

Talk for Writing Planning Year 2 – Autumn 1 – Supertato

LEARNING PHASE	What do we mean by this?	PLOT STRUCTURE/TEXT TYPE: <ol style="list-style-type: none">1. OVERCOMING THE MONSTER2. NON-CHRONOLOGICAL REPORT BASE TEXT/MODEL TEXT: <ol style="list-style-type: none">1. SUPERTATO by Sue Hendra2. NON-CHRON REPORT ON SUPERTATO
<p><u>Outcome 1</u></p> <p>To write an exciting adventure story based on the Overcoming the Monster plot</p> <p>Innovated write: children innovate on the model text by changing the characters and what happens to them, and by adding more detail.</p> <p>Independent write: children will invent and write their own story about a superhero, based on the Overcoming the Monster plot.</p> <p><u>Outcome 2</u></p> <p>To write an interesting non-chronological report</p> <p>Innovated write: children innovate on the model text by adding in further sections about Supertato</p> <p>Independent write: children will write a non-chronological report about the superhero they have invented in Outcome 1.</p>		

Hook lesson (Friday 5th September)

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Hook</u>		Discuss superheroes that the children know. Do they have powers? What do they wear? Do they have a weakness?	Children select a superhero (well-known or invented) and explain why they would be that hero. They have to use the word 'because' in their explanation, e.g. I would be Catgirl because I could play out at night and be safe. I would be Hawkboy because I could visit different places very rapidly.	Children create masks for their superheroes. Story time: Introduce Supertato story.

W/C 8th September

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 1</u> <u>Cold Task</u>	To know how to plan a story.	Rescue the trapped teddy from high up in a tree. Children to create a plan of how their superhero will rescue the teddy. (Letter from Mega Hex)	Focus on structuring the beginning, middle and end of the story. Plan together, allow children to magpie ideas if needed.	Children create their plans by drawing/creating a simple story map.
<u>Session 2</u> <u>Cold Task</u>	Cold Task To write a simple narrative.	Recap plan from yesterday. Discuss story openings and simple sentence structure.	Model writing the beginning of a story with the children from the story map created yesterday.	Children to have a go at writing their own story from their plan. LA orally tell their story and write helicopter style.
<u>Session 3</u>	To know how to write a sentence.	Begin text mapping the model text (paragraph 1 & 2) Look at the meaning of these key words from the model text Unravel Gingerly Unfortunately	"Pause the story" Use line-by-line reading to focus on part of the text (ensure it contains key toolkit features) – explore closely to ensure deep understanding.	Share the full story of Supertato with the children but not all in one go. Read parts of the story to the children, pause and have them write a message to the character

		These words must be added to your learning wall or washing line.		to reassure/advise them or tell them off. E.G – Broccoli could quietly creep to the bathroom and wash his face.
<u>Session 4</u>	To know how to make a prediction.	Continue text mapping the next section of the model text. Rehearse together and retell story so far, adding actions. Discuss what prediction means.	What happened just before/just after? Use the focus vocab to discuss the characters	Choose an image from Supertato e.g. it could be the picture of the vegetables serving up the jelly. Stick this in the middle of a page with boxes on either side in which children can write/draw what happened just before and just after.

W/C 15th September

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 5</u>	To know how to discuss characters.	Look at our focus words and use them in new sentences Unravel Gingerly Unfortunately Continue with text mapping and rehearsing model text.	What they said/ might have said – produce some large outline drawings of the different characters in Supertato.	In groups, have the children discuss, then draw and write speech bubbles to record what their character said in the story and what they might have said (beginning to gather ideas for innovating by adding in)
<u>Session 6</u>	To know how to predict characters behaviours.	Complete text map with the children. Rehearse the model text together using actions.	<i>What if?</i> Gather the children around the flipchart and write on it: <i>What if Supertato was a baddy?</i> Generate ideas with the children and model taking some of these ideas and doing a short-burst piece of writing.	write – <i>If Supertato was a baddy</i> ... Then generate and record children's ideas for <i>What if the pea was a goody?</i> Have the children complete their own short-burst write.

<p><u>Session 7</u></p>	<p>To know how to use adverbs effectively in a sentence.</p>	<p>Revisit model text and pull out the sentence “He crept gingerly through the cakes, he carefully checked the cheese, he snuck up silently on the beans until something small and round and green caught his eye.” Discuss the verbs and adverbs in this sentence. Can the children act out how Supertato is moving?</p>	<p>Reading as a writer. Make a list of new verbs and adverbs. Together, create some ‘silly sentences’ about Supertato moving through the supermarket. E.g He skipped merrily past the apples. He crawled carefully through the runner beans. He marched slowly past the soup.</p>	<p>Children create their own sentences using a range of verbs and adverbs in their book.</p>
<p><u>Session 8</u></p>	<p>To know how to use commas in a list.</p>	<p>Rehearse story map with actions and focus on this section. Look at the punctuation to separate the items in a list. <i>There was fresh food, dried food, crunchy food and sloppy food but there was also frozen food.</i></p>	<p>Embellish simple sentences using adjectives and adverbs; commas to separate items in a list <i>e.g. There was fresh food, dried food, crunchy food and sloppy food but there was also frozen food.</i> Innovate on this pattern orally together before children have a go on their own. Have some pictures of objects to support the children in this <i>e.g. There were soft jumpers, silky jumpers, fluffy jumpers and colourful jumpers but there were also scratchy jumpers.</i> This is a good opportunity to draw attention and rehearse correct use of ‘was’ and ‘were’.</p>	<p>Children have a go at using the sentence pattern to create their own sentences from images on the table. (animals, jumpers, books, socks)</p> <p>Animals</p> <ul style="list-style-type: none"> - Huge, tiny, furry, scaly, dangerous

W/C 22nd September

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>		<u>Activity / Short burst writing</u>
<u>Session 9</u>	To know how to sequence a story.	Revisit whole model text. Discuss the parts of the story – box up the story and discuss the underlying plot.	<p>Model text - Supertato</p> <p>A supermarket is full of delicious food</p> <p>Something escapes from the freezer and causes problems for the vegetables</p> <p>Supertato arrives and rescues the vegetables but the villain pea escapes and is hard to find</p> <p>Supertato traps the pea on a jelly</p> <p>“Hip hip hooray for Supertato”</p> <p>The pea is back in the freezer</p>	<p>Underlying story plot – Overcoming the Monster</p> <p>Introduce the setting – all is well</p> <p>A monster/villain appears and causes trouble</p> <p>A hero arrives and helps but the monster/villain is difficult to defeat</p> <p>The hero’s plan defeats the monster/villain</p> <p>Everyone is happy – all is well</p>	Children create a story mountain in their books.
<u>Session 10</u>	To know how to innovate a story.	Discuss and generate ideas for our new story.	Use post-it notes to demarcate the changes to the story. Ensure children understand that we are keeping the same story structure but making small changes to create our own story. We will change the villain and the characters however we will keep Supertato and the supermarket setting.		Children add changes to text map in books.
<u>Session 11</u>	Shared writing – To know how to use adjectives to describe.	Retell the class innovation.	Focus on the section - ‘small and round and green’ With the children, choose three adjectives to describe your new class villain. Eg. chilli pepper – red, long and spicy carrot – long, crunchy and orange tomato – round, red and juicy frozen chicken – frozen, fried and bony		Give the children some images of food that they can describe using this structure.

W/C 29th September

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 12</u>	Shared writing – To know how to describe a character.	Focus on the section where the villain escapes.	Using the text map, model writing this section of the story.	Short burst – children write this section of the story, focusing on punctuation and adjectives.

<u>Session 13</u>	Shared writing - To know how to write a narrative with help from my teacher.	Focus on the section where the villain is captured. Look at the model text and compare to the class innovation.	Using the text map, model writing this section of the story. Focus on using onomatopoeia to describe this part (squelch and a squish, wibbly wobbly etc).	Short burst – children write this section of the story.
<u>Session 14</u>	To know how to plan for my own writing.	<p>GATHERING IDEAS</p> <p>Children will be writing their own superhero story based on the Overcoming the Monster story plot.</p> <p>They need to decide:</p> <ul style="list-style-type: none"> • who their Superhero is, what their name is, what their powers are and what their weakness is • who their villain • where their story will be set – explore settings with the children to move them away from the supermarket setting • who their other characters will be • what will happen in their story – how are their characters in trouble? • what will their superhero do to save the day? 	<p>Children create their own text map to story map their ideas.</p> <p>Narrow the settings down so that the children can choose from:</p> <p>A café, a bakery or a school.</p>	
<u>Lesson 15</u>	To know how to plan for my own writing.	<p>Allow the children time to box up to plan the bare bones of their story then text map it to add the detail, drawing on vocabulary and sentence patterns that have formed teaching in this unit.</p> <p>Plenary: as a class, create the story toolkit and add to washing line.</p>	<p>Complete the children's structured text map (ping pong text mapping to support if needed).</p> <p>Allow the children time to orally retell their story, focusing on story language.</p>	

W/C 6th October

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>HOT TASK</u>	Across two lessons, the children will write their own 'overcoming the monster' story from their text map plans. Ensure you refer to the toolkit and any shared writing on the washing line to support children's writing. You may want to model write the story opening to start children off.			
<u>HOT TASK</u>	LA to work in a small group with an adult to orally rehearse and guide their sentences. Helicopter write if needed.			

Non-fiction Unit

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Cold Task</u>	<p>Short activity where you get them to do a very similar writing task to the outcome.</p> <p>The pupil outcomes from this task will influence the planning, model text and targeted teaching.</p>	Ensure the children are familiar with the difference between stories and non-fiction writing. Show some examples of non-chronological reports and pull out the features to create a simple toolkit.	<i>Stimulus: Show the children some pictures of monsters, including close-ups of features. Gather children's ideas about each one in a brainstorm including where it comes from, how it normally lives, what it eats etc.</i>	<p>Task: To write an information report (non-chron) about a monster or baddy.</p> <p>Give the children sub-headings to allow them to focus on the content of their writing.</p> <p><i>(Provide the children with opportunity to gather their monster facts in a fact card so that they have their content before they come to write)</i></p>
<u>Session 1</u>	To know how to write the introduction to a non-chronological report.	<p>Prepare a simple but interesting version of a non-chron report about Supertato that contains the expected structure and features (this should be challenging but within reach).</p> <p>Teacher to leave tracks of their thinking as they read, showing children their response as a reader.</p> <p>Text map the model with the children and begin to learn it as a</p>	<p>Focus on the introduction of the non-chronological report. Focus on the hook question and the alliteration.</p> <p>Model changing the introduction to be about the Evil Pea.</p>	Children to write an introduction using the same sentence pattern about the class villain.

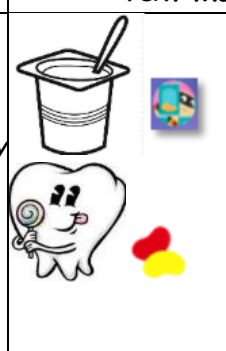
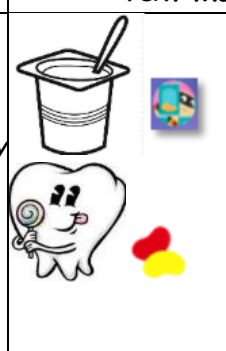
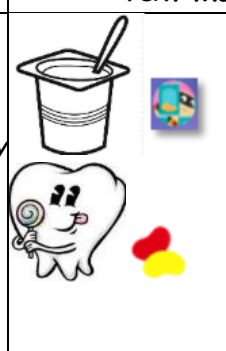
		<p>whole class section by section, spending 10-15 mins each day helping children to learn it in a variety of ways.</p> <p>Look at the meaning of these tier 2 vocabulary words from the model text:</p> <p>Speckled Valiant Transform</p>		
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W/C 13th October

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 2</u>	To know how to write a section of a non-chronological report.	Revisit the model text, focusing on the section "What does he look like?"	Model writing this section about the Evil Pea. Focus on sentence structure and demarcation. As you are writing, focus on modelling present tense writing.	Children to write this section about the villain from class innovation. Before writing, allow some small group language development to generate adjectives or phrases.
<u>Session 3</u>	To know how to write a section of a non-chronological report.	Revisit the model text, focusing on the section "Where does he live?"	Model writing this section about the Evil Pea. Focus on sentence structure and demarcation. As you are writing, focus on modelling present tense writing.	Children to write this section about the villain from class innovation. Before writing, allow some small group language development to generate adjectives or phrases.
<u>Session 4</u>	To know how to write a section of a non-chronological report.	Focus on the 'Amazing Fact' section. An amazing fact Did you know that Supertato loves to eat jelly beans? They give him	Use this sentence structure to model writing a concluding paragraph about the Evil Pea. Allow the children some time to generate creative amazing facts about	Short burst – children write the amazing fact section about the class villain.

		brilliant bounce so that he can leap like a long-legged frog. Dedicated, daring and dynamic, Supertato is a top superhero – don't you agree?	the class villain. Share ideas and orally rehearse these ideas using a question and a statement.	
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W/C 20th October

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>						
<u>Session 5</u>	To know how to plan for a non-chronological report.	Children can choose if they would like to write about the hero or the villain in their own story. Allow them to text map their ideas for each subheading. Model text-mapping a plan for the Evil Pea so the children can follow the sentence structures and detail in their own plan.		Children create a text map plan to write from.						
<u>Session 6</u>	To know how to plan for a non-chronological report.	<table border="1"> <thead> <tr> <th>Ingredients</th> <th>Additional information</th> <th>Text Map</th> </tr> </thead> <tbody> <tr> <td>What he eats - description</td> <td> <i>Very sweet tooth</i> <ul style="list-style-type: none"> • Jelly • beans • yogurt • plums • Peanut • butter </td> <td>  </td> </tr> </tbody> </table>	Ingredients		Additional information	Text Map	What he eats - description	<i>Very sweet tooth</i> <ul style="list-style-type: none"> • Jelly • beans • yogurt • plums • Peanut • butter 		
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What he eats - description	<i>Very sweet tooth</i> <ul style="list-style-type: none"> • Jelly • beans • yogurt • plums • Peanut • butter 									
<u>HOT TASK</u>	Across two lessons, children write their non-chronological report.									
<u>HOT TASK</u>	LA – provide subheadings and work alongside an adult to orally rehearse simple sentences to answer subheading questions. Allow children to illustrate their reports and encourage editing using purple pen (alongside an adult where appropriate).									