

# St Faith's Church of England Infant and Nursery School: Talk for Writing Toolkits

*Our vision: Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship.*

*We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all. "Aspire not to have more, but to be more." (Oscar Romero)*

## Talk for Writing Planning – Autumn 1 – The Three Billy Goats Gruff

Additional Friday Story telling sessions

Additional adventure club

**Week 1** - Handwriting and name writing in handwriting books – starting to use the lines

### **Week 2**

	<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>Hook Day</i>	<i>Farmer to visit (maybe a goat) to describe the animals on his farm, where he keeps them and what they like to eat.</i>	<i>Hot seat the farmer, children asking questions to find out more</i>	<i>Poems / riddle to describe an animal three adjectives or statements, it is a ..... Painting different animals Finding out more about a goat Matching animals and their babies Meeting a goat?</i>
<i>Session 2</i>	<i>To listen and comment on a new story To know how to order and begin to retell a story</i>	<i>Read to the children the story of The Three Billy Goats Gruff Allow them to comment throughout</i>	<i>Discuss story together What did we like? Not like? What questions do we have? Adult to scribe, add to washing line</i>	<i>Children to create their own story mountain to retell the story. This can be drawn or pictures stuck. Encourage retelling throughout. In provision – farm, bridge building</i>
<i>Session 3</i>	<i>To retell using actions and key vocabulary the story</i>	<i>Text map the beginning of the story (green section) Retell together and add actions, rehearse stood up.</i>	<i>What does trip trap mean? Focus on the sounds of the goats hooves as they cross over the bridge. Model the sentence Trip, trap on the bridge. Vocabulary: over the bridge Discuss ways of innovating this sentence. e.g. stamp stamp on the bench bang, bang on the fence flip flop on my feet splish splash in the puddles / stream</i>	<i>Exploring instruments – what sounds can they make Outdoors – body percussion and environmental sounds – e.g. sticks and feet on different services Simple sentence _____ on the _____.</i>

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<i>Session 4</i>	<i>To retell using actions and key vocabulary the story To leave finger spaces between my words</i>	<i>Vocabulary development – language gradient small to large and beyond! 2 minutes how many words can we use? Text map the middle of the story (blue section) Retell together and add actions, rehearse stood up.</i>	<i>Discuss together the setting of the story – hillside, stream, fresh green grass Vocabulary – stream, fresh</i>	<i>Where did the goats live? Painting scene (goat to be added later) Simple sentences to describe their home. Focus on finger spaces</i>
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## *Week 3 – 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>	<i>To retell the beginning of a story To compose a simple sentence to predict what happens next</i>	<i>Vocabulary development – alternative vocabulary banged 2 minutes – bumped, knocked, struck, hit, thwacked, shunted, walloped Text map the end of the story (red section) Retell together and add actions, rehearse stood up. Add text map to the washing line</i>	<i>Share image of the troll as he falls into the stream. Vocabulary – with a mighty Adventure question – what happened to the troll next?</i>	<i>Response to adventure question – picture and sentence</i>
<i>Session 2</i>	<i>To retell a familiar story To end a simple sentence with a full stop.</i>	<i>Vocabulary development – alternative vocabulary baby 2 minutes Rehearse and practise full story using the text map - retell together and add actions, rehearse stood up.</i>	<i>How did the goats cross the stream? Why? Focus on the bridge and share images of different bridges and what this may look like for the goats. Focus on different ways to describe the bridge using a range of descriptive phrases. Vocabulary – bridge, valley</i>	<i>Rotation of two activities</i> - Range of large and small construction bridge building – can it support a goat / or you! - Guided writing simple sentences to describe the
<i>Session 3</i>	<i>To retell a familiar story To end a simple sentence with a full stop.</i>	<i>Vocabulary development – alternative vocabulary big 2 minutes</i>	<i>Recap yesterday and the type of bridge the goats would have used. Discuss how they would need to cross it and why – carefully, wobbly etc.</i>	

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		Rehearse and practise full story using the text map - retell together and add actions, rehearse stood up. Focus on time words and add to display – flow section (first, next, finally, so)	Vocabulary – wobbly, rickety	bridge and how the goats crossed
Session 4	To use time words to retell a story.  To end a simple sentence with a full stop.	Vocabulary development – vocabulary gradient – slow to fast 2 minutes Rehearse and practise full story using the text map - retell together and add actions, rehearse stood up.	Share an image of a billy goat and together label its features e.g. hooves, horns, tail, muzzle (mouth), beard, musky odour (due to scent glands) All billy goats are male Speed - This speed is important for their ability to navigate challenging terrains and escape predators. Vocabulary – muscular, robust	Non-fiction writing about a goat – focus on spaces and a full stop to end.

## Week 4 – Sentence Patterns and adjectives

	Learning Intention	Story and Language development	Focus / Modeling	Activity / Short burst writing
Session 1	To describe a baddy, ending each sentence with a full stop.	Vocabulary development – vocabulary development – mean- 2 minutes Rehearse and practise full story using the text map - retell together and add actions, rehearse stood up.	Focus on the troll and what kind of character he was. Why was he a baddy? What adjectives are used in the story to describe him – mean, nasty, ugly, horrible troll What other words can we think of to describe the troll? Create a word bank of adjectives to describe the troll and add to washing line.	Sentences to describe the troll  Paintings of troll – large paper!
Session 2	To know how to use 'and' in a simple sentence to join two ideas.	Vocabulary development – vocabulary development – ugly - 2 minutes – hideous,	Share with the children photographs of different troll shaped footprints around the school.	Wanted posters.

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		<p><i>gruesome, repulsive, unattractive, bad</i>  <i>Opposites may also be discussed.</i></p> <p>Rehearse and practise full story using the text map - retell together and add actions, rehearse stood up.</p>	<p>Look again at the troll and recap the adjectives we have used to describe their character. Build on the vocabulary development activity and why is this troll ugly and hideous? Focus on what he looks like e.g. hairy, has warts, smelly etc.</p> <p>Explain to the children that we need to look for the troll and explain to Mr Craycraft what he may look like. Model writing simple sentences for a wanted poster. Teach the use of 'and' to join two ideas.</p>	
Session 3	<p>To know what a baddy is in a story</p> <p>To know how to write a list</p>	<p>What is a baddy in a story? Identify together baddies in key stories and discuss what they have done.</p>	<p>Share with the children the story of On My Way Home by Jill Murphy  <a href="https://www.youtube.com/watch?v=URRAMHToe4s">https://www.youtube.com/watch?v=URRAMHToe4s</a></p> <p>Recall together all the baddies that Claire came up with. Can we think of any more?</p> <p>Model writing the start of a list.</p>	<p>Painting / drawing baddies</p> <p>Writing a list of baddies</p>
Lesson 4	<p>To know how to use 'and' in a simple sentence to join two ideas.</p>	<p>Recap the different baddies we came up with yesterday.</p> <p>Talk and walk – what would be the baddy in your story. What would they be like? What would they look like.</p>	<p>Model choosing just one of these baddies and using the adjectives we listed for mean (see washing line) create sentences to describe the chosen baddy.</p> <p>Model including what they look like and using and to connect two ideas.</p>	<p>Sentences to describe own baddy – this could be done as guided in small groups.</p>

## Week 5 – Innovating and write

	Learning Intention	Story and Language development	Focus / Modeling	Activity / Short burst writing
Session 1	<p>To know what it means to innovate a song or story</p>	<p><i>Vocabulary development – animals on the farm, who could be crossing the bridge</i></p>	<p>Innovating a range of songs – e.g. old macdonald had a farm</p> <p>Story telling and innovating orally in play</p> <p>End with own innovation of Three Billy Goats using a story telling chest – sheep!</p>	

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<i>Session 2</i>	<i>To innovate a familiar story</i>	<i>Retell story together. Discuss the best parts and create a toolkit together for the beat the baddy story. Share ideas Using text map and post-it innovates the text map for the animals, why they want to cross and the baddy.</i>	<i>Children to create own text map using model provided to create own story with new animals and baddies. LA – group innovate</i>
<i>Session 3</i>	<i>To write in simple sentences to retell my own innovated story. Space Full stops And</i>	<i>Recap the class story we innovated together. Invite children to use their text maps to retell story to their partner.</i>	<i>Model using text map to write own story. Use of spaces, . to punctuate and 'and' and adjectives. Make mistakes and model correcting and editing as choose better words. Children to write part of own story from own text map LA focus on oral retell and record helicopter style</i>
<i>Session 4</i>	<i>REAL WRITE To write bossy sentences to tell someone what to do.</i>	<i>Linking back to the original story and the wanted posters we wrote. More footprints mean that the wanted troll is still around somewhere. How could we catch him? What do we need to do?</i>	<i>Discuss together the different ways we could catch the troll. Record ideas as a text map – in picture form and number each one. Explain to the children how they need to be bossy and tell someone what to do. Model using this to write 2 bossy instructions. REAL WRITE Children to use the shared ideas and their own to write 2 or 3 bossy instructions of how to catch the troll.</i>