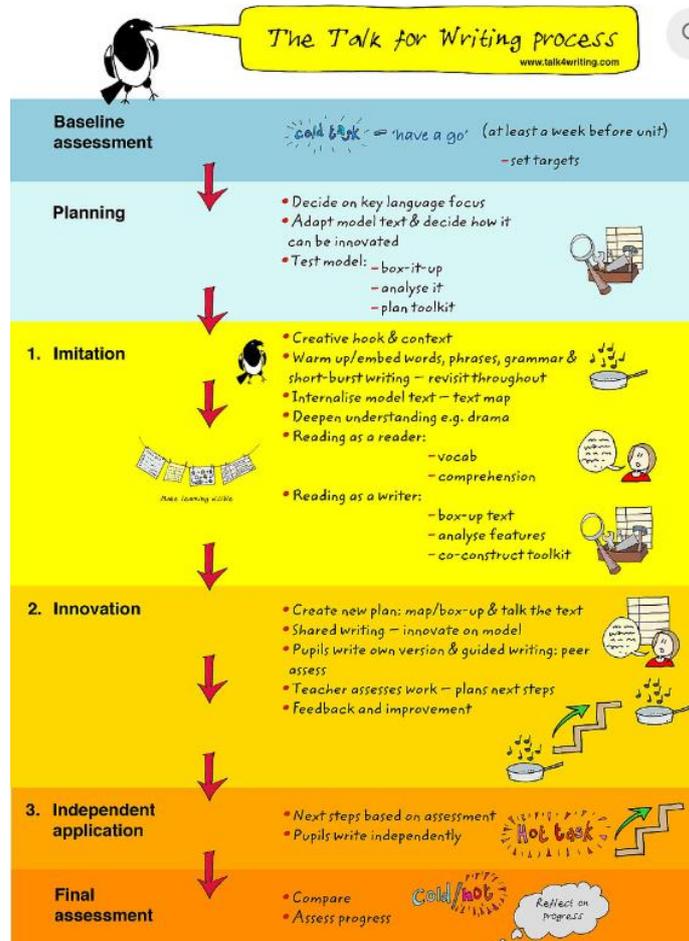# Talk for Writing at Cottons Farm: Non-Fiction KS2

Baseline Assessment

Cold Task - "have a go"

A cold write is designed to assess how well the pupils can already do specific objectives.

The specific objectives are
1) The Everyday Toolkit
2) The Effects Toolkit*

*Different effects toolkits are needed for different units. The table below shows which toolkit is taught when.

Non-fiction Text	Area of Focus
Instructions	Instructions
Letter	Recount
Balanced Argument	Discussion
Persuasive Letter	Persuasion
Report	Report
Recount	Recount
Newspaper	Recount
Biography	Report

The cold write should be completed at least one week prior to the unit starting. Get children to have a go at writing a piece of writing that allows you to assess the Effects Toolkit for the upcoming unit. Give pupils a picture stimulus/video starter that allows them to include the features of the effects toolkit.

Following the cold write, each pupil will have the following target sheet glued into their book.

Cold Write Target Slip – Recount Yr 1 & 2	Achieved - Pupil	Achieved - Teacher
Recount Toolkit Features		
Opening paragraph explain briefly when, who, where and what.		
Middle section to give more detail about what happened.		
Conclusion with a comment you how you/ the person involved found the experience.		
Use a range of time connectives and conjunctions to sequence (first, after that, next, finally, when, so, or, because).		
Use adjectives to add detail to the recount.		
Use exclamation sentences where appropriate – what a fantastic time we had!		
Everyday Toolkit features		
Sentence types		
Words and phrases		
Punctuation		
Sense, tense and structure		
Spellings		
Handwriting		

If they have shown themselves to be secure in any of the objectives, you can tick the achieved box. If any children are secure, it will mean when that objective is covered during the unit, these children will need to be challenged and there should be evidence in that lesson that they are accessing the objective at a greater depth.

The information gathered from the Cold Write will inform the modelling and teaching for the unit.

SEND pupils should have bespoke targets that are going to support their progress in writing and should be informed by the pupils PLP/IEP. For example, rather than assessing the ARE Everyday Toolkit, for an SEND pupil an Everyday toolkit from a lower year group may be used.

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 Non-fiction will last for 3 weeks.
- Use Which Toolkit… to identify the toolkit you need to use to for the type of text you are doing
- 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	Experience	Learn Text Short Burst Writing *Add focus*	Learn Text Short Burst Writing *Add focus*	Learn Text Short Burst Writing *Add focus*	Learn Text Short Burst Writing *Add focus*
2	Cold Write	Co-Construct Toolkit Box Up	Plan Innovation	Innovation *Add section*	Innovation *Add section*
3	Innovation *Add section*	Generate ideas for invention	Plan invention	Write invention	Self-Assess & Edit invention

- Adapt the model text accordingly and decide how it can be innovated ensuring children will have the opportunity to write a variety of innovations.
- Draw your text map.
- Test model: - Box-it-up
  - Analyse it
  - Find other texts that fit the structure of the model to be used as a comparison or snippets that showcase features you are planning to teach.

Imitation

Duration: lesson 1 - 7

Experience

- Creative hook & context. Deliver an *Experience* lesson that is designed to capture the pupil's imagination about the upcoming unit of writing

Learn Text & Short Burst Writing (lesson 2 – 5)

Week 1 – Lesson 2	Learn Text & Short Burst Writing		
LI: to learn a text off by heart. LI: *related to needs identified from cold write.* .	Re-telling. *Insert key vocabulary to cover.*		
	Short Burst Writing Modelling/Shared Writing	Activity *(including differentiation for SEND, scaffold for LA and challenge for RG)*	
	Teacher	TA	
AFL.			

- 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…

- Address targets through short-burst writing opportunities that give children the chance to incorporate features from the effect toolkit into their writing. Model to the pupils in these sessions how to use the features and then give them a chance to practice these in their writing.
- For pupils who already demonstrated the objective in their Cold Write, challenge should be added. This could be starting before the modelling, using other techniques in addition to the technique being taught, acting as a lead learner or evaluating a text for examples of the toolkit feature.

An example of a Learn Text & Short Burst Writing

25 minutes	Learn a paragraph of the text using words and actions -Model retelling the story orally -Children can rehearse in groups/pairs -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.
5 minutes	Discuss what has happened in the paragraph/what we have learnt from the paragraph/how it fits in to the structure of the text type.
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

Co-Construct Toolkit & Boxing Up (lesson 6)

Week 2 – Lesson 2	Co-construct Toolkit & Boxing Up &	
LI: to identify the key structure of a text. LI: to identify the key features of a text.	**Warm Up** *Purple Pen Time, grammar games, spelling games, sentence doctor…*	
	Co-Construct Toolkit	**Boxing Up**
	Teacher	**TA**
AFL.		

- Print out a copy of the text and model how to annotate it for features of the Effects Toolkit.
- Pupils then annotate the text for the Effects Toolkit features
- SEND and LA pupils might need to be scaffolded with pre-annotated texts where they simply have to add the labels.
- Pupils working at greater depth could be challenged by giving them additional texts which showcase examples of the toolkit.

- Following the annotation, as a class, box-up the text being clear what the "job" of each section of the text is. As challenge for the higher attainers you may want them to box up independently or box up a different text that shares the same structure.

Example of boxing-up

Title	Tells you the situation the main character is in.	LOTR
Setting the scene	Constant reference to the timer. Have your main character in a scary situation. Refer to what is going to happen when the countdown finishes. Describe what you see in the place that you are in. Use a list to give details about what is there.	60 seconds left. Aragon about to battle the orks of Mordor. Orks will attack when the time reaches 0. See: gates, mount doom, the eye, orks, dragons, ring wraiths.
Describing feelings	Refer back to the timer. Use description of changes to body to describe to the reader how you are feeling. Use rhetorical questions to tell the reader what you are thinking.	30 seconds left. Describe how Aragon is feeling before the battle. What rhetorical questions is Aragon asking?

An example of a Toolkit & Boxing Up Lesson

10 minutes	Model annotation
30 minutes	Model to the children how to use the toolkit in own paragraph of writing (slow write)
20 minutes	Children box up either with teacher or independently

Innovation

Duration: lesson 8 - 11

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

This part of the writing process allows children to use and embed skills and features of the everyday and effects toolkits, using the structure of the model text as a guide.

There are a range of innovation types that can be used to embed features, develop skills and challenge writers:

- Substitution
- Change of setting/character
- Additional paragraph
- Flashback
- Prequel Paragraph
- Continuation of the story/next chapter/sequel

Plan Innovation (Lesson 8)

Week 2 – Lesson 3	Plan Innovation	
LI: to innovate a text. .	**Warm Up** *Purple Pen Time, grammar games, spelling games, sentence doctor…*	
	Teaching	Activity *(including differentiation for SEND, scaffold for LA and challenge for RG)*
	Teacher	TA
AFL.		

- Either using editing of story map or boxing up to plan innovation. SEND/LA may need scaffold to help them plan and it may be useful if they all plan the same innovation.
- Make use of video clips/ things that interest the pupils at this point

Innovation (Lesson 9 – 11)

Week 2 – Lesson 3	Innovation	
LI: to innovate a text. .	**Warm Up** *Purple Pen Time, grammar games, spelling games, sentence doctor…*	
	Shared Writing	**Activity** *(including differentiation for SEND, scaffold for LA and challenge for RG)*
	Teacher	**TA**
AFL.		

- Pupils should innovate one section/paragraph of the text each day.
- Pupils should be given the opportunity to plan (briefly) what they are going to write. This could involve editing the story map or using the boxing-up format.
- 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).

An 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

OR

15/20 minutes	Whole Class Feedback
15 minutes	Shared Writing
20 minutes	Innovation
5/10 minutes	Plenary (use of visualiser)/Self-review

<u>Independent Application</u>

Duration: Lesson 12 - 15

<u>Lesson 12 (Generate ideas for invention)</u>

Week 3 – Lesson 2	Generate ideas for invention		
LI: to generate ideas for invention. .	Extended Purple Pen		
	Teaching	Activity (including differentiation for SEND, scaffold for LA and challenge for RG)	
	Teacher		TA
AFL.			

- Provide a new stimulus for children to base their writing on.
- Generate ideas in groups (mixed) for potential new argument, new recount, new creature for report.

An example of generating ideas for invention lesson

15/20 minutes	Whole Class Feedback
10 minutes	Introduce stimulus for hot write
20/25 minutes	Working in groups to generate ideas for the hot write
5/10 minutes	Plenary (use of visualiser)/Self-review

Lesson 13 (Plan invention)

Week 3 – Lesson 3	Plan an invention		
LI: to generate ideas for invention. .	Warm up		
	Teaching	Activity *(including differentiation for SEND, scaffold for LA and challenge for RG)*	
	Teacher		TA
AFL.			

- Pupils to independently plan a new story that follows the structure of the original text (use boxing up format for planning. At all times model planning expectation and strategies to check targets are being included.

An example of a planning invention lesson

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.

Lesson 14 & 15 (Write and edit invention)

- In lesson 14, pupils should work independently to write their hot write (playing calming music may help with the atmosphere). It is important that the teacher and TA sit with pupils who may struggle to concentrate and work the room checking everyone is on task.

- If basic errors are spotted, the teacher should insist that these are corrected before the learning is handed in.

- Following lesson 14, the teacher should read all the hot writes and collect common misconceptions and use these for a whole class feedback session at the start of lesson 15. To ensure Hot Writes are independent though the teacher must not correct individual errors in pupils work.

- Pupils should then be given time to edit and improve their learning with purple pen. Following this, they should then reflect on how well they feel they have performed using the same "Target Sheet" that was used for the Cold Write. Pupils should also reflect on the progress they have made from the Cold Write.

Final Assessment

- Following the Hot Write, the teacher should fill in the "Target Sheet" and write a positive pink comment on the Hot Write
- The teacher should then use the Hot Write to assess the pupil against the Everyday and Effects Toolkit on Insight.
- The assessment made should inform future planning with common weaknesses collected.