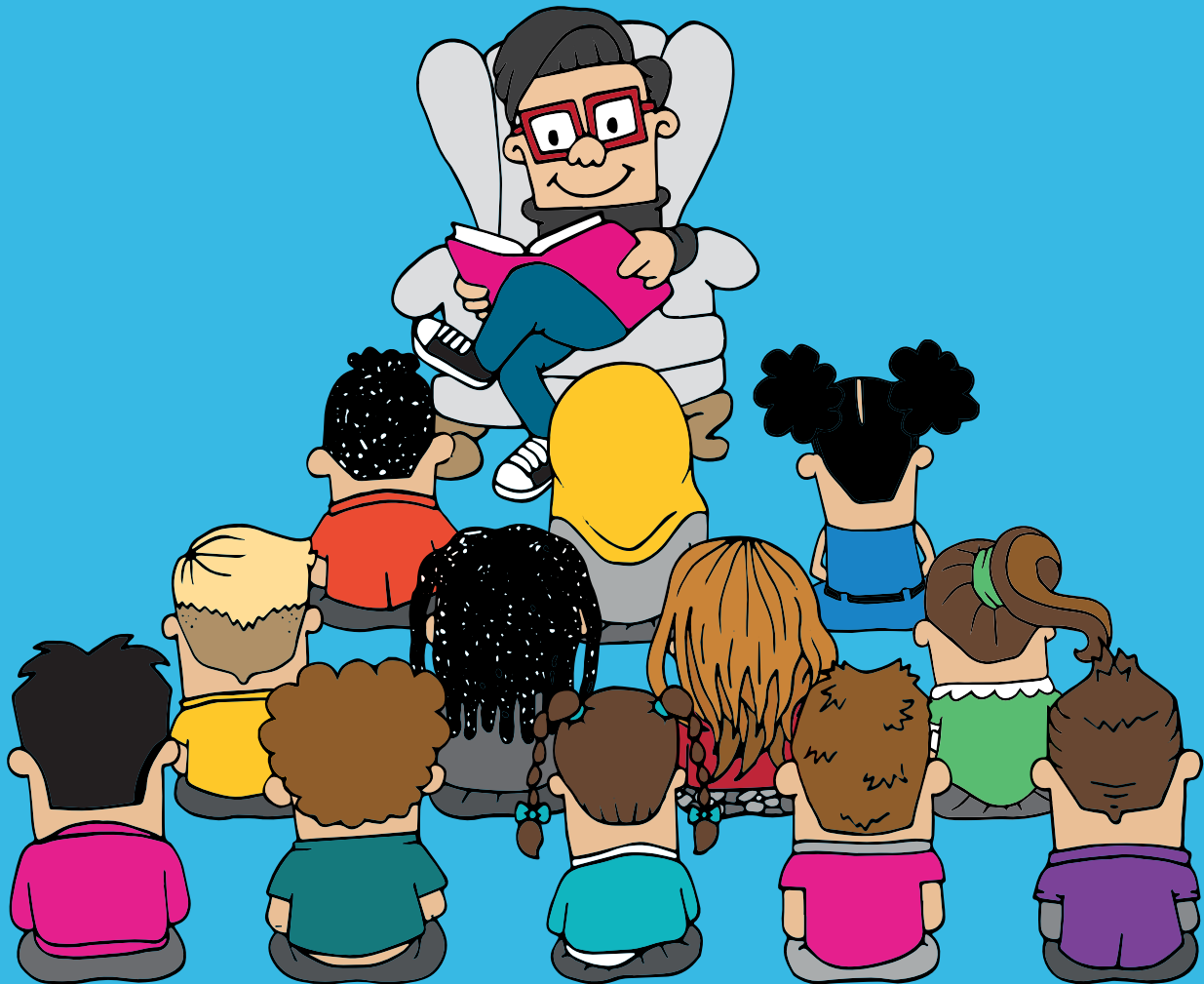


The Write Stuff Unit Plan

Transforming the Teaching of Writing



Based on the book
Rose Blanche by Ian McEwan
illustrated by Roberto Innocenti

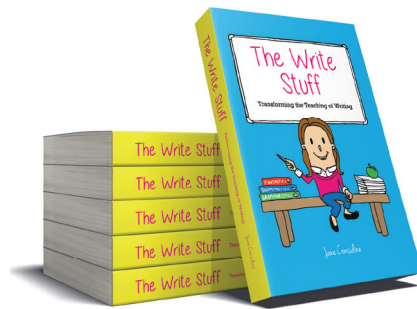
Text type: Narrative

YEAR 5

Instructions

To achieve maximum impact in the classroom, we recommend purchasing the following books to support the teaching of this unit:

- **The Write Stuff - Transforming the Teaching of Writing** by Jane Considine, which fully explains her progress-boosting teaching methods www.thetrainingspace.co.uk
- **Rose Blanche** by Ian McEwan illustrated by Roberto Innocenti
<https://www.amazon.co.uk/Rose-Blanche-Ian-McEwan/dp/0099439506>



This plan covers 11 teaching days/sessions, split into:

- **Experience Days (5)**
- **Sentence Stacking Days (9)**

We recommend these structured days are followed by an independent pupil writing task.

The following resources will also support the teaching of this unit:

- **The Writing Rainbow** - available from our website [HERE](#)
- **The Writing Rainbow symbols** - available from our website [HERE](#)

We love to hear your success stories and see your pupils work examples. Please get in touch by:

email: info@thetrainingspace.co.uk

Facebook: [janeconsidineeducation](#)

Twitter: [@janeconsidine](#)

Watch training sessions on YouTube to understand how this unit of work supports teaching and learning.

YouTube: [thetrainingspace](#)
www.thetrainingspace.co.uk

Overview of Unit

Please note that narrative units are built from two modes of teaching.



Sentence Stacking

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. See appendix for example of complete teacher model for this unit.



Experience Lessons

Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.

A Narrative Journey

Whilst teaching a Write Stuff narrative unit, a narrative map should be created, displayed and shared with pupils. A narrative map is used to display and explore the plot points. A plot point is a summarised key moment in narrative.

Plot points should be slowly revealed and added to the narrative map as you progress through a unit and teach each Sentence Stacking lesson. We recommend narrative maps show a journey of nine plot points or less. Our narrative units therefore contain nine or less Sentence Stacking lessons.

There is an example narrative map for this unit included. As plot points are added, use the positive/negative axis to discuss if the plot point was a high or low for the character. You can also change the character shown and add annotations.

Picture Book Plot Points

Each plot point on the narrative map and at the top of each corresponding Sentence Stacking lesson, can be related to an image in the book.

Novel Plot Points

Plot points are drawn from an aspect of the novel - usually a chapter, section of a chapter or a key event. They are summarised on the narrative map and at the top of each corresponding Sentence Stacking lesson.

Film Point Points

Plot points are drawn from breaking the film into bare-bone chunks. For example the film's content from 0 seconds to 43 seconds could be summarised as a screen-shot (the best image that captured it succinctly) and this serves as the key plot point. They are summarised on the narrative map and at the top of each corresponding Sentence Stacking lesson.

Independent Writing

It is important to map the plot points and analyse the highs and lows of the narrative built across a unit, as this will generate the task for independent writing at the end. Using the 'Independent Writing Teaching Sequence' included, teachers move through the steps to guide children from the highly modelled Sentence Stack to writing independently. When writing narrative, the pupils independent task should be to craft their own text which mirrors the highs and lows mapped. It is within the teacher's discretion to choose a big idea focus for pupils to build their own ideas e.g. story about a character who shows their bravery. This gives pupils real freedom to develop their plot points independently.

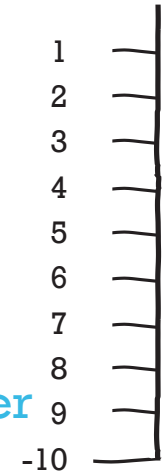
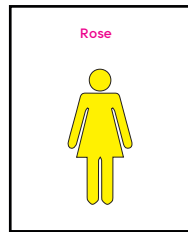
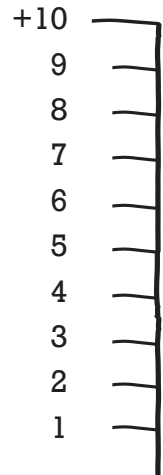
Teaching Sequence

 DAY 1  War through a child's eyes	 DAY 2  Her town	 DAY 3  Out of the school window	 DAY 4  Jewish boy captured
 DAY 5  Jewish boy captured	 DAY 6  Under barrier	 DAY 7  Concentration camps	 DAY 8  The concentration camp
 DAY 9  Stealing food	 DAY 10  Stealing food	 DAY 11  Feeding the enemy	 DAY 12  War witness
 DAY 13  Rose is shot	 DAY 14  Mum mourns Rose	 DAY 15  Independent Writing Sequence	 DAY 16  Independent Writing Sequence
 DAY 17  Independent Writing Sequence	 DAY 18  Independent Writing Sequence	 DAY 19  Independent Writing Sequence	

Key:  English Lesson  Sentence Stacking Lesson  Experience Lesson  Independent Writing Sequence (see appendix)

 Pupils plan, independently write and edit their work over 3-5 sessions as part of The Teaching Sequence for Independent Writing.

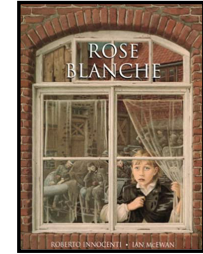
Character Highs



Character Lows

Narrative Map

Based on this book



Key plot points taken from corresponding illustrations in the book.

To understand how to use this map, please read the page titled 'Narrative Journey'.



Experience Day (1)

Learning Objective:

To explore two different perspectives on war.

- In drama, introduce two characters – one 10 year old girl called Mary growing up in England during the war and one called Rose growing up in Germany. Discuss where they lived, what they wore, traditions, food, home, family life and school. Use the front cover of the book 'Rose Blanche' – show image of Rose at school on p.4 – discuss similarities and differences. Set up a 'zone of relevance' target board and place the different children in the centre. Sort the following words, phrases, statements, questions onto the relevant continuum e.g. I'm worried about my dad in the war.
 - Anxiety.
 - Questioning.
 - Why are these people here?
 - I wonder what's for tea tonight?
 - I must have my gas mask.
 - Are they going to hurt me?
 - Confused.
 - Why are there so many soldiers?
 - Worried about family member.

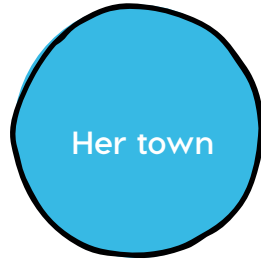
THE FANTASTICS



Experience sessions should be rinsed for vocabulary using The FANTASTICS



Sentence Stacking Lesson 1



Plot Point 1

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Sight sentence.

Relative clause sentence.

Sound sentences and questions and answers.

Initiate

Model

Enable

Learning chunk 1

Sight sentence.

- Share a photograph of a traditional German village in 1942. Gather a range of traditional sites e.g. old fountains, cobbled streets, crooked street lanterns, tall church steeples, colourful balconies, grey statues, busy markets, numerous pigeons.
- Provide a range of appropriate nouns and children to add adjectives.

Sight sentence.

Teacher model: Rose lived in Dachau, in Germany. She loved to walk the alleyways and she could see her home town was a place of tall houses, cobbled paths and old fountains. She loved where she lived.

Sight sentence.

Pupils to include three noun phrases to describe Rose's town.
HA: Deepen the moment.

Learning chunk 2

Relative clause sentence.

- Provide the basic sentence Rose skipped brightly down the street to the village gathering. Give children a sentence strip in pairs and create two physical commas. Pupils generate relative clauses e.g. who loved seeing her friends, who had lived here since she was born, who knew this place like the back of her hand, who was very sociable, who loved making new friends.

Relative clause sentence.

Teacher model: Rose, who echoed the smiles of her neighbours, skipped brightly down the street to the village gathering.

Relative clause sentence.

Pupils to include their own relative clause into their story.
HA: Deepen the moment.

Learning chunk 3

Sound sentences and questions and answers.

- Play a soundscape of a busy street scene and listen to the sounds e.g. chanting, cheering, chatter, pigeons cooing, engines purring, brass band playing, music playing. Gather a range of questions that Rose could ask. Provide a set of question words e.g. can, are, what, where, why, should, would, could, do, how, who, when.

Sound sentences and questions and answers.

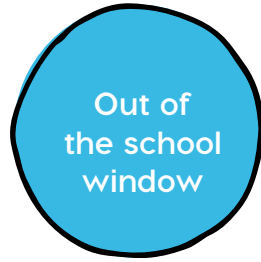
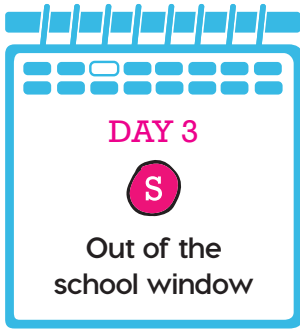
Teacher model: Men were cheering, children were chanting, the band was playing. Was this a street party? It didn't look like one. Who are these men? They look like soldiers. Where are they going? Off to war.

Sound sentences and questions and answers.

Pupils to include sounds to set the scene and a power of three question and answer sentences.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 2



Plot Point 2

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Actions



Metaphor



Inner thought



Initiate

Model

Enable

Learning chunk 1

Actions

- Children to find three actions from the picture to show signs of a normal day e.g. children waving, children riding scooters, bell ringer on the roof.



Actions

Teacher model: Rose arrived in school where everything was normal; children clutching satchels eager to start the school day, the rumble of scooter wheels on the cobbled road, parents rushing their children along. But Rose could sense today was not a normal day.



Actions

Children to write a sentence using a semicolon with three examples to show normality. Use full circle repetition
HA: Deepen the moment.



Learning chunk 2

Metaphor

- Find three clues to symbolise war e.g. soldiers, tank, atmosphere, children being escorted by parents.
- Negative metaphors to signify war eg: ominous crow, dark smog, harsh frost, dusty rail.



Metaphor

Teacher model: The grey cloak that hung over the village shadowed a monstrous tank which lurked the cobbled streets, reminded Rose that life was not the same.



Metaphor

Children to write a sentence to symbolise war using pathetic fallacy/metaphor.
HA: Deepen the moment.



Learning chunk 3

Inner thought

- Thought bubbles – write three memories of her life before the occupation of Nazi troops e.g. celebrate birthdays, walk to school unaccompanied and playing out after dark.



Inner thought

Teacher model: Her thoughts drifted back to times when she could celebrate birthdays, walk to school without a care or hand to keep her safe and play on the streets after dark.



Inner thought

Children to reflect on life before German occupation.
HA: Deepen the moment.



*HA = Higher Attainers



Experience Day (2)

Learning Objective:

To re-enact a key image from Rose Blanche.

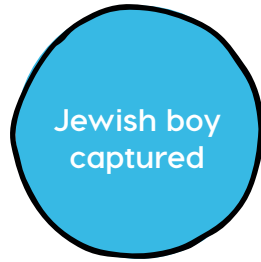
- Introduce image 6 and 7. Notice what the five soldiers are doing and in particular the head of the regiment. Notice the different uniform types, the weapons, the vehicles and how they react to the running boy. Discuss the armband and the Swastika. Discuss the emblem and how it represents the German Nazi party. Explore the meaning of this symbol in history and how Hitler used it for propaganda reasons in war. Introduce image 8 of the Jewish boy being captured. Freeze-frame the scene, add four large dialogue bubbles to the scene and four large inner-thought bubbles.



Experience sessions should be rinsed for vocabulary using The FANTASTICs



Sentence Stacking Lesson 3



Plot Point 3

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Adverb / Simile  

Dialogue / Semi-colon  

Adverb / Sound  

Initiate

Model

Enable

Learning chunk 1

Adverb / Simile

- Collect words for smart to create an adverb eg: perfectly, meticulously, flawlessly.
- Collect similes for as black eg: beasts, spiders, midnight, raven, caves, grease, charcoal, onyx.

Adverb / Simile

Teacher model: Holding the boy by the scruff of his neck, the mayor brought him before a smartly dressed soldier whose uniform was as black as coal.

Adverb / Simile

Pupils to create a sentence using an adverb and simile
HA: Deepen the moment.

Learning chunk 2

Dialogue / Semi-colon

- Discuss what the boy may be saying in the picture. Collect ideas. Get off me, let go, I haven't done anything, why are you doing this?
- Use a semi-colon and add another independent clause.
- I'll tell my dad, I'll do anything, what have I done wrong?

Dialogue / Semi-colon

Teacher model: "Please let me go; I'm scared," cried the boy.

Dialogue / Semi-colon

Pupils to create two independent clauses in the form of direct speech using a semi colon to mark the boundary.
HA: Deepen the moment.

Learning chunk 3

Adverb / Sound

- Collect words to describe the way the soldier laughs, cruelly, sourly, evilly, manically, monstrosly.
- Describe the sound the doors made as they closed eg: crash, bang, thump, thud, squeal.
- Use comma to clarify meaning in the relative clause e.g. who sniggered quietly to himself.

Adverb / Sound

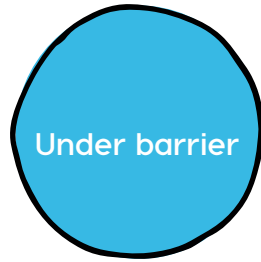
Teacher model: The soldier, who sought the adoration of the crowd, laughed cruelly as the boy was lead away kicking and screaming and thrown into the back of the van. The doors closed with a bang.

Adverb / Sound

Children to create the sentence using an adverbial for laughter and onomatopoeia
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 4



Plot Point 4

Learning Objective:

To write effective sentences for our story..

Steps to Success:

Feeling / Complex Sentence  

Brackets 

Precise Verbs 

Initiate

Model

Enable

Learning chunk 1

Feeling / Complex Sentence

- Children discuss feelings about right/wrong (feelings) e.g. what made her go?
- Generate adjectives to describe the road. eg: dusty lane, tyre-worn route.
- Use thesaurus thinking to generate sync eg: anxiety, unsettled, uneasy, perturbed, worried.

Feeling / Complex Sentence

Teacher model: Her concern for the boy took hold of her as she followed the muddy tracks made by the truck.

Feeling / Complex Sentence

Pupils to include their own feelings sentence and use adjectives for description.
HA: Deepen the moment.

Learning chunk 2

Brackets

- Children to think of synonyms for pausing e.g. stopping, waiting.
- Children to think about a different command for in the sign e.g. No entry.
- Children to think of a question at the end e.g. where is he going? Where are they taking him?

Brackets

Teacher model: Pausing at the sign (which displayed FORBIDDEN) she questioned if she should go on?

Brackets

Pupils to use a fronted adverbial phrase to start their sentence. They will use brackets and a question.
HA: Deepen the moment

Learning chunk 3

Precise Verbs

- Children to act out being scared and discuss their body movements and physical changes, feelings and thoughts e.g. heart thudding, arms clutched, fists clenched.

Precise Verbs

Teacher model: Heart pounding, muscles tensed, all senses heightened, she moved on.
Provided sentence: Rose ducked under the barrier towards the field.

Precise Verbs

Pupils to write a power of three sentence connected to her feelings at that moment in time.
HA: Deepen the moment

*HA = Higher Attainers



Experience Day (3)

Learning Objective:

To find out more about concentration camps through literature.

- Read extracts from Anne Frank, Blitz by Robert Westall, Carrie's War by Nina Bawden and Friend or Foe by Michael Morpurgo that explores what a concentration camp is. Discuss the symbol of the Star of David and how this Jewish symbol was used negatively to discriminate and hurt individuals during WW2.



Experience sessions should be rinsed for vocabulary using The FANTASTICs



Sentence Stacking Lesson 5



Plot Point 5

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Pathetic Fallacy 

Adverbial / Sights 

Repetition For Effect 

Initiate

Model

Enable

Learning chunk 1

Pathetic Fallacy

- Generate negative mood words e.g. sad, angry, miserable, cold, tears, cry, scared, helpless. Generate weather words e.g. grey, clouds, rain, skies, wind, storm

Pathetic Fallacy

Teacher model: The miserable skies were grey and bursting with tears. The wind whipped relentlessly, cold and unforgiving.

Pathetic Fallacy

Children to use generated words and write sentence using pathetic fallacy.
HA: Deepen the moment.

Learning chunk 2

Adverbial / Sights

- Look at the picture and generate nouns and powerful adjectives to describe what they see e.g. slanted roofs, sharp wire, broken windows. Kind calling out. Discuss how we feel looking at those items. Generate feeling words to form fronted adverbials e.g. in shock, knot in her stomach, feeling sick.

Adverbial / Sights

Teacher model: With a sharp gasp, Rose looked on at the broken walls, leaking roofs, and razor-edged wire, that hummed in quiet warning.

Adverbial / Sights

Children to write a sentence to describe Rose's discovery of the camp focussing on negative sights.
HA: Deepen the moment.

Learning chunk 3

Repetition For Effect

- Whole class stand up and imitate the children in the picture. Generate verbs and nouns to describe the children in the picture e.g. standing, still, frozen, shivering, huddled.

Repetition For Effect

Teacher model: The children stood. The children were silent. The children were statues. Provided sentence: Rose needed to help.

Repetition For Effect

Children to write a sentence using repetition of one of their generated words.
HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (4)

Learning Objective:

To use drama conventions to explore Rose stealing food.

- Recreate a drama in Rose's kitchen where she tries to steal food to give to hungry prisoners of war. Set up a drama moment between her and her mother, when her mother suggests that she's losing weight but eating more.



Experience sessions should be rinsed for vocabulary using The FANTASTICs



Sentence Stacking Lesson 6



Plot Point 6

Learning Objective:

To write effective sentences for our story..

Steps to Success:

Adverbial

Simile

Noun phrase

Initiate

Model

Enable

Learning chunk 1

Adverbial

- Children to use kind calling of phrases to show passing of time/ change of season e.g. a few weeks later, suddenly, as the trees became barer.

Adverbial

Teacher model: As the days grew colder, mother hurriedly collected more fire-wood whilst Rose became consumed with worry.

Adverbial

Children to construct a sentence using own fronted adverbial to show passing of time.
HA: Deepen the moment.

Learning chunk 2

Simile

- Show images/short clip of warfare. Children to kind call powerful verbs linked to fighting e.g. stabbed, punched, wrenched.

Simile

Teacher model: The haunting memory of the starving children pierced her heart like a deadly sword.

Simile

Children to use a powerful verb and negative simile linked to painful image.
HA: Deepen the moment.

Learning chunk 3

Noun phrase

- Children to mindmap different adventurous noun phrases for food items e.g. hot soup, thick gruel, crusty buns, pungent cheese block.

Noun phrase

Provided sentence: Unable to erase this tragic image from her mind, Rose stuffed her school satchel with as much food as she could carry. Teacher model: In went the freshly baked bread. In went the sweet jar of honey. In went a steaming, hot pie.

Noun phrase

Children to choose three adventurous noun phrases to include in short, repeated sentences for effect.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 6



Plot Point 7

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Simile

Alliteration

Conjunction

Initiate

Model

Enable

Learning chunk 1

Simile

- Pupils to research similes for tortured animals eg: like birds with broken wings, like fish in polluted seas, like badgers caught in traps.
- Similes for hunger eg: like impatient, starving wolves, like abandoned fledglings.

Simile

Teacher model: Soon after, Rose returned with a bulging satchel of stolen food to the gruesome concentration camp. Tortured, weeping children waiting hopefully for scraps of food like ravenous beasts.

Simile

Create similes to describe the appearance of how the children have deteriorated since her first visit. HA: Deepen the moment.

Learning chunk 2

Alliteration

- Pupils to come up with negative alliteration.
- Poor, pathetic, powerless, sad, sorrowful, scared.

Alliteration

Teacher model: The children's faces were dark, dismal, desperate.

Alliteration

Create examples of negative alliteration to include in their sentences. HA: Deepen the moment.

Learning chunk 3

Conjunction/ Linking ideas

- Compare positive and negative words used to describe the atmosphere in the illustration e.g. the star shone brightly but it didn't reflect any hope here.
- Gather adverbials and clauses of time to show it is the evening e.g. as evening descended, the night drew in, later, night crept in.

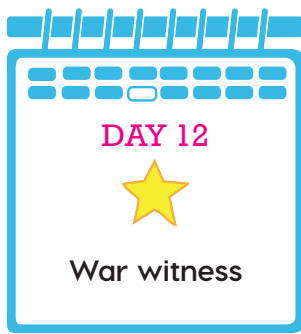
Conjunction/ Linking ideas

Teacher model: The night crept in and a star shone brightly but did not show hope here.

Conjunction/ Linking ideas

Use a range of sentences that include contrasting conjunctions e.g. but, however and none the less. HA: Deepen the moment.

*HA = Higher Attainers



Experience Day (5)

Learning Objective:

To re-enact Rose's witness of war.

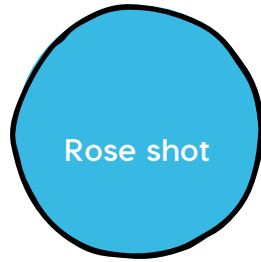
- Watch the opening scene to the Sainsbury's Christmas advert <https://www.literacyshed.com/the-christmas-truce.html#>.
- Show them Black Adder Goes Forth Final Scene. Have one child in role representing Rose, shocked and distracted looking at the ripped barbed wire fence. Have the rest of the class in role as soldiers. Use the strategy or rolling theatre where the teacher narrates the scene of war and walks by the different soldier groups as they are going about their daily jobs and they come to life: cleaning weapons, tying shoes etc. The teacher then narrates a conflict scene and a drop bomb and the soldiers move into action (in silence). The teacher plays a dramatic soundscape and musical piece and they carry on regardless of Rose. The drama ends with Rose falling to the floor.



Experience sessions should be rinsed for vocabulary using The FANTASTICs



Sentence Stacking Lesson 8



Plot Point 8

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Time adverbial phrases

Simile

Repetition for effect

Initiate

Model

Enable

Learning chunk 1

Time adverbial phrases

- Place two hula hoops on the floor, label one 'How' adverbs/adverbial phrases and the other 'When' adverbs/adverbial phrases. Sort into the correct section e.g. time after time, cautiously, every day, still, during this time, nervously, without fail, today, during the winter, with difficulty, today, tomorrow, the day after.

Time adverbial phrases

Teacher model: Every day. Day after day. She always came. Every day. Day after day. Rose's heart ached for how hungry the children were. Every day. Day after day.

Time adverbial phrases

Pupils to include time adverbs or phrases to show that Rose returns regularly to the children in the camp. HA: Deepen the moment.

Learning chunk 2

Simile

- Show a photographic PPT of negative images e.g. skies, tunnels, poison, birds, creatures, rats, shadows. Collect these nouns and then add negative adjectives e.g. grey, troubled skies; dark, endless tunnels; slow, treacherous poison; injured, hungry birds; hopeless, thin creatures; starving, diseased rats; lonely, lost shadows. Gather a bank of negative verbs e.g. enveloped, lost, consumed, damaged, swarmed, smoked.

Simile

Teacher model: The concentration camp's children's hunger swallowed them up until they moved like silent, starving ghosts.

Simile

Pupils to include a negative, harrowing simile. HA: Deepen the moment.

Learning chunk 3

Repetition for effect

- Discuss weapons and objects of war e.g. bullet, bang, grenade, bomb, blast, explosion, roar, debris. Gather a bank of war verbs (past tense) e.g. clattered, crashed, smashed, exploded, blasted, erupted, rumbled.

Repetition for effect

Teacher model: A shot. A loud shot. A loud shot rang through the shadows. Provided sentence: Fog mingled with murder. Rose fell

Repetition for effect

Pupils to include a weapon of war and a past tense verb into their sentence. HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 9



Plot Point 9

Learning Objective:

To write effective sentences for our story.

Steps to Success:

Mirroring of full circle ending



Negative adjectives



Symbolic ending



Initiate

Model

Enable

Learning chunk 1

Mirroring of full circle ending



- Discuss how writers use echoing techniques to show full circle writing from the start to the end of stories. Read Philip Pullman's 'The Clock Tower' to show an example of this.

Mirroring of full circle ending



Teacher model: Rose's mum still lived in Dachau, in Germany. She walked the alleyways and she could see that her home town was no longer a place of tall houses, cobbled paths and old fountains. She no longer loved where she lived. Her life without Rose was too much to bear.

Mirroring of full circle ending



Pupils to mirror their own beginning to their end.
HA: Deepen the moment.

Learning chunk 2

Negative adjectives



- Show and image of summer/ winter that will help generate negative adjectives. Consider how mum would feel e.g. lonely, desperate, dark, dismal, hollow.

Negative adjectives



Teacher model: The seasons still came and went. Summer was hot and meaningless. Winter was dark and empty.

Negative adjectives



Pupils to include two seasons and describe them with negative adjectives.
HA: Deepen the moment.

Learning chunk 3

Symbolic ending



- Discuss all the possible endings with this story through objects, actions and ways to tell the reader it is a sad ending.

Symbolic ending



Teacher model: Heart pounding, muscles tensed, all senses heightened, she moved on. Provided sentence: Mum ducked under the rusty barrier and walked towards the single rose that stood in the war-torn field.

Symbolic ending



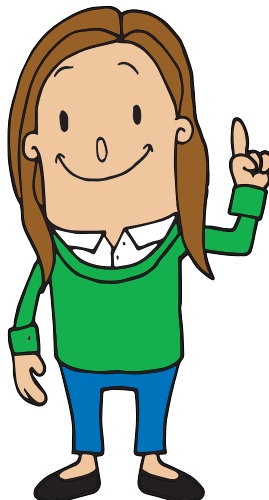
Pupils to showcase their powerful ending.
HA: Deepen the moment.

*HA = Higher Attainers

Appendix

Please find enclosed :

- ☒ Teacher Model
- ☒ Guidance on a Teaching Sequence for Independent Writing.
- ☒ Guidance on success criteria.
- ☒ A blank narrative journey map or a blank non-fiction journey map.
- ☒ Pupil pathway from planning to independent writing.
- ☒ Guidance on editing.
- ☒ Any other related materials to the teaching of this unit.



Teacher Model

Rose lived in Dachau, in Germany. She loved to walk the alleyways and she could see her home town was a place of tall houses, cobbled paths and old fountains. She loved where she lived. Rose, who echoed the smiles of her neighbours, skipped brightly down the street to the village gathering. Men were cheering, children were chanting, the band was playing. Was this a street party? It didn't look like one. Who are these men? They look like soldiers. Where are they going? Off to war.

Rose arrived in school where everything was normal; children clutching satchels eager to start the school day, the rumble of scooter wheels on the cobbled road, parents rushing their children along. But Rose could sense today was not a normal day. The grey cloak that hung over the village shadowed a monstrous tank which lurked the cobbled streets, reminded Rose that life was not the same. Her thoughts drifted back to times when she could celebrate birthdays, walk to school without a care or hand to keep her safe and play on the streets after dark.

Holding the boy by the scruff of his neck, the mayor brought him before a smartly dressed soldier whose uniform was as black as coal.

'Please let me go; I'm scared' cried the boy. The soldier laughed cruelly as the boy was lead away kicking and screaming and thrown into the back of the van. The doors closed with a bang. Her concern for the boy took hold of her as she followed the muddy tracks made by the truck. Pausing at the sign (which displayed FORBIDDEN) she questioned if she should go on? Heart pounding, muscles tensed, all senses heightened, she moved on. Rose ducked under the barrier towards the field.

The miserable skies were grey and bursting with tears. The wind whipped relentlessly, cold and unforgiving. With a sharp gasp, Rose looked on at the broken walls, leaking roofs, and razor-edged wire, that hummed in quiet warning. The children stood. The children were silent. The children were statues.

As the days grew colder, mother hurriedly collected more fire-wood whilst Rose became consumed with worry. The haunting memory of the starving children pierced her heart like a deadly sword. Unable to erase this tragic image, from her mind, Rose stuffed her school satchel with as much food as she could carry. In went the freshly baked bread. In went the sweet jar of honey. In went a steaming, hot pie.

Soon after, Rose returned with a bulging satchel of stolen food to the gruesome concentration camp. Tortured, weeping children waiting hopefully for scraps of food like ravenous beasts. The children's faces were dark, dismal, desperate. The night crept in and a star shone brightly but did not show hope here. Every day. Day after day. She always came. Every day. Day after day. Rose's heart ached for how hungry the children were. Every day. Day after day.

The concentration camp's children's hunger swallowed them up until they moved like silent, starving ghosts. A shot. A loud shot. A loud shot rang through the shadows. Fog mingled with murder. Rose fell. Rose's mum still lived in Dachau, in Germany. She walked the alleyways and she could see that her home town was no longer a place of tall houses, cobbled paths and old fountains. She no longer loved where she lived. Her life without Rose was too much to bear.

The seasons still came and went. Summer was hot and meaningless. Winter was dark and empty. Heart pounding, muscles tensed, all senses heightened, she moved on. Mum ducked under the rusty barrier and walked towards the single rose that stood in the war-torn field.

Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

1	2	3	4	5	6	7	8
							
RECAP SENTENCE STACK – “AUDIENCE + PURPOSE”	DRAW OUT SUCCESS CRITERIA	EXPERIENCE	PLAN WRITING	INDEPENDENT WRITING	TEACHER MARKS FOR EDITING	PUPILS EDIT WORK	FINAL JUDGEMENT
Key features: Clarify writer’s intent. Sharpen purpose. Consider overall impact - effective aspects. “The national curriculum is clear that writing should also be produced through discussion with the teachers and peers.”	Key features: Co-construct success criteria from unit of work. Do provide examples. Story - 9 plot points = 9 success criteria/non-fiction. 8 shapes = 8 success criteria. “Using success criteria does not mean that a pupil’s writing is not independent; they would simply need to avoid modelling or over scaffolding the expected outcome.”	Key features: Memorable. Stimulates imagination (story). Build knowledge (non-fiction). “Emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about.”	Key features: Use maths paper. Plot success criteria. Consider writing ideas, techniques and grammar. “Enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves.”	Key features: Paced out chunks of time. In silence. Chance to build stamina. “Pupils writing upon which teachers base their judgements must be produced independently.”	Key features: All work marked through the three ways of editing. Pupils not told how to improve. Teacher models good editing processes with an exemplified piece. “...not independent when the pupil has been directed to change specific words.. or when incorrectly spelt words have been identified.”	Key features: Interrogate work through five lenses e.g. Spelling, punctuation, re-read, rewrites, add more. Provide quality time to make amendments. Pupils are clear about different strategies for improvement. “has been edited, if required by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation.”	Key features: Quick comparative judgement. Intensive assessment of ‘grey’ area writing. Weaknesses fed into next teaching cycle. “ a degree of subjectivity is needed to assess it. Teachers are therefore afforded more flexibility in reaching a rounded judgement.”

Success Criteria

Pupils should be provided with success criteria prior to independent writing. Success criteria should be chosen from the teaching points covered in a unit and could be identified together by looking at your class Sentence Stack.

Success criteria should include a mix from the 'Three Zones of Writing'.



Example

Example

1. Feelings
(Add description)



2. Noticing
(Add description)



3. Punctuation



4. Complex
Sentence



5. Repetition
(Power of 3)



6. Personification



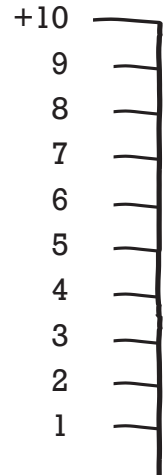
Use this space to set or negotiate success criteria with your class.

Please ensure that success criteria does not include examples. Please also ensure that there is no modelling or over scaffolding during the Independent Writing Teacher Sequence.

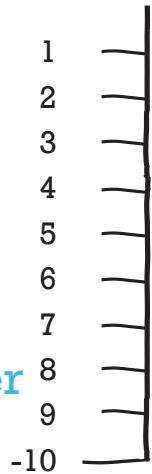
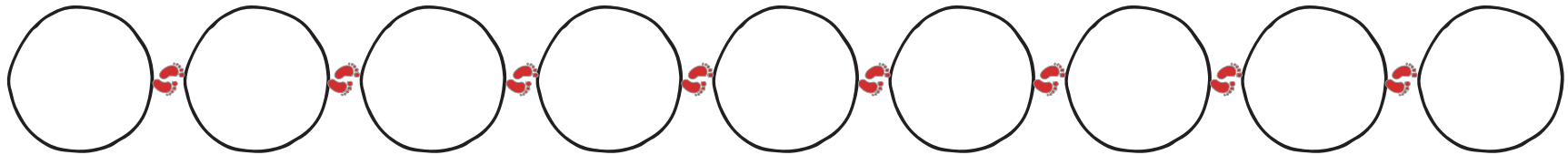
Character Highs

Narrative Map

This is a blank planning grid for you to plan your character and plot point sequence.
(Please decide how many plot points are needed before asking children to start planning.)



Character



Character Lows

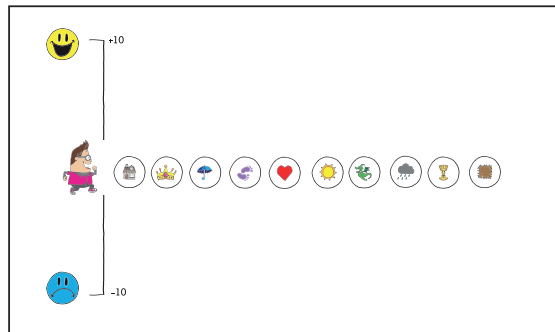
To understand how to
use this map, please
read the page titled
'Narrative Journey'.

Pupil Pathway...

from planning to independent writing

Step 1: Plot points

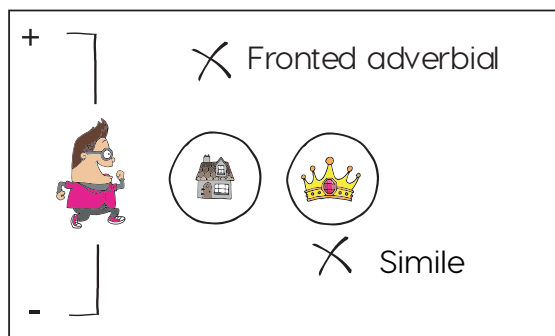
Pupils use a blank narrative map to plan their plot points.



Step 2: Success criteria plotting

Position success criteria with negative / positive intent on the map.

- Positive fronted adverbial
- Negative simile



Step 3: Planning sentences to deliver success criteria

Sentences can be added to the narrative map e.g.

Positive fronted adverbial

High in the sky, Ben watched the bird soar gracefully in the shafts of sunlight.

Steps 4 and 5: Independent writing.

Pupils to be made aware that a plot point should make a paragraph. Children should spend time writing in silence.

Editing Independent Writing

Once the independent writing process is over, it is important pupils are given space and time to edit their work. Pupils need to be aware that there are different ways they can improve their writing.

E1 Edit: The Revise

Edit Type 1: These are often “little” adjustments or changes and tend to fall into one of these categories.

Spelling

Missed or additional words

Punctuation

E2 Edit: The Rewrite

Edit Type 2: This is crucial and particularly for primary age pupils’ thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn’t make sense, could be restructured or generally improved.

E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use ‘editing flaps’.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.



The Writing Rainbow

A visual display of 'The Three Zones of Writing'

The Writing Rainbow offers a complete view of 'The Write Stuff' methods and systems. This is an excellent tool for teachers and pupils that have adopted the approaches found in Jane Considine's book 'The Write Stuff'.

The poster is perfect for working walls; to add pupil and author examples of sentence types and structures, e.g. a complex/multi-clause sentence, a simile sentence. The poster is organised into three tiers to match the 'Three Zones of Writing'; the FANTASTICs, the Grammaristics and the Boomtastics.

The Writing Rainbow provides guidance for pupils writing at greater depth. Pupils familiar with this poster use it as a visual reminder of the wealth of ways they can showcase flair and select a focus for Deepen the Moment.

The poster is also a bright and colourful reminder that can be referred to during demonstration writing.

Digital and print versions are available to buy from our online shop



Print version

www.thetrainingspace.co.uk/product/the-writing-rainbow-poster/

Digital download

www.thetrainingspace.co.uk/product/writing-rainbow-poster-electronic-version-for-whiteboard-use/