

Talk for Writing Planning – Spring 1 – Beegu

Week 1

	<i>Learning Intention</i>	<i>Story and Language development</i>	<i>Focus / Modeling</i>	<i>Activity / Short burst writing</i>
<i>Session 1</i>	<p><i>Hook Day</i> COLD TASK To write a report to give information about an incident.</p>	<p>Children to enter the classroom to an area tapped off with police tape and an incident that has destroyed / damaged part of the classroom. Investigate together what has happened. E.g book nook and a damaged book, cushion ripped and leg off the table.</p>	<p>What has happened? When did it happen? Model writing a report to Mr Craycraft / Mrs Konrath about what had happened to the classroom. e.g. In the holidays our classroom has been damaged. We do not know who has done this to our book nook. Etc.</p>	<p>COLD TASK Children to write a report to describe what has happened in the classroom.</p>
<i>Session 2</i>	<p>To know when and how to use a question mark in my writing</p>	<p>Receive a sorry letter from a Alien explaining to the children that he just wanted to join the classroom but doesn't know how.</p>	<p>Questions we want to ask the Alien – use of a question mark. Model different questions, children to compose and when a ? is needed over a full stop.</p>	<p>Questions to ask the Alien HA – letter to reply including questions. Alien to be hiding in a box outdoors. Find the box together and meet the monster. Alien to stay in the classroom and cause problems throughout the half term as doesn't know how a classroom works. Receive emails from Mrs Konrath and Mr Craycraft asking what is going on. Give the alien a name.</p>
<i>Session 3</i>	<p>To write independently in simple sentences</p>	<p>JUST WRITE Image chosen from photo pack linking to interests of the class.</p>	<p>Discussion and ideas sharing Alien and a cake</p>	<p>Free write</p>
<i>Session 4</i>	<p>To listen and comment on a new story</p>	<p>Share with the children the story of Beegu. Allow them to comment throughout.</p>	<p>Discuss story together What did we like? Not like? What questions do we have? Adult to scribe, add to washing line</p>	<p>Create a story mountain to retell key parts of the story.</p>

		As there are a few words to the book, together discuss and expand using the pictures on what is happening in the story.		
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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 retell the beginning of a story To write punctuated sentences	Text map paragraph one and two using the model text. Retell together and add actions, rehearse stood up. Vocabulary – supposed	Describing Beegu – show a large picture of Beegu and following on from details in the text label her key features to describe what she looks like. Model using this information to create a Lost poster for Beegu. Focus on building simple and extended sentences.	LA – using labels to write simple sentences she has got Rest extended sentences to describe character who is lost.
<i>Session 2</i>	To retell a familiar story To know how to use punctuation in my writing	Text map middle of the story – up to puppies. Retell together and add actions, rehearse stood up. Vocabulary – alone	Speech bubbles – what did Beegu say that they didn't understand. Use of full stops and exclamation marks as Beegu is feeling cross no one is listening.	Write a speech bubble for Beegu for the rabbit's scene. Children to write sentences that are appropriate for how Beegu might be feeling at this point in the story. – Written as I
<i>Session 3</i>	To retell a familiar story To know how to use punctuation in my writing	Text map next section of the story. – the perfect place. Retell together and add actions, rehearse stood up. Vocabulary – perfect place	What might she be saying at key points of the story? Look together at examples of this. Use the slide show version of the book to look at the pages where Beegu interacts with the children. How can we tell that the children like Beegu? How might Beegu be feeling at these points in the story? Thought bubbles – what did Beegu think when the children included her. Use of full stops and exclamation marks as Beegu is feeling happy and relieved.	Write a thought bubble for Beegu for the children's scene. Children to write sentences that are appropriate for how Beegu might be feeling at this point in the story. – written as I
<i>Session 4</i>	To know different ways to start sentences.	Text map the end of the story. Retell together and add actions, rehearse stood up.	Model how to turn them into sentences using conjunctions to expand and add detail.	Children to use adjectives as a word bank and sentences starters to write a description of Beegu's character and

		Vocabulary – remember		personality. Beegu was ... She felt ... When she She liked ... She didn't like.... Nobody understood her but All she wanted to do was If only The last time she had
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Week 3 – Sentence Patterns and word endings

	<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 compose a sentence orally before writing To know how to use 'but' in a sentence	Retell story together using text map and actions. Sentence pattern - use of but to extend sentences spot these in text and discuss.	Teach how but is used in a sentence to join ideas and how this is different to and. Model using different people and objects that our alien could of ask to help and use but to explain why it didn't work.	LA – He met a Sentences using but to why the alien was unsuccessful
<i>Session 2</i>	To know how to use the prefix un accurately in a sentence.	Focus back to the story mountain and what happened to Beegu throughout the story. Explain the prefix un and how when it is added to a root word it changes its meaning.	Create a word bank of un words – unhappy, unkind, unfair, uncertain, unsafe, unlucky, unliked, unable, unaccepted, uncomfortable, unheard etc. Using the different characters and objects Beegu met and un words to create sentences. Children to compose together	Sentences about Beegu's experience on Earth using un words. LA pictures from different parts of the story – how is she feeling. HA – use of because to explain why it was un_____
<i>Session 3</i>	To know how to use the suffixes est and er accurately in writing.	Retell the story together. Share with the children an email back from Mr Craycraft / Mrs Konrath regarding the incident at the start of the term. Letter to contain er words and est	Highlight the est and er words and read these together. Focus on the use of est and how it sounds like ist. Practise saying words together.	Adding suffixes to root words and using these to create own sentences.

		words to compare. E.g. it was the biggest mess I had ever seen.	Share with the children a list of root words and together add est and describe what this means (the most)	
<u>Session 4</u>	To know how to use the suffixes est and er accurately to persuade	Recap the story and discuss different ways Beegu could get home to her planet. A new spaceship for Beegu! Discuss what happened to Beegu when he arrived on Earth. Explain to the children that Beegu is looking for a new spaceship and it's up to us to design him a new one with special features. Share pictures of different spaceships. What would the best spaceship look like?	Create a list of ideas for the best spaceship ever. Alongside this look at words to persuade someone that this is the best ever e.g. greatest, fastest, smartest, faster, longest, smartest, etc see list from twinkl. Model using these words and ideas to write an advert for your new spaceship. Opportunities to build / make a spaceship.	LA – sentences to describe the spaceship they have designed or created. HA – advert to convince Beegu to buy this one. Chocolate coin when it is sold!

Week 4 – Retelling and innovating the story

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 1</u>	LO: To be able to write a sequence of sentences to form a narrative.	Recap story mountain and sequence the events in the story together. Look at the beginning to the story. Read again our original text map of the Beegu story. Explain they are going to re-write the start of the story - she crashed, tried to talk to rabbits, tried to talk to the tree, thought she heard her mum but it was just a phone box, thought she found friends but she wasn't wanted. Then she found the perfect place...	Model writing it in sentences and using exciting that is carefully thought-out. Speak aloud as you write sharing punctuation and vocabulary choices. Make sure they leave it there so tomorrow they can add their own setting instead of the school.	Re-write the start of the Beegu story, using the text map. They don't have to write all of the things that happened to her, but at least 2 of the things after the crash. Pictures to support for LA.
<u>Session 2</u>	To be able to talk about what they are going to	Recap yesterday and the start of the story we have all written. What is going to happen next? Where else might Beegu	Create a class innovate by post-its on the text map and completing the planning sheet.	Planning for next part of the story – on planning sheet – drawing

	write about. To be able to use topic vocabulary.	have visited? What settings did she go to already? Who did she find most helpful? - Children. Think of other settings where she could have met children. Share ideas and feedback listing on the board the possibilities. Children to discuss with their talk partner which they think is the best idea, children to choose where she will visit in their story. Model planning the next section for own story. e.g. park, fun farm, MacDonald's, swimming pool	Children to share their ideas for their perfect place with talk partners and feedback. Ensure all have composed an idea before planning it.	Children to choose one setting and draw a picture of it on their planning sheet. What happened? Throughout planning time encourage children to share ideas so others can magpie them.
<u>Session 3</u>	LO: To be able to write a sequence of sentences to form a narrative.	Recap where they were up to in the Beegu story - they had introduced her, tried a few things to make friends and now she had found the perfect setting - the place they have designed. Explain they need to start a new line to show it is a new chapter and that they need to describe the place they are going to send her to as we planned for yesterday. Children given time to share their text map with talk partner to compose ideas in preparation for writing.	Model writing the next part of the story asking the children to help make your story better through the use of good spelling and interesting vocabulary. Model use of purple pen to edit own writing.	Use plan to write middle of story, following on from Mondays writing leaving a line. Encourage extended sentences and clear ideas.
<u>Session 4</u>	LO: To be able to write a sequence of sentences to form a narrative.	Retell class innovate and continue to the end of the story.	Model using pictures to retell the end of the story and how Beegu got home. Ensure what she tells her mum matches the innovate of the perfect place.	Write the end of the Beegu story, using the text map. They don't have to write all of the things that happened to her, but what she told her mum at the end. Pictures to support for LA.

Week 5 – ed ending and information report

- Use past tense consistently, link to spelling and –ed suffix
- Use a range of time conjunctions e.g. First, then, after that, finally, next

	<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 the suffix -ed accurately in words and in a sentence.	Recap original text and what has happened. Explain to the children that this is unfair on Beegu and we need to report the unkind behaviour to the police. We need a written report to explain what has happened.	Explain that Beegu has already been to Earth so this has already happened. Ask the children to describe what has already happened to them and create a list of words ending in suffix -ed as they speak. Read words together and highlight ed ending and how it sounds like id or t.	Children to add suffix ed to root words and use these in a sentence accurately. LA – sentence of what they have done.
<u>Session 2</u>	To plan a recount focusing on the events that happened.	Recap story and look together at each section. Box up the text map into a beginning a middle and an end.	Look at a range of reports and how they focus purely on fact and what happened and not our views or how we think a character is feeling. Model using the text map to decide the events that happened in the beginning the middle and end.	Children to plan each section of the recount. Order and organize recounts in sequence – Opening to describe who? What? Where?, Middle – expand opening and describe events in detail, Conclusion – round it and show how it felt.
<u>Session 3</u>	To know how to write a recount using the suffix -ed and time words to sequence events.	Recap time words and why we used them with instructions. What are they? List examples together. E.g. first, then, next, after that and finally. Use these in talk to practise sequencing an event.	Model using plan to order events and expand detail for each section. Write part of recount – fact, time words and suffix ed.	Write part of recount – as appropriate
<u>Session 4</u>	To use adjectives to describe our alien	Focus on the alien that has been in the classroom all half term. What have we learnt about him? How can we describe him?	Shared write – using adjectives to compose sentences to describe our alien. Model use of different sentence starters. He is	Encourage independent writing and having a go.

		Create a vocabulary list of adjectives to describe our alien	The alien can When he ..	HA – adult led to use when he sentences ensuring that they make sense.
Session 5	To write for a real purpose using punctuated sentences that can be read by others	REAL WRITE	Discussion and ideas sharing	

Week 6 – Our alien and Poetry

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
Session 1	To orally rehearse the arguments for and against keeping the alien	Can he stay? Receive an email from Mrs Konrath explaining that the alien cannot stay in our St Faith's family unless we can explain good reasons why.	Using large sugar paper discuss together reasons that the alien cannot stay. Adult to scribe ideas as a list. Repeat for reasons the aliens should stay. In two teams hold a debate / discussion one side for and one side against.	
Session 2	To write a letter to discuss if our alien can stay	Recap discuss ideas from yesterday.	Model using ideas to create a letter explaining why the alien should go home.	Letter why should go home.
Session 3	To listen and respond to a new poem. To know how to write a list poem	What is poetry? Read a range of poems to the children different styles allowing them to comment on those they like and why. These should be show on board to the children so they can see the shape, accorstic, list poems and rhyme. Share with the children the poem Wings by Pie Corbet all about senses. Discuss together the likes, dislikes and questions.	Focus on each sense in turn and discuss ideas of what we can touch and smell etc at school. Share example: I can smell Hot yummy dinners Fresh juicy fruit My teachers beautiful perfume All in my school. I can hear My friends playing games	Children to use ideas bank and their own ideas to create their own list poem about senses. Reminder of everyday toolkit HA: including adjectives to explain different ideas further, focus on accurate spelling use of Grow the code chart. Children to write a verse for each sense – see, hear, touch and smell MA: List poem with clear ideas including one adjective, choosing 2 senses. LA: simple sentences I can see, I can hear, I can smell, I can touch

		<p>Vocabulary: frail, chunk, scent</p> <p>Highlight in the poem the senses.</p>	<p>Singing from next door Fun and laughter All in my school etc. Model using these ideas and choosing a sense to create a list poem Emphasise word choice and model editing own poem as it is written for I can see.</p>													
<u>Session 4</u>	<p>I know how to write a descriptive poem, choosing my words carefully.</p>	<p>Look again at the sense poem, it discusses all the sense from where – in the sky.</p> <p>Where else could we fly to if we had wings – what is your perfect place - a beach, a park, a shop, a zoo, a farm, a forest, a fairground etc. Children to close their eyes and imagine themselves there.</p>	<p>Share ideas and model composing own poem for your perfect place. Ideas can therefore be anything as it is an imaginary place. Use the 5 senses to plan an idea for poem My Perfect Place.</p>	<p>Children to compose own poem and write. Discuss adjectives, word choice and ideas to make it interesting.</p> <table border="1"> <tr> <td>If I had wings I would touch</td> <td></td> </tr> <tr> <td>If I had wings I would taste</td> <td></td> </tr> <tr> <td>If I had wings I would listen to</td> <td></td> </tr> <tr> <td>If I had wings I would see</td> <td></td> </tr> <tr> <td>If I had wings I would smell</td> <td></td> </tr> <tr> <td>If I had wings I would dream of</td> <td></td> </tr> </table> <p>LA – I can smell ... I can touch ... etc</p>	If I had wings I would touch		If I had wings I would taste		If I had wings I would listen to		If I had wings I would see		If I had wings I would smell		If I had wings I would dream of	
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<u>Session 5</u>	<p>To read by segmenting and blending a range of pseudo words</p>	<p>Letter received from alien explaining he has set them a challenge of finding his 12 words.</p>		<p>Differentiated by colour Secret code to analyse at the end</p>												