The Write Stuff Unit Plan

Transforming the Teaching of Writing

Based on the book

# The Queen's Hat by Steve Antony

Text type: Narrative

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 **https://www.thetrainingspace.co.uk/**

· *The Queen's Hat* by Steve Antony, **https://amzn.to/2Y0OiJI**
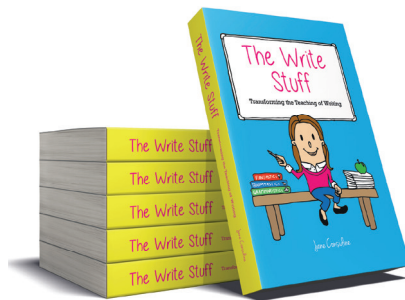
This plan covers 13 teaching days/sessions, split into:

· **Experience Days (4)**

· **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**
· **https://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
⭐
Buckingham Palace & meeting the Queen

DAY 2
Ⓢ
Queen out strolling

DAY 3
⭐
Impact of a windy day

DAY 4
Ⓢ
Queen's hat blows away

DAY 5
Ⓢ
Guards in pursuit

DAY 6
⭐
Zoo trip/ virtual tour

DAY 7
Ⓢ
Hullabloo at the zoo

DAY 8
Ⓢ
Underground station

DAY 9
⭐
London Eye

DAY 10
Ⓢ
Guards climbing

DAY 11
Ⓢ
Big Ben strikes

DAY 12
Ⓢ
Flying guards

DAY 13
Ⓢ
Baby in a hat

DAY 14
🖊
Independent Writing Sequence

DAY 15
🖊
Independent Writing Sequence

DAY 16
🖊
Independent Writing Sequence
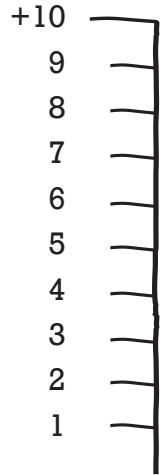
Key:
- English Lesson
- Ⓢ Sentence Stacking Lesson
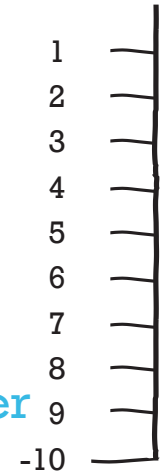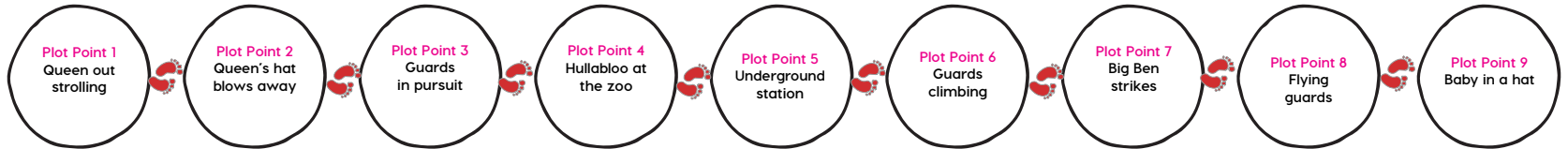- ⭐ Experience Lesson
- 🖊 Independent Writing Sequence (see appendix)

A Write Stuff Unit Plan

Based on the book *The Queen's Hat* by Steve Antony

Narrative Map

Character Highs

+10
9
8
7
6
5
4
3
2
1

The Queen

1
2
3
4
5
6
7
8
9
-10

Character Lows

THE QUEEN'S HAT

Steve Antony
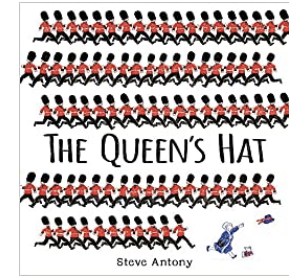
Plot points are based on: Corresponding illustrations in the book.

Plot Point 1 Queen out strolling

Plot Point 2 Queen's hat blows away

Plot Point 3 Guards in pursuit

Plot Point 4 Hullabloo at the zoo

Plot Point 5 Underground station

Plot Point 6 Guards climbing

Plot Point 7 Big Ben strikes

Plot Point 8 Flying guards

Plot Point 9 Baby in a hat

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

The Training Space
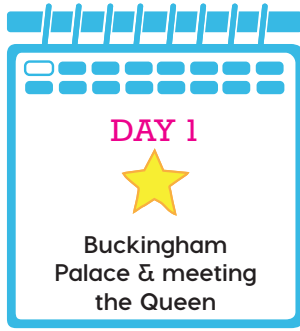
Experience Day (1)

Learning Objective:

To understand London landmarks.

- Show a range of photographs of Buckingham Palace from different angles. Find YouTube clips of the outside of the building and discuss ornate features.
- Watch the changing of the guards and explore who lives inside this building.
- Teacher to go into role as the Queen, wearing the special hat, with children asking questions about her life and her home.

THE FANTASTICs

Experience sessions should be rinsed for vocabulary using The FANTASTICs

Sentence Stacking Lesson 1

DAY 2

S

Queen out strolling

Queen out strolling

Plot Point 1

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Question

Action

'And' sentence

	Initiate	Model	Enable
Learning chunk 1	**Question** · Share the image of Buckingham Palace and gather adjectives – beautiful, stunning, grand, majestic, elaborate, magnificent, ornate, spectacular, striking, amazing, marvellous, splendid, lavish, glorious.	**Question** Teacher model: What is this beautiful place? It is Buckingham Palace, where the Queen lives.	**Question** Pupils to include a positive adjective in their question. HA: Deepen the moment.
Learning chunk 2	**Action** · Zoom into the image of the Queen outside and collect verbs for 'walking' – roaming, wandering, strolling, ambling, sauntering.	**Action** Teacher model: The Queen was out strolling.	**Action** Include a synonym for 'walking' in a sentence about the Queen. HA: Deepen the moment
Learning chunk 3	**'And' sentence** · Pupils to walk around the classroom to a sound clip of 'Happy' by Pharrell Williams, concentrating on how it makes them feel. · Collect adjectives – cheerful, chirpy, merry, happy, joyful, excited, content, jolly, perky, upbeat.	**'And' sentence** Teacher model: She was cheerful and chirpy.	**'And' sentence** Use two positive feeling words, joined by 'and'. HA: Deepen the moment.

*HA = Higher Attainers

Experience Day (2)

Learning Objective:

To experience the impact of a windy day.

- Watch the opening scene of 'The Fantastic Flying Books of Mr. Morris Lessmore' and the tornado in 'The Wizard of Oz'.
- Discuss strong winds and watch wild weather videos.
- Watch 'You've Been Framed' clips, where windy weather has funny outcomes.
- Bring in fans (or a hairdryer) and ask pupils to bring in their favourite hats. Experiment to see if the fans can blow their hats off. Experiment with the Queen's hat (a straw hat with a ribbon) worn by the teacher.
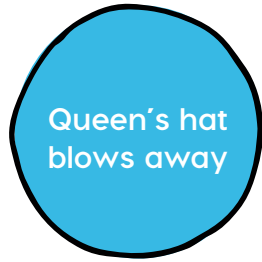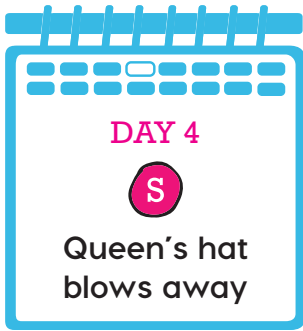
THE **FANTASTICs**

Experience sessions should be rinsed for vocabulary using The FANTASTICs

Queen's hat blows away

Plot Point 2

Sentence Stacking Lesson 2

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Onomatopoeia

Prefix ('un')

Simile

Initiate

Onomatopoeia

Learning chunk 1

- Listen to a soundscape of strong winds and show the image of the Queen's hat blowing away.
- Gather a bank of onomatopoeic words for the wind – whoosh, swish, swoosh, whip, rip.

Prefix

Learning chunk 2

- Share the following eight root words – fair, happy, lucky, pleasant, wanted, fortunate, believable, expected.
- Discuss how the prefix 'un' changes words to their negative forms.
- Add 'un' to these words, using smiley and sad faces to emphasise the shift from positive to negative.

Simile

Learning chunk 3

- Show a photographic PowerPoint of objects and animals that move fast – cheetah, car, rocket, aeroplane, eagle, falcon.

Model

Onomatopoeia

Teacher model: Whoosh! The wind blew her hat off.

Prefix

Teacher model: This was an unfortunate event.

Simile

Teacher model: The hat flew as fast as a rocket.

Enable

Onomatopoeia

Choose an onomatopoeic word and use it with an exclamation mark.
HA: Deepen the moment.

Prefix

Use a word with the prefix 'un' in a sentence.
HA: Deepen the moment.

Simile

Create a simile, comparing the flying hat to a fast-moving object/animal.
HA: Deepen the moment.

*HA = Higher Attainers

A Write Stuff Unit Plan
Based on the book The Queen's Hat by Steve Antony

Sentence Stacking Lesson 3

DAY 5

S

Guards in pursuit
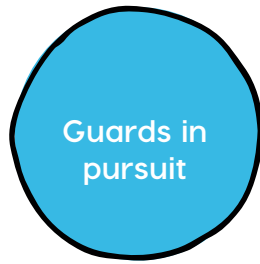
Guards in pursuit

Plot Point 3

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Action

Repetition for effect

Questions

Initiate

Learning chunk 1

Action

- Show the image of the guards going in pursuit of the hat and ask children to role play the chase.
- Gather a bank of verbs – chased, sprinted, dashed, scampered, charged, bounded, darted, flew.

Learning chunk 2

Repetition

- Listen to a sound clip of running feet pounding the pavement.
- Collect sounds vocabulary – stomp, thud, pitter, patter, tip, tap, click, clack.

Learning chunk 3

Questions

- Zoom in on the hat part of this picture.
- Watch a clip of something being carried by the wind and talk about how it is moving – wafting, drifting, twisting, twirling, spinning, whirling, whizzing, fluttering.

Model

Action

Teacher model: The guards sprinted after the hat.

Repetition

Teacher model: Pitter patter, pitter patter went their boots.

Questions

Teacher model: Where was the hat drifting to?

Enable

Action

Use an action verb for the beefeaters.
HA: Deepen the moment.

Repetition

Use a repeating sound phrase in this sentence.
HA: Deepen the moment.

Questions

Write a question, including a movement verb.
HA: Deepen the moment.

*HA = Higher Attainers

The Training Space

Experience Day (3)

Learning Objective:

To visit a zoo.

- This experience day would be most productive if it included an actual visit to a zoo, e.g. Whipsnade.

- If visiting a zoo:
> Notice the weather and consider if it is the same or different to a windy day.
> Try to visit animals seen in the book – monkeys, crocodiles, birds, leopards, cheetahs etc.
> Record these animals through photographs and mini video clips.

- If not visiting a zoo, use virtual film clips to visit animal enclosures.
- Gather a bank of onomatopoeic words for the animal noises – roar, tweet, hiss, chatter, snap, flap.
- Notice how the animals are moving – e.g. slither, prowl, fly, stomp, roll, swim, swing, splash.

THE FANTASTICs

Experience sessions should be rinsed for vocabulary using The FANTASTICs

DAY 7

Hullabloo at the zoo

S

Hullabloo at the zoo

Hullabloo at the zoo

Plot Point 4

Sentence Stacking Lesson 4

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Onomatopoeia

Alliteration

Exclamations (negative)

Initiate

Model

Enable

Learning chunk 1

Onomatopoeia

- Recap on the zoo experience day and show the zoo picture from the book.
- Create a bank of animal noises – roaring, hissing, growling, buzzing, squeaking, chirping, chattering, snorting.

Onomatopoeia

Teacher model: Roar! Roar! Roar! The animals were noisy at the zoo.

Onomatopoeia

Choose an animal sound and repeat it three times. Then write a sentence about the noisy animals.
HA: Deepen the moment.

Learning chunk 2

Alliteration

- Create a list of the animals in the image from the book – lions, snakes, monkeys, cheetahs, tigers, panthers, spiders, butterflies.
- Collect alliterative words to describe the various animals – lazy lions, slithering snakes, mischievous monkeys, pouncing panthers, sneaking spiders, beautiful butterflies.

Alliteration

Teacher model: The terrifying tigers sheltered under the trees.

Alliteration

Include an alliterative phrase to describe one of the zoo animals.
HA: Deepen the moment.

Learning chunk 3

Exclamations

- Look closely at the image from the book. What has gone wrong?
- Create a bank of negative exclamations to describe the situation – What a mess! What a disaster! What a catastrophe! What a hullabaloo!
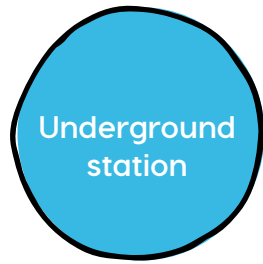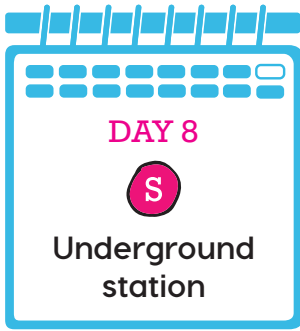
Exclamations

Teacher model: What a hullabaloo!

Exclamations

Write a negative exclamation about the chaotic scene.
HA: Deepen the moment.

*HA = Higher Attainers

The Training Space

Sentence Stacking Lesson 5

DAY 8

S

Underground station

Underground station

Plot Point 5

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Sounds 👂

Repetition for effect

Inner thoughts ☁

Initiate

Model

Enable

Learning chunk 1

Sounds 👂 (Initiate)

- Show the London Underground image from the book and play a video clip that highlights the sounds made by tube trains.
- Gather a bank of sound words – screeching, squeaking, rattling, clattering, zooming, jolting, trundling.

Sounds 👂 (Model)

Teacher model: The Queen could hear the clattering of a tube train.

Sounds 👂 (Enable)

Choose a verb to describe the sound of the tube train.
HA: Deepen the moment.

Learning chunk 2

Repetition (Initiate)

- Show a clip of people squashed onto a busy tube train at rush hour.
- Collect verb phrases for this experience – squashed and squeezed, pushed and pulled, squished and squashed, jostled and jolted, trampled and flattened.

Repetition (Model)

Teacher model: All the guards tried to help but they were trampled and flattened.

Repetition (Enable)

Include a verb phrase that describes the guards' experience.
HA: Deepen the moment.

Learning chunk 3

Inner thoughts ☁ (Initiate)

- With teacher in role as the Queen, show pupils a large thought bubble. What would her inner thoughts be at this point in the story?
- Collect ideas – Where is my hat? I hope I find my hat. How can I find my hat? Will I ever see it again?

Inner thoughts ☁ (Model)

Teacher model: Meanwhile, the Queen wondered, 'Where is my hat?'

Inner thoughts ☁ (Enable)

Add one of the Queen's inner thoughts.
HA: Deepen the moment.

*HA = Higher Attainers

A Write Stuff Unit Plan
Based on the book *The Queen's Hat* by Steve Antony

Experience Day (4)

Learning Objective:

To explore the views from the London Eye.

- Show a 360° virtual experience of views from the London eye.
- Also look at a time lapse of the London Eye moving slowly.
- Ask if any pupils have been on a Ferris wheel at a funfair, seaside resort or in a city.
- Pupils to name some of the landmarks they can see that might feature in our story later on, e.g. Big Ben, Tower Bridge, The Thames.

THE FANTASTICs

Experience sessions should be rinsed for vocabulary using The FANTASTICs

Sentence Stacking Lesson 6

DAY 10

S

Guards climbing

Guards climbing

Plot Point 6

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Simile

Verbs (-ing)

Feelings

Initiate

Model

Enable

Learning chunk 1

Simile

- Show the London Eye image from the book and recap on Experience Day 4.
- Create a bank of things that turn and spin – hands of a clock, bike wheel, spinning top, propeller.
- Show a PowerPoint of images and/or videos to support.

Simile

Teacher model: The London Eye was turning like a ballerina.

Simile

Choose a spinning person/object for a simile.
HA: Deepen the moment.

Learning chunk 2

Verbs

- Show images or videos of people/animals climbing.
- Gather a bank of 'ing' verbs to describe the guards – climbing, scrambling, scaling, clambering, scrabbling, mounting.

Verbs

Teacher model: The guards were climbing up the wheel.

Verbs

Include an 'ing' verb to describe the guards' actions.
HA: Deepen the moment.

Learning chunk 3

Feelings

- Collect a bank of negative adjectives for the guards on the wheel – scared, frightened, terrified, annoyed, frustrated, dizzy.

Feelings

Teacher model: They felt dizzy.

Feelings

Choose a negative 'feelings' adjective for the guards.
HA: Deepen the moment.

*HA = Higher Attainers

A Write Stuff Unit Plan
Based on the book The Queen's Hat by Steve Antony

DAY 11

S

Big Ben strikes

Big Ben strikes

Plot Point 7

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Onomatopoeia

Simile

Inner thoughts

Initiate

Learning chunk 1

Onomatopoeia

- Show the image of Big Ben and listen to a sound clip of it chiming the hour/a New Year.
- Gather a bank of onomatopoeic words – bang, bong, clang, ding, dong.

Learning chunk 2

Simile

- Look at Big Ben's tower and gather a bank of adjectives – huge, towering, gigantic, monstrous, colossal, soaring, enormous.
- Gather ideas for other large/tall things – crane, skyscraper, tower block, giraffe.

Learning chunk 3

Inner thoughts

- Use hot-seating to share the inner thoughts of the Queen at this time.
- Build ideas together – e.g. How will I get it back now? It is gone forever. I will never get it back.

Model

Onomatopoeia

Teacher model: Clang! Bang! Big Ben struck the hour.

Simile

Teacher model: Big Ben was as monstrous as a mountain.

Inner thoughts

Teacher model: 'I will never get it back now,' thought the Queen.

Enable

Onomatopoeia

Choose two onomatopoeic sounds for Big Ben striking the hour.
HA: Deepen the moment.

Simile

Include a large/tall simile for Big Ben's tower.
HA: Deepen the moment.

Inner thoughts

Add one of the Queen's inner thoughts at this point in the story.
HA: Deepen the moment.

*HA = Higher Attainers

Flying guard

Plot Point 8

Sentence Stacking Lesson 8

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Adverbs 🕐▶

Sights 👀

Sights 👀

Initiate

Model

Enable

Learning chunk 1

Adverbs 🕐▶

- Show the image of the Guards floating.
- Share a clip of Mary Poppins floating down from the sky on her umbrella.
- Gather adverbs to describe this movement – slowly, softly, carefully, gently, beautifully, elegantly, delicately.

Adverbs 🕐▶

Teacher model: Down, down, down. The guards slowly floated down from the sky.

Adverbs 🕐▶

Include an adverb for the manner in which the guards floated down.
HA: Deepen the moment.

Learning chunk 2

Sights 👀

- Show an aerial view of London and photographs of London in general.
- Gather pupils' ideas about things they can see – rooftops, people, cars, landmarks, shop fronts, buses, phone boxes, taxis.

Sights 👀

Teacher model: In the distance, they could see people and cars.

Sights 👀

Choose two sights that the guards would see from the sky.
HA: Deepen the moment.

Learning chunk 3

Sights 👀

- Zoom into a London street using Google Street View.
- Collect ideas for close-up sights – grass, pavement, kerb, faces, drains.

Sights 👀

Teacher model: As they got closer to the ground, they could see the pavement.

Sights 👀

Choose a sight that they would see as they approached the ground.
HA: Deepen the moment.

*HA = Higher Attainers

The Training Space

A Write Stuff Unit Plan
Based on the book The Queen's Hat by Steve Antony

Sentence Stacking Lesson 9

DAY 13

S

Baby in a hat

Baby in a hat

Plot Point 9

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Verbs

Repetition for effect

Speech

Initiate

Model

Enable

Learning chunk 1

Verbs

- Show the image of the wind blowing for the last time and gather a bank of past tense verbs – wafted, blew, puffed, huffed, whistled.

Verbs

Teacher model: The wind wafted for the last time. The very last time. The very, very last time.

Verbs

Pupils to add their past tense verb into a sentence about the wind.
HA: Deepen the moment.

Learning chunk 2

Repetition

- Look at an image of a baby and collect adjectives – cheeky, cute, tiny, delightful, enchanting, adorable, silly, playful.

Repetition

Teacher model: The Queen saw a baby. She saw a cheeky baby wearing a hat.

Repetition

Choose an adjective to describe the baby.
HA: Deepen the moment.

Learning chunk 3

Speech

- Role play how the Queen might react to seeing her hat again.
- Collect ideas for words she might use – wonderful, brilliant, excellent, amazing, great, superb, magnificent.

Speech

Teacher model: "How wonderful! My hat came back!" cried the Queen.

Speech

Write your own exclamation sentence, using the correct speech punctuation.
HA: Deepen the moment.

*HA = Higher Attainers

The Training Space

A Write Stuff Unit Plan
Based on the book *The Queen's Hat* by Steve Antony

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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.
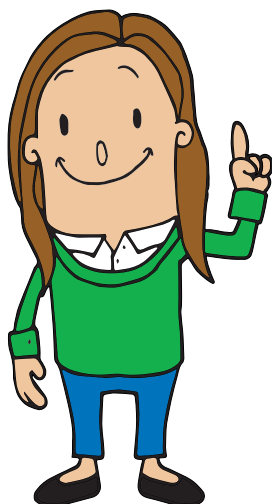
Teacher Model

What is this beautiful place? It is Buckingham Palace, where the Queen lives. The Queen was out strolling. She was cheerful and chirpy.

Whoosh! The wind blew her hat off. This was an unfortunate event. The hat flew as fast as a rocket.

The guards sprinted after the hat. Pitter patter, pitter patter went their boots. Where was the hat drifting to?

Roar! Roar! Roar! The animals were noisy at the zoo. The terrifying tigers sheltered under the trees. What a hullabaloo!

The Queen could hear the clattering of a tube train. All the guards tried to help but they were trampled and flattened. Meanwhile, the Queen wondered, 'Where is my hat?'

The London Eye was turning like a ballerina. The guards were climbing up the wheel. They felt dizzy.

Clang! Bang! Big Ben struck the hour. Big Ben was as monstrous as a mountain. 'I will never get it back now,' thought the Queen.

Down, down, down. The guards slowly floated down from the sky. In the distance, they could see people and cars. As they got closer to the ground, they could see the pavement.

The wind wafted for the last time. The very last time. The very, very last time. The Queen saw a baby. She saw a cheeky baby wearing a hat. -+
"How wonderful! My hat came back!" cried the Queen.

Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

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."

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.
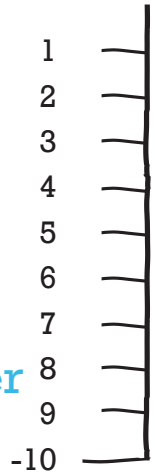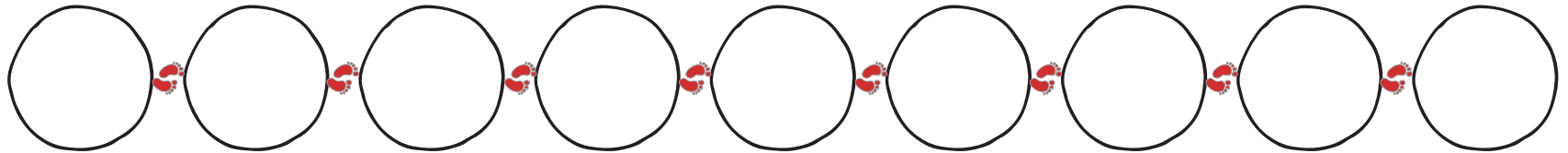
Character Highs

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
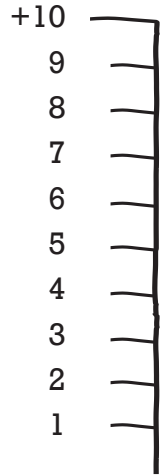
Character Lows

To understand how to use this map, please read the page titled 'Narrative Journey'.
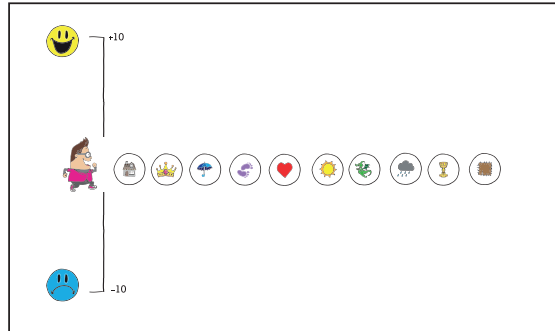
Pupil Pathway...
from planning to independent writing
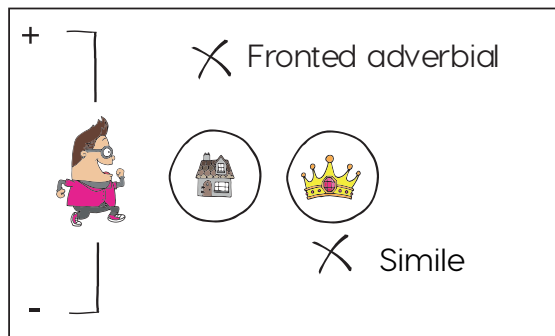
Step 1: Plot points

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

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

The Training Space