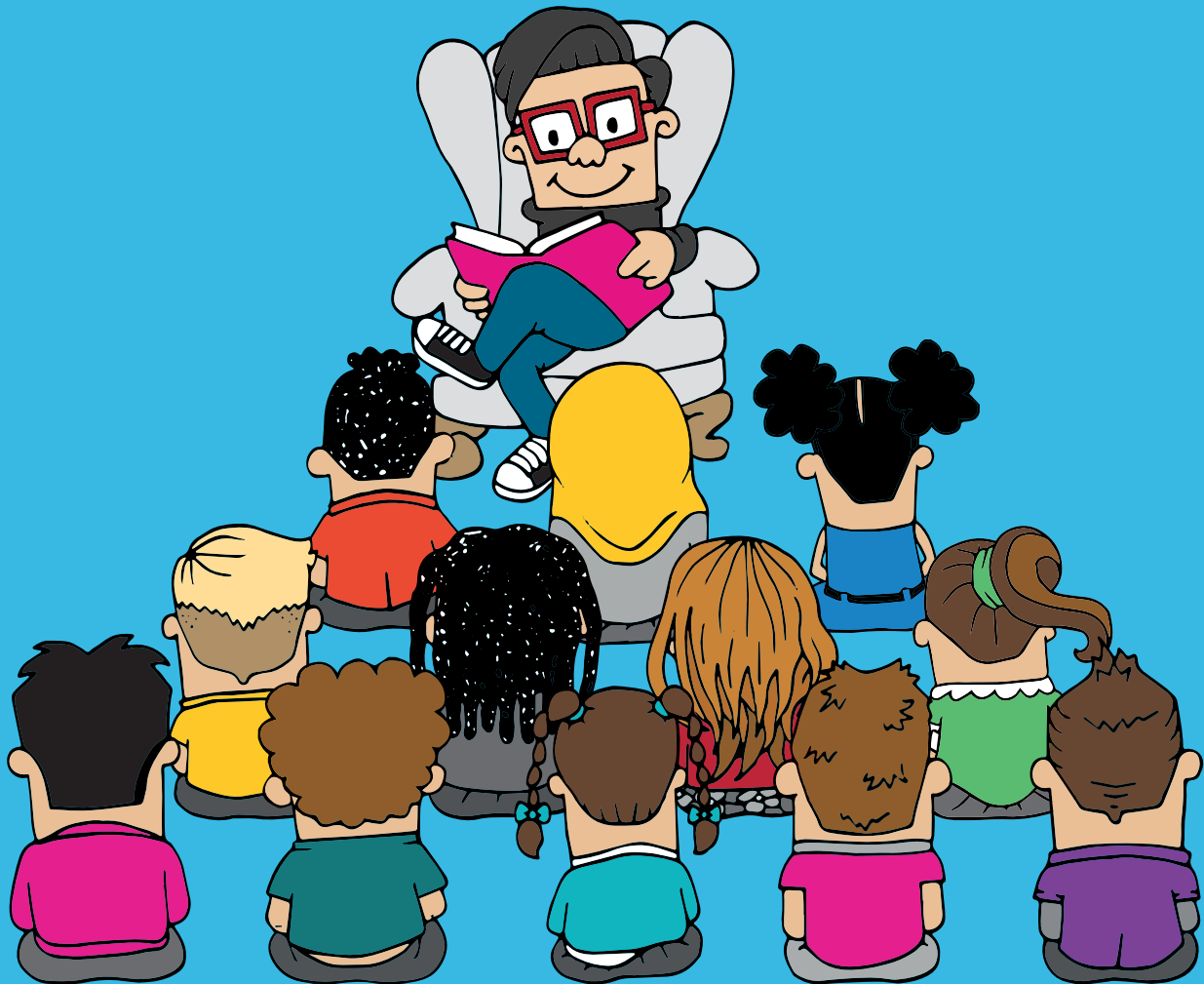


The Write Stuff Unit Plan

Transforming the Teaching of Writing



Firework Night

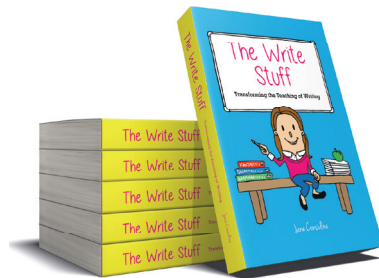
Based on the poem
'Firework Night'
by Andrew Collett

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
- **Firework Night**
based on the poem 'Firework Night' by Andrew Collett.



This plan covers 8 teaching days/sessions, split into:

- **Find the Shape Days (2)**
- **Experience Days (1)**
- **Sentence Stacking Days (5)**

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 your pupils work examples. Please get in touch by:

email: info@thetrainingspace.co.uk

Facebook: [janeconsidineeducation](#)

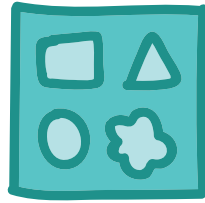
Twitter: [@janeconsidine](#)

Watch training sessions on YouTube to understand how this unit of work supports teaching and learning.

YouTube: [thetrainingspace](#)
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 Poetry Journey

Jigsaw Shapes

Every poetry unit requires the teacher to establish the exact shape that needs building. The shape could come from a model poem. We recommend that poetry 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 complete poem.

Jigsaw Shapes make Poetry Lessons

There is an example shape for this 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 Poetry lesson.

Poetry Map






A poetry journey map can also be created as you move through the unit. There is an example included for this poetry unit. Individual jigsaw pieces can be plotted on the poetry 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 poem 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 poetry, 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 different event. This gives pupils real freedom to develop their content around a theme independently.

Teaching Sequence

 <p>DAY 1</p>  <p>Find a shape (Firework Night)</p>	 <p>DAY 2</p>  <p>Find a shape (Firework Night)</p>	 <p>DAY 3</p>  <p>Firework Displays</p>	 <p>DAY 4</p>  <p>People Gather</p>
 <p>DAY 5</p>  <p>Captivating</p>	 <p>DAY 6</p>  <p>Movement</p>	 <p>DAY 7</p>  <p>Sounds</p>	 <p>DAY 8</p>  <p>Feeling</p>
 <p>DAY 9</p>  <p>Independent Writing Sequence</p>	 <p>DAY 10</p>  <p>Independent Writing Sequence</p>	 <p>DAY 11</p>  <p>Independent Writing Sequence</p>	 <p>DAY 12</p>  <p>Independent Writing Sequence</p>
 <p>DAY 13</p>  <p>Independent Writing Sequence</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

Firework Night

On Firework Night

Bonfires blazing
families joining
children watching

Rockets zooming
sparklers glittering
golden sparkling

Jumps twisting
upwards painting
night time racing

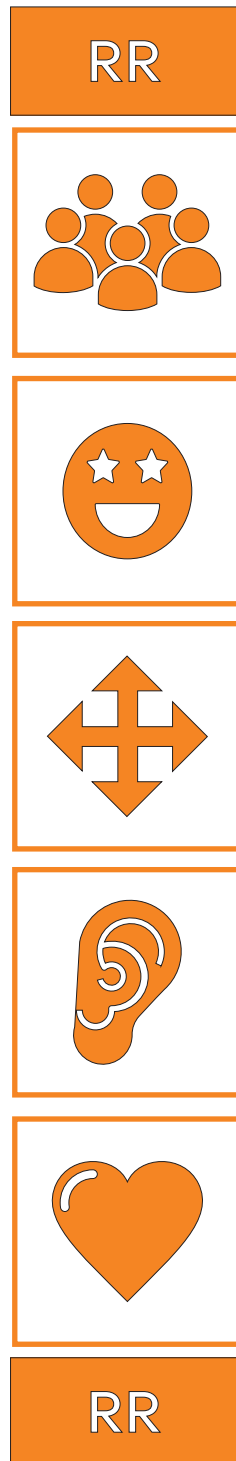
Skies booming
spirals whistling
stars crackling

Gloves warming
people gasping
faces glowing

On Firework night

by Andrew Collett

Firework Night



Key:



Stanza



Repeated Refrain



People Gather



Captivating



Movement



Sounds



Feeling

Find the Shape

Firework Night

On Firework Night



RR

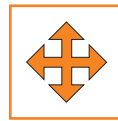
Bonfires blazing
families joining
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Rockets zooming
sparklers glittering
golden sparkling



Jumps twisting
upwards painting
night time racing



Skies booming
spirals whistling
stars crackling



Gloves warming
people gasping
faces glowing



On Firework night



RR

by Andrew Collett

Key:



Stanza

RR

Repeated Refrain



People Gather



Captivating

Movement



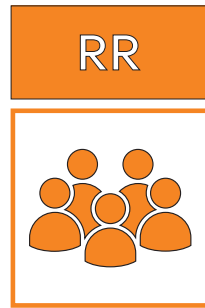
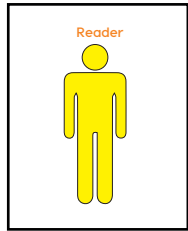
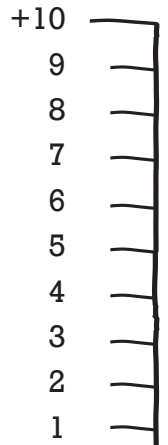
Sounds



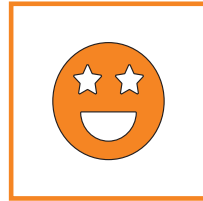
Feeling

Character Highs

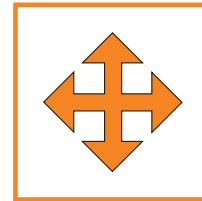
Firework Night Poem Shape



1



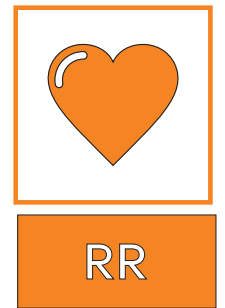
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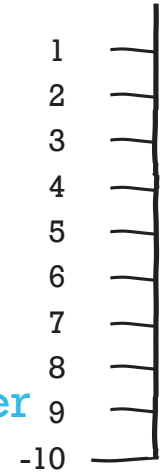
3



4



5



Character Lows

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



Find the Shape (1)

Learning Objective:

To introduce the shape of a poem.

- 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 poetry map.
- Discuss how the shapes will support them to build their own.
- Explore the ideas required to write our own poem.



Find the Shape (2)

Learning Objective:

To introduce the shape of a poem.

- Pupils to have a cut up text of the model 'Firework Night' text in an envelope/polly pocket. Pupils to work in mixed attainment pairs. Pupils read the verses and decide where they belong on our poetry 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 the verses belong in the poem. e.g. On Firework Night.



Experience Day (1)

Learning Objective:

To research firework displays and a wealth of multi-sensory language.

1. Watch a Firework Display

- Ideally, pupils will have experienced a firework display recently.
- If not, show a firework display from the official Disney Resorts YouTube videos: https://www.youtube.com/watch?v=5bN5b1IH4_s

2. Create a Virtual Firework Display

- Invite pupils to come up to the IWB and contribute to a whole class virtual firework display using the free trial FWsim Fireworks Simulator (one hour free) <https://www.fwsim.com/>
- Show pupils some of the other displays created by others <https://www.fwsim.com/shows.html>

3. Name Types of Fireworks

- Read Eight Fizzling Facts About Fireworks from the BBC website <https://www.bbc.co.uk/programmes/articles/4gGSvzclrSpt07tRzhmykB/eight-fizzling-facts-about-fireworks>

5. Play sounds of fireworks using video clips or sounds from Find Sounds:

- <https://www.findsounds.com/>

4. Identify details from sensory experiences and use suitable words and phrases to describe them.

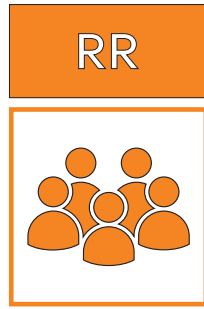
- Ask pupils to discuss their recent experience of fireworks and as they name things they have seen encourage them to add descriptive -ing words, e.g. rockets racing, chrysanthemums cascading, bonfires blazing, toffee chewing.
- **Using the above activities collect words.**
- **Collect words for noticing:**
colours – silver, gold, turquoise, amber, crimson, copper.
effects – glittering, shining, twinkling, sparkling, flashing, dazzling, blazing, glowing, fluttering, gleaming, glimmering, scattering, bursting.
types of fireworks – dragon's eggs, chrysanthemum, peony, bouquet, butterfly, coconut palm, shells, mines, Catherine wheels, roman candles, rockets, fountains, firecrackers.
shapes – strobes, circle, circular, spiral, stars, comets, palms, waterfall, tiger tails, flowers, petals, peonies, heart, ring, fountains.
- **Collect words for actions:**
movements – twisting, twirling, spiralling, racing, cascading, shooting, zooming, whistling, crashing, crackles, flying, upwards, outwards, flashing, chasing, dashing, snapping.
- **Collect words for checking:** crackling, banging, booming, whistling, crashing, whirring, roaring, fizzing, whooshing, sizzling popping, shrieking, screaming, whizzing, oohing, ahing, snapping.
- **Collect words for feeling:**
admiring, appreciating, captivating, mesmerising, heart-warming, smiling, grinning.

THE FANTASTICs



Experience sessions should be rinsed for vocabulary using The FANTASTICs.





Shapes

Sentence Stacking Lesson 1

Learning Objective:

To write effective lines for a poem.

Steps to Success:

Noticing

Action

Feeling / Action

Initiate

Model

Enable

Learning chunk 1

Noticing

- Play a clip of a bonfire burning. Refer to the word banks created on Exp. Day 1. Collect words: blazing, burning, glowing, warming, radiating, beaming, leaping, crackling, spitting, hissing, dancing.

Noticing

Teacher model:
'Firework Night.
On Firework Night.'
Bonfires burning

Noticing

Write the title and first line:
'Firework Night. On Firework Night.
Write a line to describe what the bonfire is doing.
HA: Deepen the moment.

Learning chunk 2

Action

- Collect ideas of what parents/ carers/ mums/dads might be doing on bonfire night: rushing, dashing, lighting, gathering, joining, meeting, clustering, chattering.

Action

Teacher model:
parents pointing

Action

Write a line to describe what parents are doing.
HA: Deepen the moment.

Learning chunk 3

Feeling / Action

- Collect words for children: kids, young ones, siblings, youngsters, infants, kiddies, young ones.
- Have pupils freeze-frame positive expressions watching fireworks: laughing, smiling, giggling, hooting, gawping, grinning, twinkling.

Feeling / Action

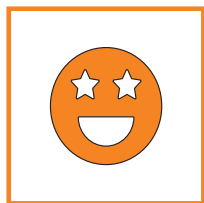
Teacher model:
children gasping

Feeling / Action

Pupils choose a word for children and describe their reaction to the fireworks
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 2



Shapes

Learning Objective:

To write effective lines for a poem.

Steps to Success:

Noticing

Noticing – Action – Metaphor

Noticing – Action – Feeling

Initiate

Model

Enable

Learning chunk 1

Noticing

- Recap names of fireworks from Exp. Day 1: peonies, chrysanthemums, dragon's eggs. Collect words to describe their appearance: exploding, twinkling, shining, gleaming, dazzling, cascading, raining, parading, zooming, glistening, trailing, shimmering. (Leave on the board for the next sentences).

Noticing

Teacher model:
Palms splaying

Noticing

Choose a firework type and describe how it looks in the sky.
HA: Deepen the moment.

Learning chunk 2

Noticing – Action - Metaphor

- Show an image of firework colours. Collect firework colours or metaphors for the colours: gold, silver, copper, yellow, sunlight, fire, jewels, chariots, rubies, kaleidoscope, multicolour.
- Collect words to describe their appearance. See above.

Noticing – Action - Metaphor

Teacher model:
silver cascading

Noticing – Action - Metaphor

Choose a firework colour or a metaphor for a firework colour and describe its appearance.
HA: Deepen the moment.

Learning chunk 3

Noticing – Action - Feeling

- Discuss why we set off fireworks at night. So, we can see them light up the sky. Thought shower words for the sky: night-time, evening, skyline.
- Use words above for the skies appearance.
- Collect ways the sky captivates: mesmerising, spell-binding, fascinating.

Noticing – Action - Feeling

Teacher model:
night-sky blazing

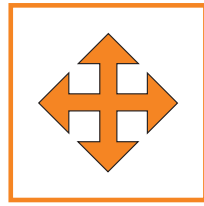
Noticing – Action - Feeling

Choose a word to describe the night-sky and its appearance, or how it captivates
HA: Deepen the moment.

*HA = Higher Attainers



Sentence Stacking Lesson 3






Shapes

Learning Objective:

To write effective lines for a poem.

Steps to Success:

- Movement Metaphor 
- Movement Metaphor 
- Movement Metaphor 

Initiate

Model

Enable

Learning chunk 1

Movement Metaphor

- Show a clip of different firework shapes in the sky. Recap shapes/metaphors created by fireworks on Exp. Day 1: circles, star bursts, waterfalls, spirals, mountains, patterns, volcanoes, dragon, somersaults, cartwheels, fountains, comets. (Leave on the board).
- Collect words for their movement: turning, twisting, pulsating, dancing, pirouetting, spinning, fluttering, whirling, rolling, flying, soaring, breathing.

Movement Metaphor

Teacher model: Somersaults turning

Movement Metaphor

Choose a shape for the firework and describe its movement.
HA: Deepen the moment.

Learning chunk 2

Movement Metaphor

Movement Metaphor

Teacher model: comets pulsating

Movement Metaphor

Choose a second shape for the firework and describe its movement.
HA: Deepen the moment.

Learning chunk 3

Movement Metaphor

Movement Metaphor

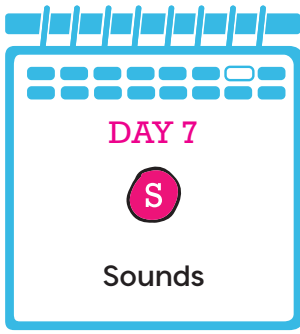
Teacher model: fountains dancing

Movement Metaphor

Choose a third shape for the firework and describe its movement.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 4



Shapes

Learning Objective:

To write effective lines for a poem.

Steps to Success:

Noticing – Checking  

Noticing – Checking  

Noticing – Checking  

Initiate

Model

Enable

Learning chunk 1

Noticing – Checking

- Play a clip of firework sounds. Collect words to describe the sounds: whooshing, whirring, blasting, booming, fizzing, hissing, whizzing, banging, zipping, popping, crackling, cracking, whistling, screeching, squealing, screaming, ringing.
- Collect items which make a noise: rockets, sparklers, Catherine wheels.

Noticing – Checking

Teacher model: Sparklers crackling

Noticing – Checking

Choose a noisy firework object/thing and choose a sound to describe it. HA: Deepen the moment.

Learning chunk 2

Noticing – Checking

- Collect more firework types: Roman candle, fountain, firecracker, flare, spinners.

Noticing – Checking

Teacher model: rockets fizzing

Noticing – Checking

Choose a second firework object/thing and a sound to describe it. HA: Deepen the moment.

Learning chunk 3

Noticing – Checking

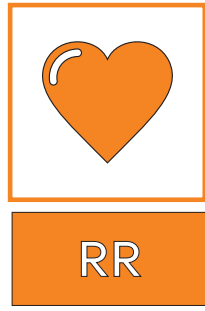
Noticing – Checking

Teacher model: wheels whirring

Noticing – Checking

Choose a third firework object/thing and a sound to describe it. HA: Deepen the moment.

*HA = Higher Attainers



Shapes

Sentence Stacking Lesson 5

Learning Objective:

To write effective lines for a poem.

Steps to Success:

Feeling

Feeling

Feeling - Repetition

Initiate

Model

Enable

Learning chunk 1

Feeling

- Pupils freeze frame as spectators showing their appreciation of the fireworks. Think about cameras, hands, facial expressions, body language. Collect words: spectators oohing/ahing, hands clapping, crowds applauding, eyes gazing, palms tingling, faces waiting, admiring, cherishing, appreciating, gleaming, glowing, illuminating, pictures taking, memories making.

Feeling

Teacher model: Families oohing

Feeling

Choose something that appreciates the fireworks and a positive verb to describe its action.
HA: Deepen the moment.

Learning chunk 2

Feeling

- Think about cameras or memories. Collect verbs: snapping, taking, making, capturing, focusing, catching, framing.

Feeling

Teacher model: cameras snapping

Feeling

Choose something else that appreciates the fireworks and a positive verb to describe its action.
HA: Deepen the moment.

Learning chunk 3

Feeling - Repetition

Feeling - Repetition

Teacher model: hearts racing
Give pupils: 'On Firework Night.'

Feeling - Repetition

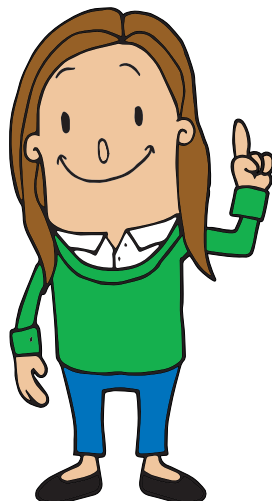
Choose a third thing that appreciates the fireworks and a positive verb to describe its action.
End with: 'On Firework Night.'
HA: Deepen the moment.

*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

Firework Night

On Firework Night

Bonfires burning
parents pointing
children gasping

Palms splaying
silver cascading
night-sky blazing

Somersaults turning
comets pulsating
fountains dancing

Sparklers crackling
rockets fizzing
wheels whirring

Families oohing
cameras snapping
hearts racing

On Firework Night

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:	Key features:	Key features:	Key features:	Key features:	Key features:	Key features:	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.”	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.”	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.”	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.”	Paced out chunks of time. In silence. Chance to build stamina. “Pupils writing upon which teachers base their judgements must be produced independently.”	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.”	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.”	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



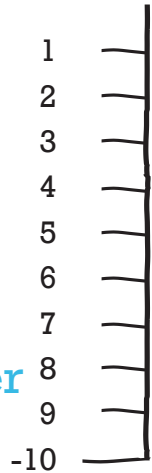
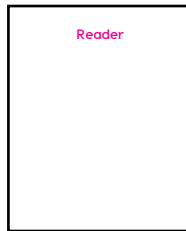
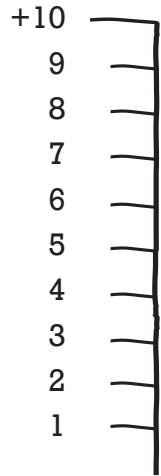
Use this space to set or negotiate success criteria with your class.

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

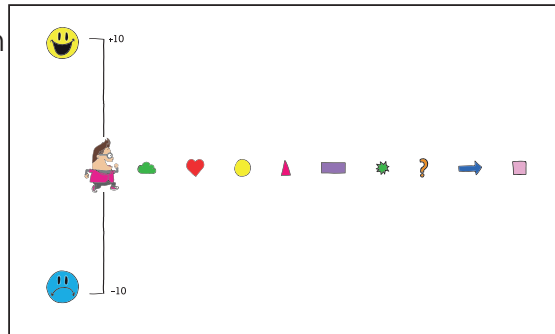
To understand how to use this map, please read the page titled 'Non-fiction Journey'.

Pupil Pathway...

from planning to independent writing

Step 1: Jigsaw Pieces

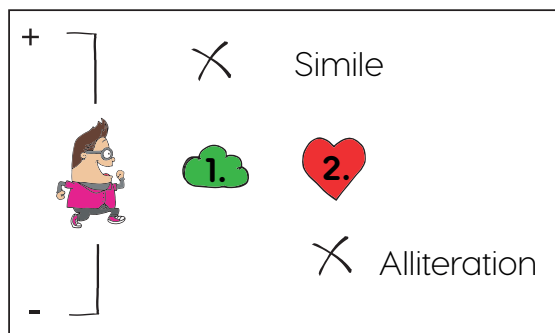
Pupils use a blank non-fiction map to plan their jigsaw pieces.



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'

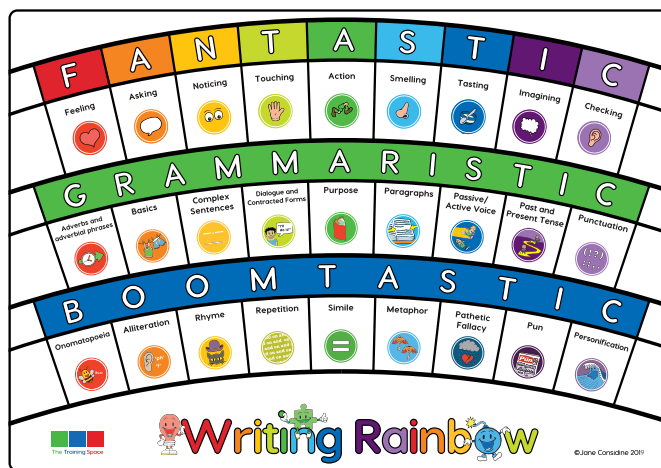
The Writing Rainbow offers a complete view of 'The Write Stuff' methods and systems. This is an excellent tool for teachers and pupils that have adopted the approaches found in Jane Considine's book 'The Write Stuff'.

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



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