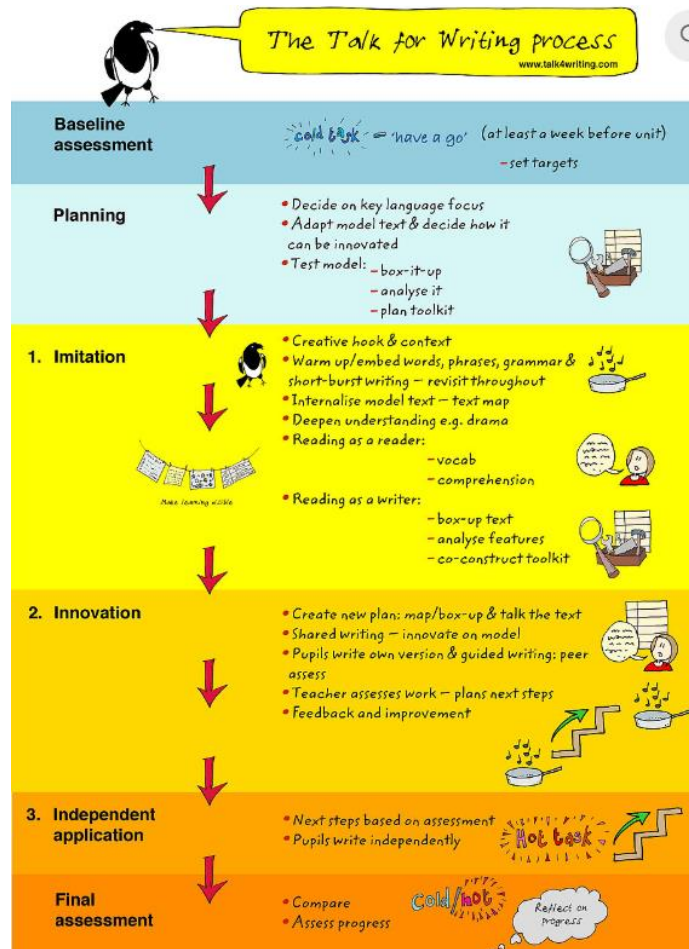


# Talk for Writing at Cottons Farm: Poetry KS2




During Poetry, there will not be a cold write or a hot write. Instead, the focus will be on good vocabulary.

# Planning

**Planning**

- Decide on key language focus
- Adapt model text & decide how it can be innovated
- Test model:
  - box-it-up
  - analyse it
  - plan toolkit



- A typical unit of poetry will last for 1 week.
- Use the Cottons Farm planning proforma

Expected to need more help	Targets from PPMs	Pupils at ARE			
SEN/EAL	LA	MA			
Outcome -	Text -	Audience -			
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Cold Write (for next unit)	Learn Text Short Burst Writing <span style="color: red;">Poetic devices and vocabulary</span>	Learn Text Short Burst Writing <span style="color: red;">Poetic devices and vocabulary</span>	Generate Ideas for innovations	Write Innovation

- Adapt the model text accordingly and decide how it can be innovated ensuring children will have the opportunity to up level the poetic devices and vocabulary.
- Draw your text map.
- Think about the poetic devices and vocabulary you want to include based on year group expectations and knowledge of pupils from assessment.

# Imitation

Duration: lesson 2 - 3



- Use the text map to internalise the model text using words and actions. The text map should be a combination of pictures and words to support the memorising of the text. Teachers need to know the text off by heart. Actions can be co-constructed with the children. Key vocabulary should be explicitly taught during the re-telling. Ensure participation from the whole class and use techniques such as boys v girls, quiet v low, choosing best reteller, choosing best actions...
- Use short-burst writing to allow children to practice either
  - Using vocabulary explored in sentences
  - Writing their own poetic devices based on pictures

## Example Lesson

25 minutes	Learn a paragraph of the text using words and actions -Model retelling the story orally -Re-tell as a whole group -Other strategies to engage the children through a speed retell/slo-mo retell/whispering/boys v girls -Pull out key vocabulary.
10 minutes	Modelling/shared writing based on the feature of the effects/ everyday toolkit you want the children to use.
15 minutes	Children do short burst writing activity to practice feature that has been modelled.
5 minutes	Plenary/Peer/Self Assessment

# Innovation

Duration: lesson 4 - 5

## 2. Innovation

- Create new plan: map/box-up & talk the text
- Shared writing – innovate on model
- Pupils write own version & guided writing: peer assess
- Teacher assesses work – plans next steps
- Feedback and improvement



## Generate Ideas for innovation (lesson 4)

Week 3 - Lesson 4	Generate ideas for innovation		
<b>LI:</b> to generate ideas for invention. .	<b>Warm Up</b>		
	<b>Teaching</b>	Activity (including differentiation for SEND, scaffold for LA and challenge for RG)	
	<b>Teacher</b>	<b>TA</b>	
<b>AFL.</b>			

- In the lesson children should work in groups to think about how they can change the vocabulary using synonyms and change the poetic devices.
- To scaffold you can give pupils lists of synonyms and potential poetic devices to choose from.
- Pupils should be allowed to work in groups as well to scaffold the ideas.
- Pupils should use blanked out texts or story maps to plan how they are going to innovate.

10 minutes	Model expectations for planning
10 minutes	Introduce stimulus for hot write
30 minutes	Pupils plan own learning
10 minutes	"Magpie Time" pupils to work the room and magpie ideas from other students.

## Innovation (Lesson 5)

Week 1 - Lesson 5	Innovation	
LI: to innovate a text.	Extended Purple Pen	
	Shared Writing	Activity (including differentiation for SEND, scaffold for LA and challenge for RG)
	Teacher	TA
APL.		

- Before innovating, the teacher should do some shared writing with the pupils. Shared writing is where the teacher models the process of writing to the pupils.
- Following the shared write, pupils write their own versions with key groups receiving guided writing.
- Following each innovation, pupils must be given the opportunity for extended purple pen (please see the feedback policy for details on how feedback should be given at the innovation stage).

### Example Innovation Lesson

20 minutes	Shared Writing
30 minutes	Pupils writing innovations (guided writing with key groups)
10 minutes	Plenary (use of visualiser)/Self-review