Coley Primary School
Talk For Writing

The Teaching Sequence
Key Points

Before the unit/Preparation:

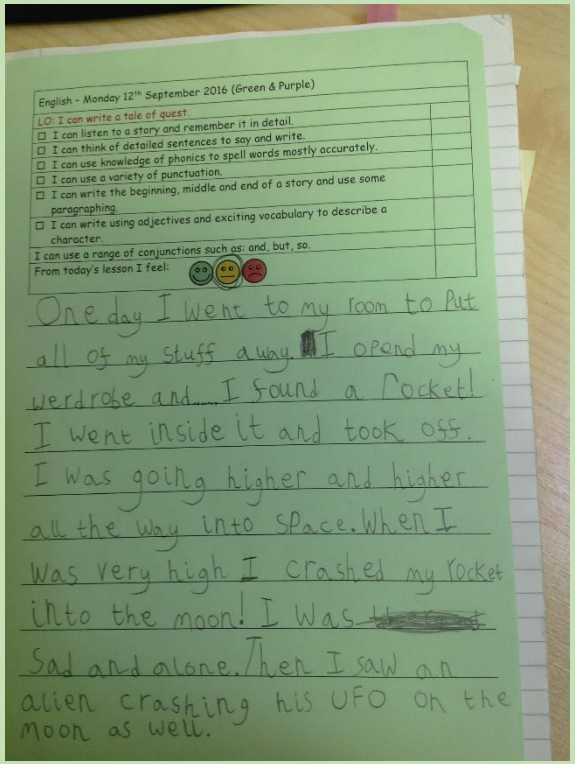
Cold Writing Task – What can the children already do in terms of:

- **The intended effect of the narrative (PTD2 – Basic Plot Patterns, Adapted Generic Story Plots, Text Summary Grid for NF texts)**
- **The grammar foci (PTD2 – Language Features Progression, Yearly Overview)**
- **Sentence construction (PTD2 – Language Features Progression)**

Set three targets for each child (This will inform Guided Groups)

At this point you should be bringing the previous unit to a close:

- **Write/publish invention**
- **Pink task**



English - Monday 12th September 2016 (Green & Purple)

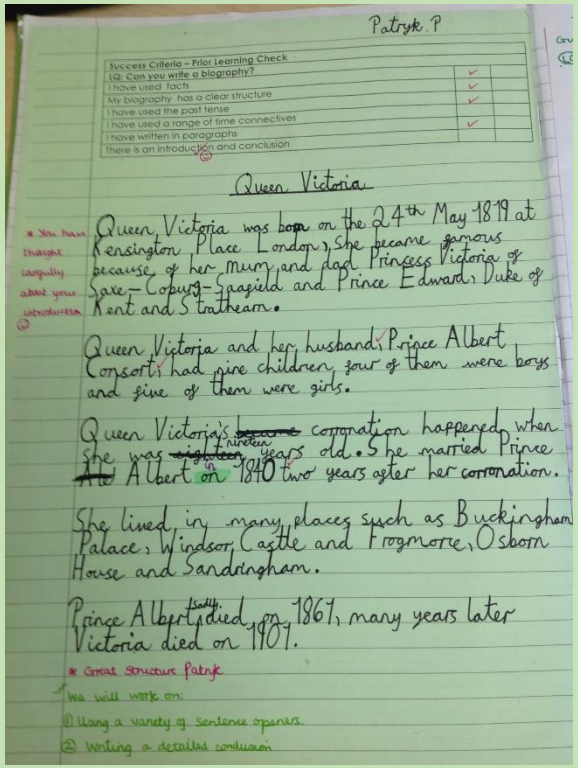
LO: I can write a tale of quest.

- ☐ I can listen to a story and remember it in detail.
- ☐ I can think of detailed sentences to say and write.
- ☐ I can use knowledge of phonics to spell words mostly accurately.
- ☐ I can use a variety of punctuation.
- ☐ I can write the beginning, middle and end of a story and use some paragraphing.
- ☐ I can write using adjectives and exciting vocabulary to describe a character.

I can use a range of conjunctions such as: and, but, so.

From today's lesson I feel:

One day I went to my room to put all of my stuff away. I opend my werdrobe and.... I found a rocket! I went inside it and took off. I was going higher and higher all the way into space. When I was very high I crashed my rocket into the moon! I was ~~the~~ sad Sad and alone. Then I saw an alien crashing his UFO on the moon as well.



Patryk. P

Success Criteria - Prior Learning Check

LO: Can you write a biography?

- I have used facts ✓
- My biography has a clear structure ✓
- I have used the past tense ✓
- I have used a range of time connectives ✓
- I have written in paragraphs
- There is an introduction and conclusion

Queen Victoria

Queen Victoria was ~~born~~ on the 24th May 1819 at Kensington Place London, She became famous because of her mum and dad Princess Victoria of Save-Coburg-Grazield and Prince Edward, Duke of Kent and Strathearn.

Queen Victoria and her husband Prince Albert Consort had nine children, four of them were boys and five of them were girls.

Queen Victoria's ~~coronation~~ happened when she was ~~eighteen~~ nineteen years old. She married Prince ~~Al~~ Albert in 1840 two years after her coronation.

She lived in many places such as Buckingham Palace, Windsor Castle and Frogmore, Osborn House and Sandringham.

Prince Albert ~~sadly~~ died on 1861, many years later Victoria died on 1901.

* Great structure Patryk

We will work on:

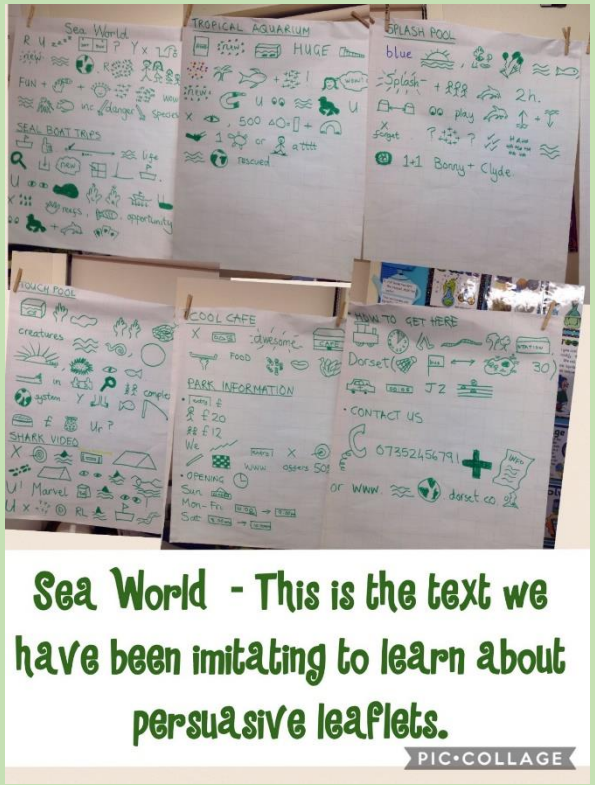
1) Using a variety of sentence openers.
2) Writing a detailed conclusion

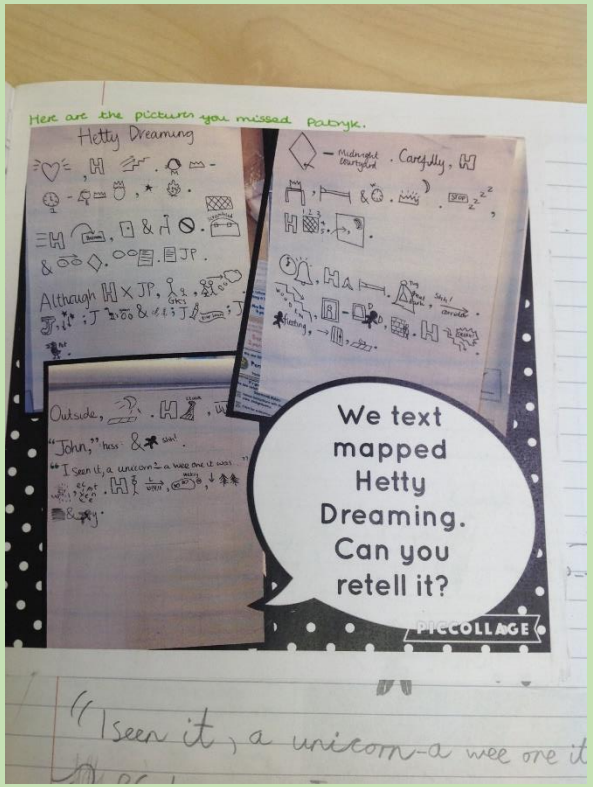
Select, create or adapt an exemplar text (PTD1 Story banks, BD2 NF texts)
(Choose an engaging story or topic)
Remember you may need to edit the model text or write your own to include:

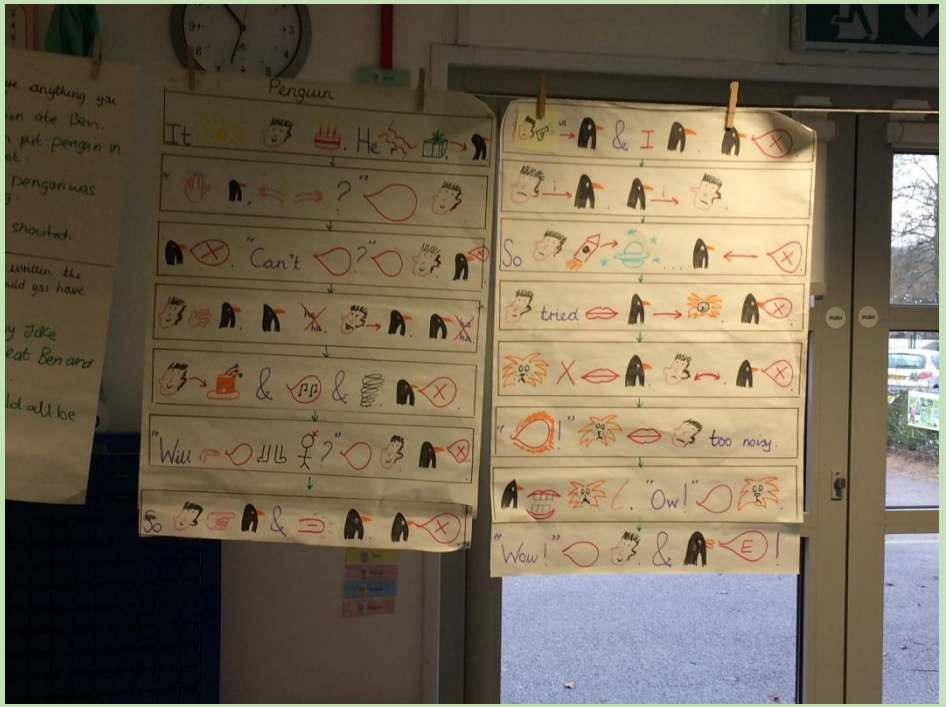
- Items on the writer's toolkit(s) for the intended effect(s) (PT3 Toolkit Progression)
- Language features (PTD2 – Language Features Progression)
- Grammar foci
- Sentence types
- Spelling list words (Yearly Overview – link to Assertive Mentoring, NC Spelling Lists)

It is important at this stage that the teacher learns the text for re-telling

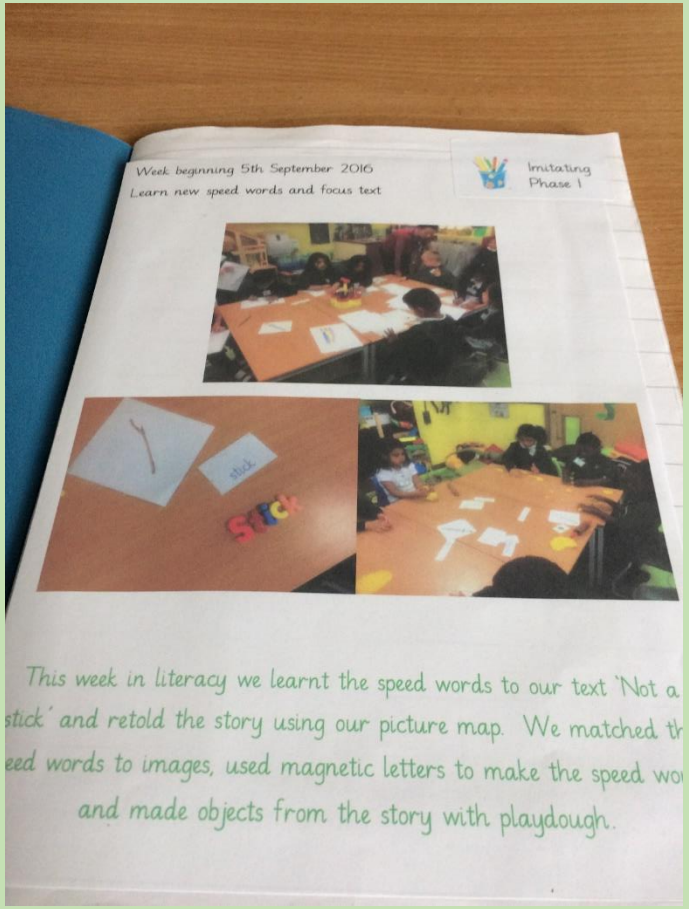
Prepare the text map



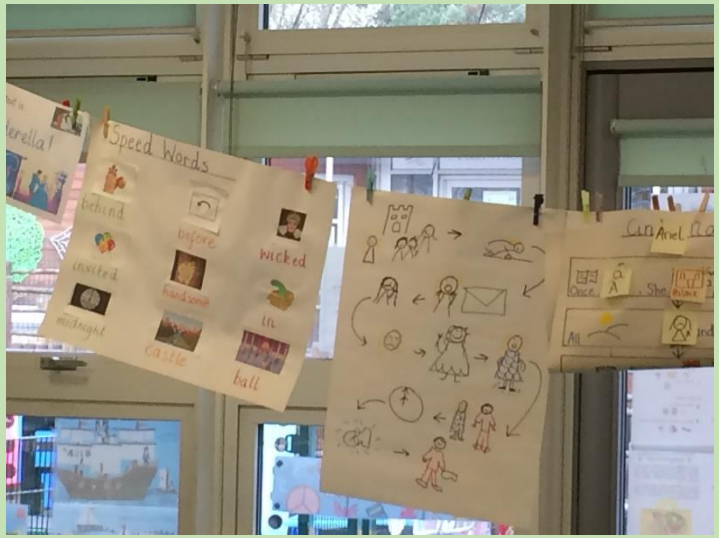


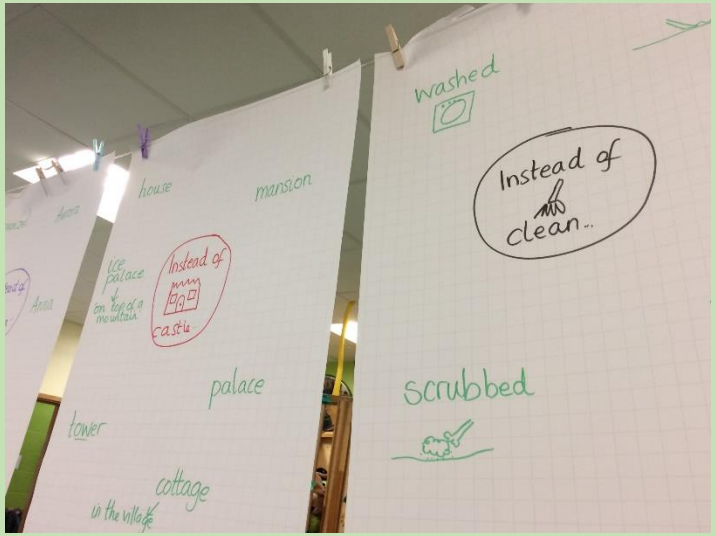


Teach the vocabulary for the new text (PTD4 – Activities for vocabulary development)
e.g. Speed Words/Washing Line



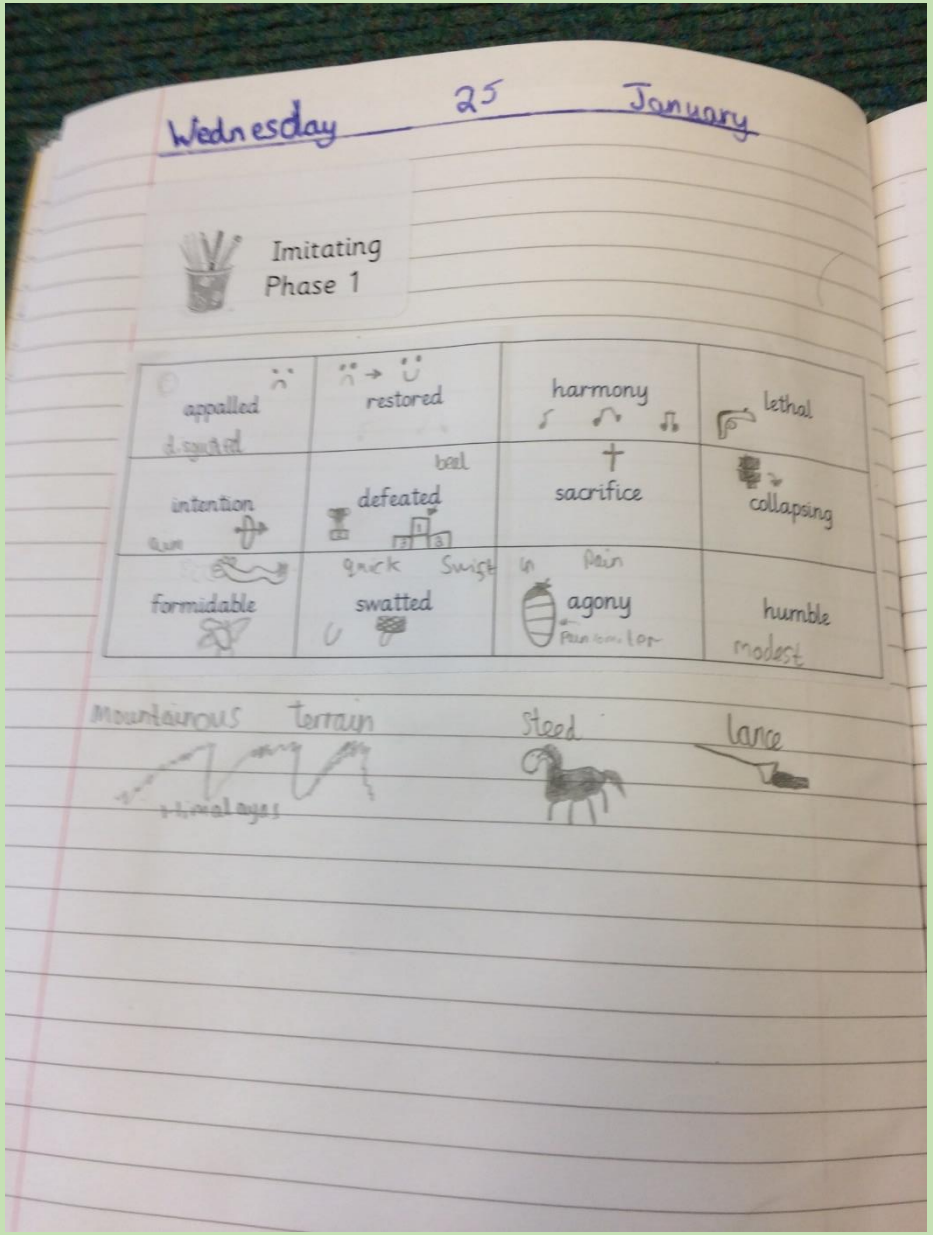








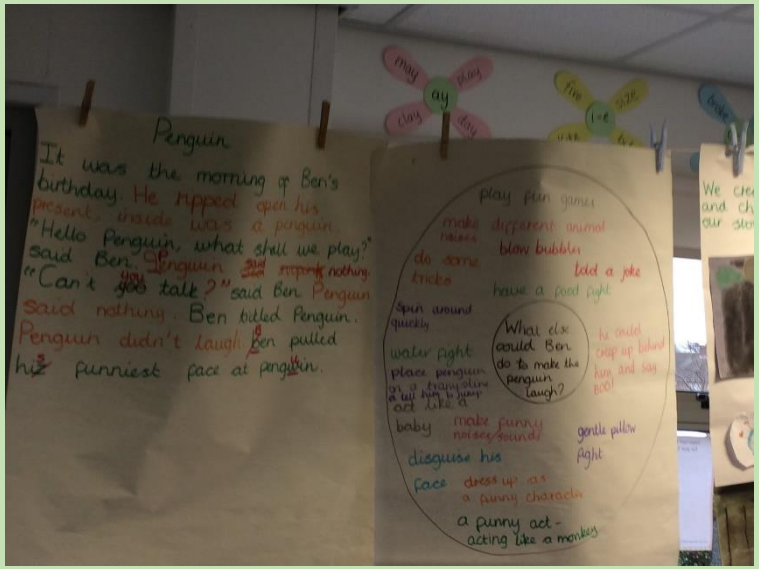

in the forest when I saw Little Red
with her big basket of toffee.
scooted
I scooted back the quick way to warn Granny to
hide her false teeth.
false teeth
When I got back, Granny was reaching
for her best frock in the wardrobe and
couldn't reach the hook.
frock
Granny got a teeny-tiny bump on her
head that knocked her out cold.
nocked her out cold
changed the subject
"Oh, these old things," I said and
changed the subject.
if you change the subject,
you change what you are
talking about to something
different
I didn't want one, so I leapt
out of bed.
leapt
out cold
I shouted for help, but Granny was still
out cold in the wardrobe.
"Pesky
bothersd
get to
"I am goi
see my gr
"Stop an
Mr Wolf

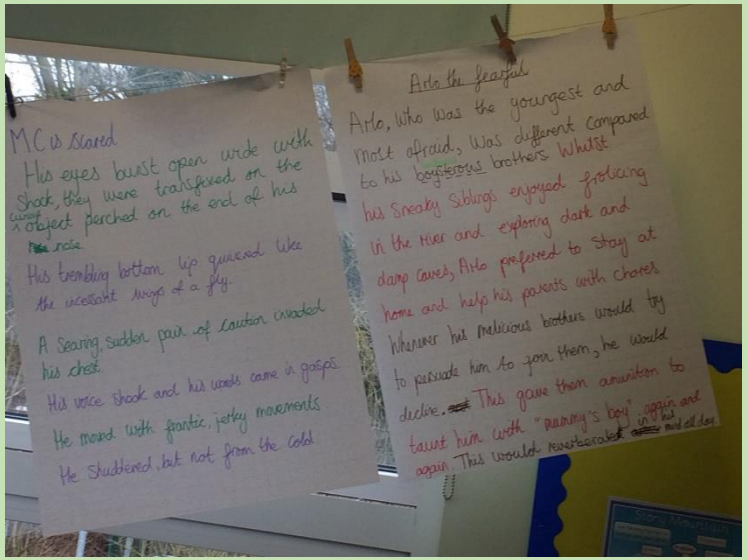

Wednesday 25 January
Imitating
Phase 1
appalled
disgusted
restored
harmony
lethal
intention
aim
defeated
beat
sacrifice
collapsing
formidable
swatted
quick
Swish
in Pain
agony
Pain from Lop
humble
modest
Mountainous terrain
Steed
Lance

Classroom Environments:

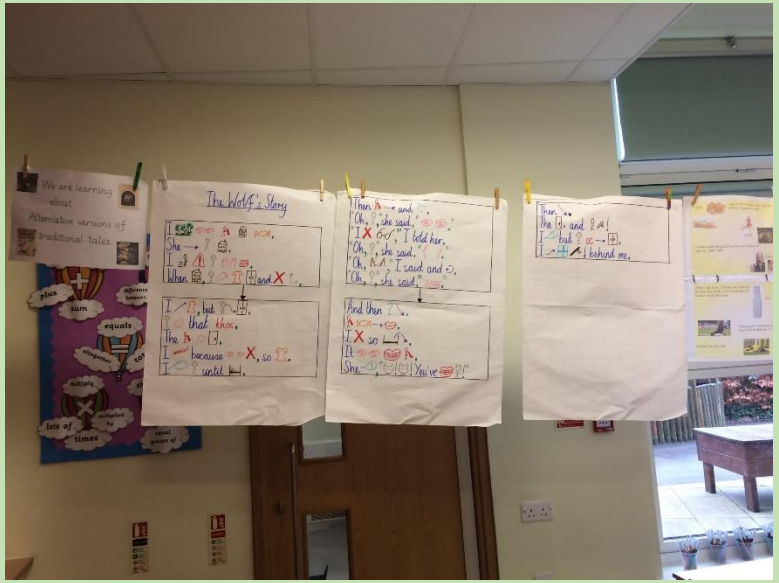
Washing Lines









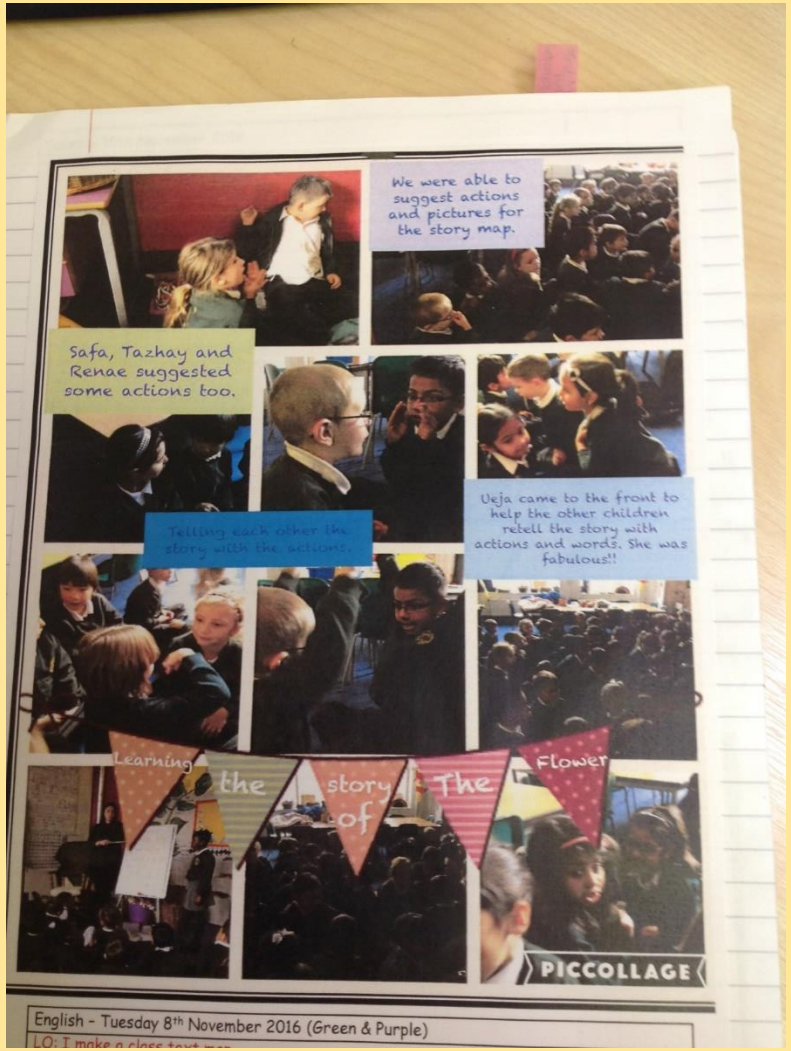


Imitation Stage:

Oral story and text learning with maps and actions

- Tell the text to establish language patterns – word for word or in own words (PTD1 – Actions for storytelling)





Imitation Stage: **MAKE IT MEMORABLE** (At first you tell the story using the text map and during this stage the class keep retelling the story with the children gradually joining in more and the teacher withdrawing from telling.

Retelling and dramatising to bring stories to life (PTD1 Games)

- Use actions, props, puppets, role-play to support and remember; retell as a class, in pairs and in groups
- Explore the text through discussion and role play

Shape retelling for expression and sense – NOT JUST CHANTING MAKE THE PROCESS INTEREST AND ENJOYABLE e.g. Story Telling Competitions, telling the story to another class who doesn't know it.



Remember during the Imitation Stage children should still be writing daily. This can be linked to text type, word/sentence level work, grammar foci or cross-curricular writing.

Imitation Stage:

Improving the telling of stories

Once the children have worked in a pair and have reached the point where they can retell a version in a reasonably confident and fluent manner, then they are ready to work on their performance. They can perform to a partner, in a three or four, small groups, whole class or another class. Remember anyone who tells needs to be praised and clapped.

Some simple pointers:

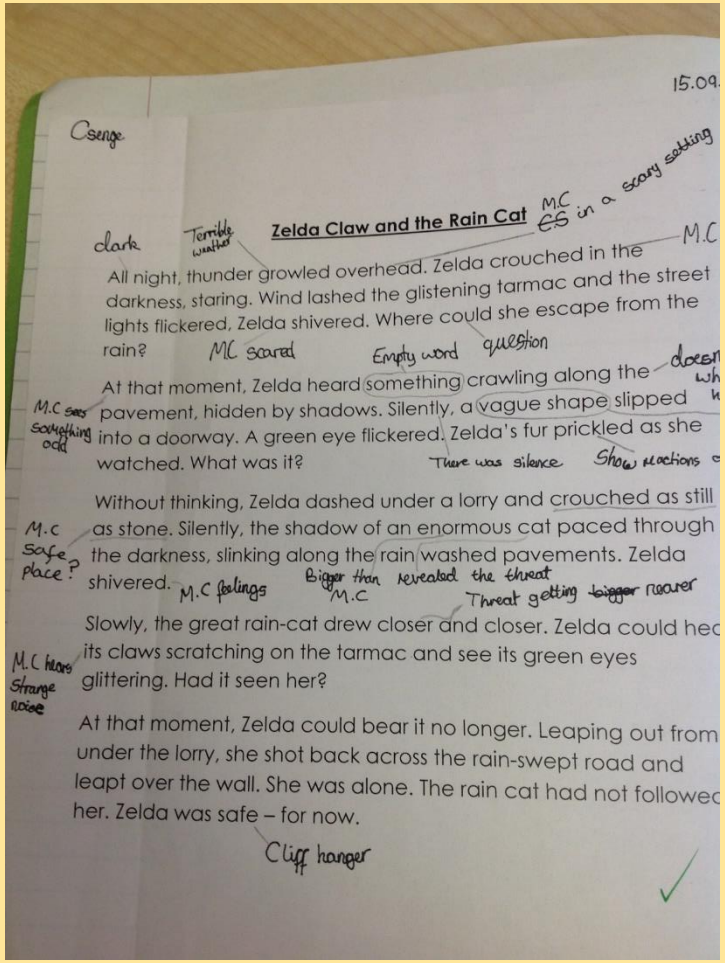
- Most importantly, can the story be heard?
- Are the words spoken clearly?
- Is the volume varied in relation to the meaning?
- Are dramatic pauses used at the right moment?
- Have any key words been emphasised?
- Are the words spoken with expression?
- Does the teller use facial, hand gestures or body movements to reinforce meaning?
- Does the movement detract from the telling?
- Does the teller scan the audience, drawing everyone into the tale?

Use I pads or digital camera to capture retellings so that children can listen to themselves in order to help refine and improve their storytelling.

Imitation Stage:

Reading as a Reader (PTD5 – Word Reading, Comprehension strategies)

- **Introduce permanent printed version (In EYFS and KS1 you might turn the text into a Big Book)**
- **Read, re-read fluently and with expression as a shared text**
- **<u>Reading other examples/extracts of similar text types –</u> with and without annotations**



Zelda Claw and the Rain Cat

All night, thunder growled overhead. Zelda crouched in the darkness, staring. Wind lashed the glistening tarmac and the street lights flickered. Zelda shivered. Where could she escape from the rain?

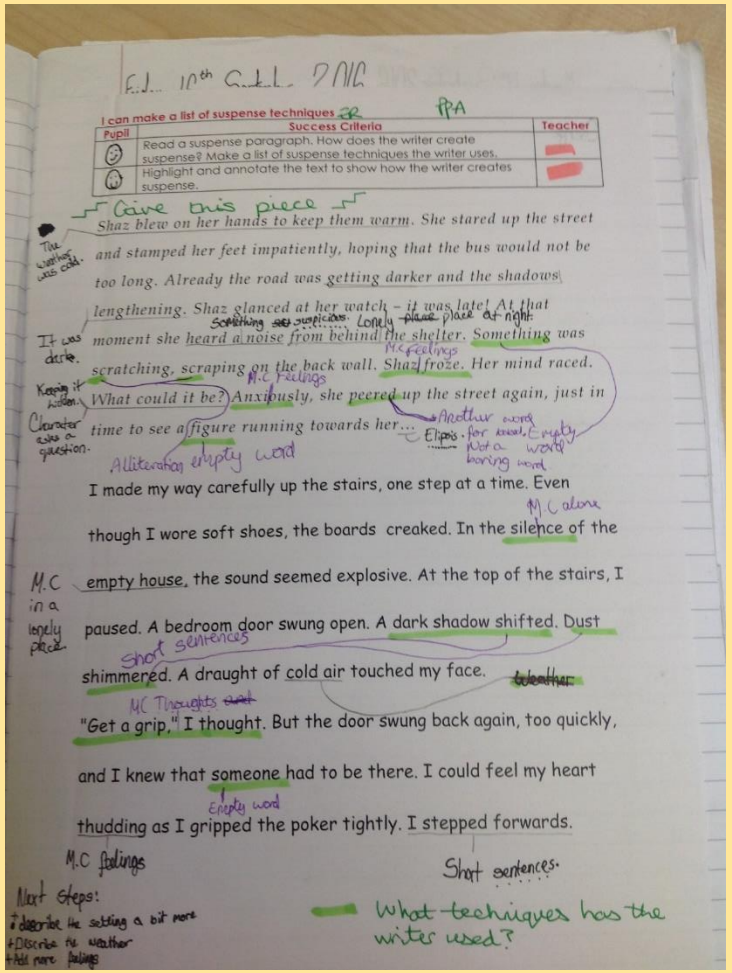
At that moment, Zelda heard something crawling along the pavement, hidden by shadows. Silently, a vague shape slipped into a doorway. A green eye flickered. Zelda's fur prickled as she watched. What was it?

Without thinking, Zelda dashed under a lorry and crouched as still as stone. Silently, the shadow of an enormous cat paced through the darkness, slinking along the rain washed pavements. Zelda shivered.

Slowly, the great rain-cat drew closer and closer. Zelda could hea its claws scratching on the tarmac and see its green eyes glittering. Had it seen her?

At that moment, Zelda could bear it no longer. Leaping out from under the lorry, she shot back across the rain-swept road and leapt over the wall. She was alone. The rain cat had not followed her. Zelda was safe – for now.

Cliff hanger



I can make a list of suspense techniques

Pupil	Success Criteria	Teacher
	Read a suspense paragraph. How does the writer create suspense? Make a list of suspense techniques the writer uses.	
	Highlight and annotate the text to show how the writer creates suspense.	

Shaz blew on her hands to keep them warm. She stared up the street and stamped her feet impatiently, hoping that the bus would not be too long. Already the road was getting darker and the shadows lengthening. Shaz glanced at her watch – it was late! At that moment she heard a noise from behind the shelter. Something was scratching, scraping on the back wall. Shaz froze. Her mind raced. What could it be? Anxiously, she peered up the street again, just in time to see a figure running towards her...

I made my way carefully up the stairs, one step at a time. Even though I wore soft shoes, the boards creaked. In the silence of the empty house, the sound seemed explosive. At the top of the stairs, I paused. A bedroom door swung open. A dark shadow shifted. Dust shimmered. A draught of cold air touched my face.

"Get a grip," I thought. But the door swung back again, too quickly, and I knew that someone had to be there. I could feel my heart thudding as I gripped the poker tightly. I stepped forwards.

Next steps:

What techniques has the writer used?

Reading as a Reader : Book Talk

- Drama (TfW Top 10 Drama Techniques)
- Oral Comprehension
- Written responses e.g. (PTD5 Tell Me Square, Question Quadrant))

Examples of Book Talk Strategies

Open invitation

‘Tell me what you thought/felt about…?’
‘What came into your mind when….?’
‘Have you come across anything like this before?’

Extending children’s responses with prompts

‘Tell me more about…’
‘What led you to think that?’
‘Can you extend that idea a bit more for us?’

Supporting and encouraging children to feed off each other’s thinking and talking

‘Do you agree or did anyone have a different response to that story/paragraph/sentence/word?’

Name: Emilia Date: 24.2.17

Amazing Grace Response Prompt Sheet

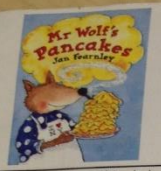
What parts of the story did you like best?	Why is it so important that Grace auditions for Peter Pan?
When Grace got the role she wanted.	Because it will tell people she really wanted to be peter pan.
Write one or two topics from your own life that connect with this story.	**Write what you would say to Grace if you could talk to her.**
I was scared to go on the trampoline but I went on it and had fun.	I'm glad you got the role you wanted.
What surprised you about this book?	**What questions do you have about this story?**
When Natalie and Raj When judging her.	Was it fun being peter pan? Did you like the ballet?

English - Friday 24th February 2017 (Green & Purple)

LO: I can enjoy and understand books by listening and talking about and expressing my views on stories.

- ☐ I enjoy listening and reading stories.
- ☐ I can suggest ways in which to discuss books.
- ☐ I can spot grammar features in the text as I read it.
- ☐ I can express my opinion on a story. Eg: what I liked, disliked, favourite part.
- ☐ I can suggest how to change a story and why I would change it.
- ☐ I can link this story to my personal experience.
- ☐ I can link this story to other stories I have read or have experienced.

From today's lesson I feel:



Mr Wolf's Pancakes by Jan Fearnley

Emilia Book talk

24.5.17

What I liked about the story?	Questions I would like to ask the character.
I liked the part when Mr. wolf gobbled everyone up. My savroite part was when the 3 little pigs chorused.	I would ask wee Willy Winky: Why do you steal kids is their not asleep at 8 o'clock? I would ask Mr Wolf: Why did you make some pancakes?
Can you think of alternative title for this story?	**Who was you favourite character and why?**
-Mr. Wolf's Big Lunch -Mr. Wolf's Shocking Disaster -Mr. Wolf's Best Day!	I liked the gingerbread man because he looks really tasty. I liked Mr Wolf because he's brave and he never gives up.

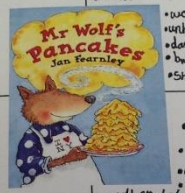
Emilia

Adverbs

- slowly
- quickly
- politely
- nicely
- kindly
- nastily
- fudly

WOW Words

- sauced
- chorused
- huge
- digested
- decent
- snappily
- snippily
- gobbled
- woosh
- unhelpful
- dashed
- bulging
- struggled



Sentence Openers

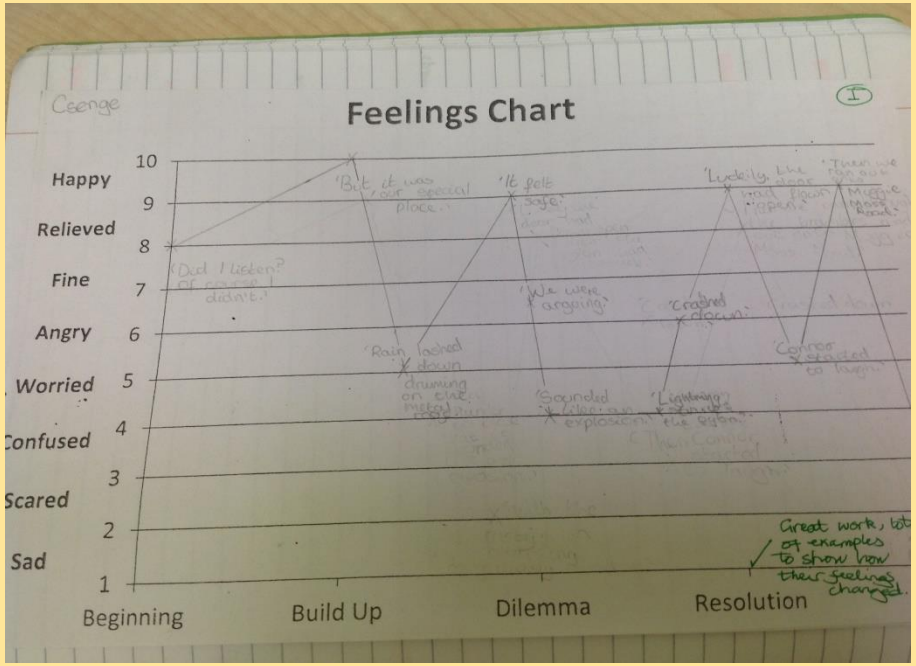
- one day
- now
- and then

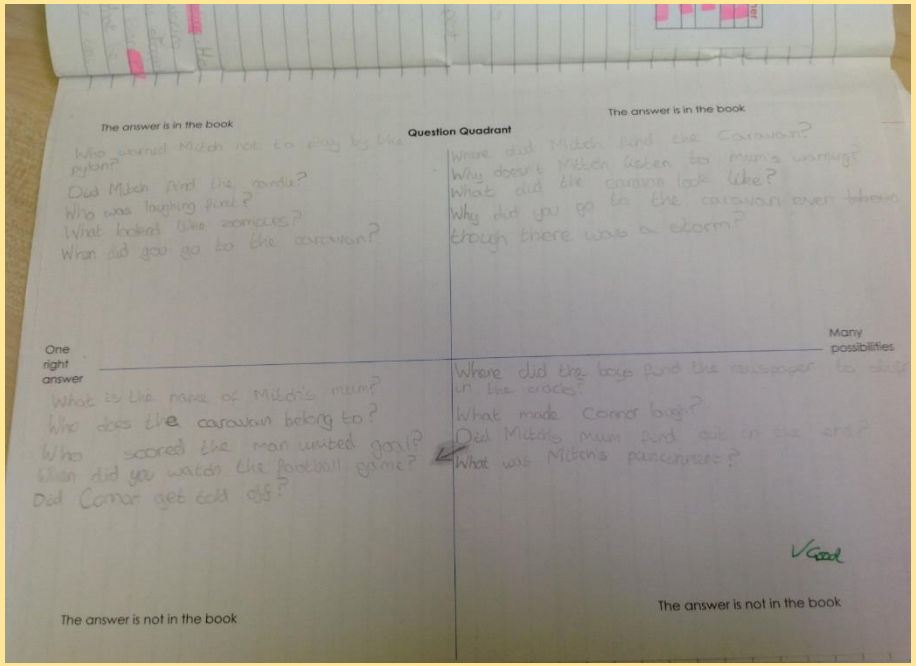
Noun Phrases

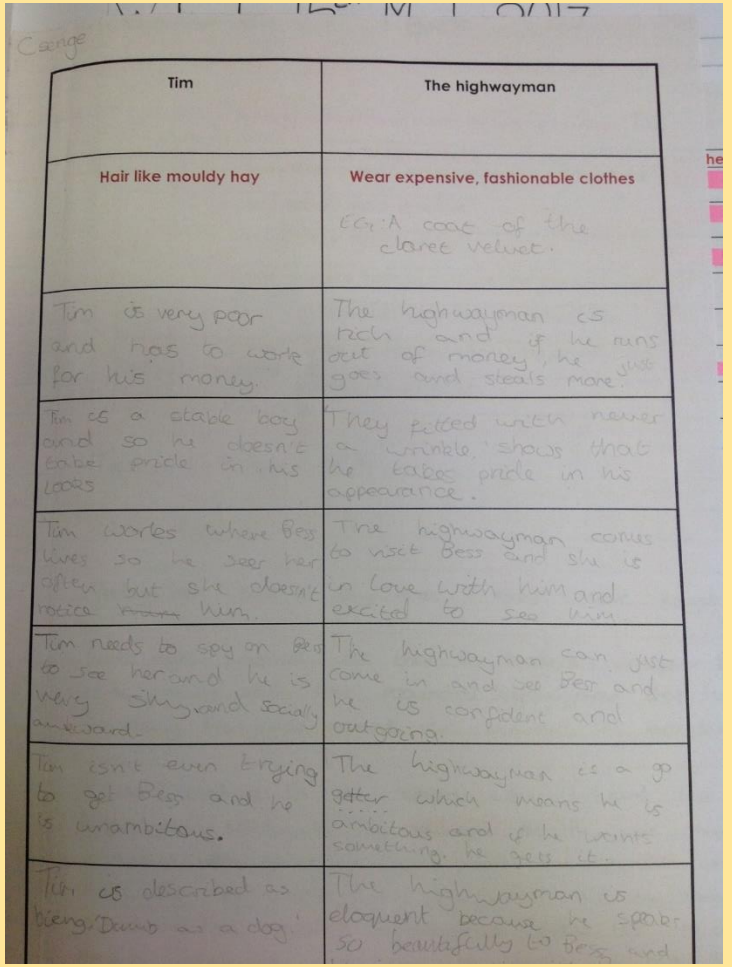
- fresh, delicious
- big pile
- delicious pancakes
- lovely smell
- rotten lot
- greedy neighbors
- bulging tummy

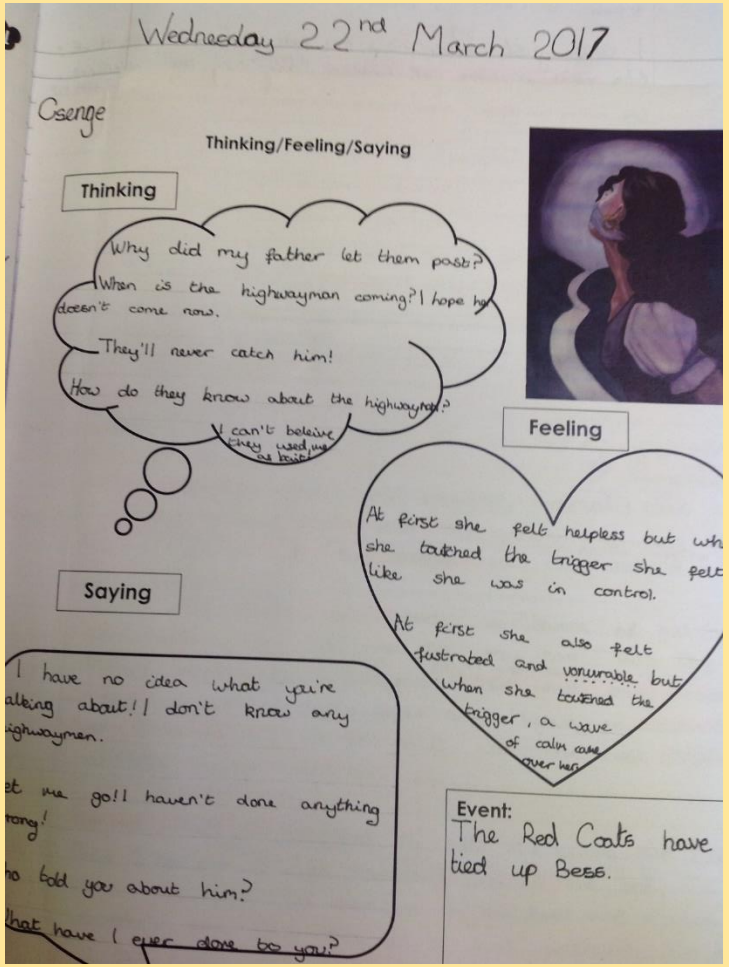
Alternatives to 'said'

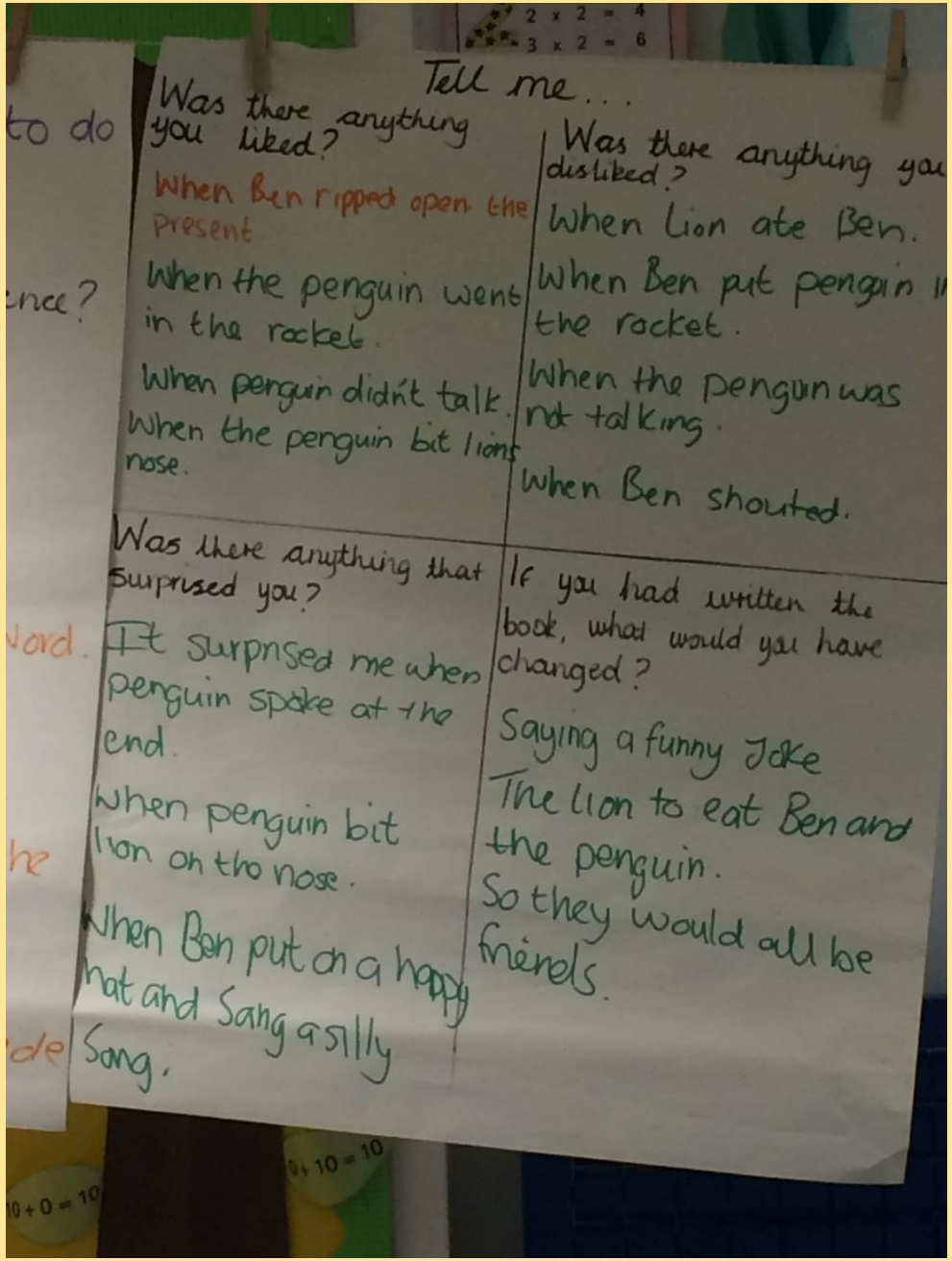
- sighed
- decided
- asked
- chorused
- replied

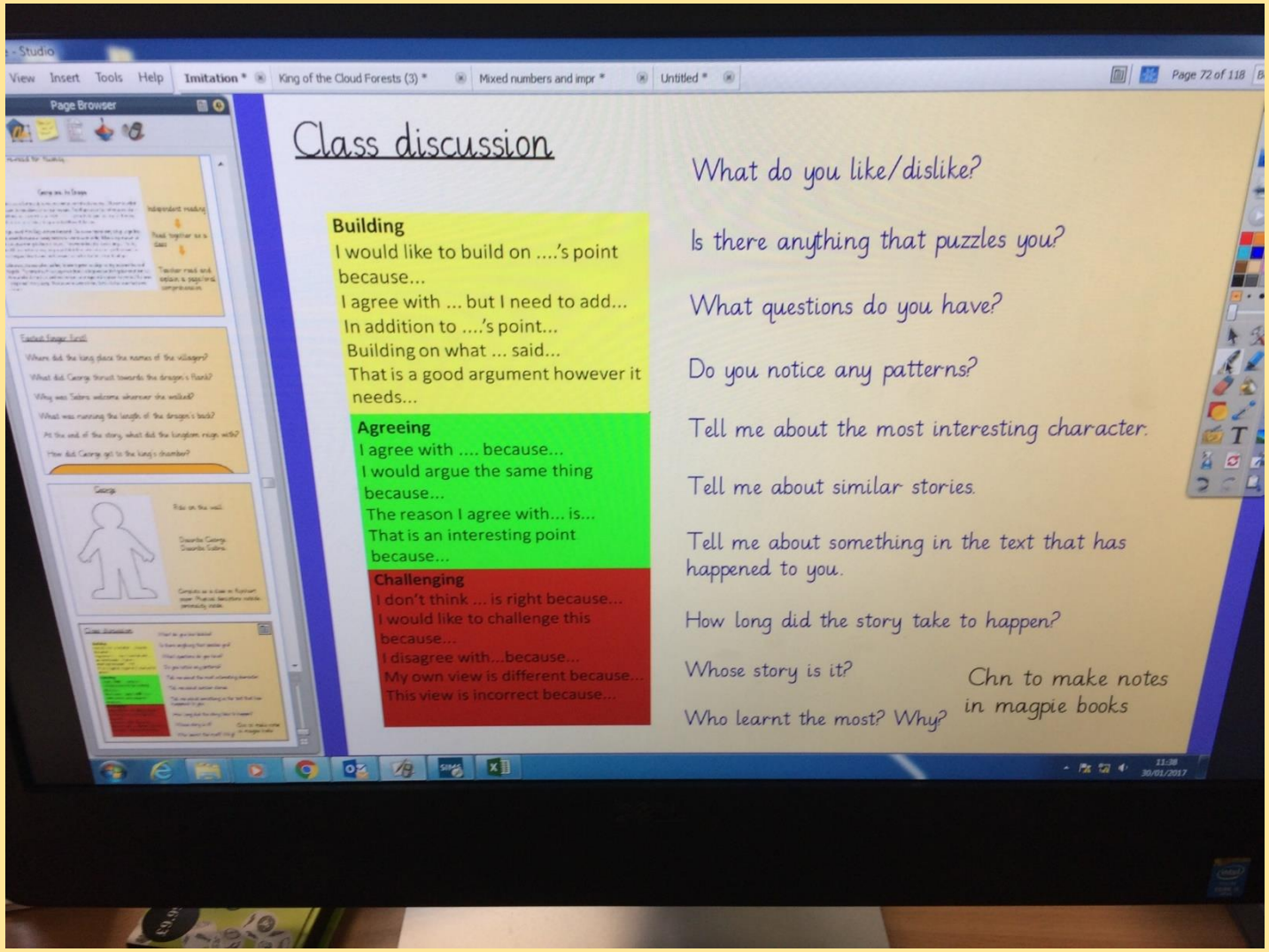

Feelings Chart
Happy
Relieved
Fine
Angry
Worried
Confused
Scared
Sad
10
9
8
7
6
5
4
3
2
1
Beginning
Build Up
Dilemma
Resolution
Great work, lots of examples to show how their feelings changed.


The answer is in the book
Question Quadrant
The answer is in the book
One right answer
Many possibilities
The answer is not in the book
The answer is not in the book


Tim
The highwayman
Hair like mouldy hay
Wear expensive, fashionable clothes
Tim is very poor and has to work for his money.
The highwayman is rich and if he runs out of money, he just goes and steals more.
Tim is a stable boy and so he doesn't take pride in his looks
They fitted with never a wrinkle, shows that he takes pride in his appearance.
Tim works where Bess lives so he sees her often but she doesn't notice him.
The highwayman comes to visit Bess and she is in love with him and excited to see him.
Tim needs to spy on Bess to see her and he is very shy and socially awkward.
The highwayman can just come in and see Bess and he is confident and outgoing.
Tim isn't even trying to get Bess and he is unambitious.
The highwayman is a go getter which means he is ambitious and if he wants something, he gets it.
Tim is described as being dumb as a dog.
The highwayman is eloquent because he speaks so beautifully to Bess and

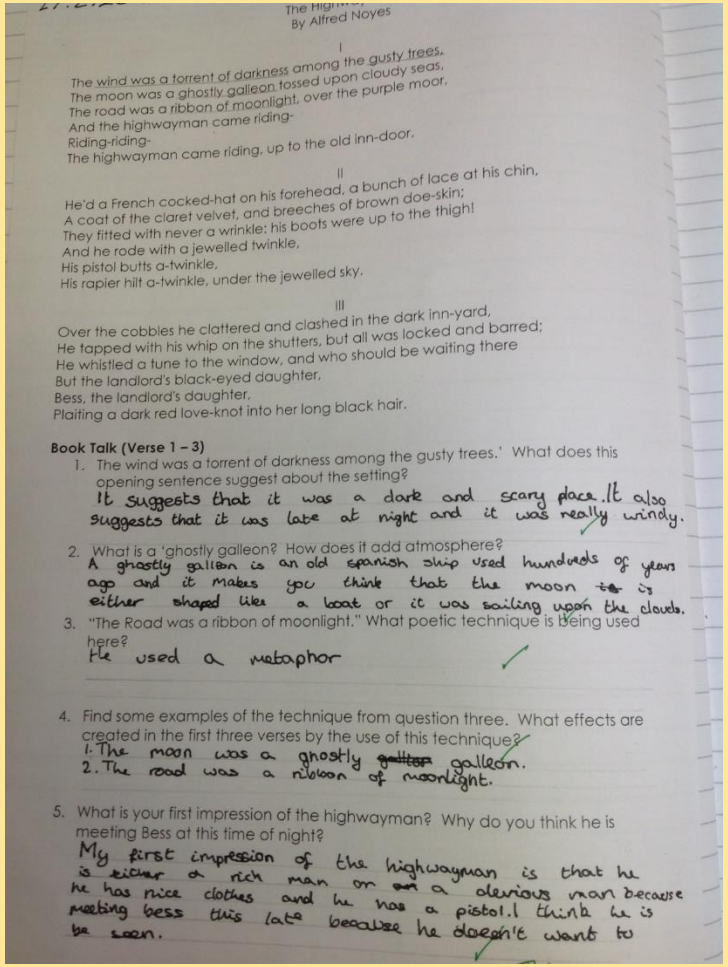

Wednesday 22nd March 2017
Csenge
Thinking/Feeling/Saying
Thinking
Why did my father let them past?
When is the highwayman coming? I hope he doesn't come now.
They'll never catch him!
How do they know about the highwayman?
I can't beleive they used me as bait!
Feeling
At first she felt helpless but when she touched the trigger she felt like she was in control.
At first she also felt frustrated and vulnerable but when she touched the trigger, a wave of calm came over her.
Saying
I have no idea what you're talking about! I don't know any highwaymen.
Let me go! I haven't done anything wrong!
Who told you about him?
What have I ever done to you?
Event:
The Red Coats have tied up Bess.


Tell me...
Was there anything you liked?
When Ben ripped open the present.
When the penguin went in the rocket.
When penguin didn't talk.
When the penguin bit lions nose.
Was there anything you disliked?
When Lion ate Ben.
When Ben put penguin in the rocket.
When the penguin was not talking.
When Ben shouted.
Was there anything that surprised you?
It surprised me when penguin spoke at the end.
When penguin bit lion on the nose.
When Ben put on a happy hat and Sang a silly Song.
If you had written the book, what would you have changed?
Saying a funny Joke
The lion to eat Ben and the penguin.
So they would all be friends.


Class discussion
Building
I would like to build on ....'s point because...
I agree with ... but I need to add...
In addition to ....'s point...
Building on what ... said...
That is a good argument however it needs...
Agreeing
I agree with .... because...
I would argue the same thing because...
The reason I agree with... is...
That is an interesting point because...
Challenging
I don't think ... is right because...
I would like to challenge this because...
I disagree with...because...
My own view is different because...
This view is incorrect because...
What do you like/dislike?
Is there anything that puzzles you?
What questions do you have?
Do you notice any patterns?
Tell me about the most interesting character.
Tell me about similar stories.
Tell me about something in the text that has happened to you.
How long did the story take to happen?
Whose story is it?
Who learnt the most? Why?
Chn to make notes in magpie books

Reading as a Reader

Comprehension – literal and inferential questions (PTD5 – Comprehension strategies, Text extracts)



The Highwayman
By Alfred Noyes

I
The wind was a torrent of darkness among the gusty trees.
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight, over the purple moor,
And the highwayman came riding-
Riding-riding-
The highwayman came riding, up to the old inn-door.

II
He'd a French cocked-hat on his forehead, a bunch of lace at his chin,
A coat of the claret velvet, and breeches of brown doe-skin;
They fitted with never a wrinkle: his boots were up to the thigh!
And he rode with a jewelled twinkle,
His pistol butts a-twinkle,
His rapier hilt a-twinkle, under the jewelled sky.

III
Over the cobbles he clattered and clashed in the dark inn-yard,
He tapped with his whip on the shutters, but all was locked and barred;
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

Book Talk (Verse 1 – 3)

1. The wind was a torrent of darkness among the gusty trees.' What does this opening sentence suggest about the setting?
   It suggests that it was a dark and scary place. It also suggests that it was late at night and it was really windy.
2. What is a 'ghostly galleon? How does it add atmosphere?
   A ghostly galleon is an old spanish ship used hundreds of years ago and it makes you think that the moon is either shaped like a boat or it was sailing upon the clouds.
3. "The Road was a ribbon of moonlight." What poetic technique is being used here?
   He used a metaphor
4. Find some examples of the technique from question three. What effects are created in the first three verses by the use of this technique?
   1. The moon was a ghostly galleon.
   2. The road was a ribbon of moonlight.
5. What is your first impression of the highwayman? Why do you think he is meeting Bess at this time of night?
   My first impression of the highwayman is that he is either a rich man or a obvious man because he has nice clothes and he has a pistol. I think he is meeting bess this late because he doesn't want to be seen.

Mark up the text to identify key language features and discuss meanings and effects

Discuss how writers create effects e.g. suspense

- **Colour Coding NF Texts –**
  - **Topic sentences – underlined**
  - **Structural features – e.g. headings – brown**
  - **Sentence signposts/ conjunctions – shocking pink**
  - **Generalisation – orange**
  - **Detail to illustrate points - green**
  - **Technical language - blue**

Colour Coding Example

Make Playstations Available in School!

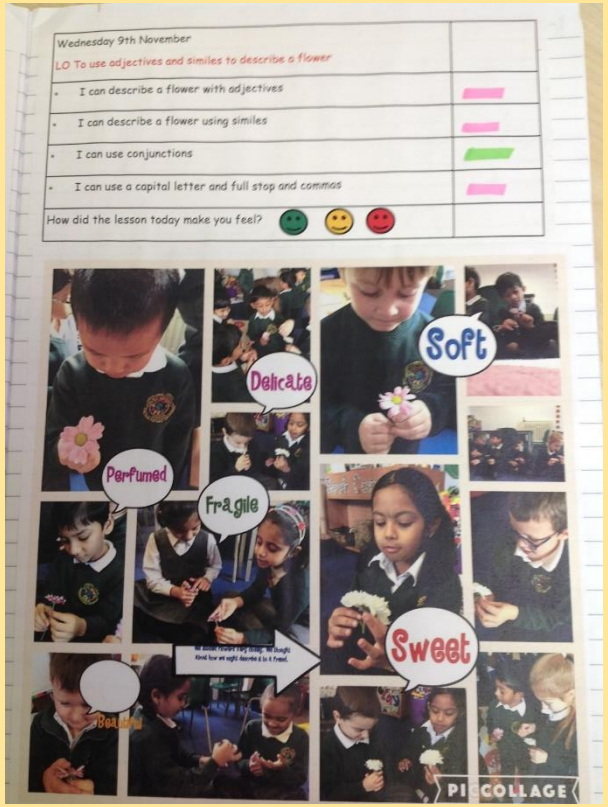
Playstations should be available in all primary schools. There are a number of reasons why this should happen.

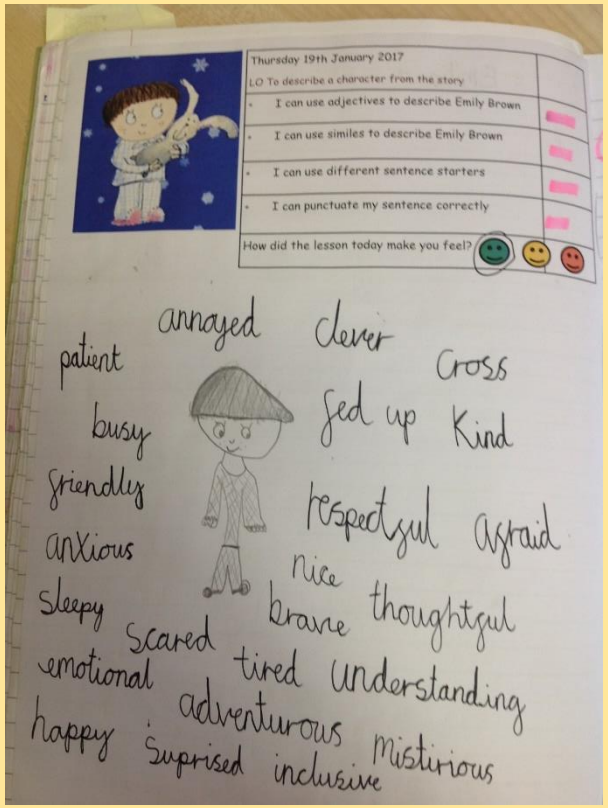
The first reason for this is to help children enjoy their education more. Many school lessons are not very interesting and there are lots of children who find learning the school subjects dull. What about that terrible topic about traffic! However, most children enjoy computer games and if there were playstations in all schools then more children would look forward to coming to school because there would be at least one time in the day they would enjoy !

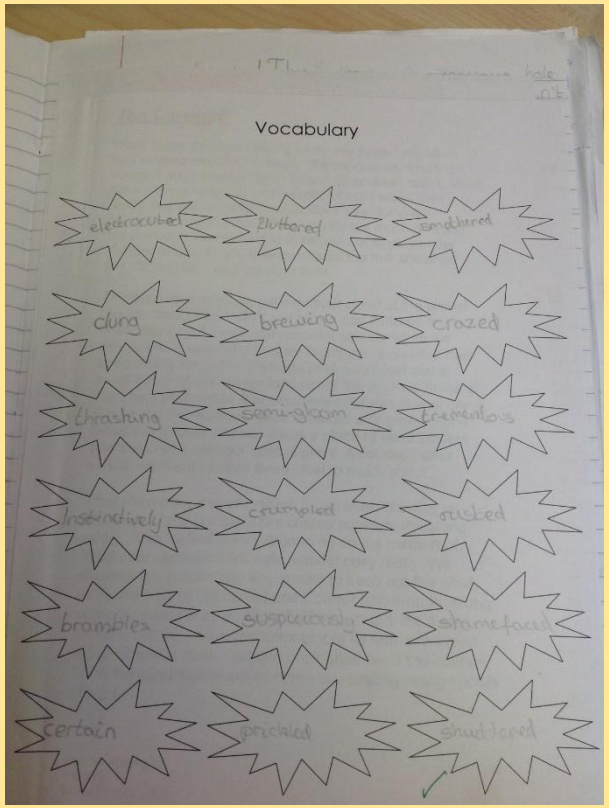
Reading as a Reader

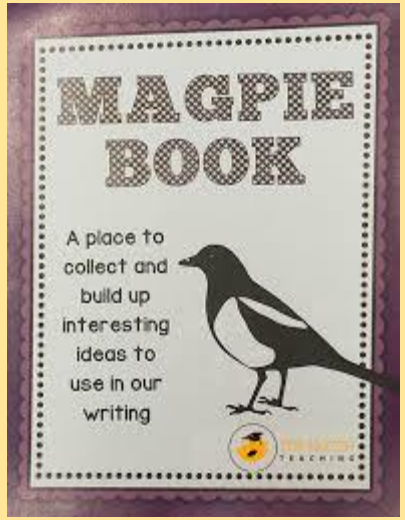
Remember the vocabulary – Which words and phrases are children likely to find difficult to understand? (PTD4 – Planning vocabulary progression, Activities for vocabulary development, Teaching new words from Reading)

- Speed Words – decoding, handwriting, check and explore meanings, synonyms, use in a sentence etc.
- Magpie words and expressions – save for future use
- Note spellings and spelling patterns (PTD4 – Spelling activities)







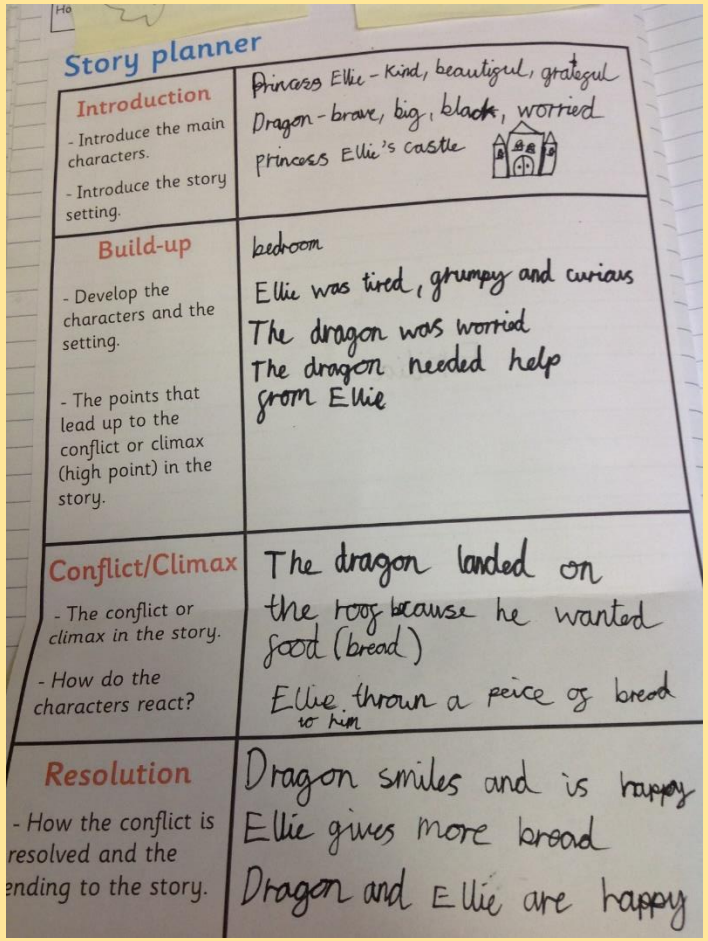


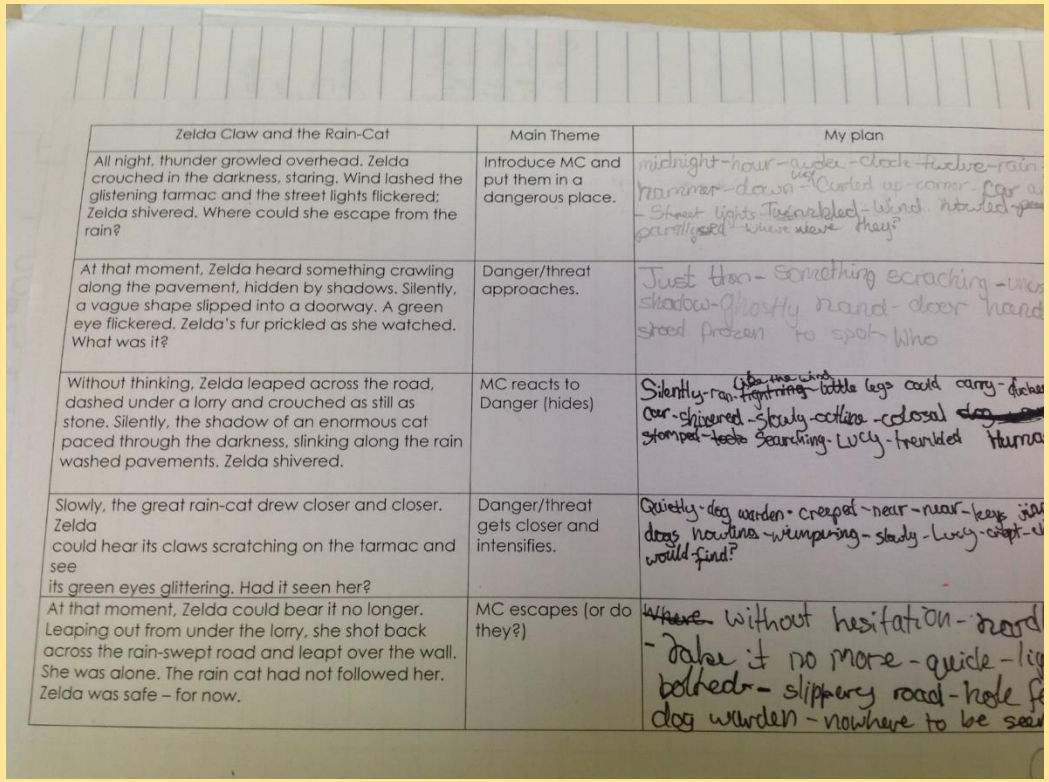
Imitation Stage:

Reading as a Writer

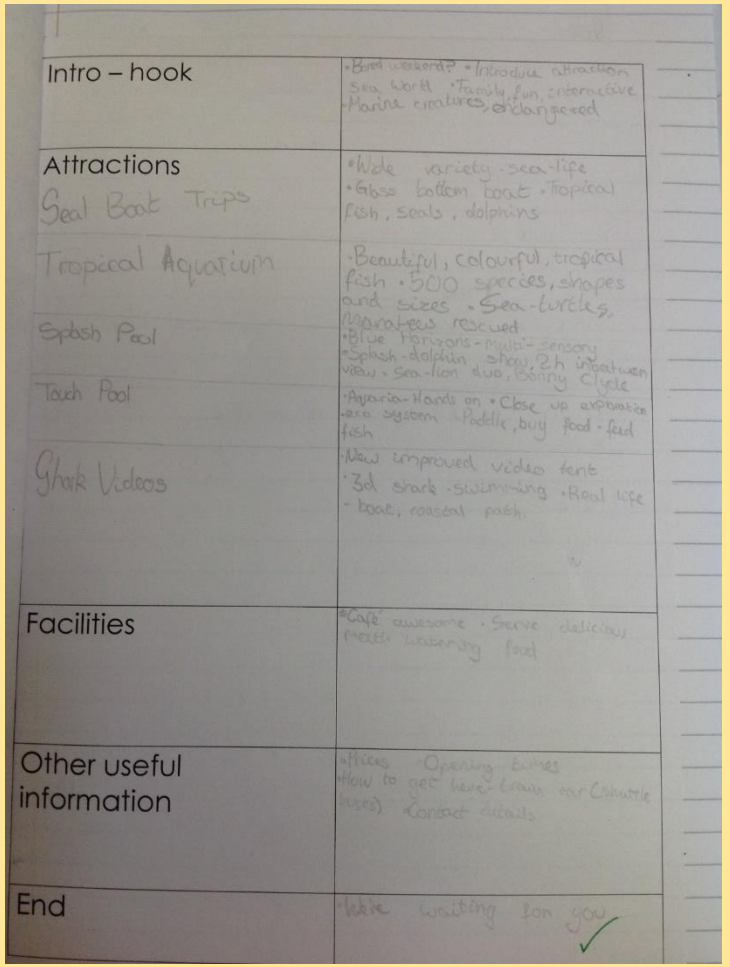
Working from the written version

- **Identify underlying sequence and pattern ready for innovation – EYFS/Y1/2 - story mountain, Y2/3/4/5/6 – Box up the text, label each section in sequence to capture the overall structure**





Zelda Claw and the Rain-Cat	Main Theme	My plan
All night, thunder growled overhead. Zelda crouched in the darkness, staring. Wind lashed the glistening tarmac and the street lights flickered; Zelda shivered. Where could she escape from the rain?	Introduce MC and put them in a dangerous place.	midnight - hour - clock - twelve - rain - hammer - down - Curled up - corner - Street lights - Twinkled - Wind - howled - where were they?
At that moment, Zelda heard something crawling along the pavement, hidden by shadows. Silently, a vague shape slipped into a doorway. A green eye flickered. Zelda's fur prickled as she watched. What was it?	Danger/threat approaches.	Just then - Something scraching - shadow - Ghostly - hand - door - hand - stood frozen - to spot - Who
Without thinking, Zelda leaped across the road, dashed under a lorry and crouched as still as stone. Silently, the shadow of an enormous cat paced through the darkness, slinking along the rain washed pavements. Zelda shivered.	MC reacts to Danger (hides)	Silently - ran - fighting - tiddle legs could carry - dashed - under - shivered - Slowly - cotting - colossal - stomped - feeds - Searching - Lucy - trembled
Slowly, the great rain-cat drew closer and closer. Zelda could hear its claws scratching on the tarmac and see its green eyes glittering. Had it seen her?	Danger/threat gets closer and intensifies.	Quietly - dog warden - creeped - near - near - dogs - howling - whimpering - slowly - Lucy - would find?
At that moment, Zelda could bear it no longer. Leaping out from under the lorry, she shot back across the rain-swept road and leapt over the wall. She was alone. The rain cat had not followed her. Zelda was safe – for now.	MC escapes (or do they?)	Without hesitation - raced - Take it no more - quicle - bolted - slippery road - hole - dog warden - nowhere to be see

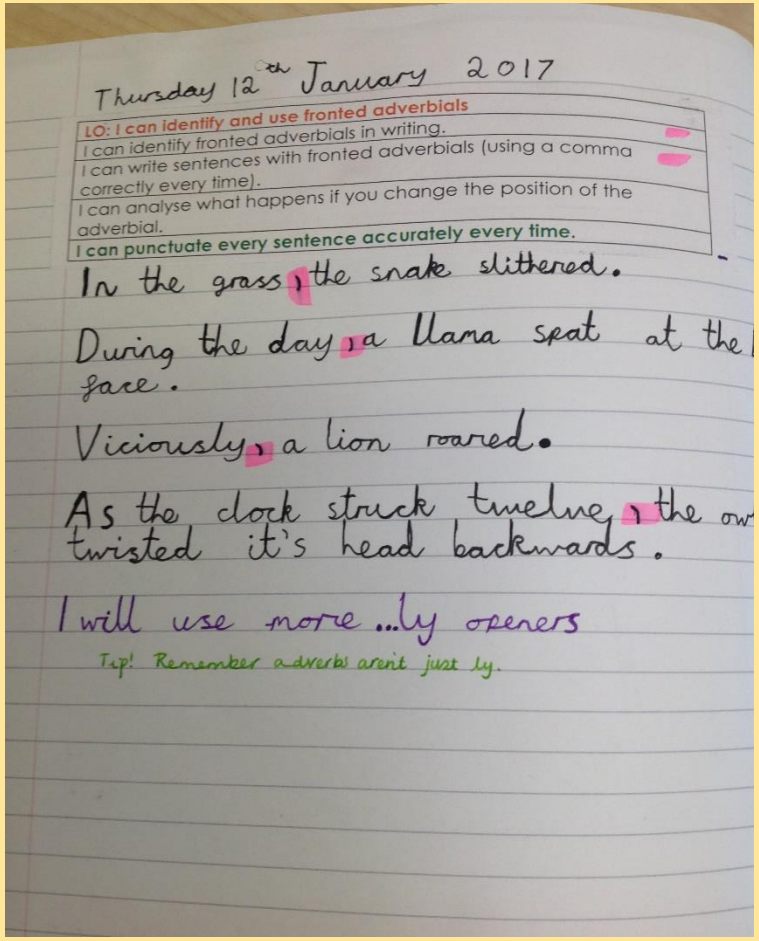


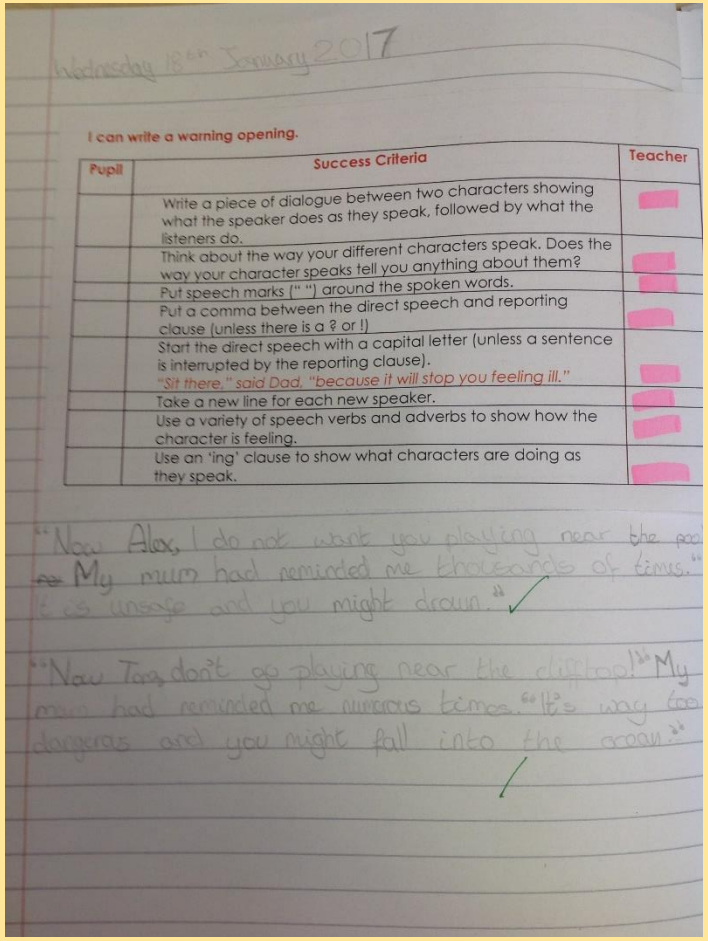
Intro – hook	• Bored weekend? • Introduce attraction Sea World • Family fun interactive • Marine creatures, endangered
Attractions Seal Boat Trips	• Wide variety - sea-life • Glass bottom boat • Tropical fish, seals, dolphins
Tropical Aquarium	• Beautiful, colourful, tropical fish • 500 species, shapes and sizes • Sea-turtles, Moray eels rescued • Blue Horizons - multi-sensory • Splash - dolphin show 2h inbetween view • Sea-lion duo, Bonny Clyde
Splash Pool	
Touch Pool	• Aquarium Hands on • Close up exposure • Eco system • Paddle, buy food - feed fish
Shark Videos	• New improved video tent • 3d shark - swimming • Real life - boat, coastal path
Facilities	• Café awesome • Serve delicious mouth watering food
Other useful information	• Prices • Opening times • How to get here - trains car (shuttle bus) • Contact details
End	• We're waiting for you ✓

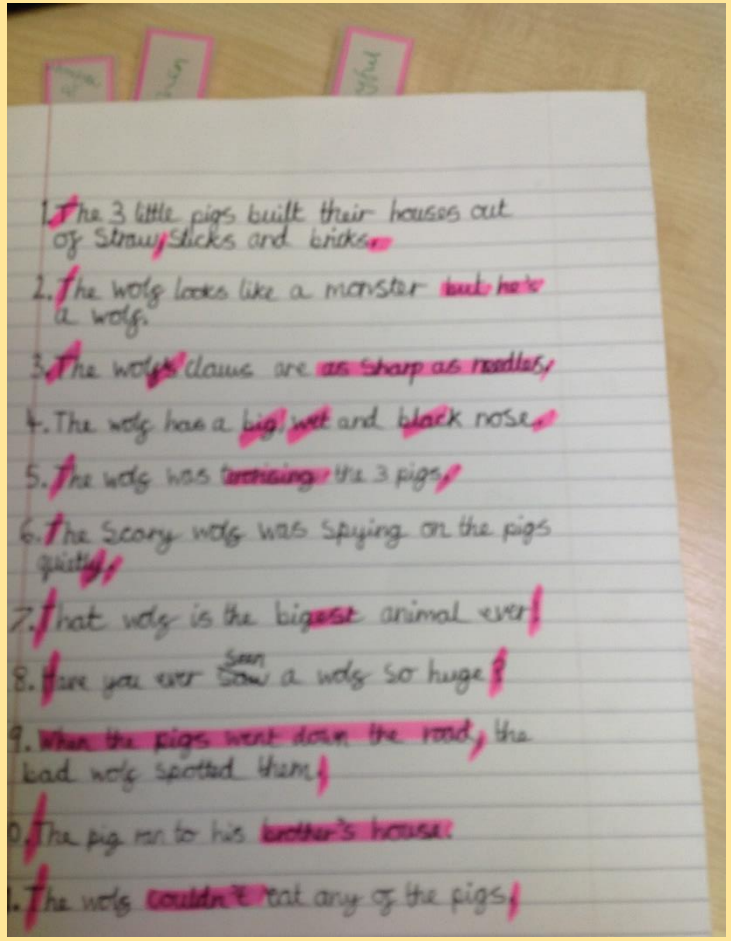
Imitation Stage:

Reading as a Writer

- Sentence type practice (PTDS 3 - Word and Sentence Activities)
- Sentence examples from the toolkit
- Sentences for innovation



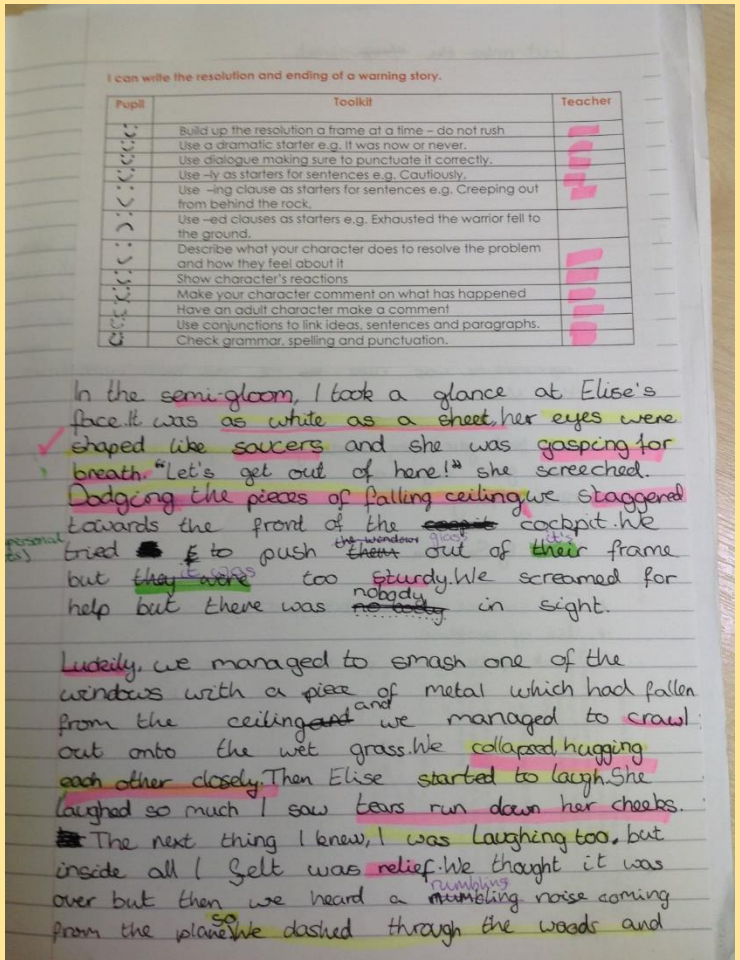




Imitation Stage:

Reading as a Writer

- **Co-construct writer's toolkit (This should focus on how writer's create an effect not a 'level; tick list or success criteria as children do not have to use all the features on the toolkit to be successful in their writing) (PTDS3 – Language features progression, Toolkit progression, Reading as a writer – developing a toolkit)**



I can write the resolution and ending of a warning story.

Pupil	Toolkit	Teacher
	Build up the resolution a frame at a time – do not rush	
	Use a dramatic starter e.g. It was now or never.	
	Use dialogue making sure to punctuate it correctly.	
	Use –ly as starters for sentences e.g. Cautiously.	
	Use –ing clause as starters for sentences e.g. Creeping out from behind the rock.	
	Use –ed clauses as starters e.g. Exhausted the warrior fell to the ground.	
	Describe what your character does to resolve the problem and how they feel about it	
	Show character's reactions	
	Make your character comment on what has happened	
	Have an adult character make a comment	
	Use conjunctions to link ideas, sentences and paragraphs.	
	Check grammar, spelling and punctuation.	

In the semi-gloom, I took a glance at Elise's face. It was as white as a sheet, her eyes were shaped like saucers and she was gasping for breath. "Let's get out of here!" she screeched. Dodging the pieces of falling ceiling we staggered towards the front of the cockpit. We tried to push them out of their frame but they were too sturdy. We screamed for help but there was nobody in sight.

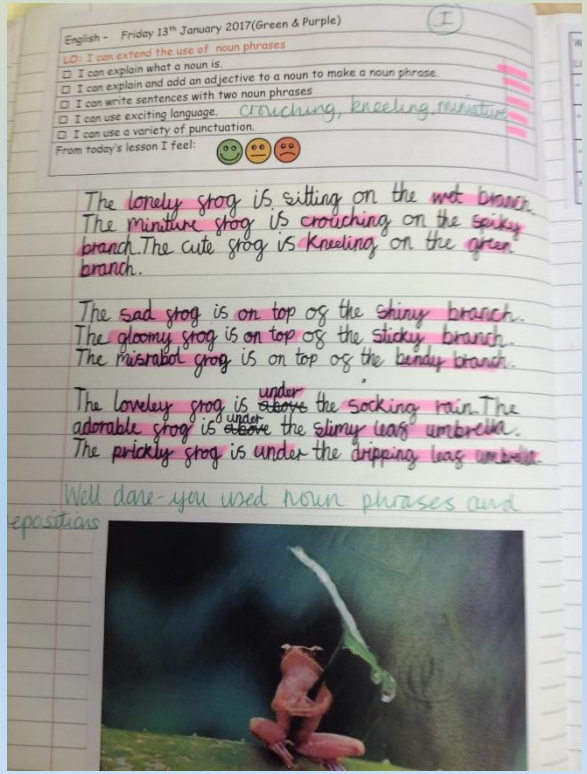
Luckily, we managed to smash one of the windows with a piece of metal which had fallen from the ceiling and we managed to crawl out onto the wet grass. We collapsed, hugging each other closely. Then Elise started to laugh. She laughed so much I saw tears run down her cheeks. The next thing I knew, I was laughing too, but inside all I felt was relief. We thought it was over but then we heard a rumbling noise coming from the plane so we dashed through the woods and

Ensure Washing Lines/Working Walls display maps, word banks, sentence patterns etc.

Imitation/Innovation Stage:

Short-burst writing

'Short-burst writing is about exploring possibility and teaching the children how to write. If we want a really powerful setting, that perfectly matches the mood of our story and the plight of our character, how do we write it? If we want a sinister character to appear and create a problem in our story, how do we describe that character effectively? What does it actually look like on paper? This is where short- burst writing can come in. Essentially, it is about exploring and practising the language and skills needed for the writing.' Maria Richards


English - Friday 13th January 2017(Green & Purple)

LO: I can extend the use of noun phrases

- I can explain what a noun is.
- I can explain and add an adjective to a noun to make a noun phrase.
- I can write sentences with two noun phrases
- I can use exciting language. crouching, kneeling, minature
- I can use a variety of punctuation.

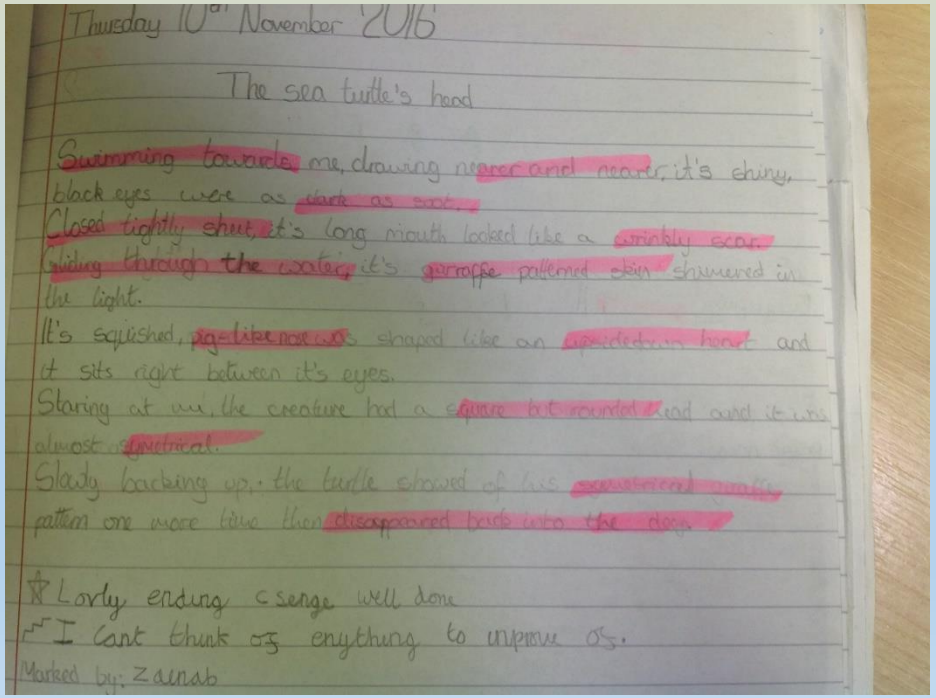
From today's lesson I feel:

The lonely frog is sitting on the wet branch. The minature frog is crouching on the sticky branch. The cute frog is Kneeling on the green branch.

The sad frog is on top of the shiny branch. The gloomy frog is on top of the sticky branch. The miserabol frog is on top of the bendy branch.

The loveley frog is ~~above~~ under the socking rain. The adorable frog is ~~above~~ under the slimy leafs umbrella. The prickly frog is under the dripping leafs umbrella.

Well dare you used noun phrases and epositions


Thursday 10th November 2016

The sea turtle's head

Swimming towards me, drawing nearer and nearer, it's shiny, black eyes were as dark as soot. Closed tightly shut, it's long mouth looked like a wrinkly scar. Gliding through the water, it's giraffe patterned skin shimmered in the light.

It's squished, pig-like nose was shaped like an upside down heart and it sits right between it's eyes.

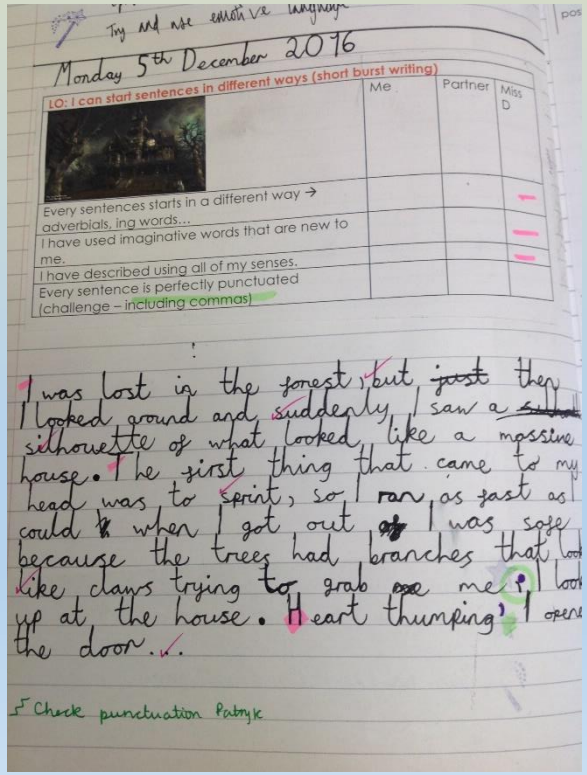
Staring at me, the creature had a square but rounded head and it was almost symetrical.

Slowly backing up, the turtle showed off his ~~square~~ rectangle pattern one more time then disappeared back into the deep.

☆ Lovly ending c senge well done

I Cant think of enything to improve of's.

Marked by: Zainab


Try and use emotive language

Monday 5th December 2016

LO: I can start sentences in different ways (short burst writing)	Me	Partner	Miss D
Every sentences starts in a different way → adverbials, ing words...			
I have used imaginative words that are new to me.			
I have described using all of my senses.			
Every sentence is perfectly punctuated (challenge – including commas)			

I was lost in the forest, but ~~just~~ then I looked around and suddenly, I saw a ~~silhouette~~ silhouette of what looked like a massive house. The first thing that came to my head was to ~~sprint~~, so I ran as fast as I could & when I got out of ~~it~~ I was sore because the trees had branches that looked like claws trying to grab me. I looked up at the house. Heart thumping, I opened the door...

Check punctuation Patryk

Imitation/Innovation Stage:

Short-burst Writing Example – describing characters

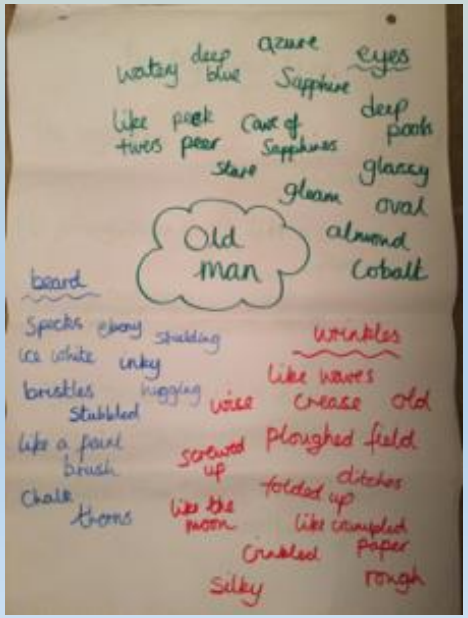
If you want the children to really describe a character effectively, you invest time looking at what makes good characterisation and then you work on crafting the writing. For this you take an image and with the children discuss the type of character you want to portray. Then slow the detail and description down by deciding what elements of the character you want to describe, for example, eyes, jaw, brows, mouth and so on. Then work together, crafting the best way to describe each of those elements. This usually starts with a collection of vocabulary that you could use to describe the feature and then apply that to the writing.

Looking at the image (from an internet search) start by deciding on what we would write about:

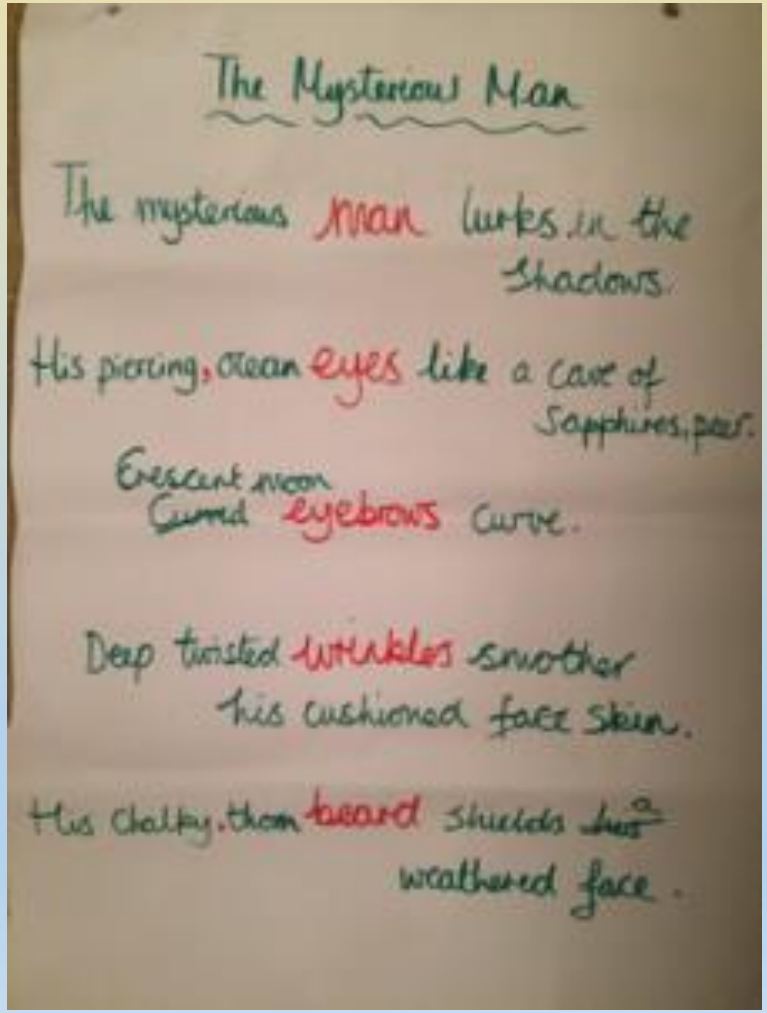


man
eyes
eyebrows
wrinkles
beard

Gather vocabulary, extending where needed:



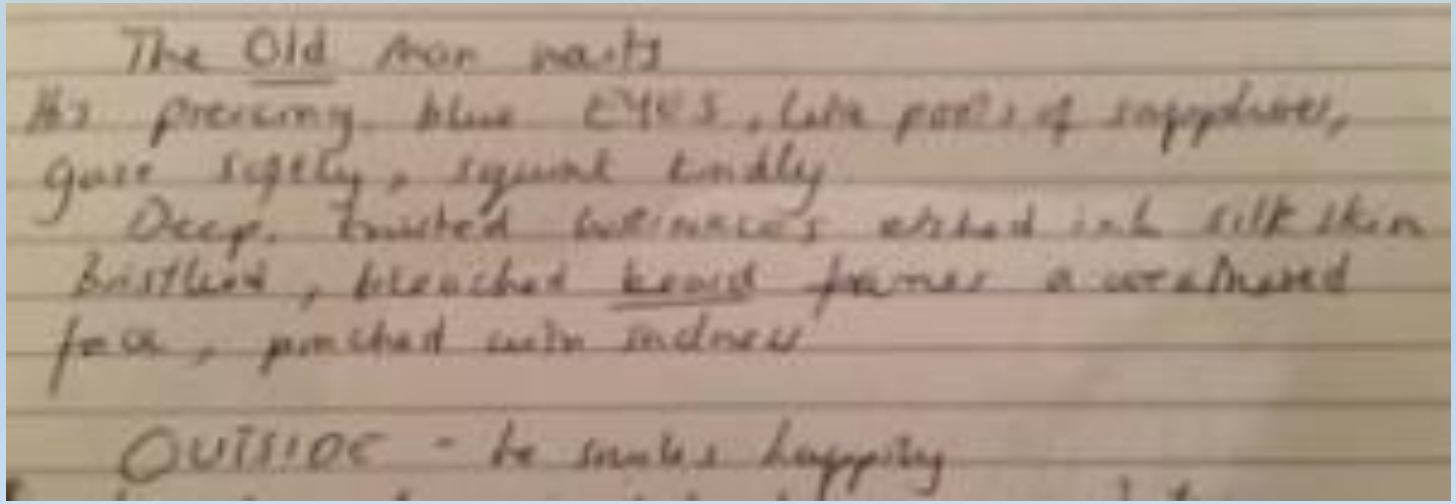
After that, work together through shared writing, to craft each line of description, using the best possible language:



When writing with the children, have a basic toolkit for quality description that you keep referring them to and this is what you want to get children thinking about themselves as they focus in on the description they want to create:

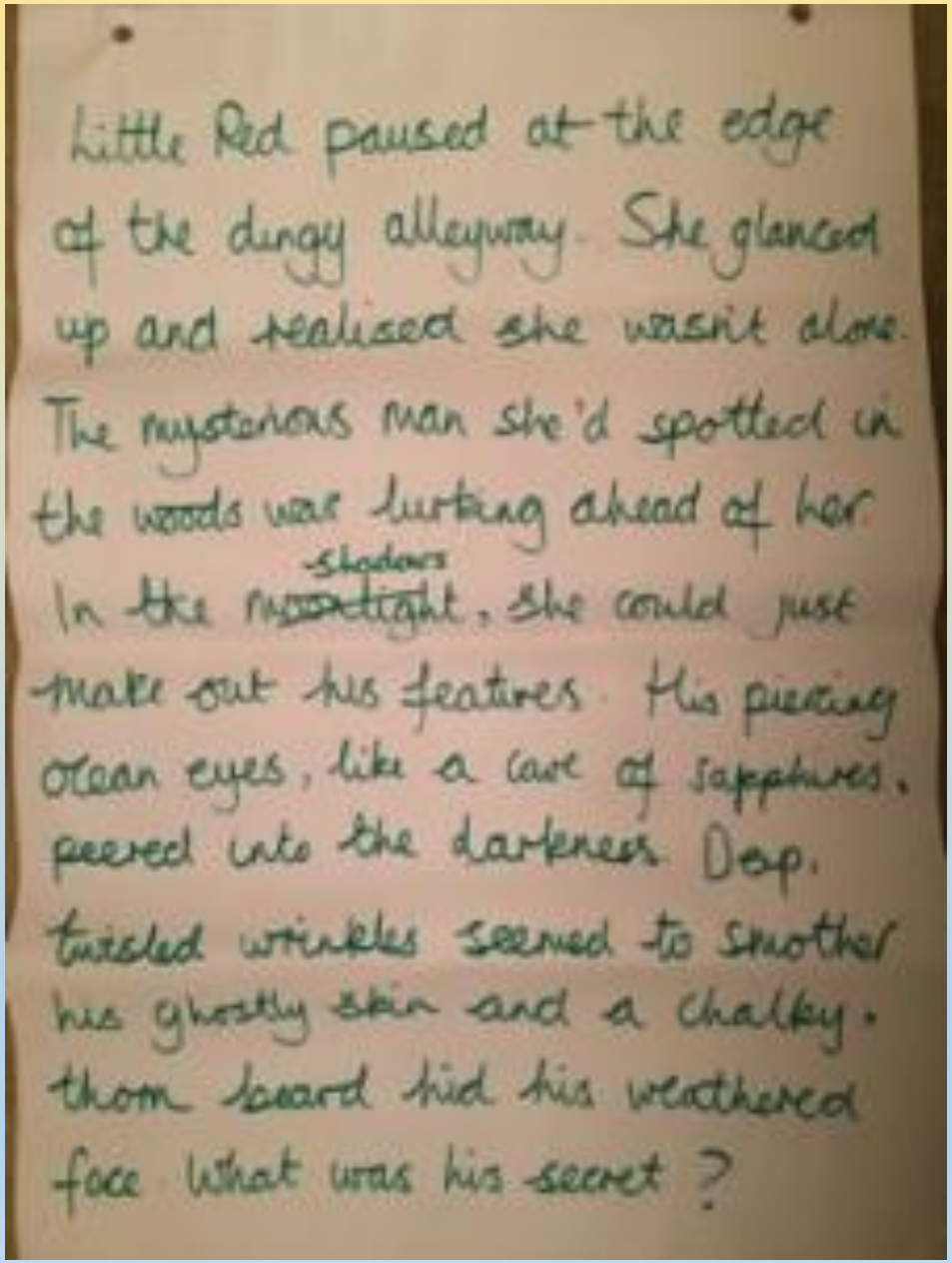
TOOLKIT for description:

- ***Powerful adjectives/adverbs bring the picture alive – twisted wrinkles***
- ***Name it (nouns) the Mercedes***
- ***Be precise with verbs – the man lurks***
- ***Use a touch of figurative language – e.g. alliteration, simile, metaphor, personification like a cave of sapphires; Crescent moon eyebrows***
- ***Try fresh, new combinations cushioned skin***



Once you have shared the short burst writing, children can go on to have a go on their own to apply the skills and language modelled.

The power of this comes though when **applying** the short burst into the stories that the children write. Once you have your character description, you can show the children how to raid this when they write their stories. Take the example below of applying the character work into the story. The children were writing modern versions of Little Red Riding Hood and dropping in a character that was waiting at the end of an alleyway that she has to walk through. This is what was written together before they applied their characters into their own stories.

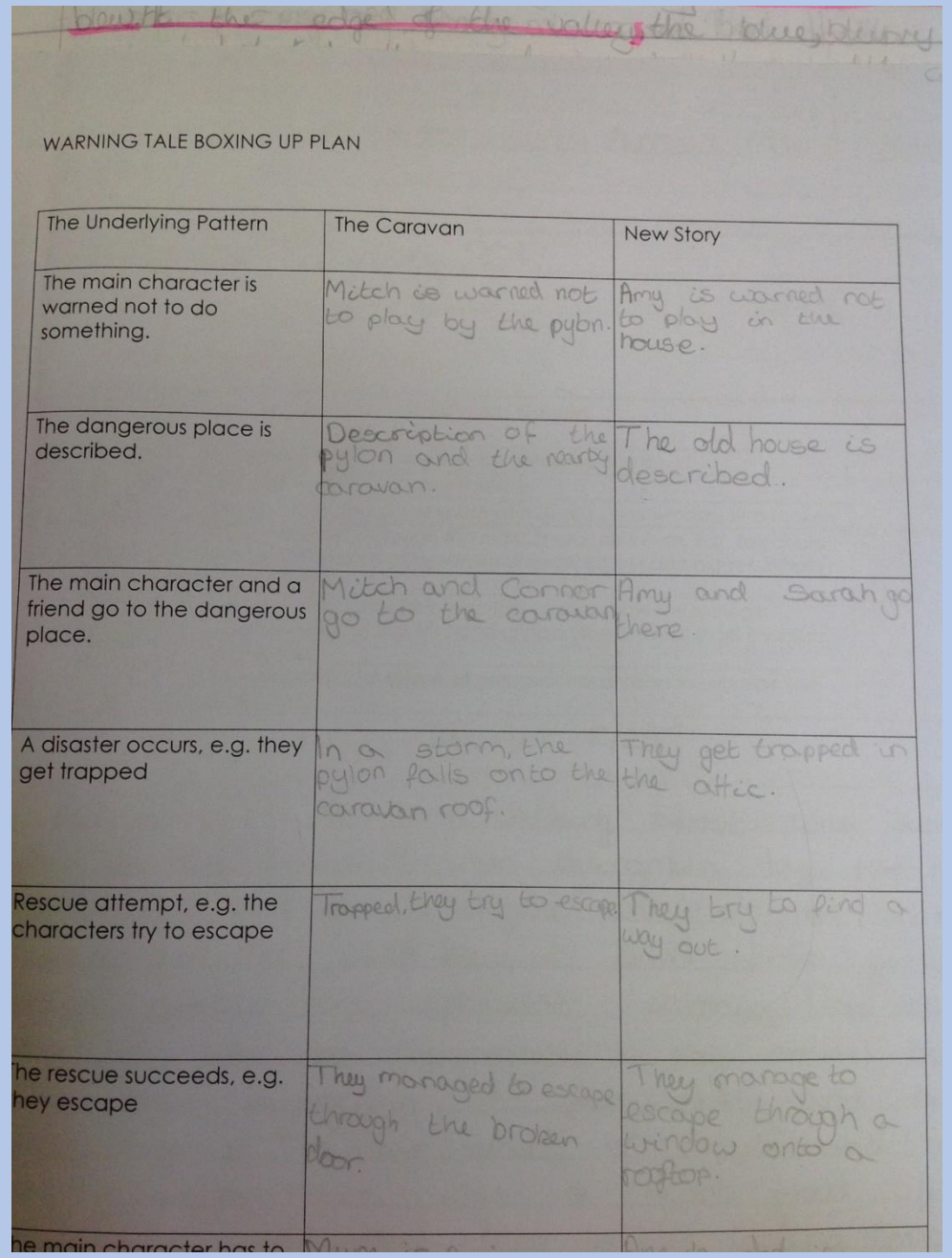

Little Red paused at the edge of the dingy alleyway. She glanced up and realised she wasn't alone. The mysterious man she'd spotted in the woods was lurking ahead of her. In the ~~moonlight~~ shadows, she could just make out his features. His piercing ocean eyes, like a case of sapphires, peered into the darkness. Deep, frizzled wrinkles seemed to smother his ghostly skin and a chalky, thorn beard hid his weathered face. What was his secret?

Innovation Stage:

Create a new version together – build in audience and purpose – remember the toolkit
REMEMBER DIFFERENT LEVELS OF INNOVATION (BD3 – Levels of Innovation)
E.g. substitution, addition, alteration, change of viewpoint etc.

- **Tell and retell new class version before groups work on changes**

To get the innovations going you will need:
An exciting theme or experience – make sure that there is an interesting topic or experience that the children will be writing about. This might be fiction based or something that the class is exploring. Whatever the subject, the children must have in-depth knowledge and experience otherwise the writing will suffer. Use 'real experts' where possible so that the children hear adults using the language and discussing the information, e.g. David Attenborough. BD3.2

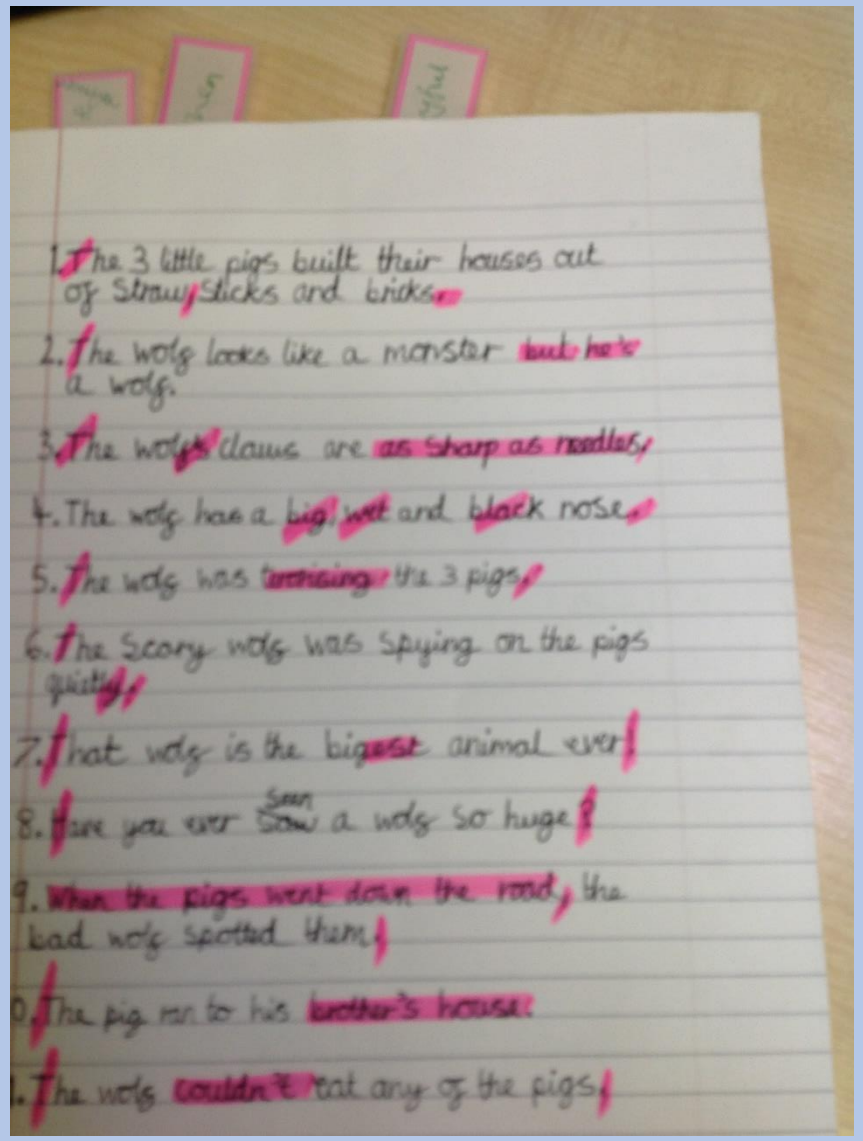


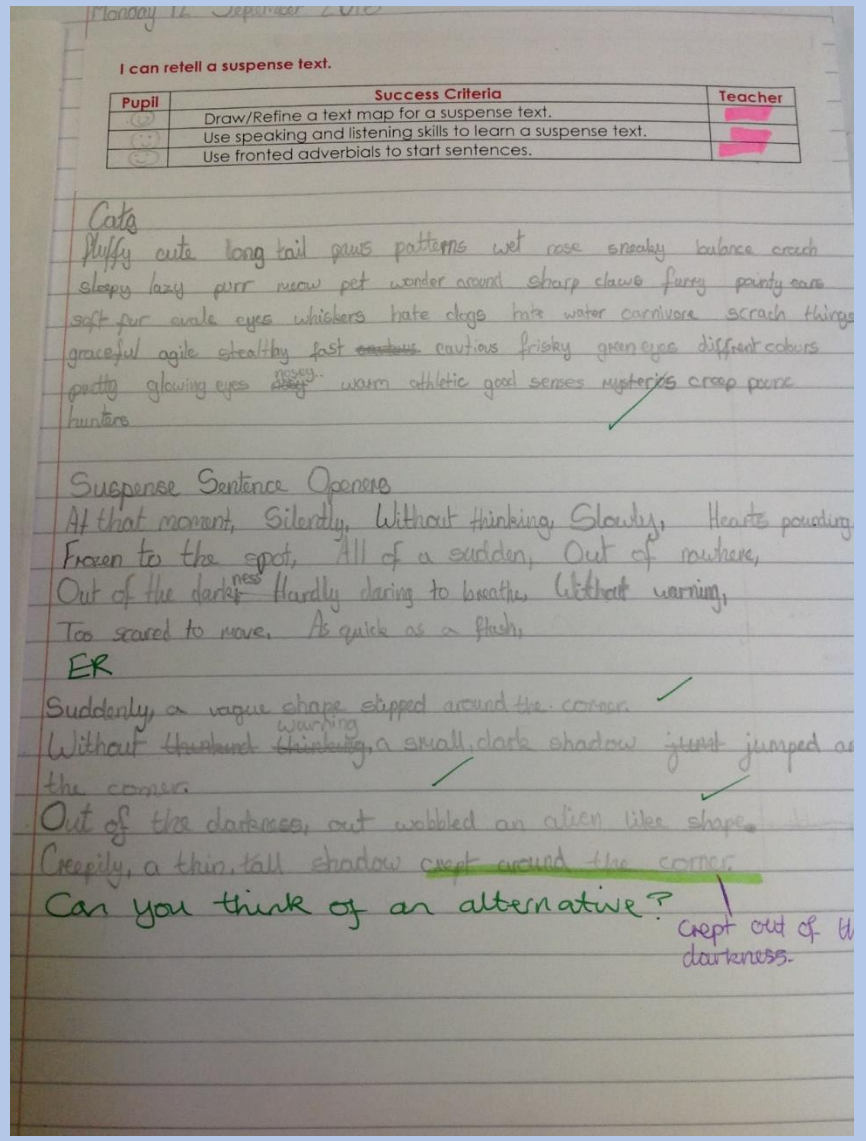
WARNING TALE BOXING UP PLAN

The Underlying Pattern	The Caravan	New Story
The main character is warned not to do something.	Mitch is warned not to play by the pylon.	Amy is warned not to play in the house.
The dangerous place is described.	Description of the pylon and the nearby caravan.	The old house is described.
The main character and a friend go to the dangerous place.	Mitch and Connor go to the caravan	Amy and Sarah go there.
A disaster occurs, e.g. they get trapped	In a storm, the pylon falls onto the caravan roof.	They get trapped in the attic.
Rescue attempt, e.g. the characters try to escape	Trapped, they try to escape	They try to find a way out.
he rescue succeeds, e.g. hey escape	They managed to escape through the broken door.	They manage to escape through a window onto a rooftop.
he main character has to		

Innovation Stage:

Sentence type practice from toolkit – innovating sentences



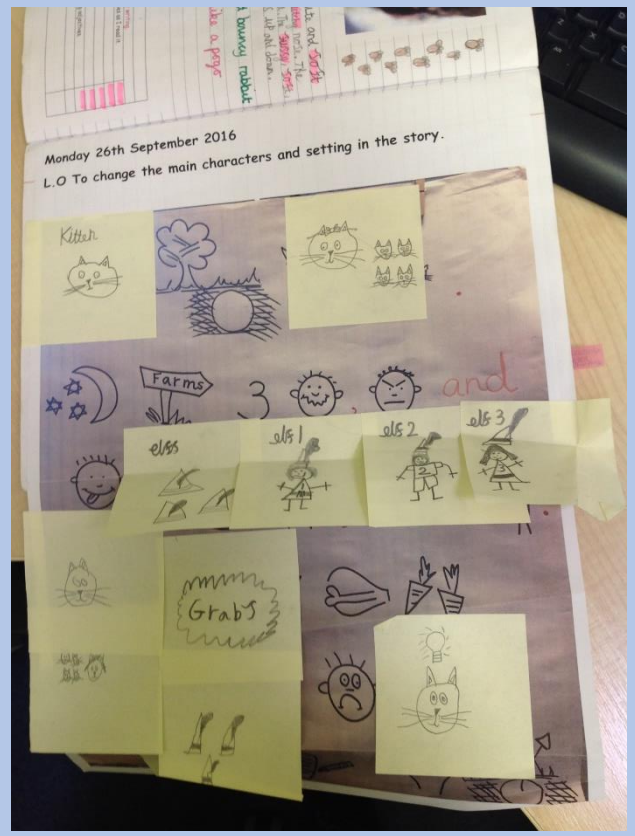


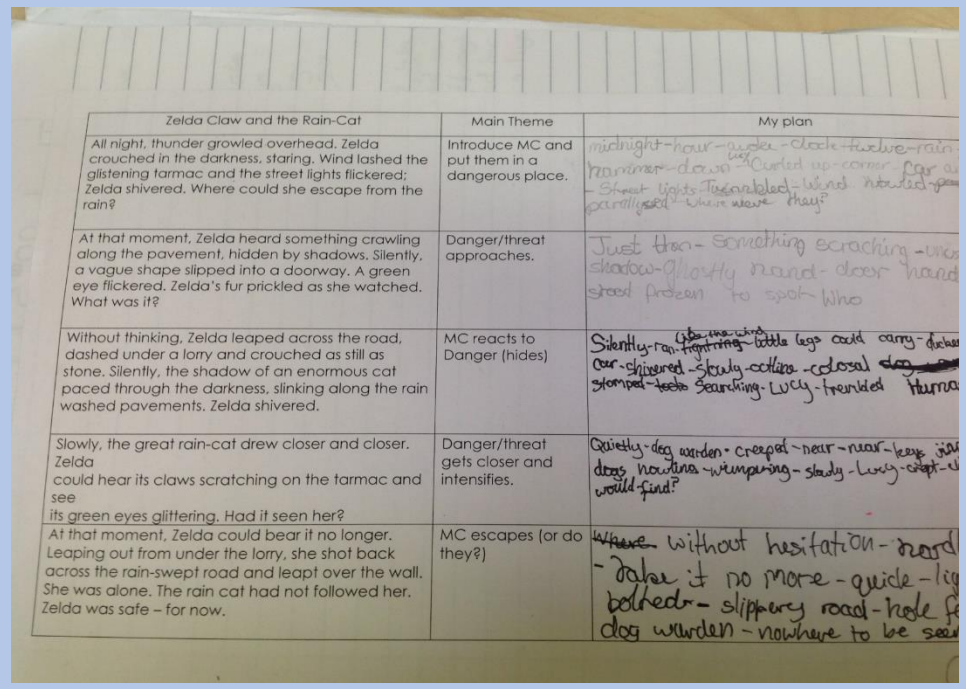
Innovation Stage:

Children create own versions, building them up in episodes over several days

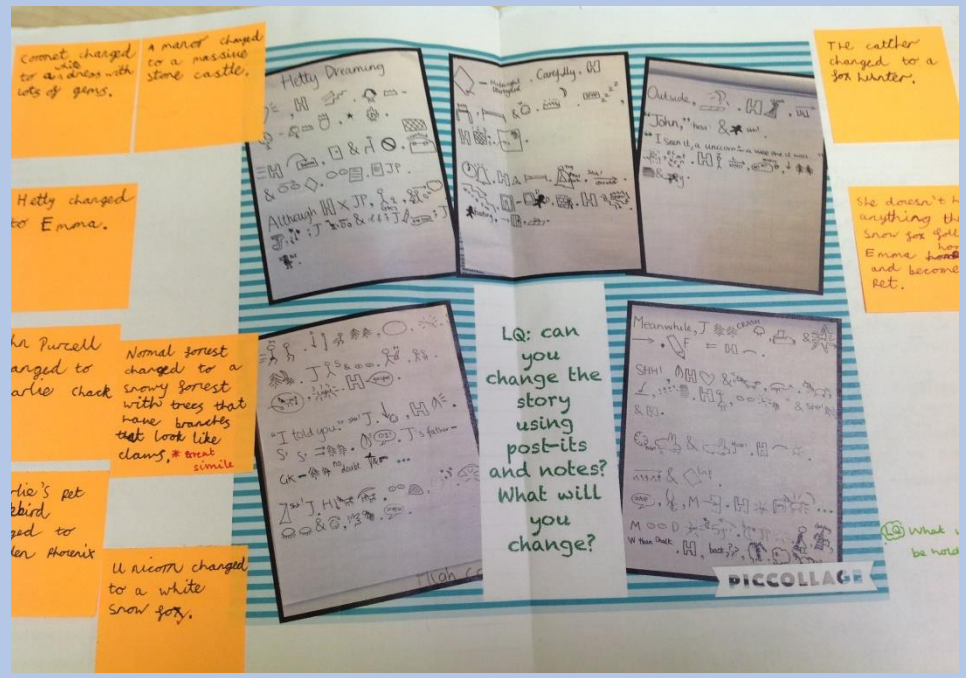
- **EYFS/Y1/2 – Innovate on individual maps, Y2,3,4,5,6 – Box it up**
- **Retell**







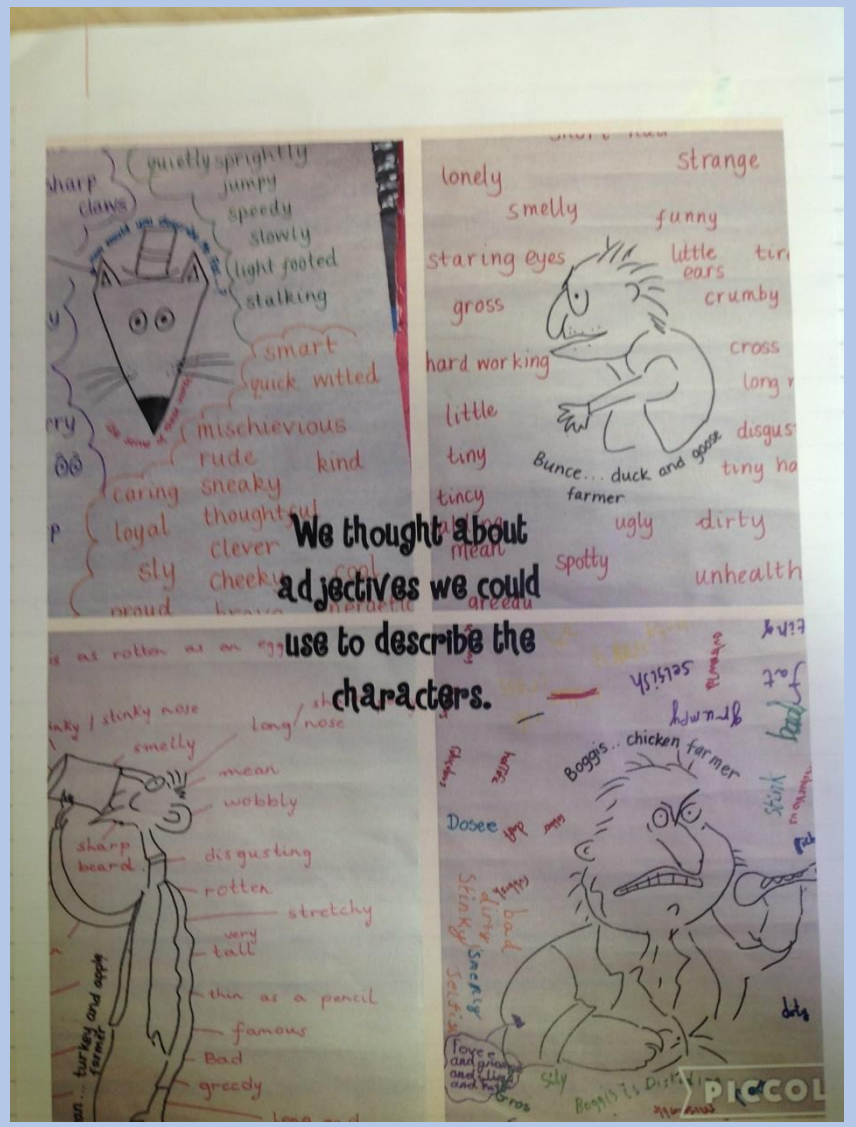
Zelda Claw and the Rain-Cat	Main Theme	My plan
All night, thunder growled overhead. Zelda crouched in the darkness, staring. Wind lashed the glistening tarmac and the street lights flickered; Zelda shivered. Where could she escape from the rain?	Introduce MC and put them in a dangerous place.	
At that moment, Zelda heard something crawling along the pavement, hidden by shadows. Silently, a vague shape slipped into a doorway. A green eye flickered. Zelda's fur prickled as she watched. What was it?	Danger/threat approaches.	
Without thinking, Zelda leaped across the road, dashed under a lorry and crouched as still as stone. Silently, the shadow of an enormous cat paced through the darkness, slinking along the rain washed pavements. Zelda shivered.	MC reacts to Danger (hides)	
Slowly, the great rain-cat drew closer and closer. Zelda could hear its claws scratching on the tarmac and see its green eyes glittering. Had it seen her?	Danger/threat gets closer and intensifies.	
At that moment, Zelda could bear it no longer. Leaping out from under the lorry, she shot back across the rain-swept road and leapt over the wall. She was alone. The rain cat had not followed her. Zelda was safe – for now.	MC escapes (or do they?)	



Innovation Stage:

Capture and magpie-ing ideas, words and sentences

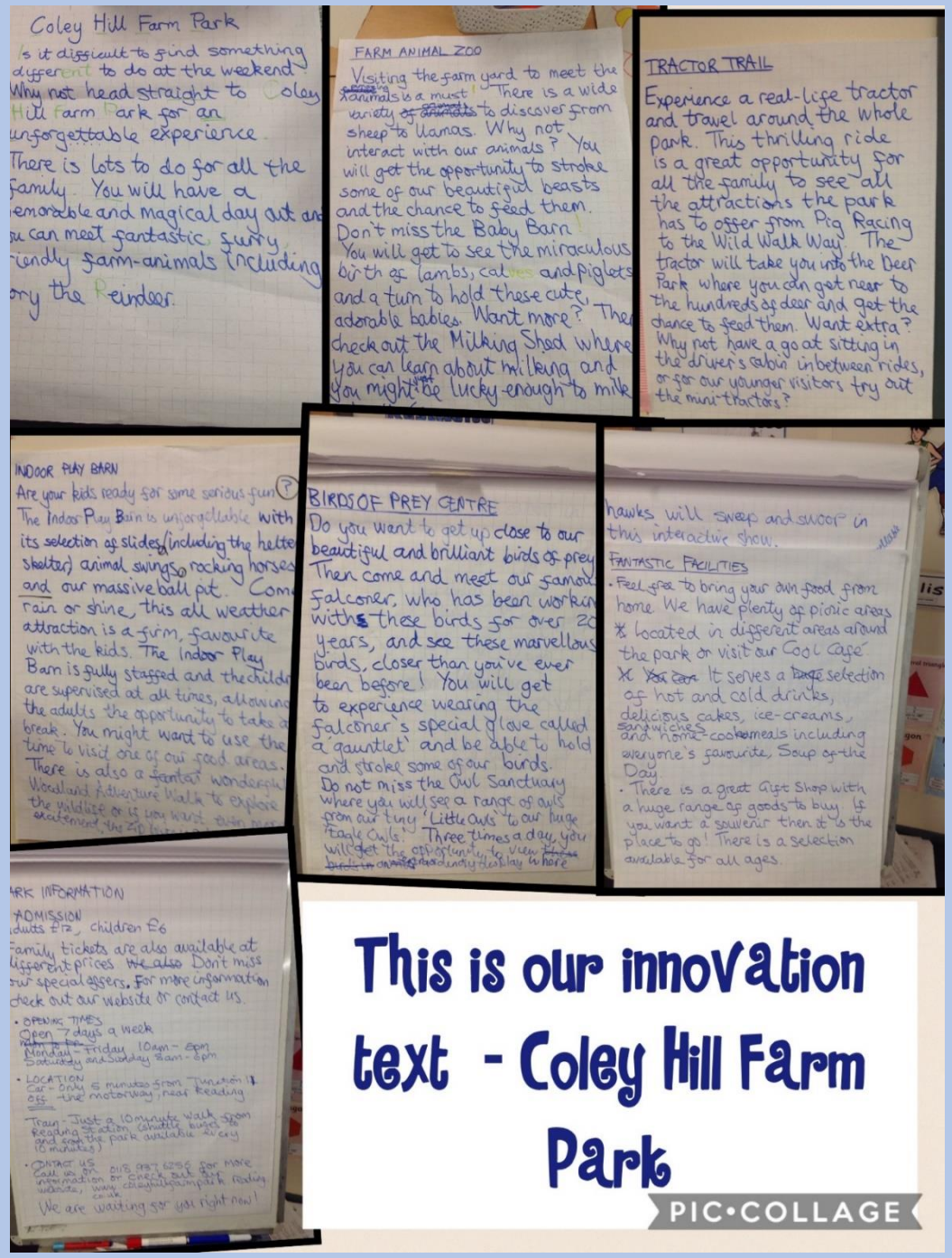




Innovation Stage:

Shared Writing – staged section by section using the model text

- Teacher scribes helping children to suggest words and sentences, choose for effect, and bank other good ideas not used in this text (Role of LSA)
- This is not the teacher modelling writing for the children to watch. It needs to be co-constructed.
- There should be active participation, discussion of choices, paired work and some independent writing to offer suggestions e.g. mini-whiteboards
- Frequently re-reading to hear how it sounds, evaluate sense and impact. Model the editing process by making some changes.



Shared/Guided Writing BD3.2

Use Shared and Guided Writing to involve the children in writing – show the whole process from gathering information, boxing it up into paragraphs, drafting and crafting sentences, rereading and polishing. Plan this carefully to ensure that the text is at the right level and includes the necessary features. Remember to pause for paired talk, involving the children in shaping sentences; keep referring back to the model and work from the plan; if children are less confident, then 'hug' closely to the original text which can be displayed on the screen. Use colour coding to highlight key features. Older children should use writing journals to jot down and 'magpie' ideas and words. Younger children benefit from the teaching assistant making a class bank of words and ideas that were suggested but not used. Keep rereading the writing as it grows so that no one sentence is written in isolation. This helps to gain flow but also means that the children develop the habit of 'listening' for the tune of the text. Use colour to emphasise anything that you wish them to 'have a go at'.

Innovation Stage:

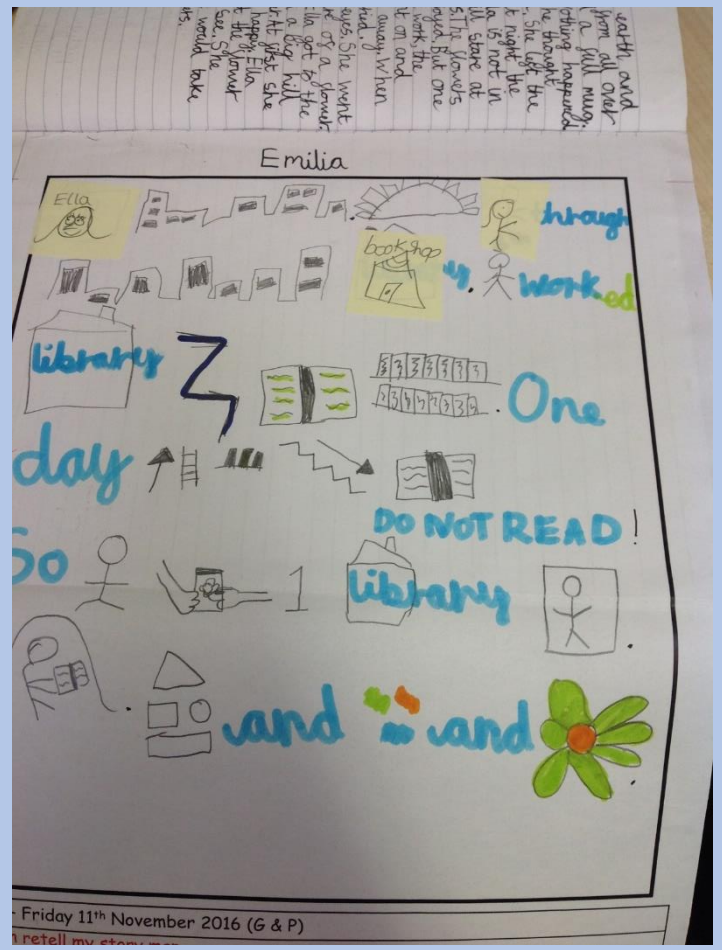
Guided Writing

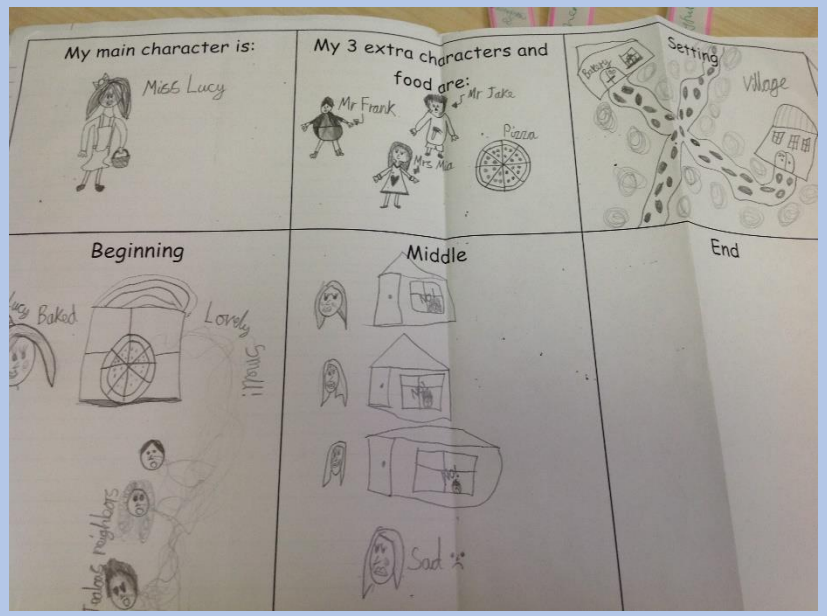
- **Differentiated to support children at different levels (In a Book Look how will this look different from other children's work?)**
- **Teaching to specifics arising from assessment (cold task)**
- **Varying levels of innovation for more able writers**

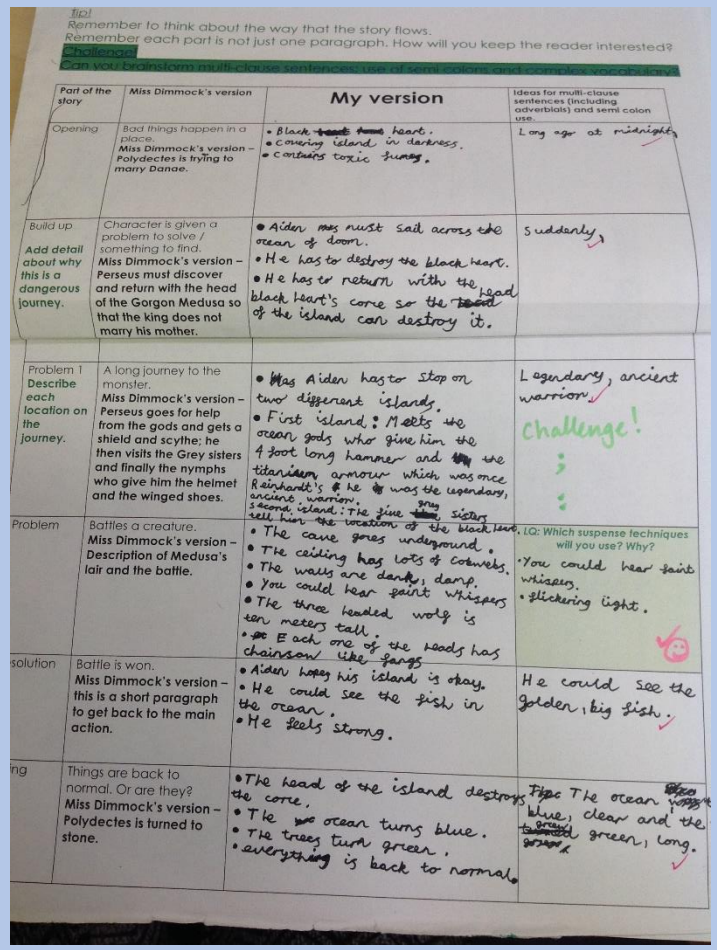
Innovation Stage:

Independent Writing

- De-scaffolding in carefully managed steps e.g. complete or change a sentence or paragraph
- Weaker writers need to hug closely to the original text
- Stronger writers use boxing up and toolkits



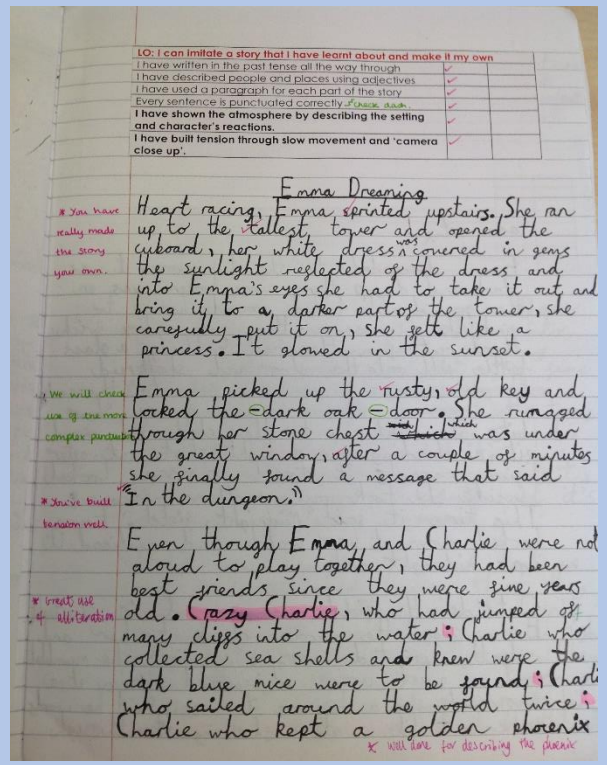


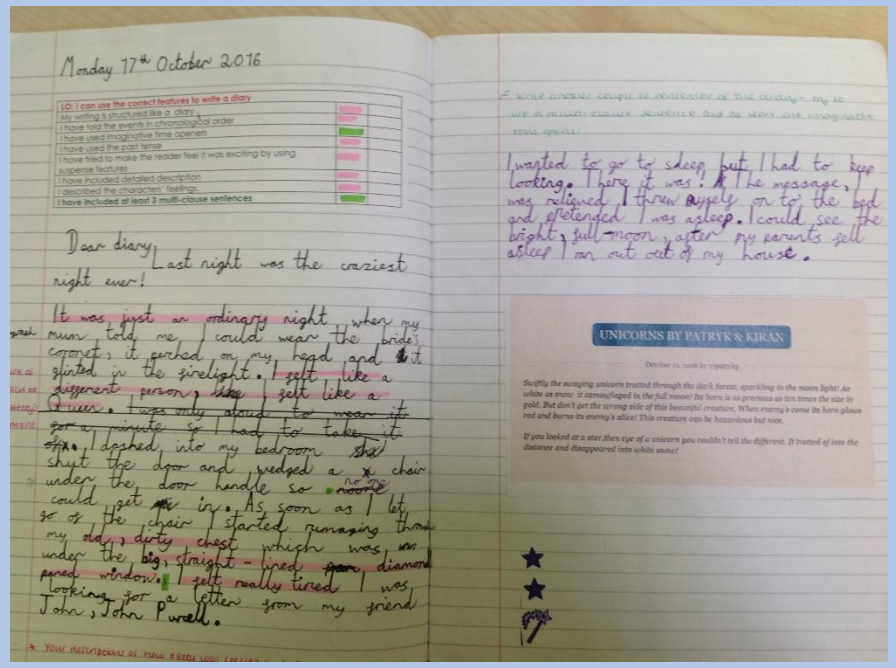


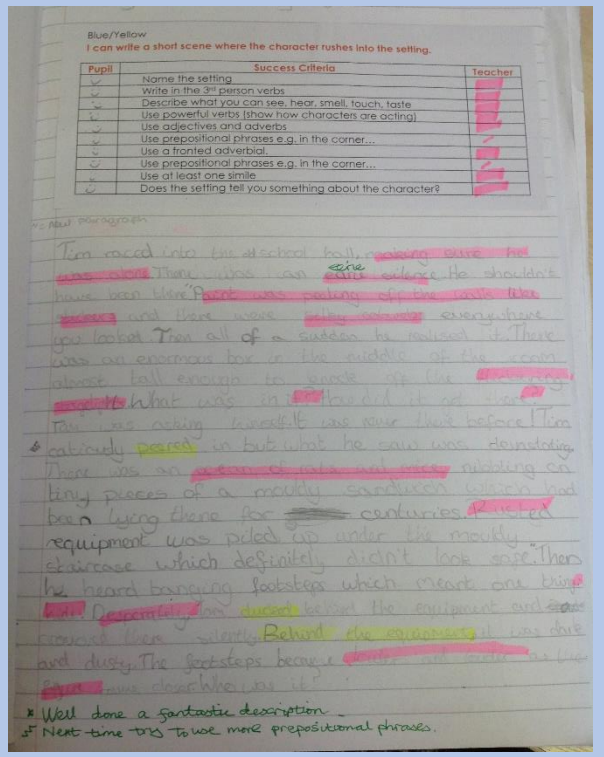
Innovation Stage:

Daily Marking/Feedback

- Marking: Teacher/pupil dialogue, use highlighter – green for growth, pink for tickled pink (Y2 and Y6 need to be more careful when producing evidence for Interim Framework as children need to be able to edit and improve their work without too much direction)
- Use of Visualizers to discuss as a whole class on what works
- Peer Assessment/Share work with a response partner for accuracy of writing
- Self-assessment using toolkit for effectiveness
- Editing and improving using Purple Pens







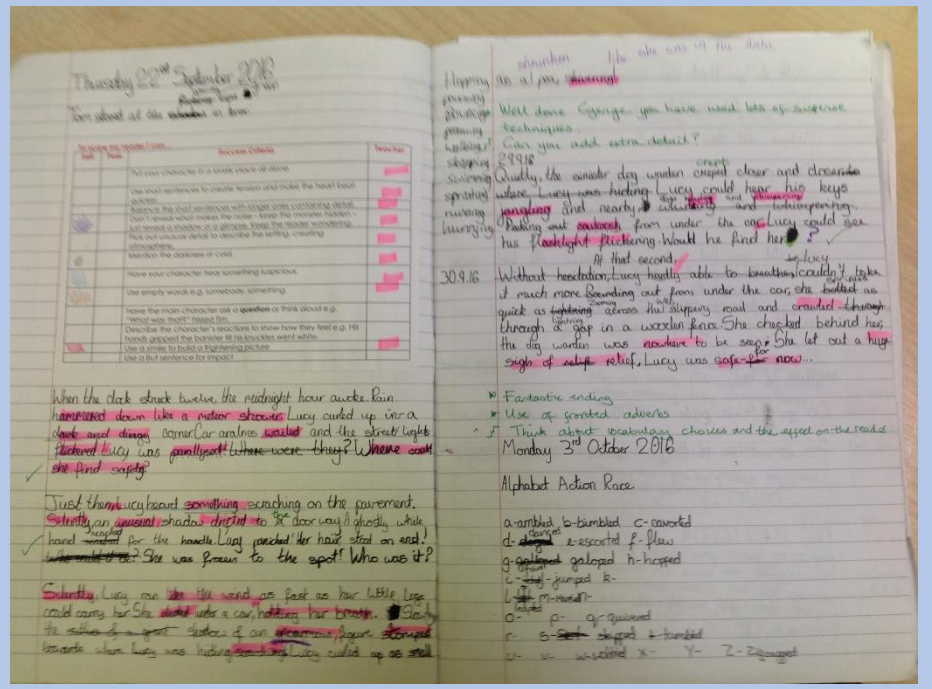
10.11.16

Flowers are as precious as dimonds. The flowers are silky and sweet. Flower's fragrance is as sweet as sweets. Flowers are as colorful as a rainbow. The flower's petals are very smooth and delicate. Flowers are sweet and very beautiful.

Can you write a sentence using a conjunction.

flowers are as sweet as cotton candy.

colourful



Thursday 29th September 2016

Learning Target: I can...

Success Criteria	Teacher
Put your characters in a lonely place all alone.	
Use short sentences to create tension and make the heart beat quicker.	
Balance the short sentences with longer ones containing detail.	
Don't reveal what makes the noise - keep the monster hidden - just reveal a shadow or a glimpse. Keep the reader wondering.	
Pick out unusual detail to describe the setting, creating atmosphere.	
Mention the darkness or cold.	
Have your character hear something suspicious.	
Use empty words e.g. somebody, something.	
Have the main character ask a question or think aloud e.g. "What was that?" Insert film.	
Describe the character's reactions to show how they feel e.g. His hands gripped the banister till his knuckles went white.	
Use a simile to build a frightening picture	
Use a BUT sentence for impact	

When the clock struck twelve, the midnight hour awoke. Rain hammered down like a meteor shower. Lucy curled up in a dark and dingy corner. Car and tree's swirled and the street lights flickered. Lucy was petrified! Where were the thieves? Where could she find safety?

Just then, Lucy heard something scratching on the pavement. Silently an unseen shadow drifted to the door way. A ghostly hand reached for the handle. Lucy gasped, her hair stood on end! She was frozen to the spot! Who was it?

Silently, Lucy ran as the wind as fast as her little legs could carry her. She dived under a car, hitting her head. Slowly the outline of a figure, shadow of an enormous figure, stomped towards where Lucy was hiding. Lucy curled up as small

Thursday 29th September 2016

Hopping, jumping, skipping, running, hurrying, sprinting, skipping, stomping, tiptoeing, creeping, walking, limping

Well done Georgia, you have used lots of suspense techniques.

Can you add extra details?

29.9.16

Quietly, the outside door warden crept closer and closer to where Lucy was hiding. Lucy could hear his keys jangling and nearly [illegible] and whimpering. Looking out cautiously from under the car, Lucy could see his flashlight flickering. Would he find her?

30.9.16

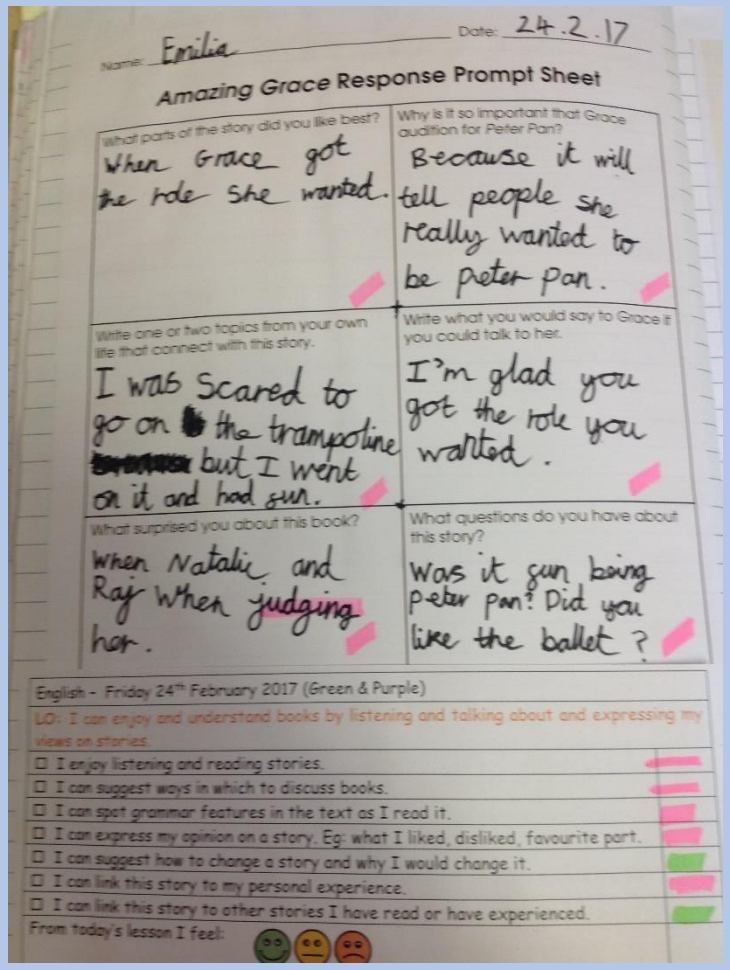
At that second, Without hesitation, Lucy hardly able to breathe, scuttled it much more. Bounding out from under the car, she dashed as quick as lightning across the slippery road and crawled through through a gap in a wooden fence. She checked behind her, the dog warden was nowhere to be seen. She let out a huge sigh of relief, Lucy was safe for now.

- Fantastic ending
- Use of scented adverbs
- Think about vocabulary choices and the effect on the reader

Monday 3rd October 2016

Alphabet Action Race

a-ambled b-bumbled c-cavorted
d-danced e-escorted f-flew
g-galloped galloped h-hopped
i- j-jumped k-
l- m-marched-
o- p- q-quivered
r- s- skipped t-tumbled
u- v- wandered x- y- z-zigzagged



Name: Emilia Date: 24.2.17

Amazing Grace Response Prompt Sheet

What parts of the story did you like best?
When Grace got the role she wanted.

Why is it so important that Grace audition for Peter Pan?
Because it will tell people she really wanted to be peter pan.

Write one or two topics from your own life that connect with this story.
I was scared to go on the trampoline but I went on it and had fun.

Write what you would say to Grace if you could talk to her.
I'm glad you got the role you wanted.

What surprised you about this book?
when Natalie and Raj when judging her.

What questions do you have about this story?
Was it fun being peter pan? Did you like the ballet?

English - Friday 24th February 2017 (Green & Purple)

LO: I can enjoy and understand books by listening and talking about and expressing my views on stories.

- ☐ I enjoy listening and reading stories.
- ☐ I can suggest ways in which to discuss books.
- ☐ I can spot grammar features in the text as I read it.
- ☐ I can express my opinion on a story. Eg: what I liked, disliked, favourite part.
- ☐ I can suggest how to change a story and why I would change it.
- ☐ I can link this story to my personal experience.
- ☐ I can link this story to other stories I have read or have experienced.

From today's lesson I feel:

Invention Stage: BD3.5

Whole/class teaching before independent writing may include:

- Reading snippets
- Mini-writes
- Sentence work
- Refine, add to and internalise the toolkit
- Vary boxing up
- Comparisons
- Improve a dull piece of writing

- Writing Tips

When inventing story ideas, going in cold is not advisable. Children should become familiar with using brainstorming and mind-mapping, in order to help them enter their story world and explore possibilities.

Children need to know that stories do not have to be completely invented. They can work from what they know and can see, and add in some invention. Most writers use bits of familiar people and places, drawing on their own experiences. This helps to make the story seem real.

Ideas for stories see page 9 – 11 BD3.5

BD3.5

Begin lessons by playing quick-fire imaginative games. These are intended to limber up the mind. These games help to develop the ability to:

- **think swiftly, generating words and ideas;**
- **inhabit an imaginative world;**
- **loosen inhibitions so that ideas flow.**

Effective games exercise and strengthen the imagination. Many are in my *Jumpstart!* series but here are a few:

- **Word association: give children one minute to write as many words or phrases as possible. Call out a starting point such as *snow, flame, storm, sea*. They have to list as many words as possible – it helps if they try to picture the subject in their minds.**
- **Rapid writing: give a time limit of three minutes. The children have to write rapidly about a subject, e.g. *the moon, night, traffic jams, lightning*.**
- **Crazy writing: give five minutes to write crazy lists where anything goes, e.g. *I wish I was a lion flying through the breeze, I wish I was a cricket flexing its violin knees, I wish I was an elephant blowing its trumpet.***
- **Listing statements: take a subject and write down in two minutes five statements, e.g. *The moon is a wrinkled face, The moon is a silver silence.***
- **Asking questions: write down five questions you might ask a subject, e.g. *Moon, where are your shoes? Moon, why do you keep so still?***
- **Making exclamations: write a list of exclamations, e.g. *Help me moon! Moon you are a liar!***

- Commands: boss the subject about, e.g. *Moon, get out of the sky at once! Moon, get washed – we are late.*
- Odd words: from a list of nouns select two that do not seem to go together, e.g. *horse* and *pumpkin*. The children have a few minutes to begin a narrative linking the horse and pumpkin.
- What if…. allow a few minutes for quick writing about 'what would happen if…', e.g. *pencils could talk, trees could walk, dogs flew.*
- The question game: ask a series of questions that the children have to answer. This could be oral or written speedily, e.g. *Who is there? Where are they? What are they doing? What else is there? What does everyone else think? What happens?*

When playing such games, it is important to develop a sense of urgency, to focus the children's intelligence. It does not matter so much what they write – you are looking for them to write fluently, to tap into a writing flow. There are no wrong answers. This is about limbering up the mind. And changing the mind may make writing happen.

Invention Stage:
Provide new 'starter' as a stimulus:

- First hand experience, use of an image, film, drama, objects, challenge with purpose, cross curricular topic, creative event etc.

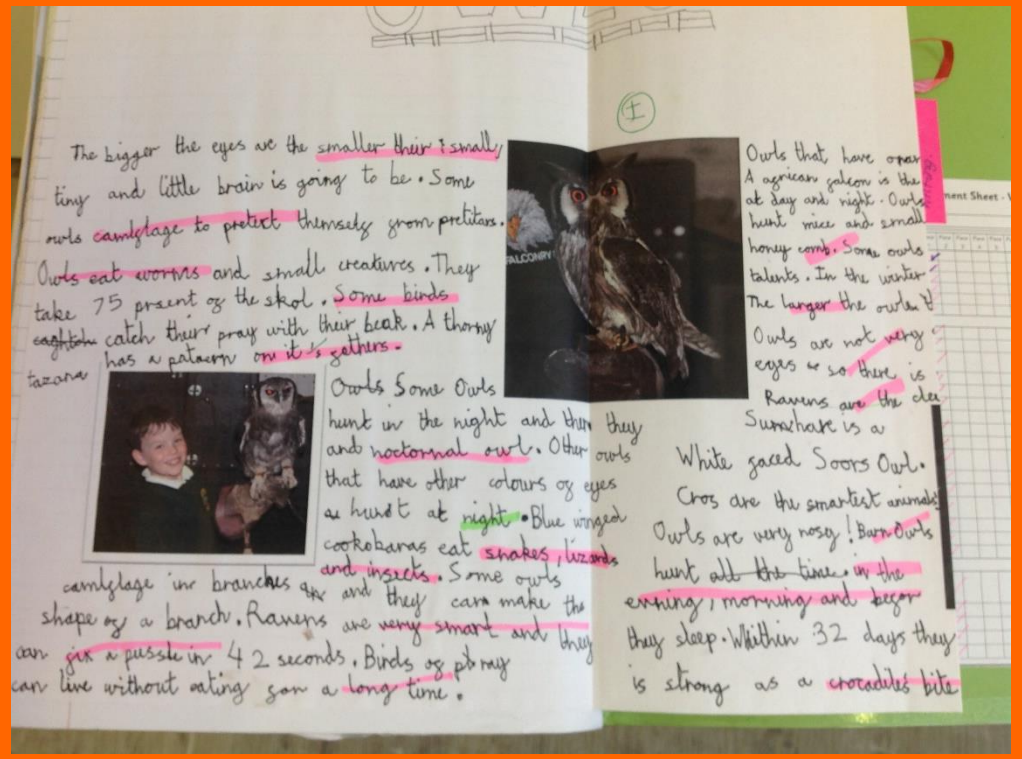
Here are some basic methods writers use to trigger ideas:

- Observation – looking directly at an object or experience.
- Memory quest – using details from a memory
- Things they have read, heard or seen. '
- Brainstorm – rapidly jotting down any word, phrases or ideas that spring to mind.
- Daydreaming ideas, what might happen. '
- Visualising – picturing in the mind what you are writing about.
- 'Telling before writing. – orally rehearsing and developing and finding ideas

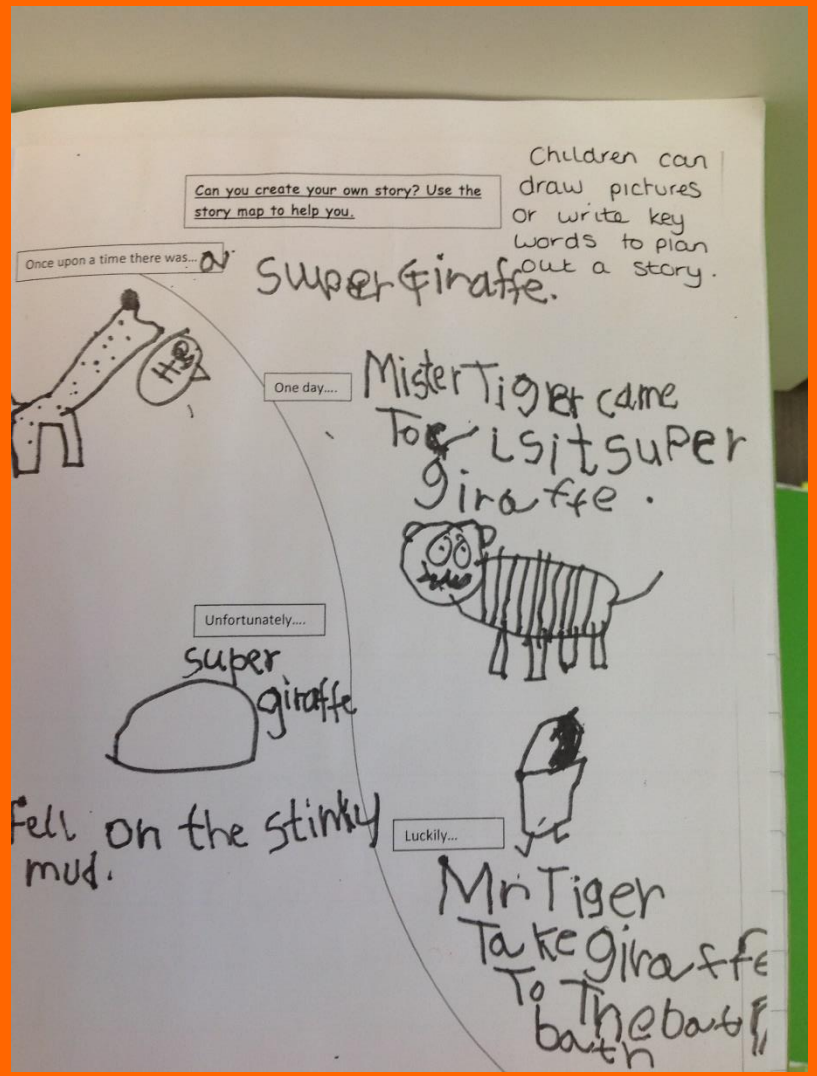
- Objects – an old key, a coil of rope, a bell, an ornate box, a pair of glasses, a watch…
- Postcards – postcards of scenes do not work so well as postcards of paintings; collect striking pictures of people, group scenes, unusual places…anything that seems to offer possibilities….
- Posters – large posters of scenes, people or events can act as good whole-class prompts…
- Video clips – short clips of people, places or events can help to begin a tale and form the basis for writing extensions…

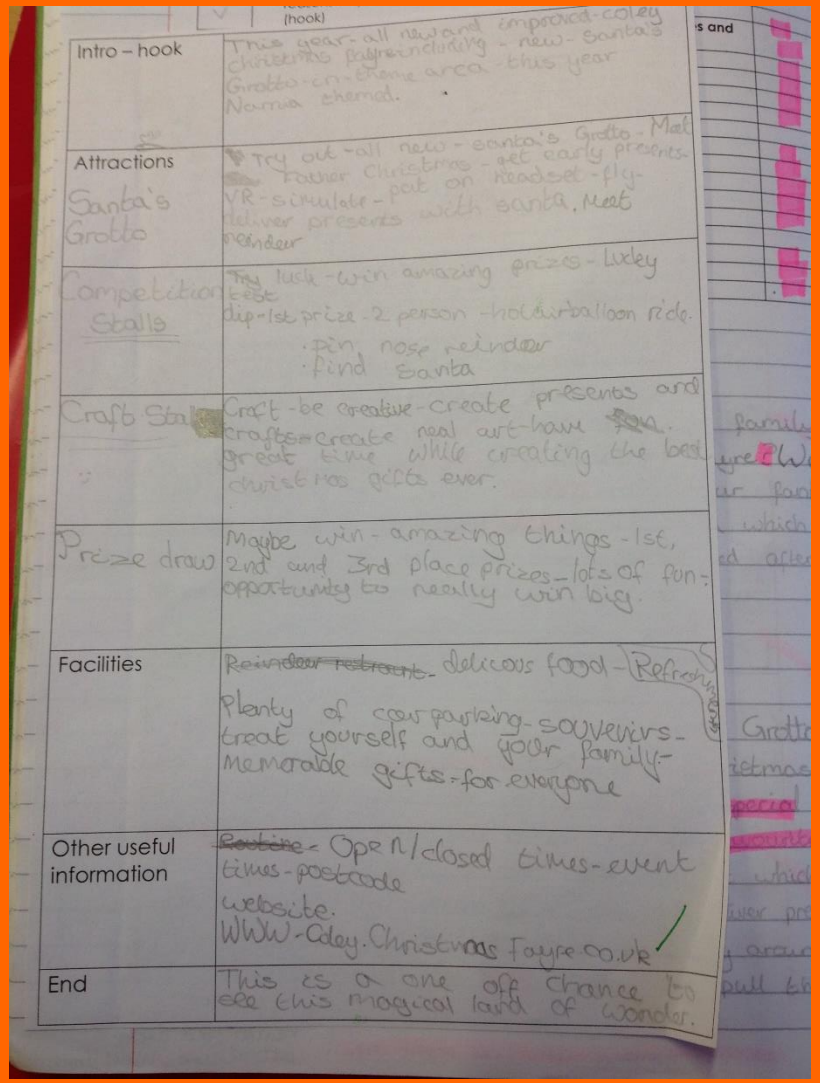
- **Locations – take the class out to a nearby location: an old church, a deserted house, the corner of the street, the allotments…**
- **People – strange people we have met, funny relatives, pictures of people….**
- **Messages – a phone call, a letter, a telegram, a secret message torn in half…**
- **Powerful symbols – a tower, a mirror, a pond, a door, a window…**

You will need to ask a few questions. For example: *Whose is this? Where was it found? What does it do? Why is it precious? How did it get there? Who is coming to pick it up? What is going to happen next?*



Invention Stage:
Draw new map or box up for planning

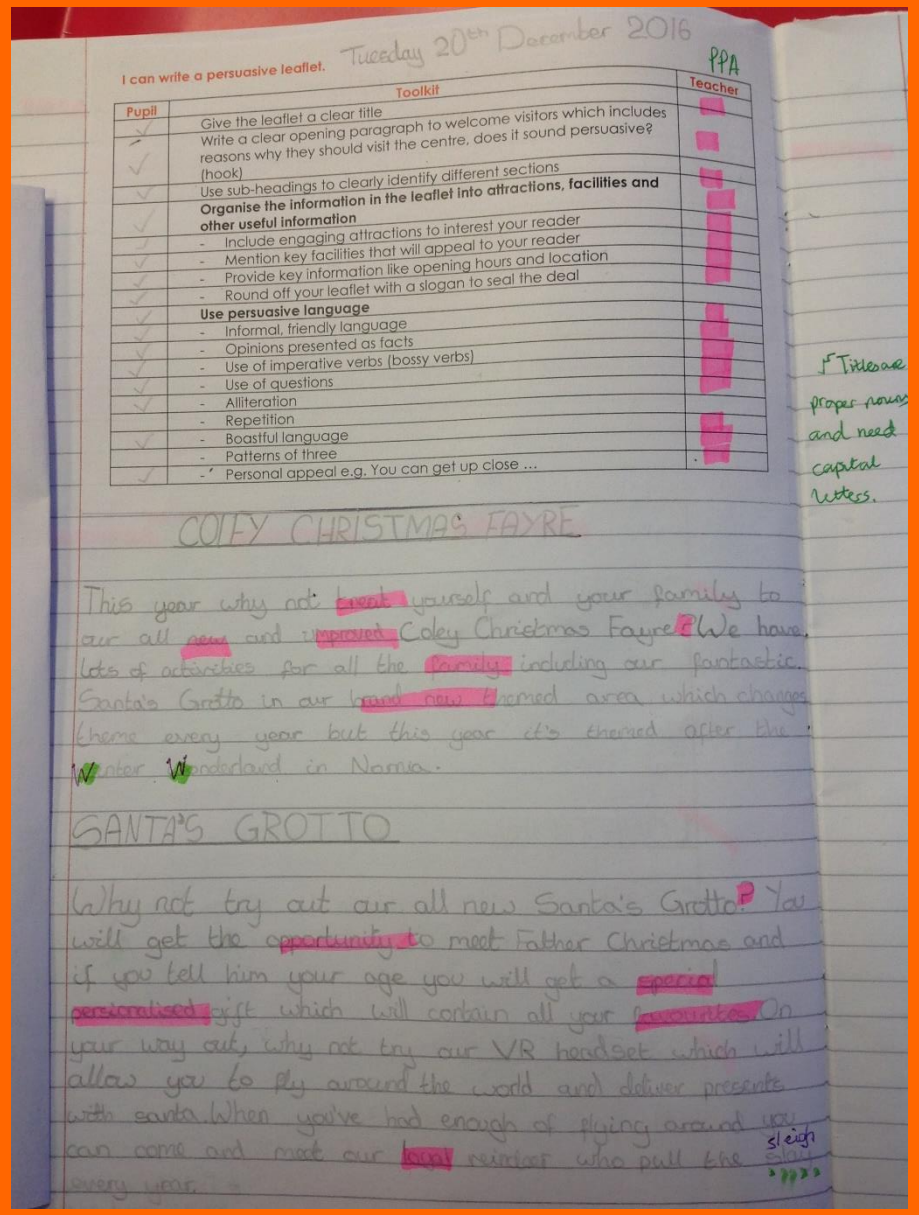




Invention Stage:
Possible use of shared writing of illustrative exemplar to consolidate understanding of the toolkit

Invention Stage:
Possible use of guided writing pitched at specific focus for flexible groups.

Invention Stage:
Children write independently – own topic



I can write a persuasive leaflet. Tuesday 20th December 2016

PPA

Pupil	Toolkit	Teacher
✓	Give the leaflet a clear title	
✓	Write a clear opening paragraph to welcome visitors which includes reasons why they should visit the centre, does it sound persuasive? (hook)	
✓	Use sub-headings to clearly identify different sections	
✓	**Organise the information in the leaflet into attractions, facilities and other useful information**	
✓	- Include engaging attractions to interest your reader	
✓	- Mention key facilities that will appeal to your reader	
✓	- Provide key information like opening hours and location	
✓	- Round off your leaflet with a slogan to seal the deal	
✓	**Use persuasive language**	
✓	- Informal, friendly language	
✓	- Opinions presented as facts	
✓	- Use of imperative verbs (bossy verbs)	
✓	- Use of questions	
✓	- Alliteration	
✓	- Repetition	
✓	- Boastful language	
✓	- Patterns of three	
✓	- Personal appeal e.g. You can get up close ...	

Titles are proper nouns and need capital letters.

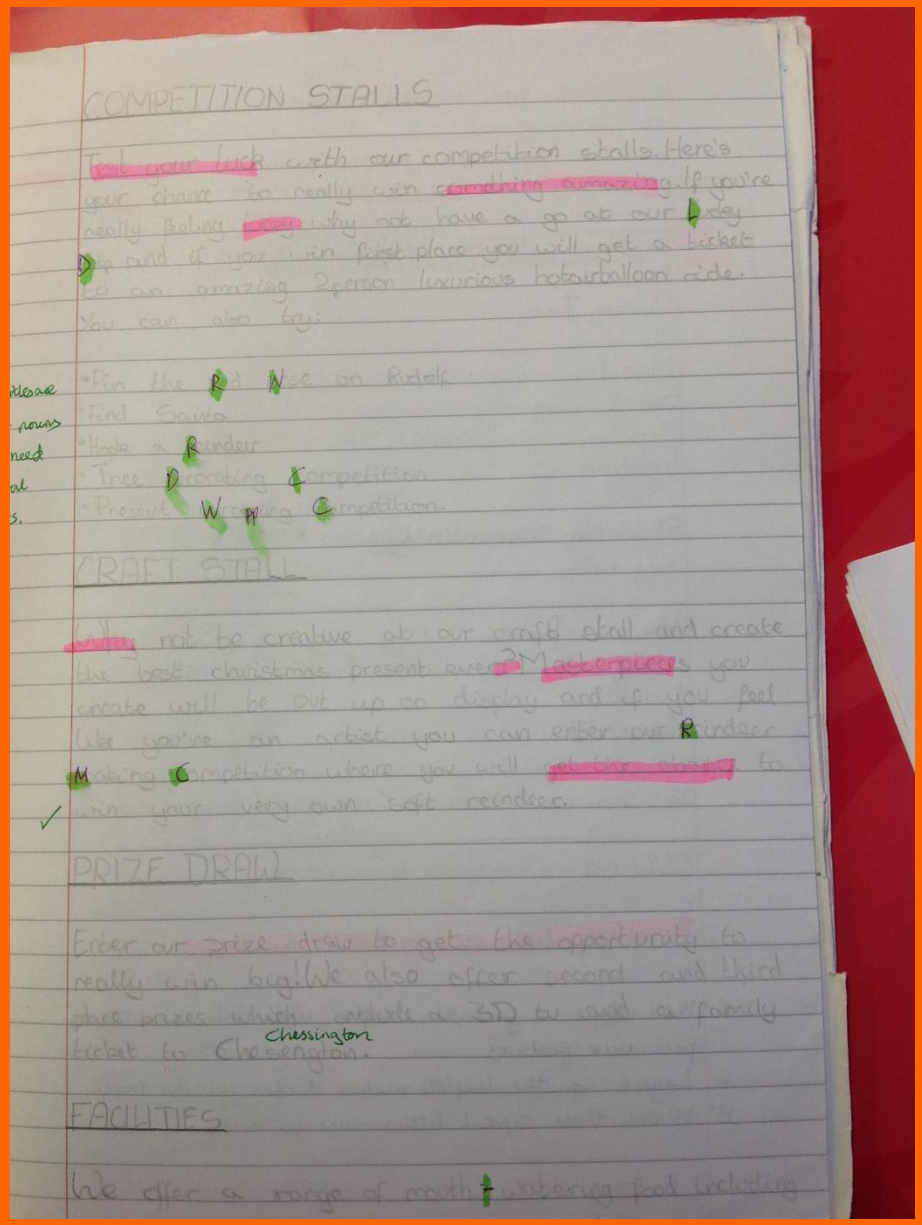
COLEY CHRISTMAS FAYRE

This year why not treat yourself and your family to our all new and improved Coley Christmas Fayre! We have lots of activities for all the family including our fantastic Santa's Grotto in our brand new themed area which changes theme every year but this year it's themed after the winter Wonderland in Narnia.

SANTA'S GROTTO

Why not try out our all new Santa's Grotto? You will get the opportunity to meet Father Christmas and if you tell him your age you will get a special personalised gift which will contain all your favourites. On your way out, why not try our VR headset which will allow you to fly around the world and deliver presents with santa. When you've had enough of flying around you can come and meet our local reindeer who pull the sleigh every year.

sleigh



COMPETITION STALLS

Test your luck with our competition stalls. Here's your chance to really win something amazing. If you're really feeling lucky why not have a go at our archery and if you win first place you will get a ticket to an amazing 2person luxurious hotairballoon ride. You can also try:

- Pin the nose on Rudolf
- Find Santa
- Hook a reindeer
- Tree decorating competition
- Present wrapping competition

CRAFT STALL

Why not be creative at our craft stall and create the best christmas present ever? Masterpieces you create will be put up on display and if you feel like you're an artist you can enter our Reindeer making competition where you will get the chance to win your very own soft reindeer.

PRIZE DRAW

Enter our prize draw to get the opportunity to really win big! We also offer second and third place prizes which include a 3D tv and a family ticket to Chessington.

Chessington

FACILITIES

We offer a range of mouth watering food including

Invention Stage:
Teacher feedback

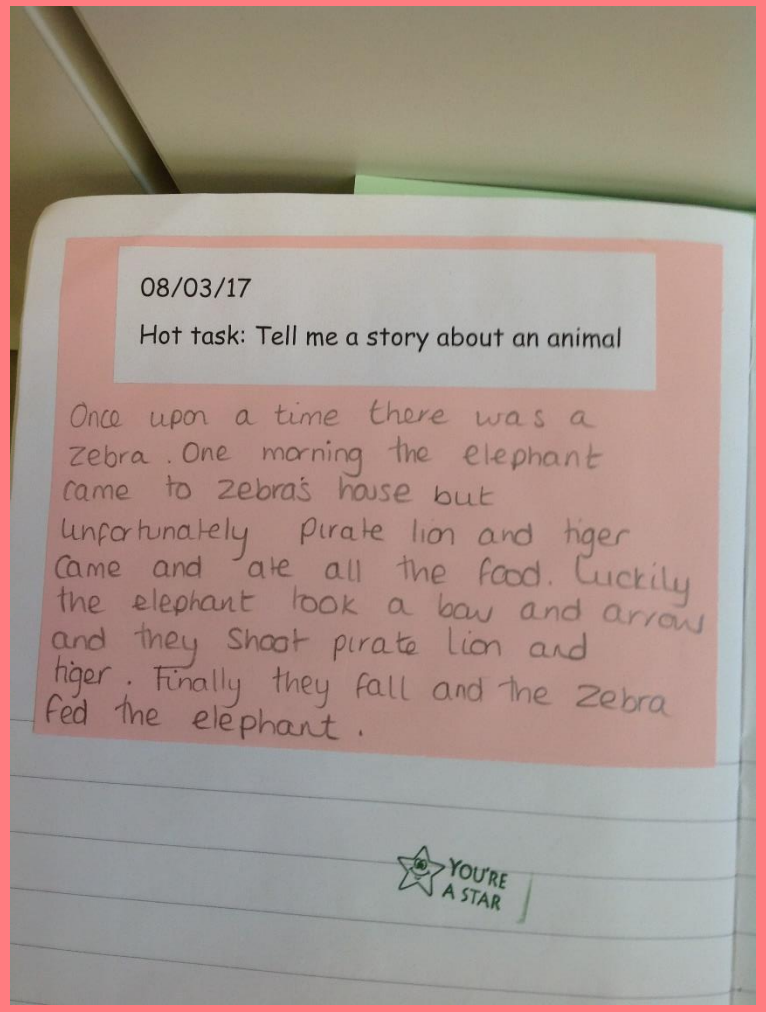
- **‘Marking’ teacher and pupil dialogue, using highlighters etc,**
- **Whole class discussion on what works (use of visualizers, photo on iPad and display on whiteboard**
- **Peer assessment – children share work with a response partner and read round ‘writing circle’ for positive comments**
- **Teacher/children decide next steps e.g. more work on feedback, further teaching or more independent writing to internalise patterns.**
- **Further writing lessons focussing on progress and further independent writing (cross-curricular)**

Evaluation Stage:

Two weeks after initial teaching children should complete a 'hot' task.

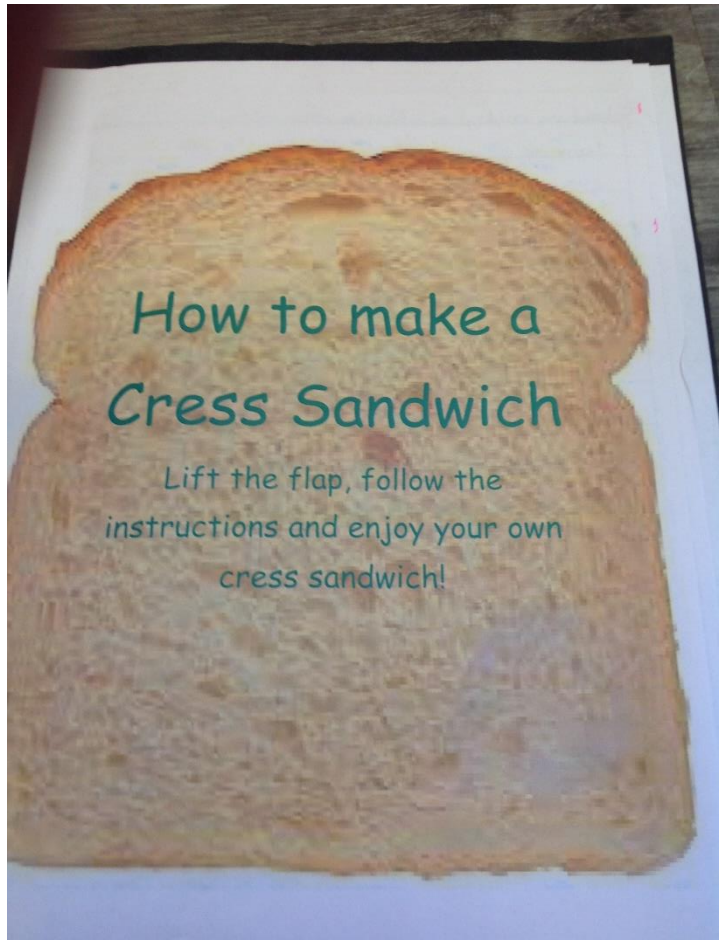
- **Compare with initial pre-writing**
- **Discussion and feedback on progress**

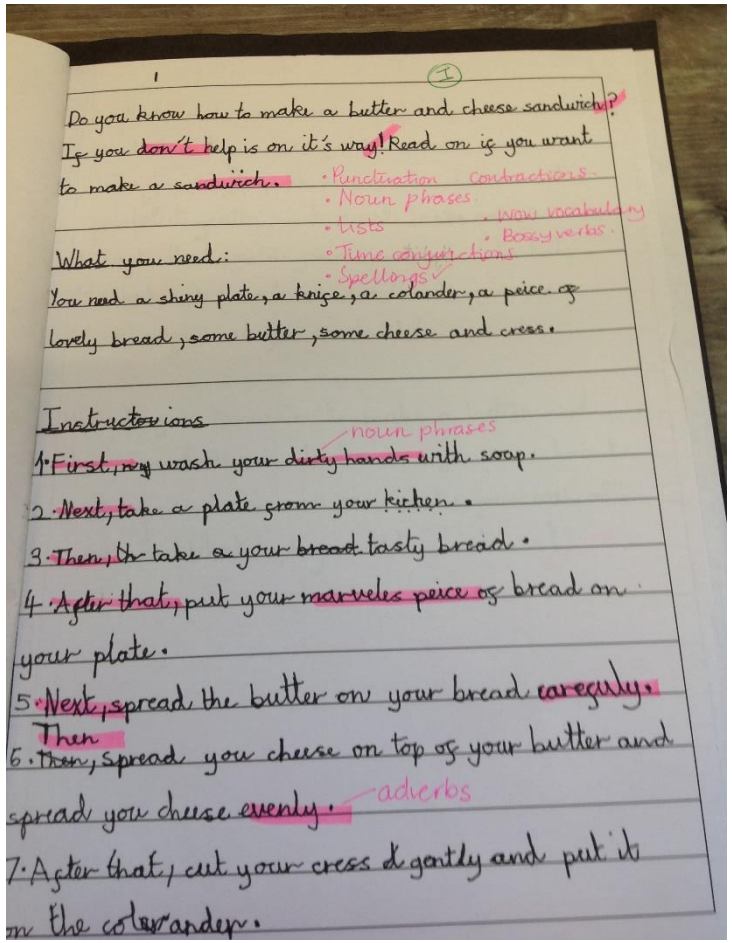
Reception Hot Task



Publication

- **Writing should be displayed/published/performed**
- **Make into mini-books**
- **Publish on class blog**
- **Anthologies**
- **Scrapbooks**





as you were unable to attend the event.

Nyshita

A Visit from Our Local Brigade







As part of our topic 'The Great Fire of London' we were lucky enough to have a visit from our local fire brigade. We learned about the training involved, the specialist equipment and how to stay safe around fire. They were impressed with our knowledge of fire. We told them about our experimental bonfires and our upcoming Fire of London event where we will burn our houses!

Last week we had a discussion about fire safety. Fire fighters came to Coley Primary School to teach us how dangerous fire can be. We learned that if you have fire in your house don't panic you must stop, drop and roll. 4 fire fighters and one fire engine came to school. Mrs Rakaly tried on the fire costum and she looked like a

First, we went outside quietly and we learned lots of facts. The facts are, there are 2000L of water in a fire engine and the 2nd one is we need to go low when there

LO: I can write a clear setting description		
I have included imaginative adjectives		
I have used prepositional openers (Above, below, all around...)		
I have made the reader feel scared		
My description describes smell, sound, feeling and sights.		
Each sentence is correctly punctuated and starts in a different way.		
I have included at least one imaginative simile		

The Victorian Schoolroom

I stared up at the enormous, towering windows that loomed over me. Butterflies fluttered around in my stomach. ~~and~~ The dreaded Dunce cap lay in the corner; I shivered as ~~I~~ ~~it~~ my gaze shifted ~~upon~~ ~~to~~ it. ~~It was~~ It had been the most humiliating moment of my life.

Great building of atmosphere.

Could you change the opener of this sentence to an '-ing'?

too strong?

All of a sudden, the lethal smell of gas invaded my nose; I coughed and spluttered. The dim lamps flickered as the rest of my melancholy class shuffled into the room and ~~took~~ their sat down. The rough, wooden benches scraped my back. ~~I~~ ~~winced~~ felt a shiver run down my spine. The ominous teacher screeched at us to get our slates

As the benches were coldy

Riya

out and write. ~~As~~ The deafening ~~deafening~~ sound of scratching and ~~squeak~~ squeaking filled my ears; I winced.

I could easily compare the ~~room~~ room to a rabbit's burrow, the ~~dark, gloomy~~ darkness and gloominess, the little patches of light that appeared every now and then through the tall windows.

Check this makes sense for the historical setting.

My school life was like a ~~broken record tape~~ recorder; we did the same things everyday as the weeks and months passed. My raced like a cheetah as I remembered these few cold days out, when I had been caned until I felt like dying. ~~My knuckles had gone white and red and bad swollen like an elephant~~ were

'Lily! Get up now!" the teacher ordered without warning.

I gasped and held my hand out.

Whack!

* Great atmosphere created here Riya - especially in the mirror
* Excellent punctuation

We will work on...

① Even better word choice ② Wow! openers

twinkl www.twinkl.co.uk