

## Talk for Writing Planning Year 2 – Spring 1- Owl who was afraid of the dark

LEARNING PHASE	What do we mean by this?	PLOT STRUCTURE/TEXT TYPE: <ol style="list-style-type: none"><li>1. Non-Chronological Report</li><li>2. Tale of Fear</li></ol> BASE TEXT/MODEL TEXT: <ol style="list-style-type: none"><li>1. The Titanic (Link with History)</li><li>2. The Owl who was Afraid of the Dark.</li></ol>
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### **Outcome 1:**

To know how to write a Non-Chronological Report.

### **Outcome 2:**

To know how to write a Tale of Fear.

Hot Task: Tale of Fear.

### **Writing Toolkit for Tale of Fear (Built on throughout unit)**

Using a variety of sentence openers

Rule of three

Adding interest for the reader by embellishing sentences using:

- one and two adjectives to describe a noun
- intensifiers to emphasise (very, too)
- expanded noun phrases

- alliteration
- repetition for effect

## Time conjunctions

Week 1

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 1</u>	<p>To know how to structure a non-chronological report.</p> <p>To know how to write a section of a non-chronological report.</p>	<p>Focus vocabulary: Tragedy, Steamship, Maiden Voyage, Passenger, Wreck.</p> <ul style="list-style-type: none"> <li>• Introduce Titanic topic.</li> <li>• Discuss what the children already know and generate questions they would like to answer through their learning.</li> <li>• Explore features of double page spreads and non-fiction writing – title, subheadings, facts, past tense, adjectives, conjunctions to link sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Question 1 – What was the Titanic?</li> <li>• Model writing a section together – focus on conjunctions and sentence demarcation.</li> <li>• Teacher could text map to support children’s writing.</li> </ul>	<p>Children add Title to their double page spread.</p> <p>Children to write first section of the Non- Chronological Report. <u>What was the Titanic?</u></p>
<u>Session 2</u>	<p>To know what life was like onboard the Titanic.</p> <p>To know how to write a section of a non-chronological report.</p>	<ul style="list-style-type: none"> <li>• Watch video explaining what it was like inside the Titanic.</li> <li>• Discuss key vocabulary.</li> <li>• Look at difference between classes on board.</li> </ul>	<ul style="list-style-type: none"> <li>• Question 2 – What was life like on the Titanic? Was it the same for everyone?</li> <li>• Model writing a section together – focus on adjectives,</li> </ul>	<p>Children to write next section of non-chronological report. <u>What was it like on the Titanic?</u></p>

			<p>conjunctions and sentence demarcation.</p> <ul style="list-style-type: none"> <li>Teacher could text map to support children's writing.</li> </ul>	
<u>Session 3</u>	<p>To know what happened to the Titanic.</p> <p>To know how to write a section of a non-chronological report.</p>	<ul style="list-style-type: none"> <li>Discuss stimulus pictures to check prior knowledge and understanding. Generate questions from stimulus photographs.</li> <li>Watch video explaining what happened in the Titanic tragedy.</li> <li>Class activity – structure a timeline of events.</li> </ul>	<ul style="list-style-type: none"> <li>Question 3 – What happened to the Titanic?</li> <li>Model writing a section together – focus on conjunctions and sentence demarcation.</li> <li>Teacher could text map to support children's writing.</li> </ul>	<p>Children to write next section of non-chronological report.</p> <p><u>What happened to the Titanic?</u></p>
<u>Session 4</u>	<p>To know what happened to the Titanic.</p> <p>To know how to write a section of a non-chronological report.</p>	<ul style="list-style-type: none"> <li>Recap learning so far through think, pair, share.</li> <li>Recap timeline from previous lesson.</li> <li>Class activity – structure a timeline of events.</li> </ul>	<ul style="list-style-type: none"> <li>Question 4 – What has changed since the Titanic?</li> <li>Focus on three main changes – lifeboat safety measures, distress call and ship radios, International Ice Patrol</li> <li>Model writing a section together – focus on conjunctions used to explain (this means that, because, so).</li> <li>Teacher could text map to support children's writing.</li> </ul>	<p>Children to write next section of non-chronological report.</p> <p><u>What has changed since the Titanic?</u></p> <p>Plenary session: EXP and GDS writers to check/edit their work using purple pens – this may need to be guided or modelled.</p>

Week 2

	<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>Cold Task</p> <p>To know how to write a tale of fear.</p>	<p><b>Stimulus: Watch Piper (Pixar Short)</b></p> <p>Teacher to text map as the children are watching.</p> <p>Discuss the story – what happened? How were the characters feeling? Talk through the text map, retelling as a story.</p> <p>Before writing discuss:</p> <ul style="list-style-type: none"> <li>○ The setting</li> <li>○ The main character (MC)</li> <li>○ What is the MC afraid of?</li> </ul> <p>How does MC overcome the fear?</p>	<p>Share-write the first sentence or two. Children to independently write the story.</p>	<p><b>Task:</b> Write a tale of fear based on Piper.</p>
<u>Hook Lesson</u>	<p>Hook Lesson</p>	<p>Stimulus: Children receive a 'Top Secret' envelope inviting them to take part in the Mystery Box challenge.</p> <p>In groups, put their hands in the boxes and decide what could be inside.</p>	<p>Discuss: What does it feel like? How do you feel? What emotions are you feeling? Did you overcome your fear? Write some notes about thoughts, emotions and ideas in books. Take photos.</p> <p>Mystery boxes – spaghetti, fur and jelly</p>	<p><i>Create a class text map about the Mystery Boxes</i></p>
<u>Session 1</u>	<p>To know how to retell a section of the story.</p>	<p><b>Introduce vocabulary words: afraid, gazed, excitedly</b></p> <p>Begin mapping section 1 of the model text.</p>	<p>Imitation: Retell and sketch</p> <ul style="list-style-type: none"> <li>- Children listen carefully and draw a scene from the story so far. Children then retell this section themselves, recalling as</li> </ul>	<p>Children write a caption describing what is happening in their picture. Focus on story language.</p>

			much as possible using the language of the story.	
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Week 3

<u>Session 2</u>	To know how to write a message to a character in the story.	Continue mapping next section of text map	Imitation: Pause a Story – on the flipchart write up: First, Plop met a little boy who said that dark was exciting. Repeat for the other characters Plop meets and their view of what dark is like. Focus on story language.	Short burst - write a message to Plop to tell him why they think dark is exciting, fun or necessary.
<u>Session 3</u>	To know how to create a descriptive senses map.	Continue mapping next section of text map	Reading as a reader:  Key event imagining - take a key part of the story and ask the children to imagine that they are Plop in the story at this point. It can help to have the children 'step into the story' and physically move around as if they are actually in the story. As they do so, they explore what they can see, hear, touch, smell and what they are thinking and feeling. Focus on vocabulary development for senses	Create a senses map for watching the fireworks in the forest.
<u>Session 4</u>	To know how to write a setting description.	Finish mapping text map.	Focus on modelling and editing sentences to improve them. Focus on demarcating sentences, sentence	Short burst writing – using vocabulary generated from senses map, write a short

			openers, interesting vocabulary and conjunctions.	description about what Plop could see, hear, smell and feel while watching the fireworks.  Vocab mat to support GDS writers to edit
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#### Week 4

	<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 use alliteration to describe a setting.	Create a word bank to describe the setting from the model text – dark forest.	Share write/model writing a short alliterative poem together. Focus on vocabulary and the structure, including punctuation for expanded noun phrases.  The tall, towering trees, The crunchy, crisp leaves, The dusky, dark forest, The starry, sparkling sky, The silent, spooky dark.	Extend GD/HA writers by extending sentences.  Provide the children with photos of different settings from which they create some alliterative labels (see example below). Children then use their ideas to create a setting spine poem.
<u>Session 6</u>	To know how to write in the style of a story.	Look at a couple of examples and pick out key features. Collect and discuss new adjectives for the dark. Class discussion - think of new reasons for Plop to enjoy the dark.	Model an example together for the washing line. Create a toolkit focusing on features from the story.	Children write their own – include key features from the story (language and structure, repeated phrase).
<u>Session 7</u>	To know how to describe movement using alliteration.	Continue constructing toolkit Look at model text – flip, flap, flop	Work in partners to use the verb mat to think of alliterative phrases for other woodland creatures (mouse, hedgehog, bat, badger, fox) – use	Children write phrases for each animal in book and choose 1 or 2 to write into sentences.

		Think together of new alliterative phrases for Scaredy Squirrel and Daredevil Duck (floating, flapping, falling; sweeping, soaring, swooping)	these animals to prepare for innovating woodland character tomorrow.  Model writing some sentences together (eg. The fox moved quietly – sneak, slip, slink – through the forest.)	
<u>Session 8</u>	To know how to innovate a story, with the help of my teacher.	Create class innovation by writing on post its over the original story map or by boxing up the new version – draw on one or two ideas from class ideas bank and expand. Class orally tell new version of the story. Show the children the structure of the new story where the new character meets different people.	Brainstorm other ideas for other main characters, what they could be afraid of, other characters and what they show the main character.	Children innovate their own character for their story. Name your character (capital letter) Tell the reader where your character lives/is and who they are with (name it; use one or two adjectives; alliteration to make it sound good) Tell the reader something that your character likes or doesn't like (use a clear adjective) Describe how your character moves – (choose a good verb; you could use alliteration - flip, flop, flap) Describe what your character does (choose a good verb; sometimes use an adverb) Describe what your character looks like (use two adjectives – one colour and one size)

	<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 use the toolkit in different contexts.	Discuss the characters the MC meets in the class innovation. How do they describe the dark? What are they doing? How has it been written to sound good? (eg, alliteration, verbs, adverbs etc)	Children choose their 3 characters that MC meets in their tale of fear. Plan them in books.  Model writing a short sentence or two for a character. Focus on using features from the toolkit.	Children use the sentence pattern to create their own sentences about their characters.
<u>Session 10</u>	To know how to create a text map to plan for my innovated story.	Looking back over the story and other texts to gather story language and vocabulary	The slides provide step by step prompts and support. Do each section at a time and ensure that the children's ideas are clear. Do first half of text map today.	
<u>Session 11</u>	To know how to create a text map to plan for my innovated story.	Looking back over the story and other texts to gather story language and vocabulary	The slides provide step by step prompts and support. Do each section at a time and ensure that the children's ideas are clear.  Complete the rest of the text map.	

### Week 6

	<u>Learning Intention</u>	<u>Story and Language development</u>	<u>Focus / Modeling</u>	<u>Activity / Short burst writing</u>
<u>Session 12</u>	To know how to write a Tale of Fear.	Hot Task Lesson 1 Recap the toolkit and model text prior to the children's writing.	Ask the children to tell their partners their stories using their text maps.  Share some ideas to begin the story and then write first sentence together.	Children to write the first half of their Tale of Fear using the structure of the model text. Pause regularly to remind them to read back their work and check it makes sense.
<u>Session 13</u>	To know how to write a Tale of Fear.	Hot Task Lesson 2 Recap the toolkit and model text prior to the children's writing.	Ask the children to read back their work from yesterday and check it makes sense.	Children to write the rest of their Tale of Fear. Pause regularly to remind them to read back their work and check it makes sense.

			<p>Then, to remind themselves of what they have left to write using their text maps. Then, to carry on writing.</p>	<p>If time at the end, children must check work using purple pen. They can also add a picture if time.</p>
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