

Talk for Writing Planning – Summer 1 – The Storm Whale

Throughout the unit, Children may be seated differently if different aspects of writing needs to be modelled or taught.

Week 1 – Getting started

	<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 know how to write a finding story	Link to story telling sessions – Create together a finding story and model retelling this using the story telling chest. One day ..... A character has lost something Looks in 2 places, repeated language Third place finds it.	Using the story create a simple text map to support composition. Model writing the start of the story.	Children to write the story or their own version Focus on punctuation, spelling patterns and use of time words.
<u>Session 2</u>	To know how to ask questions To write simple facts	Together pose questions about whales. Research to answer these together (TA primed to ask good questions)	Model recording facts as sentences focusing on transcription skills	Dictated sentences for facts about whales. Children to apply phonics and punctuation. HA – hold sentence in their head and write.
<u>Session 3</u>	To listen and comment on a new story	Share with the children the story of The Storm Whale. Using the book to share the story. Allow them to comment throughout.	Discuss story together What did we like? Not like? What questions do we have? Adult to scribe, add to washing line  Introduce the word setting and discuss together what this means. Using the pictures from the book as clues, focus on the storm and the night and begin to create a list of what Noi would have been able to see. Model using a carefully chosen adjective (or 2) to describe the noun. Share ideas.	FREE WRITE PICTURE OF A STORMY SEA!
<u>Session 4</u>	To retell the beginning of a story	Text map the beginning of the story using the model text (red section). Retell together and add actions, rehearse stood up.	Share with the children the picture of Noi looking out of this window watching his dad go to work. How is he feeling and what is he thinking?	Children to create their own thought bubble for Noi, writing as I

	To know how to write punctuated sentences to describe how a character is feeling.	Vocabulary – spotted, washed up, could not believe his eyes Discuss and define new vocabulary – add 1 or 2 of these to display – this will depend on the classes understanding	Share ideas together of how he is left alone all day etc. Create a mind map of these ideas. Create the start of a thought bubble together. Share an example of a thought bubble with the children. Use the tickable targets to edit and check this together, reminding the children what they need to include. Modelled writing added to washing line, need later in unit.	LA – simple sentences e.g. I am lonely. I am sad. I do not like it when dad is at work. MA – focus on spelling and accurate punctuation HA – using of connectives to extend ideas and explain why Noi is feeling this way.
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Week 2 – Learning the Text, ordering and retell

	<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 the middle of a story To know how to write punctuated sentences including the prefix un.	Text map the middle of the story using the model text (blue section). Retell together and add actions, rehearse stood up. Vocabulary – towed, belonged, heaved Discuss and define new vocabulary – add 1 or 2 of these to display – this will depend on the classes understanding	Recap on the prefix un and how it changes the root word. Share examples of this asking the children to say both the root word and new word e.g. happy and unhappy, clear and unclear Focus on the whale stranded on the beach. What has happened to him. Model using the un word list to compose and write sentences to describe what has happened to the whale. Unloved, unfortunately, unhappy, unfair, unlucky, unclear, unable, unaware, unless, uncommon, unusual etc.	Children to write sentences that make sense to describe what has happened to the whale. Sentences to included un words LA – Simple sentences ending with a full stop MA and HA – use of un words
<u>Session 2</u>	To retell the end of a story To know how to use a range of punctuation in my writing	Text map the end of the story using the model text (black section). Retell together and add actions, rehearse stood up. Vocabulary – lashing Discuss and define new vocabulary – add this to display – this will depend on the classes understanding	Recap yesterday and how we described what had happened to the whale. Today we are going to be the whale and compose a thought bubble for the whale. Recap the different types of punctuation and teach when each of these are used. Share an example including !, ? and .	Children to create a thought bubble for the whale. LA – group writing - dictated MA / HA – use of all three types of sentences, encourage HA to be creative in their whale thoughts.

<u>Session 3</u>	To know how to retell a story using punctuated sentences.	Together order key pictures from the story and orally retell the story using the text map to support. Orally retell the story in sections, play babble gabble and story tennis to support retell and composition.	Personalised for class – model writing to order and retell the story. Focus could be: Capital letters Vocabulary Spelling and use of grow the code etc.	Children to write the first half of the story in their own words. LA – pictures to order and describe. MA – this could be dictated if there is a need to focus on transcription skills rather than composition HA – encourage detail and extra information to engage the reader.
<u>Session 4</u>	To know how to retell a story using punctuated sentences.			Second half of story.

Week 3 – Character description

	<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 know how to compose and write a question to find out more about a character.	Tell the story of The Storm Whale together, recap on what happens in the story linking to their retell from last week and the use of the text map. Discuss together the main character of Noi.	Draw around a child and use this as Noi. Role on the wall - Using an outline of person (large paper), discuss together words to describe his appearance and write these around the outline – what facts do we know about Noi? e.g. black hat, dad, cats, etc. What else would we like to know about Noi? What questions would we ask him if we were to meet him? Shared writing and composition of questions to ask Noi.	Children to write questions that they would ask Noi. Focus on punctuation and spelling of tricky words e.g. what, why, would etc.  Best question on a post-it note on the board.
<u>Session 2</u>	To know how to write a detailed character description including and, but, so	Recap the outline of Noi and all that we know about him from the story. Would you like to be friends with Noi? Why? Go back to the role on the wall and add what we have found out from Noi inside the outline. and link reasoning to the story. Focus on Noi's personality. What kind of boy was he? Discuss why. How was he feeling? How do you know?	Share with the children a character description about the Gruffalo and a second about Handa. Discuss how they describe the character and how they are feeling, giving reasons why they feel this way. Use tickable targets to remind the children of the expectations. Shared writing – compose and model writing a character description for Noi. Using ideas	<b>BIG WRITE</b> Children to write a description of Noi. Encourage the children to use and, but, so HA – with teacher support, extended sentences, accurate joining of ideas. LA – building sentences using class ideas.

		Call Noi on the phone to find out more!	generated over the last two days. Teach use of and, but and so to join ideas.	
<u>Session 3</u>	To know how to use a repeated verb sentence pattern in my writing.	Focus the children on the sentence patterns – listened and listened and listened, talked and talked and talked, heaved and heaved and heaved. These are repeated verb phrases.	Think together about Noi rescuing the whale. What actions would he have had to do? Share ideas together. Create a list together, recapping learning on using the suffix -ed.	Children to write own repeated verb phrases using ed ending HA- could extend sentences to explain e.g. The whale listened and listened and listened so he understood what Noi was going to do. He heaved and heaved and heaved because the whale was so heavy!
<u>Session 4</u>	<u>Stand alone Grammar session</u> To know how to apply the suffix s and es.	Share with the children a text called Noi's wishes. Read this together and allow the children to comment on what they hear and read. Focus the children on the words that are plural – means more than one. What do we notice about how they are spelt?	Sort the words we have identified into two columns s or es. Look together at what the root word ends in. Does it end in sh, ch, x, z or s? Teach the rule – if it does needs es.	Children to complete the grid by rewriting the word to make it plural and then use these words in sentences. LA – own personalised planning as appropriate, may include phoneme frames or sentence building.

Week 4 – Innovate

	<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 know how to innovate a familiar story.	Look together at the text map and box it up into clear sections. This can be done by drawing rings around sections of the text map to match the given grid. <table border="1" data-bbox="672 1109 1120 1380"> <tr> <td>Opening</td> <td>Introduce main character (MC) and live by the sea</td> </tr> <tr> <td>Build Up</td> <td>MC finds something unusual</td> </tr> <tr> <td>Dilemma</td> <td>MC has to make a decision about what they have found – takes home</td> </tr> <tr> <td>Resolution</td> <td>Take them back</td> </tr> </table>	Opening	Introduce main character (MC) and live by the sea	Build Up	MC finds something unusual	Dilemma	MC has to make a decision about what they have found – takes home	Resolution	Take them back	Explain that we are going to innovate the story to create our own. We will be writing about a different main character who finds a creature in trouble on the beach. Children will then use simple substitution of the characters and problem to write their own finding tale. Ensure that children understand that they must be clear about where their creature is found, why they ended up there and why this is a problem. Model changing the text map and adding to	Children to complete their story plan to retell their story. Within this they can carefully describe their main character. LA – could be a guided group as needed.
Opening	Introduce main character (MC) and live by the sea											
Build Up	MC finds something unusual											
Dilemma	MC has to make a decision about what they have found – takes home											
Resolution	Take them back											

		Ending	All is well	your planning sheet to retell your story.	
<u>Session 2</u>	To know how to write a sequence of punctuated sentences to form a narrative.	Recap class innovate from yesterday and how we can use the plan to retell a story. Children to use their plan to tell their story to their partner to practice their oral composition.		Model using own plan to write new story. Teach and emphasise vocabulary choices, and speak punctuation aloud.	BIG WRITE Children to write their own stories over two sessions. Focus on detail and personal targets. Opportunities to edit  LA – dictated sentences
<u>Session 3</u>					

Week 5 – writing for different purposes

	<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 know how to plan and write simple instructions	Pose the question – How did Noi rescue the whale? What did he do? Is this the right way to rescue a whale? Share with the children the powerpoint story the Light House Keepers Rescue. Asking them to focus on the rescue of the whale.	Title <b>How to save a whale</b> Shared ideas of how to save a whale and order them together.  Emphasise the need for bossy verbs and adverbs.  Get to the whale quickly! Cover with water Wait until the tide comes Get people to help Push with tide!	How can we make these instructions more detailed. What extra information can we add. On strips of paper children to work in pairs to take an instruction and add more information to it – remember they need to keep it bossy and direct. Share examples of the improved instructions. For example- Gently pour water over the whale. Be quick because if he dries out, he will die!
<u>Session 2</u>	To know how to write simple instructions	Recap to when instructions were last taught and look at the tool kit (on the slides) for what good instructions look like. Share an example of how to save a cat (from a tree) Needs: Title Introduction What you need Method – in order Conclusion	Using this toolkit, text map together instructions of how to save a whale Children to rehearse orally each section.	Children to use text map, photographs and available on an ipad to write from to create their own instructions. HA – refer to yesterday and providing more information. LA Simple dictated sentences

<u>Session 3</u>	To know how to listen to others and respond with clear ideas and reasons	Read together the book <i>Big Blue Whale</i> Pose to the children the questions Should whales live in captivity? What does this mean? Share film clips of whales in the wild and whales in captivity.	Using all the whale facts we have learnt over the term, use these to think of reasons why children should live in captivity or why they should not.	Children to work in groups – large paper, printed statements and additional strips for own ideas to design a poster to share their group's view. Link to environmental issues. Focus on the discussion.
<u>Session 4</u>	To know how to write punctuated sentences including and, so, and but.	Recap previous learning about what captivity means and talk about reasons for and against the use of captivity. Using large sheets from the previous lesson.	Model a sentence using ideas given from discussion to form sentences, 4 factual sentences then a I think sentence. Eg 'whales are big SO it is important for them to have space to move.	Children to write sentences about captivity. Two reasons why they should be Two reasons why they shouldn't be. Then an I think sentence. Guided writing for LA.

Week 6 – Poetry – Children could support their poetry by creating their own stormy sea paintings

	<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 know how to share ideas using comparisons	Share with the children several poems about storms. Focus on the <i>The Stormy Sea</i> See powerpoint	Using this model as the children to focus on the sea. Use paintings from Monet and Turner The sea went ..... like a Discuss comparing the sea to other things we know about and how this helps the reader to create a picture in their head about what it was really like. Watch a video clip about a stormy sea Share examples together of what the sea is doing and what this reminds them of. Use three of these ideas to create a poem, the sea went .... Like a ... But the next day it was as peaceful as a .....	Children who struggle with composition as a guided group 3 ideas and final part.
<u>Session 2</u>	To know how to write a descriptive poem	Link to science and recap the senses. How can we use all of our senses to describe the sea?	Share an idea of what the poem may be like. Generate ideas for each sense and the sea. Use these to create own poem. Example	Children to write and edit their own poems. Using the ideas we have created as a class to form a poem.

		<p>Watch again the video clip of the stormy sea. What can we see? Hear? What would we taste? Etc. Discuss together.</p>	<p><i>The Stormy Sea</i>  <i>The sight of huge waves crashing on the sandy shore.</i>  <i>The smell of bitter seaweed being thrown onto the beach.</i>  <i>The feel of the cool, rapid waves rocking my wooden boat and making me sick.</i>  <i>The sound of thunderous waves crashing against the jagged rocks.</i>  <i>The taste of salty sea air moistening my lips.</i>  <i>Use list of senses to form descriptive poem,</i></p>	<p><i>These could then be published for display.</i></p>
<p><a href="#">Session 3</a></p>	<p><i>To write for a real purpose using punctuated sentences that can be read by others</i></p>	<p><a href="#">REAL WRITE</a></p>	<p><a href="#">Discussion and ideas sharing</a></p>	<p><i>Dictated sentences.</i></p>