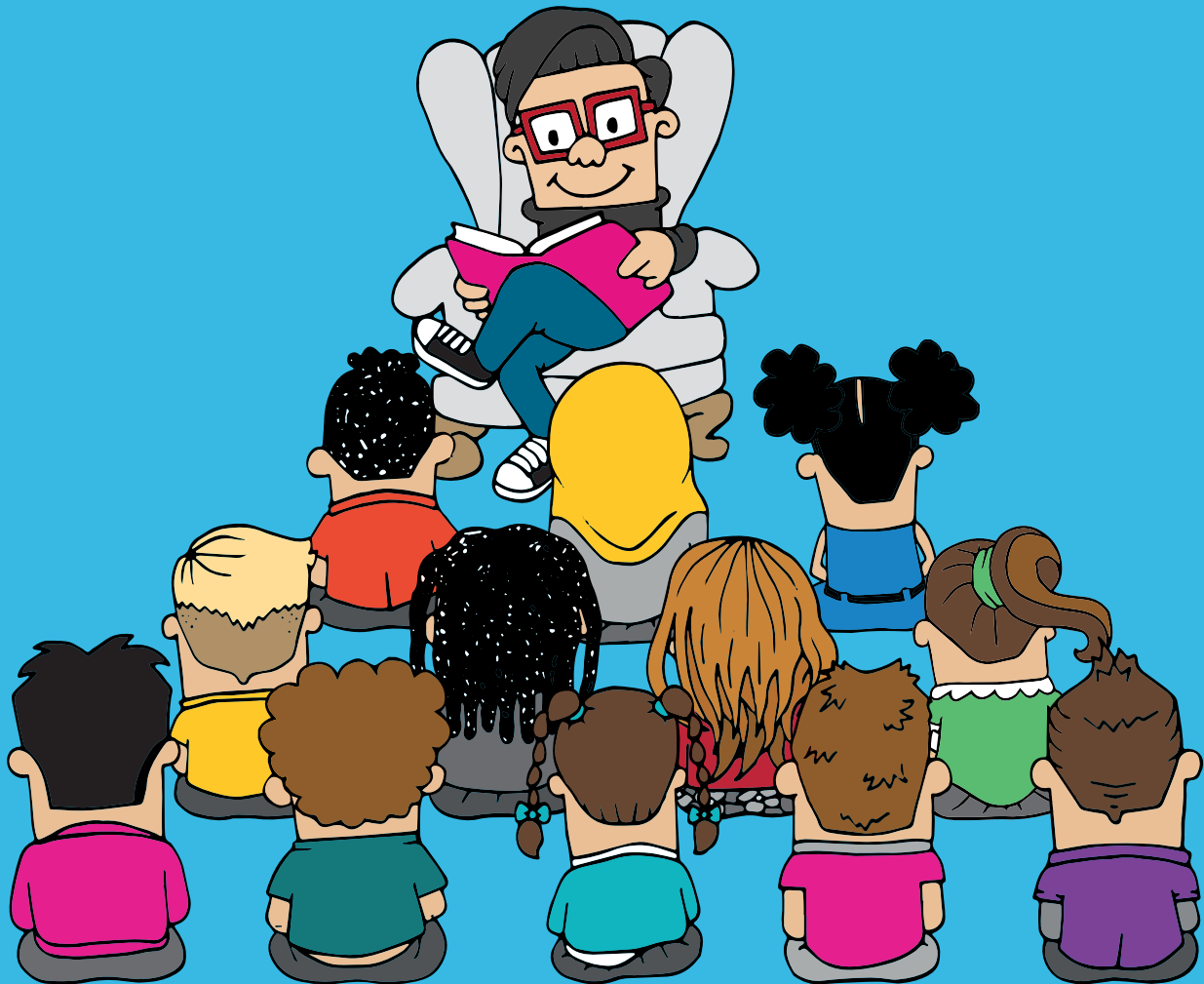


The Write Stuff Unit Plan

Transforming the Teaching of Writing



Our Trip To The Woods

Text type: Non-Fiction

Recount

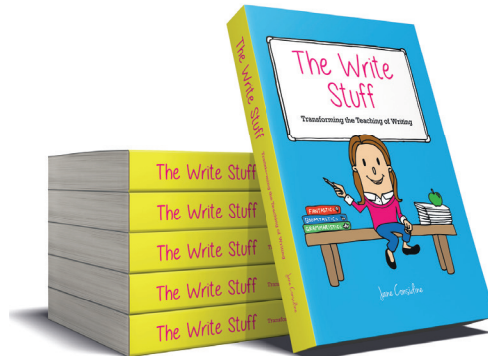
YEAR 1

Instructions

To achieve maximum impact in the classroom, we recommend purchasing the following books to support the teaching of this unit:

- **The Write Stuff - Transforming the Teaching of Writing** by Jane Considine, which fully explains her progress-boosting teaching methods www.thetrainingspace.co.uk

- **Our Trip To The Woods**



This plan covers 13 teaching days/sessions, split into:

- **Find the Shape Days (2)**
- **Experience Days (3)**
- **Sentence Stacking Days (8)**

We recommend these structured days are followed by an independent pupil writing task.

The following resources will also support the teaching of this unit:

- **The Writing Rainbow** - available from our website [HERE](#)
- **The Writing Rainbow symbols** - available from our website [HERE](#)

We love to hear your success stories and see sparkling work examples. Please get in touch by:

email: info@thetrainingspace.co.uk

Facebook: [The Training Space](#)

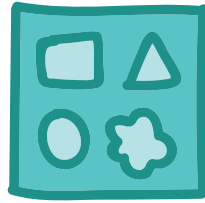
Twitter: [@janeconsidine](#)

For INSET bookings, training courses, unit planning workshops and teaching resources, visit:

www.thetrainingspace.co.uk

Overview of Unit

Please note that non-fiction units are built from three modes of teaching.



Find the Shape

One or two English lessons right at the beginning of a unit are deployed to read a model non-fiction example. Pupils should then be helped to understand it as a visual, jigsaw style shape. This is very directed teaching.



Sentence Stacking

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. See appendix for example of complete teacher model for this unit.



Experience Lessons

Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.

A Non-Fiction Journey

Jigsaw Shapes

Every non-fiction unit requires the teacher to establish the exact shape that needs building. The shape could come from a non-fiction text, film clip or book. We recommend that non-fiction shapes ideally have nine jigsaw style components. These jigsaw pieces need to be shared with pupils from the outset so that they have a clear sense of all the parts of the writing that constitute the non-fiction text type.

Jigsaw Shapes make Sentence Stacking Lessons

There is an example shape for this non-fiction text type included in this unit. As you progress through the unit you will be able to clearly see which jigsaw pieces are being taught/modelled in each Sentence Stacking lesson.











Non-Fiction Map

A non-fiction journey map can also be created as you move through the unit. There is an example included for this non-fiction text type. Individual jigsaw pieces can be plotted on the non-fiction map as pieces are added, use the positive/negative axis to discuss this part of the text and whether it has a positive or negative impact on the reader. Annotations can also be added.

Independent Writing

It is important to map the jigsaw pieces and analyse the highs and lows of the non-fiction text built across a unit, as this will generate the task for independent writing at the end. Using the 'Independent Writing Teaching Sequence' included, teachers move through the steps to guide children from the highly modelled Sentence Stack to writing independently. When writing non-fiction, the pupils independent task should be to craft their own text which mirrors the highs and lows mapped. It is within the teacher's discretion to choose a topic for pupils to build their own ideas e.g. a previous history topic for a non-chronological report. This gives pupils real freedom to develop their content around a theme independently.

Teaching Sequence

<p>DAY 1</p>  <p>Find a shape (Beach Model)</p>	<p>DAY 2</p>  <p>Find a shape (Beach Model)</p>	<p>DAY 3</p>  <p>A woodland walk with FANTASTIC thinking</p>	<p>DAY 4</p>  <p>Answering the 4 'W's</p>
<p>DAY 5</p>  <p>High & low sights + sounds</p>	<p>DAY 6</p>  <p>Building an animal shelter</p>	<p>DAY 7</p>  <p>Natural finds & a delicious treat for the birds</p>	<p>DAY 8</p>  <p>Sights & sounds & dialogue</p>
<p>DAY 9</p>  <p>Woodland-themed picnic</p>	<p>DAY 10</p>  <p>A comforting hot chocolate drink</p>	<p>DAY 11</p>  <p>Wiggly worms & other minibeasts</p>	<p>DAY 12</p>  <p>Our favourite things</p>
<p>DAY 13</p>  <p>Conclusion</p>	<p>DAY 14</p>  <p>Independent Writing Sequence</p>	<p>DAY 15</p>  <p>Independent Writing Sequence</p>	<p>DAY 16</p>  <p>Independent Writing Sequence</p>

Key:  Find the Shape  English Lesson  Sentence Stacking Lesson  Experience Lesson  Independent Writing Sequence (see appendix)

Find the Shape

Recount

Our Beach Visit

On 5th February Class 1F visited the beach to find out more about nature.

What do you think we found?

Class 1F thought the trip was awe-inspiring. Let me tell you more about it.

Beach walk

Above the clouds was a hot, shining sun. Beneath our feet was wet, silky sand... Squawk! Squawk! Squawk! I strolled along the beach.

Sandcastle

As we got closer and closer to the waves, we decided to get creative. I scooped and moulded sand to make a sandcastle. Thoughtfully, I left my sandcastle on the beach to interest other children.

Collecting Nature

On my scavenger hunt I found smooth, white shells and grey lumpy shells. I could hear seagulls screeching and waves crashing.
"Look at the cliffs!" I said to Jessica.

Ice Cream

I licked an ice cream because I was hot. It was really cold. Really cold and sweet. Really cold, sweet and refreshing to eat. I felt excited.

Rock pools

During the morning, I found a place to do rock pooling. I found crabs, crusty, brown and sharp. I found starfish, shiny, orange and squishy. I saw fish darting, seaweed swaying and the jellyfish floating.

Colour hunt

Finally the trip was finished with a colour hunt. The shell was white like a shiny pearl. I touched golden, glistening sand.
"I like the green seaweed because it looks like jelly snakes," I told my teacher.

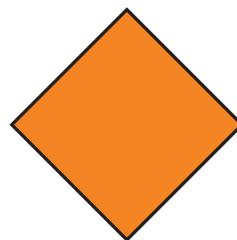
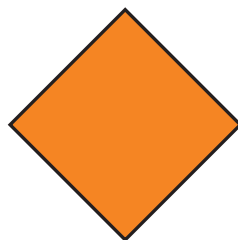
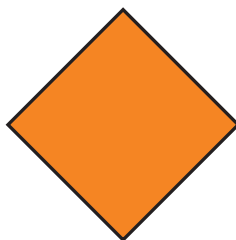
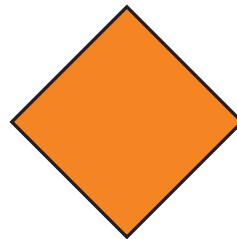
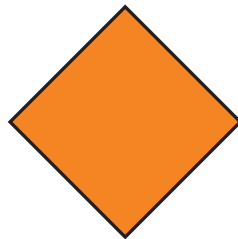
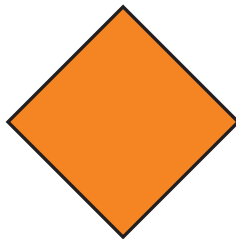
At the end of the trip I felt tired but exhilarated. I want to go back to the beach because I enjoyed the rock pooling. The trip to the beach was the most exciting trip ever.

Non-Fiction Shape

Recount



W ?



Key:



Heading

W

4 W's

?

Question



Subheading



Event



Conclusion

Find the Shape

Recount

Our Beach Visit

W { On 5th February Class 1F visited the beach to find out more about nature.

What do you think we found? }

? }

Class 1F thought the trip was awe-inspiring. Let me tell you more about it.

Beach walk

Above the clouds was a hot, shining sun. Beneath our feet was wet, silky sand... }

Squawk! Squawk! Squawk! I strolled along the beach. }

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As we got closer and closer to the waves, we decided to get creative. I scooped and moulded sand to make a sandcastle. Thoughtfully, I left my sandcastle on the beach to interest other children. }

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During the morning, I found a place to do rock pooling. I found crabs, crusty, brown and sharp. I found starfish, shiny, orange and squishy. I saw fish darting, seaweed swaying and the jellyfish floating. }

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Finally the trip was finished with a colour hunt. The shell was white like a shiny pearl. I touched golden, glistening sand. }

"I like the green seaweed because it looks like jelly snakes," I told my teacher. }

At the end of the trip I felt tired but exhilarated. I want to go back to the beach because I enjoyed the rock pooling. The trip to the beach was the most exciting trip ever.

Key:



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4 W's

?

Question



Subheading



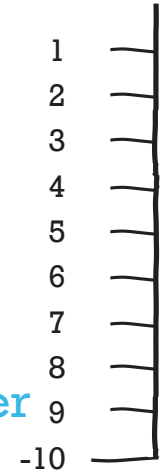
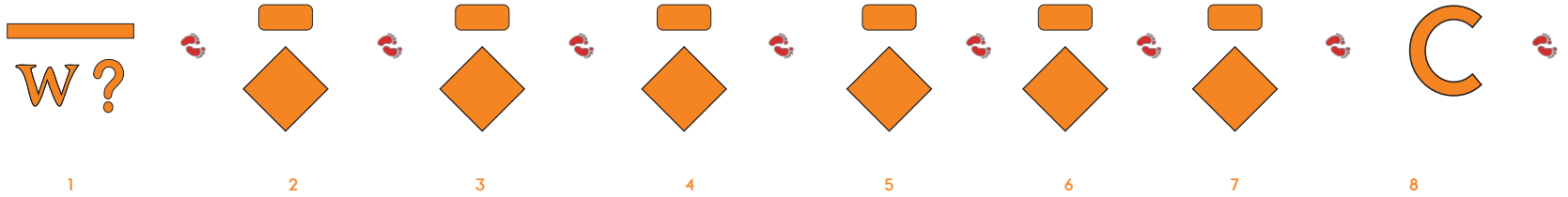
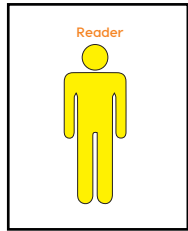
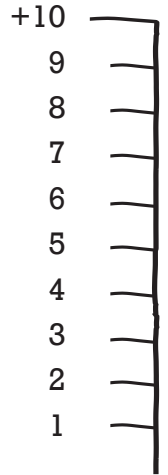
Event



Conclusion

Character Highs

Non-Fiction Map: **Recount**



Character Lows

To understand how to use this map, please read the page titled 'Non-Fiction Journey'.



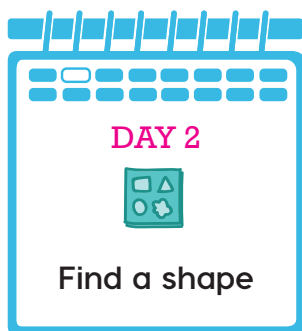


Find the Shape (1)

Learning Objective:

To introduce the recount shape.

- Teacher to read the model text and introduce the shapes to the children. Get the children to be able to explain what the shapes are and what they mean.
- Pupils to re-read the text and place it on a non-fiction map. Discuss how the shapes will support them to build their own.
- Explore the knowledge required to populate these 'meaning making' shapes to another destination. Key question: How many key events need to happen on our trip?



Find the Shape (2)

Learning Objective:

To recap and re-familiarise with the recount shape.

To pair sentences with the associated shapes to construct a complete recount.

- Pupils to have a cut up text of the model recount text in an envelope/ polly pocket. Pupils to work in mixed attainment pairs. Pupils read the sentences and decide where they belong on our non-fiction shape. Use this as an opportunity to establish the shape clearly and identify important words and vocabulary that give clues to the reader of where sentences belong. e.g. At the end of the trip I felt...



Experience Day (1)

Learning Objective:

To experience a walk in the woods.

- Walk in local woodland and experience six events:
- A walk.
- Building mini dens for woodland creatures (find an open space to build the dens and then encourage children to carefully lift and position their shelters back in the trees/ undergrowth).
 - Collecting items of nature.
 - A snack-time hot chocolate.
 - A minibeast hunt.
 - A colour hunt.
- Take the FANTASTIC symbols and code pupils' thinking while outdoors.
- One adult to take photographs of the woodland sights, plus the children exploring, making their mini dens etc. Take some photos of their children's faces at the end of the trip, as they are told it's time to return to school.

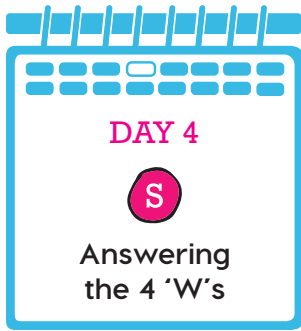
THE FANTASTICs



Experience sessions should be rinsed for vocabulary using The FANTASTICs.



Sentence Stacking Lesson 1



Shapes

Learning Objective:

To write effective sentences for a recount.

Steps to Success:

Answering 4 'W's

Question

Inner thoughts

Initiate

Model

Enable

Learning chunk 1

Answering 4 'W's

- Show pupils the 'beach model'. Identify the answers to the 4 'W's and what order they are answered in. (When? Who? Where? Why?)
- Gather a bank of adjectives to describe the woodland setting – sunny, cold, shaded, dense, colourful, exciting, mysterious, intriguing.

Answering 4 'W's

Provided sentence: Our Woodland Visit.
Teacher model: On the 5th of February, Class 1F visited the interesting woodland to find out more about nature.

Answering 4 'W's

Pupils to answer the 4 'W' questions in order, adding an adjective.
HA: Deepen the moment.

Learning chunk 2

Question

- Gather a bank of question words – Are? Do? How? What? Why? Can?
- Share a photograph of the woods and ask pupils, working in pairs, to generate questions to open their recounts, e.g. Can you guess what we did? What was the most interesting part? Would you like to find out more about our trip?

Question

Teacher model: How do you think we got on?

Question

Write a question that makes people want to read more of your recount.
HA: Deepen the moment.

Learning chunk 3

Inner thoughts

- Show photos from the trip of excited faces, laughing and talking.
- Compile a bank of adjectives to reflect the children's inner thoughts about the activities – exciting, interesting, wonderful, fun, great, inspiring.

Inner thoughts

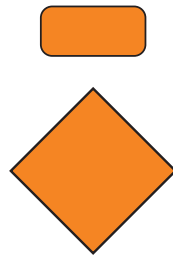
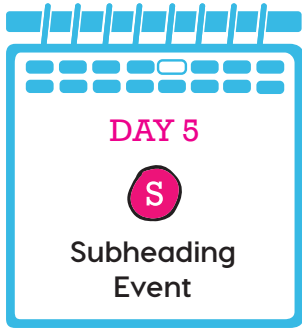
Teacher model: Class 1F thought the trip was amazing. Let me tell you more about it.

Inner thoughts

Write a sentence describing the class's 'inner thoughts' about the trip. Follow it with another sentence or question that 'hooks' the reader and makes them want to find out more.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 2



Shapes

Learning Objective:

To write effective sentences for a recount.

Steps to Success:

High prepositions (sights)

Low prepositions (sights)

Onomatopoeia

Initiate

Model

Enable

Learning chunk 1

High prepositions (sights)

- Show a photograph of 'high up in the trees' and gather high prepositions – up, above, over, beyond, on top of.
- Compile some associated prepositional phrases – high up in the sky; above my head; beyond my reach; on top of the trees.
- Brainstorm adjectives for the trees – green, brown, tall, skinny, huge, swaying, gigantic.

High prepositions (sights)

Teacher model: The Walk
High in the forest,
I could see tall, bare trees.

High prepositions (sights)

Pupils to include a preposition and use two adjectives to describe what they could see above them.
HA: Deepen the moment.

Learning chunk 2

Low prepositions (sights)

- Show a photograph of 'low in the trees' and gather low prepositions – low, below, under, beneath.
- Ask pupils to suggest some low prepositional phrases – low on the ground; beneath my feet; under the leaves.
- Assemble a bank of adjectives for the ground level sights – crunchy, brown, damp, rotting, moist, soggy.

Low prepositions (sights)

Teacher model: Beneath my feet
were brown, crunchy leaves.

Low prepositions (sights)

Using a preposition and two adjectives, describe what you could see at ground level.
HA: Deepen the moment.

Learning chunk 3

Onomatopoeia

- Re-enact the woodland walk in the classroom, with the teacher modelling some of the sounds of nature (crunch, tweet, snap) as well as those made by the children (stomp, squelch, crack).
- Gather a bank of synonyms for 'walk' and use a shade-o-meter to scale them from low to high intensity – dawdle, stroll, amble, stride, march, stomp.

Onomatopoeia

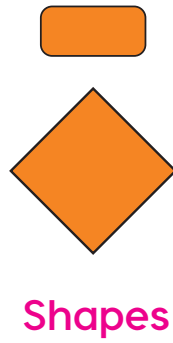
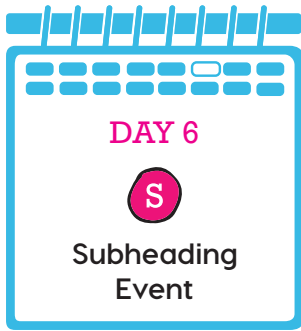
Teacher model: Stomp! Stomp!
Stomp! I marched along the
woodland track.

Onomatopoeia

Pupils to use onomatopoeia x 3 and include a powerful synonym for 'walked'.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 3



Learning Objective:

To write effective sentences for a recount.

Steps to Success:

Repetition for effect

Action

Adverbs

Initiate

Model

Enable

Learning chunk 1

Repetition for effect

- Show a photograph of the animal den building.
- Through drama conventions, re-enact going deeper and deeper into the forest to find a clearing (open space) for den building.
- Explore 'comparatives' for your journeying to reach this spot – deeper, further, closer, nearer, quicker.

Repetition for effect

Teacher model: Animal Shelter
As we strode deeper and deeper into the woods, I decided to help the forest creatures.

Repetition for effect

Pupils to include two comparatives in a sentence about journeying into the woods.
HA: Deepen the moment.

Learning chunk 2

Action

- Show photographs of the pupils building their dens.
- List a bank of verbs for their work – gathered, collected, hunted, sorted, snapped, twisted, moulded, joined, weaved, balanced, arranged.

Action

Teacher model: I gathered and collected twigs to make an animal shelter.

Action

Include two precise verbs in an action sentence about shelter building.
HA: Deepen the moment.

Learning chunk 3

Adverbs/Prefix

- Show photos of the children placing their mini animal shelters into good positions.
- Gather a bank of adverbs for 'how' this was done – carefully, gently, softly, thoughtfully, delicately, precisely, proudly.
- Provide a range of words that the prefix 'un' can be added to, e.g. sure, certain, clear, aware.

Adverbs/Prefix

Teacher model: Carefully, I placed my animal shelter near the tree roots. I was unsure if the animals would use it.

Adverbs/Prefix

Open a sentence about positioning your den with a 'how' adverb. HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (2)

Learning Objective:

To experience woodland nature.

- Share a selection of natural finds from your woodland walk.
- Sort into categories and add appropriate labels. For example, pine cones, twigs, oak leaves, holly leaves, pine needles, conkers, berries (please ensure children wash their hands if handling berries).
- Using lard, honey and seeds, children to make winter fat balls for hungry birds.
- See www.woodlandtrust.org.uk for more great ideas.

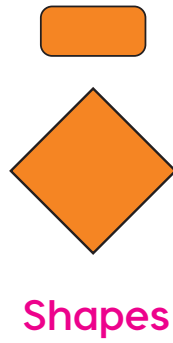
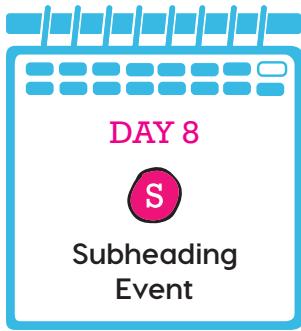
THE FANTASTICs



Experience sessions should be rinsed for vocabulary using The FANTASTICs.



Sentence Stacking Lesson 4



Learning Objective:

To write effective sentences for a recount.

Steps to Success:

Sights

Sounds

Dialogue

Initiate

Model

Enable

Learning chunk 1

Sights

- Show pupils the various-shaped leaves on www.woodlandtrust.org.uk and talk about sizes, colours and shapes.
- Gather a bank of adjectives for woodland leaves – large, small, spiky, green, brown, nibbled, round, smooth, long, soggy, fragile, delicate, crispy, shrivelled.

Sights

Teacher model: Scavenger Hunt
On my scavenger hunt, I found green, spiky leaves and brown, crispy leaves.

Sights

Pupils to include 2 x double-adjective noun phrases in a sentence, joined with 'and'.
HA: Deepen the moment.

Learning chunk 2

Sounds

- Listen to some National Trust woodland soundscapes.
- Compile a bank of daytime woodland sounds – birds tweeting, wind whistling, sticks snapping, leaves rustling, squirrels scurrying, stream gurgling/bubbling.

Sounds

Teacher model: I could hear birds tweeting and a stream gurgling.

Sounds

Include two sounds from the woods in a sentence.
HA: Deepen the moment.

Learning chunk 3

Dialogue

- Display photos of the children's scavenger hunts in the woods.
- Working in pairs, pupils to have a conversation about exciting aspects of this experience.
- Gather a bank of exclamations they might make to a friend – How exciting! Look at that squirrel! I love the woods! Listen to that stream!

Dialogue

Teacher model: "Look at that squirrel!" I said to James.

Dialogue

Write up your spoken exclamation, using the correct speech punctuation.
HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (3)

Learning Objective:

To experience a woodland picnic.

- Visit www.beloveyevents.com and Pinterest for ideas.
- Pupils to experience a woodland picnic, with named, themed foods.
For example:
 - caterpillar grapes
 - fox cookies
 - strawberry lace worms
 - cheese & pineapple field mouse
 - owl Mini Babybels
 - hedgehog chocolate bomb cake/chocolate log
- * Please consider all food ingredients re. potential for allergic reactions.

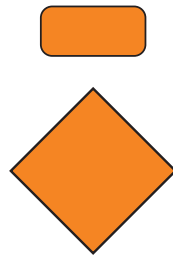
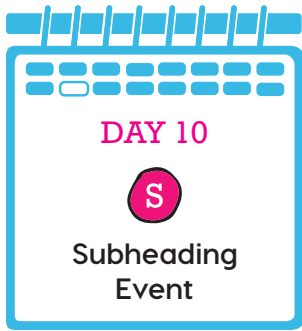
THE FANTASTICs



Experience sessions should be rinsed for vocabulary using The FANTASTICs.



Sentence Stacking Lesson 5



Shapes

Learning Objective:

To write effective sentences for a recount.

Steps to Success:

'Because' clauses

Repetition for effect

Feelings

Initiate

Model

Enable

Learning chunk 1

'Because' clauses

- Gather verbs for 'drinking' the hot chocolate and use a shade-o-meter to scale them from low to high intensity – sipped, sipped, swallowed, gulped, guzzled.
- Compile some 'because' clauses to explain the children's manner of drinking – because I was thirsty; because I was freezing; because it was tasty.

'Because' clauses

Teacher model: Hot Chocolate Tasting
I guzzled a hot chocolate because it was tasty.

'Because' clauses

Pupils to use 'because' to link two clauses.
HA: Deepen the moment.

Learning chunk 2

Repetition for effect

- Share the following with the class: "It was something black . . . Something tall and black . . . Something very tall and very black and very thin." - Roald Dahl, The BFG
- Gather an adjective bank for hot chocolate – warm, steaming, sweet, smooth, creamy, comforting.

Repetition for effect

Teacher model: It was really warm.
Really warm and sweet. Really warm, sweet and comforting to drink.

Repetition for effect

Follow the BFG model, using one adjective, then two, then three.
HA: Deepen the moment.

Learning chunk 3

Feelings

- Working in pairs, children to discuss how they felt when they drank the hot chocolate.
- Compile a bank of 'feelings' words – cosy, snugly, comforted, happy, peaceful, warm, contented, soothed.

Feelings

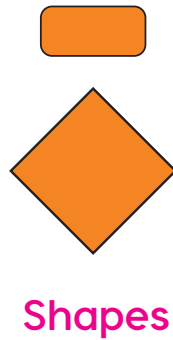
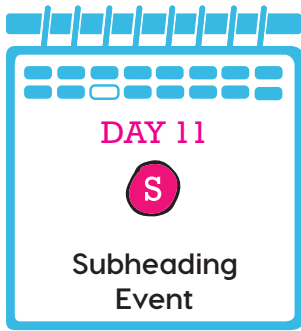
Teacher model: I felt cosy.

Feelings

Write a short sentence, sharing your 'feelings' about the warm drink.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 6



Learning Objective:

To write effective sentences for a recount.

Steps to Success:

Time adverbials 

Adjectives (final position) 

Action verbs 

Initiate

Model

Enable

Learning chunk 1

Time adverbials

- Show photographs of the minibeast hunt from your woodland walk. Remind pupils it happened 'later' in the trip.
- Gather a bank of adverbs showing that time had passed – next, after, later, then.
- Brainstorm some appropriate adverbial phrases – Later that afternoon; Later in the morning; After our snack; Next on the list of activities.

Time adverbials

Teacher model: Mini beast Hunt
Later that morning, I found a place to do my minibeast hunt.

Time adverbials

Open your sentence with a time adverbial.
HA: Deepen the moment.

Learning chunk 2

Adjectives (final position)

- Introduce a 'card sort' game to match adjectives to minibeasts. Use words such as: green, hairy, long, wiggly, soft, small, black, scaly, spindly, creepy, spotty.

Adjectives (final position)

Teacher model: I found caterpillars, green long and wiggly. I found ladybirds, red, spotty and shiny.

Adjectives (final position)

Include three adjectives (in final position) for two minibeasts.
HA: Deepen the moment.

Learning chunk 3

Action verbs

- Share the 'Ugly Bug Ball' song and ask pupils to listen out for the 'verb' that describes how the creatures got there <crawl/crawled>.
- Explore and list alternative words for minibeasts' modes of movement – wriggle, scuttle, scurry, slide, flutter, slither.

Action verbs

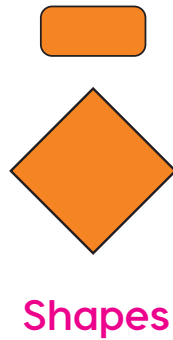
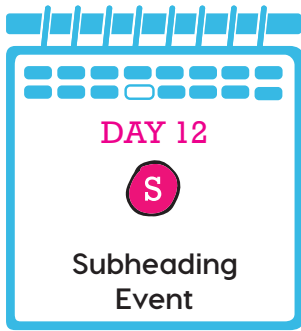
Teacher model: I saw worms wiggling, ladybirds flying and snails crawling.

Action verbs

Choose precise verbs to describe the actions of 3 x minibeasts.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 7



Learning Objective:

To write effective sentences for a recount.

Steps to Success:

Simile 

Alliteration 

Dialogue (because)  

Initiate

Model

Enable

Learning chunk 1

Simile

- Display a group of 'brown' items (e.g. chocolate, gingerbread, coffee, fudge) and show children a 'brown' colour thesaurus.
- Discuss colour similes using the word 'like' – blue like ink; black like the night sky; yellow like daffodils.

Simile

Provided sentence: A Colour Hunt
Finally, the trip finished with a colour hunt.
Teacher model: I found an oak leaf that was brown like scrumptious chocolate.

Simile

Build a 'brown' simile which includes an adjective.
HA: Deepen the moment.

Learning chunk 2

Alliteration

- Show blocks of various colours on the whiteboard and ask pupils to match some pre-planned alliterative adjectives to them – rosy red, sparkling silver, winter white, glittering gold, beautiful blue.

Alliteration

Teacher model: I touched glistening gold leaves.

Alliteration

Write your own alliterative noun phrase.
HA: Deepen the moment.

Learning chunk 3

Dialogue (because)

- Re-introduce the objects from nature (found on your walk) and ask pupils to choose their favourite item.
- Working in pairs, children to tell their partner why they like a particular item, using 'because'. For example: I like the brown pine cones because they look like baby hedgehogs; I like the dark red leaves because they sound really crunchy.

Dialogue (because)

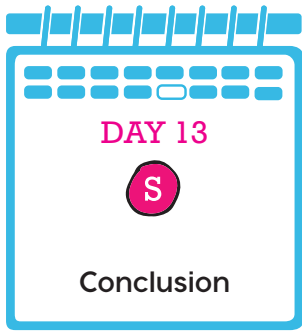
Teacher model: "I like the white snowdrops because they look like fairy hats," I told my friend.

Dialogue (because)

Use 'because' to explain why you chose your favourite item. Write it as a piece of dialogue, using the correct speech punctuation.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 8



Shapes

Learning Objective:

To write effective sentences for a recount.

Steps to Success:

Feelings/thoughts  

Recommendations (because) 

Conclusion 

Initiate

Model

Enable

Learning chunk 1

Feelings/ thoughts



- Show the photographs of the children's expressions at the end of the woodland walk.
- Gather a bank of feelings – tired, happy, exhausted, contented, sad.
- Provide a small bank of conjunctions – and, but, because.

Feelings/ thoughts



Teacher model: At the end of the trip, I felt exhausted but happy.

Feelings/ thoughts



Pupils to write a 'feelings' sentence, using one of the provided conjunctions.
HA: Deepen the moment.

Learning chunk 2

Recommendations (because)



- Talk to a partner about whether you would want to go back to the woods and, if so, why.
- Compile a bank of positive reasons for wanting to go back – I loved the hot chocolate; It was so much fun building the dens; I loved being outside; Finding the minibeasts was exciting.

Recommendations (because)



Teacher model: I would like to go back to the woods because I enjoyed building the mini dens.

Recommendations (because)



Write your recommendation sentence, including 'because'.
HA: Deepen the moment.

Learning chunk 3

Conclusion



- Ask one or two pupils to share their opinions about the whole experience.
- Compile a bank of adjectives we might use to describe positive experiences – best, greatest, amazing, interesting, awesome, epic.

Conclusion



Teacher model: The trip to the woodland was the most amazing experience ever.

Conclusion



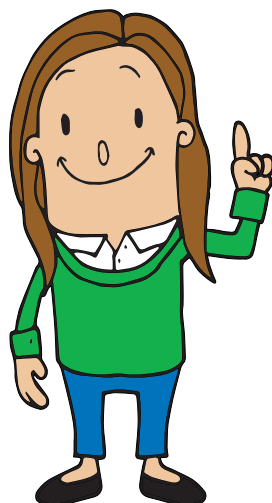
Finish your recount with a positive adjective to summarise the whole experience.
HA: Deepen the moment.

*HA = Higher Attainers

Appendix

Please find enclosed :

- Teacher Model
- Guidance on a Teaching Sequence for Independent Writing.
- Guidance on success criteria.
- A blank narrative journey map or a blank non-fiction journey map.
- Pupil pathway from planning to independent writing.
- Guidance on editing.
- Any other related materials to the teaching of this unit.



Teacher Model

Recount

Our Woodland Visit

On the 5th of February, Class 1F visited the interesting woodland to find out more about nature. How do you think we got on? Class 1F thought the trip was amazing. Let me tell you more about it.

The Walk

High in the forest, I could see tall, bare trees. Beneath my feet were brown, crunchy leaves. Stomp! Stomp! Stomp! I marched along the woodland track.

Animal Shelter

As we strode deeper and deeper into the woods, I decided to help the forest creatures. I gathered and collected twigs to make an animal shelter. Carefully, I placed my animal shelter near the tree roots. I was unsure if the animals would use it.

Scavenger Hunt

On my scavenger hunt, I found green, spiky leaves and brown, crispy leaves. I could hear birds tweeting and a stream gurgling.

"Look at that squirrel!" I said to James.

Hot Chocolate Tasting

I guzzled a hot chocolate because it was tasty.

It was really warm. Really warm and sweet. Really warm, sweet and comforting to drink. I felt cosy.

Mini beast Hunt

Later that morning, I found a place to do my minibeast hunt. I found caterpillars, green long and wiggly. I found ladybirds, red, spotty and shiny. I saw worms wiggling, ladybirds flying and snails crawling.

A Colour Hunt

Finally, the trip finished with a colour hunt. I found an oak leaf that was brown like scrumptious chocolate. I touched glistening gold leaves.

"I like the white snowdrops because they look like fairy hats," I told my friend.

At the end of the trip, I felt exhausted but happy. I would like to go back to the woods because I enjoyed building the mini dens. The trip to the woodland was the most amazing experience ever.

Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

1	2	3	4	5	6	7	8
							
RECAP SENTENCE STACK – “AUDIENCE + PURPOSE”	DRAW OUT SUCCESS CRITERIA	EXPERIENCE	PLAN WRITING	INDEPENDENT WRITING	TEACHER MARKS FOR EDITING	PUPILS EDIT WORK	FINAL JUDGEMENT
Key features: Clarify writer’s intent. Sharpen purpose. Consider overall impact - effective aspects. “The national curriculum is clear that writing should also be produced through discussion with the teachers and peers.”	Key features: Co-construct success criteria from unit of work. Do provide examples. Story - 9 plot points = 9 success criteria/non-fiction. 8 shapes = 8 success criteria. “Using success criteria does not mean that a pupil’s writing is not independent; they would simply need to avoid modelling or over scaffolding the expected outcome.”	Key features: Memorable. Stimulates imagination (story). Build knowledge (non-fiction). “Emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about.”	Key features: Use maths paper. Plot success criteria. Consider writing ideas, techniques and grammar. “Enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves.”	Key features: Paced out chunks of time. In silence. Chance to build stamina. “Pupils writing upon which teachers base their judgements must be produced independently.”	Key features: All work marked through the three ways of editing. Pupils not told how to improve. Teacher models good editing processes with an exemplified piece. “...not independent when the pupil has been directed to change specific words.. or when incorrectly spelt words have been identified.”	Key features: Interrogate work through five lenses e.g. Spelling, punctuation, re-read, rewrites, add more. Provide quality time to make amendments. Pupils are clear about different strategies for improvement. “has been edited, if required by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation.”	Key features: Quick comparative judgement. Intensive assessment of ‘grey’ area writing. Weaknesses fed into next teaching cycle. “ a degree of subjectivity is needed to assess it. Teachers are therefore afforded more flexibility in reaching a rounded judgement.”

Success Criteria

Pupils should be provided with success criteria prior to independent writing. Success criteria should be chosen from the teaching points covered in a unit and could be identified together by looking at your class Sentence Stack.

Success criteria should include a mix from the 'Three Zones of Writing'.



Example

Example

1. Feelings
(Add description)



2. Noticing
(Add description)



3. Punctuation



4. Complex Sentence



5. Repetition
(Power of 3)



6. Personification



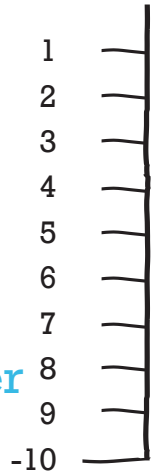
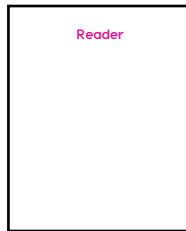
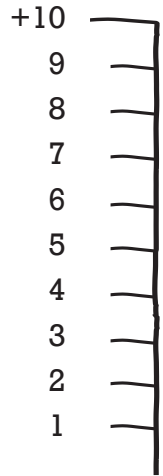
Use this space to set or negotiate success criteria with your class.

Please ensure that success criteria does not include examples. Please also ensure that there is no modelling or over scaffolding during the Independent Writing Teacher Sequence.

Character Highs

Non-Fiction Map

This is a blank planning grid for you to plan the jigsaw shapes needed to create your complete non-fiction text.
(Please decide how many shapes are needed before asking children to start planning.)



Character Lows

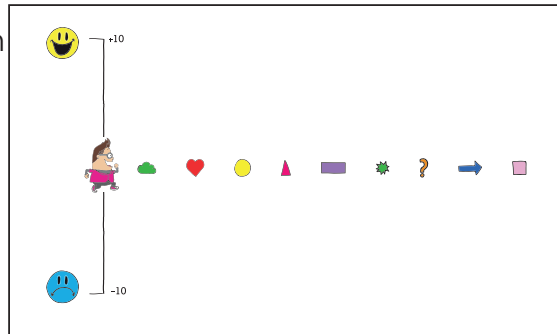
To understand how to use this map, please read the page titled 'Non-fiction Journey'.

Pupil Pathway...

from planning to independent writing

Step 1: Jigsaw Pieces

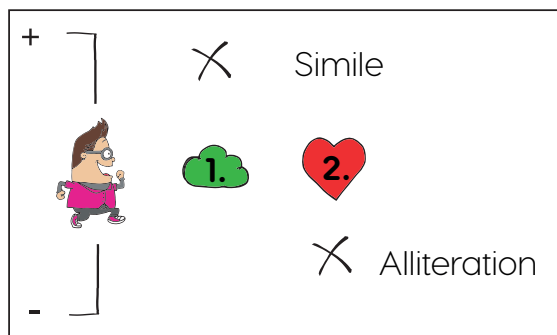
Pupils use a blank non-fiction map to plan their jigsaw pieces.



Step 2: Success criteria plotting

Position success criteria with negative / positive intent on the map.

- Positive simile
- Negative alliteration



Step 3: Planning sentences to deliver success criteria

Sentences can be added to the narrative map e.g.

Positive simile

Once the chase is on, the cheetah is as fast as a speeding train.

Steps 4 and 5: Independent writing.

Children should spend time writing in silence.
This could be chunked into smaller blocks of time.

Editing Independent Writing

Once the independent writing process is over, it is important pupils are given space and time to edit their work. Pupils need to be aware that there are different ways they can improve their writing.

E1 Edit: The Revise

Edit Type 1: These are often “little” adjustments or changes and tend to fall into one of these categories.

Spelling

Missed or additional words

Punctuation

E2 Edit: The Rewrite

Edit Type 2: This is crucial and particularly for primary age pupils’ thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn’t make sense, could be restructured or generally improved.

E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use ‘editing flaps’.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.



The Writing Rainbow

A visual display of 'The Three Zones of Writing'

The Writing Rainbow offers a complete view of 'The Write Stuff' methods and systems. This is an excellent tool for teachers and pupils that have adopted the approaches found in Jane Considine's book 'The Write Stuff'.

The poster is perfect for working walls; to add pupil and author examples of sentence types and structures, e.g. a complex/multi-clause sentence, a simile sentence. The poster is organised into three tiers to match the 'Three Zones of Writing'; the FANTASTICs, the Grammaristics and the Boomtastics.

The Writing Rainbow provides guidance for pupils writing at greater depth. Pupils familiar with this poster use it as a visual reminder of the wealth of ways they can showcase flair and select a focus for Deepen the Moment.

The poster is also a bright and colourful reminder that can be referred to during demonstration writing.

Digital and print versions are available to buy from our online shop



Print version

www.thetrainingspace.co.uk/product/the-writing-rainbow-poster/

Digital download

www.thetrainingspace.co.uk/product/writing-rainbow-poster-electronic-version-for-whiteboard-use/