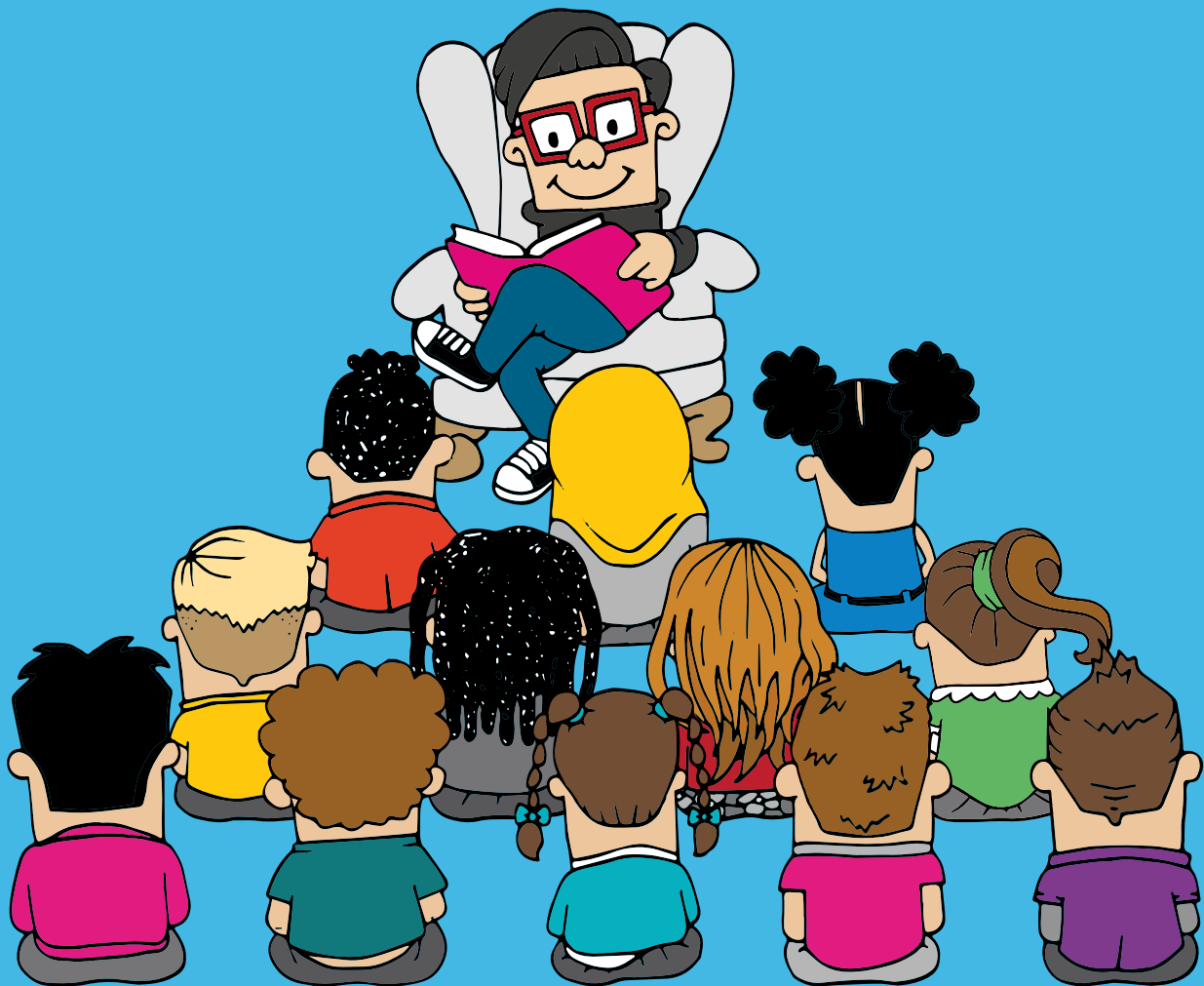


The Write Stuff Unit Plan

Transforming the Teaching of Writing



Based on the book:

Bold Women in Black History
by Vashti Harrison

Text type: Non-Fiction

Biography

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
- **Bold Women in Black History** by Vashti Harrison, <https://amzn.to/2XzY9FF>



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

- **Find the Shape Days (2)**
 - **Experience Days (5)**
- **Sentence Stacking Days (6)**

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](#)

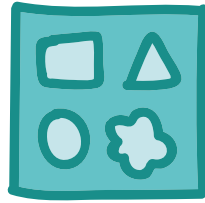
Twitter: [@janeconsidine](#)

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 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

 DAY 1 Find a shape (Wilma Rudolph)	 DAY 2 Find a shape (Wilma Rudolph)	 DAY 3 Knowledge about Florence Joyner	 DAY 4 Heading & alliterative sub-heading shape
 DAY 5 Physical sentence making using 'because'	 DAY 6 Pulled apart	 DAY 7 Positive & negative early life experiences	 DAY 8 School life shape
 DAY 9 World recognition & later life shape	 DAY 10 Message in a bottle experience	 DAY 11 Memory box & life message shape	 DAY 12 Facts splat detectives experience
 DAY 13 Facts splats shape	 DAY 14 Independent Writing Sequence	 DAY 15 Independent Writing Sequence	 DAY 16 Independent Writing Sequence
 DAY 17 Independent Writing Sequence	 DAY 18 Independent Writing Sequence		

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

 Pupils plan, independently write and edit their work over 3-5 sessions as part of The Teaching Sequence for Independent Writing.

Find the Shape

A Sporting Biography

Wilma Rudolph
1940-1994

Resilient, Rapid Runner

Can you imagine being paralysed then going on to win an Olympic medal?

Wilma is one of America's most famous sprinters. When she was growing up she contracted polio and had to wear a metal leg brace when she was four because the disease paralysed her left leg. Once she started physical therapy she was walking without a brace by the age of twelve and was as free as a bird soaring across the sky. In school, Wilma was teased for being different, this made her unhappy. By the age of thirteen, she was running faster than all of the boys and girls in her class, this made her heart fly. During school, Wilma was starting to get noticed for her speed and strength. As Wilma grew up, she began to break into the Olympic scene and won her first medal in 1956 in Melbourne, Australia. Wilma, most noticeably, went on to win three golds in 1960 in Rome. Wilma's legacy that she left behind for other children was The Wilma Rudolph Foundation to support young athletes during their careers. Her message we can feel through how she lived her life is, everyone is equal and should have equal access to the same opportunities.

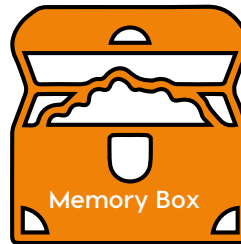
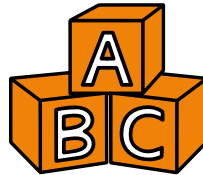
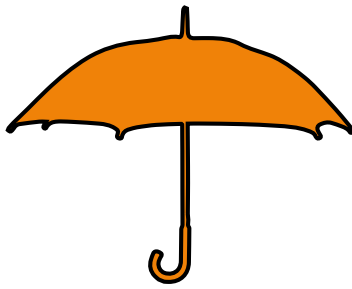
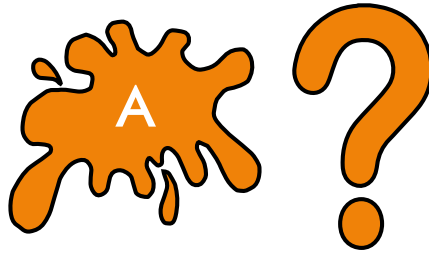
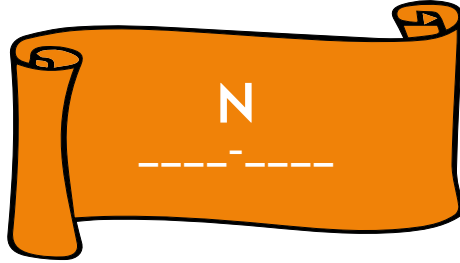
Wilma Rudolph campaigned for equality on civil rights.

Wilma was one brave voice that showed others you can make a difference if you speak up.

Wilma fought against segregation in her home of Clarksville, Tennessee.

Non-Fiction Shape

A Sporting Biography



Key: Heading Alliterative Subheading Questions Overarching Idea Early Life School Life


Later Life World Recognition Memory Box Message Fact Splats


Find the Shape






A Sporting Biography

 Wilma Rudolph
1940-1994


Resilient, Rapid Runner 

?  → Can you imagine being paralysed then going on to win an Olympic medal?

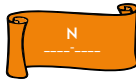





 → Wilma is one of America's most famous sprinters. When she was growing up she contracted polio and had to wear a metal leg brace when she was four because the disease paralysed her left leg. Once she started physical therapy she was walking without a brace by the age of twelve and was as free as a bird soaring across the sky. In school, Wilma was teased for being different, this made her unhappy. By the age of thirteen, she was running faster than all of the boys and girls in her class, this made her heart fly. During school, Wilma was starting to get noticed for her speed and strength. As Wilma grew up, she began to break into the Olympic scene and won her first medal in 1956 in Melbourne, Australia. Wilma, most noticeably, went on to win three golds in 1960 in Rome. Wilma's legacy that she left behind for other children was The Wilma Rudolph Foundation to support young athletes during their careers. Her message we can feel through how she lived her life, is everyone is equal and should have equal access to the same opportunities.






    

Wilma Rudolph campaigned for equality on civil rights.

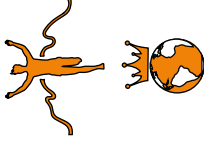
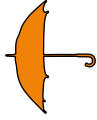
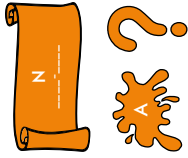
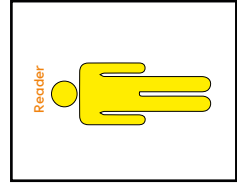
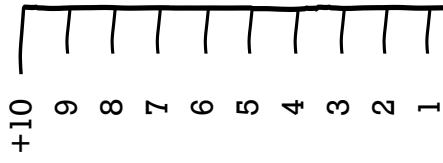
 → Wilma was one brave voice that showed others you can make a difference if you speak up.

→ Wilma fought against segregation in her home of Clarksville, Tennessee.

Key:  Heading  Alliterative Subheading  Questions  Overarching Idea  Early Life  School Life

 Later Life  World Recognition  Memory Box  Message  Fact Splits

Character
Highs



1

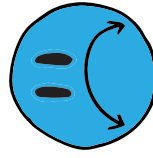
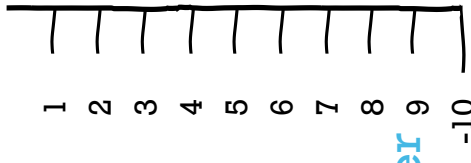
2

3

4

5

6



Character
Lows

Non-Fiction Map: A Sporting Biography



Shape drawn down from adapted information about Wilma Rudolph.

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

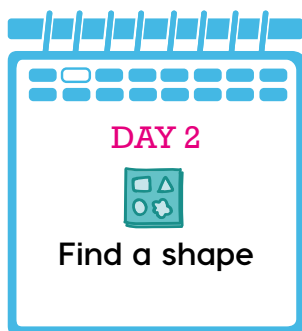


Find the Shape (1)

Learning Objective:

To introduce the biography 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 sporting hero/heronine. Key question, 'What research is required to ensure all jigsaw shapes can be written?'



Find the Shape (2)

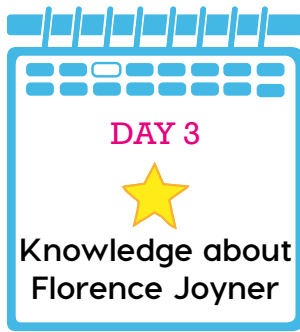
Learning Objective:

To recap and re-familiarise with the sporting biography shape.

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

- Pupils to have a cut up text of the model 'Wilma Rudolph' 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. early on in her school life.

Experience Day (1)



To meet Florence Joyner and understand how she made history.

- Watch a selection of YouTube clips and notice unique things about her. Talk in pairs about three things you remember following the short films. Whilst watching, use the FANTASTIC symbols to collect ideas through the 9 ideas of writing, in particular sight, action, inner thought and feeling.



Inspired, motivated, joyous, positive.



1980's/1990's fashion . Bright coloured lycra. Adapted costumes, coordinated make-up to outfit, nails.



Amazing, admirable, impressive.



Energetic, powerful, successful,

- Go onto the playground and mark out 100m. Time boys and girls running this distance and collect findings. Does anybody beat Florence Joyner's record of 10.49 seconds?

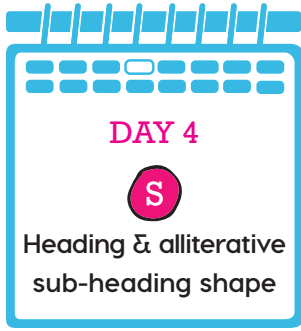
THE FANTASTICS



Experience sessions should be rinsed for vocabulary using The FANTASTICs.



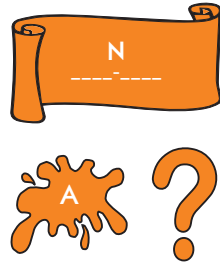
Sentence Stacking Lesson 1



DAY 4

S

Heading & alliterative sub-heading shape



Shapes

Learning Objective:

To write effective sentences for our sporting biography.

Steps to Success:

Heading 

Alliteration 

Question 

Initiate

Model

Enable

Learning chunk 1

Heading

- Show the children 5 bullet point facts about Florence Joyner, when she was born and when she died. Key words not in full sentences.
- Now share a piece of work in sentences littered with mistakes called 'Mandy Rushalot' (an imaginary athlete). The mistakes reflect errors made by your class.
- Show the information and children look for the mistakes. Model with the children how to improve.
- Now share these three well structured sentences. Florence Joyner was born in 1959. She grew up with ten brothers and sisters. Her life was exciting but she died suddenly when she was 38 in 1998.

Heading

Teacher model: Florence Joyner 1958-1988).

Heading

Pupils to write the heading for Florence information with no spelling mistakes and accurate numbers.
HA: Deepen the moment.

Learning chunk 2

Alliteration

- Put four hula hoops on the floor. One 'Competitor' another, 'Sprinter', another 'Runner' and lastly 'Medal-winner'.
- Jumble up a range of words on flash cards and the pupils sort into the correct heading. e.g. spectacular, splendid, sprightly, spiffing, speedy, special. 'R' words: rapid, ruthless, red-hot, refined, ribbon. 'M' words: marvellous, monumental, magnificent, massive, miraculous, motivated, mighty. 'C': cracking, clever, courageous, colourful, coordinated.

Alliteration

Teacher model: Ambitious, adept athlete.

Alliteration

Pupils to choose two alliterative verbs before their noun.
HA: Deepen the moment.

Learning chunk 3

Question

- Share four funky facts with the children about Florence's achievements.
- Fact 1: 1984 Los Angeles Summer Olympics, Joyner won a Silver medal in the 200m run.
- Fact 2: 1988 Olympics in South Korea she took home 2 golds and a silver medal.
- Fact 3: She still holds the world records in the 100m. Ran at 10.49 seconds.
- Ran at 21.31 in the 200m event which is also a world record.
- Introduce the question starter: 'Can you imagine' and combine with a key fact.

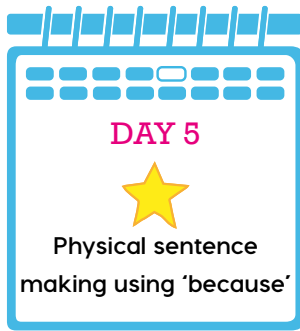
Question

Teacher model: Can you imagine running 100 metres in under 11 seconds?

Question

Ask the reader a 'Can you imagine...' question to challenge their thinking.
HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (2)

Learning Objective:

To pair sentence starters and sentence finishers together using the word 'because'.

- Provide a range of sentence strips for pupils that are the sentence starters and finishers. These are jumbled up. Read and share these and try and sort into two groups of starters or finishers. Introduce the wonderful word 'because' and how this can join two ideas together.
- Jumbled up clauses: ...she adored fashion and beauty.
- ...she had funky 1990's hair styles.
- ...she trained hard every day.
- ...she managed to catch a running jack rabbit.
- ...she cared about young girls in sport.
- ...sharing messages with young people was important.

- her outfits were colourfully flashy and she had 6 inch, polished nails.
- her hair was eye catching a dramatic.
- she won many silver and gold medals and secured a world record.
- she knew she was talented at a very young age.
- she established a youth foundation.
- she wrote many children's books.

THE FANTASTICS



Experience sessions should be rinsed for vocabulary using The FANTASTICs.



Sentence Stacking Lesson 2



Shapes

Learning Objective:

To write effective sentences for our sporting biography.

Steps to Success:

Fact

'Because' sentence

Simile

Initiate

Model

Enable

Learning chunk 1

Fact

- Show a collection of fake and real facts. Put two hula hoops on the floor with the labels fake and real. Get the pupils to sort the following eight facts into the correct category.
- Fake: Florence used to cover herself in Vaseline to make her run faster.
- She used 200 cans of hairspray to keep her hair in place whilst running.
- She hated the colour purple.
- She was allergic rabbits.
- Real facts: Florence was a world record holder.
- Florence is an American track and field athlete.
- Florence was a record breaker.
- Florence held the season's bests from 1982-1988.

Fact

Teacher model: Florence is one of the fastest women of all time.

Fact

Pupils sort facts into fake and real and choose their favourite to write their overarching idea.
HA: Deepen the moment.

Learning chunk 2

'Because' sentence

- Remind children of our experience day yesterday. Can they create their own with a different ending after the 'because' word.
- Look at our favourites, what could the ending be?

'Because' sentence

Teacher model: When she was growing up she loved fashion and make-up because her mother was a model and her grandmother was a beautician.

'Because' sentence

Pupils to build their own sentence with a new ending after the word 'because'.
HA: Deepen the moment.

Learning chunk 3

Simile

- Show a photographic power-point of quick things in nature and the world. Gather a bank of 'fast' things. e.g. cheetah, leopard, car, train, plane, shooting star, eagle, bow and arrow. Gather a bank of appropriate verbs. e.g. zooming, racing, pelting, hurtling, flying, swooping, darting, streaking.

Simile

Teacher model: When visiting her father in the desert she caught a Jack rabbit as quick as a lightning bolt flashing across the sky.

Simile

Pupils to write their own speed simile using a powerful 'ing' verb and adding extra detail to heighten the pace.
HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (3)

Learning Objective:

To recognise and discuss positive and negative emotions in school.

- To have a familiar school adult to share positive and negative experiences from their school days. (Prompts regarding positive and negative experiences.)
-
- Share evocative photographs of bullying at school. Share common rewards known to children in school (pow, rainbow challenge, super golden time etc.) and children to move to the smiley face or sad face side of the room. To feedback emotions of how they feel.
-
- Children to draw a picture of a smiley face and a sad face experience at school and post this in the class. Smiley face box or sad face box.
-
- Choose examples from the box for children to talk about their own experiences. *star* on the page if children would be happy to share with the rest of the class.

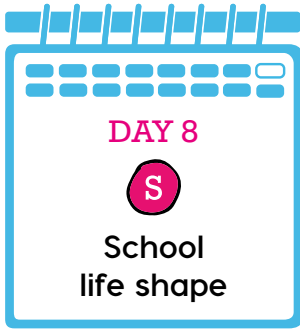
THE FANTASTICS



Experience sessions should be rinsed for vocabulary using The FANTASTICs.



Sentence Stacking Lesson 3



Shape

Learning Objective:

To write effective sentences for our sporting biography.

Steps to Success:

Negative feelings

Positive feelings

Noticing

Initiate

Model

Enable

Learning chunk 1

Negative feeling

Children have a picture of Florence with thinking bubbles either side. One side showing her dreams the other side, children to fill in negative feelings other children would say to her. e.g. bullied for her dreams, she wasn't good enough, you won't make it, you're not from a good enough area, this will never happen. etc. Gather a bank of synonyms for sad. e.g. crushed, upset, devastated, heartbroken. etc.

Negative feeling

Teacher model: In school Florence was mocked for her big dreams, this made Florence sad.

Negative feeling

Pupils to write down the negative comments she received from classmates.
HA: Deepen the moment

Learning chunk 2

Positive feeling

Discuss with the children what they hope to achieve by the age of seven. Allow children to research Florence's achievements by cutting out facts for the children to read on their tables in groups. e.g. "she was already winning athletic events", "she was already faster than the boys in her class", the p.e teacher had noticed her to be an excellent athlete. These facts will be retained as sentence endings. Gather a bank of synonyms for happy. e.g. joyous, delighted, thrilled, excited, cheerful, jubilant, ecstatic, over-joyed.

Positive feeling

Teacher model: By the age of seven, she was already winning many athletic events, this made Florence happy.

Positive feeling

Pupils to input their own sentence ending.
HA: Deepen the moment

Learning chunk 3

Noticing

To have on tables facts about Florence in school. Explain to the children that Florence was different and stood out due to her crazy socks and hair etc. Gather a bank of words for unique, e.g. different, special, outstanding, individual etc. To have pictures of crazy socks, crazy hair, crazy nails on the whiteboard

Noticing

Teacher model: During school Florence was noticed for her unusual hair styles.

Noticing

Pupils to input what they think Florence was noticed for during school and describe this with their own word for 'unique'.
HA: Deepen the moment.

*HA = Higher Attainers

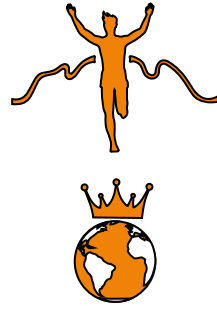
Sentence Stacking Lesson 4



DAY 9

S

World recognition
& later life shape



Shapes


Learning Objective:

To write effective sentences for our sporting biography.

Steps to Success:

Commas 

'ly' adverb 

Abstract nouns 

Initiate

Model

Enable

Learning chunk 1

Commas/Suffixes

- Introduce the subordinating clause, 'As Florence grew up...'
- Share a range of verbs that can create the second clause using two different endings, e.g. started, starting, noticed, noticing, recognised, recognising, influenced, influencing.

Commas/Suffixes

Teacher model: As Florence grew up, she was starting to be noticed on the sporting scene.

Commas/Suffixes

Pupils to add on their favourite main clause after the comma.
HA: Deepen the moment.

Learning chunk 2

'ly' adverb

- Gather a bank of positive 'ly' adverbs. e.g. dramatically, stylishly, amazingly, admirably, successfully, jaw-droppingly, bravely, boldly.

'ly' adverb

Teacher model: Florence dramatically won gold for 100m, 200m and the relay in the 1988 Olympics.

'ly' adverb

Pupils to choose their positive 'ly' word into their sentence.
HA: Deepen the moment.

Learning chunk 3

Abstract noun

- Re-watch Florence win races on YouTube and discuss a range on positive words to describe her achievements e.g. stunning, amazing, unbelievable, magnificent, remarkable, astonishing, astounding, staggering, sensational.

Abstract noun

Teacher model: Unbelievable!

Abstract noun

Pupils to choose their favourite high impact, positive one word.
HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (3)

Learning Objective:

To explore with children what we have learn from them.

- Start the lesson playing 'Dreams can come true' by Gabrielle. Listen to the lyrics.
- Remind ourselves through paired talk of our previous lesson and Florence's personal dreams. Talk with your friend about your dreams and what you want to be when you grow up. Talk about aspirations and thinking big. Teacher hands out in envelopes individual and personal messages to each child about what they have personally learned from that child being in their class. Make a heading : Message to each child. e.g. I have learnt from you how to be really brave. I have learnt from you how you cry quietly when your really sad. I have learnt from you how you turn your anger into something strong. Share a range of positive personality words. e.g. Kind, caring, loving, considerate, good friend, helpful, thoughtful, empathetic, hard working, happy, jokey, strong minded, determined, resilient, chatty, crazy, optimistic, honest, patient, giving.
- Provide children with big paper and a sentence frame- "I would like to be remembered for _____,_____and_____"

THE FANTASTICS



Experience sessions should be rinsed for vocabulary using The FANTASTICS.



Sentence Stacking Lesson 5



Shapes

Learning Objective:

To write effective sentences for our sporting biography.

Steps to Success:

'and' sentence

Message for life

Punctuation

Initiate

Model

Enable

Learning chunk 1

'and' sentence

- Gather a bank of words that describe Florence's speed e.g. : her record breaking speed, her medal winning achievements, her time defying records, her lightning-speed legs, fabulous form. Florence,'s fashion. e.g. Her fashion sense, her colourful attire, her dramatic fashion statements, her zany fashion outfits, her quirky costumes and eye-catching nails.

'and' sentence

Provided sentence: Florence's legacy that she left behind for other children to access and develop their athletic talents was a youth foundation.
Teacher model: She would have liked to be remembered for her speed and fashion sense.

'and' sentence

Pupils to use an 'and' to showcase Florence's talent and fashion.
HA: Deepen the moment.

Learning chunk 2

Message for life

- Choose a pupil in role as Florence. Set up a zone of relevant discussion in the class. This is like a target board of relevant to non-relevant life messages. Pupils have a life message in an envelope in pairs. 15 are relevant 15 are not so relevant. e.g. relevant, 'to overcome adversity and always believe in yourself. non-relevant: 'to give up if it gets a bit tricky.'

Message for life

Teacher model: Her message we can feel through how she lived her life is, do not be afraid to be different.

Message for life

Pupils to write a message that Florence that life gives us today
HA: Deepen the moment.

Learning chunk 3

List of three with commas

- Remind ourselves of our positive word bank in our message in a bottle experience day. Choose some of our favourite ones for Florence.

List of three with commas

Teacher model: Florence demonstrates for others, grit, determination and strength.

List of three with commas

Include three positive adjectives to describe Florence.
HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (4)

Learning Objective:

To find out unusual and interesting facts about our sporting heroine.

- In pairs use the internet to research more unusual facts about Florence Joyner. Watch video clips of her during the height of her success and scour films, articles and websites to glean more intriguing 'bite-sized' aspects that can feature as final snippets in the biography. Group them on a gob-smacking scale from 0 to 10. 0 meaning: not that fascinating. 10 meaning: wow! That's mind blowing!!! Put these facts into a rank order from the class contributions.

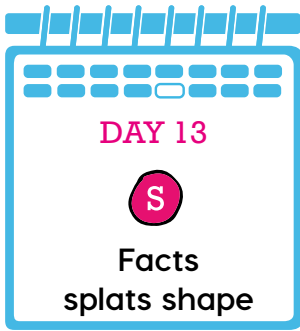
THE FANTASTICS



Experience sessions should be rinsed for vocabulary using The FANTASTICS.



Sentence Stacking Lesson 6



Shapes

Learning Objective:

To write effective sentences for our sporting biography.

Steps to Success:

Facts

Facts

Facts

Initiate

Model

Enable

Learning chunk 1

Facts

- Re-watch the two Youtube clips that we used at the beginning of this unit. Hand out fact splats and use the re-watching to populate as many splats as we can. Challenge the pupils to collect three unique facts that we haven't already written about in the main body of the text.

Facts

Teacher model: Florence Joyner was affectionately nicknamed Flo-Jo .

Facts

Complete a fact splat that is relevant for Florence HA: Deepen the moment.

Learning chunk 2

Facts

- Re-watch the two Youtube clips that we used at the beginning of this unit. Hand out fact splats and use the re-watching to populate as many splats as we can. Challenge the pupils to collect three unique facts that we haven't already written about in the main body of the text.

Facts

Teacher model: Florence wrote children's books.

Facts

Complete a fact splat that is relevant for Florence.
HA: Deepen the moment.

Learning chunk 3

Facts

- Re-watch the two Youtube clips that we used at the beginning of this unit. Hand out fact splats and use the re-watching to populate as many splats as we can. Challenge the pupils to collect three unique facts that we haven't already written about in the main body of the text.

Facts

Teacher model: Florence designed uniforms for the basketball team- The Pacers.

Facts

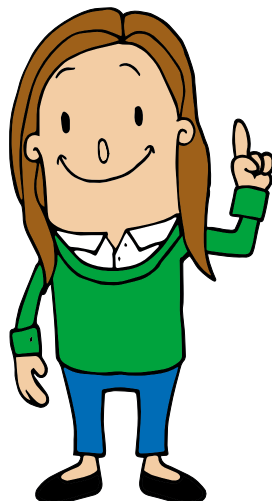
Complete a fact splat that is relevant for Florence.
HA: Deepen the moment.

*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

Florence Joyner
1959-1998

Spectacular, Special Sprinter

Can you imagine winning an Olympic medal for running 100m in under 11 seconds?

Florence is the fastest women of all time. When she was growing up she loved fashion and make-up because her mother was a model and her grandmother was a beautician. When visiting her father in the desert, she caught a jack rabbit as quick as a lightning bolt flashing across the sky. In school, Florence was mocked for her big dreams, this made her sad. By the age of seven, she was already winning many athletic events, this made Florence happy. During school, Florence was noticed for her unusual hair styles. As Florence grew up, she was starting to be noticed on the sporting scene. Florence dramatically won gold for her 100m, 200m and the relay in the 1988 Olympics. Florence's legacy that she left behind for other children to access and develop their athletic talents was a youth foundation. Her message we can feel through how she lived her life is, do not be afraid to be different.


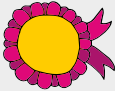





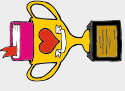
Florence Joyner was affectionately nicknamed Flo-Jo.

Florence wrote children's books.

Florence designed uniforms for the basketball team- The Pacers.

Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

1	 <p>RECAP SENTENCE STACK – “AUDIENCE + PURPOSE”</p> <p>Key features:</p> <ul style="list-style-type: none"> 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	 <p>DRAW OUT SUCCESS CRITERIA</p> <p>Key features:</p> <ul style="list-style-type: none"> Co-construct success criteria from unit of work. Do provide examples. Story – 9 plot points = 9 success criteria/non-fiction. 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	 <p>EXPERIENCE</p> <p>Key features:</p> <ul style="list-style-type: none"> 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	 <p>PLAN WRITING</p> <p>Key features:</p> <ul style="list-style-type: none"> 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	 <p>INDEPENDENT WRITING</p> <p>Key features:</p> <ul style="list-style-type: none"> Paced out chunks of time. In silence. Chance to build stamina. “Pupils writing upon which teachers base their judgements must be produced independently.”
6	 <p>TEACHER MARKS FOR EDITING</p> <p>Key features:</p> <ul style="list-style-type: none"> 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	 <p>PUPILS EDIT WORK</p> <p>Key features:</p> <ul style="list-style-type: none"> 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	 <p>FINAL JUDGEMENT</p> <p>Key features:</p> <ul style="list-style-type: none"> 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



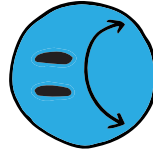
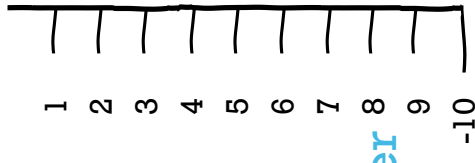
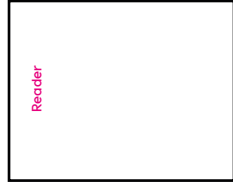
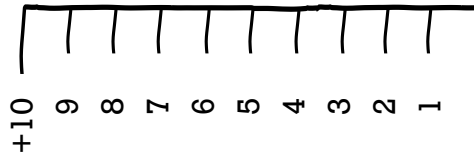
Use this space to set or negotiate success criteria with your class.

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.



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.)



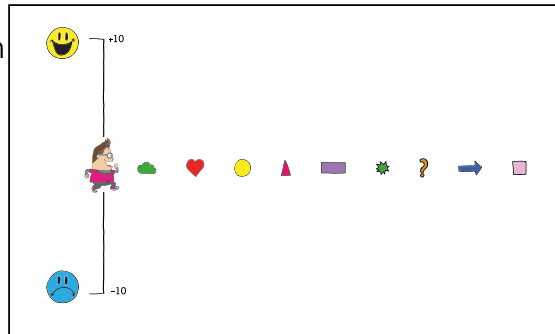
To understand how to use this map, please read the page titled 'Non-fiction Journey'.

Pupil Pathway...

from planning to independent writing

Step 1: Jigsaw Pieces

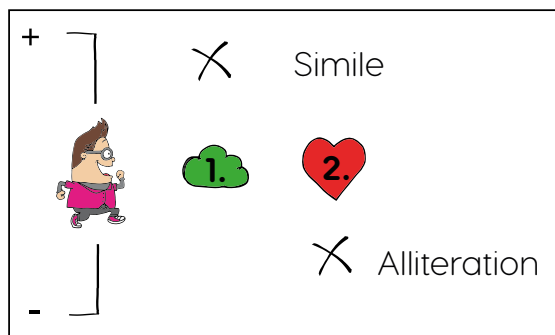
Pupils use a blank non-fiction map to plan their jigsaw pieces.



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'

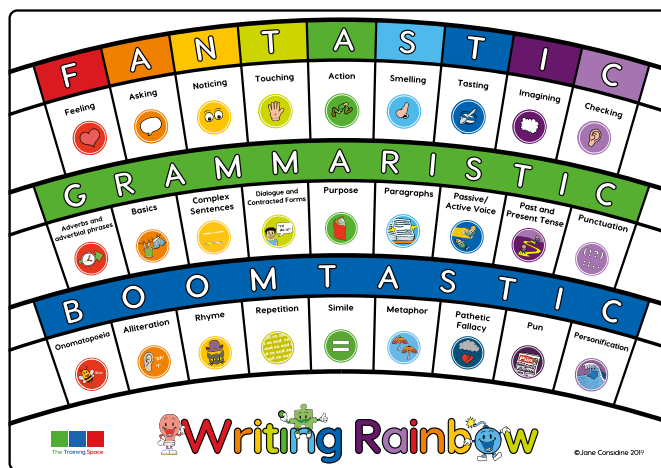
The Writing Rainbow offers a complete view of 'The Write Stuff' methods and systems. This is an excellent tool for teachers and pupils that have adopted the approaches found in Jane Considine's book 'The Write Stuff'.

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/