**Talk for Writing: How the Birds Got Their Colours – Year 2**

*Compiled by Lia Long 2016*

*Reference Pie Corbett Scope and Sequence*



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| **Text Structure** | **Sentence Construction** | **Word Structure/Language** | **Punctuation** | **Terminology** |
| **Consolidate Year 1**  **Introduce**:  **Fiction:**  *Innovate on familiar texts by experimenting with character, setting or plot* [*(ACELT1833)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1833)  **Secure use of planning tools**  story map/story mountain/ story grids, ‘Boxing up’ grids  **Open planning around** character(s), setting, time of day and type of weather  **Understand 5 parts of a story with more complex vocabulary**  **Opening**  *In a far away land…*  *One cold but bright morning…*  **Build-up**  *Later that day…*  **Problem/Dilemma**  *To his amazement…*  **Resolution**  *As soon as…*  **Ending**  *Luckily, Fortunately*  *Happily ever after*  **Ending**should be a sentence rather than one final sentence e.g. suggest how the main character is feeling is the final situation  **Non-Fiction:**  **Introduce:**  **Secure use of planning tools:**  *Text map/ washing line/ ‘Boxing-up’ grid*  **Introduction:**  Heading  Hook to engage the reader  Factual statement/ definition  Opening question  **Middle section(s)**  Group related ideas/ facts into sections  Sub headings to introduce sentences/ sections  Use of lists – what is needed/ lists of steps to be taken.  Bullet points of facts  Diagrams  **Ending**  Make final comment to the reader  Extra tips! / Did you know? fact True or False?  Use continuous form of verbs in the present and past tense to mark actions in progress *e.g. she is drumming, he was shouting.* | **Consolidate Year 1**  **Introduce:**  **Connectives and Sentence Signposts**  **Types of Sentences:**  Statements  Questions  Exclamations  Commands  **-‘ly’ starters**  *e.g. Usually, Eventually, Finally, Carefully, Slowly, …*  **Vary openers to sentences**  **Embellish simple sentences using:**  **adjectives** *e.g. the boy peeped inside the dark cave.*  **adverbs** *e.g. Tom ran quickly down the hill.*  **Secure use of compound sentences (Coordination**) using connectives:  *and/ or/ but/ so*  (Coordinating conjunctions)  *Understand that simple connections can be made between ideas by using a* [*compound sentence*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=compound+sentence) *with two or more clauses usually linked by a coordinating* [*conjunction*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=conjunction)[*(ACELA1467)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1467)  **Complex sentences (Subordination) using:**  **Drop in relative clause:**  **who/ which e.g.**  *Sam,* ***who*** *was lost, sat down and cried.*  *The Vikings,* ***who*** *came from Scandinavia, invaded Scotland.*  *The Fire of London,* ***which*** *started in Pudding Lane, spread quickly.*  **Additional subordinating conjunctions:**  what/ while/ when/ where/ because/ then/ so that/ if/ to/ until  *e.g. While the animals were munching breakfast, two visitors arrived.*  *During Autumn, when the weather is cold, the leaves fall off the trees.*  *Understand that simple connections can be made between ideas by using a* [*compound sentence*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=compound+sentence) *with two or more clauses usually linked by a coordinating* [*conjunction*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=conjunction)[*(ACELA1467)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1467)  **Using and short sentences:**  Long sentences to add description or information. Use short sentences for emphasis.  **Expand noun phrases**  *e.g. lots of people, plenty of food*  *Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that* [*noun*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=noun) *groups/phrases can be expanded using articles and adjectives* [*(ACELA1468)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1468)  **List of 3 for description**  *e.g. He wore old shoes, a dark cloak and a red hat*  *African elephants have long trunks, curly tusks and large ears.* | **Consolidate Year 1**  **Introduce:**  **Prepositions:**  behind above along  before between after  **Alliterations**  *e.g. wicked witch, slimy slugs*  **Similes using…like…**  *e.g.…. like sizzling sausages*  *… hot like a fire*  **Two adjectives to describe the noun**  *e.g. the scary, old woman…*  *squirrels have long, bushy tails.*  **Adverbs for description**  *e.g. snow fell gently and covered the cottage in the woods.*  **Adverbs for information**  *e.g. Lift the pot carefully onto the tray.*  *The river quickly flooded the town.*  **Generalisers for information**  *e.g. Most dogs…*  *Some cats…*  Formation of **nouns** using suffixes such as – ness, -er  Formation of **adjectives**  Using **suffixes** such as – ful, -less  Use of the **suffixes –er** and **– est** to form comparisons of adjectives and adverbs.  *Build morphemic* [*word*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=word) *families using knowledge of prefixes and suffixes* [*(ACELA1472)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1472) | **Consolidate Year 1**  **Introduce**:  **Demarcate sentences:**  Capital letters  Full stops  Question marks  Exclamation marks  **Commas** to separate items in a list  *Recognise that capital letters signal proper nouns and commas are used to separate items in lists* [*(ACELA1465)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1465)  **Comma** after –ly opener  *e.g. Fortunately,… Slowly,…*  **Speech bubbles/ speech marks for direct speech**  **Apostrophes** to mark contracted forms in spelling  *e.g. don’t can’t*  **Apostrophes** to mark singular possession  *e.g. the cat’s name* | **Consolidate Year 1**    **Punctuation**   * **finger spaces** * **letter** * **word** * **sentence** * **full stops** * **capital letter** * **question mark** * **exclamation mark** * Speech bubbles * Bullet points   **Singular/ Plural**  Adjective  verb  Connectives  Alliteration  Simile – ‘as’/ ‘like’  **Introduce:**  **Apostrophe (contraction and singular possession)**  **Commas** for description  **‘speech marks’**  **Suffix**  **Verb/ adverb**  **Statement**  **Question**  **Exclamation**  **Command** (Bossy verb)  **Tense** (past. present. future) i.e. not in bold  **Adjectives/ noun**  **Noun phrases**  **Generalisers** |

**Road Map of Unit – Year 2**

***Rather than plan individual lessons in advance, class teachers should aim to plan the learning journey through the Talk for Writing Teaching Sequence and then use this “road map” to design learning opportunities over the time of the unit, ensuring the pace is appropriate to meet the needs, interests and abilities of the class. Lessons should be adapted in light of the teacher’s marking and feedback.***

***Therefore this planning document is intended as a thinking frame and aide memoire to annotate as the unit progresses. It is not intended as a detailed lesson-by-lesson plan.***

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| **Year Group/Class** | Year 2 | | **Unit/Genre** | Aboriginal Dreamtime Stories |
|  | Term Three 2016 | | **Text (s)** | “How the Birds got their Colours” (adapted version) |
| **Focus** | Narrative |
| **Year Level Core Teaching Objectives**  **(Add in extension objectivities for students that are expected to exceed year level expectations)** | **Text Level** | *Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background*[*(ACELA1460)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1443)  *Discuss different texts on a similar topic, identifying similarities and differences between the texts*[*(ACELY1665)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acely1665)  Fiction narrative. Aboriginal Dreamtime story.  *Understand that different texts have identifiable*[*text*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/text) *structures and language that help the*[*text*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/text)*serve its purpose*[*(ACELA1463)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1463)  Narrative: title, characters, setting, opening, build up, problem, resolution, ending.  *Identify the*[*audience*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/audience) *of imaginative, informative and persuasive texts*[*(ACELY1668)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acely1668)  *Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created*[*(ACELT1587)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acelt1587)  Whole class/small group/individual retelling of the poem/story/recount. Students may make their own story maps. Use props for retelling. Story telling corner.  *Compare opinions about characters, events and settings in and between texts*[*(ACELT1589)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acelt1589)  *Identify visual representations of characters’ actions, reactions, speech and thought processes in  narratives, and consider how these images  add to or contradict or multiply the meaning of accompanying words*[*(ACELA1469)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1469)  *Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences*[*(ACELT1590)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acelt1590)  Fiction Narrative: For enjoyment.  *Discuss the characters and settings of different texts and explore how language is used to present these features in different ways*[*(ACELT1591)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acelt1591)  *Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs*[*(ACELT1592)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acelt1592)  Whole class/small group/individual retelling of the poem/story/recount. Students may make their own story maps. Use props for retelling. Story telling corner.  *Create events and characters using different media that develop key events and characters from literary texts*[*(ACELT1593)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acelt1593)  **Characters:** dove, crow, parrot, other birds. **Setting:** the dreamtime. **Opening:** In the dreamtime, all the birds were black. **Build Up:** A little dove flew down to the ground to catch a grub and landed on a sharp stick. **Problem:** The stick pierced his foot and made him very sick. His foot swelled up. **Resolution:** The parrot burst the dove’s swollen foot with his beak. Colour splashed all over the parrots and birds except for crow who was standing too far away. **Ending:** The dove got better, thanked the parrot and flew away.  *Create short imaginative, informative and persuasive texts using growing knowledge of* [*text*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/text)*structures and* [*language features*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/language-features)*for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the* [*audience*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/audience)*and purpose*[*(ACELY1671)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acely1671)  *Innovate on familiar texts by experimenting with character, setting or plot*[*(ACELT1833)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acelt1833) | **Spelling** | *Orally manipulate more complex sounds in spoken words through knowledge of* [*blending*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/blending)*and* [*segmenting*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/segmenting)*sounds,* [*phoneme*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/phoneme)*deletion and substitution in combination with use of letters in reading and writing*[*(ACELA1474)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1474)  *Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words*[*(ACELA1471)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1471)  *Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more*[*syllable*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/syllable)[*(ACELA1824)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1824)  *Build morphemic*[*word*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/word) *families using knowledge of prefixes and suffixes*[*(ACELA1472)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1472)  *Use knowledge of letter patterns and morphemes to*[*read*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/read) *and*[*write*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/write)[*high-frequency words*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/high-frequency-words)*and words whose spelling is not predictable from their sounds*[*(ACELA1823)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1823)  *Understand that a sound can be represented by various letter combinations*[*(ACELA1825)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1825)   * Differentiated Words Their Way groups/sorts * Spelling Journals   *Re-read and edit*[*text*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/text) *for spelling,*[*sentence*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/sentence)*-boundary punctuation and*[*text*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/text)*structure*[*(ACELY1672)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acely1672)   * Marking rubrics * Editing bookmarks |
| **Sentence Level** | *Recognise that capital letters signal proper nouns and commas are used to separate items in lists*[*(ACELA1465)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1465)  *Understand that simple connections can be made between ideas by using a* [*compound sentence*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/compound-sentence) *with two or more clauses usually linked by a coordinating* [*conjunction*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/conjunction)[*(ACELA1467)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1467)  **Simple Connectives: and**, who, until, but  **Compound sentences using connectives:** and  **Repetition for rhythm:** Long, long ago | **Handwriting** | *Write legibly and with growing fluency using unjoined upper case and lower case letters*[*(ACELY1673)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acely1673)  Multi-sensory handwriting practice using the NSW Foundation Font. |
| **Word Level** | *Identify language that can be used for appreciating texts and the qualities of people and things*[*(ACELA1462)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1462)  *Understand how texts are made cohesive through*[*language features*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/language-features)*, including word associations, synonyms, and antonyms*[*(ACELA1464)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1464)  *Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives*[*(ACELA1468)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1468)  **Determiners**: the, a, his, some, all  **Adjective**: little, big, sharp  **Adverbs**: unfortunately, fortunately  **Prepositions:** around, on, behind  **ly openers**: unfortunately, fortunately, suddenly  *Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit*[*audience*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/audience)*and purpose*[*(ACELA1470)*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-2/acela1470) | **Cross-Curricular Links** | **Mathematics:** Sorting birds, measuring birds, counting birds, ordering birds, patterning with birds, adding birds, sharing birds etc.  **History**: Aboriginal dreamtime stories.  **Art:** Bird craft and fine motor activities. Aboriginal dot paintings etc.  **Science:** Living things, bird characteristics, types of birds. |

**Talk for Writing Teaching Sequence –** *Preparation*

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| **Key Tasks/Activities** | **Planning and Teaching Notes/Ideas** | **Assessment Notes** |
| **What do students already know?**  *Plan “cold writing task” to assess areas that need to be developed across all of the ability ranges. Consider knowledge of the text type as well as grammar, punctuation, spelling and handwriting/presentation.* | Written cold task – “Write me a story”.  General discussion on the aspects of a narrative. Students may refer to charts around the classroom.  Record results on marking key.  Scan the three tracking students’ samples of work and upload them onto the shared drive. |  |
| **Select or adapt a text**  *Choose an engaging quality story/book or topic. If it is a longer text, plan time to read it in daily story time.*  *Select, create or adapt an exemplar model text to learn – approx. 280 words* | How the Birds got their Colours (adapted version) – Narrative |  |
| **What is the hook?**  *Set up an engaging creative context.*  *Will the writing be for a real or imaginative audience?*  *Plan activities, gather resources, design magpie wall, choose pictures, animations, objects etc.*  *Link to a shared experience e.g., a class visit or an “event”.* | **Hook** Bindi, Bindi Dreaming incursion or Pre-Primary production of story  Magpie Wall – How the Birds got their Colours vocabulary.  ***Learn the exemplar text yourself!*** |  |
| **Identify the key language features**  *Build into the exemplar text any specific language features required to ensure good quality progress, particularly focusing on the Australian Curriculum year level expectations.* | **Determiners:** the, a, his, some, all  **Two adjectives to describe noun:** big, juicy/ sharped, hooked/peaceful, little/ light, mottled  **Adverb:** fortunately, unfortunately  **Connectives:** and, who, until, but, so  **subordinating conjunctions:** what/ while/ when/ where/ because/ then/ so that/ if/ to/ until  **-ly openers:** unfortunately, suddenly, fortunately  **Openings:** long, long ago in the Dreamtime,  **Prepositions:** around, on, behind, away  **Character traits:** peaceful, selfish, bad-tempered  **Simile-** like a rainbow  **Verbs to embellish:**  **Contractions:** that’s, you’re  **Speech marks:** |  |
| **What grammar, punctuation and spelling needs to be taught?**  *Consider word and sentence games to introduce and practice key language features and spelling. Focus on the Australian Curriculum year level expectations.* | \*See Words Their Way Program  Incidental teaching of capital letters for names/start of a sentence, full stops and spacing between words. |  |

**Talk for Writing Teaching Sequence –** *Imitation*

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| **Key Tasks/Activities** | **Planning and Teaching Notes/Ideas** | **Tool Box - Characterisation** |
| **Talk and learn the exemplar text**  *Tell the story/text using a story map, actions, props and role-play, emphasising the key language features.*  *Retell multiple times as a class, in groups and pairs.*  *Shape retelling for expression and sense.* | Wow! Hook and the Story Map  Read the story “How the Birds got their Colours” to students  Create a story map throughout week (Your original laminated story map will not be visible to the students) Remember to try to use a limited number of pictures possible. Once you have drawn each picture go back and retell what you have already drawn – constantly revising.  Practice in various ways: remember to start at different point of the story each day.  Sent home a copy of the story map for students to learn. Provide the words for the parents.  Students are to create their own story maps/ story mountains and retell | **Character Elements**   * Character traits * Similes * Adjectives * direct speech * personification * stereotypes   **Example Day**  Warm up activity   * Adjectives Tennis   Explicit Teaching   * Character traits – example text then other texts   + Fox  *Margaret Wild*   + Paper Bag Princess   + Olga the Brolga *Rod Clement*   + Hooray for Horrible Harriet *Leigh Hobbs*   + Chocolate Mousse for Greedy Goose *Julia Donaldson*   + Awful Annie   + Wicked Step Sisters   Plenary   * Apply skills- innovate text i.e. character traits for crow, parrot, bird   **Activities**  ***First Step Reading Map of Development***  Character Webs p 160  Meet and Greet p 161  Who said…? p162  Character Self-portrait p169  Describe the Character p171  Despicability Rating p172  Character Profile Study p174  ***First Step Writing Map of Development***  Characters come alive p159  Who am I? p160  ***Jump Start Making***  Chapter 4, Character Games |
| **Shared Reading: Reading as a Reader**  *Introduce printed version of exemplar text e.g., turn it into a “big book”.*  *Read and re-read fluently with expression.*  *Use “book talk” and drama to deepen understanding.*  *Read other examples or snippets.*  ***Develop language comprehension skills*** *(particularly focusing on the Australian curriculum year level expectations)*  *-Literal and inferential questions, finding evidence in the text.*  *-Mark up or annotate the text to identify key language features and discuss meanings and effects.*  *-Check and explore meaning of new words and phrases.*  *-Magpie words and expressions – save and display for future use.*  *-Note spellings and spelling patterns as you go.* | **Shared Reading**  Enlarge the written, abridged version of How the Birds got their Colours.  Read the original version of the story How the Birds got their Colours in book form.  Ask questions. (sentence stems)  I wonder if...  It could be that…  I like it when…  I’m not sure about…  **Guided Reading**  Read other aboriginal legends.  Discuss characters, setting, context, opening, problem/ resolution etc.  Discuss language features in the text  Discuss new words and phrases. |
| **Shared Reading: Reading as a Writer**  *Working from the written version;*  *-Identify the underlying sequence and pattern of text for innovation.*  *-“Box up” the text, labelling each section in sequence to capture its overall structure.*  *-Identify key elements of each section in generalisations that can be applied to other contexts.*  *-Co-construct toolkits, focusing on how writers create an effect – not a “level” checklist of tickable “criteria”.*  *-Ensure that learning walls/washing lines display maps, texts, word banks, sentence patterns etc.* | **Revise your toolkit for writing a story:** (From Elmer)  title, characters, setting, opening, build up, problem, resolution and ending.  **Boxing up the text**: Use your laminated story map and a whiteboard marker to circle the title, characters, setting, opening (orange), build up (blue), problem (purple), resolution (red) and ending (emerald).  Start developing a bank of ideas ready for the innovate stage. i.e. what other character could I use if not a bird?  Allow students to write down their ideas for innovate |

**Talk for Writing Teaching Sequence –** *Innovation*

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| **Key Tasks/Activities** | **Planning and Teaching Notes/Ideas** | **Notes** |
| **Introduce new stimulus**  *Build content by developing story ideas, e.g., use an experience as a basis for poetry or develop knowledge/views for non-fiction.*  *Build in real or imagined audience and purpose.* | Brainstorm other animals etc. that could be used for innovation. | **Example Day**  Warm-up   * Game or edit writing from previous day * Teacher to conference small groups on individual needs   Explicit Teach   * Retell example text from section * Shared write section of the legend   Plenary   * Walking gallery/ use toolkit to edit own writing/ edit an example piece of work |
| **Using the learned structure, model drawing a new map**  *Tell and retell new class version before groups/pairs/individuals work on their own changes.*  *“Box Up” or, for younger students, innovate on individual story maps.* | Innovate the text during  Use post-it notes to stick on top of the original story map.  Create new actions for the new story map.  Students are to innovate on their own story map using post-it notes once you have finished innovating on the class story map. |
| **Shared Writing**  *Co-construct as a class section by section (each day/lesson), using the model text, toolkit, boxed up plan or map.*  *Teacher scribes, helping students to suggest words and sentences.*  *Teacher chooses languages for effect and banks good ideas not used in this text.*  *Teacher models frequent re-reading to hear how it sounds, evaluate for sense and impact.* | Write the innovated narrative as a class over three-four days.  Teacher to scribe. |
| **Guided Writing**  *De-scaffolded in carefully managed stages, e.g., students might complete or change a sentence or paragraph.*  *Weaker writers may “hug” closely, relying on the original.*  *Stronger writers may use the boxed up plan and the toolkit with added challenges.* | Students are placed in ability groups and are to write their own innovated stories with teacher assistance, section by section over three-four days. (If their innovation is the same as the class innovation they will write this.)  Students refer to their innovated story map while they are writing.  Students only write the section of the story that you have written as a class in each particular writing session.  Ensure you scribe after each writing session. |
| **Daily Feedback**  *Focused oral and written feedback.*  *Students are given time to respond to teacher’s suggestions.*  *Peer and self-assessment.*  *Whole class discussion on success with the toolkit.*  *Immediate improvement of writing in light of discussion.* | Student’s work is scribed and feedback given each day. Review the toolkit in a concluding mat session. Did we include a title? Characters? Setting? Opening? Build Up? Problem? Resolution? Ending?  Students may share their stories to the class and give/receive peer feedback.  Display student’s innovated stories. |

**Talk for Writing Teaching Sequence –** *Invention*

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| **Key Tasks/Activities** | **Planning and Teaching Notes/Ideas** | **Notes** |
| **Whole class/group teaching before independent writing**  *-Reading snippets.*  *-Mini-writes.*  *-Sentence work.*  *-Refine, add to and internalise toolkit.*  *-Vary boxing up.*  *-Comparison, improve a dull piece.* | As a class, use the toolkit and boxed up text to write another innovated story using the same structure as “How the Birds Got Their Colours”. | **Example Day**  Warm-up   * Game based on Toolkit focus   Explicit Teach   * Reteach errors for innovate   Plenary   * Activity based on reteach   Revisit boxing-up  Review charts from character Rule: can’t use a class member or another author character i.e. Superman |
| **Provide a new starter as a stimulus**  *E.g., First-hand experience, images, film, drama, objects, cross-curricular topic, creative event, etc.*  *Draw up a new map or “box Up”.*  *Possible shared writing of illustrative exemplar to consolidate understanding of the toolkit.*  *Possible guided writing pitched at a specific focus for flexible groups.* | Show student’s pictures of various animals on the projector that could be used for invention.  Read other Aboriginal Dreamtime stories to the students.  Box one up on the story mountain.  Students invent their own story, referring to the toolkit. Use some time constraints to assist Student to plan for NAPLAN  Review the toolkit during plenary sessions using rubric and bookmarks. |
| **Teacher Feedback**  *Focused oral and written feedback.*  *Students are given time to respond to teacher’s suggestions.*  *Peer and self-assessment.*  *Whole class discussion on success with the toolkit.*  *Immediate improvement of writing in light of discussion.*  *Further writing lessons focused on progress and further independent writing, including editing and redrafting.* | Student’s work is annotated and feedback given each day.  Students may share their stories to the class and give/receive peer feedback.  Publish student’s inventions i.e. send to office, post on Seesaw, open doors 5 minutes early for parents, create cover page |

**Talk for Writing Teaching Sequence –** *Evaluation and Publication*

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| **Key Tasks/Activities** | **Planning and Teaching Notes/Ideas** | **Assessment Notes** |
| **EVALUATION**  **Compare with initial “Cold Task”**  *Use writing samples as part of evidence for summative assessment of progress over time.*  ***Assess Individual’s progress towards and beyond year level expectations in the Australian Curriculum.*** | Written hot task - “Write me an aboriginal legend.”  Remind students to use magpie wall, washing line etc.  Record results on Writing Checklists  Scan the three tracking students’ samples of work and upload them onto the shared drive. |  |
| **PUBLICATION**  **Display, publish or perform**  *Perform retellings/writing in class assemblies.*  *Publish writing for class books, classroom displays and blogs.* | Display How the Birds got their Colours work in the classroom.  Perform narrative to various staff members and members of admin.  Record students performing How the Birds got their Colours and place it on the projector. |  |