

St Michael's 'Talk for Writing' (T4W)

Chapters refer to 'Talk for Writing across the curriculum' Pie Corbett non-fiction

Chapter 4 – Recount – everyone dip into that chapter when doing recount of trip. Science investigation – explanation.

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
R	Three bears Three little pigs	Gingerbread Man Magic Porridge Pot	Little Red Hen	Billy Goats Gruff	Peter and the wolf	Going for a song – (a very funny and cute story!)
Y1	The enormous turnip	Dear Zoo Katie in London	Lost and Found Oliver Jeffers	Bob, Man on the Moon	George and the Dragon – the kissed that missed	
Y2	Rainforest poems Traction man/Fraction Man NF – factfile on favourite rainforest animal	*Christopher Columbus – NF report *Dave and the tooth fairy Curtis and the wish *Retell of Nativity	The snail and the whale NF: Diary of Samuel Pepys. Pie Corbett events of the Great Fire of London	Papaya that spoke	The croc and bird	
Y3	What made Tiddalik laugh Time travelling elephant NCR	Freedom Bird – journey tale	Stone age boy – portal tale	Chapter 3 - Instuction text How to trap the Stone Giant > How to trap a water goblin	King Midas – character flaw	Lazy Jack – journey tale Or The tunnel
Y4	The mystery of the hare and the moon – Indian story (y3 p46) – journey tale	Zelda and the rain cat – journey tale (link to Varjak Paw)	Escape to Pompeii – tale of fear (link with Romans)	The canal – warning tale	Chapter 7 Explanation text Why dragons are extint > Why did dinosaurs become extinct	Elf Road – warning tale (link to Leon and the space between)
Y5	The old man and the donkey – Journey Tale	Non-fiction NCR about Africa	Caravan – warning tale	Beawolf – Conquer the monter tale	Chapter 6 Information text Manchester Ridge Back> Thunder Dragon	Icarus – character flaw
Y6			Alien Landing			

Generic structure for different story types

	Wishing tale	Warning tale	Conquering the Monster Tale	Finding Tale	Shift in time tale (Year 6) Alien Landing
Opening	MC wants something badly	MC(s) are warned not to do something	Introduce the MC(s) all is well	Introduce MC (s)	Introduce MC(s) - MC(s) goes somewhere
Build up	MC tries to get it	MC(s) do what they have been warned against	A monster appears and cause problems	MC goes somewhere and finds something unusual/amazing/ Important	MC(s) finds something unusual/amazing/ important
Problem	MC is prevented by some sort of difficulty	Something goes wrong and the MC(s) are in trouble	The monster is difficult to defeat	Something goes wrong and it is the fault of the object found	Shift in time – MC don't know what what happened during this time laps
Resolution	MC overcomes the difficulty	MC (s) are eventually rescued	MC(s) defeat the monster	MC has to put object back/throw it away/ hide it/call for help/sort it out	Someone came to MC(s) rescue, but no-one believes MC story about finding this unusual/ amazing/ important thing.
Ending	MC gets what they want (was it worth it?)	MC (s) are told off/punished for not listening to the warning	All is well again (MC(s) gets a reward)	All is well again and lessons have been learnt	All is well again, but MC(s) found a little memento which means what happened must be real...

	Journey Tale	Losing Tale	Rags to riches	Tale of fear	Meeting tale	Character Flaw
Opening	MC goes on a journey	MC has something precious	Introduce MC	MC is afraid of something and is worried about it/gets teased about it	Two MCs meet	Introduce MC and situation
Build up	Something small goes wrong	MS sets off with the precious item	MC is sad/lonely/treated badly	MC starts to do something	MCs disagree and go their separate ways	Character flaw is revealed
Problem	Something worse happens. Something even worse happens	MC loses the precious item and has to search for it/face the consequences	MC has to face difficulties because of their situation	What MC fears actually happens	Something happens to one MC	The flaw leads the MC into trouble
Resolution	The obstacle are overcome	The precious item is found	MC overcomes difficulties/ is helped to overcome the difficulties	MC overcomes the fear	The other MC saves/helps him	MC learns a lesson and changes their ways
Ending	MC gets there in the end	MC vows to keep the item safe/reflects on their feelings/learns a lesson	MC achieved happiness/ wealth/ recognition	MS has conquered the fear/reflects/looks to the future	MCs make friends/agree	All is well for the future because of the change

Explanation text – to use in Science

Now turn the text into a text map full of images and symbols to help the children recall the text. And help the children internalise the text as previously. The text below covers the first four paragraphs of a science investigation.

Text map for science investigation

Science Investigation

ⓑ ♥ when Ⓝ

ⓄⓅ Ⓠ ♥ ↑

Because ♥ Ⓡ Ⓢ

To carry out Ⓣ compare 2 variables

For this Ⓤ compare ♥ when a when Ⓦ

However, test = Ⓥ ♥ when a when Ⓦ

essential other conditions = because Ⓧ or ?

Once the children have thoroughly internalised the text orally, show them the written version of the text. Box up the basic pattern so that the underlying structure can clearly be seen and highlight this as shown. This will provide the basic structure for the children when they come to create their own science investigation.

Investigation: Does exercise affect heart rate?

I am investigating what happens to my heart when I take exercise.

My prediction, what I think will happen, is that exercise will make my heart beat faster because the heart has to pump blood faster to enable me to do the exercise.

To carry out an investigation, you must compare two variables: two things which change or vary. For this investigation, I will compare my heart rate when I am resting and when I am taking exercise.

However, it is important to make the test fair. To make this test fair, I must time my heart for exactly the same amount of time **when** I am resting **as when** I am exercising. It is essential that all the other conditions remain the same **because, otherwise**, I wouldn't know if it was the exercise or something else that was making the difference.

Boxed up planning for a science investigation: Does exercise affect heart rate?

Introduction: State what is being investigated	• What effect does exercise have on the heart?
Prediction: State what you think will happen	• Exercise will make the heart beat faster because it has to pump blood faster.
Variables: Have to compare two variables	• Compare heart rate when resting and exercising.
Fairness: test must be fair	• Time heart rate for exactly same amount of time when resting and exercising. • Otherwise one wouldn't know what was making the difference.

Lead the children through the basic annotation of each paragraph and the related colour coding so that they identify the phrases that can be reused (see highlighted text) as well as discuss the techniques that the writer uses. In this example, particularly stress the causal connectives and sentence signposts that help link the explanation together. These 'writing ingredients' should be displayed as they will drive the shared and independent writing, as well as informing self/peer evaluation and feedback from the teacher.

Consolidating learning

You may want to consolidate whatever the children have just learned by devising living sentences to sum up the key learning points. If you present the three clauses below on separate strips of cards, the children can see how these clauses can be placed in any order to achieve a complex sentence summing up what they have learned. Not only are these great for classroom display but they also help children to see how they can spin the clauses in sentences in a variety of ways.

during vigorous exercise

the heart must pump blood faster to the cells

in order to replenish oxygen supplies

