



# Falcon Junior School – Talk For Writing Overview 2021-22

## YEAR 3

TERM 1	TERM 2	TERM 3
<p align="center"><b><u>NARRATIVE 1</u></b></p> <p><b>Class text / stimulus:</b> <i>The Day the Crayons Quit</i> – Drew Daywalt  <b>Model Text:</b> <i>The Day the Crayons Quit</i> adapted model  <b>Genre &amp; Plot Structure:</b> Conflict and Resolution story  <b>Focus / Outcome (Hot Task):</b> Children will write their own conflict and resolution story e.g. <i>The Day the Clothes Quit</i></p>	<p align="center"><b><u>NARRATIVE 3</u></b></p> <p><b>Class text / stimulus:</b> <i>Grandpa’s Teeth</i> – Rod Clement  <b>Model Text:</b> <i>Grandpa’s Teeth</i> adapted model  <b>Genre &amp; Plot Structure:</b> Mystery story/ Losing Tale  <b>Focus / Outcome (Hot Task):</b> To write a losing tale.</p>	<p align="center"><b><u>DRAMA FOR WRITING (1 week ) NARRATIVE 4</u></b></p> <p><b>Class text / stimulus:</b> <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis  <b>Genre &amp; Plot Structure:</b> Creating setting for a portal story – focus on vocabulary generation to be used elsewhere in writing  <b>Focus / Outcome (Hot Task):</b> Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities.</p>
<p align="center"><b><u>NON-FICTION 1</u></b></p> <p><b>Class text / stimulus:</b> <i>George and the Dragon</i> – Chris Wormell  <b>Model Text:</b> Teacher written text <i>Why Dragons are afraid of mice</i>  <b>Genre &amp; Plot Structure:</b> Explanation  <b>Focus / Outcome (Hot Task):</b> To write a ‘why’ explanation e.g. <i>Why Dragons breathe fire; Why Trolls are fat.</i></p>	<p align="center"><b><u>NON-FICTION 2/ NON-FICTION 3</u></b></p> <p><b>Class text / stimulus:</b> <i>Grandpa’s Teeth</i> – Rod Clement  <b>Non-fiction 1 Model Text:</b> <i>Dazzling Demon Dentures</i> advert for a new set of teeth  <b>Genre &amp; Plot Structure:</b> Persuasion (advertising)  <b>Focus / Outcome (Hot Task):</b> To write a persuasive radio advert for a new set of teeth for a particular person/creature.</p>	<p><b>Fiction Model Text:</b> Setting description of <i>The Lion, the Witch and the Wardrobe</i>  <b>Genre &amp; Plot Structure:</b> Portal Story – focus on setting  <b>Focus / Outcome (Hot Task):</b> To write a fantasy story opening and build up focused on their setting</p>
<p align="center"><b><u>NARRATIVE 2</u></b></p> <p><b>Class text / stimulus:</b> <i>The Great Kapok Tree</i> – Lynne Cherry  <b>Model Text:</b> <i>The Great Kapok Tree</i> adapted model  <b>Genre &amp; Plot Structure:</b> Character transformation tale  <b>Focus / Outcome (Hot Task):</b> Children will write their character transformation story</p>	<p><b>Non-fiction 2 Model Text:</b> Teacher written letter from DC Rate persuading Grandpa that they are not guilty of stealing his teeth  <b>Genre &amp; Plot Structure:</b> Persuasion  <b>Focus / Outcome (Hot Task):</b> Letter to Grandpa to persuade him that he does not need his teeth.</p>	<p align="center"><b><u>NON-FICTION 4</u></b></p> <p><b>Class text / stimulus:</b> <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis  <i>The Land of Never Believe</i> – Norman Messenger  <b>Model Text: Genre &amp; Plot Structure:</b> Teacher written report about an imaginary world  <b>Focus / Outcome (Hot Task):</b> To write a report about an imaginary world/land</p>
<p align="center"><b><u>POETRY 1</u></b></p> <p><b>Model poem:</b> <i>Wish (a spell)</i> by Brian Moses</p>		<p align="center"><b><u>NARRATIVE 5</u></b></p> <p><b>Class text / stimulus:</b> <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis  <b>Model text:</b> <i>Elf Road</i> by Pie Corbett  <b>Genre &amp; Plot Structure:</b> Portal story  <b>Focus / Outcome (Hot Task):</b> To write a portal story</p>

**YEAR 4**

TERM 1	TERM 2	TERM 3
<p align="center"><b><u>NARRATIVE 1</u></b></p> <p><b>Class text / stimulus:</b> <i>The Wild Girl</i> – Chris Wormell  <b>Model Text:</b> <i>The Wild Girl</i> adapted model  <b>Genre &amp; Plot Structure:</b> Overcoming the monster adventure tale  <b>Focus / Outcome (Hot Task):</b> Chn will write a sequel further adventure of the wild girl.</p>	<p align="center"><b><u>NARRATIVE 3</u></b></p> <p><b>Class text / stimulus:</b> <i>The Tunnel</i> – Anthony Browne  <b>Model Text:</b> <i>The Tunnel</i> adapted model  <b>Genre &amp; Plot Structure:</b> Opening and Build up focused on setting and atmosphere  <b>Focus / Outcome (Hot Task):</b> To write an opening and build up to a portal story focused on setting and atmosphere.</p>	<p align="center"><b><u>NARRATIVE 4</u></b></p> <p><b>Class text / stimulus:</b> <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> <i>The Night Fairy</i>  <b>Genre &amp; Plot Structure:</b> Fantasy/Finding Tale  <b>Focus / Outcome (Hot Task):</b> To write a Finding Tale set in a fantasy world</p>
<p align="center"><b><u>NON-FICTION 1</u></b></p> <p><b>Class text / stimulus:</b> <i>The Wild Girl</i> –Chris Wormell  <b>Model Text:</b> <i>The Day I met the Mighty Aslan</i> – Teacher written magazine article  <b>Genre &amp; Plot Structure:</b> Recount  <b>Focus / Outcome (Hot Task):</b> Chn will write their own magazine recount article about a meeting with a fictional character</p>	<p align="center"><b><u>NON-FICTION 2</u></b></p> <p><b>Class text / stimulus:</b> <i>The Tunnel</i> – Anthony Browne  <b>Model Text:</b> <i>Rose’s diary</i> (first person diary recount)  <b>Genre &amp; Plot Structure:</b> Recount  <b>Focus / Outcome (Hot Task):</b> To write a first person diary recount about a personal experience</p>	<p align="center"><b><u>NON-FICTION 3</u></b></p> <p><b>Class text / stimulus:</b> <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> Teacher written persuasive letter to a River Troll  <b>Genre &amp; Plot Structure:</b> Persuasion  <b>Focus / Outcome (Hot Task):</b> To write a persuasive letter to another of the fantastical creatures</p>
<p align="center"><b><u>POETRY 1</u></b></p> <p><b>Model poem:</b> <i>What do the fairies ride?</i> by Clare Bevan</p>	<p align="center"><b><u>POETRY 2</u></b></p> <p><b>Model poem:</b> <i>Dragon’s Wood</i> by Brian Moses</p>	<p align="center"><b><u>NON-FICTION 4</u></b></p> <p><b>Class text / stimulus:</b> <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> Teacher written discussion – <i>Should Trolls be Slaughtered?</i>  <b>Genre &amp; Plot Structure:</b> Discussion  <b>Focus / Outcome (Hot Task):</b> A discussion answering another <i>Should</i> question related to one of the creatures from the class text</p>
<p align="center"><b><u>NARRATIVE 2</u></b></p> <p><b>Class text / stimulus:</b> One of Flat Stanley’s Adventures (Jeff Brown) series stories e.g. <i>The Island of Adventure, The Sea of Adventure, The Castle of Adventure</i>  <b>Model Text:</b> <i>Adventure at Sandy Cove</i> – Pie Corbett  <b>Genre &amp; Plot Structure:</b> Adventure Story / Finding Tale  <b>Focus / Outcome (Hot Task):</b> To write an adventure story with a finding plot</p>		

**YEAR 5**

TERM 1	TERM 2	TERM 3
<p align="center"><b><u>NARRATIVE 1</u></b></p> <p><b>Class text / stimulus:</b> <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> Teacher written opening and build up with a focus on creating suspense  <b>Genre &amp; Plot Structure:</b> Fantasy/Tale of suspense  <b>Focus / Outcome (Hot Task):</b> To write an opening and build up to a fantasy story with a focus on suspense</p>	<p align="center"><b><u>NARRATIVE 3</u></b></p> <p><b>Class text / stimulus:</b> <i>Beowulf</i> – Michael Morpurgo  <b>Fiction 3 Model Text:</b> <i>Beowulf fights the monster</i> or similar teacher written model text  <b>Genre &amp; Plot Structure:</b> Myth – Defeat the monster/Action Scene  <b>Outcome (Hot Task):</b> To write an action scene e.g for the battle between a hero and a mythical creature (could be Theseus and the Minotaur, Cobbler and the dragon or Beowulf and a creature),</p>	<p align="center"><b><u>NARRATIVE 5/ NON-FICTION 2</u></b></p> <p><b>Class text / stimulus:</b> <i>This Morning I Met a Whale</i> – Michael Morpurgo  <b>Fiction Model Text:</b> <i>This Morning I Met a Whale</i> adapted model  <b>Genre &amp; Plot Structure:</b> Meeting Tale  <b>Focus / Outcome (Hot Task):</b> To write a meeting tale e.g. where the main character learns an important lesson.</p> <p><b>Non-fiction Model Text:</b> Teacher written exemplar – persuasive speech  <b>Genre &amp; Plot Structure:</b> Persuasion  <b>Focus / Outcome (Hot Task):</b> To write a persuasive speech E.g. on <i>why</i> we should care for our environment / endangered animals / recycle etc.</p>
<p align="center"><b><u>NARRATIVE 2</u></b></p> <p><b>Class text / stimulus:</b> <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> <i>The Nightmare Man</i> by Pie Corbett  <b>Genre &amp; Plot Structure:</b> Fantasy/ Tale of suspense  <b>Focus / Outcome (Hot Task):</b> To write a fantasy story with a central suspense theme</p>	<p align="center"><b><u>NARRATIVE 4</u></b></p> <p><b>Class text / stimulus:</b> Stories such as: <i>Ariadne, Theseus and The Minotaur or Cobbler of Krakow &amp; the Dragon</i> by Pie Corbett  <b>Fiction 4 Model Text:</b> Teacher written paragraph describing a mythical hero or beast  <b>Genre &amp; Plot Structure:</b> Myth – Defeat the monster/ Characterisation  <b>Outcome (Hot Task):</b> To write an extract from a myth which develops character</p>	<p align="center"><b><u>POETRY 2</u></b></p> <p><b>Model poem:</b> <i>To be decided by school</i></p>
<p align="center"><b><u>POETRY 1</u></b></p> <p><b>Model poem:</b> <i>The River</i> by Pie Corbett</p>	<p align="center"><b><u>POETRY 2</u></b></p> <p><b>Model poem:</b> <i>To be decided by school</i></p>	<p align="center"><b><u>NON-FICTION 3</u></b></p> <p><b>Class text / stimulus:</b> Images of Killer Whales; short films of Killer Whales in the wild.  <b>Model Text:</b> <i>Killer Whales</i>  <b>Genre &amp; Plot Structure:</b> Information – Non-chronological report  <b>Focus / Outcome (Hot Task):</b> To write a detailed information report about an endangered animal.</p>
<p align="center"><b><u>NON-FICTION 1</u></b></p> <p><b>Class text / stimulus:</b> <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> Teacher written discussion – <i>Do elves exist?</i>  <b>Genre &amp; Plot Structure:</b> Discussion  <b>Focus / Outcome (Hot Task):</b> To write a discussion around a fantastical creature?</p>		

**YEAR 6**

TERM 1	TERM 2	TERM 3
<p align="center"><b><u>NARRATIVE 1</u></b></p> <p><b>Class text / stimulus:</b> <i>The Ironwood Tree/The Wrath of Mulgrath</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> <i>The Library</i>  <b>Genre &amp; Plot Structure:</b> Adventure; Chasing/Hiding Plot  <b>Focus / Outcome (Hot Task):</b> To write their own adventure story with a chasing/hiding plot</p>	<p align="center"><b><u>NARRATIVE 3</u></b></p> <p><b>Class text / stimulus:</b> <i>Storm Breaker</i> – Anthony Horowitz ; Videos about spies e.g. James Bond etc  <b>Model Text:</b> <i>Kidnapped</i> by Pie Corbett  <b>Genre &amp; Plot Structure:</b> Adventure; Flashback plot  <b>Focus / Outcome (Hot Task):</b> To write an adventure story</p>	<p align="center"><b><u>NON-FICTION 3</u></b> (short, independent unit)</p> <p><b>Class text / stimulus:</b> <i>Storm Breaker</i> – Anthony Horowitz  <b>Model Text:</b> <i>Buy Now!</i> - <i>The Multifunction Mobile Phone Advert</i> – Pie Corbett; <i>Buy Now!</i> – <i>The Multi-purpose Spy Key Ring</i> – Pie Corbett (for Innovation stage)  <b>Genre &amp; Plot Structure:</b> Persuasion  <b>Focus / Outcome (Hot Task):</b> To write an advert for a gadget that Alex Rider may use.</p>
<p align="center"><b><u>NON-FICTION 1</u></b></p> <p><b>Class text / stimulus:</b> <i>The Spiderwick Chronicles</i>  <b>Model Text:</b> Teacher written explanation <i>Why ogres are dangerous</i>  <b>Genre &amp; Plot Structure:</b> Explanation  <b>Focus / Outcome (Hot Task):</b> Children will plan and write a ‘why’ explanation linked to the fantastical beast they write about in their innovated write became extinct e.g. <i>Why kelpies are in danger of becoming extinct</i></p>	<p align="center"><b><u>NON-FICTION 2</u></b></p> <p><b>Class text / stimulus:</b> <i>Spy Kids</i> film  <b>Model Text:</b> Teacher written discussion – Should parents be spies?  <b>Genre &amp; Plot Structure:</b> Discussion  <b>Focus / Outcome (Hot Task):</b> To write a discursive text e.g. <i>Should children as young as 12 be allowed to undertake dangerous spy missions?</i></p>	<p align="center"><b><u>NON-FICTION 4</u></b>(short, independent unit)</p> <p><b>Class text / stimulus:</b> Real life gadgets taken apart Edward Heath Robinson illustrations; Video: <i>The Shirt Machine</i> – Jon Davis  <b>Model Text:</b> <i>Teacher Pleaser</i> – Pie Corbett  <b>Genre &amp; Plot Structure:</b> Explanation  <b>Focus / Outcome (Hot Task):</b> To write an explanation text about how something works e.g. Parent Pleaser Mark 2, Teacher Pleaser or about how a gadget designed for Alex Rider works.</p>
<p align="center"><b><u>POETRY 1</u></b></p> <p><b>Model poem:</b> <i>Into the Lair of Baron Jugula</i> by Brian Moses</p>		<p align="center"><b><u>POETRY</u></b></p> <p><b>Class text / stimulus; Model text:</b> <i>Memories</i> - Pie Corbett  <b>Genre &amp; Plot Structure:</b> Poetry  <b>Focus / Outcome (Hot Task):</b> To write a poem e.g. their own <i>Memories</i> poem that captures key memories of primary school</p>
<p align="center"><b><u>NARRATIVE 2</u></b></p> <p><b>Class text / stimulus:</b> <i>Skellig</i> – David Almond  <b>Model Text:</b> <i>Zelda Claw and the Rain Cat</i> – Pie Corbett  <b>Genre &amp; Plot Structure:</b> Tale of Fear; suspense focus  <b>Focus / Outcome (Hot Task):</b> To write a story which contains suspense</p>		<p align="center"><b><u>AUTOBIOGRAPHY</u></b></p> <p><b>Class text / stimulus; Model text:</b> <i>This Is Me</i> by Matilda Wormwood Autobiography  <b>Genre &amp; Plot Structure:</b> Biography/Autobiography  <b>Focus / Outcome (Hot Task):</b> To write a ‘<i>This is Me</i>’ autobiography to send to secondary school</p>

## **INDEPENDENT WRITING OPPORTUNITIES SUMMER 1**

**Class text / stimulus:** *The Island* – Armin Greder; *Cogheart* – Peter Bunzl

*Due to transition and summative assessments, use this period to give children independent writing opportunities using the class readers as a stimulus. In addition to the units this half term but you may want to share and some explore model texts as strong exemplars before writing. For example, you could have the children:*

### **NARRATIVE**

1. Write a scene from the story e.g. an action scene
2. Write an excerpt from the perspective of a particular character
3. Write a portal, time slip story, stimulated by *Cogheart*, where adventure happens in a new, fantastical world.

### **NON-FICTION**

1. Non-chronological report about the creatures found on an imaginary island (use *The Land of Never Believe* by Norman Messenger as a stimulus)
2. Detailed instructions for how to look after a mechanical fox