

Talk for Writing	Text	Genre	Focus
Narrative	Goldilocks and the three bears.	Tale of lost and found.	Character description
Non-Fiction	Facts about the Autumn season.	Information, facts in a list.	Writing a list of facts

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>WOW Starter- Porridge making. Tell story, retell the story using actions Story map the story, role play the story using costumes and props. Use the bear puppets and theatre. Role-Play- Three bears house</p> <p>WOW Starter-Go on a seasonal walk in the school grounds to notice the changes in the outside environment. Children to collect different coloured leaves , etc., they may find. Leaf printing, colour mixing to make 'Autumn colours'. Make hedgehogs from leaves for display. Draw and label animals that hibernate during Autumn. Animals that live in wooded areas.</p>	<p>Use key story vocabulary from the text to sign when retelling the story. Ensure emphasis on character dialogue by speaking the character part with expression. Understand the beginning, middle and end of a story. Capital letters and full stops.</p> <p>Retell facts about Autumn. Make a collection of objects found during this season; name and label them. Draw and list the signs of Autumn.</p>	<p>Once upon a time, early one morning, first, next, suddenly, after that, finally, later on. Character names:Goldilocks, three bears, big bear, middle-sized bear, baby bear, porridge, cottage...</p> <p>Acorns, season, days get shorter, nights get longer, fall, leaves, changing, horse chestnut, conkers, hibernate, animals that live in woodland, blackberries, trees. Colours: Orange, green, light green, dark green, brown, red, purple, golden, black.</p>	<p>Change the characters in the story. Change the breakfast in the story.</p> <p>Produce a list of facts about another subject e.g. list of facts about ourselves or another season (summer).</p>

Week	Text Title	Speaking and Listening	Text and sentence level activities	Word Activities	Outcome/Audience
Week 1 4/9/17-8/9/17	The day the crayons quit.	Introduce the theme 'British Values'. name different feelings and emotions and link to people being different personalities, backgrounds etc. (each colour has different personality) Re-tell the story.	Draw a story map to retell the key events from the story. Crayons journey through the week. Independent writing to re-tell the beginning of the story.	Name and label colours, emotions etc. and think why we should/shouldn't have colour in the world. Think of descriptive words to describe the different scenes with colour and appearance.	Children can retell the key events from the story. They can describe different colours, emotions and what objects are these colours.
Week 2 11/9/17-15/9/17	Goldilocks and the three bears.  Imitation	Retell the story using signs and actions. Role play the story in the role play area, use costumes and props. Discuss feelings that characters may experience. Recognising when to talk and when to respond.	Draw and label characters from the story. Draw story maps to retell the story events. Write a list of descriptive vocabulary to describe each of the characters within the story. Write about their favourite thing to eat for breakfast and why.	Introduce the vocabulary and language used within the story. Use STC.  Explore adjectives to describe the characters within the story.	Children can retell the story using key story vocabulary.  Developing understanding of adjectives to describe story characters.
Week 3 18/9/17-22/9/17	Goldilocks and the three bears.  Innovation	Children to join in with retelling the story using the signs and actions. Hot seat- children retell the story from the view of one of the characters, small groups each have a character take it in turns. Discuss ideas for innovating and changing the characters and breakfast. Retell the story however this time substitute for things changed.  Role play innovated story.	Draw story maps to retell the beginning of the innovated story including new characters.  Write sentences to describe a character from the story, draw and label the new characters.  Write the opening of the story; include a character and describing words.	Create a list of words to describe the characters feelings. Use STC. Explore the new vocabulary for the innovated story. Re-cover adjectives to describe the characters in the story.  Play games such as guess who (from the class) so children pick up on vocabulary that is used to describe people/characters.	Write an opening for the new innovated story ensuing descriptive language is used.
Week 4 25/9/17-29/9/17	Goldilocks and the three bears.  Invention	Play guess who game in groups to develop descriptive vocabulary. Children to join in with retelling the innovated story using the actions/signs. Children to create their own story by changing the characters.	Write a description of someone else in the class, can others guess who you have written about?  Write a character description based upon a new character in the story.	Reinforce the vocabulary that may be used to describe the characters.	Writing a character description.
Week 5 2/10/17-6/10/17	Non-Fiction Text Introduce the focus for Non-Fiction. Facts in a list. Facts about the Autumn. Imitation.	Seasonal walk. Observe changes in the environment.	Draw pictures to show signs of the Autumn season. Children to record findings. Photographs to be taken. Draw and label animals that hibernate during Autumn.	To learn the vocabulary for 'Autumn'. Learn the names of animals that hibernate during the Autumn. Produce Hedgehogs from leaves for display.	Produce pictures of the Autumn season. (Link to Art and Science)
Week 6 09/10/17-13/10/17	Non-Fiction Text Innovate the text to write a list of facts about another subject.	Children to retell the facts in groups and pairs about the Autumn season.	Explore the innovated area. Draw and label the features of summer. Compose a list of facts about this season and 'ourselves'.	To learn the new vocabulary which is related to the subject (ourselves, summer season)	Writing a list on the season summer and 'ourselves'.
Week 7 16/10/17-20/10/17	Non-Fiction Text Invention: <b>Assessment week.</b> Writing assessment. Write a list of facts.				Produce a list of facts on a season or 'Ourselves'.