

How to wash a woolly
mammoth and other
ways we teach your
children to become better
writers!



Parents' workshop
January 2020



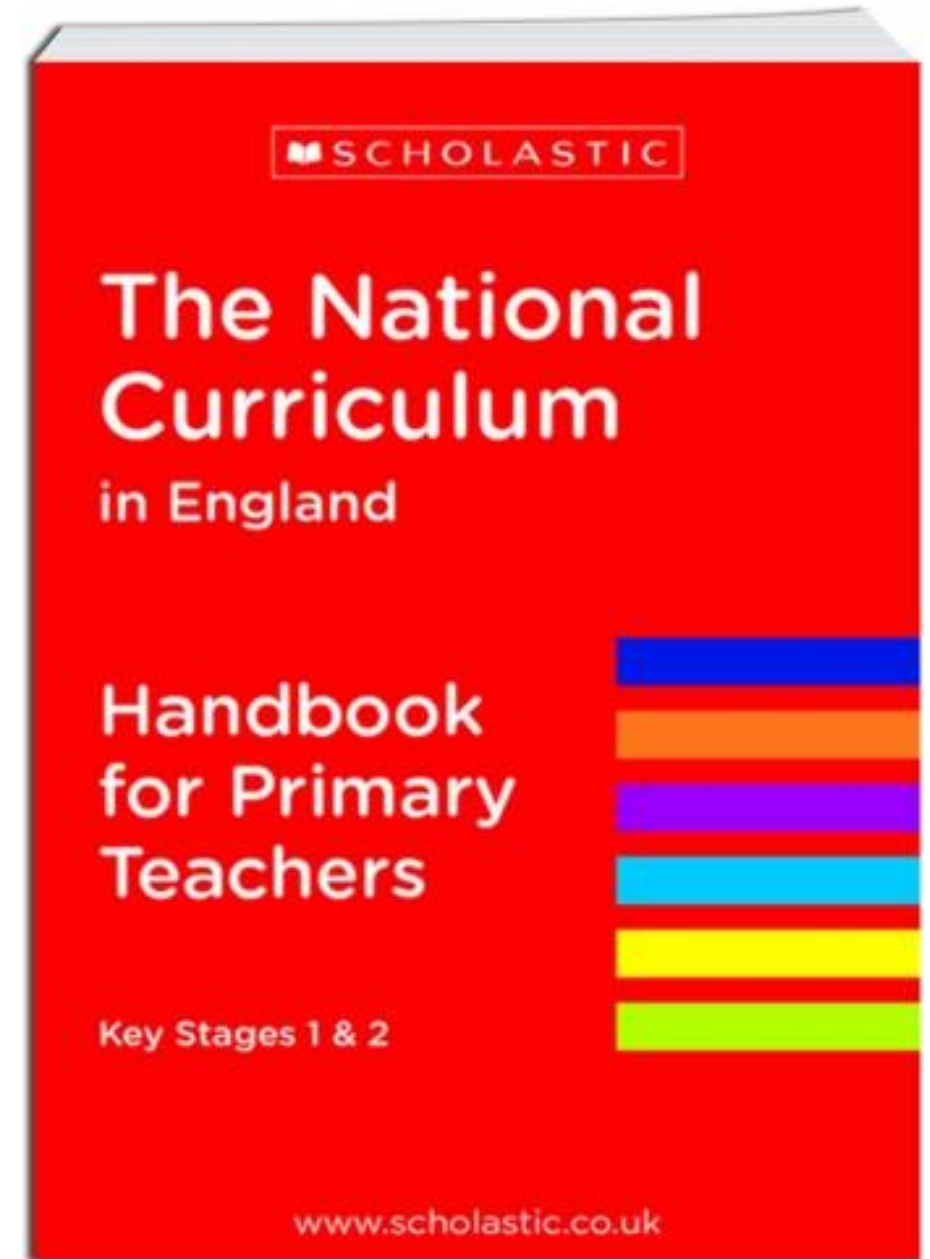
By the end of this meeting, we hope you will have an insight into...

- What our English curriculum looks like
- The writing journey we take
- How you can help at home



The Big Picture of Writing

- To equip children with a strong **command of** the spoken and **written word**
- To ensure that all children write clearly, *accurately* and **coherently**. *adapting their language and style* in and for a range of contexts, purposes and audiences

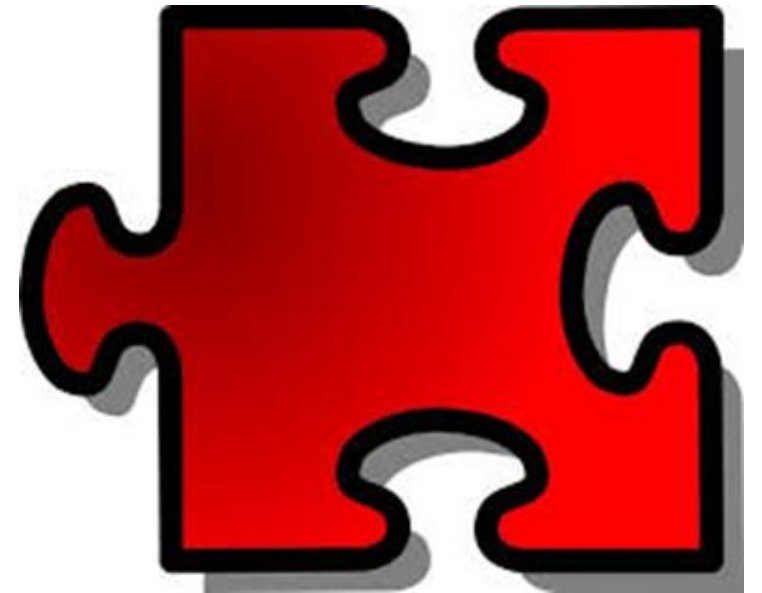
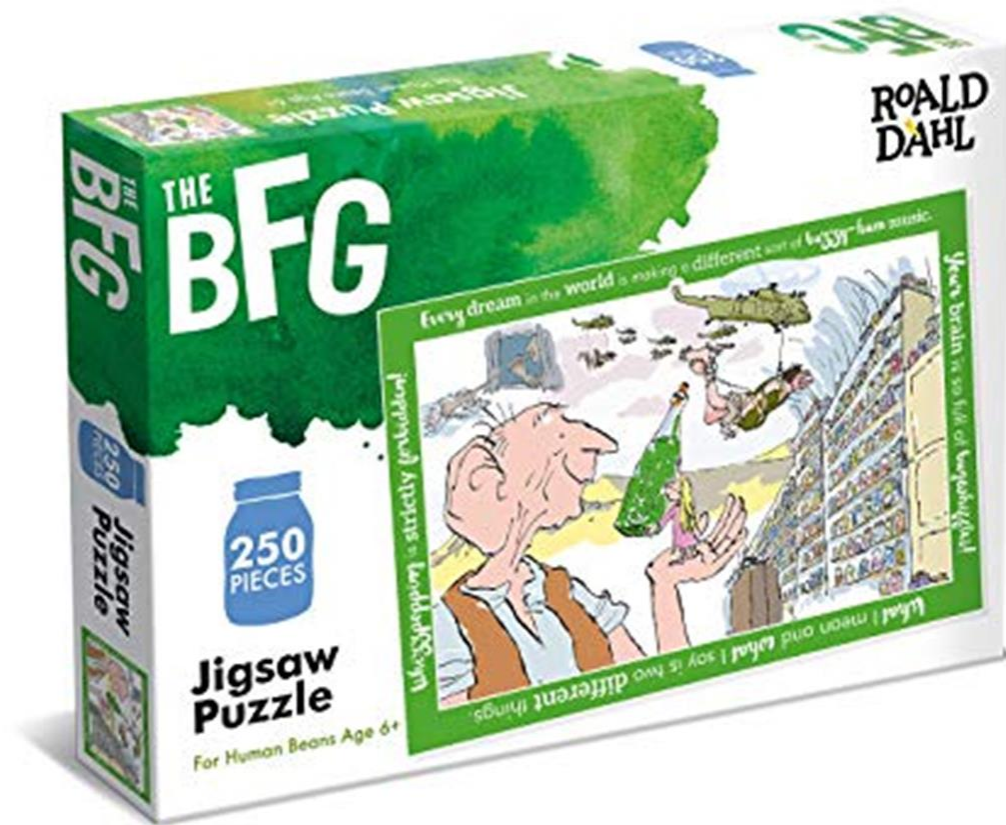


We have a book-led curriculum because:



- our school started from a book: the story of the parable of the sower in the Bible
- books contextualise learning across the curriculum – extend experience
- books engage, provoke curiosity and inspire children
- this promotes reading for enjoyment and purpose, increase ‘reading mileage’
- they provide exceptional models for children as writers

What do we mean by the BIG PICTURE?



Main purposes of writing



CtS writing curriculum



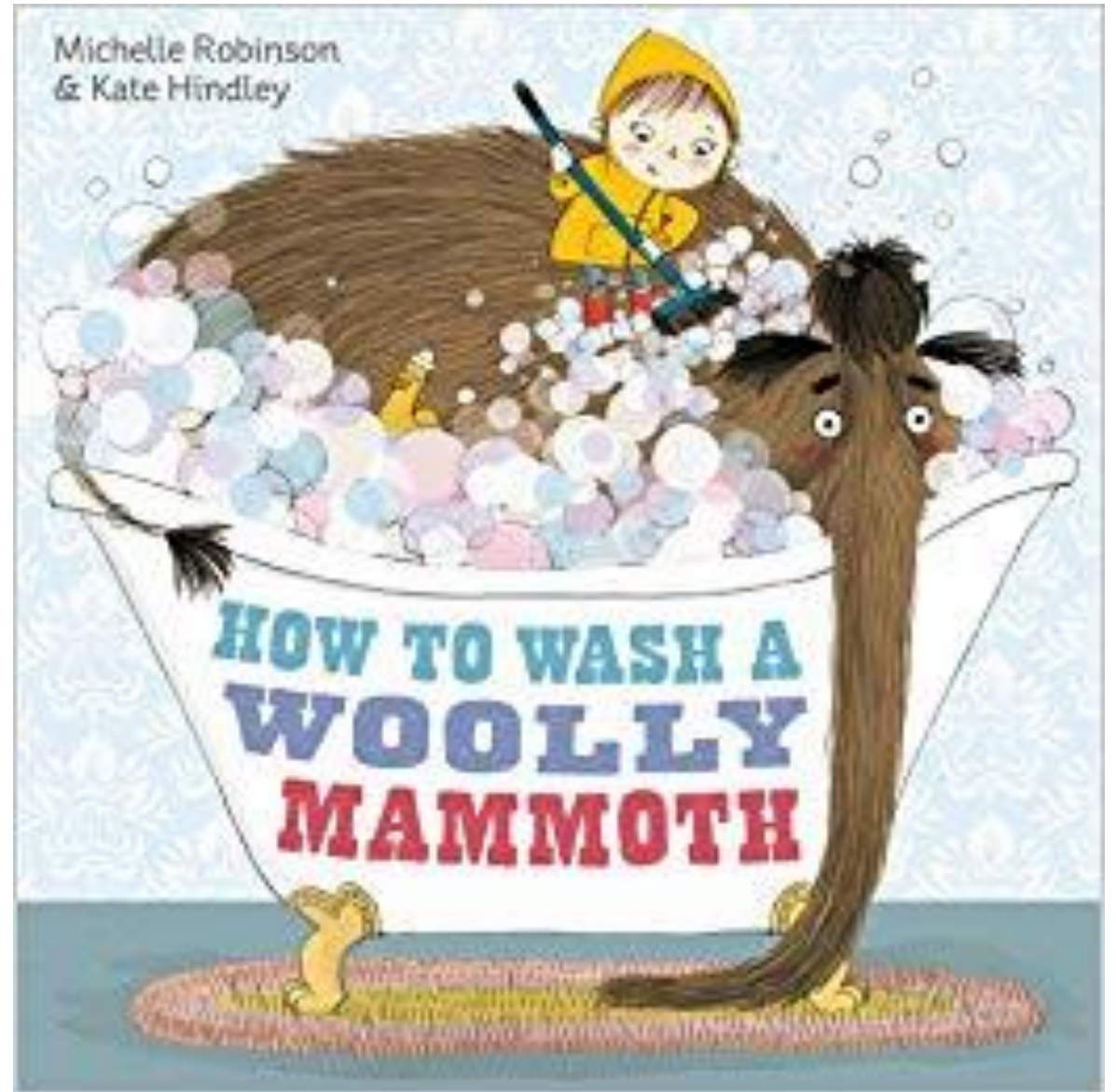
English Cultural Curriculum for CTS
Cycle A 2019-2020



The purpose of writing: colour coded key					
	To entertain	To inform	To persuade	To discuss	To entertain (POETRY)
	Year 1 and 2		Year 3 and 4		Year 5 and 6
	Florence Nightingale		Stones and bones		Persevere for Victory
Autumn 1	Postcards, invitations and letters (2)	Year 1 Smartest Giant in town The Jolly Post-man Year 2 Green Peace by Simon James	A tale of fear (3)	Wild girl – Chris Wormell Stig of the dump – Clive King to be read in year 4 as a class reader	Diary (2) Carrie's War by Nina Bayden The lion and the unicorn Shirley Hughes Goodnight Mister Tom
	Information text (2)	A range of non-fiction books about Florence Nightingale and Mary Seacole	Non chronological reports (3)	Selection of texts from SLS Model text to be written The Stone Age: Hunters, Gatherers and Woolly Mammoths	Newspaper (2) Newspaper – model text based on Goodnight Mister Tom
	Stories with predictable patterns (2)	Year 1 Owl Babies (Martin Waddell) and Can't you sleep little bear (Martin Waddell) Year 2 Not Now Bernard/Farmer Duck (Martin Waddell)			Historical narrative (2) Carrie's war False alarm – model text Once by Morris glitzman
Autumn 2	Where in the World		Heavy metal		Passport to Europe
	Patterned Poetry (1)	Caribbean Counting Rhymes	Instructions	How to wash a woolly mammoth	Non chronological report
	Traditional tales from other cultures (2)	Baba Yaga by Tony Bradman The Just So stories by Rudyard Kipling. The Elephant who lost his patience – A Gujarati story by Yash Jagani. The Tiger Child (Joanna Trounhton)	Balanced argument	The iron man by Ted Hughes	A quest story
Spring 1	Instructions	Year 1 Mr Wolf's Pancakes. Year 2 Nadiya Hussain's – Bake me a story (recipes).	Defeating the monster tale	The iron man by Ted Hughes	Personification Poetry
					Winter trees, Lady spring by Grace Nichols (in cosmic Disco)
Spring 1	The Great Fire of London		Mexico and me		Aboard the flying carpet
	Recount- diary	Samuel Pepys Toby and the great fire of London	Letter and diaries (2)		Voyage and return tale (4)
	Stories with familiar setting (London)	Paddington bear	Writing to persuade (2)		Arabian nights by Wafa' Tarnowska /The flying horse and the arrogant prince.

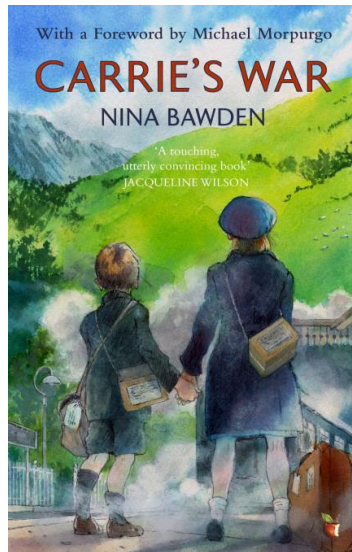
In our book-led curriculum we use 'excellent examples' – model texts – the BIG PICTURE!

Just like you look at the picture on the box when doing a jigsaw!



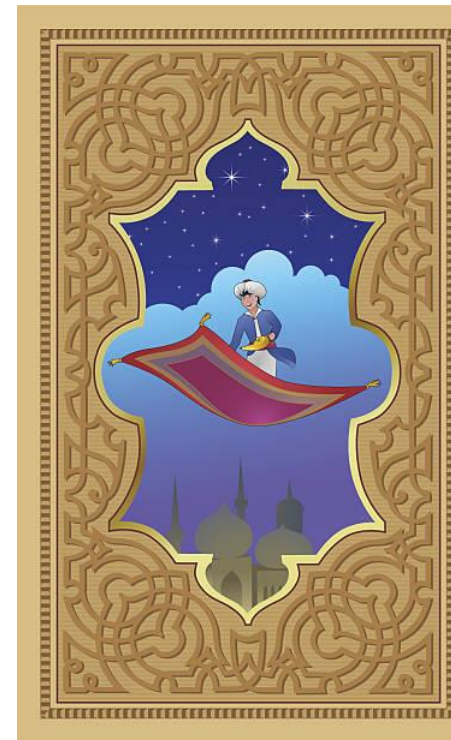
Children must know the BIG PICTURE:

- It is displayed in class
- Connect to what has gone before and when it can be used it again
- Know how today's learning fits in with the big picture



**Big picture: to write
a newspaper report to
inform local residents;**

**Outcome: You will have
written a newspaper
report for a local Welsh
newspaper on the
arrival of evacuees**



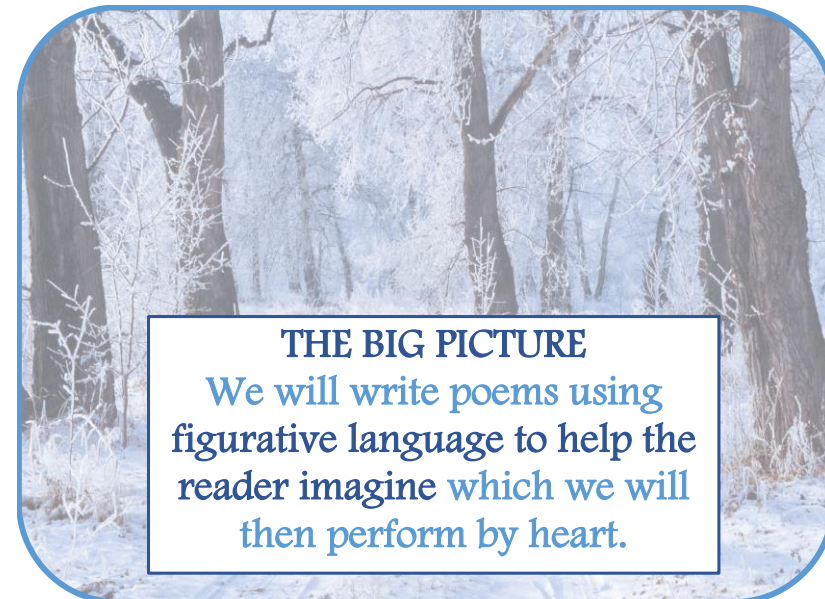
Ebony Horses and Flying Carpets:

Voyage and Return stories

We will learn to write a short magical voyage and return story to entertain year 5 children.

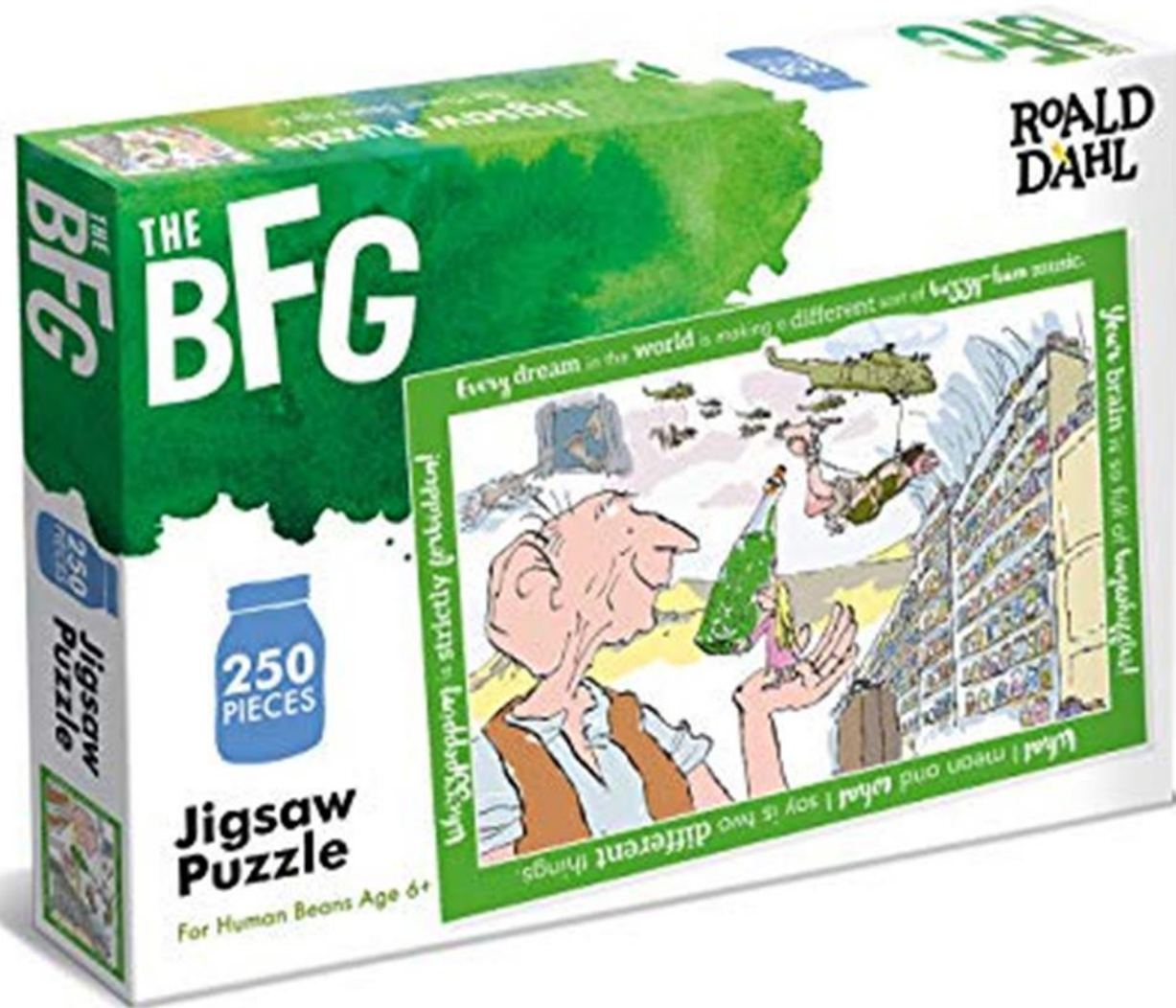
This will be in style of a story **Shahrazad** might have told to hold the king's interest so he would choose not to behead her!

By Feb 6th

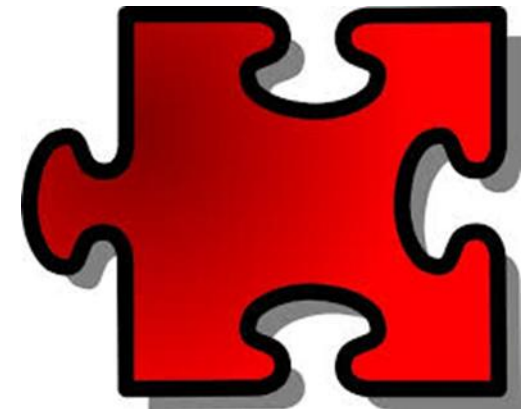


THE BIG PICTURE

We will write poems using figurative language to help the reader imagine which we will then perform by heart.



Then...which pieces
should we find in the box
to help us produce the
whole 'picture' of the
writing?



Big picture: to write a set of instructions that will inform our Y2 friends so they can make a...

Previous
KNOWLEDGE, SKILLS
and EXPERIENCE.

CONNECT to the
learning that has
gone before.

Identify
Purpose
and
Audience –
hook in
every child!

How will the
structure of
my text help
me inform
the reader?

How will my
vocabulary
choices help me
inform the
reader?

How will the
sentences I craft
help me to
inform the
reader?

What do we mean by the toolkit?
Toolkits help us to craft our writing.



What do we mean by the toolkit?

Previous
KNOWLEDGE, SKILLS
and EXPERIENCE.

CONNECT to the
learning that has
gone before.

**Identify
Purpose
and
Audience –
hook in
every child!**

How will the
**structure of
my text** help
me inform
the reader?

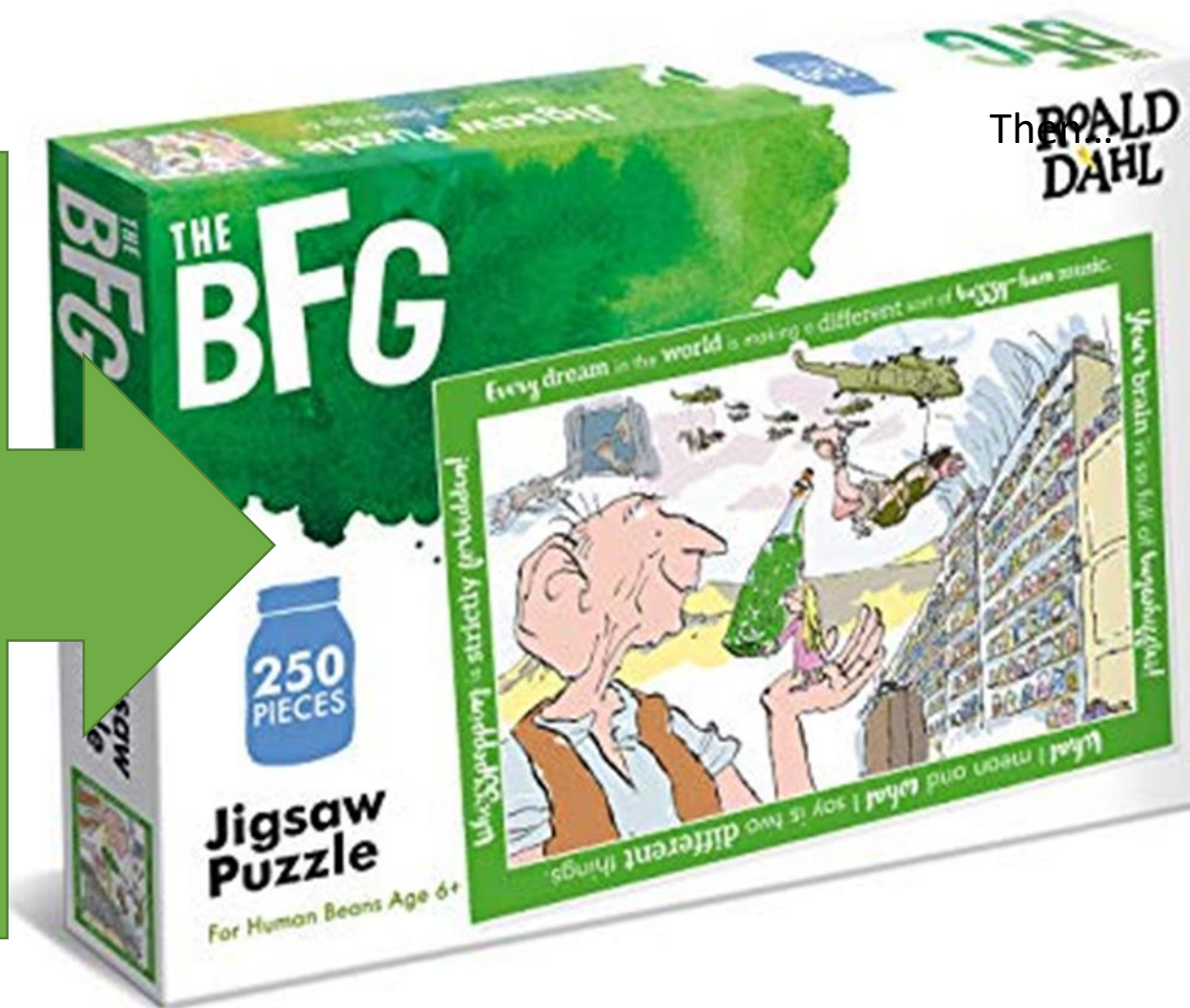
How will my
**vocabulary
choices** help me
inform the
reader?

How will the
sentences I craft
help me to
inform the
reader?

Enjoy the final written outcome!

Look at the whole picture – not the individual pieces first!

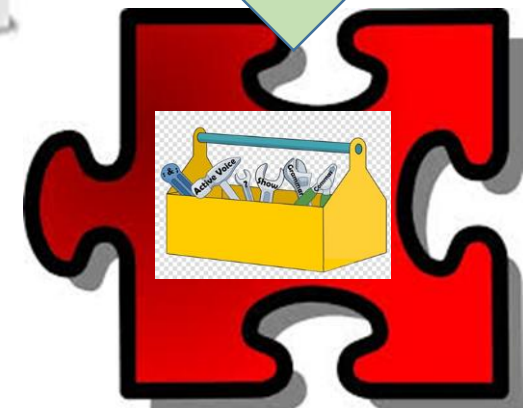
Does it meet the purpose?
How coherent is it?



Then...

How effective are the tools they have used within their final write?

Don't just count the pieces to see if they are all there...they have to fit together cohesively!



The Writing Journey at Christ the Sower:

Our way of working – STEP ONE

Created with support of Julie Sargent, English consultant.

STEP ONE: establishing the BIG PICTURE

- Teachers begin to plan: Refer to the **Progression Papers** for the text type and purpose.
- Refer to the **termly implementation plan**.
- Display** all elements of BIG PICTURE
- Refer to this in EVERY lesson**

Today, we are learning about...

so that we will know how to use...

when we complete....

Our reader will...

The Big Picture

This is the starting point for teacher's planning.

Purpose: *Entertain? Inform? Persuade? Discuss?*



Outcome:

What will children produce/publish by end of unit?

How long will it take?

Toolkit:

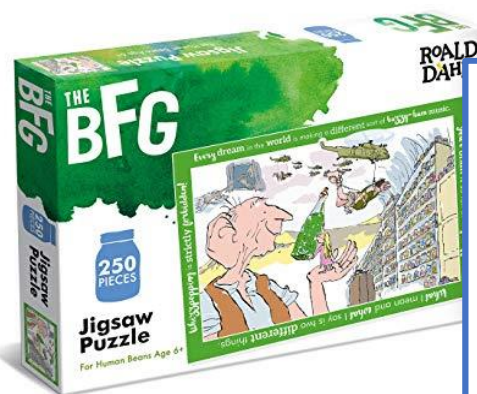
The structure and language features that make this text effectively meet its purpose.

Audience:

Who are we writing this for? What do we want the impact to be on the reader?

Model text:

This may be written by teachers. It shows what a good one looks like.



What are we starting with?

From Year 2 onwards, a cold task will sometimes be used to establish children's existing knowledge and skills as writers of this text type.

This does not have to be the whole lesson. It could happen before the teaching sequence begins.

Provide a context: this might be linked to an area of curriculum children already are experts in.

Sometimes it might be a 20 minute writing task; at other times it might be a retrieval quiz

What does the teacher do in this time? Observe children as writers, as they write as well as what they have written.

Feedback to the children commonality of knowledge and skill so all are clear at start what they know already that we expect them to continue to apply.

COLD TASK

The Writing Journey at Christ the Sower

STEP TWO

Use a story sack- objects that bring the story context into the classroom

Just one prop can make a difference

Establishment of reading corner or role-play area

Sharing the STIMULUS book
(this may be different from the model text.)

It could be unwrapped!

Present the BIG PICTURE

Purpose,
audience,
outcome



Drama techniques:

Hot seating, role play, freeze frame, whoosh style story; teacher in role

Why set the scene?

- Brings learning to life: Provides a 'real' context for reading and writing
- Promotes engagement into the unit for every child: motivational

A letter, message or object appears in classroom...

...

STEP TWO: SETTING THE SCENE

1 session
or
more...

The Writing Journey at Christ the Sower

STEP THREE

Step 3a: Read as a reader

- Read and be entertained, informed persuaded first!

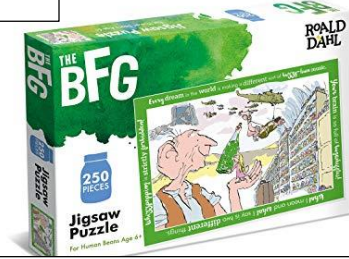
Step 3b: Read as a writer and study the model text

- Explore **NEW vocabulary**.
- What is the **STRUCTURE** of the text?
- What are the **features** of the text?

How do the structure
and the features **HELP** or
IMPACT the reader?

Why a model text?

Because this exemplifies an **EXCELLENT EXAMPLE**.

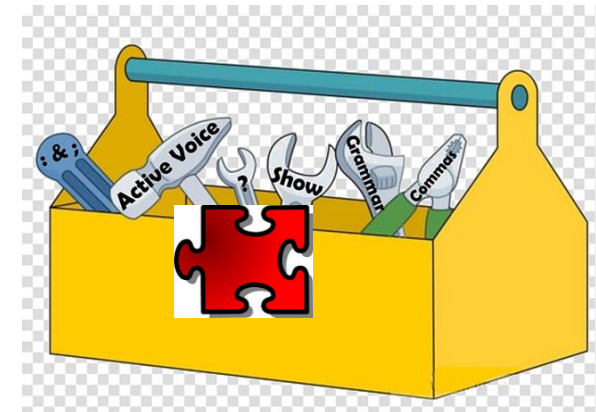


Step 3: What could this look like in a lesson?

- Respond to the text as a reader first.
- Using the **STRATEGIES** for comprehension to understand the text first:
Wow! Clarify, visualise, question, think aloud, predict, summarise.
- Features bag- pull out a feature, find it in the text.
- Share a range of features: is it used in this text? YES/NO/MAYBE.
- Create colour coded keys
- Box up the structure
- Identify the story plot structure
- Jigsaw texts
- ...

Approx.
1-3 sessions

From the model text, with the children if appropriate, **CO-CONSTRUCT** the **TOOLKIT**. Display this. Create a checklist. Refer to it in every lesson.



The Writing Journey at Christ the Sower

STEP FOUR (a)

TEACH THE TOOLKIT!

Bite-size chunks of learning (it might not always be a whole lesson!) on the tools you are teaching children to use as writers.

e.g. to use passive voice to show objectivity; to use expanded noun phrases to describe...



TOOLKIT

- ✓ on display
- ✓ in books as checklist

Step 4a: What could this look like in a lesson?

- Refer to the examples of this tool within the model text
- Some will be NEW tools children learning; others will be tools you will be revisiting to secure and apply in this text type.
- **Short** writing tasks to practise specific tools (NOT a whole piece of writing)
- Use the **CTS sentence menu** to help children 'hook' onto the terminology
- **Shared writing** to model and to practise together: *I do- we do – you do.*
- Teacher and peer feedback within lesson to pick up on common errors
- Use the **CONTEXT** of the writing children will be doing
- Use the captured ideas to practise the tools...

*Approx. 1-3
sessions*

The Writing Journey at Christ the Sower

STEP FOUR (b)

Organise ideas and knowledge
they already have: colour coded
mind maps

Shared write the plan: verbalise
the different options.

Innovate the boxed up text:
What if...?
Add in or change the character,
setting, an event, the ending...

Drama
Hot seat, freeze frame, blob, sculptor
and clay, conscience alley; my story
plan in three freeze frames

...



Generate lots of
different ideas

Use **artwork**,
pictures, objects

Link to the **model**
or **stimulus text** or
topic.

My comic strip plan

Post it plan it
My text in 5 post it notes

Explanation text
tells how or why something
happens (or how something works).
It is in time order.

Use of **graphic
organisers** for
non- fiction

Support some children by
planning together or
giving '**this idea or that
idea**' options.

Step FOUR (b): CAPTURE IDEAS in CONTEXT

LINK with BIG PICTURE: Purpose, audience, outcome.

Children have to write as experts. With non-fiction especially, children must have enough subject knowledge from their topic learning to write well without much additional research.

Shared writing to model and to practise together: ***I do - we do – you do.***

ALWAYS CONSIDER: what impact do we want our writing to have on the reader?

Approx 1-3
sessions

The Writing Journey at Christ the Sower

STEP FIVE

Shared Writing

- modelling the toolkit in context
- handing over more control to the children
- Link to focus of catch up provision
- *I do – we do- you do*

The teacher's role?

- ✓ Writing with a small group
- ✓ Individual support
- ✓ Scribing
- ✓ Focused support to a group of a skill in the TOOLKIT
- ✓ Providing feedback as children write (key word prompt)

TOOLKIT CHECKLIST: Keep evaluating against the toolkit checklist.

- What have you included already?
- What will you aim to include next?

STEP FIVE (a): BRINGING IT ALTOGETHER

Children use the tools learnt in step 4 to write the final outcome.

What would we see in class?

Approximately 2-3 sessions

TOOLKIT checklist: Letters that change lives!
A formal letter to persuade

	Writer/ writing partner	Teacher
STRUCTURE: I can include		
Letter features: address, greeting, sign off. ✓		
Paragraphs ordered deliberately to emphasis/promote a point (TIPTOP) ✓		
Conclusion to sum up and reinforce point of view ✓		
Such as...		
For example...		

The Writing Journey at Christ the Sower

STEP FIVE

STEP FIVE (b): Evaluate, edit and proof read

Purple pens at the ready!

TOOLKIT CHECKLIST: Keep evaluating against the toolkit checklist.

- What have you included already?
- How effective is it?
- Where could we make a change, addition, rewrite to use the toolkit?

Edit with

- teacher
- on your own
- a partner
- in a group with adult

Glossary

EVALUATE: the effectiveness of the writing against the criteria and reader feedback.

EDIT: a change we make to improve quality and impact of our writing.

PROOFREAD: a check for accuracy in punctuation, sense, spelling.

Teacher must **MODEL** and **TEACH** editing skills

I do, you watch.

I do, you help

You do we help

You do!

Teacher's role: focus on the **COMMON areas** that would benefit from improvement.

On some occasions, we **PUBLISH** for real reasons.

What could this look like?

- Read our completed draft aloud at a 'book launch' or to children in another class.
- Poetry recital
- Create a front cover for our story
- Send a photocopy of our letters
- Copy it up for display or to be collated into a book

Particularly important for outcomes that rely on presentational aspects.

Expect around 4 publishing opportunities per year.

APPLICATION: We will **revisit** this type of writing again as historians, geographers, readers, scientists, artists when we learn about...

How to support your child as a writer

The first steps

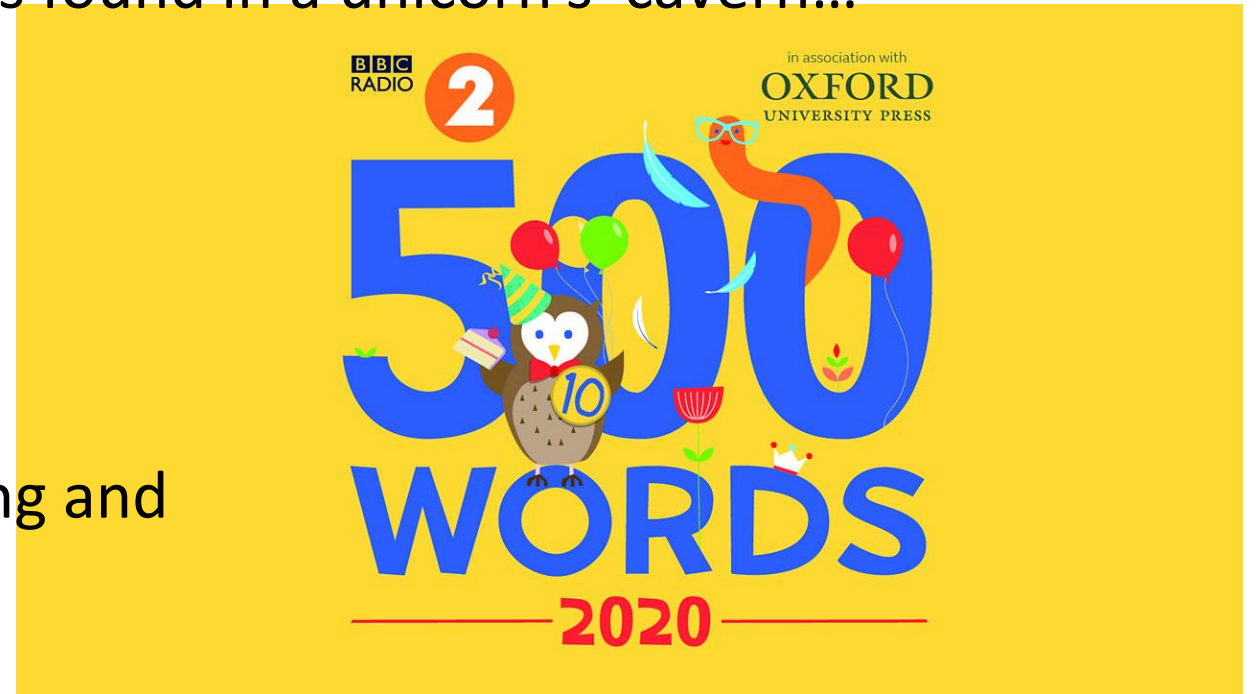
- Read daily – join the library
- Fine motor control – beads, lacing...
- Life experiences
- Story walks – collect objects, photographs – retell the adventures you had
- Magnets- magnetic letters, poetry
- Talk together- tell stories of the day, stories about toys etc; use wordless picture books.
- Write for your child to read
- Write together- scribe
- Bath time – tile writing!



How to support your child as a writer

Next steps

- Real opportunities to write: postcards, menus, reminders, persuasive notes for dad, letters, lists, posters, invites ...
- TALK - ***What if...*** adventures, 5 items found in a unicorn's cavern...
- Become word collectors - jar!
- Story dice
- Special writing kit!
- Show interest in their writing – Respond to it.
- Beware of overly focusing on spelling and handwriting.
- Look out for competitions.



How to support your child as a writer

The first steps

Read daily – join the library

Fine motor control – beads, lacing...

Life experiences

Story walks – collect objects, photographs – retell the adventures you had

Magnets- magnetic letters, poetry

Talk together- tell stories of the day, stories about toys etc; use wordless picture books.

Write for your child to read

Write together- scribe

Bath time – tile writing!

Next steps

- Real opportunities to write: postcards, menus, reminders, persuasive notes for dad, letters, lists, posters, invites ...
- TALK - *What if...* adventures, 5 items found in a unicorn's cavern...
- Become word collectors - jar!
- Story dice
- Special writing kit!
- Show interest in their writing –
- Respond to it.
- Beware of overly focusing on spelling and
- handwriting.
- Look out for competitions.

