The Write Stuff Unit Plan

Transforming the Teaching of Writing

Based on the book:

Stardust
by Jeanne Willis

Text type: Narrative

YEAR 2

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

· *Stardust* by Jeanne Willis, https://amzn.to/2IYERed

This plan covers 12 teaching days/sessions, split into:

· **Experience Days (3)**

· **Sentence Stacking Days (9)**

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 narrative units are built from two modes of teaching.

S

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 Narrative Journey

Whilst teaching a Write Stuff narrative unit, a narrative map should be created, displayed and shared with pupils. A narrative map is used to display and explore the plot points. A plot point is a summarised key moment in narrative.

Plot points should be slowly revealed and added to the narrative map as you progress through a unit and teach each Sentence Stacking lesson. We recommend narrative maps show a journey of nine plot points or less. Our narrative units therefore contain nine or less Sentence Stacking lessons.

There is an example narrative map for this unit included. As plot points are added, use the positive/negative axis to discuss if the plot point was a high or low for the character. You can also change the character shown and add annotations.

Picture Book Plot Points
Each plot point on the narrative map and at the top of each corresponding Sentence Stacking lesson, can be related to an image in the book.

Novel Plot Points
Plot points are drawn from an aspect of the novel - usually a chapter, section of a chapter or a key event. They are summarised on the narrative map and at the top of each corresponding Sentence Stacking lesson.

Film Point Points
Plot points are drawn from breaking the film into bare-bone chunks. For example the film's content from 0 seconds to 43 seconds could be summarised as a screen-shot (the best image that captured it succinctly) and this serves as the key plot point. They are summarised on the narrative map and at the top of each corresponding Sentence Stacking lesson.

Independent Writing
It is important to map the plot points and analyse the highs and lows of the narrative 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 narrative, 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 big idea focus for pupils to build their own ideas e.g. story about a character who shows their bravery. This gives pupils real freedom to develop their plot points independently.

Teaching Sequence

DAY 1 (S)
Mabel looking into the sky

DAY 2 (S)
Sister finds wedding ring

DAY 3 ⭐
Feeling jealous

DAY 4 (S)
A knitted scarf

DAY 5 (S)
Fancy dress competition

DAY 6 ⭐
Understanding empathy

DAY 7 (S)
Mabel alone in garden

DAY 8 ⭐
We are all stars

DAY 9 (S)
The big bang

DAY 10 (S)
Sisters

DAY 11 (S)
Grandad's cuddle

DAY 12 (S)
Mabel the astronaut

DAY 13 🖊
Independent Writing Sequence

DAY 14 🖊
Independent Writing Sequence

DAY 15 🖊
Independent Writing Sequence

DAY 16 🖊
Independent Writing Sequence

Key:
- 📓 English Lesson
- (S) Sentence Stacking Lesson
- ⭐ Experience Lesson
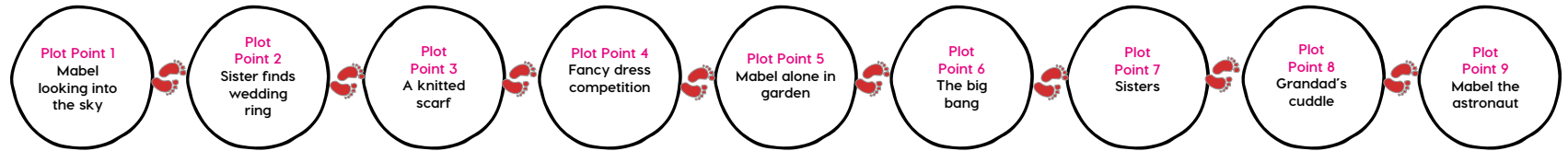- 🖊 Independent Writing Sequence (see appendix)
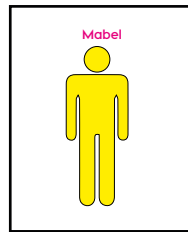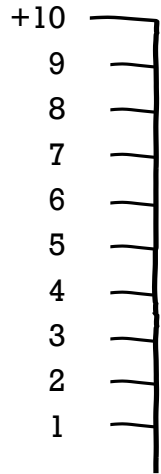
A Write Stuff Unit Plan
Based on the book Stardust by Jeanne Willis

Narrative Map

Character Highs

+10
9
8
7
6
5
4
3
2
1

Character Lows

1
2
3
4
5
6
7
8
9
-10

Mabel

Plot Point 1 Mabel looking into the sky

Plot Point 2 Sister finds wedding ring

Plot Point 3 A knitted scarf

Plot Point 4 Fancy dress competition

Plot Point 5 Mabel alone in garden

Plot Point 6 The big bang

Plot Point 7 Sisters

Plot Point 8 Grandad's cuddle

Plot Point 9 Mabel the astronaut

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

DAY 1

S

Mabel looking into the sky

Mabel looking into the sky

Plot Point 1

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Alliteration (pairs)

Hyphenated word & commas in a list

Exclamation (inner thought)

	Initiate	Model	Enable
Learning chunk 1	**Alliteration** • Turn off the classroom lights and share a starry night sky from YouTube, with atmospheric music playing. • Gather alliterative pairs to describe stars – sparkling and shimmering; bright and blinking; dramatic and dazzling; white and wondrous; gleaming and glittering; glorious and golden; flitting and flickering. Retain this list for use on Day 12.	**Alliteration** Provided sentence: Mabel looked out at the night sky and dreamed of being a star. Teacher model: Stars were bright and beautiful. Stars were shimmery and shiny. Stars were glistening and glorious.	**Alliteration** Pupils to construct three short sentences using alliterative adjective pairs. HA: Deepen the moment.
Learning chunk 2	**Hyphenated word** • Share a 'black' colour thesaurus and model the creation of hyphenated words for the sky – e.g. spider-black, cave-black, raven-black, soot-black. • Generate a bank of aspirational future jobs for Mabel – marine biologist, firefighter, astrologer, meteorologist, news reader.	**Hyphenated word** Teacher model: Staring at the midnight-black canvas, she wondered what she would be when she grew up – perhaps an astronaut, a vet or a teacher.	**Hyphenated word** Include a hyphenated word for 'black' and a list of possible jobs. HA: Deepen the moment.
Learning chunk 3	**Exclamation** • Introduce the words 'What' and 'How' and collect a bank of exclamations, based on Mabel's inner thoughts about the sky – How wonderful! How beautiful! How intriguing! What a beautiful night! What an inspiring night sky!	**Exclamation** Teacher model: 'What a beautiful night!' she thought.	**Exclamation** Choose a 'What' or 'How' exclamation for Mabel's inner thoughts. HA: Deepen the moment.

*HA = Higher Attainers

The Training Space

A Write Stuff Unit Plan
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Sentence Stacking Lesson 2

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Apostrophe (possessive)

Action sentence

Show-not-tell sentence

	Initiate	Model	Enable
Learning chunk 1	**Apostrophe** · Teacher in role as mum/dad, pretending they have lost something (do not reveal the lost item). Working in pairs, children to generate a bank of ideas – e.g. keys, phone, charger, bank card. · Model how to use a possessive apostrophe (both singular and plural). Build a human sentence to demonstrate.	**Apostrophe** Provided sentence: Mabel always compared herself to her sister – the family heroine. Teacher model: One day, Mabel's sister found her mum's missing wedding ring and everyone called her a star.	**Apostrophe** Pupils to write a sentence using possessive apostrophes. HA: Deepen the moment.
Learning chunk 2	**Action** · Working in pairs, pupils to role play Mabel's sister finding their mum's missing wedding ring. Freeze-frame the precise moment it's found. · Gather ideas for parents' actions when they are pleased with a child – hug, cheer, smile, clap, high five, thumbs up, squeeze, pat on the back.	**Action** Teacher model: Mum smiled and hugged Mabel's sister.	**Action** Include two positive actions for mum/dad. HA: Deepen the moment.
Learning chunk 3	**Show-not-tell** · Show the image of Mabel alone on the swing and discuss the concept of negative emotions. · Pupils to role play as Mabel and consider how their actions and facial expressions reveal negativity – frown, slumped shoulders, sigh, wiping away a tear, wobbly lip, looking at floor, biting nails.	**Show-not-tell** Teacher model: Mabel sighed heavily and wiped away a tear.	**Show-not-tell** Show the reader that Mabel is unhappy through two negative actions. HA: Deepen the moment.

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Experience Day (1)

Learning Objective:

To explore the issue of sibling rivalry.

- Show a clip from the film 'Boss Baby', when the new baby is introduced to his older brother. Stop the clip when the big brother says, "What about me?"
- Have a class discussion about siblings and times when pupils have felt jealous. Do you think adults do it on purpose? Use images of playgrounds/new babies etc. to stimulate discussion.
- Pupils to complete a short writing exercise, 'I have felt jealous when...' (complete sentence and draw picture).

THE FANTASTICs

Experience sessions should be rinsed for vocabulary using The FANTASTICs.

DAY 4

S

A
knitted scarf

A knitted scarf

Plot Point 3

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Touching sentence

Comparatives

Superlatives

Initiate

Model

Enable

Learning chunk 1

Touching/ Expanded noun phrase
- Bring in a woollen scarf and set up a series of feely boxes containing the scarf and other items/fabrics (e.g. cagoule, denim, leather, satin).
- Collect adjectives for the woollen scarf – soft, fluffy, warm, scratchy, heavy, fleecy, woollen, woven.

Touching/ Expanded noun phrase
Provided sentence: The next day, Nanna showed Mabel and her sister how to knit.
Teacher model: Mabel tried her best to make a soft, cosy scarf for Grandad.

Touching/ Expanded noun phrase
Pupils to include two 'touching' adjectives for the scarf in their sentence.
HA: Deepen the moment.

Learning chunk 2

Comparatives
- List the adjectives for the scarf that can be adapted with the suffix 'er' for comparison – e.g. long, longer; fluffy, fluffier; soft, softer; cosy, cosier; neat, neater; smooth, smoother.

Comparatives
Teacher model: Mabel's scarf was neat but her sister's was neater. Mabel's scarf was cosy but her sister's was cosier.

Comparatives
Use the repetitive structure, choosing comparatives to emphasise the tension between the sisters.
HA: Deepen the moment.

Learning chunk 3

Superlatives
- Gather synonyms for 'said' that reflect Nanna congratulating Mabel's sister – announced, exclaimed, cheered, declared, stated.
- Collect positive adverbs – joyfully, gleefully, happily, cheerfully, proudly, excitedly.
- Explain how the suffix 'est' changes a comparative to a superlative – e.g. longer, longest; neater, neatest.

Superlatives
Teacher model: "This one is the neatest and the cosiest. You're a star," Nanna declared happily to Mabel's sister.

Superlatives
Include superlatives for the better scarf and choose a positive verb + adverb for Nanna's congratulatory manner of speaking.
HA: Deepen the moment.

*HA = Higher Attainers

Fancy dress competition

Plot Point 4

Sentence Stacking Lesson 4

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Show-not-tell sentence ♥ 🐛

Adverbs ⏱

Action sentence 🐛

Initiate

Model

Enable

Learning chunk 1

Show-not-tell ♥ 🐛

- Pupils to re-enact how they feel after a compliment. Freeze-frame this moment.
- Gather ideas for outward representations of pride/delight – wide smile, tears of joy, standing tall and proud, puffed out chest, eyes shining, face beaming, eyes widened, eyebrows raised, flushed cheeks.

Show-not-tell ♥ 🐛

Provided sentence: At the weekend, there was a school fancy dress competition and Grandad said Mabel's costume was amazing.
Teacher model: Mabel grinned the biggest smile.

Show-not-tell ♥ 🐛

Include an outward show of pride for Mabel.
HA: Deepen the moment.

Learning chunk 2

Adverbs/Suffix ⏱

- Collect a range of negative words to add the suffix 'ly' to, e.g. tragic, sad.
- Compile a bank of negative 'ly' adverbs for a bad outcome – unfortunately, disappointingly, sadly, crushingly, heartbreakingly, tragically.

Adverbs/Suffix ⏱

Provided sentence: She felt sure she would win.
Teacher model: Unfortunately, she didn't but her sister took the star prize.

Adverbs/Suffix ⏱

Begin with a negative adverb and explain how Mabel's sister won the competition.
HA: Deepen the moment.

Learning chunk 3

Action 🐛

- Using pair talk, pupils to come up with ways they might be comforted by someone else when sad – cuddle, hug, rub on the back, wiping away tears, patting head, squeeze of shoulder.
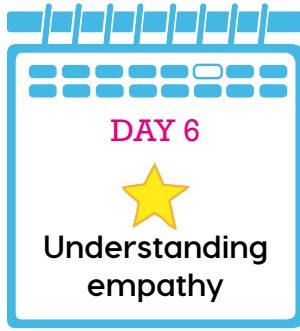
Action 🐛

Teacher model: Grandad dried Mabel's eyes.

Action 🐛

Choose a comforting action from Grandad.
HA: Deepen the moment.

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Experience Day (2)

Learning Objective:

To explore the concept of empathy and how it is expressed.

- Discuss what empathy means and explore how spoken words can show compassion.
- Create a visual empathy ladder, with Grandad at the top and Mabel in tears after failing to win the fancy dress competition. What words could go on the ladder? How could Grandad empathise with her and comfort her? Gather a bank of spoken refrains that Grandad could say to Mabel to make her feel better and associated rhyming or near rhyme words.

"What a shame for you." - too, who, new, knew
"This is a tough time." - fine, climb, shine, sublime
"You must be disappointed." - appointed, anointed
"It's so hard to lose." - views, choose, news,
"I know you're hurting." - disconcerting, alerting, skirting
"I can see you're sad." - bad, glad, mad, dad
"I feel sad because you're sad." - bad, glad, mad, dad

THE FANTASTICs

Experience sessions should be rinsed for vocabulary using The FANTASTICs.

DAY 7

S

Mabel alone in garden

Mabel alone in garden

Plot Point 5

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Noticing/complex sentence 👀 ▬

Conjunction ('because') & adjectives ❤️ ▬

Rhyme 💬 🎩

Initiate

Model

Enable

Learning chunk 1

Noticing 👀 ▬

- Pupils to gather synonyms for 'looking' and scale them (low to high intensity) – e.g. peeping, glancing, glimpsing, peering, gazing, watching, staring, glaring.
- Collect a bank of Mabel's wishes – to be as good as her sister; to be the best; to win sometimes; to not feel so jealous; to be the favourite.

Noticing 👀 ▬

Provided sentence: After the show, Mabel went and sat in the garden.
Teacher model: Gazing at the sky, she wished she was a star like her sister.

Noticing 👀 ▬

Build a complex sentence, beginning with a verb for 'looking'.
HA: Deepen the moment.

Learning chunk 2

Conjunction ❤️ ▬

- Show a close-up image of Grandad being empathetic and import his image into a 'zones of relevance' grid.
- Provide a bank of adjectives for pupils to place in the zones (most relevant words = closest to Grandad) – e.g. thoughtful, compassionate, affectionate, kind, gentle, understanding, loving, bossy, sharp, mean, uncaring.

Conjunction ❤️ ▬

Teacher model: Grandad noticed she was alone because he was empathetic and caring.

Conjunction ❤️ ▬

Use the subordinating conjunction 'because', followed by two positive adjectives for Grandad.
HA: Deepen the moment.

Learning chunk 3

Rhyme 💬 🎩

- Pupils to build a simple rhyme/near-rhyme for Grandad's reassuring words to Mabel.
- Provide some rhyming pairs to help them – e.g. (cry, sky); (eyes, prize); (time, shine); (up, cup); (rest, best).

Rhyme 💬 🎩

Teacher model: He whispered in her ear, "Mabel, don't be sad this time. You will have your chance to shine."

Rhyme 💬 🎩

Pupils to include some rhyming reassurance from Grandad.
HA: Deepen the moment.

*HA = Higher Attainers

Experience Day (3)

Learning Objective:

To explore our universe and where humans came from.

· Read 'Here we are: Notes for Living on Planet Earth' by Oliver Jeffers. Notice how the author zooms out (solar system) and zooms in (individual perspectives).
· Explain to the class how we are all made of stardust.
· Take part in a class collaborative poem:

> We are all stars,
> We are all made from stardust,
> We all have star qualities...

On sentence strips, pupils to contribute one positive line about one of their friends and another positive line about someone they are not close to, e.g. Amy is a star because she makes people laugh; Oliver is a star because he is good at drawing animals.

End the poem with the final line:

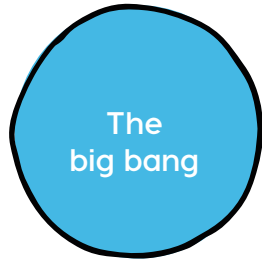> We can all shine bright in our universe.

THE FANTASTICs

Experience sessions should be rinsed for vocabulary using The FANTASTICs.

DAY 9

S

The big bang

The big bang

Plot Point 6

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Onomatopoeia

Expanded noun phrase

Repetition for effect

Initiate

Model

Enable

Learning chunk 1

Onomatopoeia

- Share a powerful image of stars in the night sky and play some atmospheric music. Also show the Big Bang image from the book.
- Brainstorm exploding sounds – zoom, whizz, crack, boom, sparkle, sizzle, crash, bang.
- Model the use of an exclamation mark with a sound effect.

Onomatopoeia

Provided sentence: Grandad explained the theory that our world began with a big bang...
Teacher model: Boom! Pop! Twinkle!

Onomatopoeia

Pupils to include three onomatopoeic sounds to represent the Big Bang.
HA: Deepen the moment.

Learning chunk 2

Noun phrase

- Gather adjectives for the first star – beautiful, exquisite, divine, stunning, enchanting, wondrous, marvellous, awe-inspiring, heavenly, superb, magnificent.

Noun phrase

Teacher model: The first beautiful, shimmering, silver star appeared.

Noun phrase

Build an expanded noun phrase to describe the first star.
HA: Deepen the moment.

Learning chunk 3

Repetition

- Collect a bank of the Earth's physical features – mountains, lakes, rivers, valleys, jungles, forests, beaches, oceans.
- Gather a bank of weather types – sun, rain, wind, snow, thunder, lightning.

Repetition
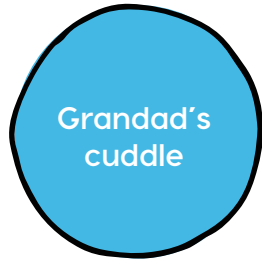
Teacher model: Later on Earth, the mountains formed. The mountains formed and the rain fell. The mountains formed, the rain fell and life began.

Repetition

Use one physical feature and one weather type in the repeated structure.
HA: Deepen the moment.

*HA = Higher Attainers

The Training Space

A Write Stuff Unit Plan
Based on the book Stardust by Jeanne Willis

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Sentence Stacking Lesson 7

DAY 10

S

Sisters

Sisters

Plot Point 7

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Adjectives/repetition

Negative actions

Positive actions

Initiate

Model

Enable

Learning chunk 1

Adjectives/repetition

- Show the image from Oliver Jeffers' book of all the different types of people.
- Create a list that celebrates opposites/differences – e.g. tall/short; old/young; rich/poor; happy/sad.

Adjectives/repetition

Provided sentence: Grandad continued to explain to Mabel... Teacher model: All over the world, there are tall people and short people, old people and young people, big sisters and little sisters.

Adjectives/repetition

Pupils to include three pairs of opposites in Grandad's explanation. HA: Deepen the moment.

Learning chunk 2

Negative actions

- Gather negative ideas for siblings and the things they do – mean, hurtful, pinch, call you names, steal your toys, tell tales.

Negative actions

Teacher model: There are sisters who are mean. There are sisters who are hurtful. There are sisters who call you names.

Negative actions

Choose three negatives to follow the word 'who'. HA: Deepen the moment.

Learning chunk 3

Positive actions

- Gather positive ideas for siblings and the things they do – kind, caring, helpful, supportive, play with you, keep your secrets.

Positive actions

Teacher model: There are sisters who are kind. There are sisters who are caring. There are sisters who tuck you in at night.

Positive actions

Choose three positives to follow the word 'who'. HA: Deepen the moment.

*HA = Higher Attainers

The Training Space

DAY 11
(S)
Grandad's cuddle

Grandad's cuddle

Plot Point 8

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Sound & action sentence 👂 🦎

Question 💬 😀

Adjectives & commas in a list ❤️ (!?)

Initiate | Model | Enable

Learning chunk 1

Sound & action 👂 🦎

Initiate:
- Listen to National Trust soundscapes of animals/creatures of the night.
- Gather synonyms for 'cuddled' – embraced, snuggled, squeezed, hugged, nuzzled.

Sound & action 👂 🦎

Model:
Teacher model: With owls hooting in the distance, Mabel nestled into her Grandad.

Sound & action 👂 🦎

Enable:
Pupils to start with an animal sound and reveal Grandad's tenderness through Mabel's actions.
HA: Deepen the moment.

Learning chunk 2

Question 💬 😀

Initiate:
- Provide children with a bank of question openers, including modal verbs – e.g. how, when, will, could, might, what.
- Compile synonyms for 'said' that reflect Mabel's sadness – mumbled, cried, sobbed, stuttered, choked.

Question 💬 😀

Model:
Teacher model: "Will I ever sparkle?" said Mabel.

Question 💬 😀

Enable:
Ask a poignant Mabel question, using a synonym for 'said'.
HA: Deepen the moment.

Learning chunk 3

Adjectives & commas ❤️ (!?)

Initiate:
- Collect adjectives for positive qualities or character traits – kind, caring, brave, thoughtful, compassionate.
- Model how to use commas in a list that includes 'and'.
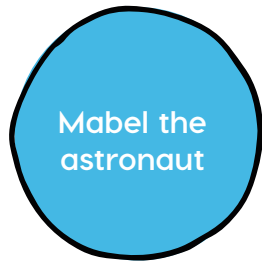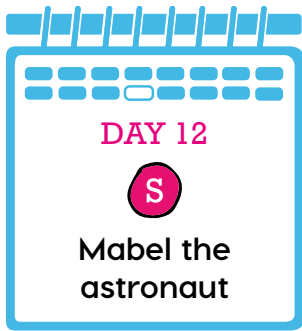
Adjectives & commas ❤️ (!?)

Model:
Provided sentence: Grandad replied, "Everything and everyone is made of stardust."
Teacher model: "You are already a star – brave, courageous and thoughtful."

Adjectives & commas ❤️ (!?)

Enable:
Build Grandad's dialogue to include three or more of Mabel's star qualities.
HA: Deepen the moment.

*HA = Higher Attainers

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Sentence Stacking Lesson 9

DAY 12
S
Mabel the astronaut

Mabel the astronaut

Plot Point 9

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Alliteration (verb pairs)

Relative clause

Dialogue

Initiate

Model

Enable

Learning chunk 1

Alliteration

- Refer back to the alliterative pairs (for stars) collected on Day 1 and form some new verb pairs – blinking and blazing; twinkling and twisting; sparkling and spangling; glowing and glaring.

Alliteration

Provided sentence: Many years later, when Grandad had returned to stardust, Mabel became an astronaut.
Teacher model: Glinting and glimmering, the stars guided her way. Flashing and flickering, they illuminated her path. Dazzling and darting, they led her to happiness.

Alliteration

Pupils to start three short sentences with alliterative verb pairs.
HA: Deepen the moment.

Learning chunk 2

Relative clause

- Explore relative clauses ('who') that add extra information about Mabel's inner thoughts/ feelings as she starts her new job – who wanted to be nearer Grandad; who wanted to be an explorer; who wanted to be near the stars; who wanted to travel the galaxies; who was happiest amongst the stars.

Relative clause

Teacher model: Mabel, who would never forget Grandad, launched into the universe to discover more.

Relative clause

Add a relative clause about Mabel's thoughts/feelings.
HA: Deepen the moment.

Learning chunk 3

Dialogue

- Pupils to think of a poignant message, once spoken by Grandad, that Mabel will always remember. Write ideas on large speech bubbles – e.g. shine in your own way; reach for the stars; always shine bright; never be afraid to sparkle; you'll always be my precious star.

Dialogue

Provided starter: Grandad's words glittered in her mind like stardust...
Teacher model: "You will always be my perfect star."

Dialogue

Finish your story with a powerful piece of dialogue from Grandad.
HA: Deepen the moment.

*HA = Higher Attainers

Appendix

- ☑ 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.
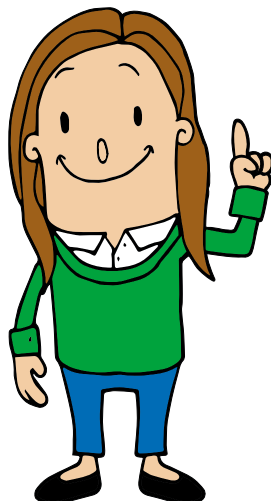
Teacher Model

Mabel looked out at the night sky and dreamed of being a star. Stars were bright and beautiful. Stars were shimmery and shiny. Stars were glistening and glorious. Staring at the midnight-black canvas, she wondered what she would be when she grew up – perhaps an astronaut, a vet or a teacher. 'What a beautiful night!' she thought.

Mabel always compared herself to her sister – the family heroine. One day, Mabel's sister found her mum's missing wedding ring and everyone called her a star. Mum smiled and hugged Mabel's sister. Mabel sighed heavily and wiped away a tear.

The next day, Nanna showed Mabel and her sister how to knit. Mabel tried her best to make a soft, cosy scarf for Grandad. Mabel's scarf was neat but her sister's was neater. Mabel's scarf was cosy but her sister's was cosier.
"This one is the neatest and the cosiest. You're a star," Nanna declared happily to Mabel's sister.

At the weekend, there was a school fancy dress competition and Grandad said Mabel's costume was amazing. Mabel grinned the biggest smile. She felt sure she would win. Unfortunately, she didn't but her sister took the star prize. Grandad dried Mabel's eyes.

After the show, Mabel went and sat in the garden. Gazing at the sky, she wished she was a star like her sister. Grandad noticed she was alone because he was empathetic and caring. He whispered in her ear, "Mabel, don't be sad this time. You will have your chance to shine."

Grandad explained the theory that our world began with a big bang... Boom! Pop! Twinkle! The first beautiful, shimmering, silver star appeared. Later on Earth, the mountains formed. The mountains formed and the rain fell. The mountains formed, the rain fell and life began.

Grandad continued to explain to Mabel... All over the world, there are tall people and short people, old people and young people, big sisters and little sisters. There are sisters who are mean. There are sisters who are hurtful. There are sisters who call you names. There are sisters who are kind. There are sisters who are caring. There are sisters who tuck you in at night.

With owls hooting in the distance, Mabel nestled into her Grandad.
"Will I ever sparkle?" said Mabel.
Grandad replied, "Everything and everyone is made of stardust."
"You are already a star – brave, courageous and thoughtful."

Many years later, when Grandad had returned to stardust, Mabel became an astronaut. Glinting and glimmering, the stars guided her way. Flashing and flickering, they illuminated her path. Dazzling and darting, they led her to happiness. Mabel, who would never forget Grandad, launched into the universe to discover more.
Grandad's words glittered in her mind like stardust...
"You will always be my perfect star."

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**

1 – RECAP SENTENCE STACK – "AUDIENCE + PURPOSE"

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."

2 – DRAW OUT SUCCESS CRITERIA

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."

3 – EXPERIENCE

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."

4 – PLAN WRITING

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."

5 – INDEPENDENT WRITING

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."

6 – TEACHER MARKS FOR EDITING

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."

7 – PUPILS EDIT WORK

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."

8 – FINAL JUDGEMENT

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."

A Write Stuff Unit Plan

Based on the book Stardust by Jeanne Willis

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'.

THE FANTASTICs   THE GRAMMARISTICs   THE BOOMTASTICs

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.
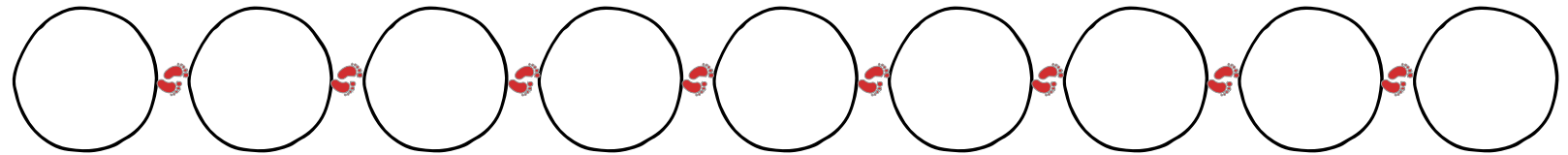
Narrative Map

This is a blank planning grid for you to plan your character and plot point sequence.
(Please decide how many plot points are needed before asking children to start planning.)
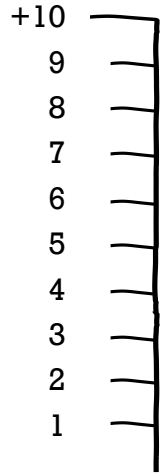
+10
9
8
7
6
5
4
3
2
1

Character

1
2
3
4
5
6
7
8
9
-10

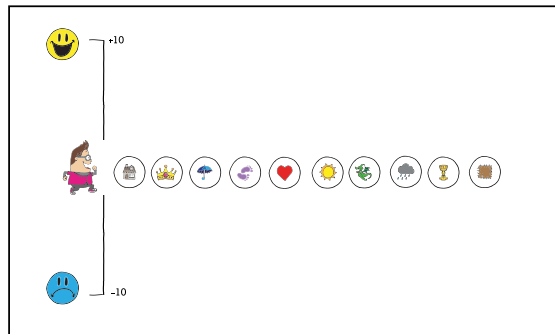To understand how to use this map, please read the page titled 'Narrative Journey'.

Pupil Pathway...
from planning to independent writing
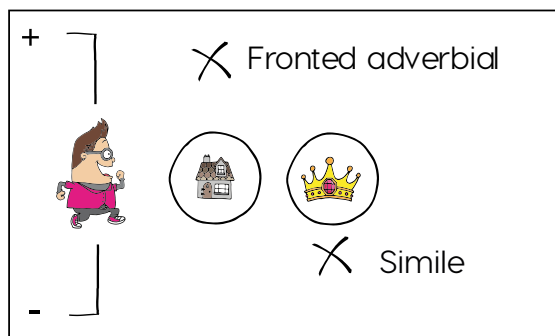
Step 1: Plot points

Pupils use a blank narrative map to plan their plot points.

Step 2: Success criteria plotting

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

· Positive fronted adverbial
· Negative simile

Step 3: Planning sentences to deliver success criteria

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

Positive fronted adverbial

High in the sky, Ben watched the bird soar gracefully in the shafts of sunlight.

Steps 4 and 5: Independent writing.

Pupils to be made aware that a plot point should make a paragraph. Children should spend time writing in silence.

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/

A Write Stuff Unit Plan
Based on the book Stardust by Jeanne Willis

The Training Space

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