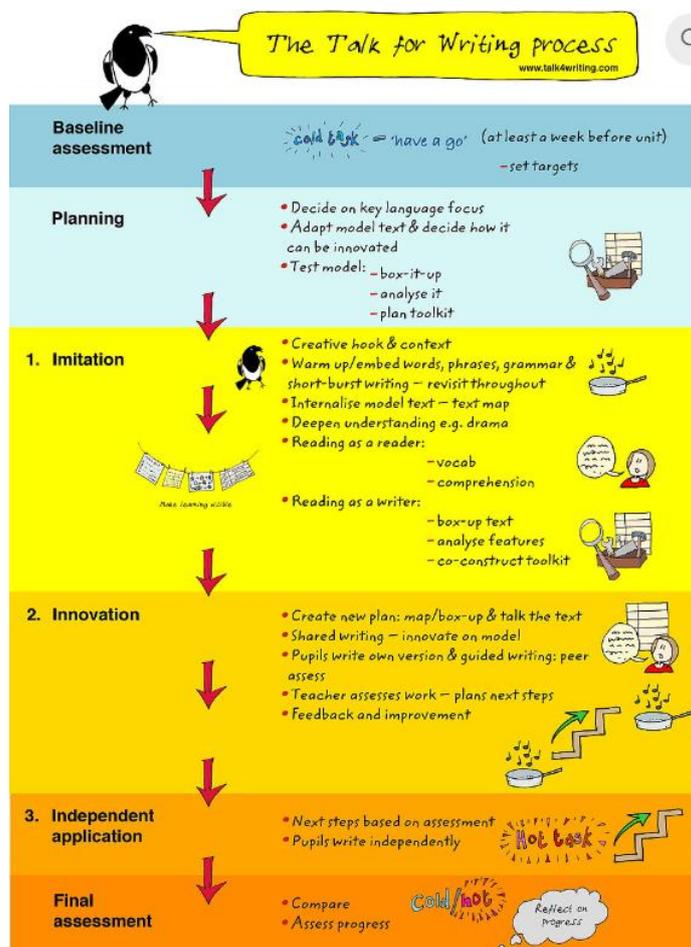


';Talk for Writing at Cottons Farm:

Fiction

F2 and Y1



Structure

Each pupil will have the following target sheet glued into their book.

Target Slip	Achieved - Pupil	Achieved - Teacher
Setting Toolkit Features		
Create setting using real and		

Genre features



imagined places.		
Describe what your character hears, smells and feels in the setting.		
Use adjectives to describe the setting in details.		
Use propositions to describe different areas of the setting.		
Everyday Toolkit Features		
Sentence types		
Words and phrases		
Punctuation		
Sense, tense and structure		
Spellings		
Handwriting		

Pick a Key Focus for class/group/individual based on last hot write



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.

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 a 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 2 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

- Draw your text map.
- Text model: -
- Box-it-up

Imitation

Duration: lesson 1 - 5



Experience and story telling (Lesson 1)

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

Learn Text & create story map (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. <i>Insert key vocabulary to cover.</i>		
	Short Burst Writing Modelling/Shared Writing	Activity (including differentiation for SEND, scaffold for LA and challenge for R&G)	
	Teacher		TA
AFL.			

- Recap the story and sequence main parts
- Each day create a story map for each part
- Use the story map to internalise the model text using words and actions. The story map should be a combination of pictures and words to support the memorising of the text.
- Oral retell the story from the beginning
- 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 re-teller, choosing best actions.

Oral retell into shared / independent writing (Lesson 6-8)

- Oral retell story using story map.
- Oral retell each part of story and model write short paragraph (using boxing)
- As a class, box-up the text being clear what the "job" of each section of the text is.
- Shared write the paragraph
- Children independently write each paragraph using story map, common exception and key vocabulary words

Innovation (Lesson 9)

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.

- In 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 or thinking of changes to the setting & how it will be described.
- 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.
- The innovation should be added to the story map as they change
- Children should practise the oral retell of the 'new' story.

Innovation (Lesson 10)

Children should practise the oral retell of the 'new' story.

Children write up the 'new' story using amended story map as a guide.

Hot write.

Encourage checking and editing

- 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

**Final
assessment**



- Compare
- Assess progress

Cold/hot

Reflect on
progress

- 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.