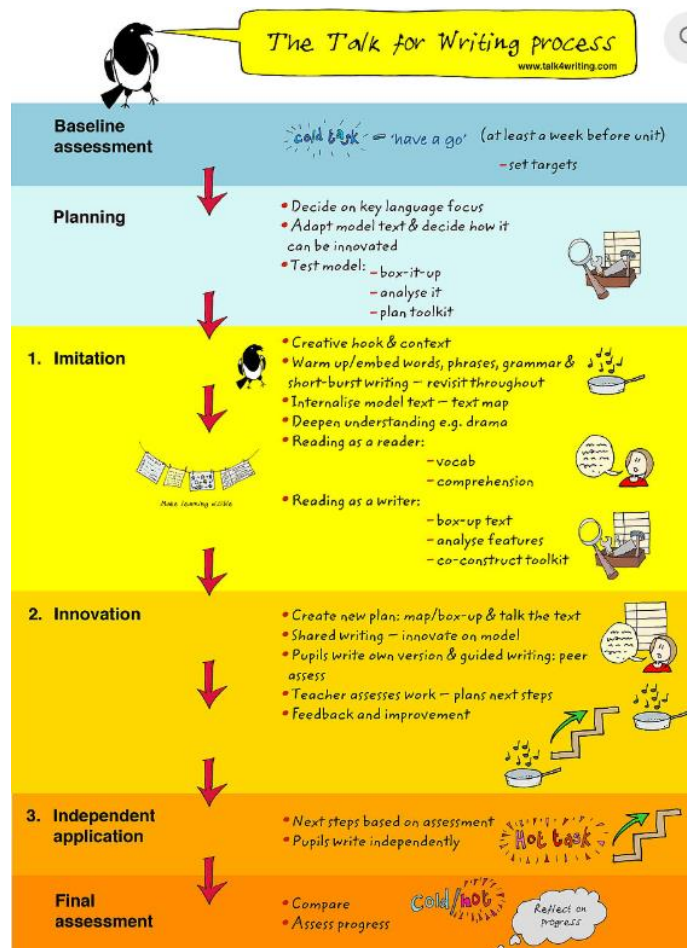


Talk for Writing at Cottons Farm: Fiction KS2



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.

Story Structure	Area of focus
Wishing Tale KS1	Openings
Warning Tale KS2	Openings (dilemma)
Defeating a Monster	Resolution (KS1) Action description & Resolution (KS2)
Journey Quest	Setting description
Finding/Losing Tale	Dialogue and Resolutions & Endings
Meeting Tale	Dialogue + Characterisation
Tale of Fear	Problem (KS1) & Suspense & Problem (KS2)

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	Achieved - Pupil	Achieved - Teacher
Setting Toolkit Features		
Create setting using real and imagined places.		
Describe what your character hears, smells and feels in the setting.		
Use adjectives to describe the setting in detail.		
Use propositions to describe different areas of the setting.		
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 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 -
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Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Experience	Learn Text Short Burst Writing <i>Add focus</i>	Learn Text Short Burst Writing <i>Add focus</i>	Learn Text Short Burst Writing <i>Add focus</i>	Learn Text Short Burst Writing <i>Add focus</i>
2	Co-construct Toolkit Slow Write	Box-up Generate ideas for innovation	Innovation <i>Add section</i>	Innovation <i>Add section</i>	Innovation <i>Add section</i>
3	Innovation <i>Add section</i>	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	
<p>LI: to learn a text off by heart.</p> <p>LI: related to needs identified from cold write.</p>	Re-telling		
	<p>Insert key vocabulary to cover.</p>		
	<p>Short Burst Writing Modelling/Shared Writing</p>	<p>Activity (including differentiation for SEND, scaffold for LA and challenge for RG)</p>	
	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 & Slow Write (lesson 6 potentially could give two lessons)

Week 2 - Lesson 1	Toolkit & Slow Write	
<p>LI: to identify the key features of a text.</p> <p>LI: to use key features of a text in own writing.</p>	<p>Warm Up</p> <p><i>Purple Pen Time, grammar games, spelling games, sentence doctor...</i></p>	
	Construction of toolkit	
	Slow Write Modelling	Activity (including differentiation for SEND, scaffold for LA and challenge for RG)
	Teacher	TA
AFL		

- Print out a copy of the paragraph that showcases the toolkit 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, pupils should be given a writing task where they need to write a paragraph that includes all the features of the toolkit. The slow write will involve specific instructions for each sentence which the pupils have to follow. This allows the teacher to clearly assess how confident the pupils are with the toolkit.

An example of a Toolkit & Slow Write lesson

20 minutes	Annotate paragraph of the text showcasing the Effects Toolkit.
15 minutes	Model to the children how to use the toolkit in own paragraph of writing (slow write)
20 minutes	Children complete own slow write
5 minutes	Plenary/Peer/Self-Assessment

Box-up & Generate Ideas for Innovation (lesson 7 (first half))

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

Innovation

Duration: lesson 7 - 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

The graphic includes two red downward-pointing arrows on the left, a staircase with a green arrow pointing up on the right, and a person with a speech bubble at the top right.

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

Box-up & Generate Ideas for Innovation (lesson 7 (second half))

Week 2 - Lesson 2	Boxing Up & Generation of idea for Innovation		
LI: to identify the key structure of a text. LI: to generate ideas for an innovation.	Warm Up <i>Purple Pen Time, grammar games, spelling games, sentence doctor...</i>		
	Boxing Up		
	Teaching/Modelling	Activity (including differentiation for SEND, scaffold for LA and challenge for RG)	
	Teacher	TA	
AFL.			

- In the second half of this lesson, you should start to generate ideas for an innovation. This could mean you are thinking of changes to the character & how they will be described, thinking of changes to the setting & how it will be described, generating potential flashbacks, generating potential additions.
- It often works well to have the pupils working in mixed groups to generate their ideas which they can record on big pieces of paper and in their Magpie books.

An example of the structure of lesson 7

20 minutes	Class boxing up of the text.
10 minutes	Introduce the innovation to the class.
25 minutes	Children generating ideas for the innovation in groups
5 minutes	Plenary

Innovation (Lesson 8 - 11)

Week 2 - Lesson 3	Innovation	
L.I: to innovate a text.	Warm Up <i>Purple Pen Time, grammar games, spelling games, sentence doctor...</i>	
	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	Plan using box-up/ editing story map
15 minutes	Shared Writing
20 minutes	Pupils writing innovations (guided writing with key groups)
5 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

Independent Application

Duration: Lesson 12 - 15

3. Independent application

- Next steps based on assessment
- Pupils write independently



Lesson 12 (Generate ideas for invention)

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 scenarios/characters/settings/problems and resolutions.

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 might need an additional lesson)

- 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.