

*Talk for Writing Planning – Spring 2 – Handa’s Surprise*

*Week 1 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>	<p>Missing bread COLD TASK To know how to write punctuated sentences to order a narrative.</p>	<p>Following on from Geography last term and exploring different breads, find out together that one sort of bread has gone missing over playtime.</p> <p>Establish that some bread seems to be missing. Where could it be?</p> <p>Together go on a bread hunt in search for it, to be found with Mrs Konrath.</p>	<p>Discuss together what has happened and together create a text map to show the story. Link back to the different adjectives used to describe the bread and ask questions in the writing. Where could the tasty, warm bread be?</p> <p>Model using the text map to start the story. Encourage the use of the word walked – ed ending.</p> <p>The Tiger-moths went to find some missing bread. We walked and walked and walked until we came to the library. We looked high and low. We looked everywhere but no bread could be found.</p>	<p>COLD TASK Children to retell narrative. HA –challenge the children to use one or two adjectives to describe each of the different breads. Ensure that their story flows and makes sense. LA – simple sentences using ideas generated together</p>
<i>Session 2</i>	<p>To know how to order and discuss a new story.</p>	<p>Share with the children the story of Handa’s Surprise. Allow them to comment throughout. Likes, dislikes and questions. Add to washing line. Vocabulary: surprise</p>	<p>Model to the children how to create a story mountain to retell key parts of the story using pictures/notes to explain. Recap what happened at the beginning, middle and end of the story. Children to talk with a partner to say what they are going to draw/write for each box.</p>	<p>Create a story mountain to retell key parts of the story. Pictures for LA to order.</p>
<i>Session 3</i>	<p>To retell the beginning of a story. To write punctuated sentences, starting in different ways.</p>	<p>Text map paragraph one and two using the model text. Vocabulary - Village</p>	<p>Describing – show a large picture of Handa and following on from details in the text label her key features to describe what she looks like. Little girl. Where does Handa</p>	<p>Children to create a description of Handa. HA –Encourage the children to write simple extended sentences.</p>

		Retell together and add actions, rehearse stood up.	live? South west Kenya – Africa. Move on to her character. Model using this information to create a description of Handa. Focus on building simple and extended sentences.	LA – Guided group with an adult to create simple sentences. She has got _____.
<u>Session 4</u>	To retell the beginning of a story. To write a list including adjectives of colour	Text map middle of the story – Focus on the time words. First, Next etc Retell together and add actions, rehearse stood up. Vocabulary – Magenta – purple-red in colour. Vocabulary - delicious	Create a bank of adjectives for colour. Can you think of other words such as golden instead of yellow. Introduce paint names Crimson, magenta. Write a list of adjectives for the colours of the fruit in Handa’s basket.	Children to create a list of the different fruits in Handa’s basket. In Handa’s basket there was HA –list of 6 fruits with two adjectives to describe each LA – use of word bank for fruit names, adding colour adjective – focus on list layout and writing independent Emphasise appropriate word choice

Week 2 – Sentence Patterns and word endings time language, adjectives, diary ed

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 1</u>	To retell a familiar story LO: To write a list including adjectives of size.	Text map the end of the story. Retell together and add actions, rehearse stood up. Vocabulary – enormous Create a word bank of size.	Unpack a basket of objects. Huge and tiny. Model writing a list.	Create a list of adjectives. In my basket I have... SEND Unpack a CVC basket for list.
<u>Session 2</u>	To retell a familiar story To know how to use capital letters in my writing To know how to use a range of punctuation.	Retell Handa’s Surprise orally.	Use the slide show version of the book to look at the pages where Handa interacts with Akeyo. How might Handa be feeling at these points in the story?	Write a thought bubble for Handa for when Akeyo says “tangerine’s”. Children to write sentences that are appropriate for how Handa might be


			Thought bubbles – what did Handa think when the basket was full of tangerines? Use of full stops and exclamation marks.	feeling at this point in the story. – written as I
<u>Session 3</u>	To know how to write and punctuate a question.	Retell Handa's Surprise orally. Highlight the adjectives used in the story to describe the food. Develop a word bank of adjectives to describe yummy food.	Focus on the questions in the story. Will she like the soft yellow banana? Or the sweet-smelling guava? Will she like the round juicy orange... or the ripe red mango?	Substitute different fruits for favourite foods. Strawberries, grapes, apples. Can you write a question for these fruits? E.g Will she like the plump juicy strawberries? SEND – Have a basket of food.
<u>Session 4</u>	To know and understand the suffixes __est __er	Retell Handa's Surprise orally. Focus on the animals – name and describe link to science.	Model writing sentences using est and er. Root words Small Tall Fast Slow clean	Children to write sentences to compare the animals in Handa's Surprise using the suffixes est and er. Pictures available for LA.

Week 3 – 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>	To compose a sentence orally before writing To know how to use a text map to plan a story.	Akeyo's Surprise – Akeyo is going on a journey to meet Handa. This time they meet different animals and she will take vegetables in her basket. <u>Retell story together using text map and actions.</u> <u>Sentence pattern - use of but to extend sentences spot these in text and discuss.</u>	Model innovating by substituting. class innovate by post-its on the text map and completing the planning sheet. Model creating own story plan text map. Sharing ideas and use post-it notes.	Create a story map. Plan the characters Akeyo will come across and the vegetables in her basket. Create and innovate using text map. Guided group have vegetables and a basket.
<u>Session 2</u>		Using text maps retell own story with a partner.	Model own story using text map. Focus will be class dependent.	Write the beginning using text map.
<u>Session 3</u>				Write the middle using text map.

<i>Session 4</i>	<i>To know how to use punctuated sentences to retell and innovate a story.</i>			<i>Write the end using text map and edit.</i>
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*Week 4 - non-chronological report*

	<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>Free Write</i> <i>To know how to write an information report about dogs.</i>	<i>Look together at a range of dog pictures and discuss what they look like, where they live and what they eat. Create notes together to answer each question.</i>	<i>Model using this information to write sequenced sentences about dogs. Focus on punctuation and accurate spelling.</i>	<i>Assessment sticker and independent writing about Dogs.</i>
<i>Session 2</i>	<i>HOOK DAY</i> <i>To know how to describe and give information about different animals.</i>	<i>Recap on the story of Handa's surprise. Together recall the animals in the story and explain to the children that they are going to be animal detectives. Share with them a selection of pictures and facts about different animals but explain that they are all muddled and need sorting into the different animals.</i>	<i>Link to science with facts. Each group to build a fact file, focusing on a different animal each – elephant, giraffe, parrot, zebra, monkey</i> <i>Information to sort to include:</i> <ul style="list-style-type: none"> <li>• <i>close up pictures of different parts of each animal (see end of plan for an example).</i></li> <li>• <i>pictures of the habitat/den of each animal</i></li> <li>• <i>pictures of the food that each animal eats</i></li> <li>• <i>pictures and words that suggest an amazing fact about each animal e.g. monkeys using tools like humans, antelopes pronking, ostriches running, elephants standing (they can't jump!), zebras camouflaged by their stripes (unique to each animal), parrots talking, giraffe alongside a house).</i></li> </ul> 	

			<p>Feedback information we have found about each animal and together add a title to each page that alliterative. E.g. Amazing antelopes Place all on washing line for information.</p>
<u>Session 3</u>	<p>To know the difference between fact and fiction To know how write sentences to create a fact file.</p>	<p>Share with the amazing antelope text Text map the first half, and retell using actions and words, ensuring that the questions are written on the text map in sentences.</p>	<p>Adult to act as an antelope keeper and give the children different facts. Are these true or false. Discuss together. What is fact and what is fiction?</p> <p>Use the facts from the text map and then from the research of the other animals to make top trump cards on a pre-designed format.</p>
<u>Session 4</u>	<p>To know the features of a non-chronological report.  To know how to compose and write punctuated questions</p>	<p>Text map second half of the text and retell using actions and words. Practise together.</p>	<p>Look together at the questions – subheading and develop a toolkit for a non-chronological report. Emphasis that a good non chron report about anything would include these features:</p> <ul style="list-style-type: none"> <li>• Title to say what you are writing about</li> <li>• Introduction to tell the reader something general about the topic</li> <li>• Hook the reader in with a question</li> <li>• Use sub-headings to divide up the report</li> <li>• Use clear descriptions</li> <li>• Include interesting facts</li> <li>• End with a final amazing fact</li> </ul> <p><b><u>This is separate to the Everyday toolkit</u></b></p> <ul style="list-style-type: none"> <li>• Form your letters correctly.</li> <li>• Sit your letters on the line.</li> <li>• Leave a space between each word.</li> <li>• Choose the right punctuation at the end of your sentence.</li> </ul> <p>Children to compose and write punctuated questions to find out more about Herman. Note: These could form the subheadings of a non-chron report.</p> <p>Plenary – look together at a report you have written previously about Herman and check for the features we have identified in the toolkit.</p>

			<ul style="list-style-type: none"> <li>Use a capital letter at the start of each sentence and for names.</li> </ul> <p>What questions would we need to ask to find out more about Herman? Model writing a question emphasising the need for a capital letter and ending with a ?</p>	
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*Week 5 – Link to History*

	<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 use subheadings in non-fiction writing</i>	<i>Recap the text and the tool kit created. Reminder that this can be used for any report and not just the ones about antelopes however the subheadings may be different.</i>	<i>Consider together favourite foods and the different sub headings we could use for this report. Eg. What does it look like? Where can I buy it? How do I eat it? Model using these headings to write facts about my favourite food. For each subheading children to consider there favourite food and what they would write to answer each question – it must be fact!</i>	<i>Children use agreed questions as subheadings to write part of a report about their favourite food. HA – can add further subheadings.</i>
<i>Session 2</i>	<i>To know how to use facts to plan a non-chronological report</i>	<i>History Link Explain that we are going to use the tool kit to create our own report. Play fact or fiction as you sort fact cards about the Great Fire of London.</i>	<i>Share with the children subheading questions – Where did it start? How did it spread? How did it stop? Interesting facts. Use these headings and add or text map the facts to support the children in writing. Model using this class plan to write our own report.</i>	<i>Children to use planning sheet to plan their own report. LA – heading questions given, use of punctuated sentences to answer HA – could add own headings and add interesting facts. Use of exclamation mark.</i>
<i>Session 3</i> <i>Session 4</i>	<i>To know how to use my plan to write a non-chronological report</i>	<i>Recap the plan we have created and the questions / sub-headings we used and answered.</i>	<i>Model using the plan to write a report, with the elements as set out in the tool kit. Discuss adding detail when answering each question and not just writing one sentence.</i>	<i>HA/MA Children to write their own non-chronological report about The Great Fire of London using plan.</i>

			Emphasise the use of punctuation.	LA Adult could scribe the question from the children's plan. Time to edit their non-chronological report with the children.
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*Week 6 – Poetry – I am hungry Michael Rosen*

	<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 and plan a list poem	Share the poetry book I am Hungry with the children by Michael Rosen. (this may also be performed o by him on Youtube).	Planning ideas for what we would do if we were really hungry. Children to draw own ideas in preparation for writing poem tomorrow.	
<i>Session 2</i>	To write own list poem	Recap I am really hungry and discuss ideas	Model writing own poem I am hungry, really really hungry. I am so hungry I will .... List ideas	Children to write own poem using own ideas
<i>Session 3</i>	To write for a real purpose using punctuated sentences that can be read by others	<i>FREE WRITE / REAL WRITE</i> Image chosen from photo pack linking to interests of the class.	<i>Discussion and ideas sharing</i>	<i>Free write</i>