



<p>1</p>	<p style="text-align: center;"><u>Cold Task</u></p> <p style="text-align: center;">Talk for Writing COLD WRITE</p> <p>A dragon suddenly appeared over the top of our castle in the classroom. Describe what he or she looked like and then what happened next...</p>		<p>Set up a role play castle in the classroom. Teach a history lesson on castle features: Ramparts; turrets; arrow slits; drawbridge; moat etc and discuss why these features were needed in medieval times. Ask children to imagine that a dragon has just appeared over the top of the castle turrets and get them to write a descriptive tale about what happened next. Set targets from this piece of writing</p>
<p>2</p>	<p style="text-align: center;">Set Targets - Reception</p> <ul style="list-style-type: none"> - I can retell 'We're Going on a Bear Hunt' using the story map to help me. - I can make a collage and write about one or all of the following: Big long wavy grass; A deep cold river; Thick oozy mud; A big dark forest; A swirling whirling snowstorm; A narrow gloomy cave; A furry bear with a wet nose; two big furry ears and two big googly eyes; A dragon with my own description. - I can innovate and retell the story as though 'I am going on a Dragon Hunt'. <ul style="list-style-type: none"> 👂 I can orally describe my dragon when I find him in the cave. I can write some words which help me describe him. 👂 I can write my super power words: go the I am a on 👂 I can write about my Dragon Hunt using my sounds and my Super Power words to help me. 👂 My sentences have words in them that are phonetically plausible. 👂 I use Super Power words in my sentences. 👂 I can write a sequence of plausible sentences to form a narrative. 	<p style="text-align: center;">Set Targets - Year 1</p> <p><u>My Year 1 Targets for Kassim and the Greedy are:</u></p> <ul style="list-style-type: none"> 👂 I can write words using finger spaces. 👂 I can write simple sentences to make a story. 👂 I can use a full stop at the end of my sentence. 👂 I can use a capital letter after a full stop. 👂 I can spell some Year 1 words correctly in my sentences. 👂 I can use joining words: and or but when that because 👂 I can use adjectives to make my story exciting. 👂 I can use the prefix 'un' to mean the opposite. 	<p style="text-align: center;">Set Targets - Year 2</p> <p><u>My Year 2 Targets for Kassim and the Greedy are:</u></p> <ul style="list-style-type: none"> 👂 I can use capital letters and full stops mostly correctly. 👂 I can use exclamation marks. 👂 I can use commas in a list. 👂 I can use an apostrophe to mark a missing letter. 👂 I can use noun phrase to make my story exciting. 👂 I can use adverbs to add more detail to the verb. 👂 I can spell some Year 2 words correctly in my sentences. 👂 I can use joining words: and or but when I that because



<p>3</p>	<p><u>Imitation - First Paragraph</u> Beginning Once upon a time there was an unfortunate boy, called Kassim who lived on the edge of an eerie, thick forest. Early one dark morning, he woke up and began the amble to school, but his Mum warned him, "Beware of the greedy dragon!" So, he walked and he walked and he walked, jiggety-jog, jiggety-jog, jiggety-jog, until he came to a mysterious, isolated cave.</p> <p>Reception - 'We're Going on a Bear Hunt'</p>	<p><u>First and second paragraphs in symbols.</u></p>	<p>Do not tell the children the title of the story. Read out loud the first paragraph a few times using exciting expression and discuss the meaning of the vocab. Give children a copy of the first paragraph and as a whole class pull out interesting verbs and adjectives used. Identify the nouns. Discuss the punctuation and conjunctions used. Map out the first paragraph using symbols as a whole class. Chn to use the symbols to help retell the story in pairs. Chn use their talk partners to make predictions about what might be in the mysterious, isolated cave. Draw a predictions spider-gram and note down all of the children's ideas. Discuss how the author has set the scene. By the end of this session the children should be confidently joining in with the retelling of the first paragraph showing excitement about what might be in the cave and showing a good understanding of the text.</p>
<p>4</p>	<p><u>Imitation - Second Paragraph</u> Build Up The first time Kassim looked into the cave, he saw dark shadows shivering! The second time Kassim looked into the cave, he heard suspicious footsteps shuffling in the distance! The third time Kassim looked into the cave, he saw a surprising pile of glittering jewels!</p> <p>Reception - 'We're Going on a Bear Hunt'</p>	<p><u>First and second paragraphs in symbols.</u></p>	<p>Reveal the title of the story. Recap the first paragraph. Read out loud the second paragraph a few times using exciting expression and discuss the meaning of the vocab. Give children a copy of the second paragraph and as a whole class pull out interesting verbs and adjectives used. Discuss the punctuation and used. Discuss time connectives. Find the nouns within the sentences. Introduce commas in a list being used instead of conjunctions. Discuss the suspense and how the author has us hooked and wanting to know more. Map out the second paragraph using symbols as a whole class. Chn to use the symbols to help retell the story in pairs. Chn use their talk partners to make predictions about what Kassim might do next. Draw a predictions spider-gram and note down all of the children's ideas. By the end of this session the children should be confidently joining in with the retelling of the second paragraph showing excitement about what Kassim might do next and showing a good understanding of the text.</p>



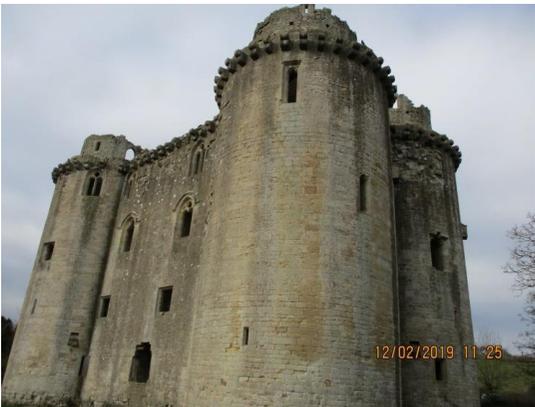
<p>5</p>	<p><u>Imitation - Third Paragraph</u> Problem</p> <p>A few moments later, Kassim crept into the darkness and took not one, not two but three monumental diamonds that glowed like fire light dancing under the moonlight! Unfortunately, something else was alive inside the cave! Something very threatening. Something ravenous. It was the Greedy Dragon! With teeth as sharp as daggers and claws as curly as a crescent moon and a jaw of the coldest steel! It shivered in the shadows, shuffled its wings and snorted its fiery, dazzling breath.</p> <p>Reception - 'We're Going on a Bear Hunt'</p>	<p><u>Third and fourth paragraphs in symbols.</u></p>	<p>Recap the first and second paragraphs. Recap the suspense created in the build-up in the second paragraph. Read out loud the third paragraph a few times using exciting expression and discuss the meaning of the vocab. Give children a copy of the third paragraph and as a whole class pull out interesting verbs and adjectives used. Discuss the punctuation and used. Find the nouns within the sentences. Map out the third paragraph using symbols as a whole class. Chn to use the symbols to help retell the story in pairs. Chn use their talk partners to make predictions about what might happen next. Draw a predictions spider-gram and note down all of the children's ideas. Retell the story up to the end of paragraph 3 as a whole class using symbols and actions to help. By the end of this session the children should be confidently joining in with the retelling of the third paragraph showing excitement about what Kassim might do next.</p>
<p>6</p>	<p><u>Imitation - Fourth Paragraph</u> Resolution</p> <p>Kassim squealed and he ran and he ran and he ran, jiggety-jog, jiggety-jog, jiggety-jog, with the dragon shivering and shuffling along behind him, snorting its fiery, dazzling breath. Sooner rather than later, Kassim arrived home, just in the nick of time, with his coat tails singed behind him but in his hand he held, not one, not two but three glittering, precious stones like immense victorious trophies.</p> <p>Reception - 'We're Going on a Bear Hunt'</p>	<p><u>Third and fourth paragraphs in symbols.</u></p>	<p>Recap the first, second and third paragraphs. Recap the exciting and gripping problem in the third paragraph. Read out loud the final paragraph a few times using exciting expression and discuss the meaning of the vocab. Give children a copy of the fourth paragraph and as a whole class pull out interesting verbs and adjectives used. Discuss the punctuation and used. Find the nouns within the sentences. Recap and identify commas in a list being used instead of conjunctions. Conjunctions. Map out the fourth paragraph using symbols as a whole class. Chn to discuss what happens in the end and compare with their predictions previously made. Retell the whole story as a whole class using symbols and actions to help. By the end of this session the children should be confidently joining in with the retelling of the fourth paragraph with expression, actions and confident dynamics showing a good understanding of the text having discussed and decoded all of the grammar and vocabulary.</p>



7	I Can Box Up a Warning Tale			<p>Retell the whole story using the story map and actions to help. Box up the story into Beginning, Build Up, Problem and Resolution. Discuss the Pie Corbett features of a 'Warning Tale'</p> <p>I can box up a warning tale:</p> <ul style="list-style-type: none"> • MC is given a warning to be wary of something on the way to somewhere. (Beginning) • MC ignores warning and makes a discovery. (Build Up) • MC is in danger trying to get what they have discovered. (Problem) • MC manages to escape with their new found treasure. (Resolution)
	Beginning	MC is given a warning to be wary of something on the way to somewhere.	Kassim is warned by his mother to beware of the greedy dragon. On his way to school he comes across an isolated cave.	
	Build up	MC ignores warning and makes a discovery.	Kassim looks into the cave three times and sees shadows; hears footsteps and finally sees a pile of glittering jewels.	
	Problem	MC is in danger trying to get what they have discovered.	Kassim creeps into the cave to steal the jewels but something dangerous is in there. It was the ravenous greedy dragon!	
	Resolution	MC manages to escape with their new found treasure.	Kassim ran all the way home with the dragon on his tail. He gets home just in time but his coat tails are singed. Kassim is victorious over the dragon as he gets home with the three precious jewels.	
8	Verb	Synonyms	<p>I can find synonyms for verbs.</p> <p>Retell 'Kassim and the Greedy Dragon' using the story map and symbols to help. Discuss the verbs and recap which ones and where they are. Discuss some verbs could be changed for more challenging and interesting ones. Emerald Power! Discuss how and why we use a thesaurus. Use Google thesaurus as whole class and then use thesaurus books to finish the activity in small groups.</p>	
	Walked			
	Looked			
	ran			
	arrived			
	held			



<p>9</p>	<p>Adjective thick</p> <p>dark</p> <p>precious</p> <p>isolated</p> <p>monumental</p>	<p>Synonyms</p>	<p>I can find synonyms for adjectives.</p> <p>Retell 'Kassim and the Greedy Dragon' using the story map and symbols to help. Discuss the adjectives and recap what they are and where they are. Discuss some adjectives could be changed for more challenging and interesting ones. Emerald Power! Discuss how and why we use a thesaurus. Use Google thesaurus as whole class and then use thesaurus books to finish the activity in small groups.</p>
<p>10</p>	<p>I can improve sentences using my verb and adjective banks of synonyms.</p> <p>Improve these sentences:</p> <p>Kassim looked inside the cave.</p> <p>Kassim ran home.</p> <p>The dragon flew away.</p> <p>The knight walked inside the castle.</p> <p>The dragon sat by his nest.</p>	<p>I can improve sentences using my verb and adjective banks of synonyms.</p> <p>Improve these sentences:</p> <p>Kassim looked inside the cave.</p> <p>Kassim ran home.</p> <p>The dragon flew away.</p> <p>The knight walked inside the castle.</p> <p>The dragon sat by his nest.</p> <p>Are these good sentences? Yes, Because they have a full stop at the end and a capital letter at the beginning. The also contain a noun and verb. All sentences must have a noun and a verb to make sense.</p> <p>But are these exciting sentences? No, they need better verbs and interesting adjectives added to them to describe the nouns better.</p> <p>How can we describe how the noun is being done? Add adverbs. Adverbs describe how the verb is being done.</p> <p>EG: Kassim gazed slowly into the musty, damp cave.</p> <p>Discuss the updated verb; CL and FS; the adverb which often ends in -ly; the adjectives to describe the noun or subject of the sentence and the commas to separate a list of adjectives.</p>	

<p>11</p>	<p>School Trip out to a setting:</p> <p>EG: Visit a castle setting in medieval character dress.</p> 	      <p>Plant a dragon's nest inside the castle grounds and the three monumental jewels that Kassim found inside the cave. Ensure the children are unaware. Let the children find them and ask 'How on Earth did they get here?'</p>
<p>12</p>	<p>I can write my own opening to a warning tale.</p> <p>Short Burst Writing</p> <p>Characterisation</p>  	<p>Innovation - Short Burst Guided Writing (Opening)</p> <p>Characterisation</p> <p>Whilst guided writing with the children, remind them of the language learned so far and encourage them to use it or MAGPIE it as we change the character and the journey. Discuss all grammar and vocab choices as the children help choose words/sentences along the following lines:</p> <p>Once upon a time there was a young girl named Bonnie who lived on the edge of an eerie thick forest in a little cosy cottage. One day she began the stroll to the stables but her father warned her beware of the old broken down castle! So she strolled and she wandered and she skipped and she sang until she realised she had taken a wrong turning.</p>



13

I can write my own build up to a warning tale.

Short Burst Writing
Suspense



Innovation - Short Burst Guided Writing (Build up)

Encourage children to use their senses.

Whilst guided writing with the children along the following lines, remind them of the language learned so far and encourage them to use it or MAGPIE it. Discuss all grammar and vocab choices as the children help choose words/sentences along the following lines:

A dreary bleak stone began to appear through the trees. Bonnie could see crumbled turrets **and** broken ramparts. It was when the intact, perfect arrow slits came into her eye sight that she realised she had stumbled upon the forbidden building **that** her father had warned her about. Bonnie had found the lost castle! Her twitching nostrils could smell the rotten damp **but** there was something else in the air, something warmer than damp. There was a smell of dazzling, fiery heat. Bonnie could hear the crows screeching their evening warnings to each other **and** all of sudden something much larger than a crow beat its giant, immense wings. A monumental gust of hot air shot through the gaping holes in the castle walls **and** over the green, weedy moat hitting her face. Bonnie just had to see what it was.

14

I can describe my own dragon.

I can use noun phrases

Short Burst Writing



Innovation - Short Burst Guided Writing (problem)

Encourage children to use their senses.

Whilst guided writing with the children along the following lines, remind them of the language learned so far and encourage them to use it or MAGPIE it. Discuss all grammar and vocab choices as the children help choose words/sentences along the following lines:

Bonnie peered into the castle, a huge magical creature seemed to be angry about something. Her nostrils were flared open and her gigantic teeth were biting down on her reddening bottom lip. Bonnie could smell the hot watery steam bellowing from her mouth. She knew in moment that fire as hot as the sun could singe everything around her black like charcoal. Bonnie could hear the creatures heart beating bumpity bump, bumpity bump, bumpity bump. Bonnie's feet stuck to the ground **and** her body had frozen like a statue **because** right in front of her there was the mystical glittering green dragon **that** no one believed was alive except for her father. The scales on the dragons back shimmered in the sunlight as she flapped and shuffled in distress. Something had upset her. Bonnie gazed down towards her crescent curly claws and the answer was there! A daring scruffy crow had stolen the edge of her immense nest and one of her eggs had fallen slowly out. Bonnie had to run but where? It was too late. The beautiful, emerald green dragon was taking off. With a flap and a swoop it glided over the top of the castle turrets.

Reception - Innovate - I am Going on a Dragon Hunt



15



Innovation - Short Burst Guided Writing (Resolution)

Whilst guided writing with the children along the following lines, remind them of the language learned so far and encourage them to use it or MAGPIE it. Discuss all grammar and vocab choices as the children help choose words/sentences along the following lines:

Without thinking Bonnie ran into the bailey of the castle **and** picked up the egg **that** had been left on the cold slippery floor **and** ran **and** ran **and** ran back through the barbican under the portcullis **and** over the drawbridge crossing the moat. It was then **that** Bonnie realised what she had done **but** there was no turning back, the dragon had seen her from the turret at the top of the western tower. Bonnie scurried through the hedge **and** into the thick eerie forest where she knew she would be able to hide if the dragon came after her. Stumble trip, stumble trip, stumble trip. Clutching the egg carefully, Bonnie concentrated hard on getting it home safely. Just as the wind blew colder, Bonnie opened her garden gate and took one last terrifying look behind her. No dragon! Bonnie had made it home just in the nick of time with a magical trophy **that** would make her the new local heroine.

16

I Can Box Up and Plan My Own Warning Tale

Beginning	MC is given a warning to be wary of something on the way to somewhere.	Who is warned by whom?
Build up	MC ignores warning and makes a discovery.	MC discovers a derelict castle
Problem	MC is in danger trying to get what they have discovered.	What does MC do to become endangered?
Resolution	MC manages to escape with their new found treasure.	How does the MC escape?

Reception - Innovate - I am Going on a Dragon Hunt

Independent Application - HOT TASK

Children to plan their own warning tale.

Use the warning tale planning grid to help.

Think about:

- The Main Character (MC)
- The other character who will give the warning
- What is the warning?
- Where is the MC going? And why?
- What does the MC stumble across?
- How does the MC get into danger?
- What is dangerous? Describe it! Build suspense!
- How does the MC get out of danger?
- What has the MC achieved and won?



17

HOT TASK

Year 2 - My **ALL THE TIME** Writing Toolkit

Form all letters correctly using some joins.	ai ee ie ow ue
Position all writing correctly with descenders dropping below the line.	All letters must sit on the line g p q y
Push sound buttons to write words. 	boiling light
Spell Super Power Words correctly 	he she we me they then when what was said
Use punctuation correctly. A . , ! ?	Goldilocks, who went in the house, was cheeky!

Independent Application - HOT TASK

Children to write their own warning tale.
I can write my own warning tale using 4 paragraphs to show the beginning, the build-up, the problem and the resolution.

I can use My ALL THE TIME Toolkit.

I can use my 'Warning Tale Plan' to write a warning tale.

I can use my MAGPIED grammar and vocabulary to write a well composed and exciting tale.

18

HOT TASK

Year 1 - My **ALL THE TIME** Writing Toolkit

Form all letters correctly.	a b c d e f g
Leave finger spaces between words. 	The red dragon blew hot fire.
Push your sound buttons. 	cat play stop boil
Spell Super Power Words correctly 	I my go of the to no you said are
Use capital letters (CL)	A B C D E F G
Use full stops (FS)	●

Independent Application - HOT TASK

I can edit and improve my own warning tale making sure the composition (4 paragraphs) makes sense and that I have used the spelling, grammar and punctuation expected of me.

I can use my all of the time toolkit to edit and improve my writing.

I can publish and present my completed warning tale to an audience.

