

| Talk for Writing | Text | Genre | Focus |
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| Narrative | Where the wild things are. | Quest tale. | Openings/endings |
| Non-Fiction | | | Recount |

Fiction [Non-fiction](#)

| Immersion in the text | Working with the text | Vocabulary | Ideas for innovation |
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| <p>WOW Starter- Learn to re-tell the story, using sings and actions. Role-play the story in the role-play area. Junk model a boat for Max. Use the tuff spot to create a river and re-tell the story. Use the clay to produce 'Wild Things'.</p> | <p>Use key story vocabulary from the text to sign when retelling the story. Emphasise the character's dialogue in the story by speaking with expression. Use expression to describe the wild things e.g. 'The wild things roared their terrible roars and gnashed their terrible teeth etc.</p> | <p>Once upon a time, early one morning, one stormy night, one sunny morning, first, next, after that, suddenly, finally and later on. Character names and settings.</p> | <p>Change the story opening and ending, Explore different phrases for story openings and endings.</p> |

WOW Starter-
A letter inviting the class to go to the 'Wild Rumpus'. Create invitations, plan menus and design costumes.

Make wild raspberry jelly. Chn make a jelly from a recipe sent by Max, for the part. Chn to compose a recount of their time at the party.

Use sequencing vocabulary to recount events e.g. first, second, then, next, after that, finally etc.

Innovate the recipe to create another 'Wild biscuits' for the rumpus. Encourage the children to use sequencing vocabulary as they recount.

| <u>Week</u> | <u>Speaking & Listening</u> | <u>Text and sentence level activities</u> | <u>Word activities</u> | <u>Outcome/ audience</u> |
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| <p style="text-align: center;">9</p> <p>31/10/16- 4/11/16</p> <p>Fiction Where the wild things are.</p> <p>Imitation.</p> | <p>Introduce the story using props. Retell the story using the correct signs and props. Use the costumes and the role-play area.</p> | <p>Use key story vocabulary to sign when retelling the story.</p> <p>Draw story maps to retell the stories events.</p> <p>Design and make a boat for Max.</p> <p>Design and label their own wild thing ensuring descriptive vocabulary is used.</p> <p>Write the opening/ending</p> | <p>Use STC to support children's understanding of the story and vocabulary used. Discuss any new words that may appear in the story e.g. mischief.</p> <p>Describe how Max felt when he was on his adventure. Reinforce the feelings felt from the previous story (Goldilocks)</p> | <p>Children can retell the story using key story vocabulary. Draw story map to retell the story. Writing to retell the opening and ending of the story.</p> |

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| | | <p>of the story. Ensure work is in sentences and they contain a capital letter where appropriate. Use of finger spaces needs to be reinforced with red, yellow and green group. Encourage the children to apply their phonics when spelling especially at the beginning of a sentence.</p> | | |
| <p>10</p> <p>7/11/16- 11/11/16</p> <p><u>Fiction</u></p> <p>Where the wild things are.</p> <p>Innovation.</p> | <p>Children to join in with retelling the story using actions and signing. Children to discuss what 'wild thing' they would become if they could. What animals come out at night? (Link to nocturnal animals) Draw and label these animals. Innovate the story and change the opening and ending.</p> | <p>Support children's understanding of story language. Use different phrases for different openings.</p> <p>Box up events to help them invent their own story opening and ending.</p> <p>Draw pictures to show where they would go on an adventure. Relate to Max going on his adventure. Encourage children to</p> | <p>Explore adjectives to describe the story opening e.g. early one sunny morning etc. Write a list of story openings for children to learn.</p> | <p>Children can retell the innovated text with a different story opening/ending. Children can use different phrases to explain the opening/ending.</p> |

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| | | <p>think about what they would see.</p> <p>Write sentences using the finger spaces to retell the innovated story opening. Work on capital letters/full stops. Encourage the children to apply phonic knowledge, apply this at the beginning of a sentence where possible.</p> | | |
| <p>11</p> <p>14/11/16-18/11/16</p> <p>Fiction</p> <p>Where the wild things are.</p> <p>Invention.</p> | <p>Explain to the children that they are going to invent their own opening and ending. Explain that the characters and setting will stay the same.</p> <p>Continue retelling the story each day. Talking through their own story maps with their group/partner. Composing sentences orally before writing. Explain their story and</p> | <p>Discuss the overall type of story (quest tale) and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story. Chn to tell their story orally first. Then story map ideas and use this to box up. Emphasis the importance of including adjectives to help with openings/endings.</p> | <p>Use simple connectives 'and' 'then'. Use simple causal connectives 'so that', 'because'. Use adverbials of time (time connectives) 'once upon a time', 'by the next morning', 'after a year', 'that night' etc</p> | <p>To map own ideas and write a story that is in the style of a quest tale. To concentrate on openings and endings for the new invented story.</p> |

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| | tell it orally first. | As chn write, they must compose each sentence orally before writing. | | |
| <p>12</p> <p>21/11/16- 25/11/16</p> <p>Non- Fiction</p> <p>Imitation.</p> | WOW Starter to introduce Non-Fiction text. Recount of going to the 'Wild Rumpus party'. | Learn the text. Hot seating the 'creature' to find out information. Understand the unique features. Look at and analyse the structure of a recount. | Explain what a recount means to the children. Introduce the sequencing vocabulary: first, next, then etc. | To understand the language and text features of an information text. To produce own information text innovated from the original text. |
| <p>13</p> <p>28/11/16- 02/12/16</p> <p>Non- Fiction</p> <p>Innovation/Invention</p> | Recount of going to the 'Wild Rumpus party'. Change the party food that is eaten at the party. | Draw a text map to recount what happened at the party. Write sentences using the finger spaces to retell the innovated story opening. Work on capital letters/full stops. Encourage the children to apply phonic knowledge, apply this at the beginning of a sentence where possible. | Reinforce the sequencing vocabulary: first, next, then etc. | Children can recount the party changing the food that the monsters and Max eat. |
| 14 | Short writing task. Based upon what we have learnt | | | |



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| <p>05/12/16- 09/12/16</p> <p>Assessment Week</p> | <p>and linked to the story of 'Where the wild things are'.</p> | | | |
| <p><u>15</u></p> <p>12/12/16- 16/12/16</p> <p>Christmas week</p> | <p>Christmas themed activities. Christmas Story / Nativity Story Christmas Poetry Christmas Card Writing Recount of what happens in their house at Christmas.</p> | | |  |