

# Get It Write Session 1

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# Training Overview

## Session 1: 'Stimulate & Generate'

**30.9.22: 9am – 12pm**

- Exploration of and practical approaches to developing talk and spoken language to support writing; vocabulary development techniques; drama, role-play and oral rehearsal; effective 'hooks' and writing stimulus, clarity of audience, purpose, form and viewpoint.

## Session 2: 'Capture, Sift & Sort'

**14.10.22: 9am – 12pm**

- Exploration of and practical approaches to pupil planning techniques; teaching grammar and punctuation in context; effective task design; modelled, guided and shared writing

## Session 3: 'Create, Refine, Evaluate'

**11.11.22: 9am – 12pm**

- Exploration of and practical approaches to writing composition; proof-reading, editing and evaluation

## Session 4:

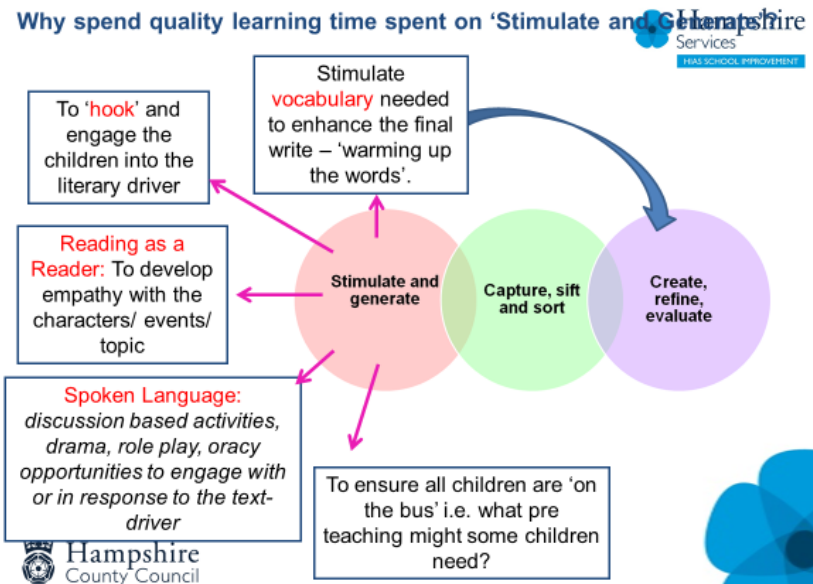
**9.12.22: 9am – 12pm**

- Planning, sharing of outcomes, effective task design and variation, reflection & review



# Sharing outcomes so far...

Discuss and share outcomes following the first session. What's been successful? What adaptations have you made? Next steps?



# Last time....

## Immersion & 'hooks' Generating excitement and interest

### Ways in to the text.....

- Bag of words
- Slow Reveal
- Literature Circle– gathering initial responses
- Raising questions– developing question skills
- Iceberg Inference



## Developing spoken language (drama & oral rehearsal)

- **Guided Tour** – A tour of the setting (one child blindfolded)
- **Tableaux** – Recreate the scene/painting and freeze
- **Thought Tapping** – A tap on the shoulder to come to life
- **Fast Forward/Rewind** – Exploring the scene and improvising
- **Story Spoons** – puppet theatre, retelling well known stories
- **Helicopter Stories** – masking tape stage to expand children's stories
- **Conscience Alley/Thought Tunnel** – exploring characters' thoughts
- **Press Conference** – interviewing characters
- **Story Circles** – building narrative together
- **Line of continuum** – masking tape line, 'Strongly Agree' and 'Strongly Disagree'
- **ABC** – Add, Build, Contest
- **Table Top Talking Cards** – Encouraging topic related discussion
- **Talk Homework** – supporting the spoken language curriculum at home
- **Chatterbox** – shoe box discussion

## Strategies for developing pupils' vocabulary ('warming up the words')

- Shades of Meaning
- Word Webs
- Traffic Light Vocabulary
- Zones of Relevance
- Best of 3
- Odd One Out
- Diamond 9
- Magpie Walls
- Articulate!
- Call my bluff!
- Beat the clock – True/False



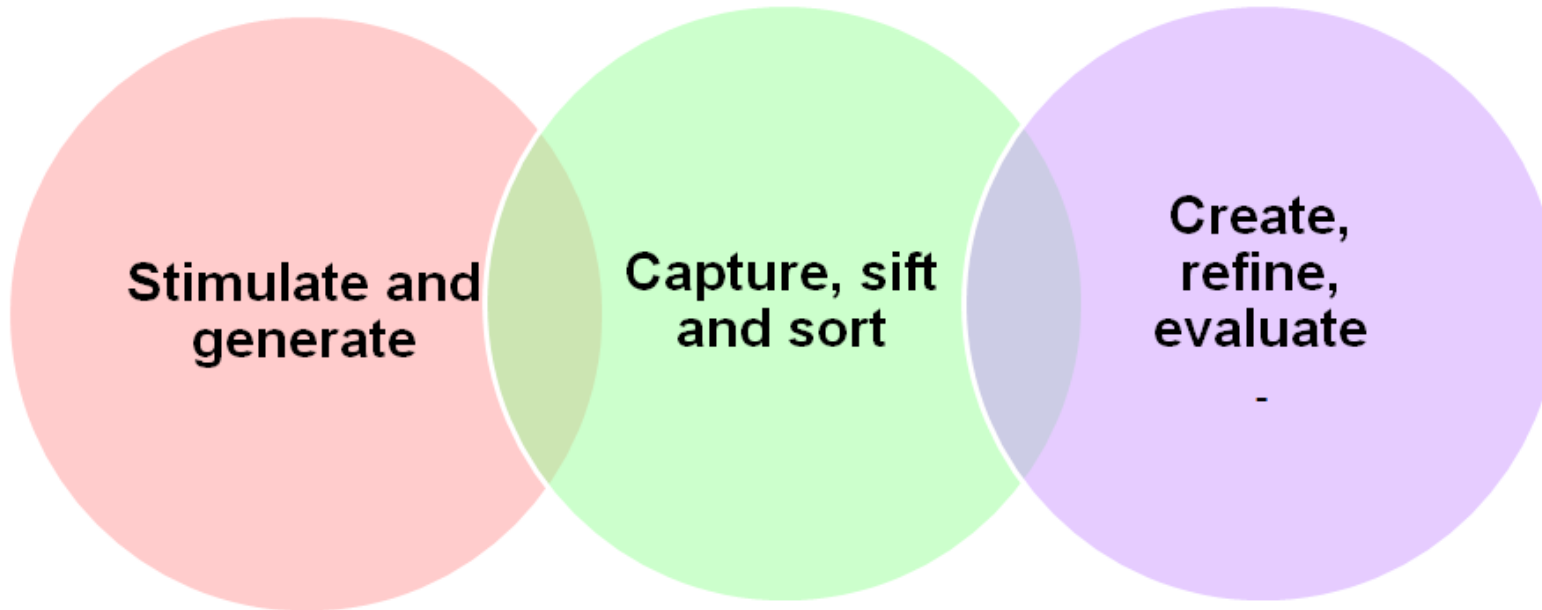
## Reading as a Reader (exploring events, characters and topics in the literary driver)

- Tiny Texts
- 'Cloze' the gap!
- Read Aloud, Think Aloud
- Role on The Wall
- Book Talk
- Summarise in Four



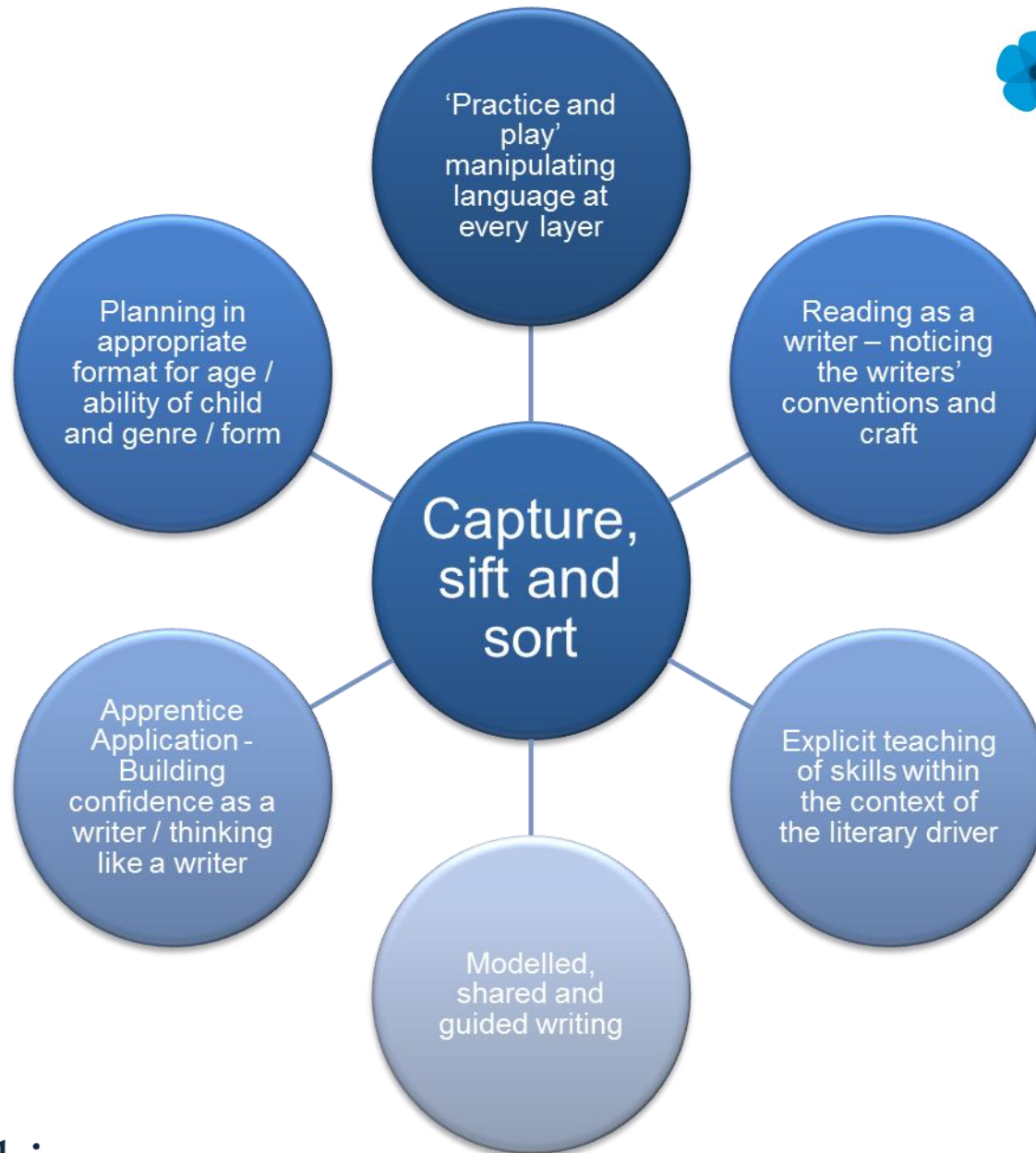
# The HIAS 3 stage process of planning

## Utilising a text-driven curriculum



Building writers' behaviours and skills






# Identifying features of genre and form

- Exploring and imitating texts to become familiar with features of form
- Sifting ideas / new knowledge
- Reading and capturing from WAGOLLs (What A Good One Looks Like)

LO: To recognise the features of a postcard 10<sup>th</sup> March 2017

- ★ I can match the description to the feature.
- ★ I can give an example
- ★ Ext- I can explain what the purpose of the feature is.

Group/class discussion about the features and the purpose of each feature



1. opening - To show the greeting and to show who you are writing to. example: To Mum and Dad.

2. 1st person - To show that you did it. examples: I am, I told.

3. possessive apostrophe - To show it belongs to the examples: Auntie, Ben's, Uncle, Rob's.

5. Co-ordinating conjunctions - To add something to what you have already written. example: and.

5. exclamation marks - To show expression. examples: He told me theirs is RUN AND HIDE! lots of scorpions! SQUAWK!

6. description - To describe what you are talking about. example: Yum.

7. contracted words - To make a word shorter. examples: it's, there's.

8. ending - To end what you are writing about. example: From Sunny.



H  
C

# WAGOLL

We can use the text for...

## inspiration

*A report about meerkats following a class trip to the wildlife park.*



or **imitation.**

*Postcards from visits to animals with lots of relatives around the world, such as big cats.*





# Comparing Writing (not features)

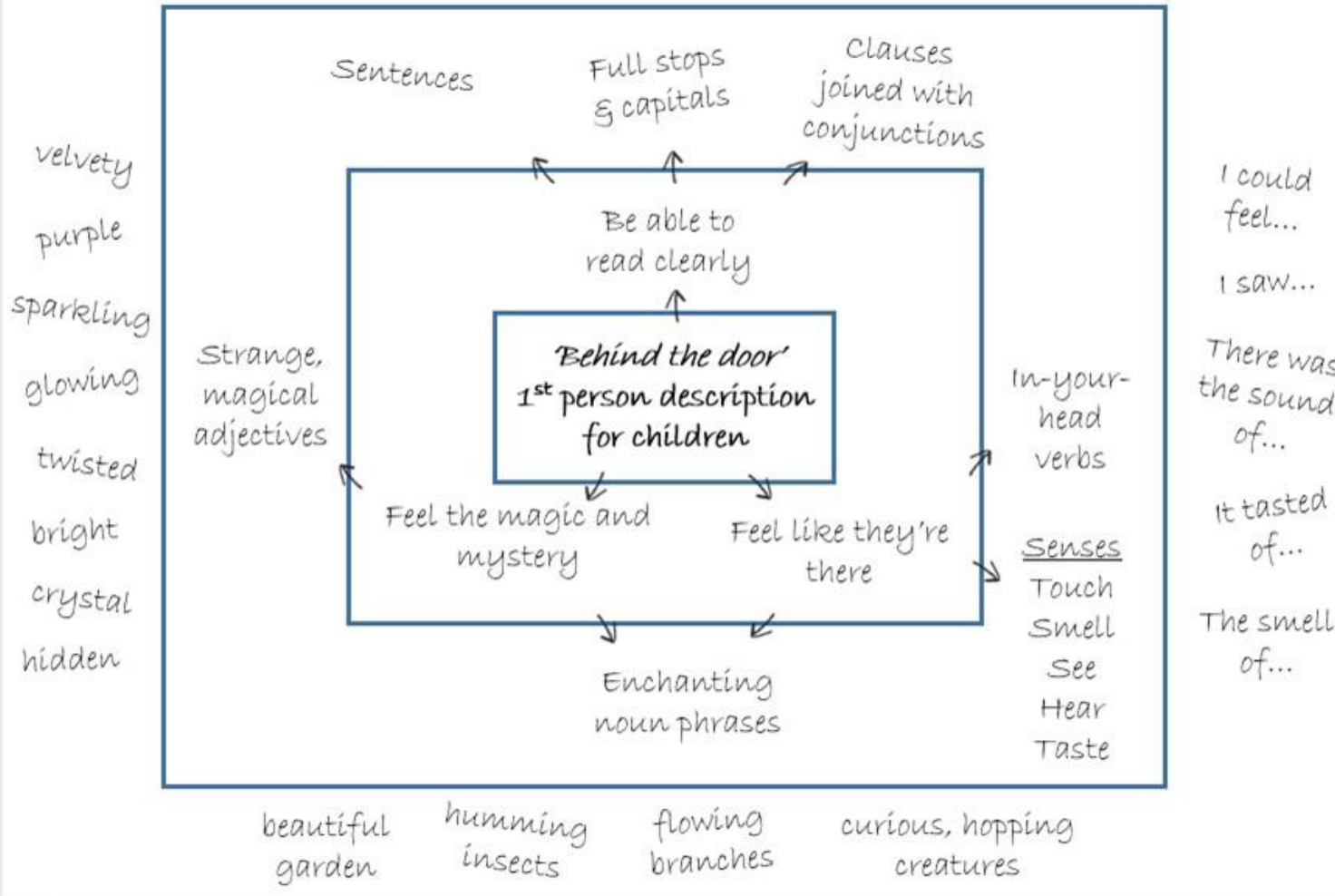
Terry woke with **a start**. **He** hadn't meant to fall asleep. **The fire** had almost gone out and didn't give much light anymore. He crouched down and peered into **the dark forest**. **He couldn't see anything or hear anything**. Had it come back? Was it out there now watching him **with hot, murderous eyes?**



# The Role of Modelling Alongside Pre-prepared WAGOLLS

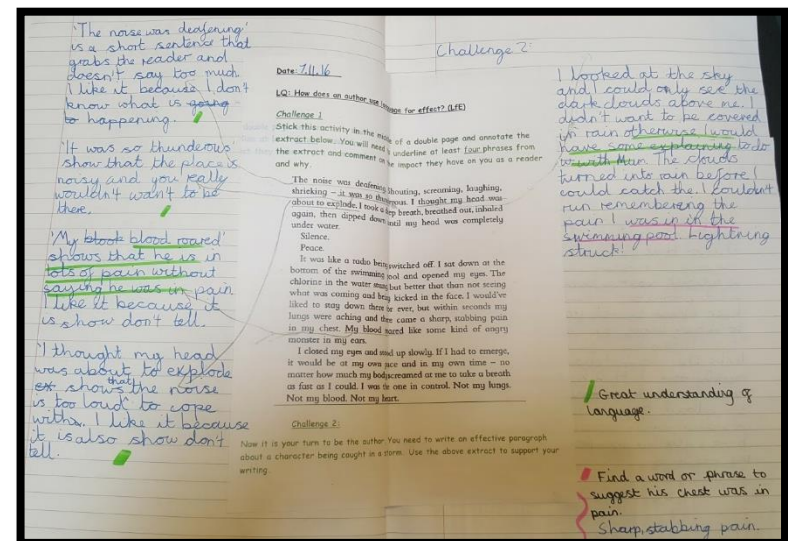
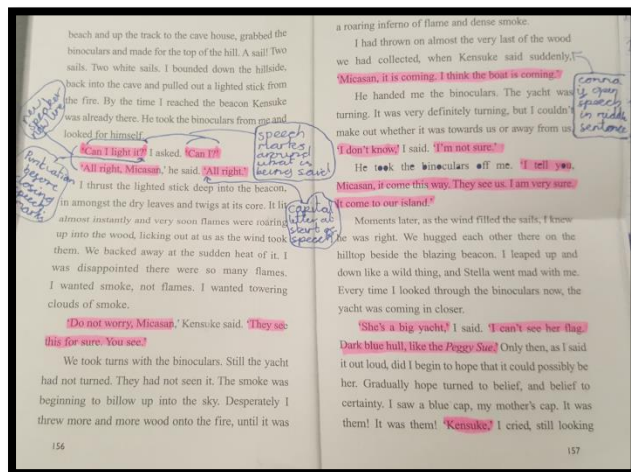
- Pre-prepared WAGOLLS have a crucial part to play in the teaching of writing.
- These example texts can be sourced from children's literature or created by staff.
- WAGOLLS can also be used directly alongside modelling to create discussion around authors' choices.






# Reading as a writer – noticing the writers’ conventions and craft

- Identify and focus on grammatical features by reading and investigating quality texts
- ‘Collecting’ grammar features, building success criteria
- Discussion is fundamental in encouraging young children to begin to make choices over grammar (words/phrases they like/dislike)
- Reflecting on impact on the reader – what picture have you got in your head? How has it made you feel?



# Explicit teaching of skills within the context of the literary driver

- Teach and model the technique/ skill/ knowledge / grammar rule
- Ensure grammatical language used by adults and understood by children e.g. coordinating conjunction


 Hampshire Services


**The building blocks of sentences**

**Adjective**  
(Descriptive word, describes the noun)

**Subject**  
(Theme or topic of the sentence)

**Pronoun**  
(Used in place of nouns)



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I can collect 'Winter' words and phrases to create a word bank.

Each morning she brushed the snow from her window box, waiting for a tiny green shoot, a sign of spring. *noun phrase*

He looped and swooped, making spray sparkle in the crisp cold air. *Rhymes alliteration power of 3*

Out of the snow stepped a pale boy with ice-blue eyes. *noun phrase*

Tom and the boy made polar bears and arctic hares and dazzling white horses. *Rhymes*

That night, as Tom gazed out at the starry winter world, he heard a distant voice call from the mountains. *power of 3*

He took Tom to a forest where glistening icicles hung like chimes. *simile noun phrase*

"Nana is as thin as a reed and as grey as ash," whispered Tom's mother. *simile*

"The winter has been too long for her," he said. "She needs the warm spring sun." *power of 3*


Cold white snow is soft as a blanket. -  
Glistening icicles like snow flakes. -  
Snow flakes like icicles in a cave + (V)  
\* Snow flakes dazzling around. -  
\* Icicles in a cave. -


**Exclamation**

The main role is to express the extent to which speakers are **impressed** or **excited** by something.

It must begin with **'what'** or **'how'** and contain a **verb**.



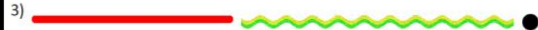
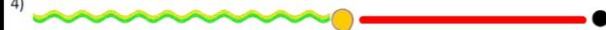
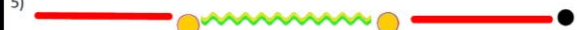


They always end with an **exclamation mark**.



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**Sentence Types**

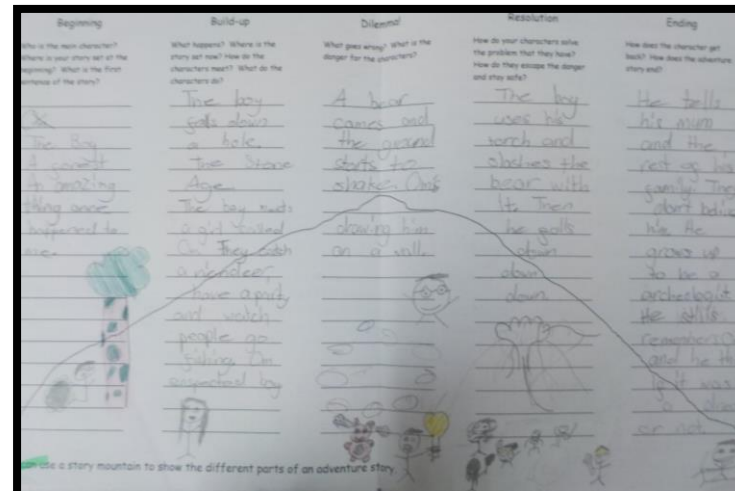
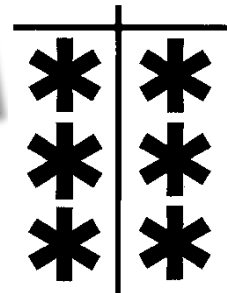
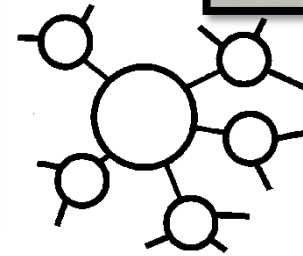
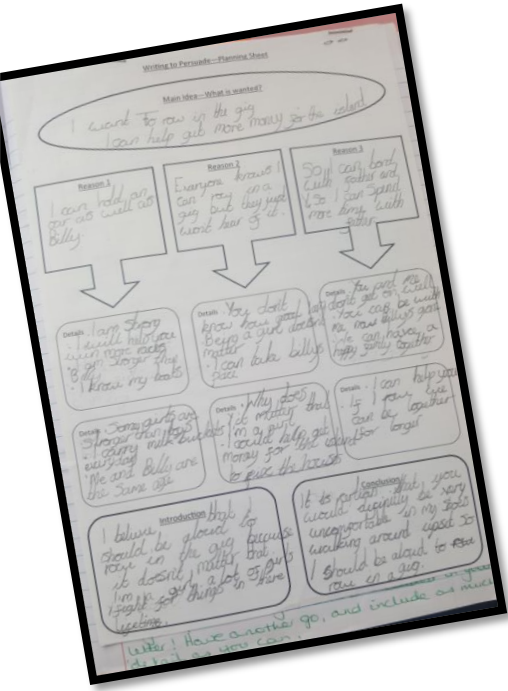
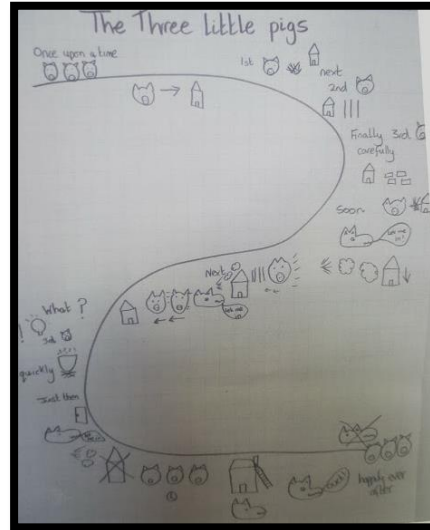
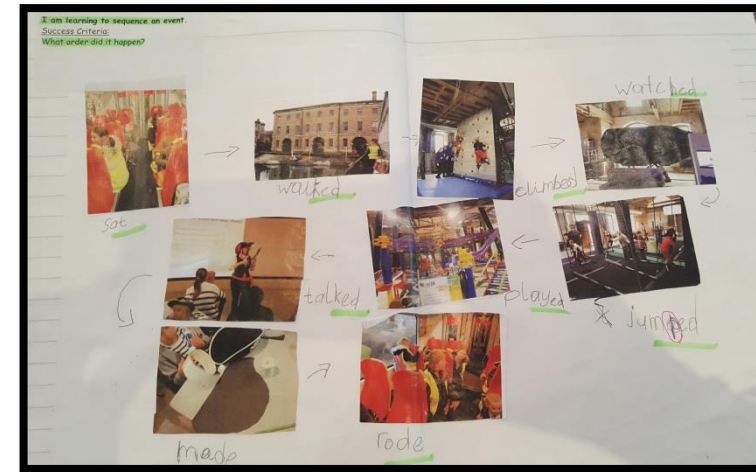
What activities could you do to ensure students are confident with the various sentence types and how they can be used for impact?

- 1) 
- 2) 
- 3) 
- 4) 
- 5) 
- 6) 
- 7) 

Pupils need to understand how these sentence types are used for EFFECT. Correct terminology will also be tested.

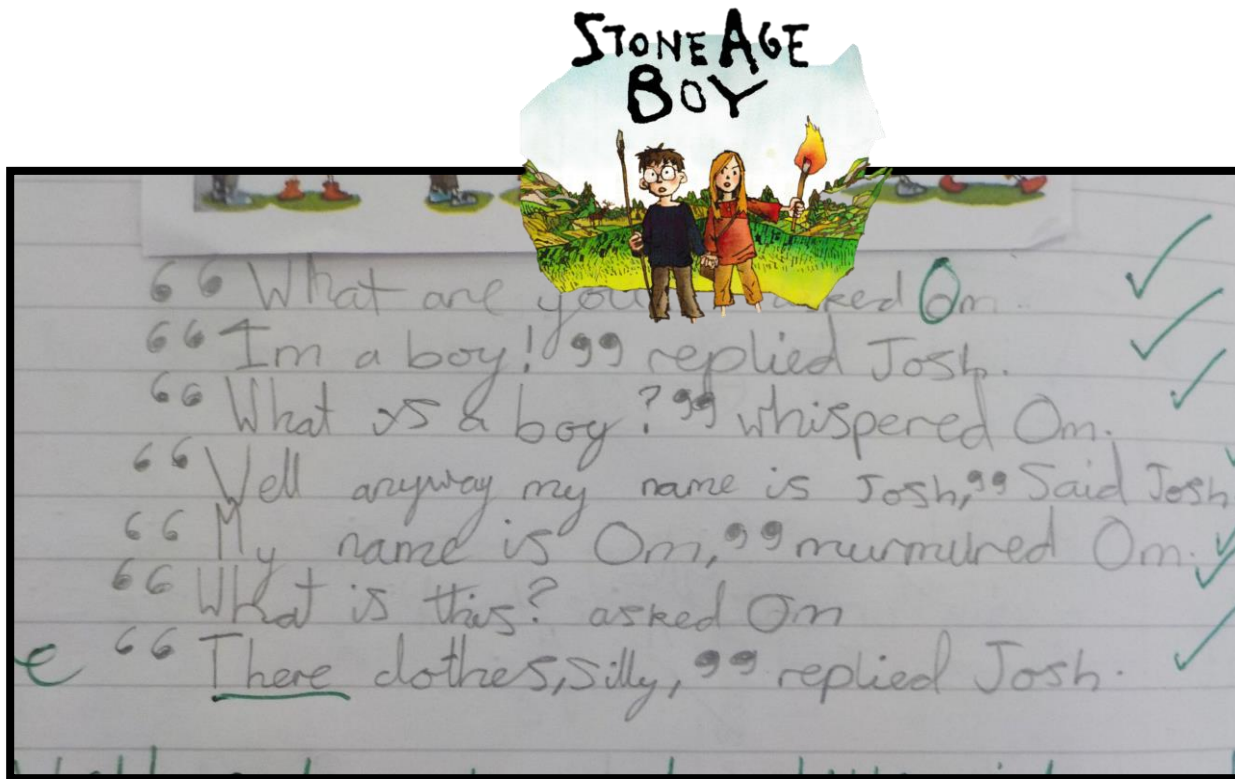
# Planning in appropriate format for age / ability of child and genre / form

- Sequencing pictures / events
- Non-fiction planning formats
- Story map
- Story mountain
- Boxing up
- PEE



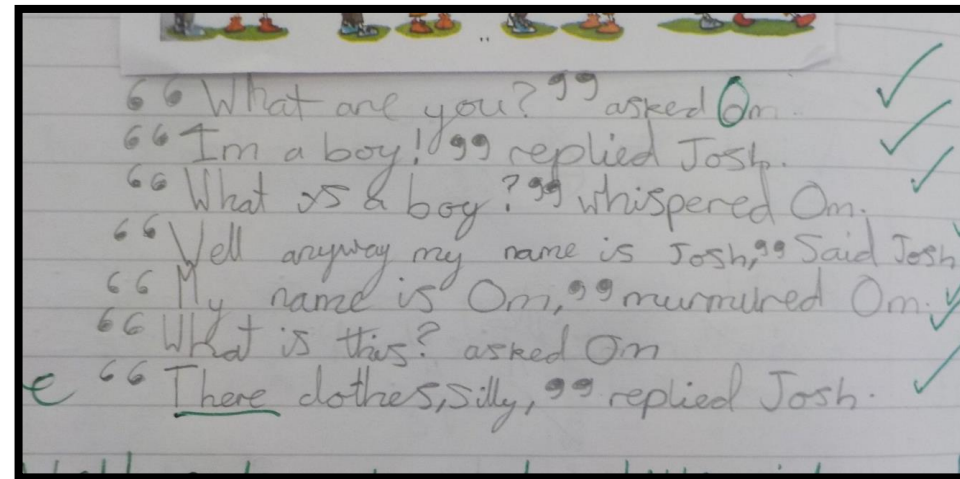
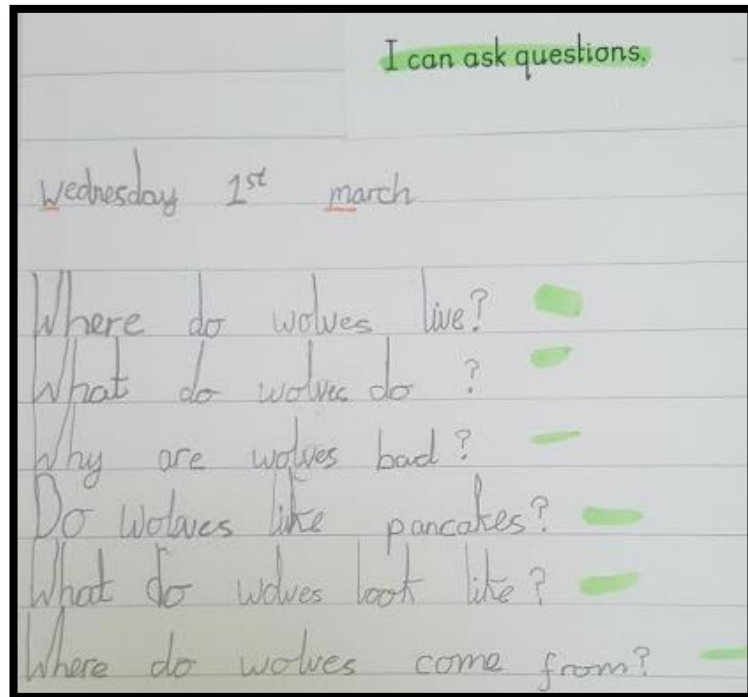
## Apprentice Application - Building confidence as a writer / thinking like a writer

- Exploring a technique / grammatical device
- Activities support pupils in making choices and being designers of writing, using grammatical features for best effect
- Sentence or paragraph level – ‘give it a go’



# 'Practise and play' manipulating language at every layer

- Word and sentence level
- Sifting through examples to identify where to improve
- Reflecting on impact on the reader
- Experimentation and language play help pupils see the effects of language in use





# Teaching grammar and punctuation in context



# Progression in Punctuation

Y1

©	👉	●	?	!
---	---	---	---	---

Contractions & singular possession

Commas in a list

Y2

©	👉	●	?	!
---	---	---	---	---

Omissions & possession

Comma after fronted adverbial

Y3

“ ”	’	,	?	!	●
-----	---	---	---	---	---

Commas to separate phrases & clauses

Y4

“ ”	’	,	?	!	©	●
-----	---	---	---	---	---	---

Brackets, dashes & commas to indicate parenthesis

Y5

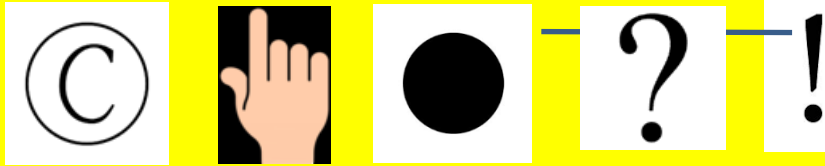
( )	-	:	“ ”	’	,
-----	---	---	-----	---	---

Demarcate boundaries between independent clauses

Y6

;	...	( )	-	,	:	“ ”
---	-----	-----	---	---	---	-----

Y1



Beginning to punctuate some sentences

Y2



Demarcating most sentences

Y3



Demarcating all sentences with increasing accuracy

Y4



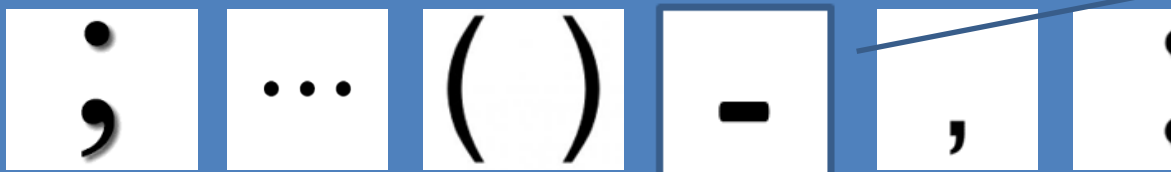
Demarcating all sentences accurately

Y5



Using an increasingly varied range of punctuation with confidence

Y6

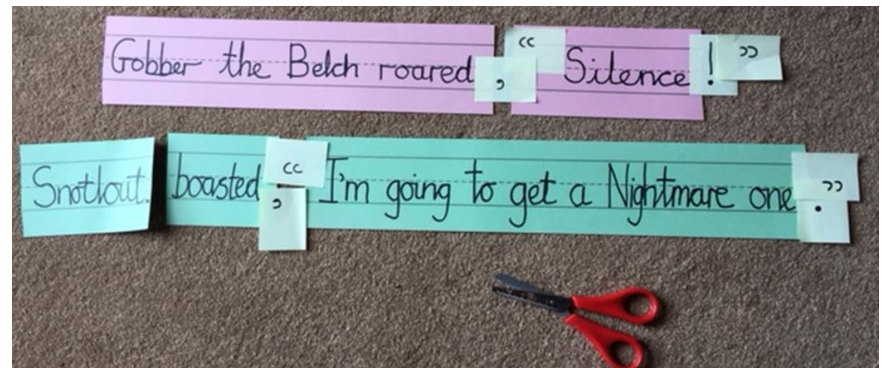


Deliberate selection of a range of punctuation for accuracy and effect

# Punctuation – what works?



- Recognising the importance of punctuation in reading
- Explicit teaching!
- Modelling
- Practical 'fix it', 'Spot the error' tasks
- High expectations of accuracy
- Time to correct errors



R

- **R**eading and investigation

E

- **E**xplicit teaching

D

- **D**iscussion and experimentation

M

- **M**aking controlled writing choices

# Key Teaching Principles

- Identify and focus on grammatical features by reading and investigating texts
- Explicit teaching makes links between the feature introduced and the effect it has on meaning
- Discussion is fundamental in encouraging critical conversations about language and effects
- Experimentation and language play help pupils see the effects of language in use
- Activities support pupils in making **choices** and being **designers** of writing, using grammatical features for best effect.



# Unpacking a national curriculum statement

adjective

noun

phrase



## Year 2 writing statement

Learn to use an expanded noun phrase to describe and specify

clarify

describe

How many elements are there to  
this statement?

Unpack ...



## Year 2 writing statement

Learn to use expanded noun phrases to describe and specify

What is a noun ?

What is a phrase?

What is an adjective?

Where can I position the adjective in a sentence and how many can I use?

What types of adjectives might I use to specify and how are these different to the adjectives I use to describe?



# Unpacking a national curriculum statement



**noun**

**pronoun**

## Year 3 /4 writing statement

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

**clarity**

**cohesion**

**avoid repetition**

How many elements are there to  
this statement?

Unpack ...

## **Year 3 /4 writing statement**

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

**What is a noun ?**

**What is a pronoun?**

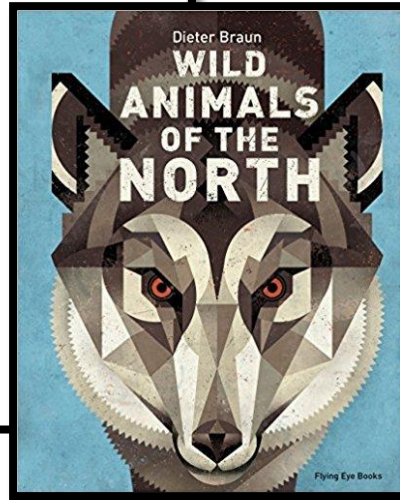
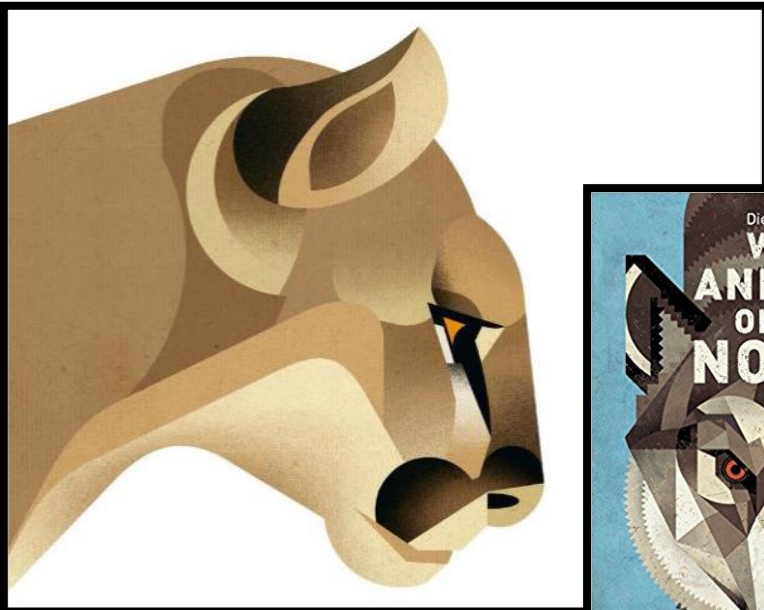
**What does clarity mean?  
How is it achieved?**

**How does the use of nouns and pronouns create cohesion ?**

**What is repetition of nouns or pronouns?**



## Reading and investigation



How many nouns are used for 'puma'?  
What other nouns are used?

### **Puma** // *Puma concolor*

The light brown puma goes by many names: the silver lion, the mountain lion, or the cougar. Measuring up to 1.4 metres in length, it's one of the largest big cats in North America. The further north you go, the bigger the puma will be! Scientists, however, still class it as a small cat, just like its cousin the African cheetah. It may be hard to believe, but the mountain lion is more closely related to the domestic cat than it is to the lion: just like cats, pumas can retract their claws, are extremely agile, and can make a standing jump of up to five metres into a tree.

# Pronouns

## Explicit Teaching

In grammar, a pronoun is defined as a word or phrase that may be substituted for a noun or noun phrase:

- they are grammatically more specialised
- it is harder to modify them
- pronouns can do everything that nouns can do.
- a pronoun can act as a subject, direct object, indirect object and more!

**Examples of personal pronouns:**

	Singular		Plural	
	Subject	Object	Subject	Object
1 <sup>st</sup> person	<i>I</i>	<i>me</i>	<i>we</i>	<i>us</i>
2 <sup>nd</sup> person	<i>you</i>	<i>you</i>	<i>you</i>	<i>you</i>
3 <sup>rd</sup> person	<i>she/he/it</i>	<i>her/him/it</i>	<i>they</i>	<i>them</i>

## Discussion and experimentation

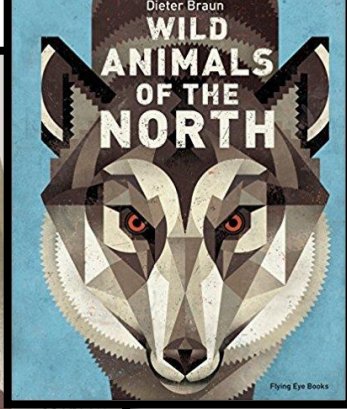
**How is clarity achieved?**

The dog looked at the cat and **it** chased **it** until **it** was tired and **it** had to lie down and sleep.

**WABOLL**

Giving 'What A Bad One Looks Like' helps understanding!

TOP TIP: If you read a child's work that leaves you confused as a reader – it possibly lacks cohesion!



## Discussion and experimentation

How have the nouns and pronouns been alternated to avoid repetition?

### Canadian Beaver // *Castor canadensis*

Beavers are the masters of building lodges and dams. Their front paws, which they can skilfully use to grasp and build with, perfectly equip them for these tasks. They have a waterproof coat and webbed toes on their hind paws and spend almost their entire lives in the water. Their board-shaped, club-like tail provides additional control for when the beaver embarks upon its diving manoeuvres. However, its most important tool is its strong incisors. The beaver gnaws building materials – twigs and branches – into shape and can even bite through trees a metre in diameter to build its beaver lodge.

# Making controlled writing choices

**Task:** Vary nouns and pronouns to write information about a fox

**Nouns (some expanded):**

Fox

Foxes

Cubs

Mammals

Member of the dog family

Cunning animal

Nocturnal creature

**Pronouns:**

They

It

Its

Them

Their





# A bag of words



# How many ways can we get these words moving into a sentence?

- robot
- tiny
- scared
- dog
- metal
- the
- a
- battered

Words make pictures  
and pictures tell stories.

Can you change the  
story, just by changing  
the order of the words?



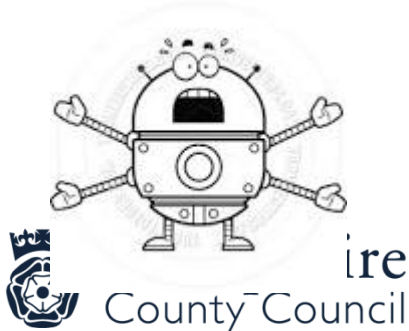
The tiny, scared dog battered a metal robot.

The metal robot battered a tiny, scared dog.

Battered, the tiny, metal robot scared a dog.

Scared, the tiny, metal dog battered a robot

‘Tiny’, the metal robot, battered the scared dog.



# Choices at sentence level



# Killagon's Strategies

Sentence Matching

Sentence Imitation

Sentence Unscrambling

Sentence Combining

Sentence Expanding

# Sentence Matching

Provide a list of sentences, and a list of ‘tools’ excerpted from those sentences. Children to match the ‘tool’ with the sentence. This will reinforce children’s understanding of the use of the particular language device they are exploring by seeing examples and making logical choices as to where the device is most appropriately positioned within a sentence.



# Sentence Matching

Morrigan forced herself to push open the gate before she could change her mind.

she heard the distant, celebratory noise of the Black parade and longed to return to it.

the Hunt of Smoke and Shadow was suddenly all around her, swallowing the edges of her circle of light.

until at last Morrigan stood up straight and took a deep, trembling breath.

Looking up,

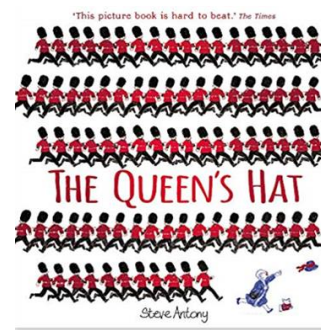
Creeping out of the darkness,

Waiting,

Scrunching her hands into fists,



# Sentence Matching



The Queen's hat went \_\_\_\_\_ the  
London Eye.

**above**

The hat went \_\_\_\_\_ London Bridge.

**over**

The hat went \_\_\_\_\_ the  
underground.

**along**

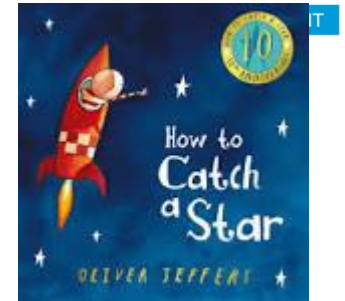
It flew \_\_\_\_\_ Big Ben.

**around**





# Sentence Matching



## Learn how to use coordination



**B**ut

**O**r

**A**nd

**S**o

The boy tried  
to jump up  
and grab it



he could not  
jump high  
enough



The boy tried to  
jump up and grab  
it **but** he could not  
jump high enough

# Sentence Imitation

Stylistic imitation is a perfectly honorable way to get started as a writer (and impossible to avoid, really; some sort of imitation marks each new stage of a writer's development).  
—Stephen King, *On Writing*

Imitation “allows students to be creative, to find their own voices as they imitate certain aspects of other voices.”  
—Paul Butler, “Imitation as Freedom”



“Whenever we read a sentence and like it, we unconsciously store it away in our model-chamber; and it goes with the myriad of its fellows, to the building, brick by brick, of the eventual edifice which we call our style.” —Mark Twain, from a letter to George Bainton



# Sentence Imitation

## Original sentence:

“Silence fell between the three, while the daylight grew around them, and the dogs snarled and tussled over their lump of meat.”

## Example of a sentence imitation:

Tension grew within the group, as the sunset blazed above them, and the mosquitoes hissed and whined in their swampy beds.

# Sentence Imitation

## Original sentence:

For a start she hadn't *opened the door*, she had *kicked it in*.

## Sentence imitation:

*For a start she hadn't .... she had ...*

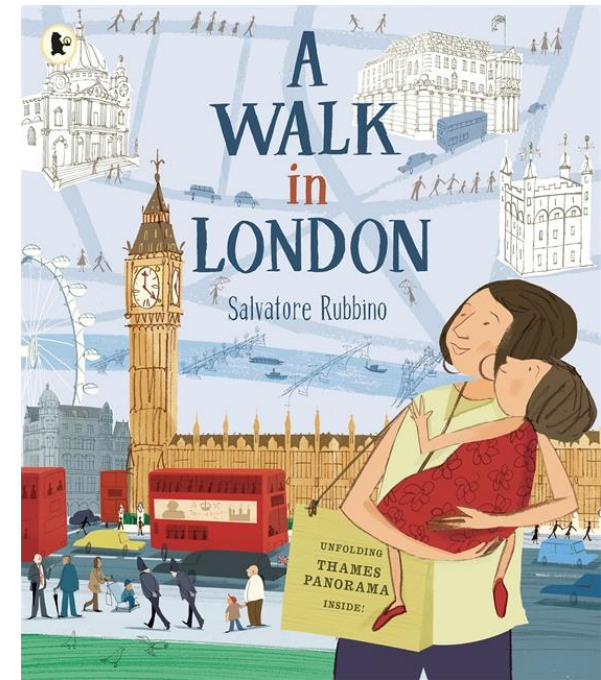


# Sentence Imitation

*The same approach can be used with younger children using examples from rich texts.*

“Not many roads in London are closed to traffic, but Covent Garden Piazza is one of them.”

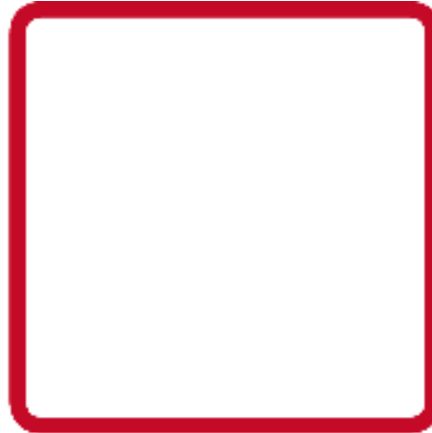
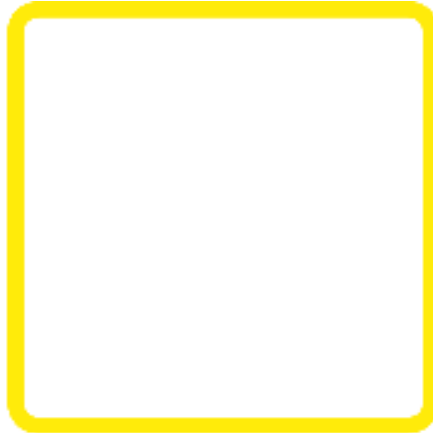
***Identify and imitate the structure. Try writing another sentence about a location using the same structure.***



# Sentence Imitation

## Silly and sensible sentences

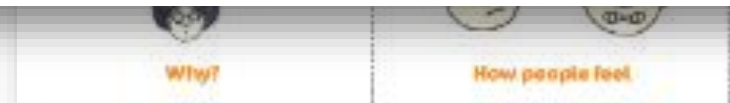
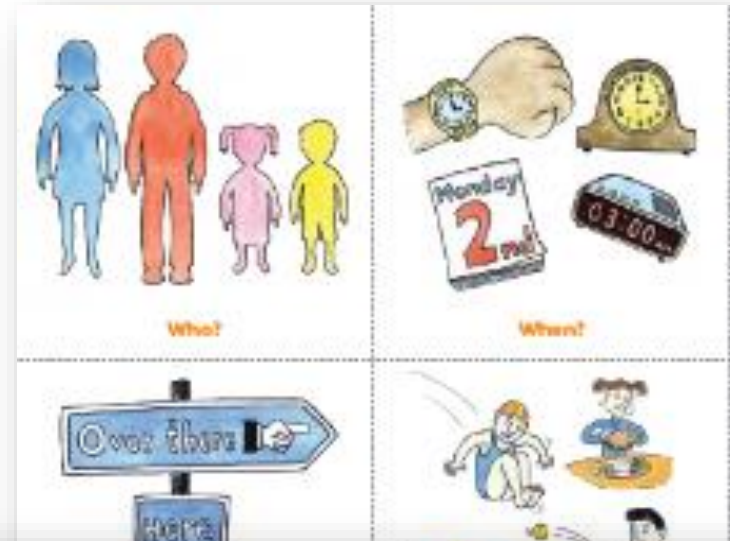
Building sentences



# Story Imitation





## Story words & Story strips

Story strips can be put on desks in the classroom to encourage structured narratives, both spoken and written



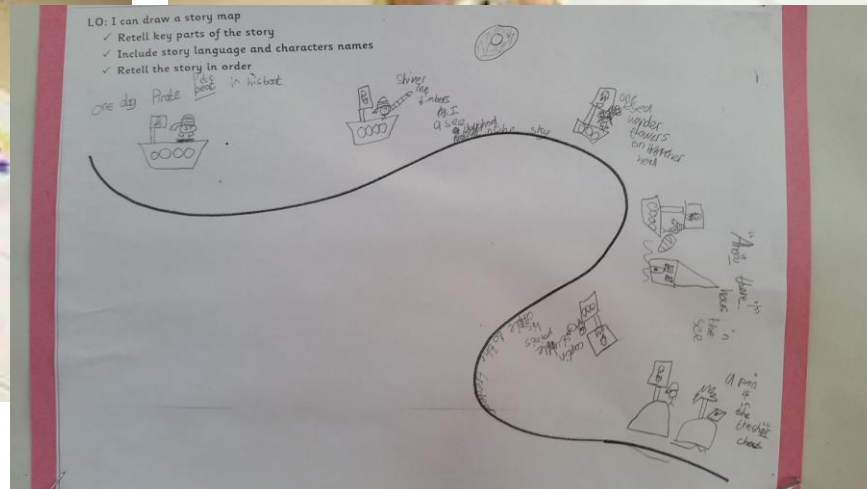


# Missing sentence retellings

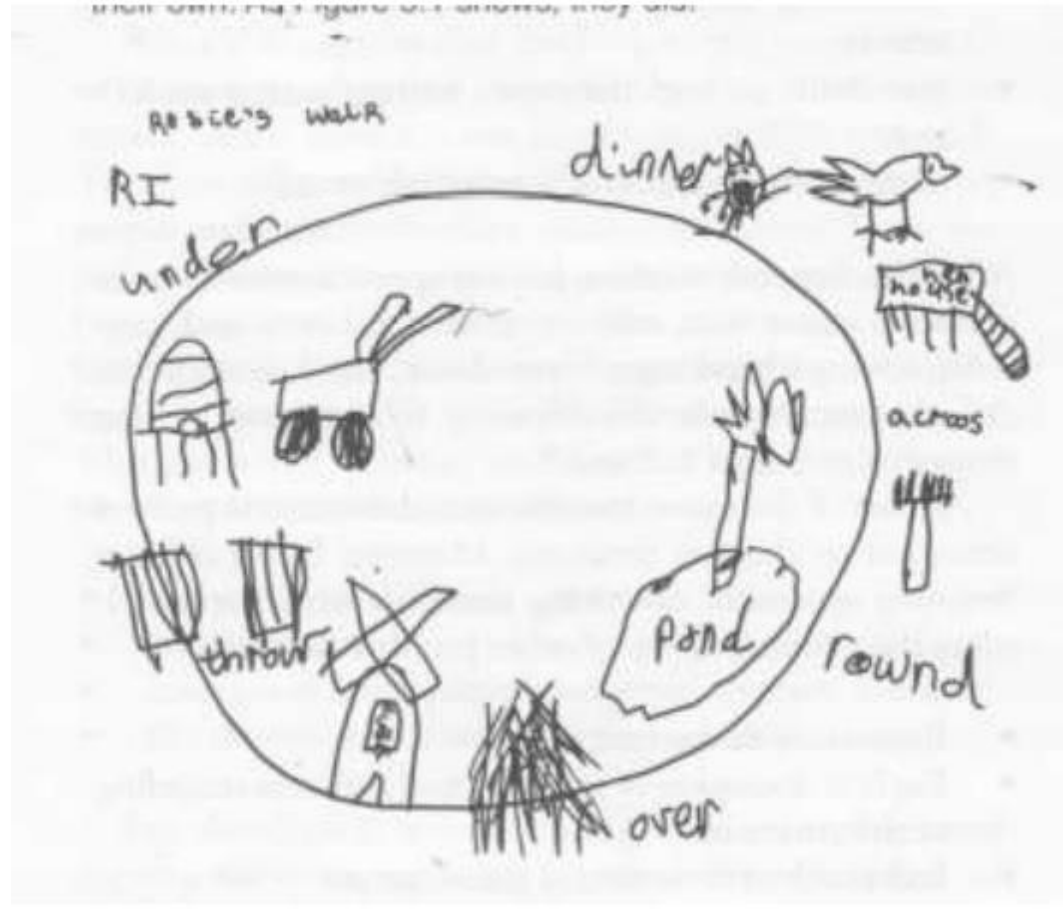
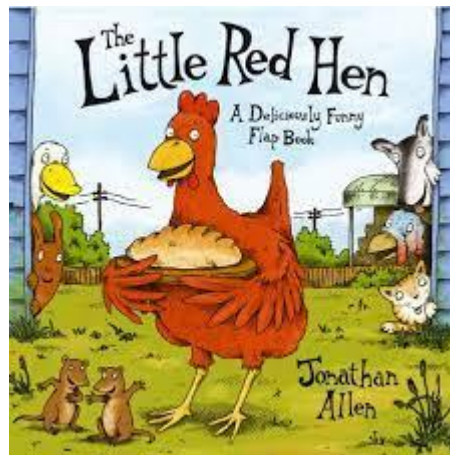
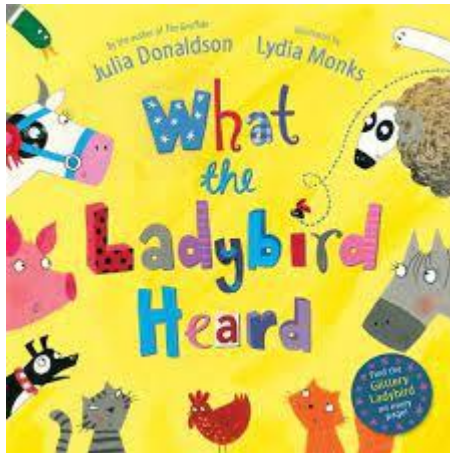
Bob's Day	
	POPPLY Bob leaves his house.
	Bob rides his bike to the <u>ship</u> . <u>ship</u> <u>ship</u> <u>ship</u>
	Bob travels by rocket ship
	Bob cleans <sup>ea</sup> the moon.

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# Story Walks/Story Paths/Story Maps



# Prepositions

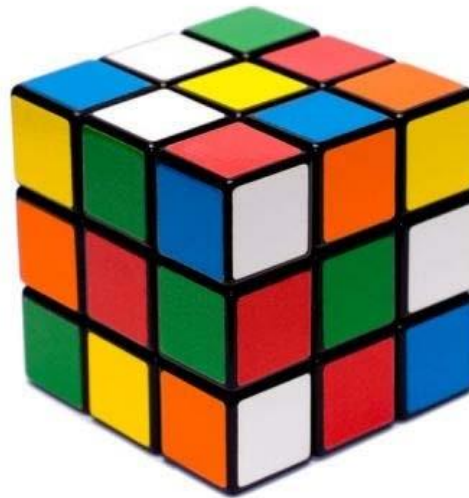


Integrating  
phonics into the  
writing  
curriculum and  
applying skills to  
a wide range of  
reading materials



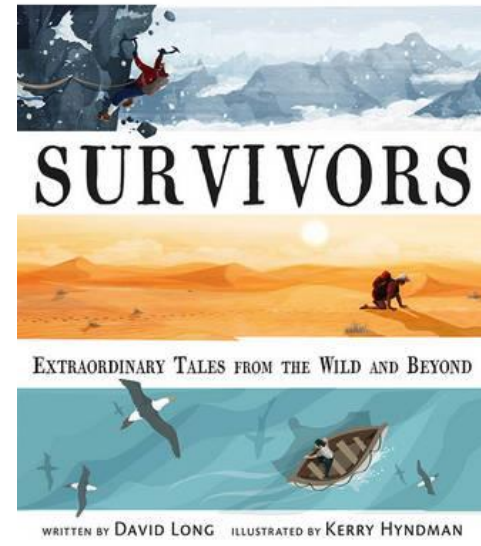
# Sentence Unscrambling

Pupils unscramble sentences that have been broken into meaningful “chunks.” The purpose of this exercise is to practice putting parts of a sentence into a logical sequence.



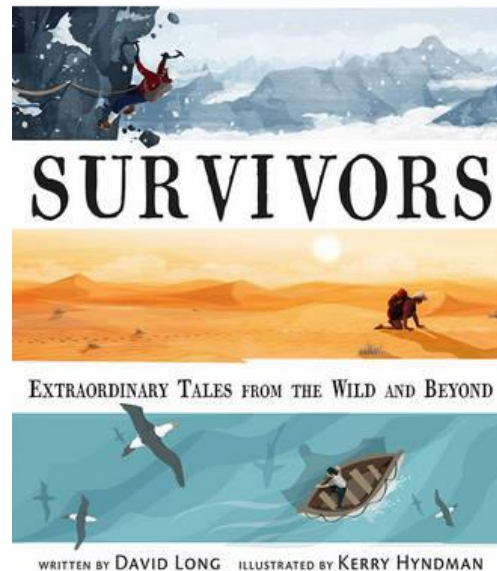
# Example of Sentence Unscrambling

seventeen-year-old Juliane Koepcke  
was hit by  
the airliner carrying her and her mother  
a violent storm  
when  
On Christmas Eve  
high above  
the South American rainforest  
was flying



# Original Sentence

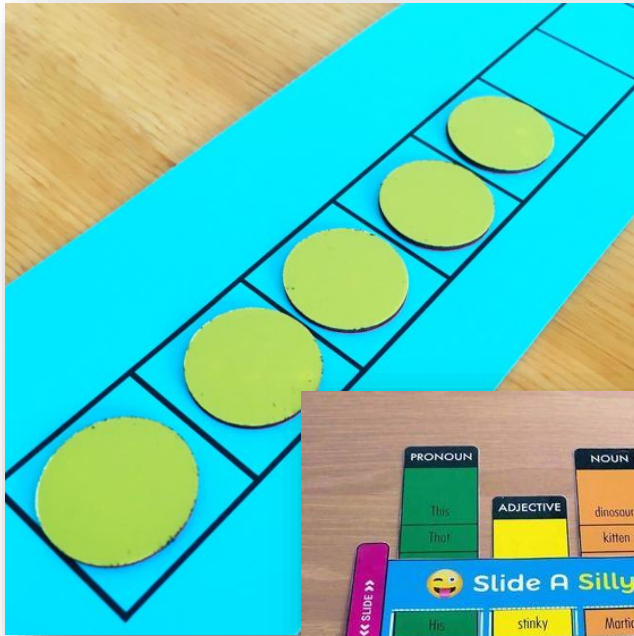
On Christmas Eve, seventeen-year-old Juliane Koepcke was flying high above the South American rainforest when the airliner carrying her and her mother was hit by a violent storm.



[https://www.theibsc.org/uploaded/IBSC/Conference\\_and\\_workshops/2010\\_Workshops/WEBER\\_Write\\_Way\\_to\\_Teach\\_Grammar\\_PPT.pdf](https://www.theibsc.org/uploaded/IBSC/Conference_and_workshops/2010_Workshops/WEBER_Write_Way_to_Teach_Grammar_PPT.pdf)




# Sentence Segmentation



**Slide A Silly Sentence**


PRONOUN	ADJECTIVE	NOUN	VERB	NOUN (2)
This That		dinosaur kitten		
His	stinky	Martian	is napping on	a cactus.
me	green	Sister	is seeing	an egg.
Another	purple	penguin	looks like	an orange.
Their	dirty	doctor	is sniffing	an octopus.
Our	slimy	queen	is dancing on	a blender.
	crazy		is singing to	a tutu.
	funny		is jumping on	a dragon.

The bee likes to fly.



bee The likes fly . to

The bee likes to fly.



The bee likes to fly .



# Sentence combining tasks

**Sentence combining gives children the opportunity to practise, play with, and manipulate sentences in a practical way.**

**The aim is not to produce longer sentences but to develop more effective ones.**

Short sentences	Example answer
<p>She was our teacher. We were in Year 5. She was great. She had bright green eyes. Her eyes were sparkling. She told the most marvellous stories.</p>	<p>In Year 5 our teacher was great. She had bright green, sparkling eyes and told the most marvellous stories</p>
<p>The man handed me a parcel. He did this suspiciously. The man had a long moustache. The parcel was old and battered.</p>	<p>The old battered parcel was handed suspiciously to me, by the man with the long moustache.</p>

After combining sentences in a variety of ways, take the time to discuss and evaluate, and make the grammatical language explicit.

*Consider...*

- Meaning: have you kept the original meaning?
- Clarity: can the sentence be easily understood?
- Coherence: does the sentence flow?
- Emphasis: are key words and phrases in the best order?



## Sentence combining tasks

### Joining words and joining clauses using 'and'

Joining words

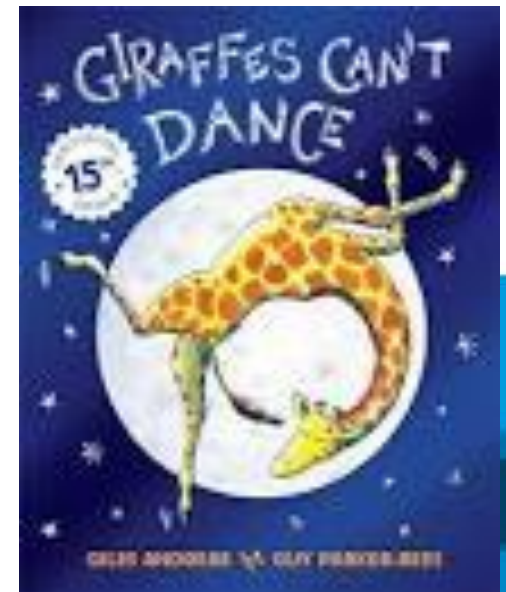
The giraffe is tall and fast.

**The giraffe is tall.**

**The giraffe runs fast.**

The giraffe is tall and it runs fast.

Joining clauses



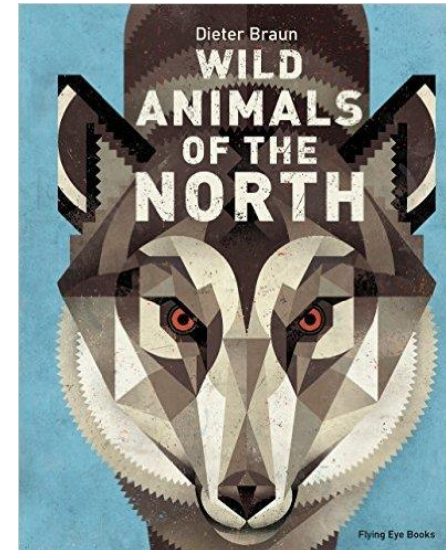
# Sentence Combining

*Combine all of the following sentences into one. Is there more than one workable solution?*

Orcas are also known as grampus.

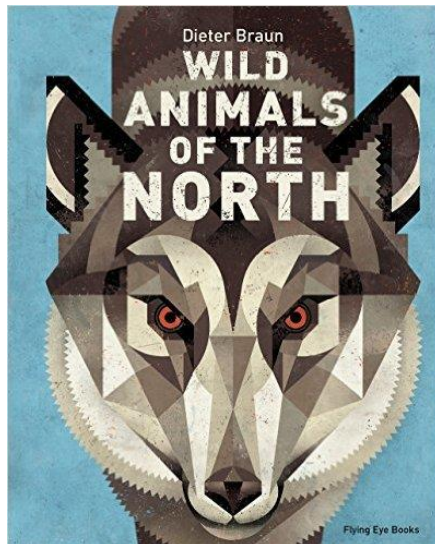
Orcas belong to the dolphin family.

Orcas are among the biggest carnivores in the world.



# The Original Sentence

Orcas, also known as grampus, belong to the dolphin family and are among the biggest carnivores in the world.



# Sentence Expanding

## Original sentence

The black mass of the barrow rose above them, *its crest of thorn-trees upreared against the veiled stars.*

## Example of imitative sentence expanding:

The tall trunk of the tree stood in front of him, (insert a phrase with nine words in it).

## Student sentence:

The tall trunk of the tree stood in front of him, its crown of green leaves silhouetted upon the sky.

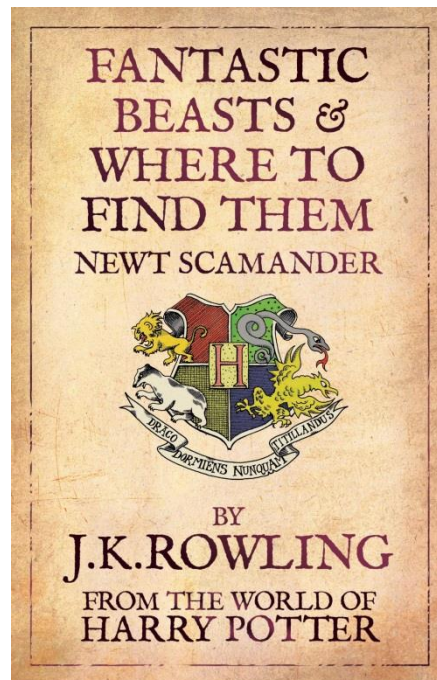
# Sentence Expanding

## Original sentence

The Quintaped is a highly dangerous carnivorous beast *with a particular taste for humans.*

## Imitative sentence expanding:

The basilisk is a brilliant green serpent (insert a phrase with six words in it).

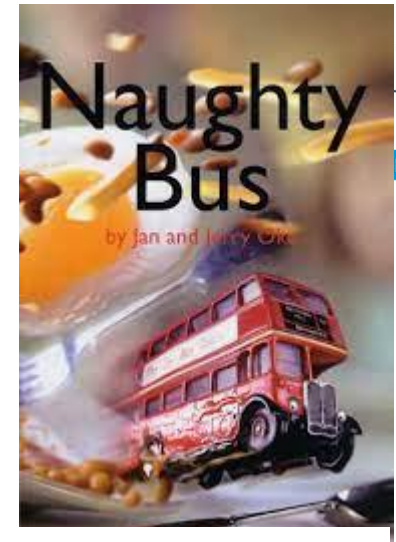


# Sentence Expanding

The **bus** went  
through the **beans**.

**red**  
**fast**  
**big**

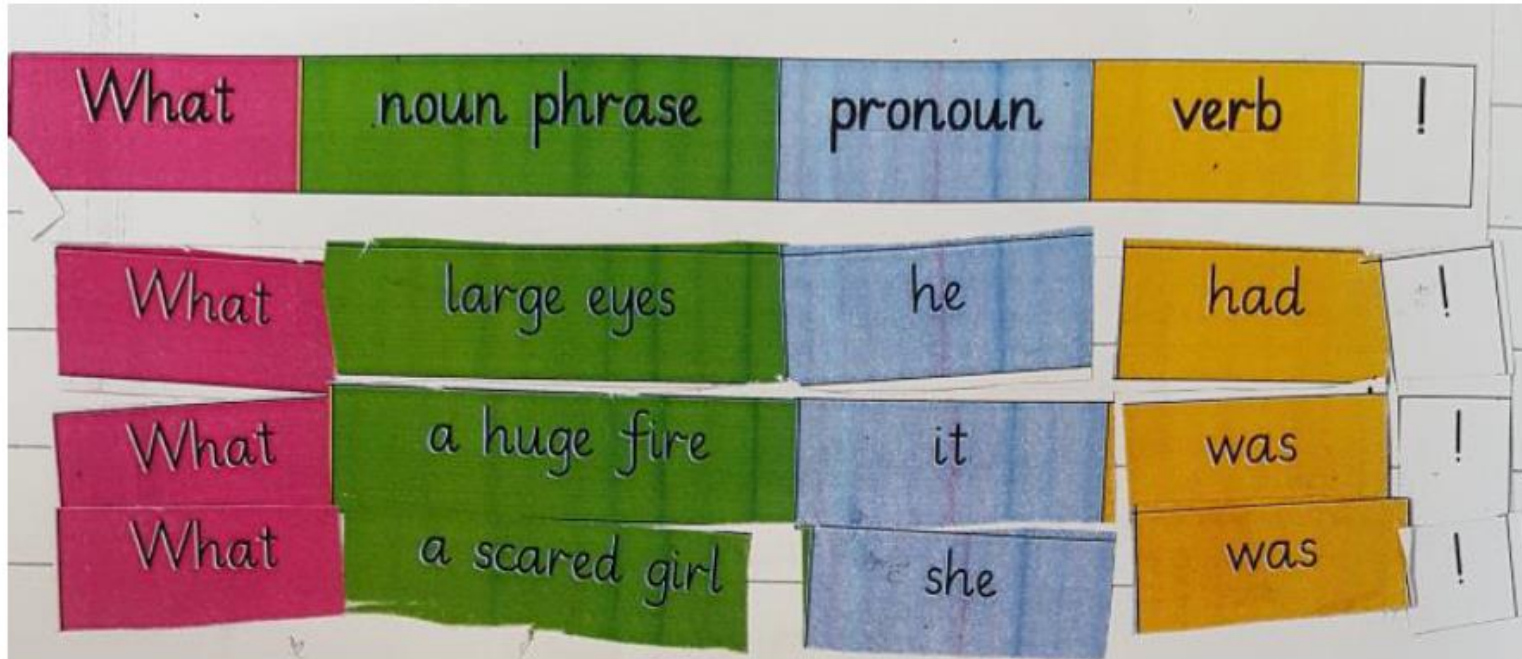
**orange**  
**hot**  
**messy**



This is where Naughty bus travels <sup>through</sup> the red, hardish-beans with a brown Socky.



# Strategies for scaffolding sentences – *colour coding*



# Strategies for scaffolding sentences – *sentence patterns*

^ \_\_\_\_\_ .

Mice eat nuts.

^ \_\_\_\_\_ ● \_\_\_\_\_ .

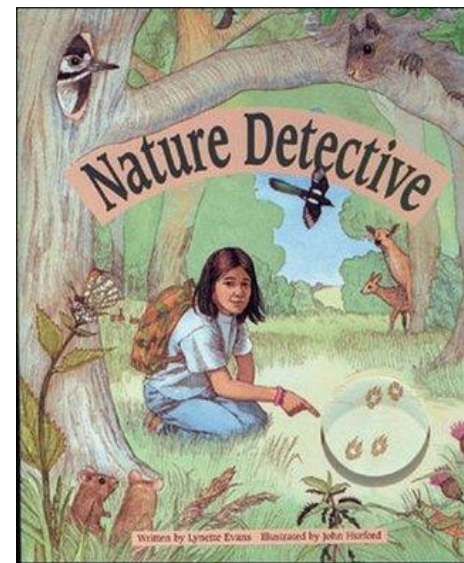
Swans enjoy chopped grapes and ducks will eat bird seed.

^ \_\_\_\_\_ ▲ ~~~~~ .

Animals could be hurt if people drop litter.

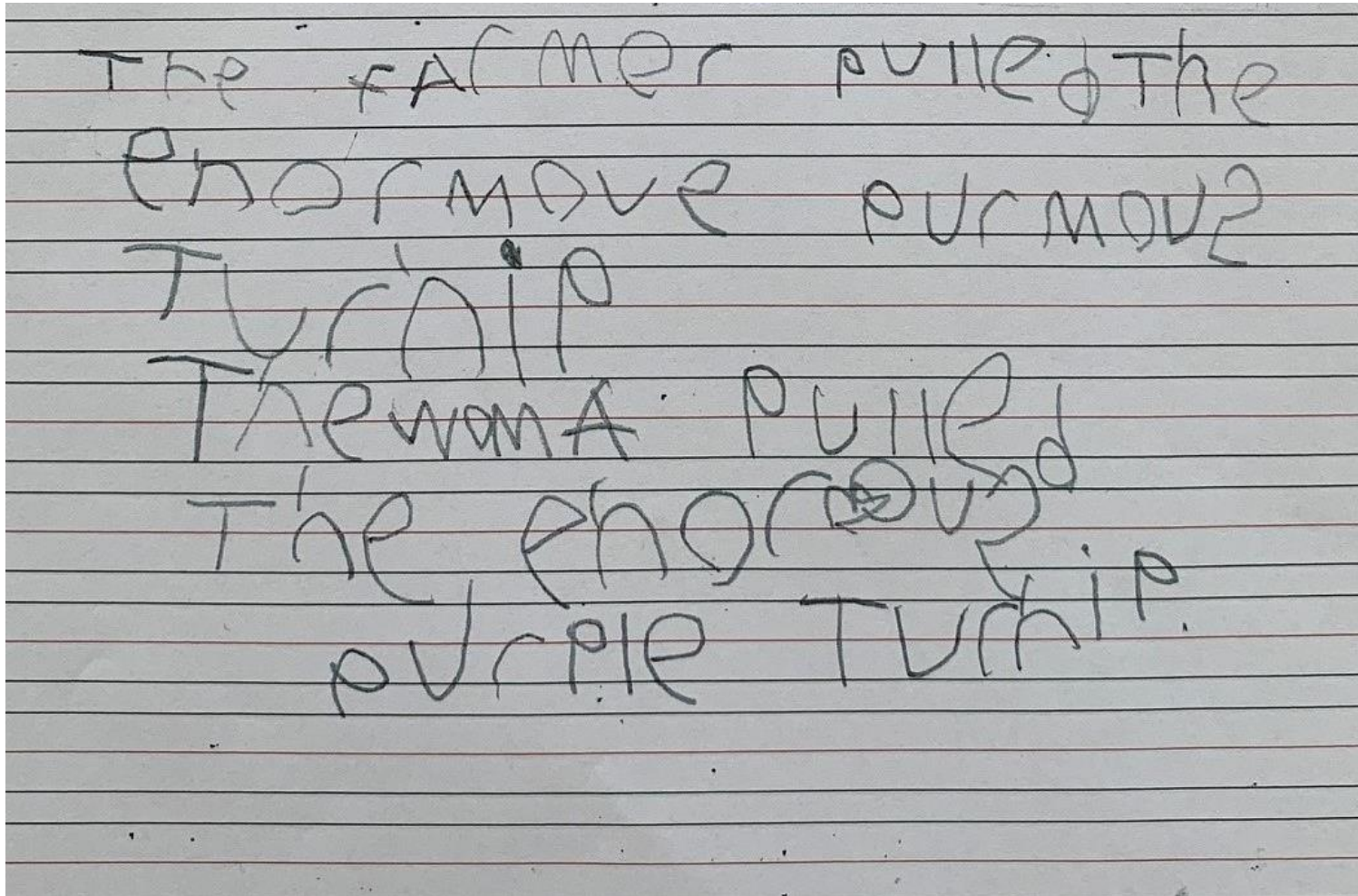
^ ▲ ~~~~~ , \_\_\_\_\_ .

If people drop litter, animals could be hurt.



# Substitution tables

Pictorial substitution tables can support EAL early writers.



## Slow Writing- David Didau

The idea is to get students to slow down and approach each word, sentence and paragraph with attention. Write less but focusing on technique.

### **The ‘how’ rather than just the ‘what’**

In the rich text context given them very specific sentences to write  
e.g.

Your first sentence must start with a fronted adverbial

Your second sentence must contain only three words.

Your third sentence must be complex

Your fourth sentence must be a rhetorical question

Your fifth sentence will contain a relative clause.

Your sixth sentence will contain a simile

Top tip: double space writing as great opportunity for editing short piece

### EDITING QUESTIONS:

- Could it begin differently?
- Should it be longer or shorter?
- Are they absolutely sure it makes sense?
- We look at the paragraphs and think about how they link: do they flow logically?
- Does each paragraph pick up where the preceding one leaves off?

### Other Slow Writing ideas include:

- put different sentence instructions into a hat and give everyone a random selection
- Give children a list of numbers and tell them that the number of words in their sentences must conform to these numbers.
- paired writing – get students to write alternate sentences and question each other about their choices
- use a professionally written text on a different subject and get students to copy the structure and techniques

# Slow Write Task: Describe The Gruffalo



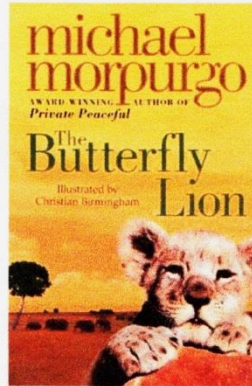
- Your first sentence must start with a fronted adverbial
- Your second sentence must contain only three words.
- Your third sentence must be complex
- Your fourth sentence must be a rhetorical question
- Your fifth sentence will contain a relative clause.
- Your sixth sentence will contain a simile

# Explain, Change, Create

- The ‘explain, change, create’ model allows for high complexity thinking.
- This can be useful for checking and deepening understanding after deliberate practice.
- As with deliberate practice, the approach should be carried out in the context of the text driver/hook of the learning journey. This will make the learning meaningful.



I can use inverted commas to punctuate direct speech



Bertie is speaking.

Explain -

↓  
"Please, Father. I want to keep him," Bertie said.

"So do I," said his mother. "We both do." She spoke as Bertie had never heard her speak before, her voice strong, determined.

Bertie's mum is speaking.

She speaks <sup>here</sup> as well.

There is a ~~new~~ line because it's changed person  
A good explanation!

Change -

"He'll grow up you know," his father was saying. "You can't keep a grown lion."

"And you know we can't just throw him to the hyenas," replied his mother. ✓





**Create** - Write the next part of the discussion between Bertie's mother and father. Will he keep the lion?

"I want to keep the lion because I have no friends and no one to play with," said Bertie.  
"I'm <sup>sure</sup> he will look after the lion and make friends with it," his mother said.  
"Oh ok ~~so~~ ~~to~~ keep the lion but when he is all grown up we'll put him back in his herd!" his father said grumpily.

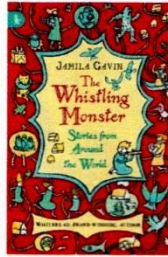
Well done. Change the word 'said' in the last reporting clause.

his father groaned. 😊 ✓

- **Explain:** Children identify and, crucially, explain why a grammar or punctuation choice has been made.
- **Change:** This could also be **Correct**. Children adapt a sentence, insert punctuation etc. to demonstrate understanding.
- **Create:** A more open-ended opportunity for children to apply the skill. Pictures related to your text driver could be used as a stimulus here.



## I can use apostrophes for possession and contraction



### Explain -

"Don't fear!" Pautiwa comforted the villagers. "Here are the corn seeds and Paiyatuma's flute. Choose six dancing maidens and I'll stay until you have learnt the music and the dances. If you perform them every year, the village's corn will always grow."

Don't has an apostrophe because you take out the o and replace it with an apostrophe.

the flute belongs to Paiyatuma. Brilliant!

### Change -

At first, the villagers didn't notice that the Corn Maidens had gone. They carried on, confident that the farmers' fields would flourish as usual.



Create - choose two pictures from your table...



I wish I had an Eagle's <sup>feather</sup> feather but  
it's not <sup>possible</sup> possible.



Pagatuma's <sup>sluts</sup> slits are colourful.

Can you use a contraction?

There isn't a purple one. ✓



WALT: Use the present and past tenses correctly and consistently 3/10/17



A super indp effort.



**EXPLAIN**

Matilda looks at the empty house next to hers.

This is a present tense because it has a s suffix ✓

Matilda played with her new friend called Pirate Boy.

This is a past tense because it has an ed ✓ suffix.

**CHANGE**

The neighbours are talking to each other on the telephone.

The neighbours talked ✓ to each other on the telephone.

**CREATE**

Matilda is looking at the train  
Matilda's mum looked at someone else.



# Modelled Writing

- During modelled writing, the teacher will share their own thinking with the class or group as they write.
- Modelled writing is very much the teacher in the role of writer.
- Some of the best modelling is short and lively. A brief model, sharing thinking, can be more effective than lengthy paragraphs written on the board.



- We want our pupils to think like writers.
- However, we need to teach them how to do this!

“Providing examples of thinking is useful, but effective modelling includes an explanation of why teachers are doing what they are doing, so that students understand **how** the teacher was thinking, not just what the teacher was thinking.”

(Fisher Frey, Hattie, 2017)



# *I and Why?*

- *I and Why?* is a useful mnemonic for thinking aloud with pupils during modelled writing.
- *I* statements in modelling (rather than *we* or *you*) “do something different and more powerful for the brains of students. They activate the ability – some call it an instinct – of humans to learn by imitation.”
- “Including the *why* and *because* while modelling increases the chance that students will be able to imitate the expert thinking they have witnessed.”

(Fisher Frey, Hattie, 2017)





A recent survey of teachers and student teachers reveals that real modelling, encompassing spontaneity and risk, is often avoided in class demonstrations. Instead, the piece of writing for modelling, such as an exemplar opening paragraph, a rich character description or a verse of poetry is planned and written in advance, often at home. In school, **the teacher appears to be composing this piece in a genuine and authentic manner in front of the children, yet in reality the process of creating and revising the piece and the struggle which it may have involved are not experienced or reflected upon during the demonstration.**

(Grainger, 2005)

# Modelled, shared and guided writing

## Modelled Writing

- Write in the moment or ‘Here’s one I prepared earlier.’
- Explicitly demonstrate the process of writing by ‘thinking aloud’
- Children participate by listening and observing the expert at work, rather than by contributing ideas and pursuing points through discussion.

## Shared Writing

### Supported Composition

- Teacher as expert still engaged in the process
- Encouraging development of word choice and idea development
- not accepting the first word or idea
- to support development of the writer’s eye with consideration of the audience of the writing

### Scribe

- Children engaged in paired or independent construction of ideas, word choices, sentences etc based upon modelled and perhaps supported composition
- Teacher facilitates the learning and uses the opportunity to monitor and assess children’s learning before compiling the best ideas from the class

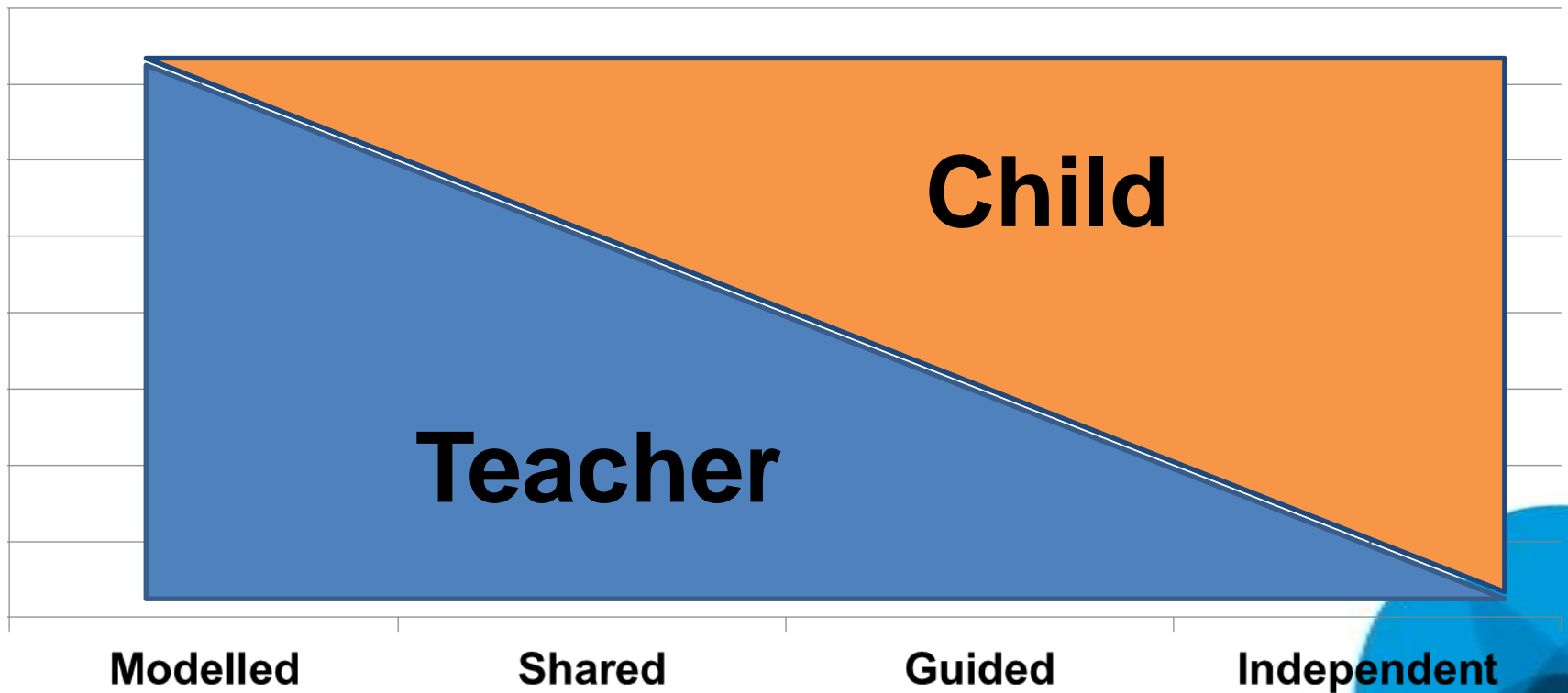
## Guided Writing

- Carefully targeted towards groups of children according to their current targets or specific needs
- Provides support that is going to help children to improve their writing and to work with increasing independence
- Includes opportunities for modelled, shared and independent writing
- Take care to allow pupils enough time to think and respond – they should be dominating the talk time – not the teacher!



# Considering the pedagogies

## Amount of Input/Ownership



# Text-linked dictation

- Dictation can be used as a form of retrieval practice, strengthening pathways in the long-term memory.
- Link your dictation to your current text driver to increase engagement and reduce cognitive load.
- Think about what you would like pupils to apply. With spelling and phonics, for example, it is useful to apply graphemes/words that have been learned in previous weeks, rather than what is being learned now.
- Keep dictations short and to the point.
- *Use as a regularly and discuss with pupils.*

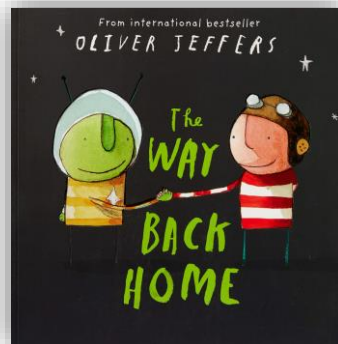


# Text-linked dictation

The boy can fly high.

(Set 2 'special friends' retrieval)

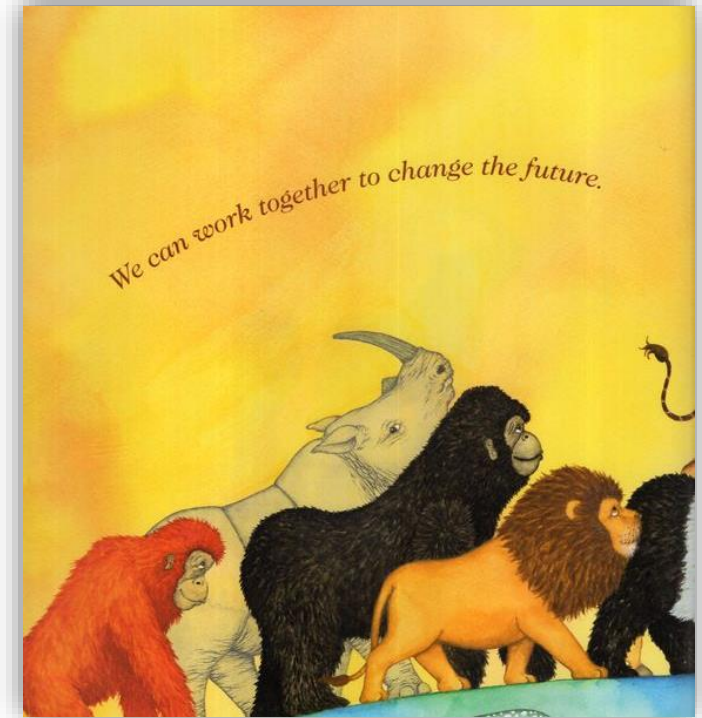
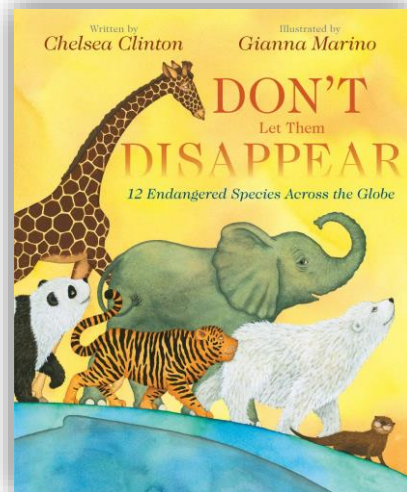
*Can be useful in adult-directed group work*



# Text-linked dictation

We can help **the** animals **today**.

(Year 1 CEW retrieval)



# Text-linked dictation

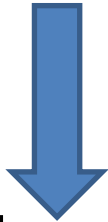
Will the **child** sail her boat **again**?

(Year 2 CEW/question mark  
retrieval)

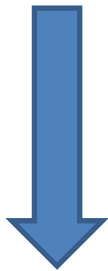


# A writing model – Y1

**Dictate a sentence**



**Model the sentence**



**Independent write**

- Develop working memory ‘hold a sentence’ (vary complexity)
- Observe writing behaviours from the ‘expert’ at work
- Encourage correction and checking for accuracy
- Build confidence and independence





# Reflections.....



**What will you take away and use from today?  
What will you share with others?  
What do I need to think about more?**

