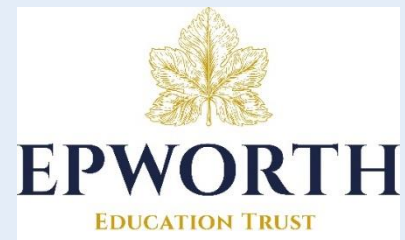




Nutgrove Methodist Primary

Teaching writing -
supporting materials



The Sequence



Repeat these stages with different writing opportunities inspired by the same text

In Action	
ENGAGE	<p>Hook lesson:</p> <ul style="list-style-type: none"> • Book as a hook/stimulus • Inference and prediction based around the front cover. Use question stems to initiate discussions. • Inference and prediction based around illustration from within the book. Use question stems to initiate discussions and provide annotation opportunities. <p>It needs to be exciting and bring the book/poem/animation to life. It has to 'hook' the children in.</p>
	<p><i>Alternative idea is set up the classroom, linked to a key theme or scene from within the text and use real life objects. Use these as clues to the text for inference.</i></p> <p><i>E.g., 'Great Expectations' by Charles Dickens - set up Miss Havisham's wedding table e.g., dusty unopened presents, discoloured icing on a cake, fake cobwebs draped over table, a wedding ring.</i></p>
EXPLORE	<ul style="list-style-type: none"> • Use planning to identify stimulus for writing for a theme or genre focus and the key skills to be taught which align to this. • Read part of the text with a grammar focus involved (aligning to theme / text type). This may be explicit in the text or taught through a theme within the section of the book. SPaG can be taught within the lesson or as discrete lessons to secure the skill. It is important children understand the purpose and impact of this. (Model, practise, apply) • Unpick pertinent vocabulary and share definition. • Where appropriate, incorporate speaking and listening standards. E.g., <i>hot seat, debate, discussion, recount, following instructions, research findings etc.</i> • Explore the features of the genre by drawing on examples (e.g., through discussion and text marking)
PLAN	<ul style="list-style-type: none"> • Plan opportunities to plan & draft writing aligned to the text type (Model, practise, apply) • Teacher to use visualiser to model the process and the layout. <p><i>Where frameworks are used for adaptation, ensure these are accessible for learners to use.</i></p> <p><i>Don't stick planning in books until work is completed so children can easily cross-reference this when writing.</i></p>
WRITE	<ul style="list-style-type: none"> • Provide writing opportunity to apply taught skills, knowledge and vocabulary to demonstrate composition and transcriptional skills. • Use teacher modelling to share expectation of what to include (e.g., <i>success criteria or single point rubric</i>) and how planning supports writing process. Ideally, this is completed under a visualiser to model handwriting, writing process and correct layout. • Ensure independent writing opportunities. <p><i>Children should have clear opportunities for writing every week. This can be shorter writing opportunities to practice and apply SPaG skills in a context or longer writing opportunities to apply taught skills through a genre of writing.</i></p>
EDIT	<ul style="list-style-type: none"> • Edit with a sharp focus on checking only the skills that have been taught within the text type. • Make explicit what to edit. (Model editing process). • Redraft parts as appropriate. (Model this process). <p><i>This can be a guided group focus.</i></p>
Finish the text	<ul style="list-style-type: none"> • Complete the text within your English lesson with the children.

See 'English Structure to Teaching' document for a breakdown of coverage

Supplementary guidance

Engage and Explore

- The **Engage and Explore** should ignite lots of speaking and listening opportunities to enable children to engage with the text.
- **Engage and Explore** should aim to develop children's wider comprehension skills such as inference and prediction through short writing application and discussion opportunities.
- For **Engage and Explore**, children should get to engage with different examples of the text type. For example, for non-fiction this could include following instructions – both verbal and written.
- **Explore** - Identify the key features of the text type through discussion and text marking. Look at different examples and draw up charts and tables to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples. This will lead to shared understanding of what a good one looks like (WAGOLL) and should be used to structure and assess the effectiveness of all their writing in this text type.

Engage and Explore

- **Explore** focuses specifically on the structure, features of the text type, SPaG and language devices used by the writer.
- The teacher should lead discussions around vocabulary choices, text layout and the effect on the reader.
- The teacher should explicitly teach identified SPaG skills through modelling under the visualiser, making explicit the purpose and impact of this.
- There should be **deliberate practice** opportunities. Children should practice applying the taught skills and vocabulary in context. This should not just be limited to word and sentence level work but, where appropriate, shorter writing opportunities.
- Enabling children to apply new skills in context will secure their knowledge of this as it isn't being taught as an isolated skill set.

Engage and Explore

- The **Engage** element can promote further speaking and listening opportunities through drama activities such as Conscience Alley, Role on the Wall and Hot Seating. This can happen at various points in a series of lessons to enable children to immerse themselves in a section of a text and deepen their understanding. This will strengthen and generate ideas for writing too.
- It is important to capture children's thoughts and ideas through daily incidental writing (post-its, brainstorming, mind maps) in their books and for the teacher to model choosing the most effective ones to go up on to a working wall.

Plan & Write

Within these sections:

1. The teacher models how to plan an example of the text type, using **all** the elements captured in the **Engage and Explore** lessons.
2. During teacher modelling the teacher is verbalising their thought process to the children e.g., why they are using certain word choices, why they are setting out their work in a certain way etc.
3. The children will have a go at writing a plan for their (different) example they will be writing in the text type.
4. It will follow a '**my turn** (modelled writing - applying skills), *our turn** (*shared writing, when appropriate*), **your turn** (independent writing to apply taught skills)' approach.

Plan & Write

For example:

FICTION

- The teacher models how to write the introduction for their example and the children then have a go at writing their introductions.
- The teacher models how to improve their plan/introduction and then the children have a go at improving their own.
- The teacher models the middle of the story with the problem the main character has to overcome. The children then have a go for themselves.
- The teacher models improving the middle and problem, children have a go for themselves.
- The teacher models writing the ending and re-evaluates it against WAGOLL/ success criteria already agreed and shown on working wall.
- Words and phrases identified in the **Engage and Explore lessons** are highlighted if they have been used, and if not used, they can be used as part of the editing for improvement process before moving on to the next part of the story.

Plan & Write

- *On occasion, in the writing process the teacher may deem it important to do some shared writing (after teacher modelling and before independent writing) to support children in securing the taught skills and learning. This should not be an alternative to modelled writing.*

Plan & Write

The same model applies when teaching non-fiction texts.

NON - FICTION

- The teacher models how to plan an example of the text type, using all the elements captured in the Engage and Explore lessons.
- The children then have a go at writing a plan for the different example they will be writing in the text type.
- The teacher models how to write the introduction for their example and the children then have a go at writing their introduction.
- The teacher models how to improve their plan/introduction then the children have a go at improving their own.

Plan & Write

- The teacher models the next couple of key features of the text type, children have a go for themselves.
- The teacher models improving the text, children have a go for themselves.
- The teacher models writing the ending for the text type and re-evaluates it against WAGOLL criteria already agreed and shown on working wall.
- Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.

Poetry Guidance

Engage

- This is when the children get to see and engage with different examples of poems in a particular style. This may be one longer poem or discussion of synopsis of different poems by the same poet.
- Children may look at different versions of the same or different poems to draw comparisons from.
- There will be lots of speaking and listening opportunities such as role-play in character, role on the wall and conscience alley (especially in longer narrative poems) to understand the key elements of part or the whole poem.

Engage

- Storyboards can be used before, during and after the retelling of the poem, (longer narrative poems especially) to support with understanding the structure.
- Echo reading and chanting can be used to support in the rehearsal and performance of a poem. Children should learn by heart part or the whole of a poem and recite with expression-adding in actions, where appropriate.
- Thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, speech, thought and emotion bubbles) can be recorded in children's books.

Explore

- This is the time to identify the key features of the poem through discussion and text marking.
- Look at different examples and identify the patterns/features/themes specific to the poem style – including language choice and layout. This will lead to a shared understanding of what a good one looks like (WAGOLL) and should be used to structure and assess the effectiveness of children's writing in this genre.

Plan & Write

- Depending on the poem style, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced as appropriate.
- The children should have the opportunity to read aloud and perform their poem to others, reading with appropriate volume and expression.

Plan & Write

- The teacher models how to plan an example of the poem, using all the elements captured in the **Engage and Explore** lessons and the children then have a go at writing a plan for the different example they will be writing as a poem.

For example:

- The teacher models how to write the first part for their example and the children to then have a go at writing their own starts to the poem.
- The teacher models how to improve their first part and then the children have a go at improving their own.
- The teacher models the next part/end of the poem then the children have a go for themselves.
- The teacher models improving the poem and the children have a go for themselves.
- The teacher re-evaluates and refines it against WAGOLL criteria already agreed and shown on the working wall.

Edit

- Edit with a sharp focus on checking only the skills that have been taught within the text type.
- The teacher should make explicit what to edit through modelling the editing process. The children then edit their work copying this process.
- The teacher redrafts parts (as appropriate) by modelling this process. The children then can redraft sections of their work too.

Peer redrafting



Mixed ability pairing



Clear focus on 1 ability or skill / success criteria



Stack books so focus on 1 child's book at a time



Discuss ideas, but the child who the book belongs to takes ownership of making agreed changes / corrections.



Swap books over



Discuss ideas, but the child who the book belongs to takes ownership of making agreed changes / corrections.

Editing Stations



Punctuation Point



Vocabulary Valley



Spelling Square



Grammar Garden

*Ensure the focus at each station aligns to a skill
which has been TAUGHT.*

Appendix

Suggestions for 'Engage'

Strategies to Engage Children in a Text Type

The following approaches are really effective in developing children's responses to a text type through developing their vocabulary, drama skills, speaking and listening, rehearsal and oral retelling. If captured, this will lead to application of these skills in their written presentation at the end of the text type block.

Suggestions

- **Storyboards**

Put 6-8 pictures from a story onto A3 landscape format (3+3 or 4+4). If these are laminated they can be re-used throughout the block/by another class or year group. Try to build these up over the year/school so they can become a resource for colleagues to dip into or use for blocks of work. They can also be used in reading for pleasure sessions as a visual text. Pre-telling the story is using the storyboard before having read the story. This can be a quick or longer strategy depending on how you want to use it. The children can orally tell the story, add notes on post-its to stick onto their storyboard or develop sentences/paragraphs to write their own version of the story. If a complete story is written it is really good to compare this to the original text.

Re-telling the story is using the storyboard to prompt after reading story to the children. Storyboards are an effective and efficient way of using the same resource to differentiate. When the children are using the storyboard, they can have challenging prompts focusing on language structure, vocabulary or punctuation appropriate to their next steps e.g. one group focuses on using conjunctions and, then, because; another group has adverbs to include; another group has to use fronted adverbial phrases.

Suggestions

Role on the Wall

- A character outline is shared with the children (A4, A3 or life-size-draw round one of your children on wallpaper). The children then describe what the character looks like on the outside of the outline and what the character feels on the inside. This can be used at different points in a story to allow the children to consider how feelings of characters can change during a story.

Barrier Game

- Before seeing a setting or character the teacher describes what it or they look like and the children have to draw their interpretation. The focus is on the accuracy of the words used by the describer and the listening skills of the drawer, rather than the drawing ability of the children. This can also be done in pairs with one child being the describer and the other the drawer.

Babble Gabble

- This is a fun, frenetic way of getting the children to summarise the key points of a story/section of a story. After hearing part or all of a story the children work in pairs. First child has 1 minute to retell the story. Second child then retells story in 30 seconds. First child then retells in 15 seconds. Second child then has 10 seconds. As the time shortens you will notice a speeding up of talking and more use of gestures in the retelling.

Suggestions

Phone Conversation

- On the carpet get the children to sit back to back and hold their hands to their mouth and ear as if holding an invisible phone so they can have a conversation in-role. Good for getting the children to think like a character and respond to questions from another character in a story or a reporter. The children can swap characters and repeat, adding to what their partner has started with, or going in a different direction completely.

Snowstorm

- This is a great way to help children recall events or facts and learn from each other. Having already heard a story or part the children write down one thing they remember about the story/character/setting/feature (non-fiction/poetry) on a piece of paper (scrap is fine). Next they scrunch it up into a snowball and throw into the middle of the carpet or table (depending on space available). Each child picks up a snowball, unfolds, reads information and adds to it. This can be repeated as long as the children can think of other things to write down. This is a good strategy to use when reviewing any learning e.g. Science, Geography, History, RE, DT.

Suggestions

Conscience Alley

- When reading a text, stop at a point when one of the characters has a decision to make. Discuss what that choice is and get the children to decide whether they want to be on the side for or against doing something. Make two lines (one for and one against) with a gap in the middle and then walk down the middle listening to the children's reasons. At the end of the line make your decision, based on how persuasive the lines were and give reasons for how you reached your decision. The children can have a go at being the character next time. This supports all abilities, as less confident children can use/develop ideas already heard and you can challenge more able children to come up with more ideas or better ways of putting the idea.

Freeze Frame

- First, model with one group, in front of the class. Choose children to be characters at a specific point in the story, get them to position themselves and then freeze in position. Teacher then goes into the frame and asks each character how they are feeling/ what they are going to do next. All the children can work in character in groups to do this- they can all be at the same point, or allocated different key points in the story. Teacher then goes around the groups asking them questions in-role.

Suggestions

Jigsaw

- Each group is given a specific aspect to research e.g. in an author study might be home life, growing up, influences, books written etc. Each group produces a poster/info sheet. Once this is complete, one person stays with the poster and the rest of the group move round to another group to make notes and learn about a different aspect. The person left behind is the 'expert' who has to answer questions/explain anything the other groups ask as they move around. This is repeated until they have been around all the groups. Then each group has to produce a range of posters, using the notes they have taken, on all the different aspects covered, thus learning from each other. These can be evaluated and the most effective ones displayed. This is also a really useful cross curricular strategy.

Spies and Envoys

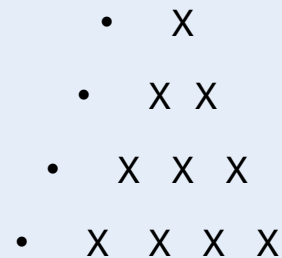
- This is a good way to review learning. In groups of 4-6 children create a poster on all they have learned/know about a text type or focus e.g. Non-fiction texts or Michael Morpurgo author study. The group chooses one person to be a spy, who has to go and steal information from other group posters and then bring it back to add to their own poster, thus learning from each other and recognising gaps in their own information, which they can use to improve. Envoys use higher-order skills, as when they go to another group they have to look at the poster, decide what they want to take back and use. Then they have to think of something on their poster that they will trade for this new information. This has to be agreed with the other group and then they can take it back and use it on their own poster. If there is nothing they want off the other group's poster, they move on to the next group and don't offer any information to that group.

Suggestions

Pyramid Game

- This is a way of getting the children to consider the importance of events, features or facts. Children are given/write down 10 events/features or facts (depending on text type). They then have to order them with the most important at the top of the pyramid and the least important on the bottom row

e.g



- They can then discuss their reasons for putting cards in particular order, with a view to being able to change their mind if they think their partner/group has a better reason for putting them in different order. The children don't have to reach full agreement on every point, as with stories they can interpret them differently and with non-chronological reports the order is down to the writer too. This can be done in pairs, groups or whole class and leads to really good discussion and development of their reasoning skills to justify choices.

Suggestions

Mind Maps

- These can be used to capture ideas around a story, for research in non-fiction and for looking at different aspects of a poem. The block title goes in the centre, then different aspects such as setting, characters, build up, problem, resolution, vocab- own and magpied words and phrases. This is a good way to capture the learning in the immersion phase and can be added to in the plenary. This can then be added to with the analysis phase of the block and, in essence becomes the plan for writing in the text type during the writing and presentation phase. It can also be used as an assessment tool for the children, with an expectation that they look back at it and use some of the words and phrases within the features of the text type.

Magpies

- All writers are magpies who steal words and phrases they hear, to use in their own writing. This is a great chance to share ideas in the plenaries throughout the session and to record their own ideas for vocabulary and phrases and then magpie-ing one or two from others. Teachers can model this when discussing ideas that they are putting up on to their working wall, then stealing some from the children to put up too and then modelling how to use these when they come to the writing/presentation phase of the block.

Suggestions

KWL Grids

These are a good way of starting with what the children already know about a new text type for the teacher to decide what the gaps in learning are and what they need to focus on. They are an opportunity for the children to help direct the learning through thinking about what they want to learn which can be discussed and agreed with the teacher at the beginning of the block. Then at the end of the block to review what they have learned

K	W	L