental pattern children need to internalise in order to invent their own stories,

A story mountain or crown is easy for the students to draw themselves:



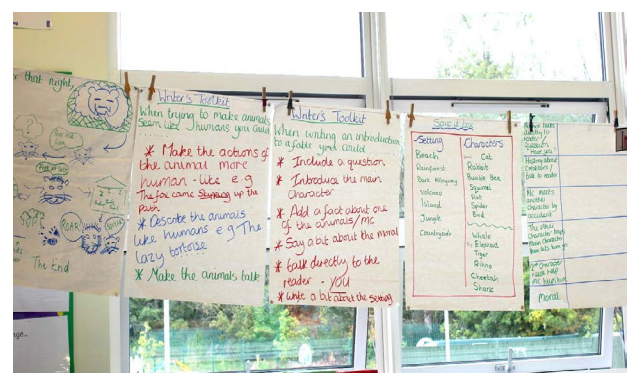
- The students can draw images or add words around the points of the mountain. This may be an ambitious task for year 1s, but it's worth keeping in mind as a direction in which this work can eventually be taken, especially since it has the potential to be useful beyond story writing alone.
- Boxing Up is also a great idea. You could always begin with a simple planning sheet, with gaps for WHO, (plus details such as ' name or even mood or how they're feeling), PLACE (where the story begins) WHAT HAPPENS? PROBLEM! WHAT HAPPENS! ENDING.



Boxing it up

www.crookprimary.org.uk/

- If you're using the 'washing line' method, you might already have a great store of ideas from your washing line you could choose six places 6 people and then roll a dice the bigger the more fun to choose the place character.



Washing Lines

piecorbett.blogspot.com

School Information Using Talk for Writing

- The students can tell each other the story in groups, then in pairs.
- Tell it around the circle.
- Story Dice: Another way to generate stories using ideas collected from the washing line is to make use of Story dice. Story dice are available ready-made, but why not create class story dice with the children's own ideas using a blank template.
- You might create a 'Problem Pot' with real incidents in class ("I was late because my car broke down") or exciting incidents in story books (fire breathing dragon was blocking the road") can be recorded on slips of paper popped into the Problem Pot and then selected at random when needed for a story.
- A traditional storyboard is an excellent tool to and children can add writing by describing each scene

- or using thought and speech bubbles. However, the advantage of story map over a storyboard is that children learn to tell the story and therefore to structure the narrative as well as the individual sentences before writing them out.
- Try using problem triggers these are intended to trigger off ideas.
- Someone does something wrong.
- Someone is warned not to go somewhere dangerous, but they do!
- Someone is sent on a journey to collect or deliver something. What happens to them on the journey?
- Everything is alright until a monster/something nasty appears!
- Something is lost or found.

Of course, once something has been set up you need to find a resolution to it too...

Fleshing it out

Who/What?

- Ask how the main character of story is feeling at the beginning, the middle and the end. How do you know they are happy, sad, grumpy etc? What happens to make them happy, sad, grumpy etc? The Hot Seating Drama game can help with this in Explore More Session 1.
- Objects can help bring a character and setting to life with the potential for an exciting story. Students could discover a box under the Queen's throne containing a jewelled key. What will it unlock? If you have created a story corner, create a throne with a box underneath magical objects in it to enable instant storytelling.

When/Where?

- In most of our stories this is quite easy as it's set in Norwich. But as demonstrated in Titania and Oberon Oceania, changing a setting or the character, as in Queen Elizabeth meets Batman is an excellent innovation technique.
- The weather and seasons can help add detail and atmosphere. Observe extreme weather days in school and ask the students to describe it. You could create another 'Pot' with paper slips of weather/season adjectives and places in.

There are so many more ideas online and on the [Talk for Writing website](#) so do check it out. I'm sure you'll create some of your own ideas as well so do [share them with us](#).

School Information Objectives and Aims

Objectives

The overall learning objectives of the POP 1578 programme is to support the development and advancement of social and verbal communication skills amongst your students and with their parents and carers whilst highlighting an important historical event in the city of Norwich.

Teaching Objectives

1. To inspire with stories about Queen Elizabeth I's visit to Norwich in 1578 and to support students' language development and verbal communication skills.
2. To raise awareness amongst parents and carers of their critical role in developing their children's social and verbal communication skills.
3. To develop confidence and enthusiasm amongst parents, carers and teachers in supporting their children as proficient communicators and independent learners.

Aims

Children will:

- Feel excited and inspired by real life events happening over 400 years ago
- Understand the processes putting on a major historical event in Norwich
- Get to know the characters involved and feel empathy with them by understanding their motivations and actions
- Be curious, ask questions and enjoy exploring the Elizabethan world
- Learn, understand and use new words, comprehension and styles of writing
- Remember sections of events, stories, elements from stories and whole stories

- Access and apply imagination and sometimes personal experience in understanding creating and telling stories and accounts of events
- Feel confident performing and/or joining in discussions about the events of Elizabeth I visit and how Norwich put on a pageant
- Understand and appreciate the process of the creation, documenting, storage and preservation of source documents.

Parent/Carers will:

- Understand communication with their child and what it looks and feels like
- Recognise the importance of communication and its impact on a child's learning
- Be aware of their roles as parents, role models and facilitators of the home learning environment
- Be confident and enthusiastic in communicating through participation, play use of imagination and making personal connections
- Develop as confident parents, active communicators and facilitators of learning

Teachers will:

- Inspire new practice in the teaching of literacy
- Inspire interest in the history of Norwich and its stories and an understanding of how they can be used to support teaching and learning
- Inspire an appreciation and understanding of libraries and local archive centres
- Facilitate the development and aspiration of new skills around writing, immersive storytelling, object handling, music and movement
- Grow in confidence and skill in the teaching of literacy and history

School Information Terms & Conditions

Terms and Conditions

Putting on a Pageant 1578 has been created and is managed by Curious Spark who will make every effort to accommodate the needs of your school, its children and teachers.

Our Commitment

Curious Spark will ensure this project will be delivered with the greatest efficiency, online safety and maximum impact. Below are the key terms and conditions that apply to Curious Spark's partnership with your school.

Costs

Your school has agreed to pay Curious Spark the fee of £50 to register your engagement with POP 1578. This is an annual fee to ensure the online programme remains updated and secure.

School Commitment

School senior management, class teachers and any staff with parent coordination responsibility should commit to participating in a reasonable number of planning and plenary sessions with the programme to ensure it's efficient delivery.

Class teachers and support staff should be permitted and supported by school senior management to:

- Undertake in the Teacher Guidance sessions that form part of the programme.
- Have time to download, print out and prepare any required session resources freely provided by the POP 1578 programme.

- Have time to complete the simple evaluation process at the end of the POP 1578 programme with students parents/carers and school staff.

Teaching Support

Class teachers should be supported by school senior management to plan to incorporate the POP1578 programme into their curriculum planning and make use of the resources that will be provided. Curious Spark will provide support with this planning if required.

Dedicated Contact

Both Curious Spark and your school commit to providing a single dedicated point of contact for the POP 1578 programme. A direct phone number and email address must be provided for this individual.

Materials

- Curious Spark will provide all printable resources and films required to support the sessions.
- Curious Spark will provide all information required to adequately brief teachers, children and parent/carers before and during the POP 1578 programme.

Involving Parents/Carers

- Your school will commit to raising awareness of the project and sharing information (which Curious Spark will provide).
- Your school will commit to actively recruit parents/carers to participate in the relevant Putting on a Pageant 1578 sessions.

The Proposed Timetable

(continued)

Sessions	Week Beginning	Week Beginning	Week Beginning
Teacher Time Decide and plan the content to 'Put on a Pageant' in School. Remember to include Parent Carers session content.	21/06/2021 this can be planned earlier!	21/06/2021 this can be planned earlier!	25/04/2022 this can be planned earlier!
Download and print out all resources for Presenting a Portrait.	21/06/2021	21/11/2021	28/03/2022
Teacher Time Share with other colleagues and support staff to familiarise them with Putting on a Pageant in School. Remember to include Parent/Carer session content.	21/06/2021 this can be planned earlier!	21/06/2021 this can be planned earlier!	25/04/2022 this can be planned earlier!
Parent/Carer Session 3 Presenting a Portrait	28/06/2021	29/11/2021	03/05/2022
Classroom Session 7 Rehearsal Time! Create invitations and invite your audience	28/06/2021	29/11/2021	03/05/2022
Curate the activity content in displays in the classroom and around the school.	28/06/2021	29/11/2021	03/05/2022
Put on a Pageant! Congratulations	01/07/2021	06/12/2021 OR January Term if students are involved in Christmas events.	16/05/2022
IMPORTANT EVALUATION TIME with all participants: students, staff, parents	01/07/2021 -16/07/2021	29/11/2021-13/12/2021	03/05/2022-17/05/2022
Evaluation evidence sent to Curious Spark by...	07/09/2021	10/01/2022	06/06/2022

The Proposed Timetable

(continued)

Sessions	Week Beginning	Week Beginning	Week Beginning
Download and print out all resources for The Gift-Giving Masque (PC1)	04/05/2021	04/10/2021	07/02/2022
Parent/Carer Session 1 The Gift-Giving Masque	10/05/2021	11/10/2021	21/02/2022
Download and print out all resources for Titania and Oberon (CR4)	10/05/2021	11/10/2021	21/02/2022
Classroom Session 4 Titania and Oberon	17/05/2021	18/10/2021	28/02/2022
Download and print out all resources for Titania and Oberon Oceania (CR5)	17/05/2021	18/10/2021	28/02/2022
Classroom Session 5 Titania and Oberon Oceania	24/05/2021	01/11/2021	07/03/2022
Download and print out all resources for Queen Elizabeth Meets Batman-Animation	24/05/2021	01/11/2021	07/03/2022
Parent Carer Session 2 Queen Elizabeth Meets Batman-Animation	07/06/2021	08/11/2021	14/03/2022
Teacher Time Decide and plan the theme/topic for Invention Session	07/06/2021	08/11/2021	14/03/2022
Teacher Time Share with colleagues and support staff to familiarise them with the Invention session	07/06/2021	08/11/2021	14/03/2022
Download and print out all resources for the Invention Session	14/06/2021	15/11/2021	21/03/2022
Classroom Session 6 Invention	21/06/2021	21/11/2021	28/03/2022

The Proposed Timetable

Action	Summer Term 2021	Autumn Term 2021	Spring/ Summer Term 2022
Join and Pay	From 22/02/21	From 22/02/21	From 22/02/21
Teacher Time Programme Familiarisation	Allow 4 weeks. For delivery to start in April use March to familiarise staff involved.	Allow 4 weeks. For delivery to start in September use June/ July to familiarise staff involved.	Allow 4 weeks. For delivery to start in January use December to familiarise staff involved.
Teacher Time Share with colleagues and support staff to familiarise them with POP 1578 programme. Discuss and plan the programme to fit into your curriculum.			
Sessions	Week Beginning	Week Beginning	Week Beginning
Download and print out all resources for: Journey of the Documents (CRI)	22/03/2021	06/09/2021	10/01/2022
Classroom Session 1 Journey of the Documents	12/04/2021	13/09/2021	17/01/2022
Download and print out all resources for Visit to the NRO	12/04/2021	13/09/2021	17/01/2022
Classroom Session 1.4 Digital Visit Norfolk Record Office	19/04/2021	20/09/2021	24/01/2022
Download and print out all resources for Preparing for a Pageant (CR2)	19/04/2021	20/09/2021	24/01/2022
Classroom Session 2 Preparing for a Pageant	26/04/2021	27/09/2021	31/01/2022
Download and print out all resources for Preparing for a Pageant (CR3)	26/04/2021	27/09/2021	31/01/2022
Classroom Session 3 Putting on a Pageant	04/05/2021	04/10/2021	07/02/2022