

Talk for Writing	Text	Genre	Focus
Narrative	How the tortoise got his shell	Warning tale	Sequencing
Non-Fiction			Discussion, headings

Fiction Non-fiction

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>WOW Starter- Real tortoise visit. Making a tortoise out of paper bowls. Exploring and naming to different parts of the tortoise.</p> <p>Non-Fiction- A leaflet; discussing the character/s in the story.</p> <p>Role-Play: A vets for animals.</p>	<p>Use key story vocabulary from the text to sign when retelling the story. Emphasise the stories sequence by retelling it in different voices.</p> <p>Learn about discussion texts and the way in which we can write them. Children to compose a leaflet from the view of a character within the story.</p>	<p>Use vocabulary related to discussions. Include the main parts that should be included in a discussion put this into the form of a leaflet giving the balanced account of the issue.</p>	<p>Change the stories sequence. Explore different phrases/words for story sequences.</p> <p>Imitate/Innovate/Invent new discussions that could take place between the characters within the story. Ensure vocabulary related to discussion is included.</p>

<u>Week</u>	<u>Speaking & Listening</u>	<u>Text and sentence level activities</u>	<u>Word activities</u>	<u>Outcome/ audience</u>
<p>34</p> <p>05/06/17-09/06/17</p> <p>Fiction How the tortoise got his shell.</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>Read snippets of the story to emphasis on the sequence of the story, what do they think will happen next. Children to close there eyes and imagine the story.</p>	<p>Use key story vocabulary to sign when retelling the story.</p> <p>Ensure work is in sentences and they contain a capital letter where appropriate. Use of finger spaces needs to be reinforced with green group.</p> <p>Encourage the children to apply their phonics when spelling especially at the beginning of a sentence.</p> <p>Green, Yellow group need to focus on capital letters and full stops being consistent.</p> <p>Blue group need to begin thinking about extending their sentences to ensure they are more interesting and draw the reader in and adding words containing ing, ed, er, and est</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.</p> <p>Describe how the sequence of the story ensures the story flows and makes sense. Each part of the story leads on to the next.</p>	<p>Children can retell the story using key story vocabulary. Draw story map to retell the story. Writing to retell the theme of a warning tale and the focus of sequencing the story in the correct order.</p>

<p>35</p> <p>12/06/17- 16/06/17</p> <p><u>Fiction</u></p> <p>How the tortoise got his shell.</p> <p>Innovation</p>	<p>Children to join in with retelling the story using actions and signing.</p> <p>Children to discuss the language used within the story that shows us how to sequence the story.</p> <p>Discuss other vocabulary that can be used to sequence stories.</p>	<p>Support children's understanding of story language. Use different phrases/words for sequencing.</p> <p>Box up events to help them invent their own story sequence.</p> <p>Write sentences using the finger spaces to retell the innovated story. Work on capital letters/full stops. Encourage the children to apply phonic knowledge.</p>	<p>Use STC to support children's understanding of the story and vocabulary used. Explore vocabulary to describe story sequences. Brainstorm a list of possible ideas that could be used.</p>	<p>Children can retell the innovated text with different story sequences. Children can use different phrases/words to explain the sequence of the story.</p>

<p style="text-align: center;">36</p> <p>19/06/17- 23/06/17</p> <p style="text-align: center;"><u>Fiction</u></p> <p>How the tortoise got his shell.</p> <p>Invention</p>	<p>Explain to the children that they are going to invent their own story sequence for the story and they will have to have different vocabulary to sequence the story. Explain that the theme of a warning tale will still have to be apparent.</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 tell it orally first.</p>	<p>Discuss the overall type of story (warning 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 connectives to sequence the story. As chn write, they must compose each sentence orally before writing.</p>	<p>Use simple connectives 'and' 'then'. Green/Yellow group.</p> <p>Use simple causal connectives 'so that', 'because'. Blue group.</p>	<p>To map own ideas and write a story that is in the style of a warning tale. To concentrate on the sequence for the new invented story.</p>

<p><u>37</u> <u>Non- Fiction</u></p> <p>26/06/17- 30/06/17</p>	<p>WOW Starter to introduce Non-Fiction text.</p>	<p>Learn the text. Understand the unique features. Look at and analyse the structure of discussion texts.</p>	<p>Explain what a discussion means to the children. Introduce the vocabulary used within these texts.</p>	<p>To understand the language and text features of a discussion.</p>
<p><u>38</u> <u>Non- Fiction</u></p> <p>03/07/17- 07/07/17</p>	<p>Discussion texts recap which the children will then use as a basis to write their own discussion text.</p>	<p>Write a list of items that need to be included within a discussion text. Write sentences using the finger spaces to retell the innovated discussion. 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>Reinforce the vocabulary used within discussion texts. What are the main features?</p>	<p>Children can produce their own discussion text on a character within the story.</p>

<p>39 <u>Non- Fiction</u></p> <p>10.07.17- 14/07/17</p> <p>Assessment Week</p>	<p>Discussion texts recap which the children will then use as a basis to write their own discussion text.</p>	<p>Re-cap the list of items that need to be included within a discussion text. Write a discussion text independently using finger spaces, capital letters and full stops.</p>	<p>Reinforce the vocabulary used within discussion texts. What are the main features?</p>	<p>Children to produce their own discussion on a topic chosen at the start of the week.</p>
<p>40</p> <p>17/07/17- 21/07/17</p> <p>Moving on Week</p>	<p style="text-align: center;"><u>Moving on Week</u></p> <p>Children to undertake activities based upon moving on.</p> <ul style="list-style-type: none"> >They will write about their memories in Year 1, what they have enjoyed and what they are looking forward to learning next year. (recount) >Write a letter to their new teacher to ask any questions they may have for going into Year 2. >Superhero transition writing frame, children to think about superhero's that would they be? What would their super powers be? etc. 			

