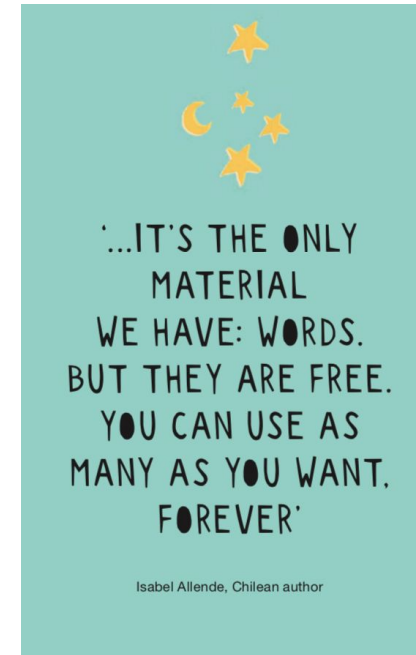
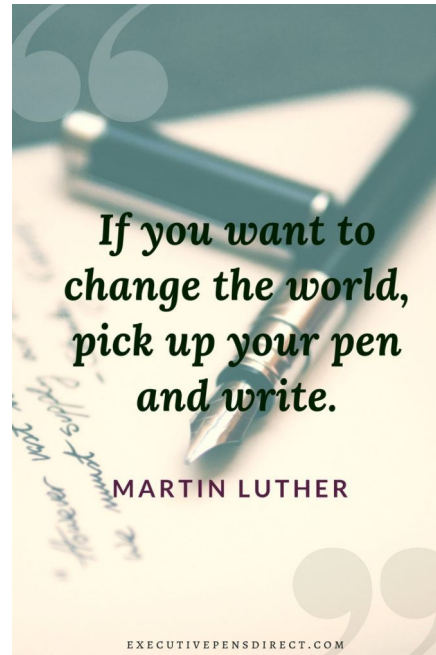
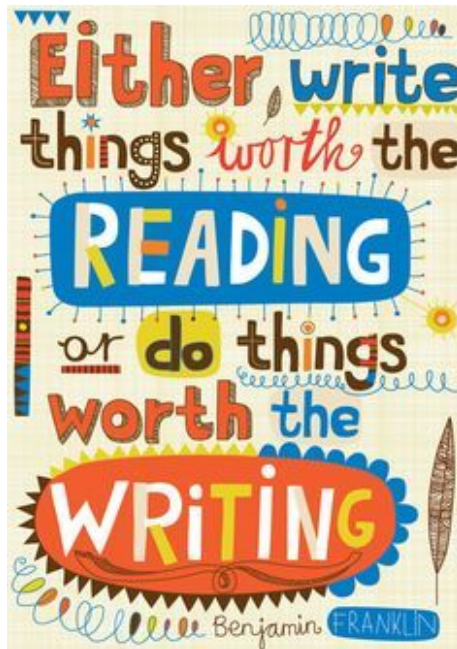
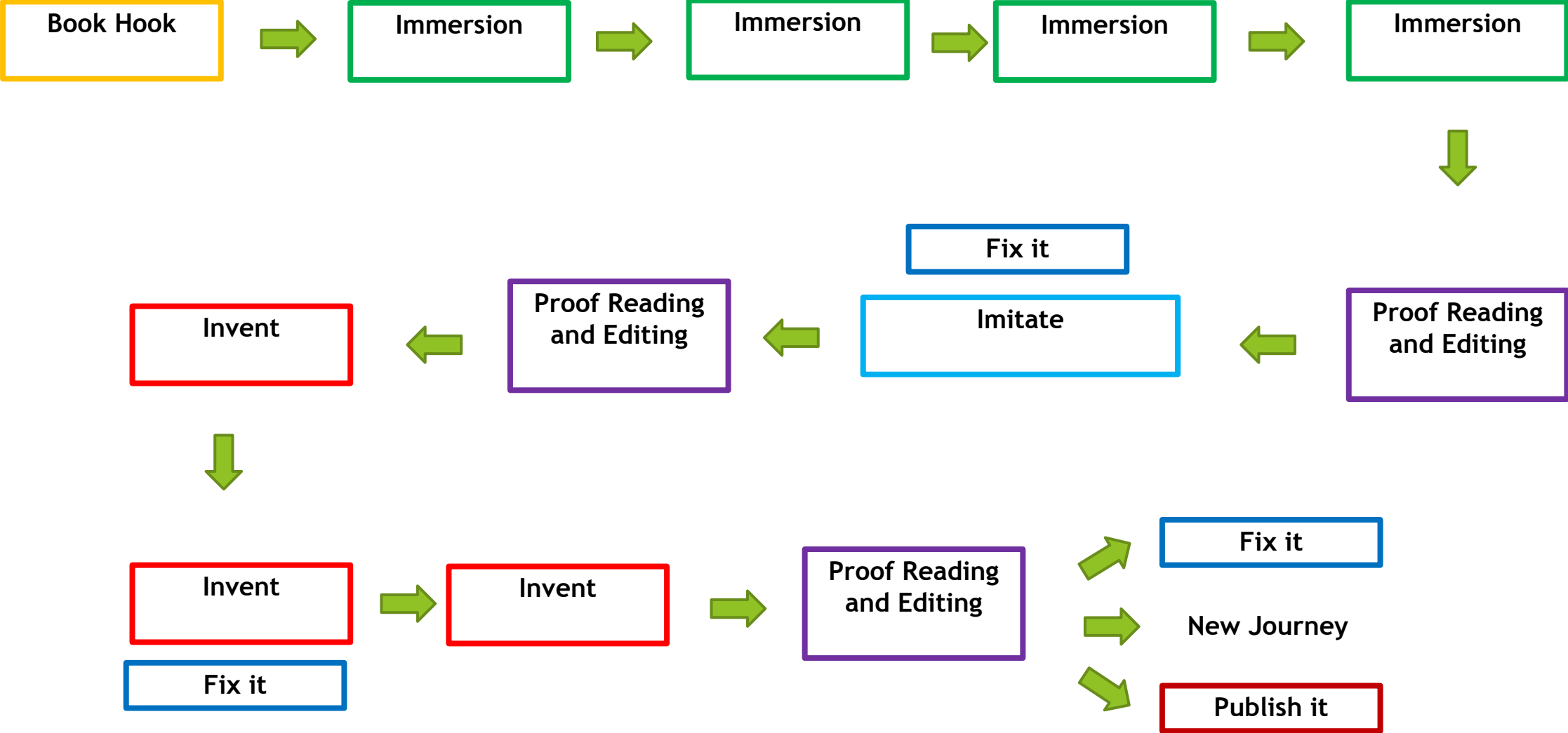


Nine Acres Primary Writing Model 2021



Striving for Excellence

Nine Acres Primary Writing Model



Striving for Excellence

Book Hook

- At the beginning of each new book.
- Builds excitement around the new text.
- Does not have to reveal the text - could be a mystery.
- Likely to have a range of speaking and listening activities.

Catch Phrase / Jigsaw front cover

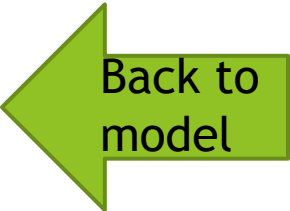
Art stimulus / Picture reveal

Props/scene setting

Real life scenario (letter/newspaper article)

Educational Visit/Visitor

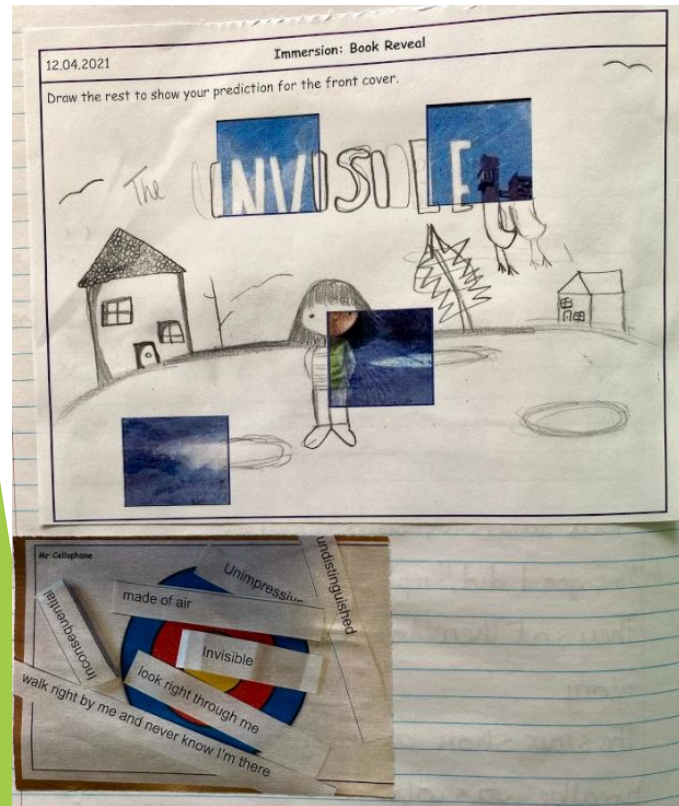
Now press play / Song or Music



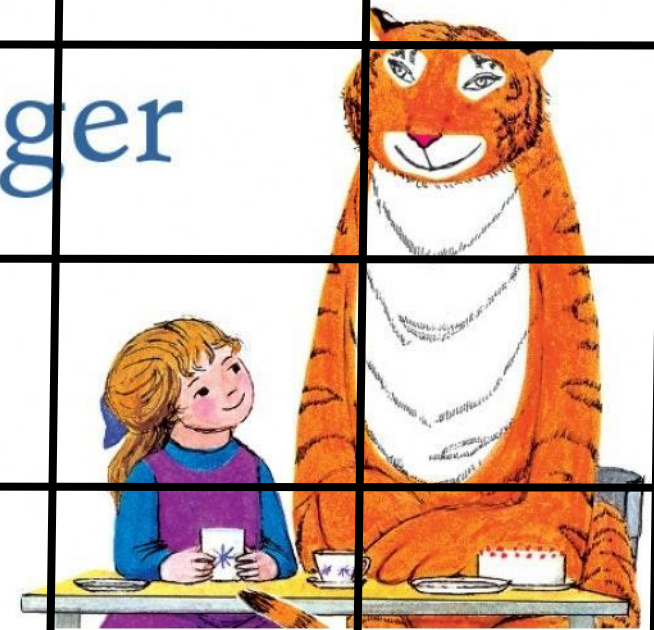
Back to
model

Book Hook

Catch Phrase / Jigsaw front cover



The Tiger
Who
Came
to Tea



Back to hook

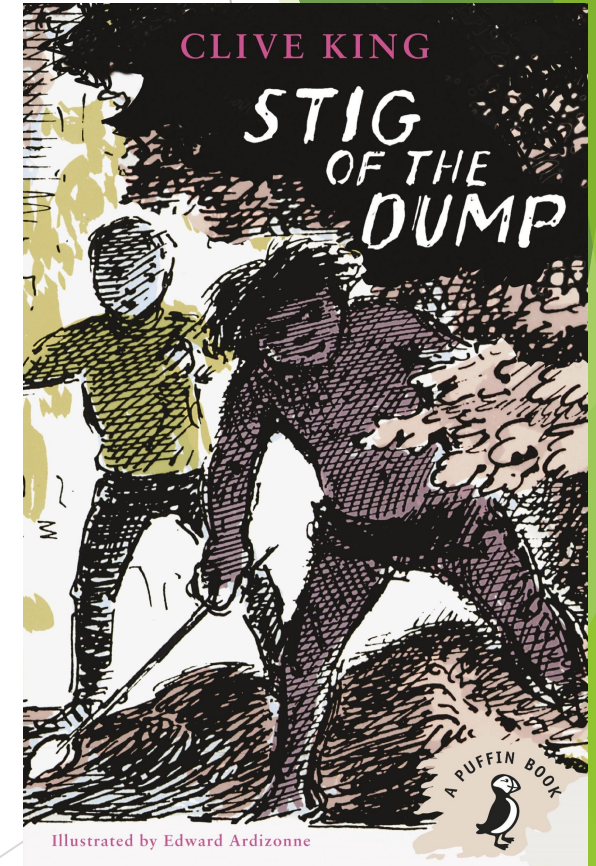
What can we see? What can we predict? Who might the characters be? What's hap

Book Hook

Art stimulus / Picture reveal



Create an art gallery of cave paintings
Children write nouns to show what each painting shows.
Model how to write expanded noun phrases (or any other grammatical features) and children to annotate cave art with these phrases.



Back to hook



Image 3.1 This image can be found online here:
<https://pixabay.com/en/fantasy-fairytale-elfe-old-man-owl-1481583/>

CASE STUDY

YEAR 3 CLASS USING AN IMAGE AND PROPS TO CREATE A CHARACTER DESCRIPTION

Ellen, a Year 3 teacher, gathered her class on the carpet and showed them the image above. She asked the class to work in *talk partners* to discuss what they thought of the character. While the children were discussing the image, Ellen wrote the following prompts on the board:

- Who is he going to find?*
- What does he keep in his bag?*
- Where has he been?*
- When did he get his owl?*
- Why does he have the symbol of a tree?*

She then read these questions to the class and asked the children to continue to discuss the character with their partners. Ellen then asked the children what they thought he might have had in his bag. She got answers that included *food, medicine,*

(Continued)

(Continued)

water, weapons and bird seed. She then showed the children a leather satchel similar to the one in the image. She opened it slowly and produced a key, an egg and a purple jewel. She asked the children to discuss with each other what the objects were for. These ideas were discussed and elaborated upon. For example, when the children told Ellen that the key was for a chest, she asked the children what was inside the chest and where it was kept. When the children told her that the egg was the owl's baby, she asked the children how he keeps it warm and when it will hatch. When the children told her the purple jewel was from the queen she asked them why she had given it to him and what did he do to earn it.

After more discussion Ellen wrote the following sentence starters on the board:

- The elf was going to . . .*
- He had to go and visit . . .*
- In his backpack was . . .*
- He carried a . . .*
- On his belt was an image of a tree because . . .*

Then she added less scaffolded sentence starters such as:

- The elf . . .*
- He was . . .*
- He went . . .*
- On his . . .*
- His owl . . .*

The children then wrote their character description using either set of sentence starters or they could write independently. Most children used the scaffolded sentence starters as prompts but then wrote their own independent sentences once they had got started.

The children then shared their writing with each other on the carpet.

Using an image

Back to hook

ACTIVITY 1 USING IMAGES TO SCAFFOLD WRITING

Share an image like the one used in the case study and ask the children to discuss what they think the answers are to the '5W' questions. The 5 Ws are:

- Who?
- What?
- Where?
- When?
- Why?

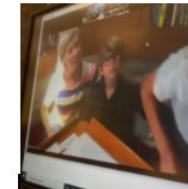
The first time that this is done some of the children may find it difficult to come up with suitable answers. You may want to ask other questions as prompts such as *Do you think the character suits the name . . . ? Why?* Ask additional questions to add details such as *What do you think he has in his pockets and belt pouches? What could we call the town? What special abilities does the owl have?*

All responses could be recorded in order to be used in a shared write.



Book Hook

Props/scene setting



Zoom Session – Sailing Bella

Year 4 spoke to an island family that are currently sailing around the world on a yacht. They gave us a tour of 'Bella' and answered the questions we generated.

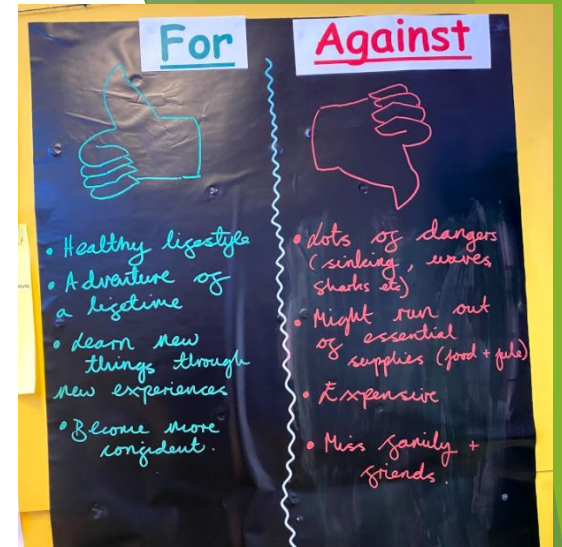
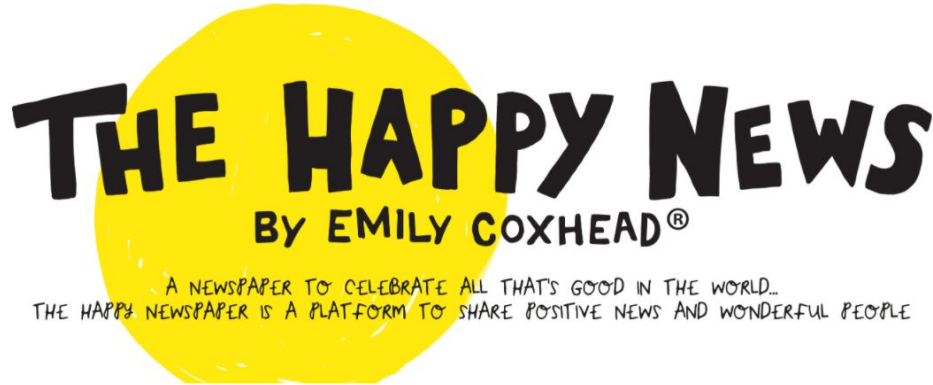


Back to hook



Book Hook

Real life scenario (letter/newspaper article)



Book Hook

Educational Visit/Visitor



Book Hook

Now press play / Song or Music



Back to hook

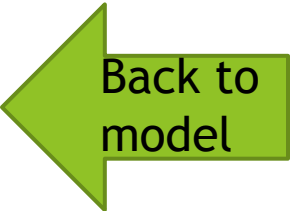
							Ancient Egypt		
							Ancient Greece		
							Anglo-Saxons		
							Dinosaurs		
							Roman Britain		
							Stone Age		
							The Maya		
			Electricity				The Tudors	Climate Change	French Animals
			Materials & Changing State				Victorian Britain	Natural Disasters	French Greetings
			Mission to Mars				Vikings	Rainforests	Spanish Animals *
			Plants				World War 2	Water Cycle	Spanish Greetings *
			Rocks						
Easter Story									
The Five Pillars	Mental Maths	Bullying							
The Ten Plagues	Relative Clauses	Recycling							
RE	Maths & Literacy	PSHE	Science	History	Geography	Languages			

Immersion

Once the children have been 'hooked' into the book, they are then immersed into the text through a variety of activities such as:

- Role play
- Comprehension work
- Investigating the text in depth
- Exploring author's choice of wording and phrasing.

Role Play / Hot seating / Freeze frame / Conscience Alley
Comprehension Activities e.g prediction
Text detectives
Role on the wall



Back to
model

Immersion

Role Play / Hot seating / Freeze frame / Conscience Alley



Task 2: Hot seat and question the character Michael in small groups - how is he feeling and why?

Are you happy with...? How does... make you feel?

Why didn't you...? Why did you...?

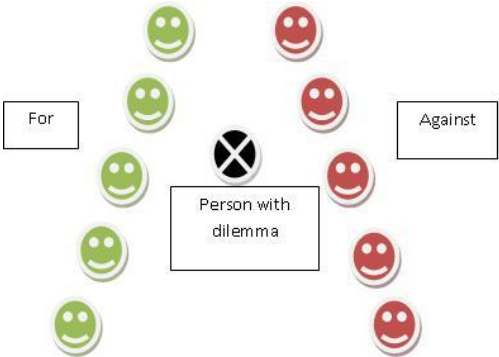
Explain why you acted in that way What do you think about...?

Have your views changed and why?

Challenge: Think of 3 of your own questions for the character Michael.





Which question is most effective and why?

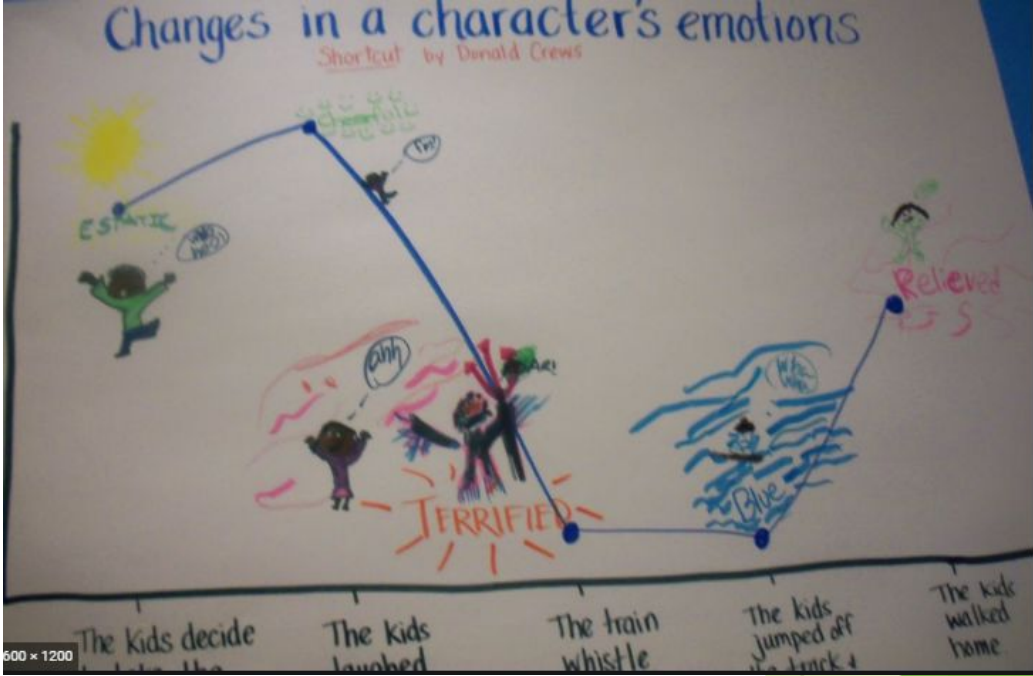
1. *Why did you want to go at the start?*
2. *How did you feel in training?*
3. *What is your favorite thing about the...*



Immersion

Comprehension Activities e.g prediction

<p>Likes </p> <p>What caught your attention? What made you want to keep watching?</p>	<p>Dislikes </p> <p>Was there anything that put you off watching?</p>
<p> Puzzles</p> <p>Was there anything you found strange or surprising?</p>	<p> Patterns and Connections</p> <p>Were there any patterns you noticed? Did it remind you of anything?</p>



Back to immersion

Immersion

Text detectives


Main Idea

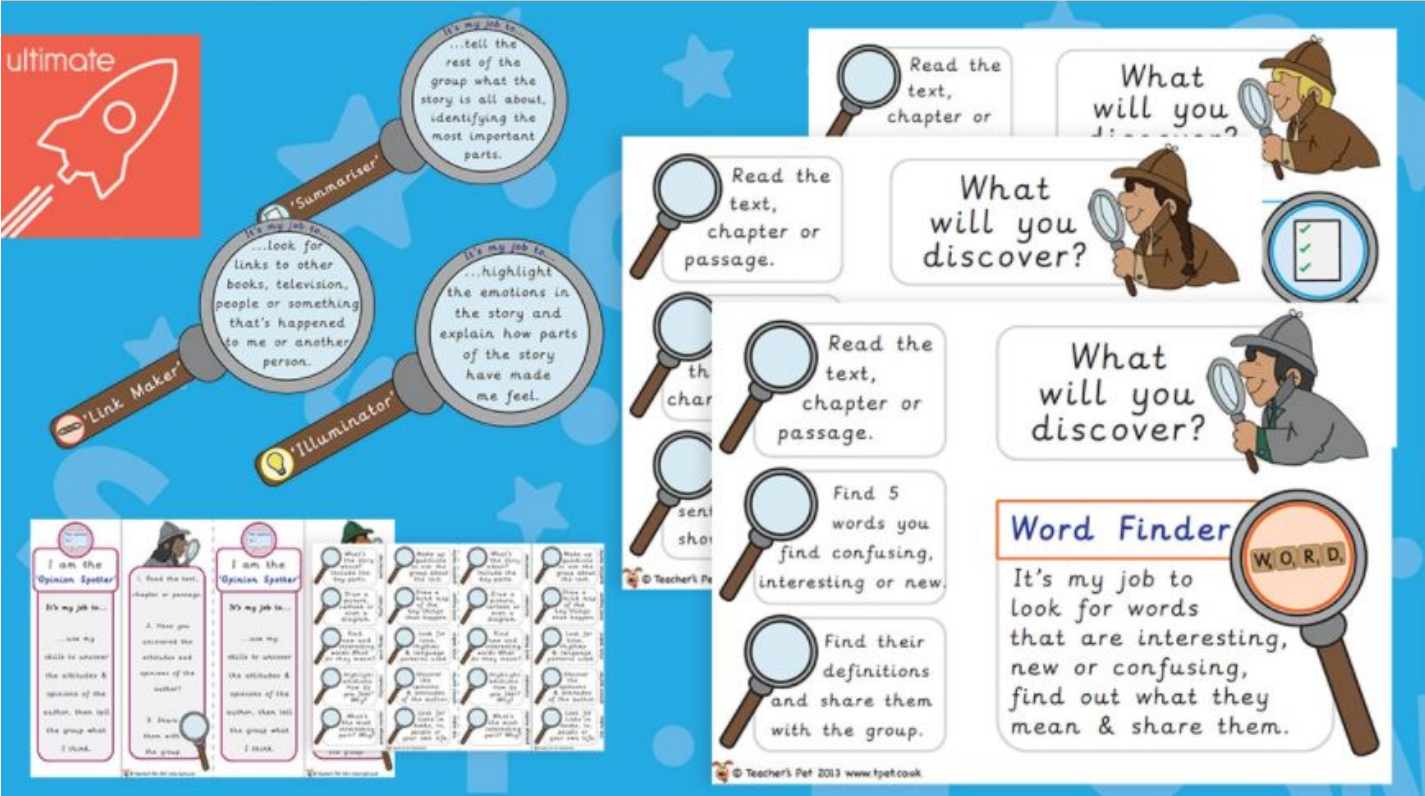
Main Idea	Prove it! (Text Evidence)	Page Number

Most Important Part (Turning Point)

Most Important Part	Prove it! (Text Evidence)	Page Number

Author's Purpose

Persuade, Inform, or Entertain?	Prove it! (Text Evidence)	Page Number
		



ultimate

Summariser
It's my job to... tell the rest of the group what the story is all about, identifying the most important parts.

Link Maker
It's my job to... look for links to other books, television, people or something that's happened to me or another person.

Illuminator
It's my job to... highlight the emotions in the story and explain how parts of the story have made me feel.

Read the text, chapter or passage. What will you discover?

Read the text, chapter or passage. What will you discover?

Read the text, chapter or passage. What will you discover?

Word Finder
It's my job to look for words that are interesting, new or confusing, find out what they mean & share them.



Immersion

- Children should be given the opportunity to explore the meaning of new words, including their definition and their effect.
- Key vocabulary should be added continually to the working wall.
- Vocabulary can come from the text, song lyrics etc.

Song lyrics

Create your own glossary / word bank

Zones of relevance

Traffic light vocabulary

Descriptosaurus

Back to
model

Immersion

Song lyrics

16
Date: Friday 9th April 2021 Song Lyrics - Emotions
LO: To identify how a character is feeling through song lyrics.

Handwriting
Down below too, everything was damp, even the sleeping-bags. Only when the sun shone and the sea had stopped its heaving, could we begin to dry out. We would haul everything out on deck, and soon the Pogy Sue would be dressed overall, one great washing-line from bow to stern.

I wouldn't have nothing if I didn't have you


Those dreams do come true

AEIO That means you, yeah

will I have to wait forever.

When will I see you again?

will I have to suffer



you just remember what your old pal said

You've got a friend in me.

But none of them will ever love you the way I do.

Our freindship will ~~never~~ ^{never} die.

Back to immersion

Dear Diary Today I had a bad day. I woke up ^{and} felt miserable. When I sing it allways ^s sad when I sleep I cry. I always ^{my} smile when ^I when we go out. When I'm always I fall to pieces because I'm ^{bitter} so sad when I cry. It do cause my passion ^{goes} away.

★ Good use of the gathered language.


Dear Diary,
I have to take a break every day because you die. My magic is gone and nothing of compares to you. I've had a bad day. My passion and magic is gone. I've only been singing sad songs.

★ Great use of the language.






Immersion

Create your own glossary / word bank

Plan
Write a diary entry as if you were Iron Man fallen to the bottom of the cliff onto the beach.



What can you see? What can you hear? What can you smell? What can you touch? What can you taste?

SEE	HEAR	SMELL	TOUCH	TASTE
The Ocean The sand The seagulls Rubbish	The waves The seagulls Birds Air	The salty sea Iron Metal Dirt	Dirt Sand rocks air	The salty air Metal Dirt Iron

Dear diary..... Today I.....I wanted.....I wonder if I could..... I can hear.....
In front of me I can see.....I can smell I can't feel.....In the morning.....
Now I am going to have to I hope that someday.....

Can you use some of these challenge words in your writing?

CHALLENGE
despair
longing
meaningful
sorrowful


16.04.2021 Immersion: Powerful Statements
LO: To use short sentences for impact.

Write powerful statements to convince Isabel that she isn't invisible.

You're **VISIBLE**.

You're **not INVISIBLE**.

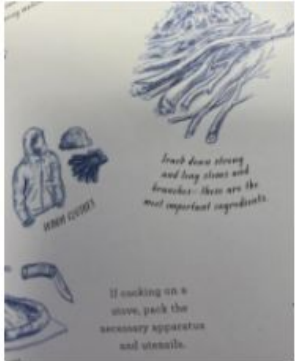
People can **see you!**




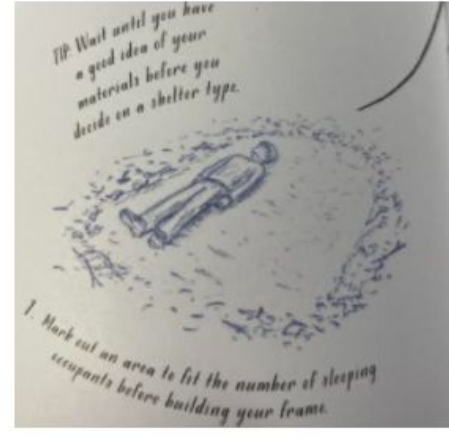
You're **PARANOID**.

Everyone **feels invisible SOMETIMES**.

Task 2: Now identify 10 words from the text that are 'technical' vocabulary to create your glossary. Use a dictionary to find the definitions.







Back to immersion

Immersion

Zones of relevance

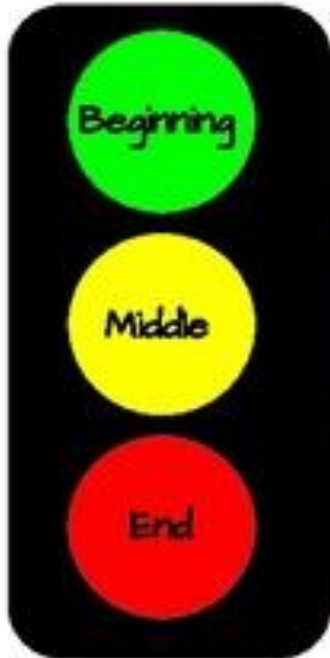


Back to immersion

Immersion

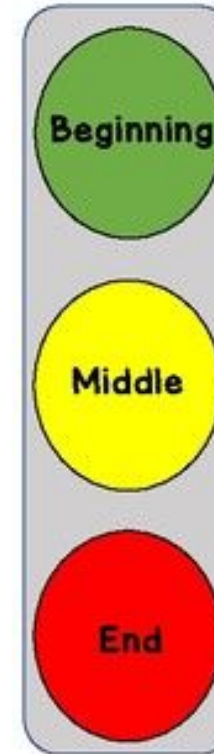
Traffic light vocabulary

TRAFFIC LIGHT TRANSITIONS



First	It all started when	
One day	On a _____ day.	
To begin	One evening.	
After that	Later,	Suddenly,
Before long	Then,	At last.
Afterward	A moment later,	Next
Eventually,	In the end.	
Lastly,	At last.	
Finally,	All in all.	

Traffic Light Transition Words



First
First of all
To begin
To start
Once upon a time
It started when

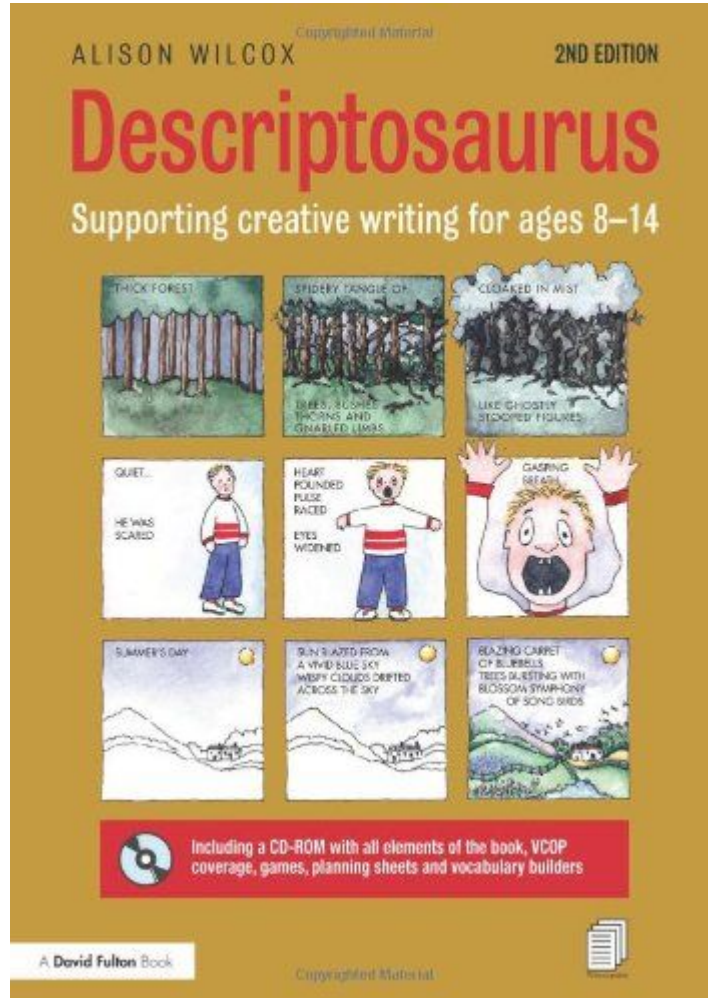
Then
Next
Second
Third
After that
Later

Finally
Last
In the end
To sum it up
In conclusion

Back to
immersion

Immersion

Descriptosaurus



Adjectives

Tall, huge, vast, towering

Beautiful, majestic, stunning, spectacular, magnificent

Brown, yellow, green, emerald, pink, red, scarlet, crimson, fiery, orange, bronze, purple, blue, white, silver

Bright, vivid

Dark, black, gloomy, shadowy, misty, eerie, ghostly

Thick, dense, spidery, impenetrable

Rough, sharp, thorny, spiky, barbed, gnarled, twisted, bent

Dead, rotting, decaying

Verbs

Stood, rose, spread, stretched, arched

Knotted, tangled, twisted, choked, strangled

Blocked, trapped, grasped, scratched

Burst, erupted, crept, wriggled, writhed

Hung, swayed, tossed, danced, hopped, floated, fluttered

Lit, painted, covered, cloaked, shrouded

Back to
immersion

Immersion 1-2 days

- Children should be given the opportunity to revisit previously learnt grammatical skills to consolidate into their long term memory.
- Children should be taught new grammar skills and year group objectives.

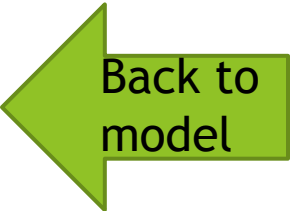
Explain, change, create

Unpicking example grammar from the text

Spot the mistake

Interactive grammar activities

Dictation



Back to
model

Immersion 1-2 days

Explain, change, create

15.04.2021
Immersion: Conjunctions
LO: To use causal and contrasting conjunctions in my writing.

Eating Fruit and Vegetables.
Eating lots of fruit and vegetables is a great way to stay healthy. Most people know that eating fruit and vegetables everyday is good for them. **However**, it can be tricky to keep up healthy habits. People should aim to eat five portions of fruit and vegetables every day. **As a result** your body will be able to keep you healthier and you will feel better.

Explain it! What are conjunctions?
How have they been used above?

Word Bank: **link ideas** **join together** **cause and effect** **new sentence**
however **reason against** **as a result** **reason for**

Apply Here! Add in the conjunctions to make the sentences correct.
It is much better to complete homework as soon as you get home. **However**, most children don't want to do it straight away.
It is much better to complete homework as soon as you get home. **As a result**, you won't have to think about it over the weekend.

Word Bank: **as a result** **however**

Apply Here! **Create**
Write a paragraph using both conjunctions to persuade people they should exercise often.
Word Bank: **as a result** **however**

Support:
Exercising every day will make you fit and healthy. However,
If you exercise every day you will increase your fitness. As a result,

join, join together
Conjunctions ~~link ideas~~ ^{join, join together} together ~~in~~ new sentences.
However is a contrasting conjunction. It is used to link ideas.
As a result is a causal conjunction.

Back to immersion

Immersion 1-2 days

Unpicking example grammar from the text

Date: 19th April 2021 Present Perfect Tense (Postcard)
LO: To write a postcard using present perfect tense

PRESENT PERFECT
I have walked,
you have walked,
he/she/it has walked,
we have walked,
you have walked,
they have walked

Present perfect tense
We form the present perfect tense with have / has + past participle.

I	have	eaten	an apple.
You	have	eaten	an apple.
We	have	eaten	an apple.
They	have	eaten	an apple.
He	has	eaten	an apple.
She	has	eaten	an apple.
It	has	eaten	an apple.
John	has	eaten	an apple.

Task 1: IDENTIFY
Underline the examples in the text of present perfect tense.

1. I have been on this boat for weeks now.
2. My father has just gone to bed.
3. We have lived on the boat the whole time.
4. Mum has cooked in the cabin which is squished.
5. We have already visited several counties.

Task 2: CHANGE
Change the following sentences into present perfect tense.

- a. Every day I am helping dad to steer the boat.
- b. We had a huge storm last night.
- c. Stella is very unsettled about all of the water.
- d. I sleep under the cabin and look at the stars through the porthole.

Task 3: CREATE
Create a postcard from Michael to his class back in England. Use examples of present perfect tense.

Task 2 Change

a: Every day, I have helped dad steer the boat.

b: We have had a huge storm last night.

c: Stella has been very unsettled about all of the water.

Back to immersion

Immersion 1-2 days

Spot the mistake

14.04.2021 Immersion: Vocabulary
LO: To use persuasive vocabulary.

Shades of meaning:

can		must
ought		will
must		ought should
should		should ought
may		may
will		can

Edit the writing to make it more persuasive by adding in persuasive language.

Dogs make the best pets. Firstly, you ~~could~~^{should} get a dog because they are playful. If you get a dog, it ~~will~~^{will} play with you meaning you ~~might~~^{will} have lots of fun. Secondly, puppies ~~could~~^{will} keep you fit. You ~~can~~^{can} walk your dog every day to keep it active, happy and healthy. If you walk with your dog every day it ~~might~~^{must} keep you active, happy and healthy too. Dogs are caring, loyal and fun companions. Get a dog and you ~~can~~^{will} find your new best friend!

CHALLENGE Write a paragraph persuading someone to get your favourite pet. Use the example to help you structure your ideas. You **must** use the persuasive vocabulary in your writing. Underline the persuasive words.

Rabbits make the greatest of pets! Firstly, you must get a rabbit because they ^{are} furry and cute and easy to look after. Also you might see your rabbit doing silly dance moves in its cage or pidling with its food. You only have to feed it carrots and make it drink water. Secondly, rabbits ~~can~~ will play if with you if

Back to immersion

Immersion 1-2 days

Interactive grammar activities

Change

Put the missing inverted commas into each sentence. Then write the sentences with the reporting clause at the beginning of the sentence and change where the comma belongs.

It was a very localised storm system, I said.

Twelve hundred metres and it's sheet lightning, I said.

Shut up, Ted! I'm soaked, said Kat.

As far as possible, aim to teach the grammar in context using examples from our high quality texts.

Back to
immersion

Immersion 1-2 days

Dictation

Task 2: Spot the mistake! Re-write the sentences with the correct apostrophe for possession.

- a. We took the boats sail down before it got dark.
- b. My mums' cooking always stinks out the cabin before bed.
- c. Stellas toys are always getting in the way on the deck.
- d. The waves spray covered us and drenched our clothes.
- e. Dad's phone fell out of his pocket and plunged into the ocean.

Task 3: Dictation - Write the sentences that are read aloud by the teacher. Put the apostrophes for possession in the correct places.

Dictation paragraph:

Michael found all of Stella's toys on the deck and kicked them out of the way. He found the ropes for the sail and pulled them as hard as he could. He could hear Dad's voice down in the cabin and knew he would be up soon. Mum's reading light was also on so she would join them shortly. This was the new way of life for him and his family. He still wasn't sure if he wanted to be here.

Back to
immersion

Immersion

- Children will be given the opportunity to apply learning from the unit so far with a short write.
- This will have the same purpose as your writing outcome at the end of the unit.
- The feedback from this write will inform the modelling focus for the next stage of the journey.

Date: Wednesday 21st April 2021 E-mail to Eddie

-O: To write an e-mail to reassure Eddie about how much fun you are having on the trip.


Present perfect tense

We form the present perfect tense with have / has + past participle.

I	have	eaten	an apple.
You	have	eaten	an apple.
We	have	eaten	an apple.
They	have	eaten	an apple.

He	has	eaten	an apple.
She	has	eaten	an apple.
It	has	eaten	an apple.
John	has	eaten	an apple.

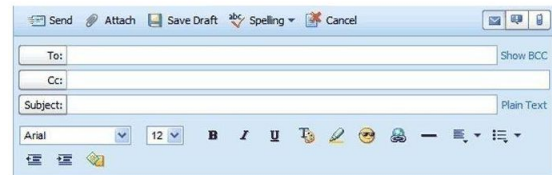
Possessive Nouns



the boy's kite the girl's balloons

A possessive noun shows who or what has something. Add a 's to a noun to make it possessive.

nice	good	happy
enjoyable	excellent	cheerful
pleasurable	amazing	delighted
thoughtful	wonderful	pleased
courteous	pleasant	glad
lovely	marvellous	joyful
likeable	exceptional	ecstatic
pleasing	fantastic	content
gracious	super	joyful
congenial	outstanding	amused
cordial	terrific	merry
admirable	splendid	thrilled
considerate	stupendous	elated



DAILY LOG ENTRY		
DEPARTURE (place)	Brazil	TIME: 2:05pm
STOPOVER (place)	Sydney	TIME: 12:11:57pm
ARRIVAL (place)	Australia	TIME: 2:00am
CREW/GUESTS	Mum, Dad, Stella, Me!	

DATE:	WEATHER (low): Sun
WATER LEVEL: 3/4 Full	AIR TEMP: 20°C
WIND DIRECTION: East West	FORECAST: Sun breeze
WIND SPEED: 2-4 kts	MOTORING TIME: 9:30 am
SEA STATE: 1/2 chop/calm	FUEL STATUS: 1/2
	LOADED BY: Michael


Peggy Sue

Notes:

Today we left Brazil when the blistering sun was covering the coast. At 2:05pm we left a 2:05pm to go across the Atlantic Ocean. After weeks of the boring, Sapphire sea we finally stopped at Sydney but it was 11:30pm so we strap down the ~~car~~ and had a good night's rest. It had been two days so we started to head to Australia after we pulled the anchor. After the while we hit the straits my uncle ~~was~~ stayed for about six weeks on the farm, riding horse and exploring and see some famous Kodas, Wombats and kangaroos in Australia. Plus the ~~expensive~~ was like none before. It was the best feeling in the world. We also played football well me and my dad did ~~it~~ with about a dozen children. Next we were back on the sea that I haven't seen in six weeks. But there was a nasty storm that night. Every-one was screaming that Stella couldn't handle. Luckily we got to the safely harness but it was still hard to get in. Peggy Sue ~~was~~ side to side with the waves.

Hiya mates,

We have seen some breathtaking landmarks all around the world. I would have done anything for you to be there. As you know we have just set sail out of Australia after an astonishing time riding horses and swimming in the great barrier reef. A couple days ago we had a terrible tragedy we had a mega gale force ten storm, then stella has fell in the water, we almost lost her, but we were blessed by god and got her back.



Year 6 Class

St Joseph's Primary School

TS56 N45

Back to model

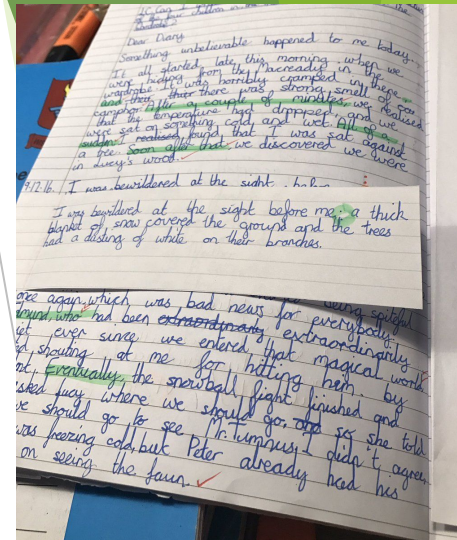
Proof read and edit (taught)

Teacher will model and guide children of how to proof read work and therefore edit. This could be in the form of:

- Teacher modelling in small groups
- Cloze procedure - fill in the gaps
- Up-levelling an already good example.
- Example of child's work.
- Group or paired proof reading.
- Fix the sentence/paragraph.
- Use of resources to support editing
- Referring to spelling strategies and rules for editing.
- May give the children the opportunity to develop or improve a section of their writing from the previous stage - use of editing flaps if more than a sentence.

Remember from year 2, we need to teach the children to:

- Improve by removing
- Improve by adding
- Improve by correcting



Back to
model

Proof read and edit (taught)

Date: Thursday 22nd April 2021

Proof-Reading and Editing

LO: To understand how to up-level my work using a clear criteria.

Present perfect

Apostrophes for possession

Positive adjectives

Hi Eddie,

How are you? We have been on the Peggy-Sue for two weeks now and I am having the most wonderful time. I have been so busy on the boat and I have so much to tell you. At the beginning, I was feeling incredibly sea-sick all the time and I didn't come out of the cabin much. But things have really improved recently. Each morning we have breakfast together and it is usually some sort of delicious fruit that we have found on land. Often, we run out of fresh food so i've been fishing with dad off the side of the boat. My favourite part of the day is when we put the sails up and head off into the ocean. Even though there is lots of sea everywhere, I love cruising across the ocean at high speeds. Mum's job is making sure all the ropes are tied on carefully and I need to watch out so the boom doesn't hit my head!

I still have to do school work and that's usually Dad's job to teach me when he's not busy on the boat. The school work on the Peggy-Sue is a lot different from back at home and I am enjoying it a lot more. I can learn about the things I see and I have been keeping a log book about what is happening on board. Maybe I will show you when we eventually return home.

I have seen lots of wonderful animals that I never knew existed. We are about to travel to different places and I am excited to see more and more. Stella is having an excellent time too, even though she was a little nervous about the water to begin with. Stella's toys are usually getting under our feet so we need to make sure the boat is as tidy as possible. It's much smaller than our house, but I don't really mind as we get to be close and cosy together.

I hope school is going well and that your new teacher is being nice to you. How is football? I keep the one that you gave me close by all the time. I miss you lots Eddie.

Speak soon.

Michael.

Remember from year 2 we need to teach the children to:

- Improve by removing
- Improve by adding
- Improve by correcting

Back to model

Imitate (model/write)

- There will be a big focus on modelling.
- The teacher will model each stage of this writing process for children to use and alter to build their own piece of writing.
- Teachers will model high expectations of handwriting as well as the use of the working wall.

18.03.21 Planning

SUMMARY

Characters: Dragon, Iron Man, Hogarth

Setting: Australia in scrap metal yard

Events: The Iron Man will go out as champion of the earth against this space monster

Chapter 5?

Characters: Dragon, Iron Man, Hogarth + family

Settings: Australia, Earth, Pacific Ocean, SPACE: Mars, moon, Sun, Jupiter

Events: Iron Man eats + controls dragon from inside, Iron Man collects all metal - gives to dragon + he gives name, Dragon is nice, Iron Man starts to build bomb inside Iron Man + dragon

Now think about how you want to end the book. Add to your plan.

Setting	Events	Onomatopoeias to use
Earth	The Iron Man goes to Australia	BOOM WHOOSH
Scrap metal yard	gives metal from the scrap metal yard	CLANG
Australia	and the dragon goes home!	CRASH

Date: Friday 23rd April 2021 Imitate - Recount from Stella's Point of View
 LO: To write a recount from Stella's point of view.
<https://www.youtube.com/watch?v=qGuOZPwLayY>
https://www.youtube.com/watch?v=2ZWIsMzga_c

Present perfect

Apostrophes for possession

adjectives



It all began when...
 Before I knew it, ...
 I looked at Michael and...
 Below my feet, I could feel...
 Through my fur, I could feel...
 When I plunged in the sea...
 The sky was...
 In the distance, ...
 The waves were...
 Suddenly, I saw...
 I felt...

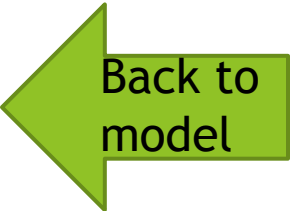
Back to model

Proof read and edit

Teacher will model how to improve the given WAGOLL with a specific editing focus. Children will be expected to apply this skill to their own imitated writing.

Lesson may be shorter if the imitated write has taken longer from the stage before.

Date:	Proof Reading - Does it make sense?
LO:	To proof read my writing to ensure it makes sense.
Task 1:	In groups can you re-write the sections of writing to make sure it makes sense?
EXAMPLE 1	It all began one evening I was woken up by a noise that <u>woken</u> me up. It was the sound of singing coming from the top deck I went to investigate to see what it was.
EXAMPLE 2	Unfortunately, I couldn't see who it was but I stayed at the bow of the boat to see if I could find out who it was. I could hear Michael calling my name, but I did my best to ignore him so I stayed where I was.
EXAMPLE 3	As I lost my balance my paws slip off the deck and I plunged into the sea below. I love swimming and I was enjoying my little swim around the boat. The water beneath me was as dark as the night sky and this terrified me.
EXAMPLE 4	The ocean was as still as a millpond and there wasn't a wave anywhere around me. I could see the lights from the Peggy-Sue get further and further away from me and it was moving in the other direction. I trod water frantically <u>buy</u> my four legs were getting tired.



Back to model

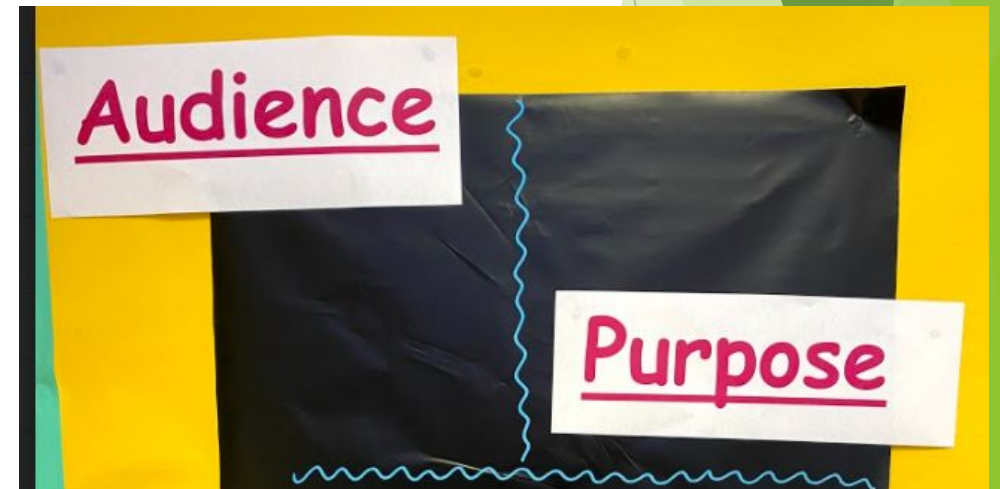
Invent (exploring)

At this stage the children will have a clear understanding of the **purpose** for writing and an **audience** in mind.

- Explore/revisit key features of a text - this could lead to the class producing their success criteria together.
- Explore example WAGOLLs for children to discuss and unpick purpose and audience.
- Children have the opportunity to read as a 'reader' and a 'writer'.
- Children can create a toolkit of writer skills that are appropriate for their writing.

Appropriate Greeting	First person	Paragraphs
Senders address	Introduction - why I'm writing	Vocabulary that's information - a chatty style
Possessive Apostrophes	Emotive language	Conclusion
Present perfect tense	The senders name at the end	A clear closing
Formal language	Description	Fronted adverbials

Back to model



Invent (planning)

- Teachers must model using selected planning tool.
- Children will use retained and newly learnt skills to plan their writing with a clear purpose and audience in mind.
- The planning format provided should support the children to organise their ideas as well as considering retained and learnt skills.

Date _____

Letter Planning

LO: To plan my informal letter to my parents recounting the events that have happened.

Desert Island stranded rescue location unknown

Planning and organising recounts

Intro End

who? what? when? where? why is it significant?

events in time order →

satisfying conclusion




Back to model

Consider use of Sue Palmer writing skeletons.

Invent (writing)

Number of lessons depends on the outcome.

- Children should complete a piece of writing that applies everything they have learnt from this unit of work.
- There is an expectation that the children should be able to write with independence.
- Children should be using resources from the journey such as focused work bank, thesaurus, dictionaries etc.

Date		Letter Writing	
LO: To write my informal letter to my parents recounting the events that have happened so far.			
Boat ocean accident situation separated			
Purpose: Recount events so far			
Audience: Character's parents			
View Point: Reassuring viewpoint from main character (Michael).			
			

Support Mat	
Apostrophes for Possession	Present Perfect Tense
Stella's paws Mum's nagging Dad's worrying Eddie's football	We have ended up on... We have made a... I have built/found... They have kept us up... Stella has brought me... Stella has kept me...
Reassuring vocabulary	
safe content happy well harmless happy fun	adventure exploring exciting discovering learning confident self-sufficient

Back to model

Proof read and edit

Children will now be expected to be more independent with their editing and proof reading.

Teacher can remind the children about learnt skills or strategies from within the unit or other units.

Teachers will give whole class and personalised feedback where needed for children to make progress with their writing.

Please remember that editing and proof reading does not always need to be at the end of the write - it can be woven into the previous stage. E.g write for 20mins then edit that section.

Date _____

Peer Feedback - Success Criteria

LO: To give constructive peer feedback relating to given success criteria.

Purpose: Recount events so far

Audience:

Character's parents

View Point:

Reassuring viewpoint from main character (Michael).

Have they used?

Success Criteria:	Yes/No	Example/Explanation
• Apostrophes for Possession		Dad's anger Mum's nagging Eddie's ball Stella's Paws
• Paragraphs		Each paragraph should be 4-8 sentences
• Events in chronological order		First After that Now
• Present Perfect Tense		I have seen We have made They have been Stella has
• Reassuring Vocabulary		enjoyable adventure exploring discovering learning

Peer feedback:



I like that you used lots of _____ in your letter.



One thing I liked about your letter was _____

because _____

Back to model

Publish

- Allow opportunities for children to publish and/or present their work.
- This should occur approximately once a half term and more often if appropriate when writing in other subjects.
- Feedback might be more personalised and detailed to ensure reduced grammatical errors.
- Consider ways to display, create or celebrate this work that engages the children.

Date

Letter Publish (Message in a bottle)

LO: To write a best copy of my message in a bottle from Michael to his parents.

Handwriting



a b c d e f g h i

j k l m n o p q r

s t u v w x y z

Back to
model

Fix it

If assessment for learning of the children's writing identifies a common misconception then build a 'fix it' lesson in before moving on. If it is a small group of children then use a feedback response but if it is clear that the children have not understood something, time should be taken to address this before moving on.

If common misconceptions are clear after their final piece of writing and it is not something that it would not be appropriate to address in the next unit, then again plan a lesson/input to meet this before moving on.



Back to
model