



# **Talk for Writing**

## **Hook**

Treasure box – What could be inside?

What can you see? – Large under the sea paintings outside/individual artwork

We are explorers, what might we see in the ocean?

Binoculars, magnifying glasses, books, and clipboards.

## **Hot Task – shared writing-non-fiction**

Model a fact file – Children to use their knowledge learnt to share ideas.

Children to draw pictures to represent something they can find in the sea. Share their facts.

## **Cold Task**

AD session writing- Wk. 1-2 - can you tell me a story? Scribe.

What do you know about sea creatures? Linked with topic. (Non-fiction)

Acting out the children's stories at the end of the week.

Independent reading – Fact books and under the sea stories.

## **As a Writer**

Whole class story map / mark making own story maps. Making marks to represent 'Under the Sea' and facts about sea creatures.

# **'Rainbow Fish'**

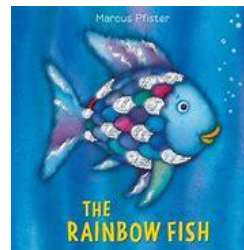
## **Comprehension – Questions**

What might be inside the box? (Engage)

What is 'Special to you?' (Vocabulary) Where might we find treasure?

What might you see in the sea? Linked to topic.

What can you tell me about the story?



By Marcus Pfister

## **Vocabulary**

Land, sea, creatures, special, treasure, rainbow, sparkly, ocean, different

## **As a Reader**

Role-play outside- Explorers- binoculars, clipboards, tickets for a Sea Life Centre. Various materials to represent water and land.

Recall vocabulary – from the story and topic sessions.

Act out their own stories and towards the end of the half term- recall stories about the sea.

## **Wider learning**

Creative – sea scenes – shades and colour mixing.

The world/ peoples and communities- Land, sea, maps and facts.

## **Personal response/ invent/change**

How did you think Rainbowfish is feeling?

How would you feel?

How could we change the story?

## **Accompanying songs/text**

12345 once I caught a fish alive – song. Under the sea sounds/music.

Fact files, fact books and maps.