

Talk for Writing Planning – Autumn 2 – How to Catch a Star

Additional Friday Story times – a range of wishing stories, discuss and share and magpie, record on sheet, ideas and vocabulary e.g Amy’s Three Best Things by Philippa Pearce, The King’s Beard, The Magic Paintbrush. This allows children to see that each one follows the same basic wishing story idea. Focus on alterative language e.g. **top of the tallest tree**

Provision theme: small world stars, junk model rocket building

Week 1

	<i>Learning Intention</i>	<i>Story and Language development</i>	<i>Focus / Modeling</i>	<i>Activity / Short burst writing</i>
<u>Session 1</u>	<i>Hook Day</i> To know how to compose extended noun phrases	Arrival of star package, read accompanying letter explain that we have to look after the star and put it away carefully at the end of each day. Listen to Underneath the Stars by Kate Rusby and think of some adjectives that describe the stars.	Model talking about the star using the adjectives that we have thought of with extended noun phrases – a glittering star, a twinkling star, a shiny star etc. Use of lycra to use words in a song – All the stars are It must be night time.	Children create their own stars with craft materials and come up with 3 noun phrases which they can record in their books or an adult can record for them.
<u>Session 2</u>	To know how to retell a story with my class. To know how to compose sentences with capital letters and full stops.	Read How to Catch a Star by Oliver Jeffers. Start section one of the text map. Recap on language such as ‘opening’ and ‘build-up’. Think of key vocabulary you heard in this story - such as ‘ly’ opens unfortunately, fortunately, suddenly. Talk about the meaning if unfamiliar words. Make a word bank. Put these ly words as tier 2 vocab on the T4W board.	Model sentences – unfortunately I lost my key Unfortunately I stepped in a puddle Highlight the use of capital letters and full stops	Children write some unfortunately sentences LA children have unfortunate pictures for ideas.
<u>Session 3</u>	Oral rehearsal + To listen and comment on a new story To understand the meaning of verbs as action words	Create part two of the text map for How to Catch a Star Vocab – verbs – look at all the verbs in the story showing what they boy is doing – thought, waited, wished, decided,	Reflect on the story expressing likes, dislikes and questions, adult to scribe and add to washing line as reading as a reader.	Make star paper chains or hanging stars with all of the bossy verbs listed on them to display in the classroom. Children orally contrast sentences with them.

Week 2 – Learning the Text

	<i>Learning Intention</i>	<i>Story and Language development</i>	<i>Focus / Modeling</i>	<i>Activity / Short burst writing</i>
<i>Session 1</i>	To know how to describe a character using a range of adjectives.	Text map the final part of the story Retell together and add actions, rehearse stood up	What do we know about the boy role on the wall – outline of boy and add looks and character – he is determined, persistent, loves stars, patient, calm etc.	Children to write sentences to describe the boy HA – encourage use of and/but
<i>Session 2</i>	To know how to retell the beginning of a story To know to compose and write simple sentences with a repeating verb.	Recap text map and Play ping-pong with a partner, then babble gabble. Use different voices to say the story. Vocabulary – repeated verbs – he waited and he waited and he waited	Share images of the boy doing different things and compose repeated verb sentences - he looked and he looked and he looked at the star. He waited and he waited and he waited for...	Sentences with repeating verbs in about the boy. LA children do some of these actions - eg looking out of a window. Take photos of the children, orally compose the sentences then write down.
<i>Session 3</i>	To know how to retell a familiar story To know how to leave spaces between my words	Text map if needed to complete – otherwise recall relevant sections Retell together and add actions, rehearse stood up. Vocabulary – Focus on the connectives, such as and, so, but, because, plus	Look at all the ideas had of the boy but they didn't work. Explore the sentence pattern of trying something, but it wasn't successful. Try out picking up a piece of chocolate with using bare fingers – use a fishing rod, gloves, fork – did any work? No. Model writing the sentence – we tried to stab the chocolate with a fork but it did not work.	Children can think of other ways to pick up the chocolate and record sentences using the conjunction but .
<i>Session 4</i>	To know how to use time words to retell a story	Retell together and use actions, rehearse stood up.	Create a Big Book of the model text for shared reading and explore some of the key features that make it 'good.' On pages from the story with pictures already there add the following text: <ul style="list-style-type: none"> ●Once there was a boy who loved stars very much. ●He wished he had a star of his own. ●He got up early to try to catch a star. ●He waited and waited and waited until he saw a star in the night sky. ●He climbed to the top of the tallest tree but the star was too far away. 	Dictation – children write a sentence dictated by teacher or TA with a group to add to the big class book. Be careful to check on spelling and punctuation.

			<ul style="list-style-type: none"> ●He tried to lasso the star but the lifebelt was too heavy. ●He wanted to fly to the star in his rocket but it had no petrol. ●He asked a seagull to fly up and catch the star but it didn't want to help. ●Suddenly the boy saw something floating in the water. ●It was a baby star and it was very pretty. ●He tried to catch it with his hands but he couldn't reach it. ●Finally the baby star washed up on the bright golden sand. ●The boy has a star of his very own. <p>Order them to create book</p>	
--	--	--	---	--

Week 3 – Sentence Patterns

	<i>Learning Intention</i>	<i>Story and Language development</i>	<i>Focus / Modeling</i>	<i>Activity / Short burst writing</i>
<i>Session 1</i>	To know how to link ideas using and	Orally retell any part of text map required. Sentence pattern: <u>So, the next day he got up early and set off to find one.</u> Notice time of day and verb	Model using the sentence pattern: The next morning, he woke up and set off to catch one. The next evening, he leaped up and set off to grab one. The next lunchtime, he jumped up and set off to discover one. Create word banks – time of day and verbs	Children use sentence pattern and word lists to create their sentences. LA – orally.
<i>Session 2</i>	To know how to compose a compound sentences with the word but	Think of other ways to catch something – look at pictures. For each picture on the board think of something that might go wrong. Eg -use a net, but has a hole, Using a magnet, but not strong enough,	Model writing sentences using the conjunction but, with other ideas for what has happened to the star.	Children innovate their own sentences for how to catch the star, using but as a conjunction.

<i>Session 3</i>	<i>To know how to compose and write sentences using the word 'too'</i>	<i>Look at section of the story where the word too has been used to show why things didn't work: too heavy, too far away, too</i>	<i>Look at objects that might help the boy to catch the star -eg a net but it is too small. Create a list of adjectives to describe things that could help. Model writing adjective phrases to describe these objects eg too small, too heavy, too short, too tired etc.</i>	<i>Children write adjective phrases to match the pictures using the word 'too'</i>
<i>Session 4</i>	<i>To write for a real purpose using punctuated sentences that can be read by others</i>	<i>REAL WRITE</i>	<i>Discussion and ideas sharing</i>	<i>Letters to Santa</i>

Week 4 – Innovating

	<i>Learning Intention</i>	<i>Story and Language development</i>	<i>Focus / Modeling</i>	<i>Activity / Short burst writing</i>
<i>Session 1</i>	<i>To know how to create ideas for innovating a familiar story</i>	<i>Create a toolkit with the children including features you have identified in the prior weeks -time words -compound sentences using and/but -use of the adjective phrases including 'too' for emphasis -Sentence patterns including times and verbs -repeated verb phrases – he waited and waited and waited</i>	<i>Discuss together different ways to catch the star. Recap those tried in the text and add our own ideas to these. Children to work in groups with large sugar paper to draw and label ideas together Feedback to create one ideas map for the class.</i>	
<i>Session 2</i>	<i>To know how to innovate part of a story</i>	<i>Recap the story and explain how we are going to use our ideas to alter the story. Share a simplified text map for the beginning and middle of the story and notice that the gaps are how the book tried to catch the star. Remind the children of the different ideas from yesterday about how to catch it.</i>	<i>Model completing the text map sharing ideas as a class and retelling this version of the story.</i>	<i>Children to innovate their version of the story and complete the simple text map.</i>
<i>Session 3</i>	<i>To know how to write ordered sentences to retell an innovated story.</i>	<i>Retell the innovated story as created together yesterday.</i>	<i>Model writing the beginning of the story using the text map.</i>	<i>Children to write/retell beginning of their story</i>

<i>Session 4</i>			<i>Model to the children in shared writing, writing the middle of the story using the text map.</i>	<i>Children to write/retell middle of their story – end to be stuck in.</i>
------------------	--	--	---	---

Week 5 – Vocab and learning the text

	<i>Learning Intention</i>	<i>Story and Language development</i>	<i>Focus / Modeling</i>	<i>Activity / Short burst writing</i>
<i>Session 1</i>	<i>Instructions Cold Task To know how to write instructions</i>	<i>Show the children an empty cardboard box filled with straw and a picture of a monster that lives in the box but has escaped. Explain that he is very friendly but we need to catch him because he will soon get very cold if he is not snuggled up in his box.</i>	<i>Gather and discuss ideas with the children for how we could catch the monster and then ask them to write their own instructions for how to catch a monster.</i>	<i>Children write their own instructions for catch the monster. Consider</i> <ul style="list-style-type: none"> • <i>whether you need to capture the children’s oral composition as well as their writing.</i> • <i>Whether any children need a writing frame to support them.</i>
<i>Session 2</i>	<i>Hook – to inspire children to be excited to write sets of instructions.</i>	<i>The fairy has gone missing and we need to make a potion to catch it</i>	<i>Follow instructions for how to catch a fairy</i>	<i>Children make magic potions to catch a fairy. Receive a letter from the fairies and hook children in with extra events from fairies throughout the day.</i>
<i>Session 3</i>	<i>To know how to give bossy instructions</i>	<i>Look at the new model text and internalise the first part for How to Catch a Fairy. Focus on the bossy language.</i>	<i>Talk about different features of the set of instructions: Title, subheadings, bullet points, ingredients, introduction/hook question, method.</i>	<i>Play games where children have to give instructions to each other in order to do things – eg how to put your jumper on, how to make a sandwich, how to build a lego fairy house.</i>
<i>Session 4</i>	<i>To know how to use time words to give instructions to a friend.</i>	<i>Continue to learn the text map. Look at the time words in the instructions on the text map. Explain how these are needed to order the instructions.</i>	<i>Model using these time words to give instructions for getting winter clothes on to go play in some snow. Model ordering the instructions incorrectly.</i>	<i>Children write 3 simple instructions for putting outdoor winter clothes on using time words. Pictures if needed.</i>

Week 6 – sentence patterns and innovate

	<i>Learning Intention</i>	<i>Story and Language development</i>	<i>Focus / Modeling</i>	<i>Activity / Short burst writing</i>
--	---------------------------	---------------------------------------	-------------------------	---------------------------------------

<u>Session 1</u>	To know how to use imperative verbs in my writing	Identify all of the imperative verbs in the writing. Create a class list of imperative verbs that can be added to the T4W board.	<p>Model using some imperative verbs to write instructional sentences for tidying up the classroom using the word list:</p> <p>Push the door closed. Pick up your pencil Put your pencil in the pot. Place your book on the pile.</p>	Children to write own instructional sentences to tidy up the classroom. LA – have photos as a stimulus.			
<u>Session 2</u>	To know how to create an instructions toolkit	<ul style="list-style-type: none"> • Write a title that tells the reader what the instructions will do • Hook the reader with a question at the beginning • Have a “What you need” box that lists the materials in order • Use clear steps in short sentences • Give an order – ‘bossy’ verbs • Guide the reader using time conjunctions (list examples that children come up with on the toolkit) • End with a message to the reader 	<p>Together box up the text: Show children the structure for instructions - use simple three step boxes to show beginning, middle end.</p> <table border="1" data-bbox="1135 539 1839 746"> <tr> <td data-bbox="1135 539 1328 687"> <p>Beginning</p> <ul style="list-style-type: none"> • Title • A hook </td> <td data-bbox="1361 539 1626 746"> <p>Middle</p> <ul style="list-style-type: none"> • List of what you need • What you need to do </td> <td data-bbox="1644 539 1839 687"> <p>End</p> <ul style="list-style-type: none"> • Message to the reader </td> </tr> </table> <p>Box Up How to Catch a Fairy using this structure.</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Title • A hook 	<p>Middle</p> <ul style="list-style-type: none"> • List of what you need • What you need to do 	<p>End</p> <ul style="list-style-type: none"> • Message to the reader 	
<p>Beginning</p> <ul style="list-style-type: none"> • Title • A hook 	<p>Middle</p> <ul style="list-style-type: none"> • List of what you need • What you need to do 	<p>End</p> <ul style="list-style-type: none"> • Message to the reader 					
<u>Session 3</u>	To use adjectives in a sentence	Look at a picture of a goblin and create a word bank to describe it. Role on the wall.	<p>Model writing sentences about the Goblin you are going to catch using extended noun phrases and the conjunction and.</p> <p>It is a mean goblin and has hairy toes. It is an ugly goblin and has poisonous warts.</p>	Children pick/create a picture of the troll they are going to catch and write an extended descriptive sentence.			
<u>Session 4</u>	To know how to innovate	Recap the goblin and what she is like – this will support the children with ideas for how they could catch a goblin.	<p>Recap the fairy mix and explain to the children we are going to make goblin mix. Model doing this mixing strange real ingredients to create the potion, add to a bottle and ensure the lid is on tight. Create a bank of ideas with the children what could go in and how much (ingredients and amounts) A drop of... A pinch of... 2 tiny...</p>	<p>Share an image of the nasty troll. Children to plan and write their innovated list for the Troll mix.</p> <p>LA – create with them and record together.</p>			

			Create class innovation by writing on paper stuck over the original instructions text map – draw on one or two ideas from class ideas bank and expand. Class give the instructions orally using the text map.	
--	--	--	---	--

Week 7 – innovate

<i>Session 1</i>	To know how to plan to write a set of instructions	Recap the innovated potion mix. Now focus on the how you are going to do it.	Model changing the text to catching a goblin adjusting each ideas. Record this as a text map.	Children to innovate their own method of how to catch a troll
<i>Session 2</i>	To know how to write a set of instructions	Recap the innovated potion mix. Now focus on the how you are going to do it as planned yesterday	Model using this to write instructions. Using toolkit discuss each part and children to have title and intro stuck in.	Children to write using own text map What you need as a list and the method in order.
<i>Session 3</i>	To read and understand a new poem	Watch the snowman as an introduction – how can we describe the snowman	Snowman, snowman poem (self written) e.g. Snowman, snowman a carrot for a nose a scarf around your neck coal for your eyes sticks for your arms and a new friend while you last! Explore language and description of a snowman. Learn together	Snowman art using chalk as describe the snowman
<i>Session 4</i>	To plan and write an innovated poem	Language collecting for a new character eg elf, Santa, penguin, angel, Christmas tree etc.	In groups for chosen character, share ideas and adults to scribe on large sugar paper Model using ideas and carefully chosen language to write a poem about chosen character using a list to describe them	Children to write own poem.