

Talk for Writing Planning – Summer 2 – No-bot the Robot

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

Week 1 – Getting started

	<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 write for a real purpose using punctuated sentences that can be read by others</i>	<i>REAL WRITE Open a parcel</i>	<i>Discussion and ideas sharing Letter to say thank you – modelled and share ideas</i>	<i>Guided writing / independent as appropriate</i>
<i>Session 2</i>	<i>Hook lesson To know how to retell a new story in order</i>	<i>Before lesson have a special parcel delivered that is really exciting for the children to unwrap – a class treat.</i>	<i>At the beginning of the lesson start to look for it and discover it is lost. Go on a hunt around the school until you discover it. Eventually, end up back at the classroom. Arrange for the missing object to be spotted e.g. on top of the IWB. Discuss together our journey to find the missing object. Recap language to sequence / flow the story and the need for it to be in order. Text map together</i>	<i>Children to use text map to write their own version of the lost story.</i>
<i>Session 3</i>	<i>To listen and comment on a new story To know how to use the suffixes -ing and -ed accurately.</i>	<i>Share with the children the story of No-bot the Robot by Sue Hendra. Using the book to share the story. Allow them to comment throughout. Discuss how it is similar to happened to us yesterday.</i>	<i>Discuss story together What did we like? Not like? What questions do we have? Adult to scribe, add to washing line Recap on the suffixes ing and ed and share examples of these. Model using these words in sentences to describe what happened to No bot</i>	<i>Children to write accurate sentences using suffixes ed and ing in their writing. Encourage them to edit their own writing Target 6 sentences, encourage HA to extend with and, but, so etc.</i>
<i>Session 4</i>	<i>To retell the beginning of a story</i>	<i>Text map the beginning of the story using the model text (red section). Retell together and add actions, rehearse stood up.</i>	<i>Focus on the character of Bernard. How is he feeling and what is he thinking?</i>	<i>Children to write as Bernard and what he is thinking.</i>

	To know how to write punctuated sentences using a range of punctuation.	Vocabulary – disappeared (define, discuss and add to display) Retell this part in a line, passing the story along the line Discuss and define new vocabulary – add 1 or 2 of these to display – this will depend on the classes understanding	Role play – Children to become Bernard and what is he going to do with out a bottom. Freeze frame and thought bubbles – when tap children on should what are they thinking. Model editing an example and adding the punctuation what do we need . or ? or !	HA – must include all three types of punctuation, extended sentences and 6 sentences LA – punctuated with . and I sentences.
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Week 2 – Learning the text and sentence patterns

	<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 middle of a story To know how to write a list of creative ideas using my phonics to spell unfamiliar words	Text map the middle of the story using the model text (blue section). Retell together and add actions, rehearse stood up. Vocabulary – oh no! (define, discuss and add to display) Play Babble Gabble – children try to race through telling the story as fast as possible without missing anything.	What could his bottom be used for? Recap on the text map so far and what ideas have been used in the story – what else could that bottom be used for. If possible have the bottom shaped box for children to see to gather ideas. Share ideas and record these as pictures on the board in a list format. Add ideas to washing line	Children to use pictures to write a list of ideas Bernard’s bottom could be: HA – encourage to add adjectives for more information and use of grow code for spelling – does it look right LA – use of pictures of each character using the bottom. What did they use it for? Work together to think of other things that the bottom could be used for – who might use it in this way? E.g It was a drum for bear.
<i>Session 2</i>	To know how to write creative sentences that make sense.	Oral rehearsal of full story. Share a created Big Book of the model text (No-Bot – the Robot with No Bottom) for shared reading and explore some of the key features that make it ‘good.’ Spot the repeated language. – repeated verbs,	<i>Sentence patterns – question and response</i> Focus on the sentence patterns used in the story, discuss these and ensure that they are added to display for the children to reference. Have you seen my bottom? Asked Bernard Oh no! said _____ It _____. Explore the different responses in the text. Who else could Bernard have asked, what would be	Children to write their own responses to Bernard’s questions HA – creative and linked ideas LA – guided group

			their response (link back to ideas on washing line) Capital letters for names	
<u>Session 3</u>	To write for a real purpose using punctuated sentences that can be read by others	REAL WRITE Real world robots Share robot Hoover	Discussion and ideas sharing	Non chronological report – subheadings examples How have robots changed? How are robots used in real life?

Week 3 – Character descriptions

	<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 write punctuated sentences to describe the robot, linking ideas with ‘and’ To know how to use the prefix un accurately in my writing	Recap the story and together create a role on the wall for Bernard. Have the children collect ideas such as physical appearance, age, gender, where he lives, hobbies and write around the outside, and ideas such as likes/dislikes, friends/enemies, feelings, secrets and dreams inside the body outline.	Shared writing – model using these ideas to write a character description about Bernard. Focus on the use of and to join ideas. Recap the story and what happened to Bernard. Create a vocabulary list of un words to describe what happened. Unloved, unfortunately, unhappy, unfair, unlucky, unclear, unable, unaware, unless, uncommon, unusual etc. Encourage children to extend their ideas and to be creative in their sentences.	Sentences to describe Bernard, use of and to join ideas and use of prefix un accurately.
<u>Session 2</u>	To know how to create a new robot for a story and describe it using a range of vocabulary.	Share with the children Buzz Lightyear as Andy’s robot and describe it together.	Introduce to the children your own robot – this could be a model, a toy or a picture. Orally describe the robot to them sharing what it look like and its likes and dislikes. As you do so model adding notes to your role on the wall. Ask questions for children to answer as they create their own robot.	Children to create their own role on the wall for their own robots.
<u>Session 3</u>	To know how to write punctuated sentences to describe a new robot, linking ideas with ‘and’	Buzz is back, read a character description together and edit it.	Model using your own role on the wall to write sentences to introduce you robot. Teach use of and.	Children to write a character description for own robot using their ideas and plan from yesterday.

				Ensure using and to link ideas and accurate punctuation.
<u>Session 4</u>	To know how to compose different lost and found stories using story telling props. ORAL STORY TELLING LESSON using loose parts	Children to sit in a circle, unpack a story telling chest and tell the children a lost tale, asking them for ideas as you go along. Character Lost something First Next Then Finally e.g. Once upon a time there was a witch who lost her broomstick. First she looked all around her cottage but she couldn't find it. Next she asked her cat but the cat didn't have it. Then she asked a frog but the frog didn't have it. Etc. Model use of repeated language		Children to work in mixed ability pairs and use random objects to tell their story together. One is the story teller and one is the listener and then swap. Ensure use of repeated language.

Week 4 – Developing language

	<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 write a simple three step poem	Recap the story and what happens to Bernard. What would you be able to do without a bottom Role play with the children I can run, I don't need a bottom I can I don't need a bottom Share ideas together.	Shared writing – poems – No Bottom! Using these ideas compose a poem with the children. Model choosing the best ideas, explaining why you have chosen that. No Bottom! What can you do without a bottom, 3 ideas and final sentence e.g. Fast running Ice cream eating Bike riding I don't need a bottom	Children to create their own poems using this format. HA – encourage to write two verse without duplicating ideas.
<u>Session 2</u>	To know how to use er and est to describe and compare the robots friends	Recap the story and list as pictures all of the friends who helped Bernard.	Recap er and est suffixes and create a list of words together. Teach that these are added to the root word.	Children to write sentences to compare animals using the suffixes er and est.

		Who would you ask for help first? Why? Model responds using <i>er</i> and <i>est</i> . e.g Bear is the biggest friend of all. Bird is kinder than Ant so he would help. Bird can fly the highest so he will see what has happened. You can be creative and add more characters to help.	Model using these words to compare animal friends.	
<u>Session 3</u>	To write for a real purpose using punctuated sentences that can be read by others	<u>REAL WRITE</u>	Discussion and ideas sharing	Trip recount – A day in nature

Week 5 – 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. Explain to the children that we are going to innovate and create our own story today based on No-bot. Discuss the boxing up and the ideas we are going to change – the characters and the body part.	Model changing the text map and adding to your planning sheet to retell your story.	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.
<u>Session 2</u> <u>Session 3</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.	<u>BIG WRITE</u> Children to write their own stories over two sessions. Focus on detail and personal targets. Opportunities to edit with purple pen.
<u>Session 4</u>	To write for a real purpose using punctuated sentences that can be read by others	<u>REAL WRITE</u>	Discussion and ideas sharing	Life in Year 1 – a letter to the new classes

Week 6 –

	<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 write in descriptive punctuated sentences	Enter the classroom having lost your water bottle and explain to the children that you just need to send an email to the other teachers to look for it. Model doing this, describing the bottle and asking for help. Pose the question – what would happen if this was a body part like Bernard? This can happen, share the clip of Sing 1 when Miss Crawly loses her eye!	Give the children an option of 3 different body parts they could lose and split into these group to discuss ideas. Ask them to describe this body part Where it may be What can they not do without it Why do they need it back. Share with the children an example of a lost poster for a chosen body part.	Children to write a lost poster for their chosen body part.
<u>Session 2</u>	To know how to plan and compose instructions	Retell the No-bot story using the original book. We need to help Bernard and teach him how to keep all of his body parts. 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	Idea generating: What does he need to do? e.g Use extra sticky tape to connect all body parts Try using string Take a bag to collect any that drop off Before you leave check that you have all parts by singing heads, shoulders, knees and toes and other versions! Etc.	Whole class: Instructions of how to keep all of your body parts Using this toolkit, text map together instructions of how to keep your body parts! Complete the what you will need as you give the instructions Children to rehearse orally each section.
<u>Session 3</u> <u>Session 4</u>	To know how to write simple instructions	Rehearse text map from yesterday and rehearse instructions and the different sections.	Model using these to write each section over the two sections. Children to use text map and add one or two or more of their own ideas.	Children to use text map, photographs and available on an ipad to write from to create their own instructions. HA – providing more information, writing with humour and creativity.

Week 7 – Poetry – I am happy! I am wriggly!

	<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 compose and plan a list poem</i>	<i>Share the poetry book I am Happy with the children by Michael Rosen. (this may also be performed o by him on Youtube).</i>	<i>Planning ideas for what we would do if we were really happy. Children to draw own ideas in preparation for writing poem tomorrow.</i>	
<i>Session 2</i>	<i>To write own list poem</i>	<i>Recap I am really happy and discuss ideas</i>	<i>Model writing own poem I am happy, really really hungry. I am so happy I List ideas</i>	<i>Children to write own poem using own ideas</i>
<i>Session 3</i>		<i>Explore other emotions and feelings to create own list poem e.g. wriggly, angry, cross etc.</i>		