

# Literacy learning

## **Adult guide**

This week we will be focusing on using **talk for writing**. This is where we learn a story off by heart by telling it over and over using actions. Once we know it really well we innovate the story by changing a few key parts and then write our own version.

## **Week overview**

**Monday: Storytelling Tiddlers adventure using actions**

**Tuesday: Drawing a story map**

**Wednesday: Describing the story characters**

**Thursday: Writing own version of the story**

**Friday: Writing own version of the story**

Click on the day's learning you would like to access...

Monday

Tuesday

Wednesday

Thursday

Friday

# Monday

Learn the story of 'Tiddlers adventure' off by heart by adding actions and movements to go with each part of the story.

The purpose of this is to enable to children to memorise the language and structure of the story. Therefore when they go to write their own versions they can use the same language and structure whilst adapting the story slightly.

Usually in class we would put actions to the whole story and then I would video the children so that we can watch it back and make adjustments to our actions.

# Monday

## Tiddler's Adventure

Once upon a time there was a little fish, his name was Tiddler and he lived in the sea.

Early one morning Miss Skate said to him, "Take this basket of food to Granny Dory's house." Into the basket she put two slimy fish, a crab and a shiny shell. Miss Skate warned Tiddler not to be late because Granny Dory was expecting him.

Next, he swam and he swam and he swam until he came to the yellow submarine.

There he met a shark, a lean, mean shark.

"I'm hungry," said the shark, "What have you got in your basket?"

Tiddler showed the shark the two slimy fish and the crab but he kept the shiny shell hidden!

"I'll have the fish," said the shark. So Tiddler gave the fish to the shark and he ate it all up.

Next, he swam and he swam and he swam until he came to the mermaid's cave.

There he met a turtle, an old, bald turtle. "I'm hungry," said the turtle, "What have you got in your basket?"

Tiddler showed the shark the one slimy fish and the crab but he kept the shiny shell hidden!

"I'll have the fish," said the turtle. So Tiddler gave the fish to the lobster and he ate it all up.

# Monday

Next, he swam and he swam and he swam until he came to the giant clam shell.

There he met a swordfish, a broad, bored swordfish.

“I’m hungry,” said the Swordfish, “What have you got in your basket?”

Tiddler showed the Swordfish the crab but he kept the shiny shell hidden!

“I’ll have the crab,” said the Swordfish. So Tiddler gave the crab to Swordfish and he ate it all up.

Next he swam and he swam and he swam until he came to Granny Dory’s house. There he met Granny.

“I’m hungry,” said Granny, “What have you got in your basket?”

So Tiddler gave the basket to Granny Dory.

“Oh dear, only fish bones and a shell for tea!” she said disappointedly.

In a flash, Tiddler held the shell to Granny’s ear. She listened and she listened and she listened until all that she could hear was the beautiful sound of the sea.

So they had the sound of the sea for tea and luckily Granny had some seaweed soup too.

Learn the story by  
adding actions

Can you pick out the  
adjectives used in the  
story?

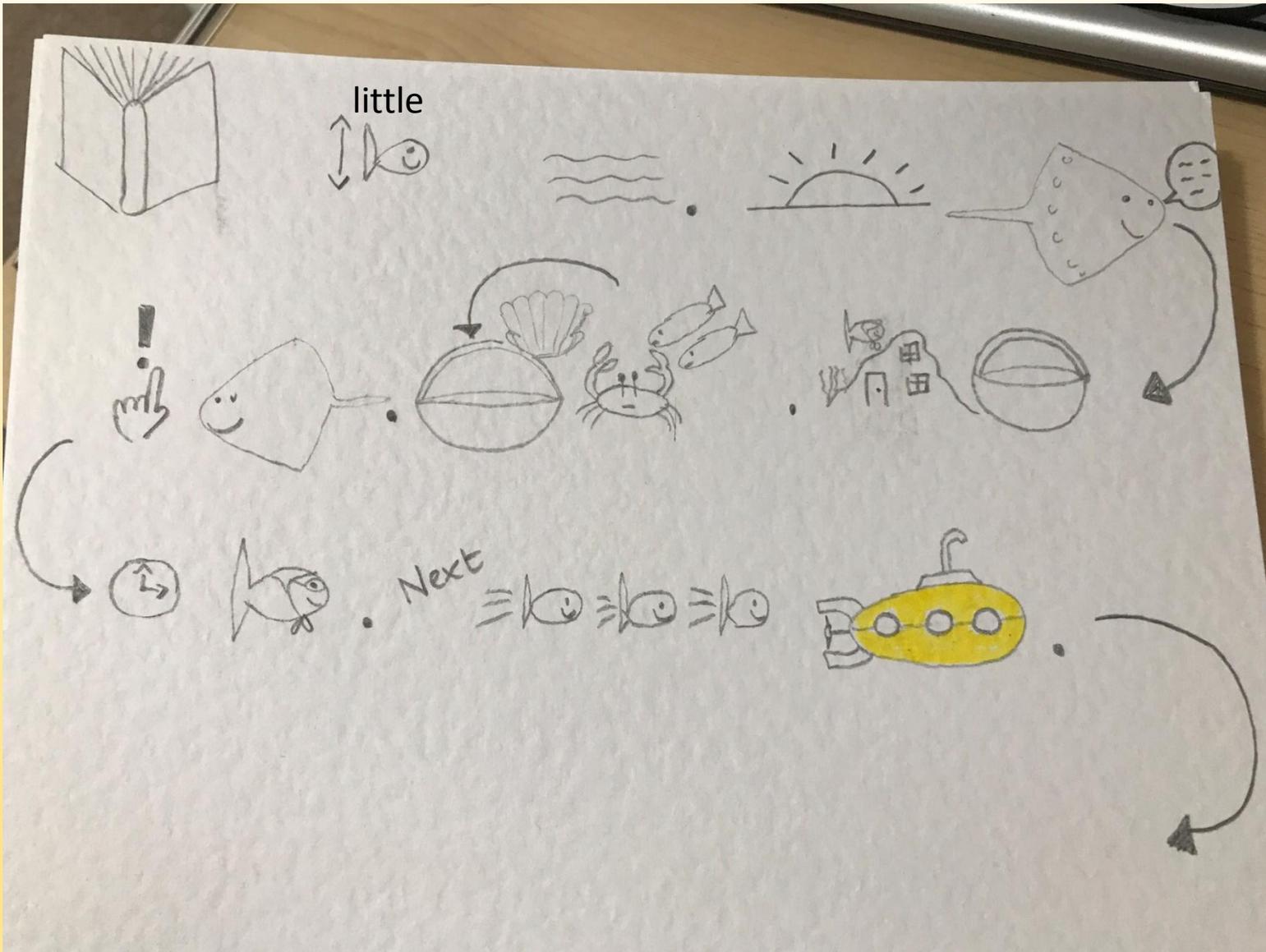
# Tuesday

Today we are going to draw a story map to go with our story. This will help support our story telling actions. It is also important to add in any punctuation to the map as this will help when the children are writing their own versions of the story.

There is an example of what the story map could look like on the next slide. Reassure your children that the map is for them to help them remember the story so it won't be the same as someone else's map.

(Please excuse my terrible drawings, I am certainly not an artist!)

Once your map is complete you can also add adjectives above your drawings.



The map needs to go in a zig zag order like the example. The arrows show which way to go.

# Wednesday

## Adult guide

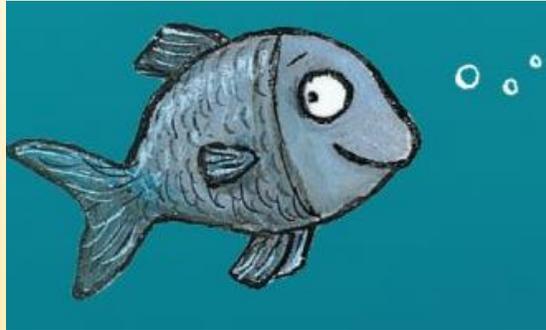
Today we are going to be using adjectives (describing words) to describe the characters in the Tiddler's Adventure story.

Using the pictures on the next slide can you think up lots of different adjectives to go with the picture. Then can you ask your child to use one or two of the adjectives to put into a sentence.

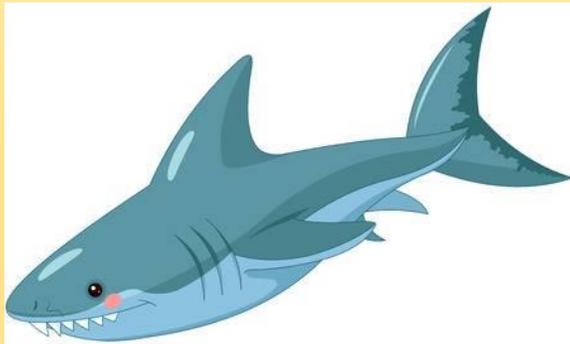
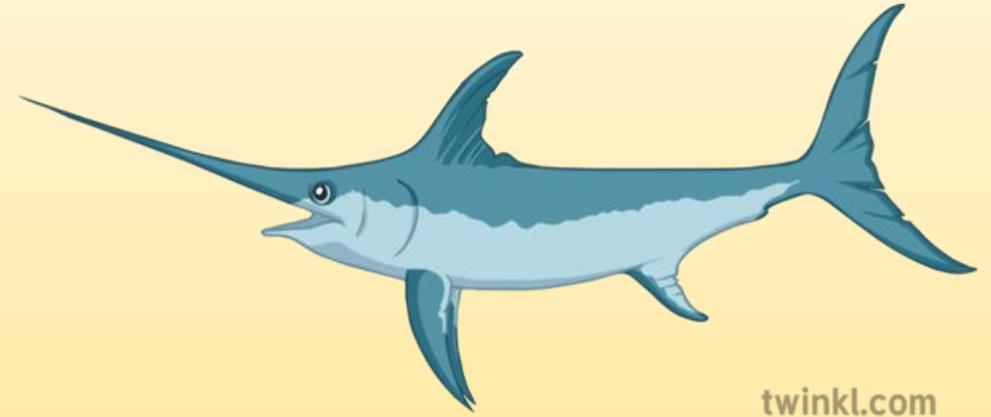
## Can I use adjectives to describe a character?

Must	Should	Could
Fred talk words Finger spaces Adjectives	Full stops Capital letters	Exciting adjectives

# Can I use adjectives to describe a character?



Must	Should	Could
Fred talk words	Full stops	Exciting adjectives
Finger spaces	Capital letters	
Adjectives		



# Thursday

# Friday

## Adult guide

Look back over the story map created yesterday, encourage your child to tell the story using their picture map.

Over the next two days the children are going to be writing their own version of the story. Split the story up, encouraging your child to write each story section at a time. Depending on your child's writing stamina this could be 1-2 sentences for the beginning, build up etc. for each section.

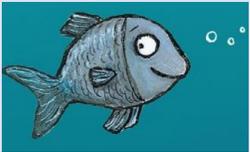
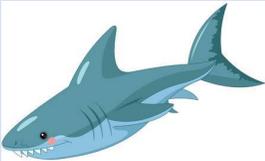
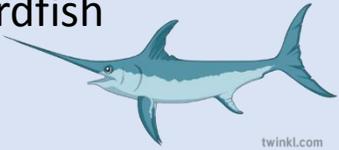
Use the key words on the next page for support and keep referring back to the story map to know which part of the story comes next.

Must	Should	Could
Fred talk words	Full stops	Exciting adjectives
Finger spaces	Capital letters	
Adjectives		

# Can I write an a short story?

Must	Should	Could
Fred talk words Finger spaces Adjectives	Full stops Capital letters	Exciting adjectives

## Key vocabulary

Once upon a time	Next	In a flash	
Tiddler 	Shark 	Turtle 	basket 
Miss Skate 	Swordfish  <small>twinkl.com</small>	Granny Dory  <small>twinkl.com • 1085541</small>	submarine 