

Talk for Writing

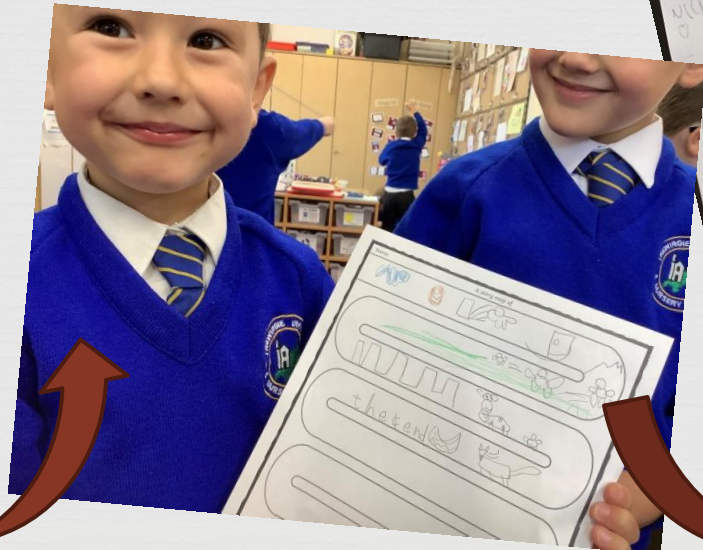
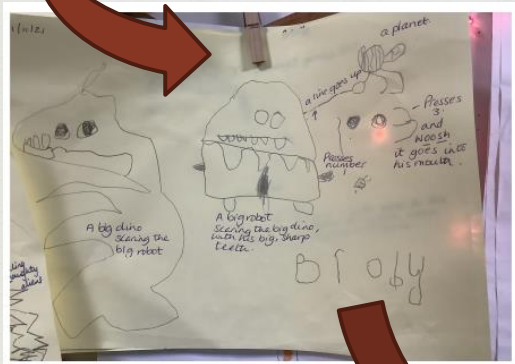
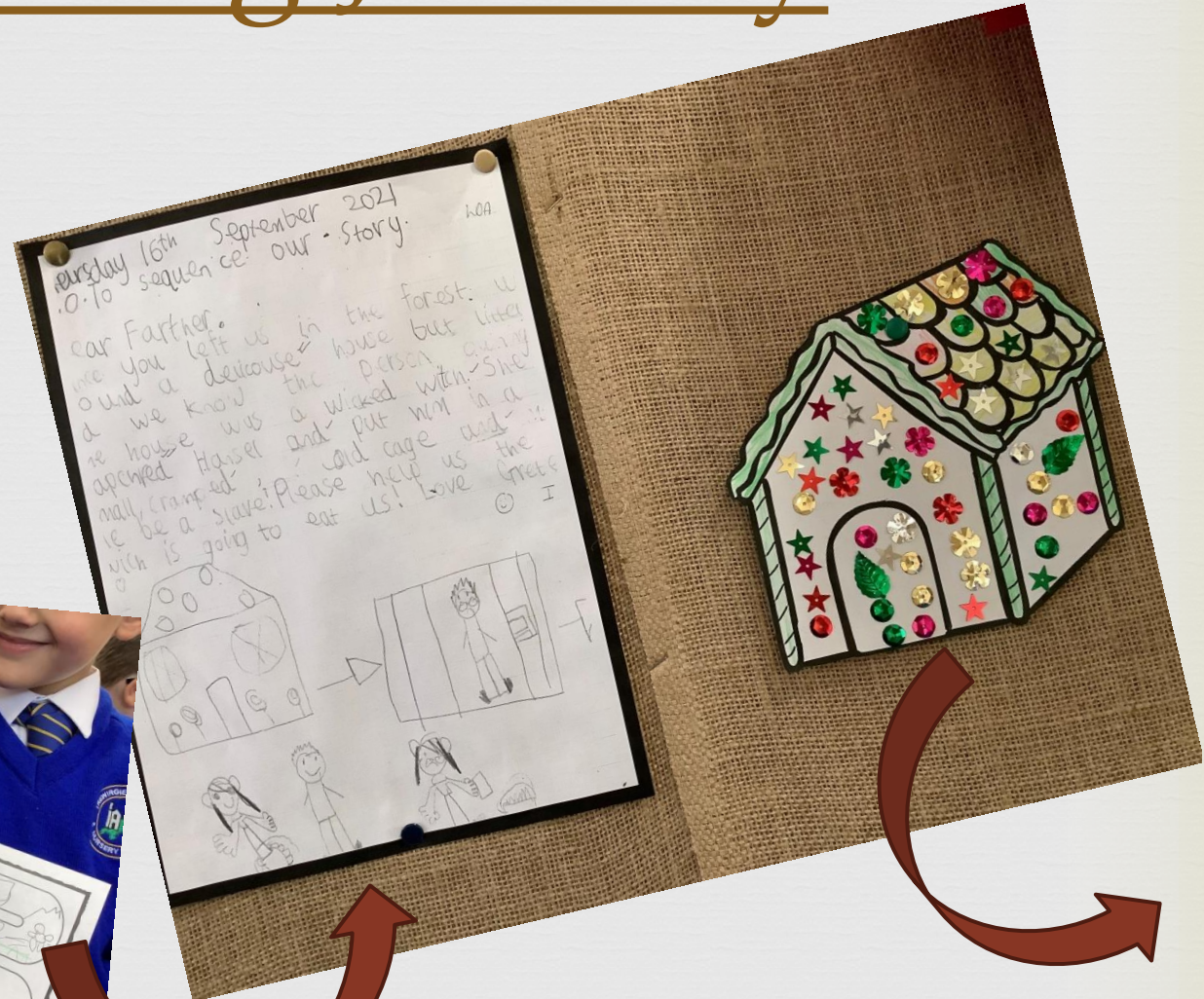


January 2022



“Good writing should float on a sea of talk.”

The Writing Journey



NURSERY

Gross and fine motor skills

Talk for Writing

Story prompts

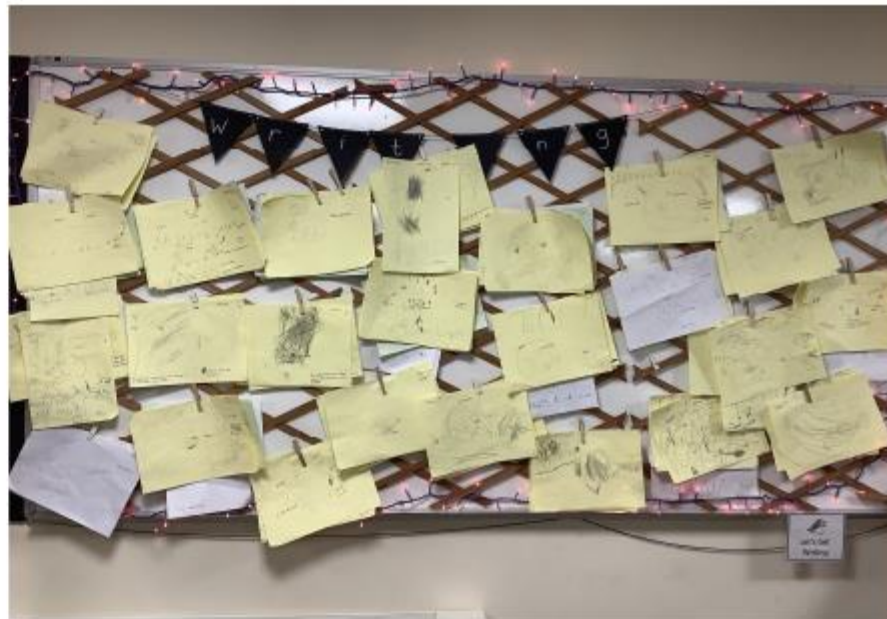
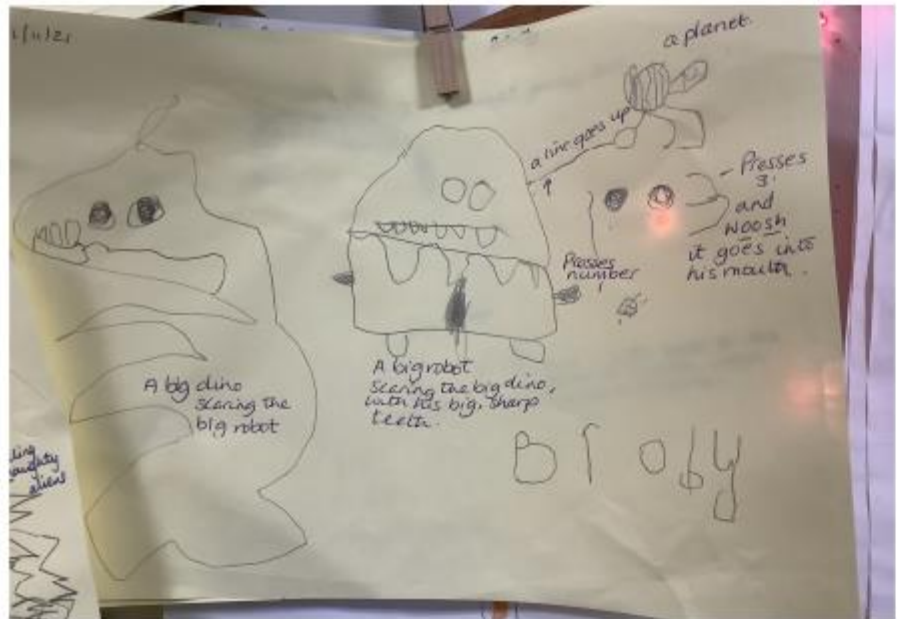
Story telling

Text maps

Mark Making

Phonics





RECEPTION

Gross and fine motor skills

Talk for writing

Story prompts

Story telling

Text maps

Mark Making

Drawing Club

Phonics & Spelling

YEAR 2



Story telling Area & prompts

Text maps
Story Mountains

Sequencing sentences
Composition

Phonics and Spelling
Grammar
Punctuation
Handwriting

Fiction
Non Fiction
Poetry

The monster is difficult to defeat

Story Planning

Name: _____

Problem: the witch tried to turn Hansel and Gretel into a slave

Build Up: Hansel & Gretel find a witch in the woods

Resolution: Witch pushes the witch into the oven and then Hansel

Ending: All is well again MC gets a reward

Intro the MC - all is well: Hansel & Gretel live happily with their father and step mother.

A monster appears and causes problems

MC defeats the monster

Handwritten notes on the diagram:

- Follow path
- All used H.E.A.

Two text maps below the diagram show the story structure with icons and arrows.



Story Planning

Name: _____

Problem: put the Hansel and Gretel in a cage and forces Gretel to be a slave.

Build Up: Hansel and Gretel get left in the woods and found a bread house

Resolution: Witch captures Hansel and Gretel

Ending: Hansel and Gretel took away money and jewels and live happily ever after.

Opening: Hansel and Gretel lived happily with their father and step mother.

Illustrations include a witch, Hansel and Gretel in a cage, and a bread house.

Dear Father, We got lost in the forest but luckily we found a gingerbread house. We ran up to it and started taking handfuls of delicious fruitcake but suddenly the door opened and there was standing at the door a witch and she captured Hansel and put me in a cage!

✓ I

Storytelling - Why Tell Stories?



- ❧ Reading and Writing are linked – like breathing in and breathing out.
- ❧ Storytelling improves vocabulary
- ❧ Provides content to draw upon
- ❧ Helps children internalise language patterns
- ❧ To expose children to higher level texts beyond their reading capabilities
- ❧ Improves listening skills and develops articulation



Storytelling Area & Props



☞ An inviting area of the classroom dedicated to story telling



- Props to retell the class story
- Props to encourage innovation and invention (objects, character cards, settings, plot ideas).
- Storytelling chair
- Text maps from previously taught stories
- You could set up a tin, a suitcase, basket, shelf for story telling at home.



Story Types



- ❧ Defeating the Monster
- ❧ Rags to Riches
- ❧ Journey tale
- ❧ Meeting tale
- ❧ Wishing tale
- ❧ Warning tale
- ❧ Losing tale
- ❧ Finding tale
- ❧ Tale of fear
- ❧ Character flaw

	Defeating the Monster	Journey/Quest	Rags to Riches	Wishing Tale	Warning Tale	Meeting Tale	Losing & Finding Tale	Tale of Fear	Character Flaw
N	✓	✓							
YR	✓						✓		
Y1	✓	✓							
Y2	✓	✓	✓			✓			

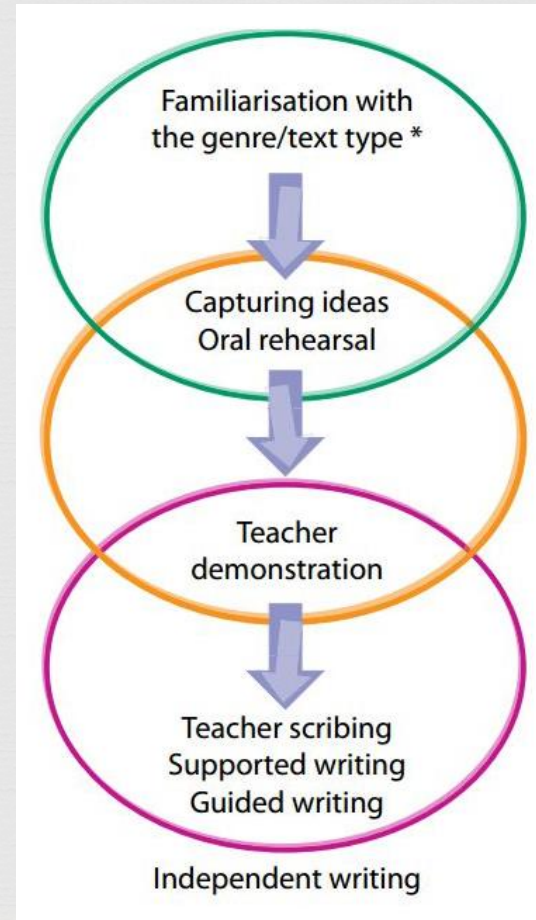


The Four Stages of Storytelling



- Listen and imitate
- Explore
- Innovate
- Invent

Every stage has a different focus and will help develop important skills.



English Planning

Each half term to follow this pattern (the order can be flexible and where there are more weeks, decide which needs extra time)



1 – 2 Weeks – Poetry	3 – 4 Week Storytelling Imitate, Explore, Innovate, Invent			2 Weeks Non-fiction	
<ul style="list-style-type: none"> Children to hear and read a selection of poems. Learn a poem off by heart using talk for writing style – text map etc. Make collections of words Create own poems based on those read. Spelling and Grammar writing activities. <p>A poem a day</p>	<p style="text-align: center;"><u>Week 1 /2</u></p> <ul style="list-style-type: none"> Wow Starter - Immerse <u>chn</u> in the text Imitate and learn text Role Play Box it up Toolkit for the text type Text based spelling & grammar Daily short burst writing activities Magpie good words from the text onto W.Wall. 	<p style="text-align: center;"><u>Week 2/3</u></p> <ul style="list-style-type: none"> Class innovation Spelling & grammar into writing Shared writing each day Guided writing for each group over the week with T & TA 	<p style="text-align: center;"><u>Week 3/4</u></p> <ul style="list-style-type: none"> Independent or group invention Spelling & grammar into writing Shared writing each day 	<p style="text-align: center;"><u>Week 1</u></p> <ul style="list-style-type: none"> Wow Starter Immerse <u>chn</u> in the text Talk the text Box it up Toolkit for the text type Text based spelling & grammar writing activities 	<p style="text-align: center;"><u>Week 2</u></p> <ul style="list-style-type: none"> Class innovation Spelling & grammar into writing Guided writing for each group over the week with T & TA Invent stage – Cross curricular
<p>SPAG – SPAG objectives from NC linked into English units on Long Term Plan PPTs available for each objective but link these into your texts too.</p>					
<p><u>Spelling EYES</u> RWI Phonics.</p>		<p><u>Y1 – Spelling following NC</u> Use RWI/ Purple Mash/Spelling Shed/Twinkl to resource</p>		<p><u>Y2 – RWI Spelling</u></p>	
<p><u>Handwriting – EYES</u> Gross and Fine Motor Skills RWI Letter formation Ensure <u>chn</u> don't develop bad habits.</p>		<p><u>Handwriting – EYES</u> Gross and Fine Motor Skills RWI Letter formation Letter formation families Nelson Handwriting Scheme</p>		<p><u>Y2 Handwriting</u> Nelson Handwriting Scheme</p>	

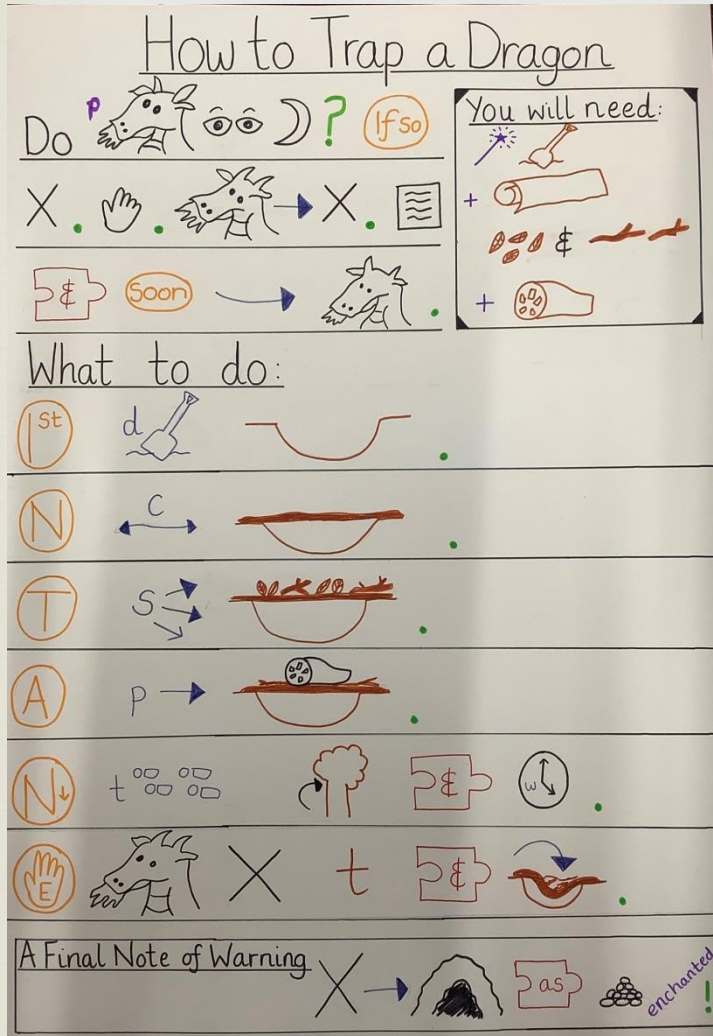
Dazzling Starts



Each text starts with a dazzling start to engage the children:



Listen and Imitate



- Wow first telling
- Text map
- Learn a part each day
- Role play
- Explore vocab
- Story mountain
- Boxing up the text



because



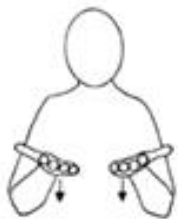
After that



How (?)



First



At that moment



but



In the end



Once upon a time



Early one morning



Finally



Luckily

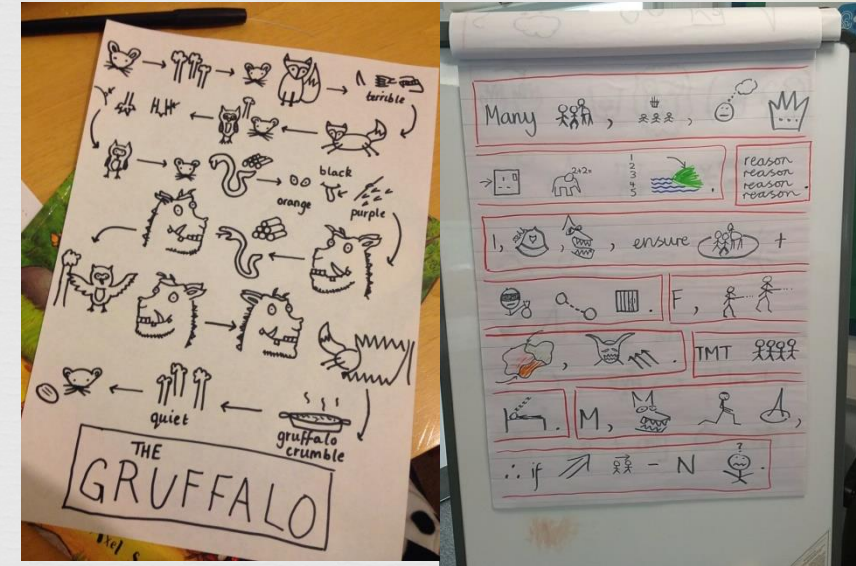


Next

Talking the Text



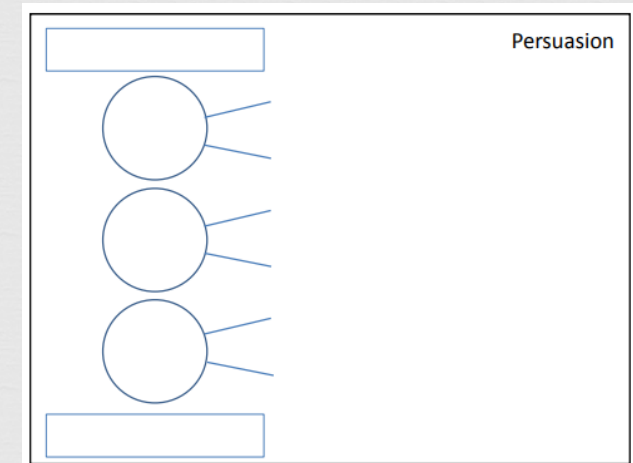
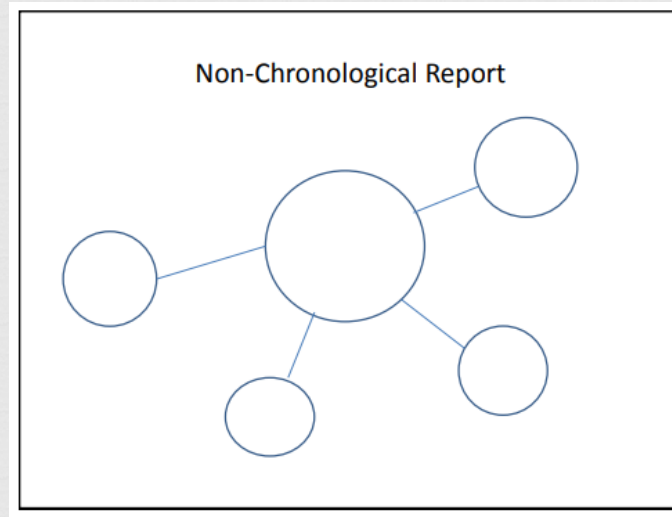
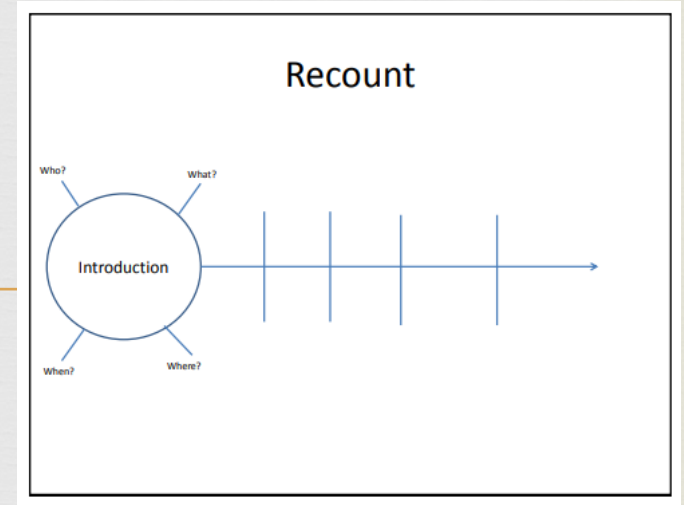
- ✎ We will send home a copy of each text once we have learnt the first part in school.
- ✎ We will learn a new part each day.
- ✎ We hope that the children will be able to talk the text at home to help internalise the language patterns ready for the second week of writing.



Non-Fiction



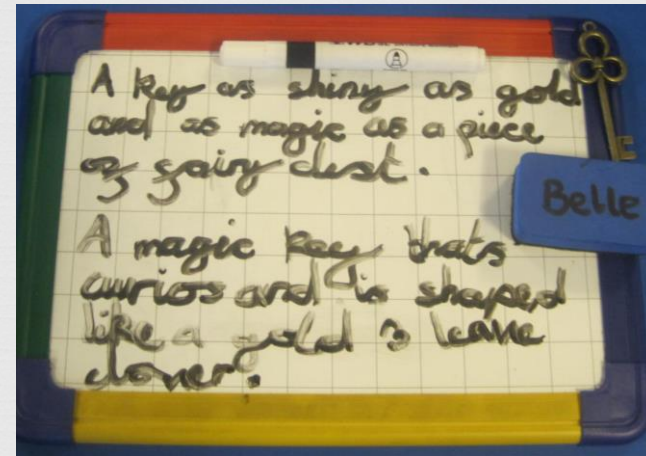
- Recount – diary, newspaper, biography
- Instructions
- Information text or non-chronological report
- Letters
- Playscript
- Explanation
- Persuasion
- Discussion



Explore



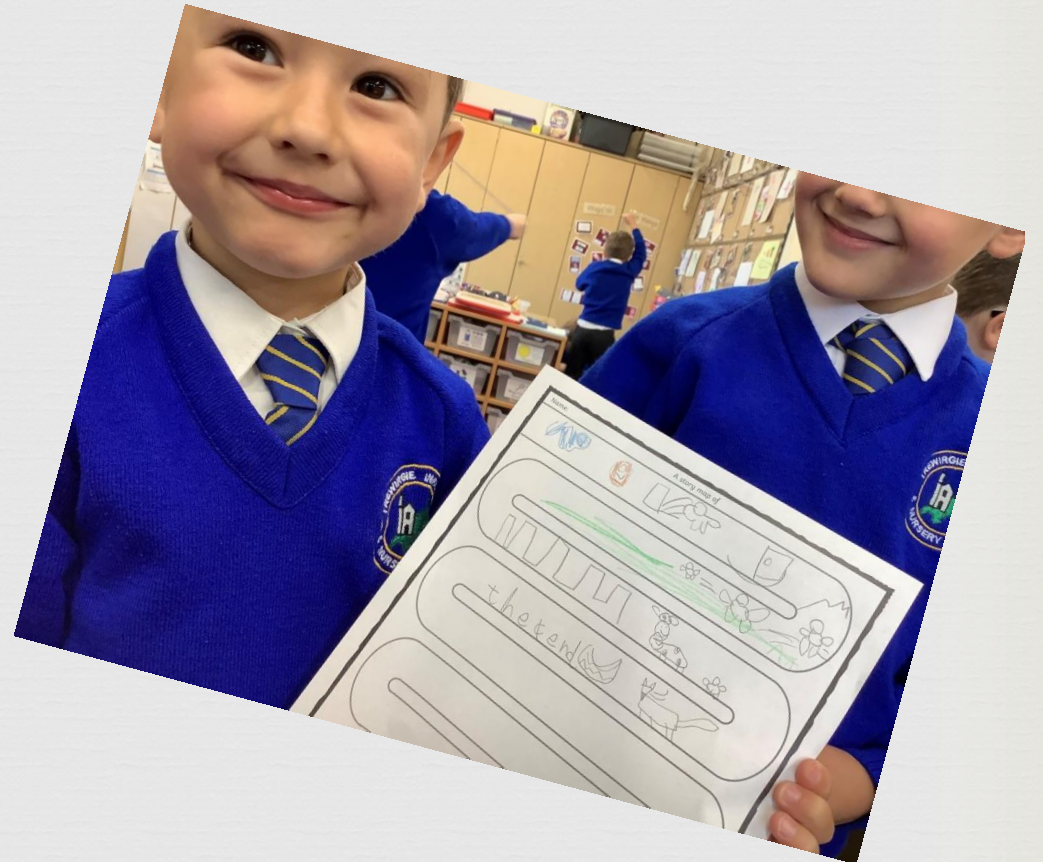
Lots of games, explicit grammar teaching, playing with language, collecting and generating words to innovate with as well as short burst writing.



Invent



- Return to the basic story plot
- Time to explore and generate ideas – use your story telling area.
- Independent writing with freedom within that story time.
- From the end of Y1 they draft, edit and write up in neat.



The Fox and the Star

Once there was a small fox **who** lived in a **deep, dense** forest. He had **soft, copper** fur, a **silky, white** tummy and **black, pointy** ears. The **magnificent** trees of the forest were so **tall**, they towered **far beyond the tips** of his ears. He was a rather **timid** fox and afraid to stray too far from his den.

SO

For as long as he could remember, he would **wake up** at night to the cool, calm light of a star. The star **was** fox's only friend **and** together they **made** paths through the trees. The fox **foraged** for beetles, **ran** wild through tangled thorns **and** **chased** rabbits through the thicket.

All of fox's happiness **was** thanks to the flickering light of the star **and** so it **had** always **been**.

SO

Then one night, the fox woke up and everything had changed. The forest was dark, cold and still. He called out for the star but no star appeared. The fox was worried and lonely so he huddled in his den. Days and nights passed in silence and stillness. The smell of a thousand beetles ignited his hunger. It was time to find the star.

First, the fox peered into clump of thorns but they knew of no star.

Next, he came across a colony of rabbits but rabbits have no time for foxes.

Then, he asked the trees but the trees were too tall to hear him.

Finally, he found himself in a quiet, empty clearing. He sank to the ground and fell asleep.

SO

When he woke up, the fox had a feeling something had changed. He called out to the forest, the trees, the leaves, the beetles, the rabbits, the tangle of thorns and the life he left behind.








"Where did the star go?"

In the stillness he listened to the noises of the forest and watched the leaves settle on the ground.

As he looked up beyond the tips of his ears, he could not believe his eyes. There were so many stars and his heart was full of happiness again.

SO

The fox knew that out there somewhere shining **brightly** was the star that once was his. Beneath the blazing sky of stars, the fox **bravely** made his way through the forest ready for his next adventure.

Symbol in Text Map	Text Feature	Examples
	time adverbials/connectives	first, next, then, after that, finally, in the end.
	adjectives	happy, rosy, evil, secret.
	conjunctions	and, but, so, if, when, because.
	adverbs	happily, eagerly, sadly,
	nouns / pronouns	girl, boy, table, chair, apple he, she, it, they
	verbs	jump, eat, scatter, tip toe
	punctuation	capital letters full stops question marks exclamation marks apostrophes for possession Apostrophes for contraction

Handwriting



Letter formation is taught using the RWI pictures.

We then follow a scheme by Nelson.

a Around the apple and down the leaf.	b Down the laces to the heel and around the toe.	c Curl around the caterpillar.	d Around the dinosaur's bottom, up his tall neck & down to his toes.	e Lift off the top and scoop out the egg.	f Down the stem and draw the leaves.
g Around the girl's face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	i Down the body and dot for the head.	j Down his body, curl, dot for his head.	k Down the kangaroo's body tail and leg.	l Down the long leg.
m Down Maisie, mountain, mountain.	n Down Nobby and over his net.	o All around the orange.	p Down the pirates plot and around his face.	qu Round her head, up past her earring, down her hair, and flick.	r Down the robots back and curl over his arm.
s Slither down the snake.	t Down the tower, across the tower.	u Down and under, up to the top and draw the puddle.	v Down a wing, up a wing.	w Down, up, down, up.	x Down the arm and leg, repeat the other side.
y Down a horn, up a horn and under head.	z Zig-zag-zig.				

Curly Caterpillar Letters

c c a a o o
q q g g d d
e e s s f f

Ladder Letters

l l i i
t t u u
j j y y

One Armed Robot Letters

r r b b n n
h h m m
k k p p

Zigzag Monster Letters

v v w w
x x z z

Joining groups

The joining groups divide the letters according to how they will join to other letters.

Group 1


a c d e h i k l m n s t u

Thirteen letters with exit flicks plus s.


Group 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.




Pen Licence



Awarded to:

Date:




Spelling

Read the sound	Join the dots	rainbow Write a rainbow	colorful Write each letter in a different colour	Cover the sounds up and write them
m	m	m		
a	a	a		
s	s	s		
d	d	d		
t	t	t		

Read the word	Join the dots	rainbow Write a rainbow	colorful Write each letter in a different colour	Cover the words up and write them
chin	chin	chin		
chop	chop	chop		
chat	chat	chat		
quiz	quiz	quiz		
quit	quit	quit		

Year 1 Spellings – Autumn 1

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s ff, ll, ss, zz and ck	The /k/ sound spelled 'k' before e, i and y	-tch	/e/ sound spelled 'y'	Adding s and es to words (plurals)	Adding the suffixes -ing and -ed to verbs.
puff	bank	catch	very	dogs	hunting
bell	honk	patch	happy	clouds	buzzing
doll	tank	hutch	funny	boxes	jumping
grass	pink	match	party	lunches	shouting
buzz	think	fetch	give	apples	hunted
fizz	kit	witch	have	trees	buzzed
clock	skin	kitchen	five	dishes	jumped
back	basket	Common Exception Words	save	peaches	shouted
Common Exception Words	Common Exception Words	we	Common Exception Words	Common Exception Words	Common Exception Words
I	is	he	be	my	do
a	of	she	me	by	to



swap? fry fried

double? reply replied

drop? trip tripped

plot plotted

tickle tickled

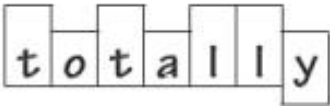
shape shaped



Explanation



Please find this half term's spellings on the other side of this sheet. These are linked to the spellings that the children will be learning in school each week and it is essential that they practise these at home as well as in school. The aim is for them to be able to spell them in their writing not just learn them for a spelling test.

Practise little and often is best and it is helpful to go back and revise previous spelling patterns over time. Please see below some different ideas of how to practise spellings in different ways. Thank you for your support with home learning and please come and ask if you have any questions.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /j/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p>f _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p>  <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

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