

Buckinghamshire Grammar Project 2013

Case Studies

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Introduction

The introduction of the Grammar, Punctuation and Spelling test at the end of Key Stage two and the new National Curriculum have increased the focus on the teaching of grammar in primary schools. Research tell us that ‘traditional’ (decontextualized) approaches to the teaching of grammar, while they may help children to answer questions in grammar tests, have little demonstrable impact on the development of their writing as a whole. A group of schools in Buckinghamshire, with the support of the LA School Improvement Service (now the Buckinghamshire Learning Trust), set out to learn more about how better to improve their learners’ understanding of grammar – or more sensibly, language – and thereby help to improve their outcomes in writing.

They received training from Professor David Crystal to develop their subject knowledge and worked collaboratively to discuss and plan the approaches they would trial in their own schools. Over the course of a term, they experimented with activities and recorded the impact on a particular group of children. The results of this research are contained in this document.

The nature of the schools and their learners is very diverse. Teachers have worked with learners from Reception classes to Year 10; the catchments of the schools vary from very affluent ‘leafy’ areas to areas of high deprivation. What they have all shown is that, when taught in context, focused on ‘real’ language and closely linked to the children’s needs, the teaching of grammar can not only improve the quality of their writing, but also their levels of engagement.

The teachers have been enormously generous in providing all of the teaching resources relevant to their case studies in order that the reader might replicate/ adapt what they have done. We hope you find it useful in developing your learners too!

Lindsey Thomas

School Improvement Consultant, Buckinghamshire Learning Trust

Castlefield School

School Context:

- School type : Large combined school on the outskirts of High Wycombe
- Size : Number on roll 444 plus a 30 place Nursery (morning and afternoon)
- Pupils eligible for FSM – 22.8%; pupils from minority ethnic groups – 92.7 % ; EAL - 79.7 %
- Special features – class sizes across the school are kept small with supports from Learning Support Assistants to help children to make a good level of progress and to help to narrow the gap by the time they leave the school at the end of Key Stage 2.
- Particular challenges:
 - (1) Children start the Nursery or Reception classes with significantly below expectations in all areas of the EYFS, particularly in PSED and CLL. Much time is spent on transition, settling the children into their new learning environments and plugging this gap before they start in Year 1.
 - (2) Engaging parents.
 - (3) Last year the average EYFSP score nationally was 32.8%, at Castlefield it was 25.3%. Only 16.9 % of children achieved a 'Good Level of Development' compared with 55 % in Bucks and 52% nationally.

Focus Group:

- Year group – Reception. This is where I currently teach and the area in which I have most experience and expertise.
- The age related expectation at the beginning of Reception is competence (assessment of Secure) in the 30-50 months age band and some (assessment of Beginning) in the 40-60 months age of the Development Matters Statements in the Early Years Foundation Stage. Baseline assessments in September 2013 showed that 76.7 % of children in Reception are working below entry expectations. The children range from 22-36 months to 30-50 months with some children being assessed as low as the 16-26 months as they choose not to engage, observing their peers for as long as two terms. However, this has become less apparent this academic year in both the Nursery and Reception classes which is most encouraging.

Activities undertaken :

Much of our work in the Autumn term has been to focus on -

- **Developing confidence to speak aloud and using simple utterances**
(Communication & Language – Speaking 30-50 months 1. Beginning to use more complex sentences to link thoughts; 2. Can retell a simple past event in correct order; 3. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences; 6. Uses intonation, rhythm and phrasing to make the meaning clear to others)
- **Simple vocabulary development** – comprehension and use of day to day vocabulary; topic words and new words encountered in specific texts

(Communication & Language – Listening & Attention 30-50 months 1. Listens to others one to one or in small groups, when conversation interests them; 2. Listens to stories with increasing attention and recall; 3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

(Communication & Language – Understanding 30-50 months 3. Responds to simple instructions, e.g. to get or put away an object. 4. Beginning to understand ‘why’ and ‘how’ questions)

(Communication & Language – Speaking 40-60 months 7. Uses vocabulary focused on objects and people that are of particular importance to them; 8. Builds up vocabulary that reflects the breadth of their experiences; 10. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words)

- **Expanding speech;**
- **Use of descriptive language;**
- **Developing confidence to ascribe meaning to their mark making** alongside learning grapheme phoneme correspondences to enable children to begin to make phonetically plausible attempts at simple words and captions.

Activities and experiences have been planned to support the development of speaking and listening skills in both the Nursery and Reception classes. Simple repetitive texts have been used to enable the children to be introduced to, explore and use new/unfamiliar vocabulary in a variety of contexts. This has been done in a fun way with the use of talking boxes; talking tins; easi-speaks and story sequencers so they can listen to their own voices and become more confident in speaking aloud. Resources have not been put away, providing the children with the opportunity to revisit and rehearse activities within their play, often resulting in high quality observations being obtained for assessment purposes.

Much modelling has been done with children being asked to follow the given format/model. This has led to writing a class book; creating their own descriptions of the Gruffalo as well as beginning to write simple captions for pictures.

Activities/games played:

These can be used with any pictures/words in all areas of the curriculum and can be used as an activity with any age group.

Pass the bag/box/hat-

We have found this a useful and effective way of presenting new vocabulary, concepts or resources/materials to the children.

Materials :

- ❖ Bag, box or hat
- ❖ Key vocabulary, pictures or objects to go with the text – in this case colour words and animal pictures/flashcards.
- ❖ Music or song “This is the way we pass the pass the, pass the, This is the way we pass the, all around the circle.”

How to play:

- (1) We chose an animal from the book. The colour words were placed in the bag/box/hat. This was passed to the song. When the singing stopped, that child took out a colour word. Children were reminded of the sentence format to use “I see a bear looking at me”. The children then said the correct sentence, depending on the colour selected e.g. “I see a red bear....” “I see a blue bear.....” etc.
- (2) This was then extended to include choice of colour **and** animal. The colour words were placed in the bag as above. The animal flashcards were placed face down on the carpet. The game was played as above but this time, the children had to take a word out of the hat and then turn over an animal card. They were then asked to say the correct sentence. “I see a red dog”; “I see a yellow sheep” etc. This promoted discussion about whether we could have a yellow sheep, green horse etc., helping with simple comprehension of familiar words. The more able children saw the humour in this activity and later chose to continue to make up their own animals.

As the plenary, we devised our own class book based on the text. The children helped to create the sentences following the repetitive format of the text which were later written up for the book. The book was then made available for the children to access freely in the book corner. If this had been done later in the year, the children could have written the captions for the book themselves.

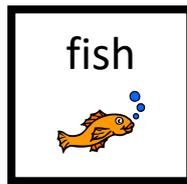
Dice game:

Materials :

- ❖ Two dice with slide in pockets/faces
- ❖ Key vocabulary, pictures or objects to go with the text – in this case colour words and animal pictures/flashcards.

How to play:

Similar to the 'Pass the bag' game, but have one dice with the colour words on and the other with the animal name. The children had to roll one dice to get the colour and the other to get the animal for our sentence.

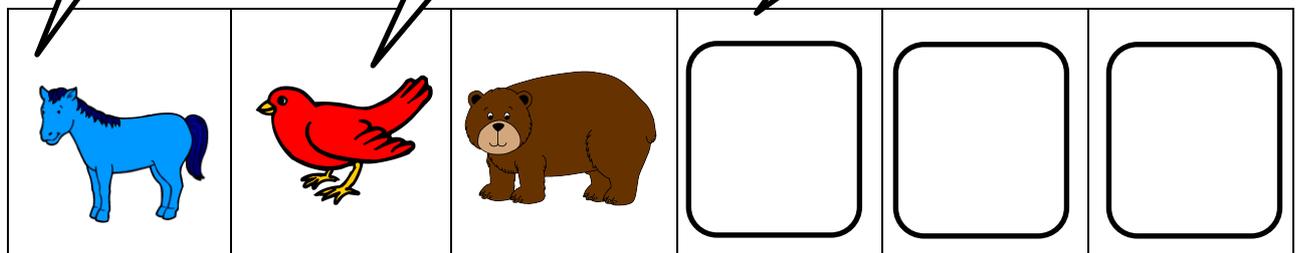
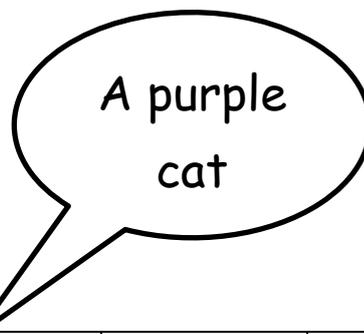
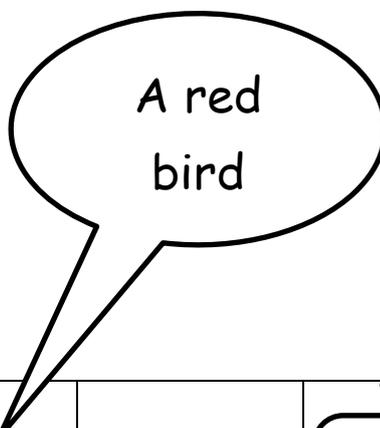


"I see a purple fish looking at me."

This helped to reinforce the correct order in which the words come within the sentence and made the children use both information words. "I see a fish purple looking at me." **OR** "I see a purple fish looking at me." Which sounds right? Why?

Other game ideas:

- The cards made can also be used for other games such as – pairs – matching animal pictures; words; correct animal to the correct colour from the book etc.
- Kim's game (the tray game) Place pictures or words from the story on a tray. Cover and take one away. Which one is missing? Games like this help to reinforce vocabulary and memory skills. This can be extended to children having to (1) tell their partner which one is missing or (2) writing on a white board.
- Guess who – "Who am I?" Base clues on the animals as they appear in the text.
- Story sequencer (available from TTS) – matching pictures; sequencing events; sequencing/re-telling the story depending on the messages pre-recorded by the teacher in each compartment.



This work led to us being able to focus on the characters and descriptive language in the story of 'The Gruffalo'.

- Identification and use of descriptive words for the characters in the story; drawing up a class word bank of descriptive words after reading and discussing the text.
- ‘Pass the bag’ game using flashcards of the characters. Children were asked to (1) Match the character to the description read by the teacher and (2) pull a character picture out of the bag and describe the character using our descriptions e.g. “I am a mouse. I am small. I eat Gruffalo crumble.” This was followed up with a “Guess Who?” game during a mini-plenary session.
- Use of a dice containing pictures of each of the Gruffalo characteristics as displayed in the text. The children rolled the dice and were asked to describe the Gruffalo using the characteristics displayed e.g. “He has purple prickles all over his back.”; “He has turned out toes” etc. This provided the children with the opportunity to use the descriptive language from the text.
- Use of a story sequencer. There were pre-recorded characteristics of the Gruffalo in each compartment. The children had to listen to the description and match with the correct picture. This was extended to the children recording the characteristics/descriptions for their friends to match the pictures with.
- Use of talking tins to record their own descriptions of the Gruffalo - “My Gruffalo is.....” “My Gruffalo has.....” using modelled sentence. This led to some writing of simple captions at different level as with the ‘Brown Bear. Brown Bear’ activity.

Evaluation of impact on progress / writing :

Some children started in Reception with very little speech, preferring not to speak in front of the whole class or in small groups. This showed itself as (1) very low CLL results and/or (2) very low writing results due to children not giving meaning to their marks. The low CLL obviously results impact across all 7 areas of the EYFS resulting in children not demonstrating the expected on entry levels. Increased confidence has enabled some children to make significant progress in those areas requiring children to speak, demonstrating understanding of **and using** appropriate vocabulary within their day to day activities and child-initiated learning, for example speaking within familiar contexts and using vocabulary appropriately within their play. This in turn should enable them to move closer towards achieving the expected level in more areas in the EYFS Profile by at the end of their Reception year. Children have also become much more confident to make marks and share what their marks mean.

Opportunities have been provided for children to re-enact familiar stories and rhymes using puppets and sequencing pictures. Leaving teaching resources out for children to explore on their own has had a positive impact, with them choosing to use the resources, copy the words, and say the words from books used.

The teachers have commented on the fact that the children have started to include more information in their speech to make meaning clear to others. Some children are reflecting this in writing simple captions, showing a developing awareness of simple sentence structures.

Next steps:

- To continue to develop confidence in speaking in small groups and in front of the whole class.
- To continue to work on developing simple sentence structures orally before moving on to simple written formats. We can't write it if we can't say it!

(Communication & Language – Speaking 40-60 months 12. Links statements and sticks to a main theme or intention; 13. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events)
This will lead to children working on the Early Learning Goals (ELG 1. Children express themselves effectively, showing awareness of listeners' needs; 2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future)

- Children to be encouraged to use longer utterances becoming more familiar with past and present forms. *(Communication & Language – Speaking 30-50 months 5. Uses a range of tenses (e.g. play, playing, will play, played).*
- Shared/guided reading session time to be used to reinforce oral language work on vocabulary and simple grammatical structures. *(Communication & Language – Understanding 40-60 months 6. Understands humour, e.g. nonsense rhymes, jokes; 7. Able to follow a story without pictures or props; 8. Listens and responds to ideas expressed by others in conversation or discussion)*
- Introduce a small language group for those children needing greater support with speaking and listening before being able to put pen to paper.

Appendix :

- Development Matters statements for the Early Years Foundation Stage – Communication and Language (speaking, listening and understanding); Language and Literacy (reading and writing)
- Weekly plan for 'Brown Bear, Brown Bear, What Do You see?'
- Story resources – flashcards, pictures, and worksheet.
- Examples of children's work – (1) to go with the text and (2) other examples taken from after in the term.

Communication and Language			
	Listening and attention (LA)	Understanding (U)	Speaking (S)
22-36 months	<ul style="list-style-type: none"> • <i>Listens to and enjoys rhythmic patterns in rhymes and stories.</i> • <i>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</i> • <i>Rigid attention – may appear not to hear.</i> 	<ul style="list-style-type: none"> • <i>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</i> • <i>Understands simple sentences (e.g. 'Throw the ball.')</i> 	<ul style="list-style-type: none"> • <i>Copies familiar expressions, e.g. 'Oh dear', 'All gone'.</i> • <i>Beginning to put two words together (e.g. 'want ball', 'more juice').</i> • <i>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</i> • <i>Beginning to ask simple questions.</i> • <i>Beginning to talk about people and things that are not present.</i>
30 – 50 months	<ol style="list-style-type: none"> 1. Listens to others one to one or in small groups, when conversation interests them. 2. Listens to stories with increasing attention and recall. 3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 4. Focusing attention – still listen or do, but can shift own attention. 5. Is able to follow directions (if not intently focused on own choice of activity). 	<ol style="list-style-type: none"> 1. Understands use of objects (e.g. "What do we use to cut things?") 2. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 3. Responds to simple instructions, e.g. to get or put away an object. 4. Beginning to understand 'why' and 'how' questions. 	<ol style="list-style-type: none"> 1. Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). 2. Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). 3. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 4. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. 5. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). 6. Uses intonation, rhythm and phrasing to make the meaning clear to others. 7. Uses vocabulary focused on objects and people that are of particular importance to them. 8. Builds up vocabulary that reflects the breadth of their experiences. 9. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'
40 – 60+ months	<ol style="list-style-type: none"> 6. Maintains attention, concentrates and sits quietly during appropriate activity. 	<ol style="list-style-type: none"> 5. Responds to instructions involving a two-part sequence. 6. Understands humour, e.g. 	<ol style="list-style-type: none"> 10. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

	7. Two-channelled attention – can listen and do for short span.	nonsense rhymes, jokes. 7. Able to follow a story without pictures or props. 8. Listens and responds to ideas expressed by others in conversation or discussion.	11. Uses language to imagine and recreate roles and experiences in play situations. 12. Links statements and sticks to a main theme or intention. 13. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 14. Introduces a storyline or narrative into their play.
ELGs	1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity.	1. Children follow instructions involving several ideas or actions. 2. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.	1. Children express themselves effectively, showing awareness of listeners’ needs. 2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 3. They develop their own narratives and explanations by connecting ideas or events.

	Literacy	
	Reading (R)	Writing (W)
22-36 months	<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites 	<p><i>Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p>
30 – 50 months	<ol style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. 	<ol style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.

	<p>4. Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>6. Beginning to be aware of the way stories are structured.</p> <p>7. Suggests how the story might end.</p> <p>8. Listens to stories with increasing attention and recall.</p> <p>9. Describes main story settings, events and principal characters.</p> <p>10. Shows interest in illustrations and print in books and print in the environment.</p> <p>11. Recognises familiar words and signs such as own name and advertising logos.</p> <p>12. Looks at books independently.</p> <p>13. Handles books carefully.</p> <p>14. Knows information can be relayed in the form of print.</p> <p>15. Holds books the correct way up and turns pages.</p> <p>16. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	
40 – 60+ months	<p>17. Continues a rhyming string.</p> <p>18. Hears and says the initial sound in words.</p> <p>19. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>20. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>21. Begins to read words and simple sentences.</p> <p>22. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>23. Enjoys an increasing range of books.</p> <p>24. Knows that information can be retrieved from books and computers.</p>	<p>3. Gives meaning to marks they make as they draw, write and paint.</p> <p>4. Begins to break the flow of speech into words.</p> <p>5. Continues a rhyming string.</p> <p>6. Hears and says the initial sound in words.</p> <p>7. Can segment the sounds in simple words and blend them together.</p> <p>8. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>9. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>10. Writes own name and other things such as labels, captions.</p> <p>11. Attempts to write short sentences in meaningful contexts.</p>
ELGs	<p>1. Children read and understand simple sentences.</p> <p>2. They use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>1. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>2. They also write some irregular common words.</p>

	<p>3. They read some common irregular words.</p> <p>4. They demonstrate understanding when talking with others about what they have read.</p>	<p>3. They write simple sentences which can be read by themselves and others.</p> <p>4. Some words are spelt correctly and others are phonetically plausible.</p>
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Week commencing :23.09.13

Text:' Brown Bear, Brown Bear, What Do You See? * LINKS UW *

Task	Learning Objectives	Lesson Content	Dev matters	Adult Led task and differentiation	Plenary	Resources	Evaluation
Task 1	<ul style="list-style-type: none"> To listen to stories with increasing attention and recall. To join in with repeated refrains. To begin to recognise familiar words. 	<p>Look at the book. What do chn think it's about? Why? Read text. What do chn notice? =>There is a colour and an animal on every page i.e a pattern! Talk about the animals and their colours and what they saw. Can chn remember any without looking at book? Share colour and animal names with picture prompts. Talk about initial sounds where appropriate.</p>	<p>R5;8;9;11</p> <p>LA2;3</p> <p>S3;4</p> <p>S 7;8;10</p>	<p><u>Group activity:-</u></p> <p>Matching the colour word with the correct animal. Encourage chn to say "I see a..... looking at me"</p> <p><u>L.A.</u></p> <p>Make a pairs game using colour animal cards from story. Is it the same yes/no?</p> <p><u>H.A.</u></p> <p>Encourage looking at letters in words and using phonic cues.</p>	<p>Muddle up colour/ animal pairs. Can chn correct them?</p>	<p>Copy of text. Key word flashcards - animal names; colour names. Animal picture cards from story</p>	
Task 2	<p>As Above</p> <ul style="list-style-type: none"> To listen to and join in with stories & poems To identify initial sounds in words To ascribe meanings to marks. 	<p>Revisit text. Can children remember what it was called? What happened? Enc chn to join in as reading. Use phonic cues where appropriate. Discuss which animal came first. Who did they see? And the next animal? Stick pictures</p>	<p>As above</p> <p>R 18;20</p> <p>W1;7</p>	<p><u>Group activity:-</u></p> <p>Discuss the story. Choose an animal to draw/name What was animal called? What colour was it? Look at word bank. Remind sentence structure.</p>	<p>Sharing pictures/ writing.</p>	<p>As above. Prepared animal pictures and words for LA group to use.</p>	

		on board as you go along. Model writing a sentence using the colour and animal word bank/cards. "I see a <u>colour animal</u> looking at me". Repeat several examples.		<u>L.A.</u> Draw a picture of animal from the story. Encourage mark making. Have prepared colour and animal names if required. <u>H.A.</u> Follow modelled sentence "I see a...."=> Enc use of own spelling of colour and animal name using phonic skills.			
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Child Initiated Learning Opportunities Indoor		Child Initiated Learning Opportunities Outdoor	
Mark-making	<ul style="list-style-type: none"> Copying colour names; animal names; use of word mat in writing areas. Drawing animals . Zig-zag books of animals. 	Mark-making	<ul style="list-style-type: none"> As indoors. Drawing animals. Animal dot-to-dots
Class-based	<ul style="list-style-type: none"> Role play- act out story using masks; hand/stick puppets/plastic animals Matching game - animals with colours. Check with book Using plastic letters to make words from the story-colour and animal names. Character name-picture matching. 	Gazebo	<ul style="list-style-type: none"> Role play to re-enact story- stick puppets; plastic animals; headbands. Act out story using plastic animals on tuff spot. Matching colour words and animal names/pics.
Creative	<ul style="list-style-type: none"> Drawing/painting characters Exploring colours; mixing colours. 	Physical area	<ul style="list-style-type: none"> Colour names/animal names - hunt and match; mark off on clipboards. Hunt for pics and sequence story on washing line. Hide characters in different locations - Where is the purple cat? =>use of positional language. Encourage speaking in sentences. Colour scavenger hunt => look for particular colours
Sand/ water	<ul style="list-style-type: none"> Colour matching/sorting using diff objects. Hunt for flashcards in sand - find a pair. 	Sand/Water	<ul style="list-style-type: none"> Colour matching/sorting using diff objects.
Construction/	<ul style="list-style-type: none"> Build a zoo for all the animals. 		

small world			
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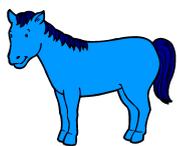
Additional activity :- In small groups devise own sentences for the story using the animals and colours. Sentences to be put together for a class/department book for book corner e.g. "Reception Class, Reception Class, What do you see...?"

Colour word cards:

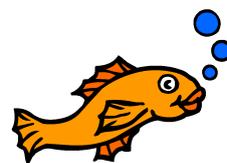
brown	purple
green	
black	yellow
gold	red
blue	

Word cards with picture prompts:

horse



fish



bear



dog



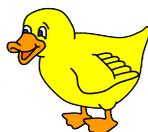
frog



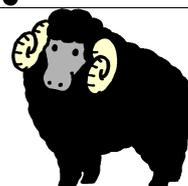
monkey



duck



sheep



cat



bird



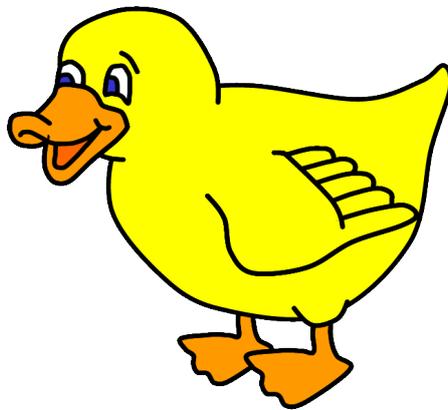
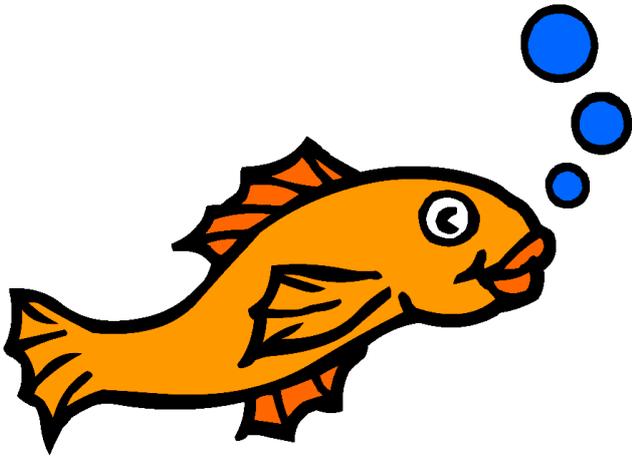
children

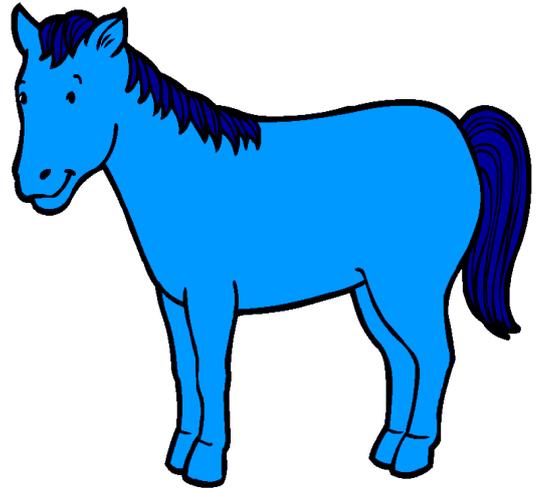
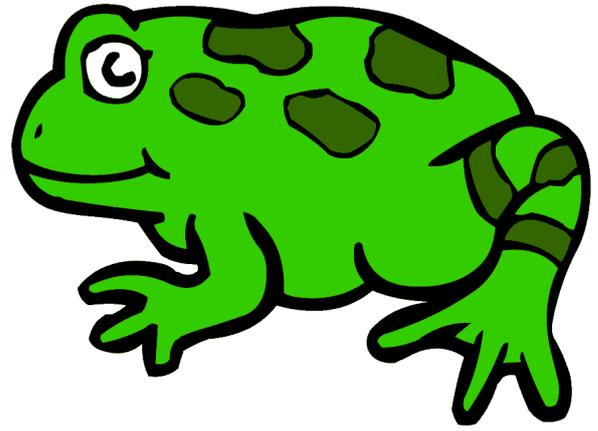
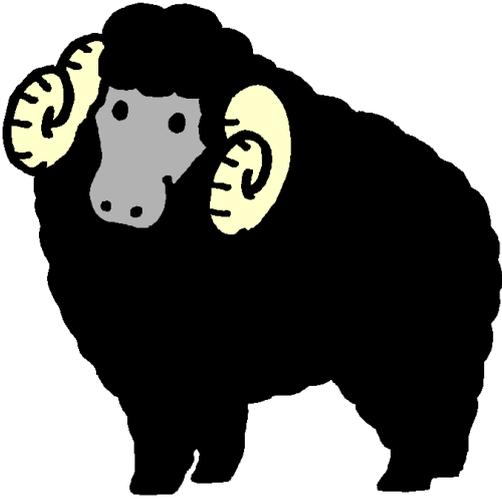


Word cards without picture prompts:

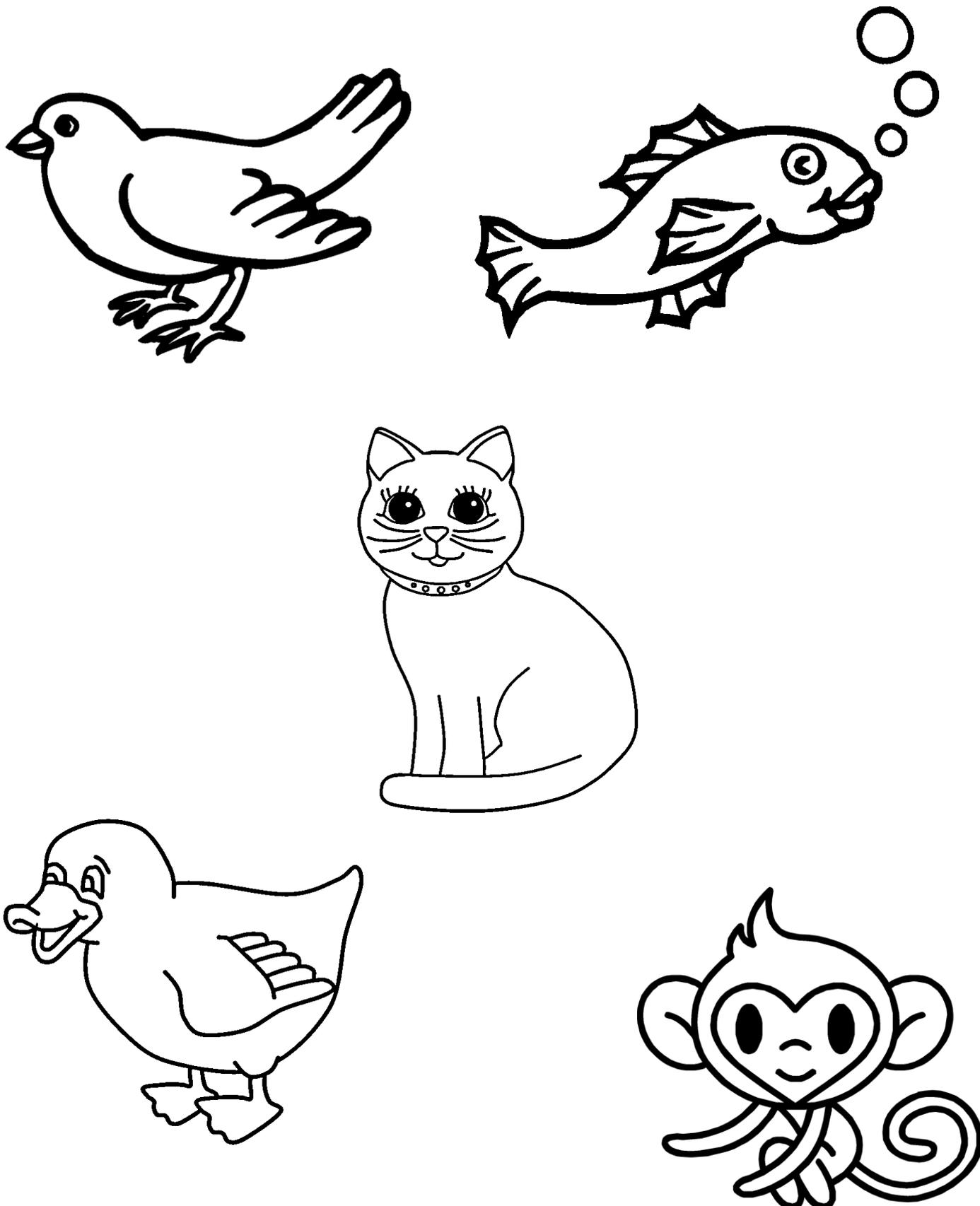
horse	fish
bear	dog
frog	monkey
duck	sheep
cat	bird
children	

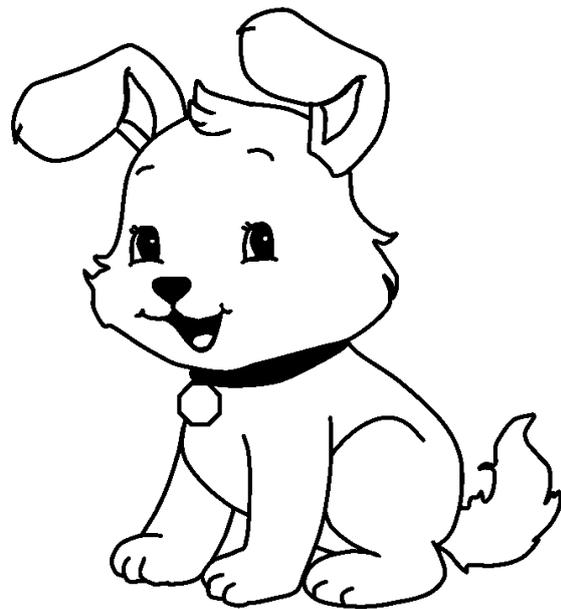
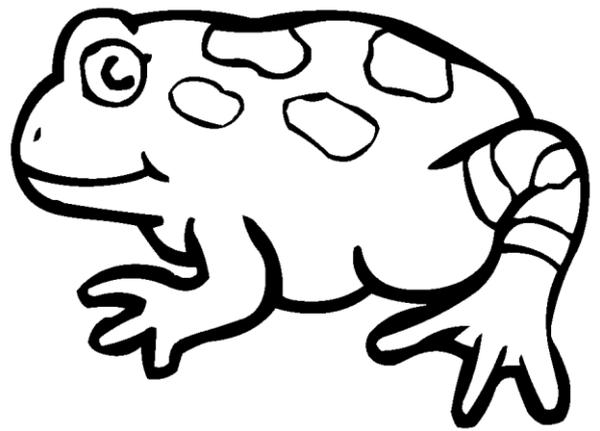
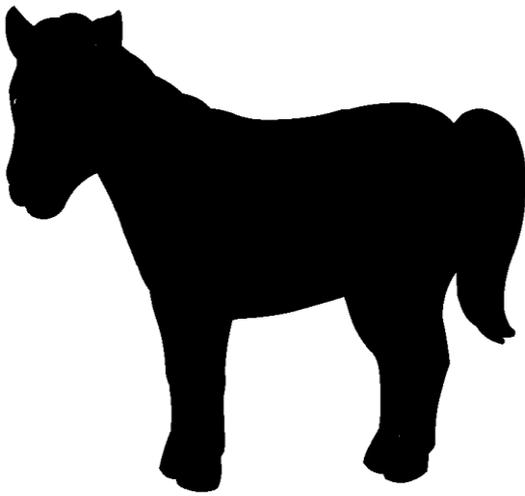
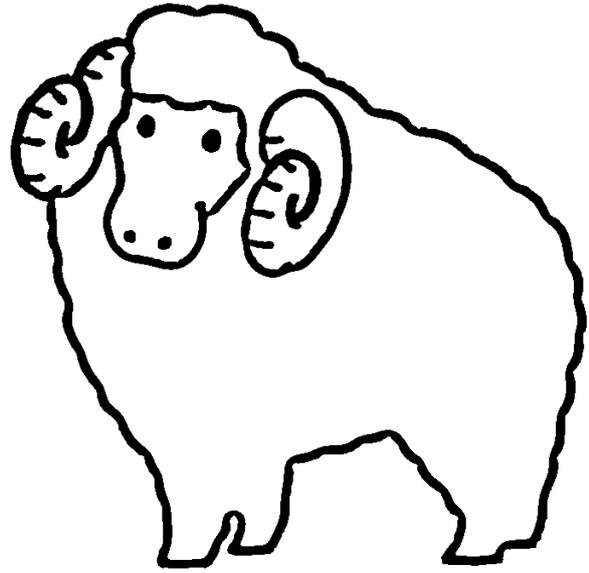
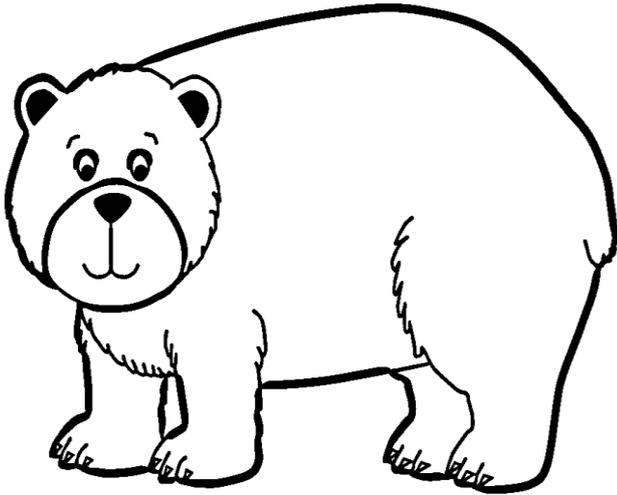
Pictures to match story:



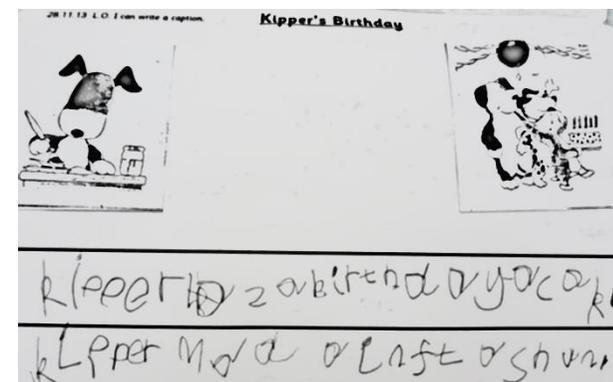
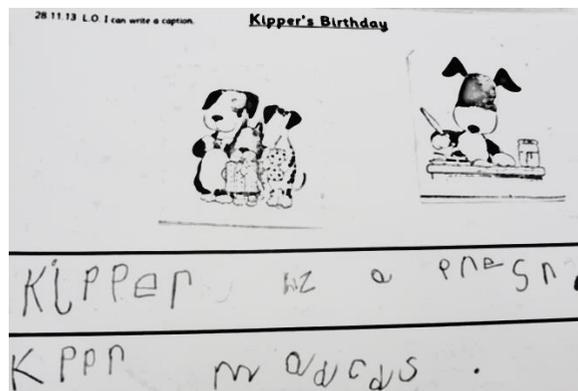
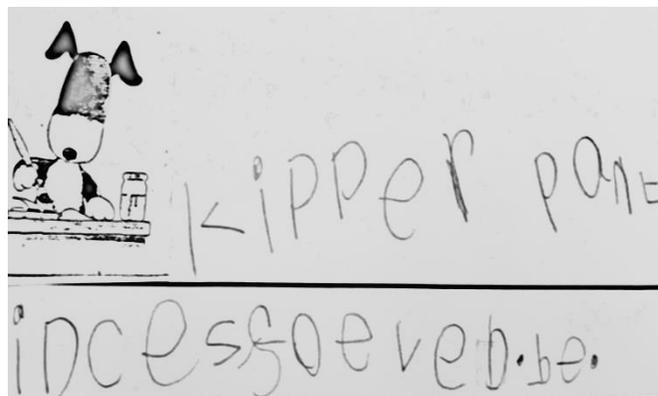
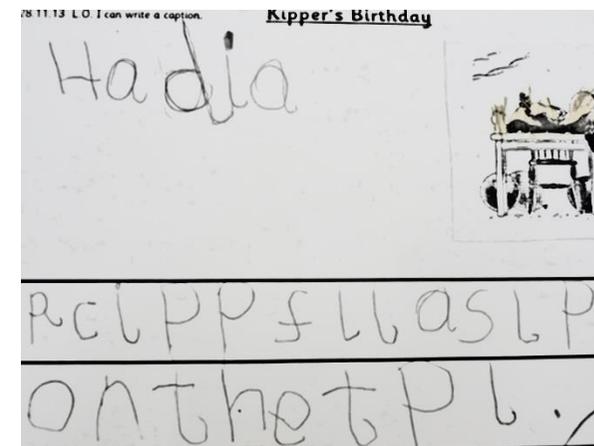
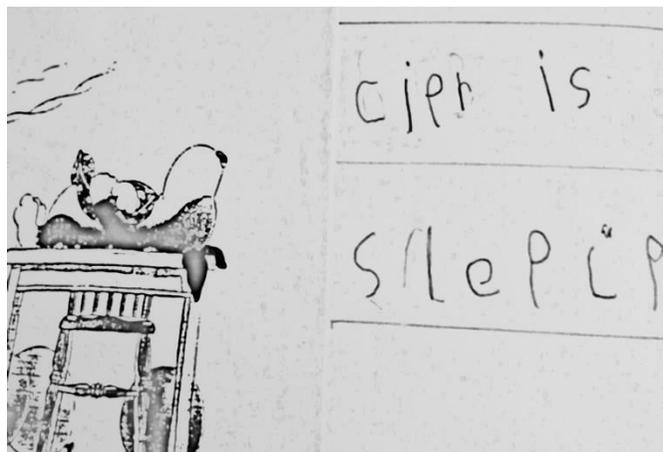
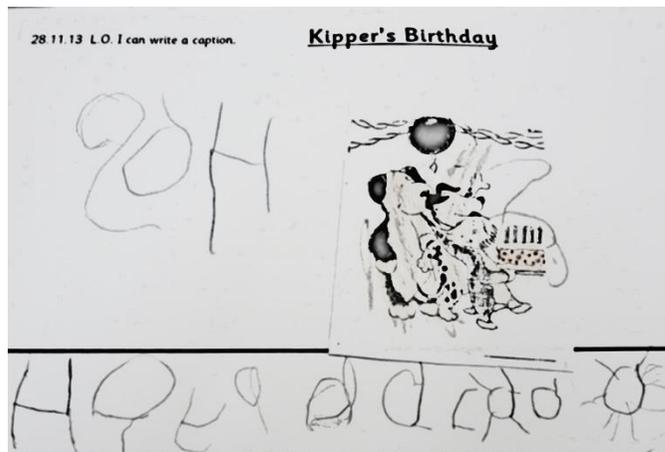


Pictures to match story - no colour:





Examples of children's written work using other texts:



Examples of children's written work using other texts - Emergent writing:

 Things I need for
my birthday party
Hh101 r rbb
b101 r rbb
^ 00T r bbb
H1 001 110
HbT r 110
H r rbb
H H 00

 Things I need for
my birlhday party
#20LN Y LNM
L2 L5 r rpp
C002 P00P
P02 P00 HAH
20+2 LMM.M
H#20 P00M0
0A2 C r0P

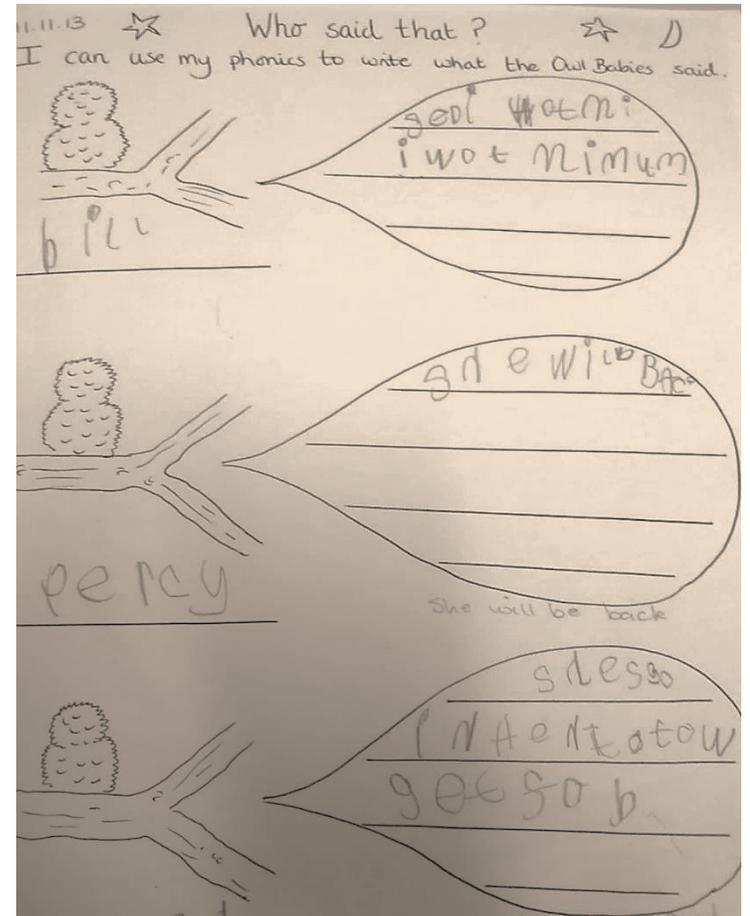
770 1 2 3 4 5 6 7
Dear _____

Thank you for _____
4001 A 0 1 0
0 0 0 0 HA
I think your
idea will be nice
to get your letter
well done
From _____



This could be a nice idea

Examples of children's written work in different contexts:





POPP

dolon

GOC

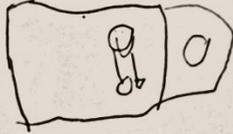
PREZ NT

patE hat

KANDU

Cre:
you
for
to
to

Dear Gaely
 I have been a oop this year.
foorprngms.
zanthaw a
aburpur



Thank you,
 From ALIYAH
 Well done

furgan
 L.O = I am beginning to understand about nocturnal animals. W/b = 11.11.13.
 A fox is awake during the night
 A mouse is awake during the night
 A bat is awake during the night

He has a big
 fat tum
 He has a sack.
 He has big
 He has a

Princes Risborough Primary School

School Context:

- **School type**- Princes Risborough Primary School is a one and a half form entry school with ASD provision. Latest overall effectiveness judgement by Ofsted in 2012 was good.
- **Size**- 279 pupils
- **Special features**- 80 of our pupils (28%) are on the SEN register compared to the 0.2% national average in 2012. Needs range from complex educational needs to EAL. We also have a twelve place ARP (Additional resourced provision for children with ASD) bringing our total number of SEN children up to 92.
- **Particular challenges** – 59 children registered as pupil premium.

Focus Group and the reason for choice

- **Year group**- KS1 because in the 2013 end of KS1 assessments 71% of the cohort achieved level 2 and above in writing compared to the national average of 83%. 74% achieved level 2 and above in reading compared to the national average of 87%.
- **Ability range**- P Scales to level 3.
- **Any particular issues** – Very weak speaking and listening skills, disinterested boys and a high percent of children with SEN.

Activities undertaken

The school have adopted a story telling method, focusing on speaking and listening before writing and only moving to writing when the children are able to confidently verbalise their ideas. This has been a brave undertaking for the school as it means that initially there are fewer written outcomes; however we have found that the final outcomes are of a far higher quality with increased quantity.

Grammar has been an important part of the process. Through learning to speak a text as a class children throughout the school have internalised the grammatical structures and higher level vocabulary from the text which has enabled them to use these features independently.

Here is an example of how a story telling approach was used to teach a non-fiction text in year five/six:

The unit was persuasion and the topic for the term was America. It is really important to give the children a context for writing to make it purposeful. Therefore the main written outcome for this unit of work was a text persuading someone to visit a state in America where the children became travel agents.

To aid assessment of written work in the school children write a 'cold' piece of writing at the very start of a unit, in this case the children were asked to persuade someone to visit the town where they live. This piece of writing has been very useful for AFL as plans were adapted at this stage to focus on the children's next steps. The final piece of independent writing for the unit is their 'hot' piece of writing. Teachers can then assess children's progress by comparing the two and again this informs the planning for the following unit.

Imitation

To introduce this genre we followed four main steps: hear, map, step and speak.

Hear: The teacher shared a text (see appendix 1 Terrific Thame) orally with the class- texts can be fiction or non-fiction. It was important for the teacher to know the text off by heart in order to directly engage with the children and draw them in.

Map: Mapping the text involved drawing simple images of the key events in the text. It was helpful to model the first few images. This process took no more than 30 minutes and as the children have become more familiar with the process they have become much quicker. (See appendix 2 for example of a fiction and non-fiction map)

Step: Using the map as a guide the children developed their own way of stepping the story working out a sequence of freeze frame gestures, words and sounds that summarised the main sequence of events in the text. This was a very important part of the process because it used all of the child's senses (visual, auditory and kinaesthetic) which embedded the structure and organisation of the text. We used big areas where the children were able to physically step out the text imagining that they were crossing a river on stepping stones.

Speak: The memories of listening, mapping and stepping formed the basis of this stage. The children were now ready to retell the text in their own words. This was done in many different ways including; whole class retelling, group retelling, paired retelling and independently.

The second part of the process allowed the text to grow in the imagination of the children; through drama, games, sentence and word work.

Here are a few examples of some activities:

- A walk through Thame- Similar to a whoosh where the children physically walk through the text. The teacher leads by retelling the text, children are asked to become characters, or use their bodies to make props such as shops, woods etc.
- Town of the Year Awards- Drama activity. Set up the class room as a TV studio and ask children to take on roles such as the mayor, the postman, a shop keeper and persuade the audience to vote for Thame to win the award.
- Poetry activity- Use the story map to split the text into sections each group is given a section and asked to write a poem with the structure 3,4,3,4 words.
- Annotation and boxing up of the original Terrific Thame text to highlight the sentence patterns and language features, using different colours e.g. red for conjunctions.
- Using multi-media to embed language for example: The Come to Scotland and M and S advertisements and leaflets of local attractions.
- Grammar games- Using a sentence of three to persuade, changing the emphasis of a sentence by moving words and playing with rhetorical questions.

N.B throughout this process try to collect all the words and phrases that the children discover and display them in the classroom. Thus creating a rich language environment that the children can 'magpie' from when writing independently.

Innovation

Hear: The teacher shared a text about California orally with the class

Map: The children mapped the text.

Step: The children stepped the text using simple actions

Speak: The children spoke the text using their mapping and stepping as support.

Various drama, games, sentence and word work activities were carried out to support their understanding of another persuasive text.

Shared writing: First as a class, then in small groups and finally independently the children wrote the California text. The outcome from this written work informed planning for the final stage, independent application.

Independent Application

Children had been researching an American state of their choice in topic lessons so they had a good background knowledge of their subject.

The map, step, speak process was repeated here. But with children using their research and working independently.

Independent writing: The children were motivated and enthusiastic during the writing process because all the previous input meant they were confident in their ability and never ran out of things to write.

Evaluation of impact on progress / writing

- Analysis of hot and cold writing examples. (Cold writing written at the start of a topic with no input, hot writing is the child's final independent outcome.)
- Quotes from children- (See attached appendix 4)
- Quotes from teachers- (See attached appendix 5)

Next steps

- Analysing the effect of the process in KS1 assessment data.
- Trialling the method across the curriculum e.g. Science- The water cycle, life cycles. History- learning key events.

Appendix

- Appendix 1 – Example texts shared with the class.
- Appendix 2 – Maps
- Appendix 3 –Final writing outcome examples
- Appendix 4 – Teachers thoughts about the story telling approach
- Appendix 5 – Children's thoughts about the story telling approach

Appendix 1

The example persuasive text shared with the yr 5/6 class:

Terrific Thame

Are you searching for a relaxing, educational and active break to enjoy with your family? Look no further. Terrific Thame has everything you need for a fun filled weekend away.

Thame is a quintessential English market town with plenty of attractions guaranteed to keep the whole family happy. You could browse around some of the award winning specialist shops, see a performance at the Thame Players' Theatre or enjoy a swim at the Thame Leisure Centre, take a walk on one of three Thame circular walks or have a picnic at the peaceful Cuttle Brook Nature Reserve. The picturesque town is ideally situated for visitors to discover the beauty and tranquillity of the Thames and Chilterns areas.

Within the town there are many historic sites; the spectacular Church of St Mary's dominates the skyline and is open to the public most days. Just a short stroll from the church is The Birdcage Inn, built in the 15th Century and rumoured to have once housed French prisoners from the Napoleonic wars awaiting trial.

The picturesque Phoenix Trail, a custom made path for cyclists, walkers and horse riders, runs along the old railway route between Thame and Princes Risborough. It is flat and surfaced making it ideal for wheelchairs and pushchairs. The Phoenix Trail has something to suit everyone, whether it's a quick and traffic-free cycle ride or a tranquil amble with a dog on a summer's evening. Sit on the sculptures to admire the magnificent views of the nearby Chiltern hills and observe Red Kites, the impressive birds of prey that thrive in the area. Whatever the weather or season, the Phoenix Trail gives you the chance to get out into the fresh air all year round.

After all that activity you will have worked up an appetite and when it comes to eating there is plenty of choice! You can sample the delicacies from our high quality butchers, bakers and delicatessens. Or enjoy a fine dining experience in one of the many pubs or restaurants. No visit to Thame would be complete without indulging in some of the delicious cakes and pastries from Rumseys tea room as a special treat!

The Thame Tourist Information Centre has lots of information on even more attractions and events so be sure to take a look when planning dream break.

Appendix 1

The example information text shared with a year 1/2 class:

The American Black Bear

Bears are very large and strong mammals. We call bears omnivores because they eat meat, plants and berries.

Their fur is thick which keeps them warm in winter. They use their long noses to sniff for food. They have small eyes and short, little tails, but their claws and teeth are long and sharp.

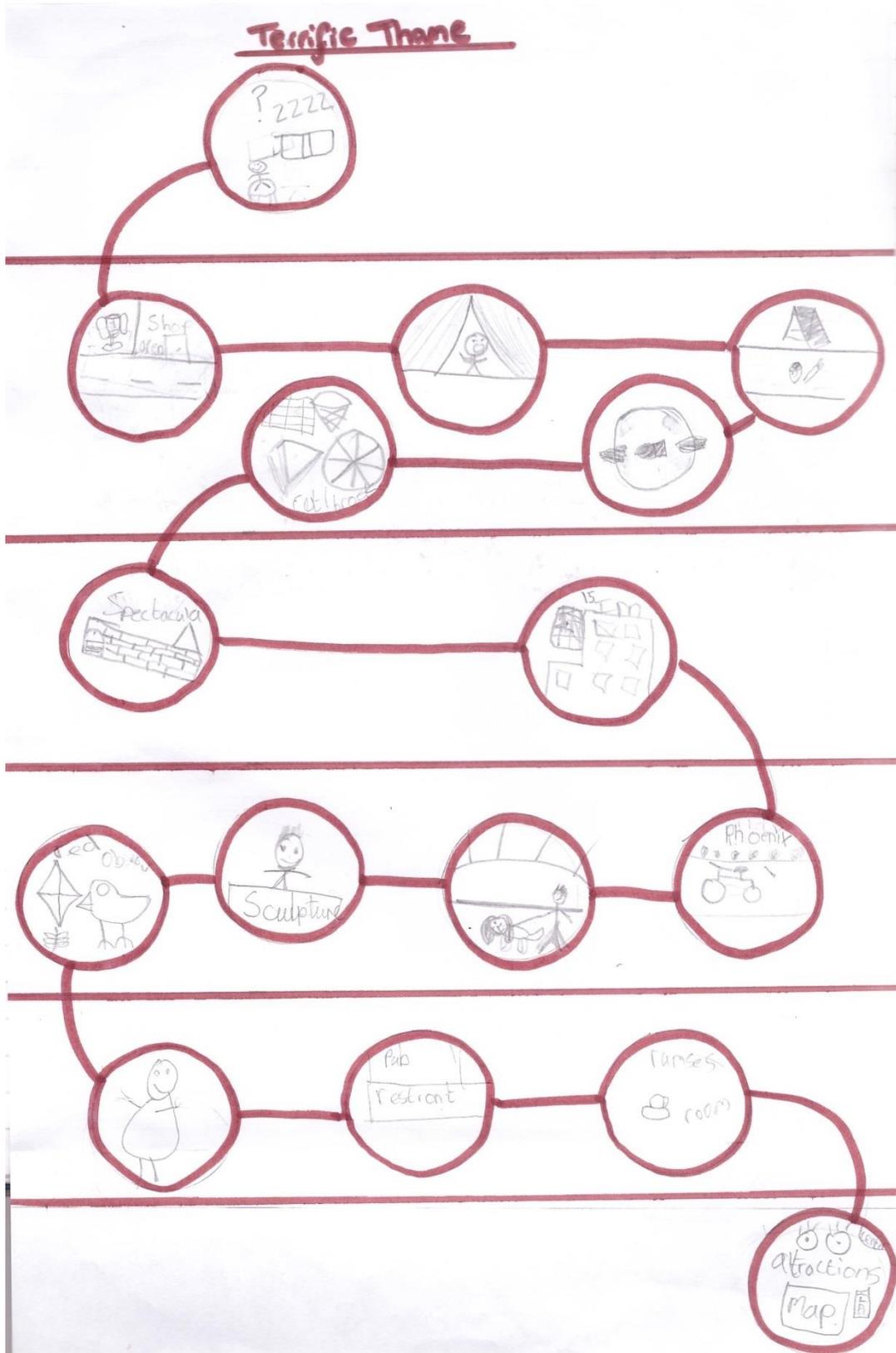
Black bears live in the forests, mountains and swamps of the American continent. Sometimes they get close to houses and scavenge for food in dust-bins.

Bears build homes called “dens” for winter. A den can be a hole which the bear fills with leaves and twigs, to make it cosy to hibernate in.

Bears are not cuddly because they sometimes want to eat other animals.

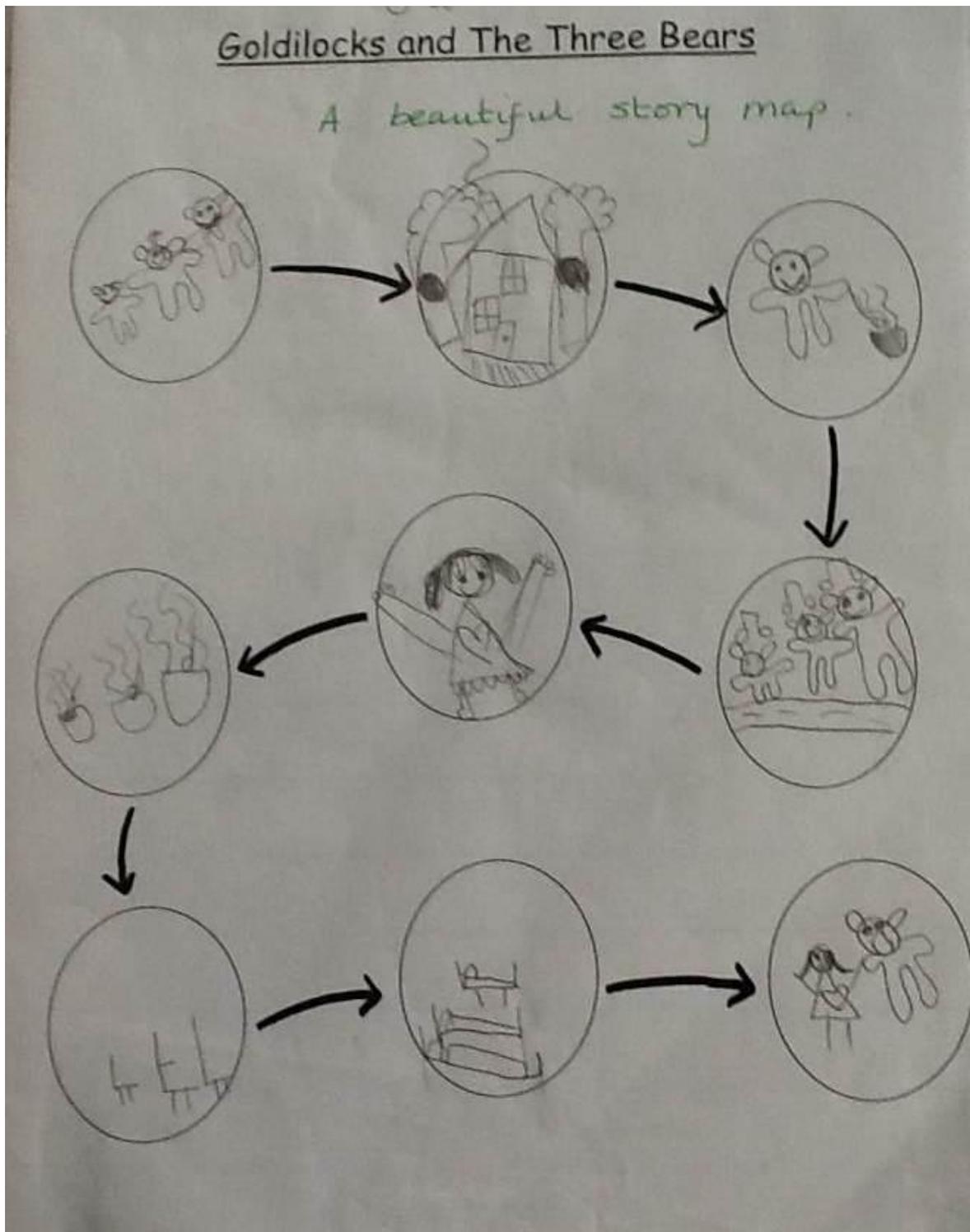
Appendix 2

An example of non-fiction mapping from the year 5/6 Terrific Theme Text:



Appendix 2

An example of fiction mapping from year 1/2 Goldilocks and the Three Bears:



Appendix 3

Cold writing example from year 1/2 information texts:

Polar Bears

the the article in
the morning the
sun does it has the
cum be in ✓
morning

Polar Bears
of seals
if fish
if they
can't find them
they have to
eat weeds ✓

Polar Bears
in
the 1st
country
of
on earth ✓

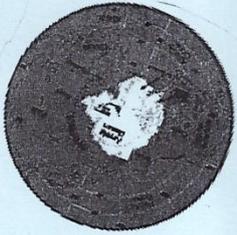
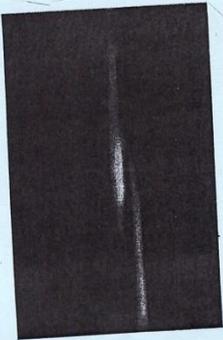


Polar Bears
swim
Wooten and A ✓

sp eat

Well done Ronnie
you have organised
your work well and
included lots of
detail. 😊

IF



Final writing outcome (hot) example from year 1/2 information texts:

Hedgehogs

A Hedgehog is a mammal ~~also~~ and also a rodent it is a mammal because it has a spine. ✓

A Hedgehog eats slugs and snails and beetles and it nibbles on pieces of grass.

A Hedgehog gets its name from being in the Hedge. It is a omnivores. ~~sum~~ Hedgehog ~~do~~ have

lost all there spikes. A Hedgehog can live in the garden ^{or} the

woods and forests. They have two

spines. They have been living in this

world for 5 million years they can

curl up into little balls.

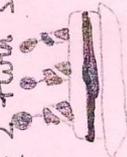
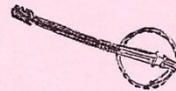
to protect them from their enemies.

Crazy Kentucky

Have you been endlessly seeking for a strong, full, lively and fact-filled holiday to make unforgettable memories with your family? Look no further, crazy Kentucky has everything you want and need for the perfect 4-week away. In 1772, Kentucky was the 15th state to join the union and is in the centre of the east-south in the USA. So come on, what are you waiting for? Go and pack this instantly!!

The education in Kentucky is of the scale! You could browse around Kentucky, Newport Aquarium and learn about absorbing creatures with jassy Jackson Crut to mention three astonishing appetites! Immerse yourself in the vibrant colors and splendor of the coral reef as you pass through one of the 40 galleries.

See an outstanding performance that will last a lifetime and make you fall off your seat laughing at the actors' work of Louisville. Don't just take my word for it, a touching performance awaits you, so book those tickets Shipaty-Snap! And, talking of music, did you know? The Song: Happy Birthday to you was invented by 2 twin sisters in Louisville.



venture further, Kentucky has plenty of amusement for us all!! Experience the thrill of Beach-Bend-park, named the 5th grandiose park in the world by today's-golden-ticket-awards. Affordable family fun awaits you, your class not to come here! Beach Bend also offers 1st class camping, bring your own tent, RV or run one of ours! Don't fuss out on the perfect month. Tickets are valid for 8 hours of fun, your time to ski and board starts when you do!



Mammoth cave



Within the state, there are many historic sites: The Mammoth cave is the world's longest cave in the world! It's incredible to think who or what formed this land. It is guaranteed to give you a pleasant Tommy beach in time!

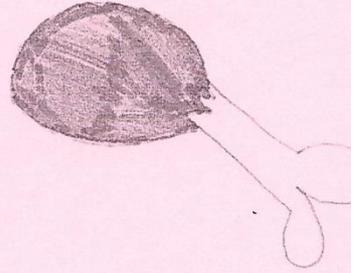
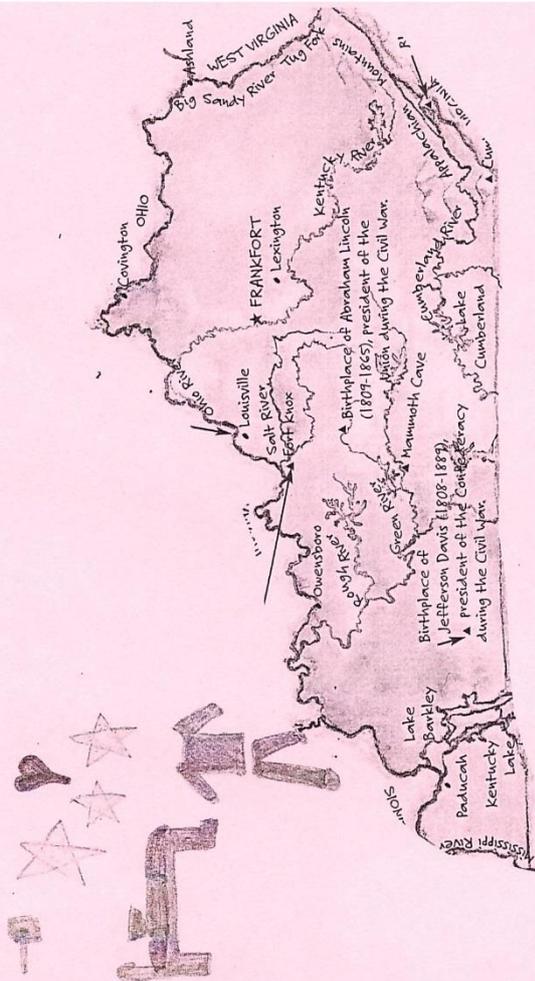
Further note, Lake is the place to go if you fancy an active break, there are many things to do: superb swimming, tranquil cones, classically, fascinating fishing and restless activities.



If your looking for a relaxing place to stay, Kentucky is the No. 1 place for you. You could choose one of the many heavenly bed and breakfast inns, gaze at the state from the romantic mountain cabins or boost yourself with a Schummy, Marshmallow in the Kentucky lake cabins, guaranteed to keep the whole family snug and cozy.

No visit to classy Kentucky would be complete without indulging in one of the many cafes and restaurants. Exotic flavors are available for you to choose to dine at the shakespeare and so it's an experience, not a meal. (Well, you know what I mean) and is open 7am-11pm every day. It has exotic choices to choose from. (Johnsons cafe is so warm and welcoming with plenty of tasty meals to choose from. It's open Tuesday-Friday and gives you the urge to go out into the tranquil garden.

Kentucky also has loads more attractions and events too. See with your friends and family so the search for your holiday is over, an adventure in Kentucky is one step away!



Cold writing example from year 5/6 Native American stories:

Friday 22nd November 2013

I can use my knowledge of life in a native American tribe to write a story

Once there was a native American village. Above the village is where the clouds lived the spirit of the chief, this chief was extremely angry. He gave clouds which then turned into snow and fell to the village. The chief did this because his people were fighting and when he was chief the where calm and kind. One day he got so angry that he

drove the village in snow. A young girl and her family escaped to a mountain and it was unlike many others. This young girl had found out that the chief lived on there and went to stop him from freezing the clouds. On the way up some devils said "what are you doing on this special mountain?"

"I am here to talk to the spirit chief" said the young girl. "Never!" shouted the devils. Then at their moment a colossal tall fought off the devils smiled and left.

When the girl reached the top of mountain she saw the chief and called to him. "what are you doing here and how did you get past the devils?" asked the spirit chief. "I want to talk to you about the clouds." So the chief and the girl talked through their problems. The girl said the town would no longer be mean if he would stop the chief.

He agreed. He created a feast to celebrate a happy village and the brave girl, who was very happy agreed. He created a feast to celebrate a happy village and the brave girl, who was very happy

agreed. He created a feast to celebrate a happy village and the brave girl, who was very happy remembering the bad times chief creates snow.

THE END
MORALS

They climbed down together back to the village. But sometimes why snow falls. When there talk through your problems don't get angry.

* who once ruled this tribe
* extremely angry
* fell to the village
* drove the village in snow
* found out that the chief lived on there
* on the way up
* what are you doing on this special mountain?
* I am here to talk to the spirit chief
* Never!
* colossal tall
* when the girl reached the top of mountain
* she saw the chief and called to him
* what are you doing here and how did you get past the devils?
* I want to talk to you about the clouds
* the girl said the town would no longer be mean if he would stop the chief
* he agreed
* he created a feast to celebrate a happy village and the brave girl, who was very happy
* agreed
* he created a feast to celebrate a happy village and the brave girl, who was very happy remembering the bad times chief creates snow
* they climbed down together back to the village
* but sometimes
* why snow falls
* when there talk through your problems don't get angry

THE WIND EAGLE

The piercing noise of dying ducks hit his ears. There across the lake was another hunter killing his big flock of ducks. "That's my supper," the rumbled angrily as he thought of a cunning plan. This young boy came for his ducks everyday and now there was another hunter with his very flock of ducks. Our young boy could only think about ducks and rich duck meat for supper he was very angry and headed towards his shining canoe, stomping along.

He pushed his canoe into the shimmering water and paddled his perfect flock of ducks. The other hunter paddled back to shore, the boy wondered why, perhaps he had been very intimidating. Out of the blue came a huge gust of wind, rising towards him. Using all his might he attempted to reach the ducks but the wind was so furious that his attempts to paddle gave him blisters. This irritated him and the only thing between him and his juicy, delicious ducks was the evil wind. E venturing, the wind died down and every duck had flown away. Quickly he paddled back to shore in a very bad mood.

The boy stomped into his grandpa's tepee angrily. "What is wrong with you? asked grandpa putting down her weaving. "Why is there wind? It blew my beautiful canoe and I can't reach my delicious ducks," cried the upset boy

while screaming up his face. "Why the wind eagle makes the wind he grabs his wings on the magic mountain." With that the boy grabbed his canoe and headed for the lake.



The boy grabbed his perfectly cooked canoe and quickly paddled across the lake, which was still full of delicious but there was no time to catch one. As he reached the sandy bank, in the distance he could see the majestic magic mountain. The boy charged through the meadows, full of cool wind and dancing flowers. Then through a dense forest which was very dark and spooky, by now he was excited, the boy got to a huge valley, he congratulated himself by singing his song.

plan.....

"My own one strong and sure my aim is straight and true. I'm off to hunt some ducks quick quick that's what I'm going to do."

He began to climb up the massive rocky mountain, after an hour he was at the top and there stood the magnificent wind eagle. Suddenly, the huge eagle flapped its wings like grandpa. Said it would. The boy tried to resist, but the animal blew off most of the poor boy's clothes. He crawled across the ground. "Stop," shouted the boy when he got close to the huge eagle. The eagle stopped and hollered, "Who are you?" In a worried voice the boy replied, "I am here to take you to a better mountain. It is so high that the whole world will feel your amazing flap."

"Ok," considered the eagle. "But I am a wind eagle. I can't fly any flap." "I will carry you with my rope," the boy got his rope ready. Carefully, the boy decided where to wrap up the magnificent wind eagle, considering the options, he tied the rope around the eagle's wings and beak. The eagle was heavy but he carried

him in pride. As he walked he thought of a cunning

Halfway down he he threw the wind eagle in a crazy feet up head down. Smiling, the boy went back through the valley no wind pushing him; then through the ancient wood with no rustling leaves. Next he went through the meadows with no more dancing flowers, and across the lake was no more wind to blow the ducks away. The next day he caught a canoe full of ducks. His grandma did a job of plucking, skilting and seasoning. "Good catch I am very proud of you."

"Thanks," boasted the boy.

Two days passed and every person was complaining about the weather, the person who was agedest most of all was the chief. The chief did not like his people so bothered and irritated, he was most worried about good supplies running out. The boy was very disappointed that his lake smell worried and looked like a gross swamp. His grandma sat inside a teepee all day the heat was so strong that not many people were

brave enough to face it. Grubb was glowing around the boy, he knew he would have to talk someone without he had done so. The boy stumbled into the teepee out of breath. "Grandma oh grandma, why is the air so hot and smelly? It's far to hot." "My dear boy what's wrong you done?" asked grandma. "Nothing well maybe something," admitted the boy. "I was angry by the wind and I love duck meat, so do you. So I listened to the story and went to find the wind eagle. I said I would I could take him to a better mountain and throw him down a crack." "My boy," shouted grandma, "the wind is good it creates rain for our lakes and makes the air cool so we don't boil. So and get the wind eagle out of that crack you have created many doing this."

The boy traveled through the dying meadow, through a leafless wood and then through a brown carpeted valley, not a patch of green in sight. He climbed up the rocky mountain slipping from all the sweat on his hands, last time a cool breeze had blown. When the boy reached the cracks it looked like the eagle was dead, two still claws poked out of the crack. No breathing was heard on the silent mountain. Hearing with all his

Might he pulled out the silent wind eagle and untied the rope that bound the eagle's wings and back. The boy waited for 5 minutes then 10 over then 15 but nothing happened when he had been waiting for half an hour he thought he saw the eagle blink. Then it started to breath and rose into the sky. "Your advice," shouted the boy. "Yes I am," replied the eagle, "a silly half naked boy threw me in thankyou for helping me." "It was a pleasure and it's good for the wind to blow sometimes. Isn't it?" "Yes it is," said the eagle. On the way home the boy sang his song merrily all the way through the valley through the forest, through the meadow and over the lake with the wind blowing on his face the whole time.

Example of cold writing from yr 1/2 Goldilocks and the Three Bears:

Wons a Pohn time
thair lvt 3 Bears
In a Cottage. WOH da
MUMMY Bear was
stering the porridge
but it was to hot
so vay went for
a walk but a
nortee gull cullid.
Goldilocks she
cood smel
godeelocs
Porridge

Example of final outcome (hot) writing from year 1/2 Goldilocks and the Three Bears:

See you later mum"
I'm going esburring" as she
swung the door open
Oh I forgot lunchbox!" ✓
But ✓ she bit about mind she
cep walking loh then she
got in to the deep
dark woods. she herd the
twigs crunching under her (☺)
shoes she feel'd tree log
she looked up she saw
she cep following the
smell and she came to
a ^{strange} sandy looking house
and she her staple
puncher and she stapled
the shut and she slipped home
I'm sorry mum I slammed
the door.

Appendix 4:

Thoughts from some teachers at Princes Risborough Primary School about the story telling approach:

Reception Teacher - I have really enjoyed using the story telling approach. I feel it has really helped children to understand the basic beginning, middle and end structure of a story and I would say that the current cohort are much further ahead in this than previous years I have taught. I have also found that the style of teaching develops the children's listening skills, encouraging them to listen to respond rather than simply saying what they want to say which has improved group work in the classroom.

Year 1/2 Teacher - I have found that the approach is very good at helping children to structure their written work. There has been a really noticeable effect on the vocabulary they are using in their speech and writing.

Year 3/4 Teacher – You need to choose the text you use very carefully, however if it is a text that is very rich in vocabulary we have found that the children's retention of the language is incredible and they are still able to apply what they have learnt months afterwards.

Year 5/6 Teacher - The outcomes have been really good! Now we are onto our third story telling unit the vocabulary and more complex structures are coming much more naturally to the children. The children are still applying vocabulary from the first text (Terrific Thame) which is really nice to see. I have found the approach very inclusive for all levels and needs in the classroom so all children are involved and highly motivated. It is also really nice to see how supportive all the children are towards each other when they are sharing their work.

Teacher from the ARP (Additionally Resourced Provision for children with Autism) – The method has made harder texts such as Shakespeare much more accessible. Story telling gives children another hook to hang things on. They can engage with the story on different levels. For children who don't usually join in we have seen a huge improvement in fact they are very disappointed if we are not mapping and stepping a story!

Appendix 5

Thoughts from some children at Princes Risborough Primary School about the story telling approach:

Year 6 EAL girl- I think story telling is easier than just writing a story that you know. It has helped me to learn new words in English. I really like sharing my writing with a friend.

Year 6 boy – Doing Terrific Thame gave me loads of ideas for my writing like what to put in paragraphs for my state writing. I used words like quintessential, picturesque, rustic and pristine and I did not know how to use them before.

Year 5 girl – Story stepping helps you get used to the plot of the story and drawing the story really helped me to remember it.

Year 2 girl- I love writing. I have been writing all through the holidays and I have just got better and better at writing. Doing all the actions help remind us what to say.

Year 2 boy – We did our story maps at home and we showed people at home. I taught my sister how to do it and we taught our aunty and our mum.

Year 1 boy- I like Goldie Locks and the Three Bears doing all the actions. I went home and pretended to be Daddy Bear and said “Whose been eating all my porridge?”

St. John's Combined School, Lacey Green

School Context:

St. John's is a mixed, voluntary aided, Church of England Primary School. There are 247 pupils on roll, with a very small percentage of pupil premium, or EAL. We are located in a small village community and the children generally come into school at an average or above average level.

There are high expectations for the children from parents. Reading and writing levels have generally been good at St John's and children have made expected progress.

Rationale:

As a school we noticed a lack of enthusiasm for writing and some anxiety about getting things wrong. Teaching was beginning to be formulaic and the children were becoming less independent in their approach. Some children were becoming disillusioned with writing, this coupled with the introduction of the added pressure of the SPAG test, led to a decline in confidence. There were also certain year groups where progress was causing concern, and as a result we changed our approach to various aspects of teaching English.

Focus Group:

The focus group for this study is the current Year 4 comprising of 38 pupils. This is one of the year groups where ability and progress were a cause for concern. For St. John's there were a higher than normal percentage with SEN, including 2 statements, 3 children referred to the PRU and 5 with behavioural problems. The children are currently being taught in 2 smaller groups in the mornings (Maths and English.) They are in 3 class groups, mixed with Year 3, in the afternoons.

Action / Intervention:

- We did a pupil survey to ascertain views and attitudes towards writing.
- We held staff meetings and had one half inset day to help develop and change the way we teach English
- In KS2 we have changed our approach to spelling; the children now generate their own spelling lists through investigating patterns in class and at home, and then use their words creatively.
- English lessons have a focused starter linked to a writing (spelling, punctuation, grammar) objective. These are games and interactive activities, some of which are described in the appendix

- Each class has a weekly writing journal session. In addition to a SPAG warm up activity, there is a creative stimulus that starts the lesson, the children then experiment on whiteboards, before opening their journals where they can write freely. These books are not marked, but there is a culture of sharing, positivity, and an opportunity to further develop their writing.
- Once every half term we have a 'whole school write' activity where the whole school (including staff) write about a chosen stimulus, and then we share and celebrate our results.
- We are cultivating a much more focused use of our class novels to help support/develop writing
- Over 50% of the staff have joined the 'Teachers as Writers Group' (nwp.org.uk) and are using their own experiences to further develop their teaching
- After one term we carried out a parental and pupil survey to establish whether things were having an impact.

Evaluation of impact on writing and teaching of writing:

We have had to find ways to inspire a sense of excitement, freedom and ownership in our children's writing, whilst also giving them the pivotal opportunities to learn the grammatical skills in order to express themselves.

We trialled some of these changes with Year 6 from January 2013 – July 2013 and noticed a change in attitude towards writing (see quotes from children.) However, these changes were not really measurable.

We are now tracking the progress of the focus group, but it is too early to note any significant changes to levels, although improvements in attitude and engagement have already been noticed.

Teachers have responded very positively to the changes and are gaining in confidence with trying new games and approaches. The new approach to the teaching and learning of spellings is generally considered to be better and has seen an improved use of vocabulary. However, there has not been a noticeable change in spelling accuracy. This is an area which we will continue to develop further.

The parent survey was very encouraging and they are beginning to notice changes in their own child's approach to writing. Links and communication between home and school concerning English are improving.

Next steps:

Most of what we want to do next is to build and consolidate on what we have started. We need to continue to track the focus year group and monitor their levels of progress.

Writing is on our school development plan, in response to what we have discovered so far, we have agreed to:

- Spend more time with spelling investigations, supported in school instead of at home.
- Place more emphasis on finding strategies to learn spellings, not just new vocabulary.
- Offer more rewards and incentives to children for finding appropriate words and using them correctly and creatively.
- Some creative writing to be encouraged at home to further develop home-school progress.
- Continue to cultivate links between class novels and children's writing.

Appendix:

1. Some of the activities we do:

Word Class Dice:

Children roll a 6 sided dice to reveal "Noun", "Adjective", "Verb", "Adverb"...etc. This is a very adaptable game that can be used for creating crazy sentences, children competing to hunt for a certain type of word, or to experiment with word order.

Word Hunts:

A suggestion of David Crystal's that has been very successful. The simple task of searching for a certain type of word or technique in any text the children can lay their hands on has been something that has furthered, not only with children's understanding of grammar, but also with their skim-reading and comprehension skills. A competitive aspect always helps too!

Word Tennis:

The simplest grammar starter – but also the favourite! The children mime playing tennis face-to-face. One child 'serves' by calling out a noun, the other must return with an adjective that describes that noun. The two continue the 'rally' with adjectives until they run out. This is very adaptable. It worked especially well when the children turned over a simple picture card to inspire each 'serve'.

Grammar Consequences:

What could be more enjoyable for a child than concocting a ridiculous sentence that makes a class roar with laughter? Your teacher encouraging you to do so – because you're also learning what a preposition is! Very simply, this is the traditional 'fold it over and pass it on' game, but the children must write a particular type of word each time. The format: *Article, adjective, noun, adverb, verb* works well in year 4, but can be adapted and extended to fit any ability group.

Fairy Tale Dice:

Sometimes, the simple knowledge that the teacher has not dictated the exact task seems to energise my class. Fairy tale dice come in packs of 9 and show a total of 45 different fairy tale symbols. We have used them to great effect when learning about time connectives. Children wrote a 'never-ending story' in pairs on whiteboards, each section inspired by the roll of the dice, and linked by appropriate time connectives. (NB: the 6 symbols on the final die are 'superpower' symbols – I have to calm my class down when they are writing on this subject!)

2. Quotes from Year 6 children:

What writing means to me (Nearly a year on)

Writing means a lot to me, a lot more than it did in September. My approach to writing has changed a lot. In September I would find writing hard and I just wanted to be in a different world when we had literacy, or in other words I dreaded literacy.

Writing journals have boosted my confidence with writing and to me now literacy and maths are now equal subjects. Now I just chose to write at home and I even have a notebook to write in. I get ideas from books and my surroundings. From books I will also find new vocabulary which I experiment with in my writing journal where I know it won't be marked. When we finish tests I get a sigh of relief, but now I also get a sense of pride which I did not used to get. Starting games have helped me get my verbs, adverbs, nouns and adjectives correct, but at the same time they form new ideas into my head. Writing journals I think have helped me reach better grades than if we did not have writing journal, I overall think my opinion of writing has massively improved!

Lucy (11)

What I think about writing

In year 6 I started liking writing more and more every day. At the beginning I didn't like writing that much because it hurt my hand a lot, but now writing is a lot calmer and I enjoy it very much. My journal has definitely helped me with my writing and it also helped me with my handwriting. I really like writing journals because I can write about whatever I want and it won't be marked or corrected.

There is also one game that helped me and that was where we got some random words and we had to make a sentence out of them, and that helped me a lot with my vocabulary.

Ben (11)

What I like about writing

After a year I have finally started to enjoy writing. I think it is the help of having our whole school write and our writing journals because I used to never know how to start a piece of writing. I also have sped up from doing starters and little games and I now feel more confident in my writing because of all these things. Sometimes I start writing without being told, I always prefer to write a story over a poem because at the end I feel as if I have achieved more than I would in a poem.

Harry (11)

3. Parent/Child response to Writing Survey (issued December 2013) 131 replies

Q1. Writing journals have helped to improve my child's confidence with writing.

Strongly Agree: 38 (29%) Agree: 84 (64.1%) Disagree: 4 (3%) Strongly Disagree: 2 (1.5%) Not answered: 3 (2.2%)

Q2. Writing journals have increased my child's enthusiasm for writing.

Strongly Agree: 55 (41.9%) Agree: 53(40.4%) Disagree: 20(15.2%) Strongly Disagree: 1 (0.75%) Not answered: 2 (1.5%)

Q3. Grammar, punctuation and vocabulary activities have helped your child's writing.

Strongly Agree: 19 (14.5%) Agree: 92 (70.2%) Disagree: 17 (12.9%) Strongly Disagree: 1 (0.75%) Not answered: 2 (1.5%)

Q4. Spelling investigations have increased my child's confidence with using new words.

Strongly Agree: 37 (28.2%) Agree: 63 (48%) Disagree: 23 (17.5%) Strongly Disagree: 3 (2.2%) Not answered: 5 (3.8%)

Q5. My child is proud of their writing this year.

Strongly Agree: 82 (62.5%) Agree: 43 (32.8%) Disagree: 3 (2.2%) Strongly Disagree: 1 (0.75%) Not answered: 3 (2.2%)

4. Parental comments:

- My son has shown an interest in new words since the change in spelling
- My child loves the introduction / use of writing journals and as a consequence is more focused and enthusiastic about creative writing. Vocabulary starters are his favourite activity in English lessons.

- My child has definitely improved his writing this term and finds it much more enjoyable than before. He really enjoys using his writing journal and has surprised us by wanting to write at home, which has never happened before. He finds English lessons fun and engaging and we have been very pleased that this now seems to be an area of interest rather than a chore.
- My son really enjoys writing in his journal and talking to us about it. This has helped him to write more often and to use his imagination in his stories.
- My child really enjoys free writing at school and looks forward to the day at school it is done. My child has started to write out of choice at home now.
- My son has definitely talked more about writing this term.
- My child has gained more confidence using more advanced language and not worrying about getting it wrong, she is taking more risks.
- I think writing journals have helped my son consider himself to be a valuable writer and author, that's got to be good!
- Much more keen to write at home independently, not scared to have a go and less 'hung up' on grammar and spelling. This has indirectly improved his spelling and language.
- My daughter really enjoys 'word tennis' and makes us play as a family on long car journeys
- Writing journals have been a roaring success and I hope they continue

Other parental comments:

- I disagree with the current spelling system. Structured spelling test were much more effective
- Whilst I agree that spelling activities do improve vocabulary, I am not sure it helps with actual spelling of words. Look, cover, write , check done in addition to the investigation would be more effective
- Spelling now involves too much parental input; there is no good way to research them. It therefore ends up being a test of my vocabulary which isn't really the point.
- Would an occasional 'free writing' exercise for homework kill the enjoyment or encourage more writing at home?
- There is now no incentive to learn spellings.
 - It would be nice to see more of the writing coming home so we can gauge how they are getting on.

The Disraeli School and Children's Centre

Your School Context:

- Two Form entry school in High Wycombe with an adjoining Children Centre and Nursery.
- The current number of children on role: 502 (including our Nursery – Foundation 1)
- 32% SEN
- 10% FSM
- 7% AGT
- 100 Pupil Premium children on role
- We are a local authority resource base for children with Autism or Speech and Language difficulties.
- The children begin in Foundation Stage with a low baseline score. We have had children enter our Foundation stage eighteen months behind the national average.

Focus Group and the reason for choice

- I am currently the team leader for Years three and four, and decided to base my focus group on my Year Four Literacy groups. At Disraeli, a class teacher will either teach Literacy or Numeracy exclusively. We feel this gives a teacher greater awareness, responsibility and impact in terms of planning, teaching and assessment. I teach Literacy to two groups in Year Four.
- We set three ways in Year Four, so that teachers can target children more specifically, challenge and support more able and less able children and to allow a greater range of differentiation.

Group 1

In this smaller group of 16 pupils, the ability range is from a 3b to 4b.

Group 3

In my second Literacy group I teach 20 pupils with an ability range from 1c to a 3c.

- We decided to use these two groups in the Grammar project because I could trial different ideas myself and see what impact they had on a more able and a less able grouping. We understood that grammar has and will become a key element of the Primary Literacy curriculum and wanted to make sure that our current teaching strategies were appropriate and covered enough of the grammar requirement in the proposed new curriculum.

Activities undertaken – description

We continued with our current strategies of learning grammar through mental oral starters. We endeavour to use grammar focused mental oral starters at least three times a week. These include word association games, songs and rhymes, acting and sentence and word level investigations. We also took opportunities to use our Radio and TV equipment to engage the children with grammar learning.

Our main focus through the Grammar Project was to use event experiences to engage the children and explicitly teach grammar. We adopted event experience teaching, after we discovered that a proportion of our children have very few real life experiences and find little purpose in some of the writing genres we wish them to learn.

We decided to base our learning of review and newspaper report writing in Year Four through a series of experience weeks. This included a restaurant, a cinema and a crime scene. This allowed the children to experience first-hand what they were expected to write about.

Luigi's

My fellow Year Four Literacy teacher and I began our two weeks of Literacy work by looking at a restaurant review. We text marked the reviews for word, sentence and text level features and created a glossary in our Literacy books. The next day we set up Luigi's Restaurant in our classrooms. We had paper tablecloths, cutlery, napkins and Italian music playing. The teaching staff had aprons on and were in character for the whole lesson as the waiters. The children were given a 'set menu' of three courses. They had olives and bread to start, pizza and salad to follow and Italian Ice cream for dessert.

For some of the children the opportunity to enjoy a restaurant was very novel and many of the children were reluctant to eat the olives at first. As the children enjoyed their food, they were asked to describe the food they were tasting using adjectives and similes. We wrote these up on our working wall. At the end of the lesson the children were asked to fill in their experience questionnaires, giving the restaurant a star rating and say whether they would recommend the establishment to others.

The next day the children were asked to review the restaurant. To continue their learning they were asked to describe their experience using the power of three, always asking them to up level their word choices. We played the children a 'voicemail' from Luigi himself, explaining that his business was in trouble and he needed the children to write him a restaurant review promoting the business. So in the lesson we planned our restaurant review. The children had to use adjectives, punctuation, metaphors, alliteration, similes and clauses in their planning. We continued throughout the lesson to build our working wall.

For the rest of the week children wrote up their restaurant reviews. Group three focused on using effective vocabulary and appropriate punctuation. Group one focused on using more complex sentences and a wider range of imagery. They worked quite independently on this task and found as they were writing they were able to review their work more effectively, often by swapping books with their peers and using their feedback to improve their writing. This allowed the children to identify grammatically correct sentences by proof reading someone else's work.

The following week, on Monday we finished off and evaluated our writing using a checklist to edit our work, we took a sentence we were not happy with, and wrote it out on a whiteboard, and improved it. We were able to use our skills with a thesaurus too in this lesson, and explained the term synonym. The children in Group one, were able then to find synonyms for a variety of dull adjectives confidently.

In the following lessons the children, thought of other marketing strategies to save Luigi's restaurant. The children thought the menu sounded boring and unappealing, so they wanted to change the menu. Using similes, metaphors and powerful adjectives the children improved and presented their menus. They finished the week by completing an advert for the restaurant, describing the food, atmosphere and including special offers, using persuasive language. We discussed formal and informal language throughout, working out what was appropriate for an advert and compared it to what is appropriate for a newspaper article. At the end of the lesson we had a gallery of posters to share our good work.

In future use of the restaurant theme I would also include a radio or TV advert so the children have the opportunity to use formal and informal language and model some of the descriptive language they have used in the last two week.

Additional Themes

We continued with the themed weeks of experiences, including setting up the classroom as a cinema, where we gave the children cinema tickets in their trays and gave them popcorn in cones (only a small amount of popcorn!) The children watched the film 'Wallace and Gromit: A Close Shave' which was perfect for its range of characters and also it's short running time. The children used their restaurant review skills to write up a film review, following a similar format including text marking an existing review (and also one which the teachers wrote, so that they included all the necessary language features)

Another experience week was based on a fake crime scene which we set up in the classroom. The children had no idea of the scene until they came in the classroom after assembly. We had set up yellow police tape, footprints with talcum powder, ink finger prints, and quite a lot of mess. The children discovered a laptop was 'missing' and the children became news reporters. They took notes at the crime scene and worked in groups to write up a news report. One child was the newsreader, a second child was the reporter, reporting back from the crime scene, and the final two children were eye witnesses who were interviewed. This themed week allowed for a lot of drama, but also improved their understanding of formal and informal language.

Evaluation of impact on progress / writing

- My personal evaluation

I think that teaching grammar explicitly through events has helped the children use vocabulary and understand different word classes that they would normally have felt daunted to use in lessons. The children have definitely written longer pieces of writing of a higher quality (especially in lower abilities groups) because they have been able to touch, taste and more importantly enjoy an experience they are writing about. The event experiences gave purpose to the children's writing. I found the format of these lessons to be very flexible with the opportunity to include most of the grammar expectations featured in the proposed curriculum. I would be cautious to continually use these themed weeks, so as to avoid wearing out the format, but it can be used regularly, especially if the children are showing a specific difficulty with a word class or concept, e.g. longer passages with cohesion, increased complexity of sentences or editing skills.

- Quotes from children

"A fantastic experience, I would give Luigi's 5 out of 5!"

"I'm really proud of my review, I worked independently."

"I used a power of three!"

- Teaching/Support staff comments

“The children thoroughly enjoyed the opportunity to experience something first hand, and then use it in their writing. I definitely saw an improvement in their choice of vocabulary, I even had a child race over to me saying, “I used personification, come and look”.” *Year 4 Teacher*

“They didn’t even realise the amount of grammar skills they were displaying as they wrote their reviews.” *Year 4 Teacher*

“The children found they could describe and produce more effective sentences by actually tasting and touching what they were describing.” *Learning support assistant*

“The children gained an understanding of how to make their writing persuasive and engaging.” *Learning support assistant*

“I have never seen the children so engaged in writing.” *Year 6 Teacher*

Next steps

The next steps we will take is to look at Literacy planning as a whole school, whilst maintaining our current grammar teaching approach of learning through fun mental oral starters, followed by more specific teaching in Year 6. We will look at opportunities in other year groups for different event experiences that could enhance the children’s understanding of grammar. We also plan to work with Literacy teachers to make sure all the staff are confident with their grammar subject knowledge.

Appendix

Attached:

- Two weeks of Luigi’s restaurant planning
- Planning overview of film review and crime scene
- Photos of Luigi’s and crime scenes
- Scanned copies of pupil’s work, at the start of the year compared to their work after the restaurant review.

Year 4 Mrs Needle Weekly Literacy Planning: Autumn Term Luigi's Restaurant

Day	Word/sentence level	Text level		Differentiated Activities			Plenary
	Objective Activity	Objective	Whole Class teaching	HA (level 4b-c)	MA (level 3a-3b)	LA (level 3b-3c)	
	Targets: To use an embedded clause, to use openers and to use a variety of connectives.			Mia, Usman, Atharva, Prisha, Misha, Mariyam, Darcie Lahari, Callum	Max, James, Billy, Maddy, Safyan		
Monday	<p><u>WALT: Can I text mark a restaurant review?</u></p> <p>I can read a text carefully.</p> <p>I can pick out effective words and features.</p> <p>I can recall the features of a restaurant review.</p>	<p>Get the children to read through the text (teacher to start off the reading, modelling annotating) Have a go at noting down the features as the children go. Go through any words they do not understand by selecting a child to use a dictionary and feedback to the class.</p> <p>What is a restaurant review?</p> <p>Why is it used?</p> <p>What is its purpose?</p> <p>What do we learn in this text?</p> <p>Explain to the children they will be text marking this review. Highlight the need for clear presentation and carefully selecting.</p>	<p>Children to text mark restaurant review.</p> <p>HA: Children to find a variety of text features. T to support chn with identification.</p> <p>MA: to have less features to find. To work independently</p>	<p>Children to text mark restaurant review.</p> <p>LA to use a simpler text and less features to find (only key features) LSA support.</p> <p><i>Asim to have simple VCOP to find in the tex.</i></p>	<p>What is the most important feature and why?</p> <p>Have a table discussion on their opinions.</p>		

Tuesday	<p>Do the VCOP dance to keep the children's attention as they enter Luigi's restaurant.</p>	<p><u>WALT: Can I experience a restaurant?</u></p> <p>I know what it feels like to eat at a restaurant.</p> <p>I can give an opinion.</p> <p>I know what atmosphere and service is.</p> <p>I can answer a questionnaire.</p>	<p>Set out classroom as if it were a restaurant with tablecloths, candles, Italian music etc. Teachers to dress in aprons and be the waiting staff.</p> <p>Serve chn a variety of different Italian foods including pizza, pasta, garlic bread, ice cream.</p> <p>Offer chn good service and provide whole restaurant experience including giving a bill, taking their order etc.</p> <p>Explain what the words atmosphere and service mean and recap what you would expect when you went to the restaurant. Has Luigi's lived up to their expectations?</p>	<p>Chn to taste a range of Italian foods when they come to Luigi's restaurant.</p> <p>Chn to comment on the following elements:</p> <ul style="list-style-type: none"> • Food • Service • Atmosphere <p>Encourage chn to uplevel words such as 'nice' or 'yummy' using a thesaurus, address the term 'synonym'</p> <p>Make a working word wall of all fabulous words to use when writing food review.</p>	<p>Chn to feedback on their restaurant experience by filling out a restaurant questionnaire.</p>
Wednesday	<p>Children to practise using the power of three which they can apply to their restaurant reviews.</p> <p>HA chn to use subordinate clauses in writing a complex sentence using power of three.</p>	<p><u>WALT- Can I plan a restaurant review? (food and atmosphere)</u></p> <p><u>Success criteria</u></p> <p>I can use bullet points to organise</p> <p>I can use adjectives and similes to describe</p> <p>I can use the power of three</p>	<p>Chn to listen to voice message left from Luigi about how he wants his review written.</p> <p>Explain that Luigi is asking for people who have eaten at Luigi's to write a restaurant review to persuade other people to go to.</p> <p>Explain that a restaurant review in the local paper would be a great idea and why it would be effective.</p> <p>What are the features of a restaurant review? Create mindmap on IWB</p>	<p>Children to plan their restaurant review using the pictures to help them remember. Chn to plan for food, atmosphere today.</p> <p>HA: To have a blank template to use</p> <p>HA to include adjectives, power of three, similes, metaphors, personification, punctuation (commas) and senses.</p> <p>Independent work</p> <p>MA/LA: Children to have a review template with different headings.</p> <p>MA to use effective adjectives, power of three, punctuation (commas) and senses.</p> <p>LSA support</p>	<p>Children to add their favourite word or phrase to the working word.</p>

		I can use persuasive language	Model writing first few bullet points on IWB showing that these are not full sentences Encourage chn to use working word wall to help them	EXT: Use a simile with support from teacher Asim table to use adjectives and power of three clearly. LSA to support Asim with ideas and adjectives.	
Thursday	Children to practise using alliteration which they can apply to their restaurant reviews.	<p><u>WALT- Can I plan a restaurant review? (service and overall)</u></p> <p><u>Success criteria</u></p> <p>I can use bullet points to organise</p> <p>I can use adjectives and similes to describe</p> <p>I can use the power of three</p> <p>I can use persuasive language</p>	<p>Recap the features of a restaurant review. What can the children remember? TPs</p> <p>Explain that although we have already planned for food and atmosphere, people would also like to know about the service and most importantly overall experience.</p> <p>What did the children do well yesterday? Where could they improve? Get their partners to read their plans so far, is there anything that they could add? Add a list of features to the working wall to give the children feedback advice.</p> <p>Model the next few bullet points on IWB</p>	<p>Children to plan their restaurant review using the pictures to help them remember. Chn to plan for service and overall experience today.</p> <p>HA: To have a blank template to use</p> <p>HA to include adjectives, power of three, similes, metaphors, personification, punctuation (commas) and senses.</p> <p>Independent work</p> <p>MA/LA: Children to have a review template with different headings.</p> <p>MA to use effective adjectives, power of three, punctuation (commas) and senses.</p> <p>LSA support</p> <p>EXT: Use a simile with support from teacher</p> <p>LA: to use adjectives and power of three clearly.</p> <p>LSA to support Asim with ideas and adjectives.</p>	<p>Look at a good example of personification with the children, show the children how they could use it too in their writing.</p>

Friday	<p>Pick out key phrases from the previous restaurant review, get the children to identify the features of the sentence, such as noun, adjective, determiner in a conversation with other children on the table.</p>	<p><u>WALT-</u> <u>Can I write a restaurant review?</u></p> <p><u>Success Criteria</u></p> <p>Elicit success criteria from the children before the task begins</p> <p>-expect chn to say Similes Senses Adjectives Power of three personification</p>	<p>Have good vocabulary from children's plans on IWB and model how to write it into a sentence. TP's can they think of an amazing sentence using the ideas? Model writing the first few sentences of restaurant review, giving children ideas for sentence starters and putting into practise the power of three. Include: what they thought of the food and service.</p> <p>Give chn 15 mins to write 1st paragraph. Have the 2nd paragraph already written on whiteboard to save time.</p> <p>Chn to fill in blanks and read through together. Chn to have 10-15 mins to write 2nd paragraph</p>	<p>Children to write up their reviews using their plans. Children to have a copy of the success criteria to use as check list through their writing.</p> <p><u>HA</u> to include adjectives, power of three, similes, metaphors, personification, punctuation Independent EXT: Take a sentence and up level it using a thesaurus.</p> <p><u>MA</u> to use effective adjectives, power of three, punctuation (commas) and senses. LSA support EXT: Use personification with support from teacher</p> <p><u>LA:</u> to use adjectives and power of three clearly. LSA to support Asim with ideas and adjectives.</p>	<p>Mini Plenaries in between paragraph 1 and 2 to check progress. Celebrate good work and set new targets on post it notes.</p> <p>Explain we will carry on with their reviews on Monday.</p>
Monday NT6	<p><u>Adverbs and adjectives.</u> Children to act out different adverbs linked to different verbs. Ask the children to note down which adverbs would be appropriate for a restaurant review. Move on to appropriate adjectives and get the children to research synonyms for words such as nice, or tasty.</p>				

Year 4 Mrs Needle Weekly Literacy Planning: Autumn Term Luigi's Restaurant

Day	Word/sentence level	Text level		Differentiated Activities			Plenary
	Objective Activity	Objective	Whole Class teaching	HA (level 4b-c)	MA (level 3a-3b)	LA (level 3b-3c)	
	Targets: To use an embedded clause, to use openers and to use a variety of connectives.			Mia, Usman, Atharva, Prisha, Misha, Mariyam, Darcie Lahari, Callum		Max, James, Billy, Maddy, Safyan	
Monday	Take a work from the working wall, the children have to make a sentence on whiteboards, containing that word, a noun and adverb.	<u>WALT: Can I write a restaurant review?</u> Use the success criteria from their last lesson.	Complete their restaurant reviews atmosphere and service. Write the success criteria for the lesson on the IWB. Ask chn to explain why they have chosen that. Check their work so far against their check list. Give chn 15 mins to write 1 st paragraph. Have the 2 nd paragraph already written on whiteboard to save time. Chn to fill in blanks and read through together. Chn to have 10-15 mins to write 2 nd paragraph. Monitor the children's use of VCOP, alliteration, power of three and similes.	Children to write up their reviews using their plans. Children to have a copy of the success criteria to use as check list through their writing. <u>HA</u> to include adjectives, power of three, similes, metaphors, personification, punctuation <b style="color: #FF0000;">Independent <b style="color: #FF0000;">EXT: Take a sentence and up level it using a thesaurus. <u>MA</u> to use effective adjectives, power of three, punctuation (commas) and senses. <b style="color: #FF0000;">LSA support <b style="color: #FF0000;">EXT: Use personification with support from teacher <u>LA:</u> to use adjectives and power of three clearly. <b style="color: #FF0000;">LSA to support Asim with ideas and adjectives.		Mini Plenaries in between paragraph 1 and 2 to check progress. Celebrate good work and set new targets on post it notes.	

Tuesday	<p>Spot the problem! What is missing in each of these sentences? Be a detective in pairs, work out the clues!</p>	<p><u>WALT: Can I edit my work?</u></p> <p>I can read through my work carefully.</p> <p>I can up level my word choices.</p> <p>I can share my opinions on other people's work.</p>	<p>Get the children to read their comments and check against their target and level descriptors. What resources can we use to up level our writing? Thesaurus, VCOP pyramids, working wall.</p> <p>Swap their work with a partner. Partner is to read their reviews. Feedback to their partners what they like and disliked about their writing. What can they do better and improve today?</p>	<p>Using a features check list, the children are to comment on the content of their reviews. Pick out what they did well, and what they could add next time.</p> <p>Children to give their reviews and their checklist back.</p> <p>Teacher to select good examples of editing to share with the class during the lesson.</p> <p>LSA/T to support LA children with use of dictionaries and thesaurus</p>	<p>Each child to read a word or phrase they are proud of from their writing this week. Each child to say something they have learnt that they didn't know before.</p>
Wednesday		<p><u>WALT- Can I up level a menu?</u></p> <p><u>Success criteria</u></p> <p>I know what a menu is</p> <p>I can use to describe</p> <p>I can use a thesaurus.</p>	<p>What did we do last week TPs Did they enjoy Luigi's? Can they remember what they ate?</p> <p>Tell the children that Luigi's restaurant is trouble! One way of saving Luigi's from going bankrupt is by trying to make its menu more appetising.</p> <p>TPs- Can chn think of ways of making it more appealing?</p> <p>Brainstorm ideas on IWB and use this to write SC.</p> <p>Model making menu better using children's ideas on IWB, highlighting effective features.</p> <p>Show chn how to use a thesaurus to up level words. Find a few examples together as a class.</p>	<p>Children to create a menu of what they ate when they went to Luigi's. Children to come up with adjectives and similes to describe the food which they ate. Think about handwriting!</p> <p>All chn to have word bank, pictures of what they ate. Thesaurus on table to use.</p> <p>LSA to support LA LSA: support MA and to help them include personification in their description</p> <p>Teacher to support HA table to model using the words 'accompanied' and alliteration within their adjectives.</p>	<p>Share good ideas and words that the children have come up with and display on working word wall.</p>

Thursday	<p>Formal and informal conversations. Children in pairs. Give children a role each and a conversation topic. One pair might be friends, one pair might be a shop manager and an unhappy customer. Get them to speak in the correct</p>	<p><u>WALT- Can I advertise Luigis?</u></p> <p><u>Success Criteria</u></p> <p>I can use persuasive language</p> <p>I can make my poster big, bold and eye-catching</p> <p>I can use a rhetorical question</p>	<p>How can we help Luigi to get more business? We have created a restaurant review, we have up levelled the menu description, what else can we do? Hope that someone says a poster!</p> <p>Show some examples of effective posters. Look at the language used, how is it effectively? What is the style of writing like? Is it formal or informal?</p> <p>Give presentation expectations and ask them to fill a whole page with their design.</p>	<p>Children are to all design an A4 poster in the style they wish. Children to include at least three separate pieces of imagery/description in their poster. Include special offers and persuasive pictures and colours.</p> <p>T & LSA to place support where needed during lesson.</p> <p>MA EXT: Can they include personification in their poster?</p> <p>LA EXT: Can they include alliteration in their poster? With LSA support.</p>	<p>Have a gallery of posters, ask the children what they think of the designs, who's is the most effective?</p>

	manner. Discuss afterwards.	I can use the power of three			
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Wednesday 18th September

WALT: Can I write a story?

One rainy day Mr Evans woke up at 7:00 o'clock and he wanted to go to the park to practise exciting football skills but when he got outside he could feel and hear the ^{pitter pitter of rain} rain. But when he got to the park there was ^{no one} no one there because the long silver slide had a big massive puddle on it. The slide had small puddles and the ground about was slippery.

✓ You have used some adjectives Jack.

* (V) Don't mix capital and lower case letters in one word.

Wednesday 18th September

WALT: Can I write a story?

Once upon a time Mr Evans wanted to go to the park to practise ^{practise} playing cricket with his mates. So he got dressed and packed his cricket set. He was ^{practise} ready so he went to Jack, his mates house, and knocked on the door. Jack ^{me} came out to play. So then they are actually got to the park. They played cricket.

Thursday 7th November
WALT RESTORANT REVIEW

✓ Detailed review
✓ Similes, PO3
✓ adverbs

- Commas for pauses Ryan

PO3

Do you like Qimence Service? Well is you do
Luigi's is the place for you! This is a large,
beautiful and georgious restaurant.
I went with my friends because I was very
bored. It is ^{near} the pastures church
High Wycombe.

Food

There was so many delicious options to
choose from but I chose juicy Olives.
The pizza was delicious, so delicious
that it made my taste buds dance. I had
some salad with it. For Pudding I had
Ice cream it was as cold as snow.

11/11/13

Service

ON my night at Luigi's I ~~also~~ had
the service was wonderful. The
waitress here as quick as a flash!
the waitress gently walked around
the room.

smiles

D atmosphere

delightfully the atmosphere in the restaurant
was peaceful and happy. The music
was calm and slow, every table was
clean!

1 😊

2 😊

3 😊

✓ Good conclusion!

I would recommend this restaurant
because the new menu. Why don't
you try it your self?

Wednesday 13th November

WALT: can I persuade five vocabulary?



Luigi's menu

Appetisers

- Sour and juicy olives accompanied by ^{Sunflower} ~~olive~~ oil with balsamic vinegar, ~~also~~ with bread. †
- Tangly and smooth tomato soup, as smooth as silk.
- ^{and} Hearty warming mushroom soup † (chef's special)

Main course

- Super and scrumptious spaghetti ^{bolonaise} that will sizzle on your tongue.
- Tomato Cravings Juicy tomato, sweet sweetcorn, flaming hot pepper and marvellous mozzarella cheese ~~in~~ traditional lasagne.

Dessert

- 'Scrumptious' and amazing chocolate cake

accompanied by creamy, dreamy yoghurt.

• light tea or coffee, or strong!

(chef's
favourite
favourite)

Sides

• Chunky chips with crunchy crispy salad:

• vegetables (carrots, cucumbers, sweet corn, pepper and peas)

Drinks

• Refreshing tangy tangy orange juice.

• Bubbly cocktails. (Any flavour)

- ✓ adjectives ✓ commas in a list
- ✓ An appealing menu Maryam, once you had separated the different dishes!
- Check your word order.

WEDNESDAY 13th OF NOVEMBER
NOT CAN WRITE A MENU



Luigi's menu

APPETIZER

Mouth Watering, smooth and juicy olives with warm, crusty bread. you can have it with balsamic ✓
✓ excellent sentence

MAIN COURSE

P03 For the main course is lovely warm, ~~fasty~~, ^{and} delicious pizza accompanied by crunchy salad served with Italian juice.

DESSERT

Delicious vanilla ice cream.
— extend this!

1 😊

2 😊

3 😊

✓ Power of three

✓ Appealing writing style.

Thursday 7 November
Walt Restaurant Review

- ✓ lots of power of
- ✓ adverbs to open
- ✓ Rhetorical question
- ✓ simile
- Try and up level up

P03

Would you like to go to an amazing Italian restaurant? I went to Luigi's on the 7th of November. It's large, beautiful and warm. It's in High Wycombe! I went because I'd heard fabulous things about the menu. I was with my friends and family. The staff were very kind

Food

P03

There was so many delicious options to choose from the delightful menu. I eventually chose the appetiser of juicy, soft and sweet dices. The main course was hot cheesy pizza with crispy crunchy salad. The pizza was as hot as the sun. Then I had creamy, sweet and ice cream.

|||||13

Service

sp
polite

My service at Luigi's was brilliant. The waiters and waitresses were friendly, careful, polite and was as quick as a flash. Then we had some drinks and they were back in 5 seconds.

Atmosphere

(WIS)

Delightfully, the atmosphere in the restaurant was peaceful and happy. The music was calming and flowing so every one was relaxed. The tables were very clean with small napkins. The windows were very smart they had curtains and garlands hanging.

1. ✓
2. ✓
3. ✓

Would you recommend it because it is tidy, vast and quick. So would you recommend this restaurant? It's 5 stars! You might like it.

- 1 😊
- 2 😊
- 3 😊

Thursday 7th November

WALTI's Restaurant Review

Luigi's ^{aurant} restaurant is amazing it is in Reding. You must go there because you should eat Luigi's Food. Also they got a new menu.

When I walked in to Luigi's I felt amazed by the atmosphere. It was busy, also had smiling staff. It was over well it was lovely!

Food

My taste buds were dancing after the pizza. It was so fresh and cheesy also crunchy it was so mouth watering so crispy and ~~fast~~ ^{fast} ~~stuck~~ ^{stuck} ~~to~~ ^{to} ~~my~~ ^{my} ~~teeth~~ ^{teeth}.

11.11.13

I gobbled it up it was piping hot.

The ice cream was so cold and smooth.

It was frozen ~~hard~~ ^{hard} white. It was ~~very~~ ^{very} ~~good~~ ^{good} my favorite ~~ice~~ ^{ice} ~~cream~~ ^{cream} ~~is~~ ^{is} ~~vanilla~~ ^{vanilla}.

Service and atmosphere

The service was prompt. But the atmosphere was decorated ^{and} it had flowing music! The staff were ~~very~~ ^{very} ~~nice~~ ^{nice}.

I recommend this restaurant because it is lovely, kind and smart. It was also fun!

(WIS)

- ✓ Lots of description Vaughn!
- ✓ Adjectives ✓ Connectives - also, but
- Keep reading your work for punctuation

Weekly overviews of the film review and the crime scene reports

Day 1	Discover the crime scene! Take notes on the crime scene.
Day 2	Watch examples of new reports. Take notes on the style of reporting and what features they included
Day 3	Divide up the roles and plan what each person will say in the broadcast
Day 4	Write up their scripts in best
	Recording the news films.

Day 1	Look at a film review – Text marking
Day 2	Watch the film 'Wallace and Gromit: A Close Shave'
Day 3	Planning a film review
Day 4	Write up film review
Day 5	Finish writing film review

Millbrook Combined School

School Context:

Millbrook Combined School is a larger than average sized primary school situated in one of the most deprived areas of High Wycombe. The proportion of pupils from minority ethnic backgrounds is in the highest percentile rank, almost 4 times the national average, as is the proportion of pupils learning to speak English as an additional language. The largest ethnic group represented in the school is of Pakistani origin. A high number of pupils have arrived at the school this year with no English. Many of the children enter the school working well below age related expectations in English.

Focus Group and the reason for choice

Year 5

We chose Year 5 to be part of the project because we wanted to address some issues that seemed more evident in this cohort compared to others. The main aims were:

- To ensure more pupils were on track to make expected progress or above in English
- To ensure more boys were on track to make expected progress or above in English
- To ensure pupils who are eligible for pupil premium were making expected progress in writing
- To address the disparity between reading and writing attainment (pupils were making more accelerated progress in reading compared to writing)
- To engage pupils in meaningful and purposeful writing activities

The Grammar Project started in Year 5 during the Autumn Term, 2013. The Year 5 cohort are currently taught in English sets: Miss Yasmin Ali teaches the higher ability (HA) set, Mrs Nicky White teaches the middle ability (MA) set and Mrs Naz Hussain teaches the lower ability (LA) set. All three classes were involved in the grammar project. The English Co-ordinator (Joanna Peters) supported the Year 5 teachers in terms of planning, organising and monitoring the project. The main focus of this case study will be on the higher ability set, but aspects of the lower abilities set will be covered too.

The Year 5 cohort comprises two classes with a total of 50 pupils: 33 boys and 17 girls. Last year, the Year 5 class had to face some challenges, such as the change of their class teacher in Year 4 and new pupils joining the class, including some pupils starting with no English. Overall pupils were making better progress in reading compared with writing.

The Year 5 class teachers commented that at the beginning of the academic year pupils in Year 5 were not enthusiastic about writing and lacked motivation -especially when writing extended pieces of work.

As teachers, we felt that many of the pupils were not producing the written work that we knew they were capable of.

Before we embarked on the grammar project, we looked at recent research that supported the idea that grammar teaching improves pupils' writing skills. We considered the Myhill, Jones, Lines & Watson (2012) study which concluded that contextualising grammar within the teaching of writing has positive outcomes for children's writing, particularly for more able pupils. The study also highlighted the need for teachers to have secure subject knowledge in grammar. We used this information to inform how we planned and taught English in the classroom.

We wanted to use engaging texts to support the teaching of writing and each class had their own core text: the higher ability set used *My Name is Mina* by David Almond, the middle ability set used *The Firework-Maker's Daughter* by Philip Pullman and the lower ability set used *Horrid Henry Stinkbomb* by Francesca Simon. We chose books that would spark pupils' interest in language and generate discussions.

Activities undertaken

'Sentences actively create sense in language and the business of the study of sentences is the study of grammar.'

David Crystal (National Literacy Strategy, Grammar for Writing, 2000)

Daily Lesson Starter - Studying Sentences

At the start of each English lesson pupils were set the task of examining and exploring different sentences. The same sentence was used throughout the week as a model for pupils own writing (Anderson, 2005). Each sentence that the class teacher used was taken from the core text they were reading. Primarily, we wanted pupils to really understand what a sentence is and begin to see patterns in terms of grammar and punctuation. Furthermore, we wanted to begin to teach children the grammatical terminology, but also ensure that pupils were learning about grammar in context.

The Year 5 higher ability set used the book *My Name is Mina* by David Almond as their core text and each pupil in the class had their own individual copy of the book. The class teacher investigated many sentences from the book.

Below is one of the sentences studied and an explanation of how the class teacher used it to explore grammar.

'But this horrible world is so blooming beautiful and so blooming weird that sometimes it'll make me faint'(Almond, 2010).

Day 1

Invitation to Notice

Pupils were asked:

- What do you notice about this sentence?
- What do you like about this sentence?

Pupils worked in pairs to discuss what they could find and to talk about what they liked about the sentence. They wrote responses on whiteboards. In the sentence they noticed:

- alliteration – blooming beautiful
- adjectives – blooming beautiful
- contraction – it'll
- adverb – so
- verb – is
- conjunction – But, that
- Discussion about whether it was passive or active
- determiners – this

All the pupils liked the sentence and below are some of their responses.

'The word 'blooming' makes the world sound really beautiful and really weird.'

'The alliteration makes it fun to say, I like saying this sentence.'

'It starts with 'but' which is a conjunction and I like that because it's different.'

'The word 'so' makes the adjectives sound really important.'

'The sentence makes the character sound really interesting.'

(See appendix 1).

Day 2

Let's Notice some more!

Pupils were then asked to highlight, in different colours, all the things that they found e.g. naming different word classes, punctuation, clauses, phrase etc. Then pupils discussed with their partners what they had found and shared ideas with each other. (See appendix 2).

Day 3

Invitation to revise

In pairs pupils were asked to revise the sentence. Then as a whole class the teacher scribed a shared sentence. The class wrote together:

But this horrible, horrible world is so blooming beautiful and so wonderfully weird that sometimes it'll make me keel over in a heap on the ground.

Day 4

Invitation to imitate

Then individually pupils had to imitate the sentence. One pupil wrote:

And this naughty noisy classroom is so extremely exciting and so carelessly crazy that sometimes it'll make me whizz up and down the playground until I'm sick.

Day 5

Invitation to edit

In pairs children used peer assessment to check spelling, grammar and punctuation. Sentences were then shared with the group and pupils discussed which sentences could be displayed in the classroom. The chosen examples were displayed around the classroom. The pupils then had a visual display of sentences to use and support their work.

Anchor Charts

The class teachers also took any important grammatical rules they had discovered together and created anchor charts to display in the classroom. (See appendix 3).

Talking about Books: A bridge between reading and writing

During the project, pupils had many opportunities to talk about books. Each class had daily guided reading lessons either using the core text or a different text; teachers also provided lots of opportunities to make comparisons between the core texts and different texts.

Below is a conversation about *My Name is Mina* by two girls in Year 5. They are discussing chapter 4. They were not prompted or coached – it was a natural conversation between two pupils.

Child 1:

I like the way that she (Mina) says that: I let my legs dangle. She is trying to take control of her legs. Instead of saying: My legs dangle.

Child 2:

And the first sentence is quite short, it's nice and simple. The first sentence is: I love my tree. She (Mina) says: sometimes I let my legs dangle and sometimes she sits with her knees raised. So she is not doing any of them all the time, she does one bit one time, and another bit another time.

Child 1:

And when she says: it's very comfortable, I like the way she says: it's made for me. She's trying to say that it is so comfortable that it was actually made for her.

Child 2:

Yes, because it's not really made for her, is it?

Child 1:

No, it's just a way of saying it's really comfortable.

The conversation shows how, quite naturally, the two girls discuss the language structure as well as some of the grammatical features of the text. Child 1 notices the impact of the active voice on the text and that Mina has quite a distinctive voice in the story. Child 2 discusses the adverb of frequency when discussing the use of the word 'sometimes', and she notices that Mina autonomously makes her own choices. By critically reviewing the text, we hoped that pupils would transfer some of the features they noticed in their own writing. During English

lessons, the pupils used the concept of writing a journal, like the character Mina, to compose their own journals using some of the aspects they had noticed in their discussion about the text. (See appendix 4). The teacher facilitated pupils' writing through shared writing activities. (See appendix 5).

Comparing Texts

The pupils, in the higher ability set, compared an extract from My Name is Mina with the poem The Jabberwocky by Lewis Carroll. (See Appendix 6). In the story My Name is Mina, the character is faced with what she considers the arduous task of completing a SATS writing assessment, set by her teacher Miss Scullery, but instead of producing a story she decides to write a piece of nonsense. The nonsense story provoked lots of discussion in class about language and generated questions e.g. What type of word is it? Is the word a verb or an adjective? The children tried to make sense of it, however, they found translating the Jabberwocky easier because of its clear and more predictable sentence structure; whereas the Mina piece was harder to translate because it introduces new words that they found hard to define. The activity gave the children the opportunity to play with words and take risks with their own writing.

Glibertysnark

In thi biginin glibbertysnark woz don in the woositinimana. Golgy golgy golgy thang, wiss wandigle. Oliotoshin under smiffer yes! Glibbering mornikles which was o so diggibunish. Hoy it! Hoy it! Then woz won so stidderuppickle. Aye aye woz the replifing clud.

(Almond, 2010)

A translation by a child in Year 5

In the beginning school was down in the wasteland. Bored bored bored, Miss Scullery. Spiders under desks yes! Disturbing mornings which were oh so disgusting. Hit it! Hit it! There was one so horrific. Ahh Ahh was the response back.

Persuasive Writing

The core books were used as a basis to teach a persuasive writing unit. Pupils discussed the fact that both Horrid Henry and the character Mina struggled with aspects of school. Miss Ali's set (HA) decided to work towards writing a persuasive letter to Mina to convince her to come back to school (in the story of My Name is Mina, Mina opts out of mainstream school to be home-schooled). Similarly, Mrs Hussain's set (LA) wanted to write a persuasive letter to Horrid Henry suggesting that he should be kinder to his teacher and try to enjoy school.

Role-play was used as a learning tool, and the children were given the scenario that they were in charge of recruiting a new teacher to their school, who would either entice Mina back to school or help improve Horrid Henry's behaviour. They created written adverts, TV adverts, composed interview questions, interviewed different teachers, and then wrote a persuasive letter to either Horrid Henry or Mina.

Each class embarked on a variety of activities (leading up to the main writing outcome) and the class teachers attempted to embed the teaching of grammar into each lesson. As was mentioned earlier, every day pupils engaged in the activity of studying one sentence before moving onto the main English lesson. Pupils spent time discussing the features of persuasive texts. (See appendix 7). Pupils discussed terms such as: imperatives, tenses, 1st person, 3rd person, modal verbs e.g. could, must, can't etc. and examined punctuation. Pupils considered the use of imperatives as opposed to the subjunctive e.g. 'You will be kind' vs 'We hope you are kind.' Teachers used the draft English curriculum (2013) to support their planning. (See appendix 8).

Investigating Persuasive Texts

Stage 1

- Pupils looked at a variety of persuasive texts and made notes and talked about their initial ideas.
- Pupils picked out the features of persuasive texts – lots of ideas were generated from the daily sentence study activity. (See appendix 9).
- Pupils watched a variety of adverts (e.g. the Cillit Bang advert) and discussed features, for example the use of modal verbs.

Creating a written job advert

Stage 2

- Pupils read passages that described how Mina and Horrid Henry felt about school.
- Pupils then created a list of characteristics they felt the characters would like in a teacher. (See appendix 10)
- Pupils created a job advert for a teacher in their own colloquial language.
- Pupils discussed the appropriateness of writing in slang.
- Pupils then composed more formal adverts. (See appendix 11).
- Pupils edited then typed up their adverts on a computer.
- Pupils used their written adverts to create group TV adverts and wrote jingles.
- Pupils performed and filmed their adverts.
- Pupils watched their adverts and made peer assessments.

Interviewing

- Pupils discussed good speaking skills:
 - Speak in a clear voice and at a suitable pace
 - Make eye contact
 - Use hand gestures to emphasise what you mean or to show feeling
 - Use your face and voice to show meaning
 - Keep as still as possible
- Pupils discussed good listening skills:
 - Make eye contact with the speaker and try to remain still
 - Give clues that you are listening e.g. nod your head
 - Ensure that only one person speaks at a time (turn-taking)
 - Try and ask a question at the end which shows that you were listening

- Pupils looked at different types of sentences: exclamations, statements, commands and questions.
- Pupils discussed open-ended questions and closed questions.
- Pupils in small groups wrote a list of questions they wanted to ask each teacher.
- Pupils recorded interviews, listened and reviewed the outcomes.

Writing a persuasive letter

- In pairs, pupils came up with reasons for why Mina should come back to school and why Horrid Henry should be good at school.
- Pupils made notes of their ideas.
- They took part in hot seating activities with the class teacher being Mina or Horrid Henry – pupils asked questions and responded to answers.
- Shared writing –pupils collaboratively developed a checklist of what they needed to include in their letter e.g. the use of questions, formal language, present tense, powerful adjectives, emotive language, opinions as facts, imperatives etc.
- Shared writing – teacher modelled writing a letter.
- Pupils planned their letter.
- Pupils wrote a first draft.
- Pupils edited and then peers edited their work
- Pupils wrote their final letter. (See appendix 12)

Evaluation of impact on progress / writing

Quotes from pupils and teaching staff

'I have never seen boys so enthusiastic about writing.'

Mrs K Ghadiali (Teaching Assistant)

'English lessons are much better because we are doing fun activities. I've learnt about speech marks, changing questions into statements and commands.' A boy in Year 5 (LA set)

'English lessons are fun because we have learnt how to do interviews and ask good questions.' A boy in Year 5 (LA set)

'I've learnt lots about persuasive texts, how to use the words and what you can do to help yourself when writing.' A boy in Year 5 (HA set)

'English lessons are one of my favourite lessons now because we do things like role-play and creating adverts. I really enjoyed writing my advert and then typing it up on the computer, and we got to write our own journals. I've learnt loads of new vocabulary, and I know the meanings of lots of new words. I liked looking at the sentences – that was the

best lesson starter. I didn't know about adjectives, nouns, bossy verbs or imperatives before.' A boy in Year 5 (HA set)

'I enjoyed the drama and the role play. I liked looking at different styles of writing. I can now pick out subordinating clauses and main clauses. That's helped me with my writing.'
A girl in Year 5 (HA set)

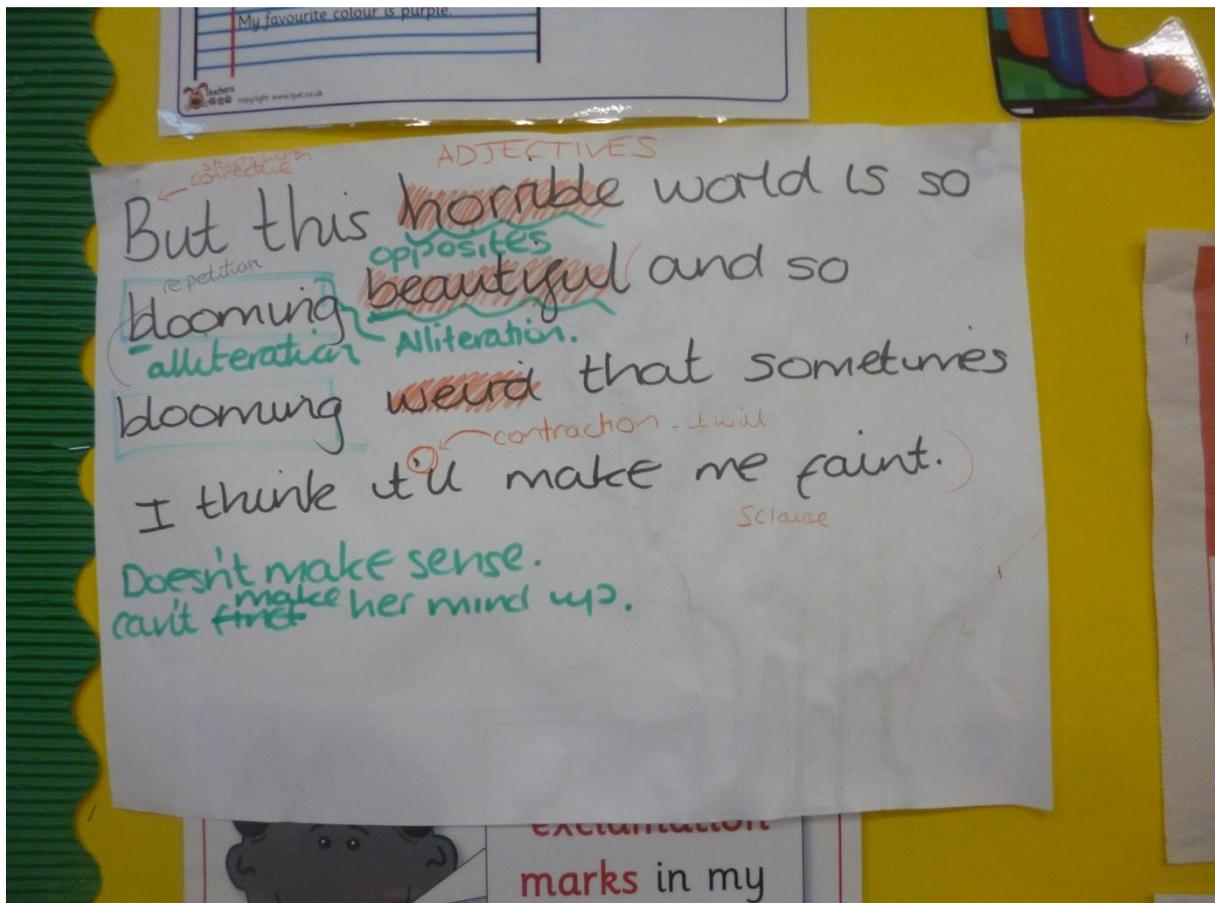
'I like being a writing thief and getting new ideas from my friends.' A girl in Year 5 (MA set)

Next steps

Following the success of the project we are now looking forward to developing the next steps for Millbrook in terms of teaching grammar. Our next steps are:

- To make grammar an integral part of teaching English in the school by sharing the ideas and activities implemented in Year 5.
- To embed grammar teaching in English lessons using a contextualised approach.
- To make the reciprocity between reading and writing explicit in English lessons.
- To use the ideas generated from the project to support the implementation of the new English curriculum.
- To develop a shared language in terms of grammatical terminology.
- To raise standards in writing across the school.

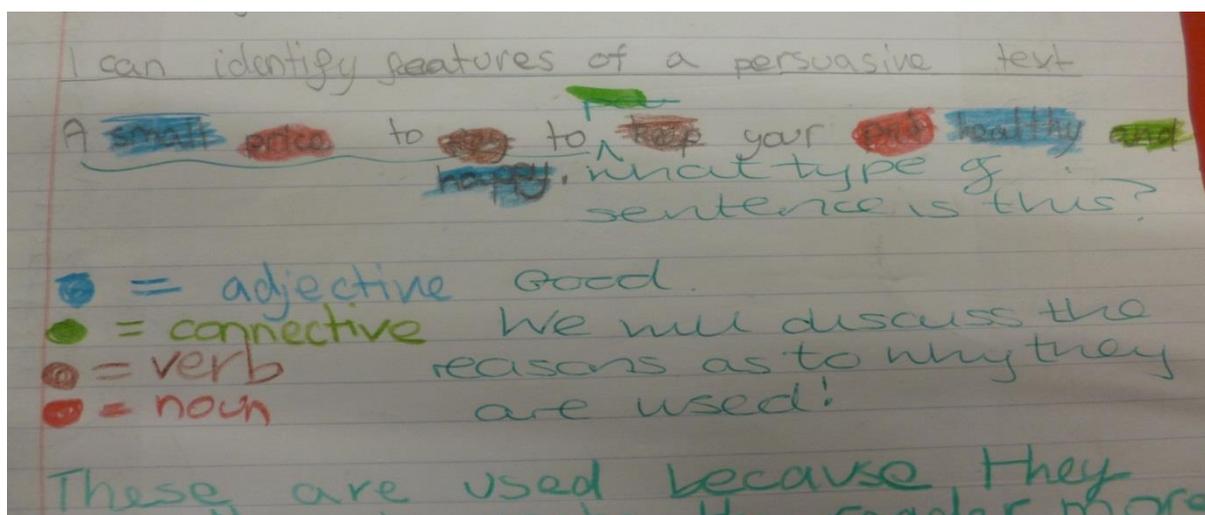
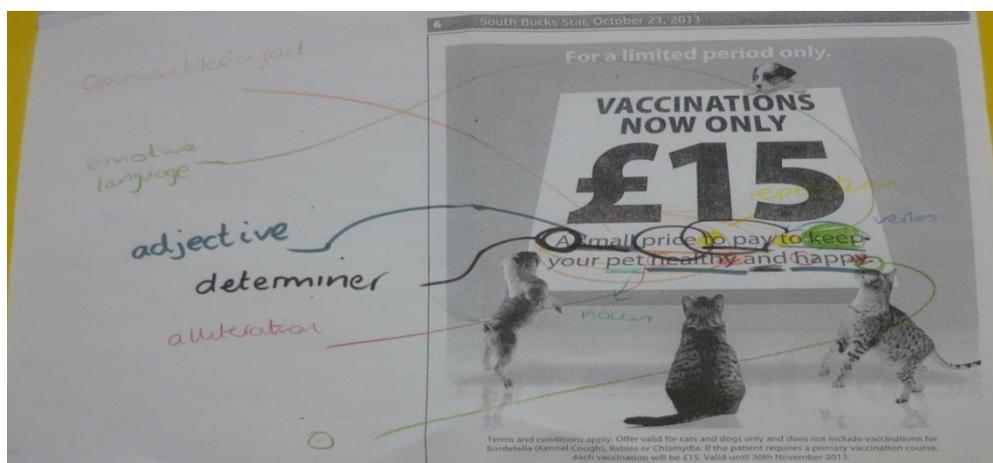
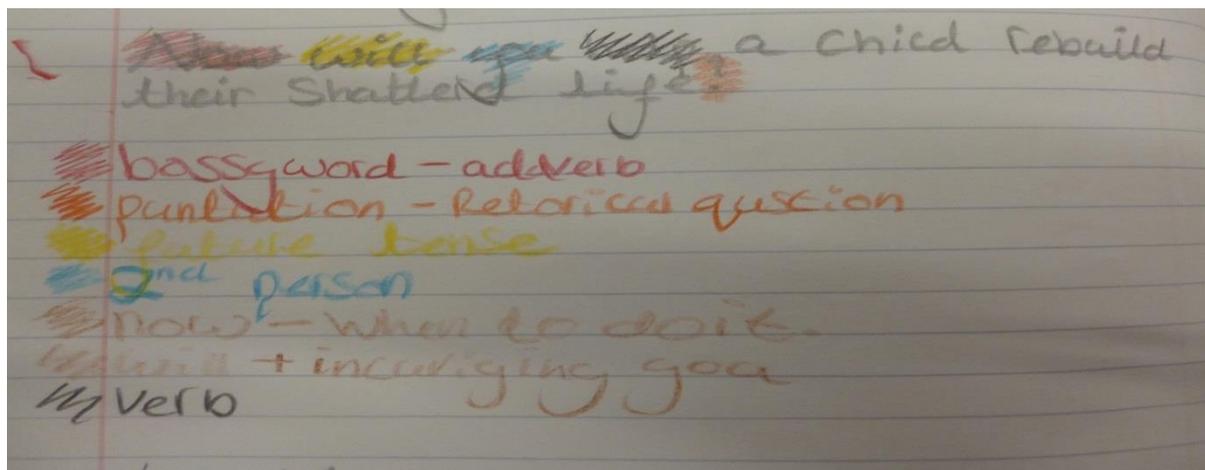
Appendix 1



Day 1 - Studying Sentences

Invitation to notice

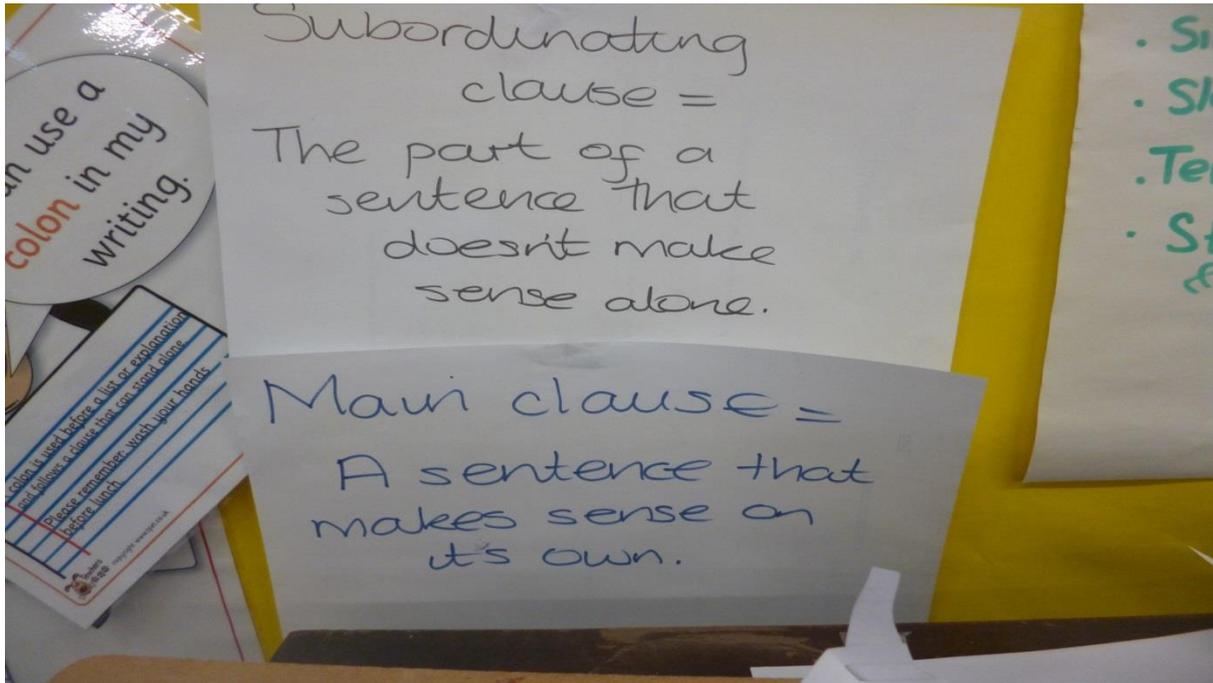
APPENDIX 2



Day 2 - Studying sentences

Invitation to notice more

APPENDIX 3



Anchor charts used to support writing.

APPENDIX 4

My name is Freya & I Love nature. Every part of it from the smallest woodhouse to the greatest eagle. Every bit from the reddest sunset, to the blackest night. It's everything yet nothing, everywhere yet nowhere. It's my world.
 great start! Keep it up. ☺ (2+13)

I wake up and hear the alarm going dang dang, clang. When I go downstairs it's still chiming in my head. Sugary gosties with well-ripened plums. Excellent. Mum says we're getting a lift. Excellent. She says I can wear my boots today. Excellent.

I LOVE birds. I'm on the bus now, I see one singular bird hovering overhead. I imagine swirly little feathers sprouting from my back, me flying through the sky, gliding effortlessly with the clouds. I was suddenly snatched away from 'Dream World' by an idea so marvellous I couldn't believe it. I shall write a poem ^{celebrating} about birds...

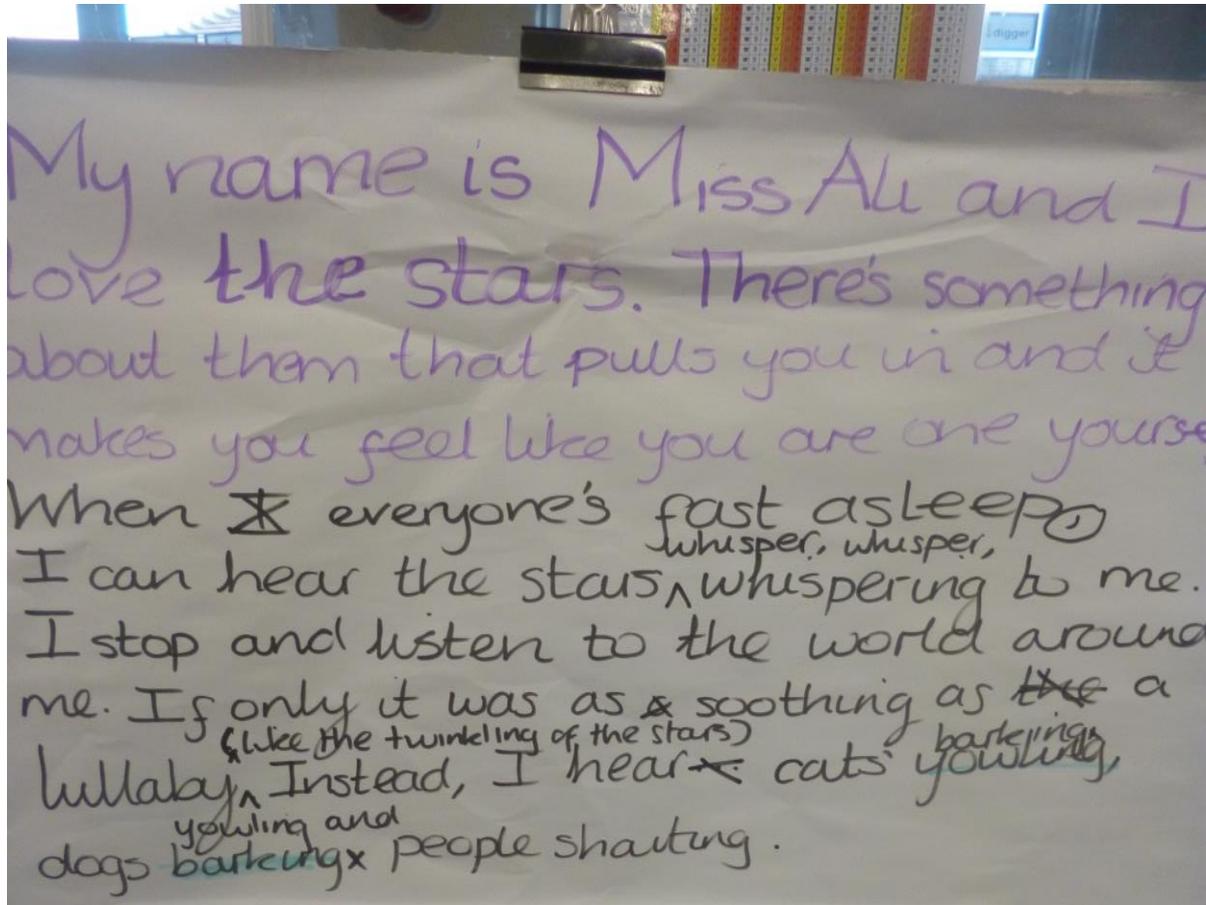
Birds

Feathers speckled with rain,
 Fly through the world's open sky,
 Chasing a million hearts.

Oh, how thoughtful. What a reflective piece of writing. I am enjoying this.

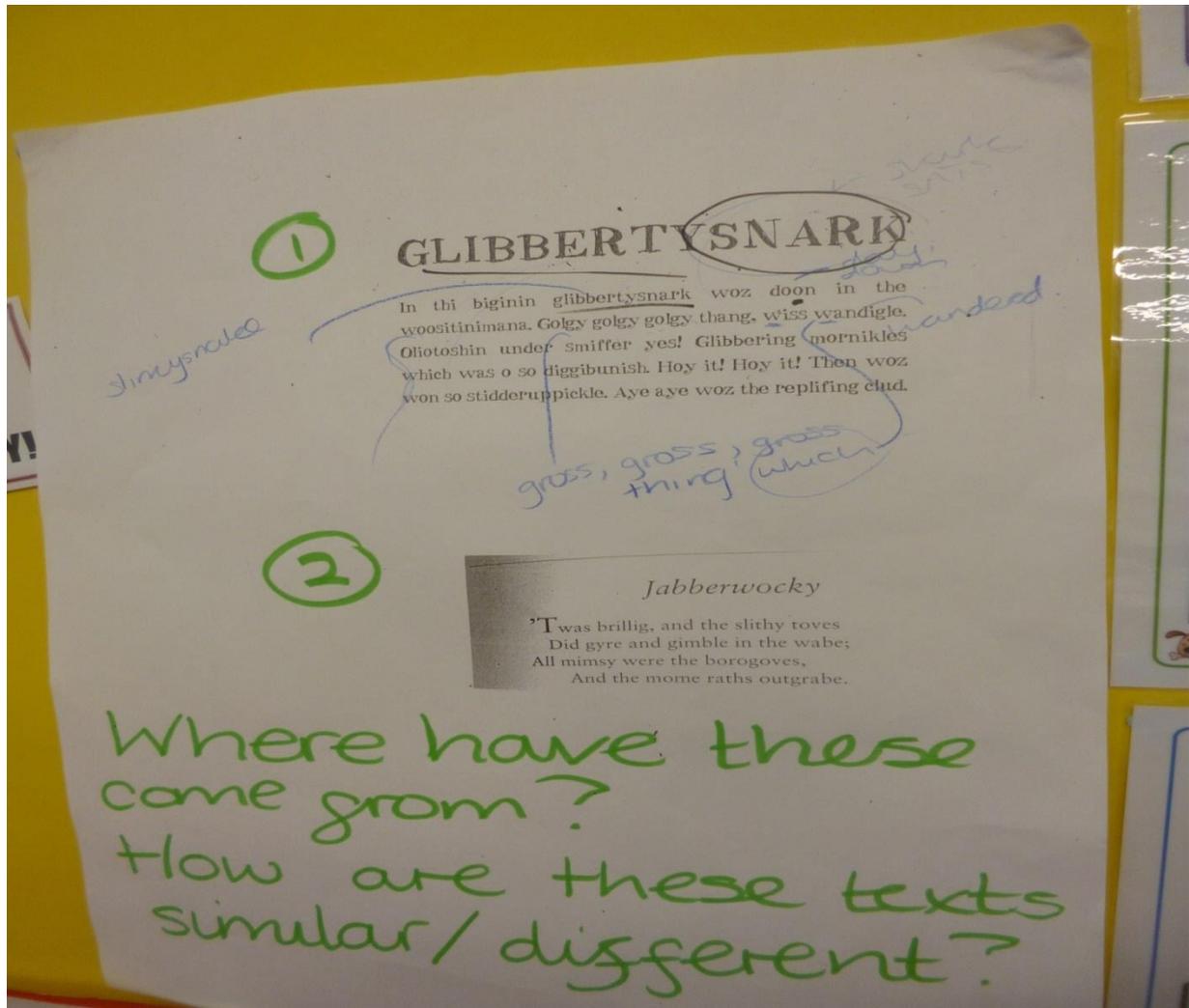
An extract from a Year 5 pupil's Journal (HA).

APPENDIX 5



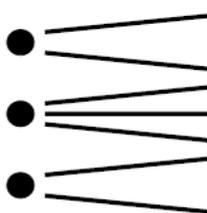
An example of shared writing in Year 5 using *My Name is Mina* by David Almond. Pupils played with words, for example: at first they wrote 'cats yowling', but then they changed it to 'cats barking' because they wanted to imitate Mina's playful writing style.

APPENDIX 6



An extract of nonsense writing from *My Name is Mina* by David Almond and stanza 1 from *Jabberwocky* by Lewis Carroll. Pupils made comparisons and discussed similarities and differences.

APPENDIX 7

Non- Fiction	Text Structure	Writing Tips
<p><u>Persuasive Writing</u></p> <p><u>Purpose - To:</u></p> <ul style="list-style-type: none"> - <u>argue the case for a point of view</u> - <u>attempt to convince the reader</u> <ul style="list-style-type: none"> • Advertisement • Catalogue • Travel brochure • Pamphlet from a pressure group • Newspaper or magazine article • Poster or flier • Book blurb • Letter to the editor or editorial • Manifesto <p>Features:</p> <ul style="list-style-type: none"> • Written in simple present tense • Arguments focus on general participants e.g. 'Vegetables', not a particular vegetable • Use of connectives between sentences showing logical relationships e.g. as a result..., this shows that..., however..., because..., moreover..., therefore..., and so..., etc. • Use of persuasion - emotive words, rhetorical questions, repetition for effect, etc. 	<ul style="list-style-type: none"> • Plan using pronged bullet points • Start with an opening statement of the case to be argued. e.g. Vegetables are good for you ... • Present the argument in terms of 'point plus elaboration - make your point then provide supporting detail about it. • Elaboration may be evidence, explanation for example e.g. (Point) they contain vitamins. • (Elaboration)Vitamin C is important for... • End your argument with a conclusion - restate the case and summaries the points made e.g. we have seen that...so... 	<ul style="list-style-type: none"> • Use good reasons and evidence to convince your readers. • Use facts rather than just persuasive comments. • You may wish to use counter arguments. Try to get the reader interested and on your side - appear reasonable! • Tantalise your readers so that they agree with you. • Use strong, positive language. • Short sentences can help to give emphasis. • Everyone agrees that... We all know that... Make the reader think that everyone else does this, agrees or that it will make them a better, happier person, e.g. everyone agrees that..., we all know that...etc. • Draw the reader in e.g. At long last..., the one you have been waiting for... • Be informative, persuasive and friendly. • Alliteration can help make slogans memorable. • Use humour to get people on your side. • A picture that tugs the heart strings can be more effective than a 1,000 words. • Finally re-read and decide whether you would be persuaded.

Source: How to teach Writing across the Curriculum at KS2, Sue Palmer, 2001. Grammar for Writing NLS, 2000. Teaching planning resource

APPENDIX 8

Composition and Effect - Text Structure and Organisation

Draft English curriculum 2013 Year 3 & 4

Ensure that pupils continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.

These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. [121]

Assessment for Learning

AF1 Writing imaginative, interesting and thoughtful texts.

AF2 Produce texts which are appropriate to task, reader and purpose

AF3 Organise and present whole texts effectively, sequencing and structuring information, events and ideas

AF4 construct paragraphs and use cohesion within and between paragraphs

AF7 Select appropriate and effective vocabulary

Possible outcomes (QCA Mark Schemes 2002-2004)

Text structure overall is simple: includes brief introduction or concluding statement.

Paragraphs may be used to show obvious divisions; points tend to be listed without selective emphasis.

A series of persuasive/ informative points; coverage may be uneven. Points include some description/ an identified issue some explanation of ideas.

Tending to inform rather than explicitly persuade.

Some awareness of the audience, but may not address (the audience) effectively.

Some evidence of viewpoint, e.g. positive attitude about point of view expressed; attempts to impress the audience; writer's voice may be impersonal but this may not be sustained.

Some stylistic choices support persuasive purpose, for example vocabulary choices describe subject attractively (awesome new extreme cycle); conversational style of address (yes that's right).

Some relevant vocabulary choices provide detail although not necessarily consistently.

Relationships between sentences and clauses are sometimes made explicit e.g. 2/3 linked sentences.

Ideas are linked mainly through topic.

Sentence Structure and Punctuation

Draft English curriculum 2013 - Year 3 & 4

Ensure that grammar is taught explicitly: pupils should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to real-language examples such as their own writing or books they have read. [122].

Assessment for Learning

AF5 Vary sentences for clarity, purpose and effect

AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

Possible outcomes (QCA -Mark Scheme, 2002-2004)

- Some variation in sentence types through use of spoken style, for example imperatives (Go down to your toy store!); attempts at rhetorical questions or exclamation (Why don't you...).
- Sentences often imperatives, positive or negative (point the handle away from you, do not touch it), not always controlled; or use second person including modal verbs (you should put it on a cold surface).
- Mostly present tense.
- Clauses mainly joined with and/ but/ or/ then; some use of because and so [that] to give explanations (because they can get knocked over; so that the handle is over the flame).
- Sentences are mostly compound with little variation in word order.
- Subjects and verbs frequently repeated.
- Simple expansion of noun phrases adds limited detail: adjectives and adverbs supporting persuasive purpose sometimes included (only, just, soon, ever).
- Conventional advertising phrases or sentences may be used (Only at T store! Now in store!).
- Some generalisation (always; never).
- Full stops, capital letters, exclamation marks and question.

Spelling and Handwriting

Draft English curriculum 2013 - Year 3 & 4

Spelling

Ensure that pupils learn to spell - and have plenty of practice in spelling - new words correctly. [109]

Ensure that they understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). [110]

As in Years 1 and 2, continue to help pupils to understand and apply the concepts of word structure (see Appendix 2). [111]

Handwriting

By the end of Year 3, pupils should be expected to use joined handwriting throughout their independent writing. Ensure that handwriting continues to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. [112]

Assessment for Learning

AF8

Use correct spelling

Composition and Effect - Text Structure and Organisation

Draft English Curriculum - Year 5 & 6

Ensure that pupils understand, through being shown these, the skills and processes essential to writing, that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. [155]

Assessment for Learning

- AF1 Writing imaginative, interesting and thoughtful texts.
- AF2 Produce texts which are appropriate to task, reader and purpose
- AF3 Organise and present whole texts effectively, sequencing and structuring information, events and ideas
- AF4 construct paragraphs and use cohesion within and between paragraphs
- AF7 Select appropriate and effective vocabulary
- Sentence Structure and Punctuation
- AF5 Vary sentences for clarity, purpose and effect
- AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

Possible outcomes (QCA Mark Schemes 2002-2004)

- Persuasive form maintained and selection of content shows awareness of audience (You don't have to worry about space in your room) e.g. attempts to engage or amuse.
- Content coverage is adequate but there may be a lack of balance between sections.
- Persuasive points are identified, some detail used to argue, give clear explanation and advice (put the lead in a safer place).
- Writing may rely more on assertion than persuasion.
- Viewpoint is established and maintained, e.g. information presented with some authority (check for danger before starting); concern expressed (an accident waiting to happen); speaker presents friendly, conversational relationship with audience (I think I might get this toy!)
- Stylistic choices consistently support the persuasive purpose, for example description and persuasion are interwoven (the handy remote); repetition use for effect; style of address to audience is sustained.
- Persuasion logically organised: sections of the text developed around topic sentence and similar content grouped together.

- Paragraphs often open with a main idea and contain illustrations and examples.
- Connections within paragraphs established and maintained, e.g. by reference to a previous idea.
- There is evidence of an introduction and conclusion but they are not developed.
- Transitions between paragraphs are sometimes awkward.
- Deliberate repetition to create unity, e.g. the use of never/do not start each point.

Grammar and punctuation

Draft English Curriculum 2013 - Year 5 & 6

Ensure that pupils continue to add to their knowledge of linguistic terms, including those to describe grammar, in order that they can discuss their writing and reading. [156]

Assessment for Learning

AF5 Vary sentences for clarity, purpose and effect

AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentence.

Possible outcomes (QCA Mark Schemes 2002-2004)

- Variation in sentence construction: initial verbs for impact; conversational language and incomplete sentences (Need more information? How much?); adverbials (in different sizes and shapes); expanded noun phrases (reversible moving talking action figure); there is some use of relative clauses (e.g. who, which) and some subordinating conjunctions develop reasons (if, because, when).
- Use of modal verbs to express possibility (could, might).
- Some variety of subjects/pronouns, for example, to refer to speaker, product, listener (You'll probably be on it 24/7).
- Present tense generally used consistently.
- Adverbials used to vary sentence construction (when you are ironing), some technical terms as expanded noun phrases (The kettle lead).
- Either/or to express alternatives (you could either trip over the lead or iron the lead);
- Most sentences correctly demarcated.
- Some commas mark phrases and clauses

Spelling

Draft English Curriculum 2013 - Year 5 & 6

As in earlier years, continue to help pupils to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. [144] Ensure that pupils are taught to use dictionaries to check the spelling of a word they are unsure of. Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge to use them efficiently. [145]

Assessment for Learning

AF8

Use correct spelling

Handwriting and presentation

Ensure that pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. Make sure that they are clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Ensure that they are also taught to use an unjoined style (e.g. for labelling a diagram or writing an email address) and capital letters (e.g. for filling in a form). [146]

An overview of the draft English curriculum (2013) requirements that are link to a persuasive unit, pupil targets and possible pupil outcomes.

APPENDIX 9

Features of a persuasive text.

- Relevant pictures
- Present tense - want you to do it NOW!
- Powerful adjectives - Describe the product (or service).
- Slogans.
- Evidence - FACTS.
- Emotive language.
- Opinion written as fact.
- Imperatives.

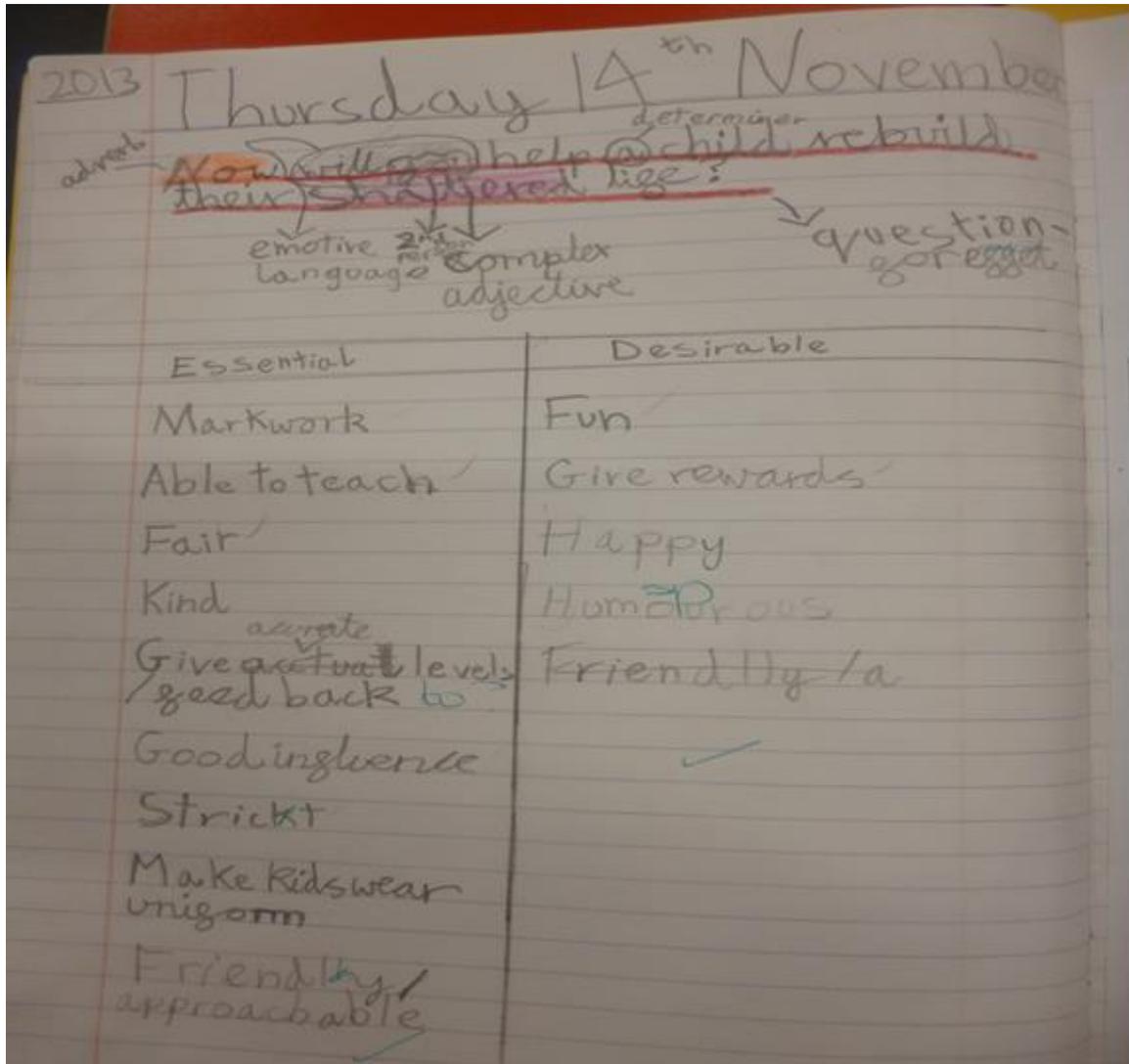
Features of a TV advert (persuasive text!)

- Humour - make it memorable.
- Speech / Actions
- Singing - Music
- Repetition.
- Imperatives.
- Cameo shots!
- Powerful adjectives.

The whiteboard also features several pinned advertisements: a 'SELL YOUR PROPERTY TODAY!' flyer, a 'Don't Miss Good Health' flyer, and a 'Class Teacher' flyer with a '2+2=' math problem.

Features of persuasive texts that were picked out during a whole class lesson.

APPENDIX 10



A list of teacher characteristics a pupil felt were essential and desirable.

APPENDIX 11

**MILLBROOK SCHOOL AIMING FOR
EXCELLENCE.**

We are seeking an EXPERIENCED teacher to begin full time in January 2014.

MILLBROOK COMBINED SCHOOL is a multi-cultural primary school with excellent results and talented members of staff.

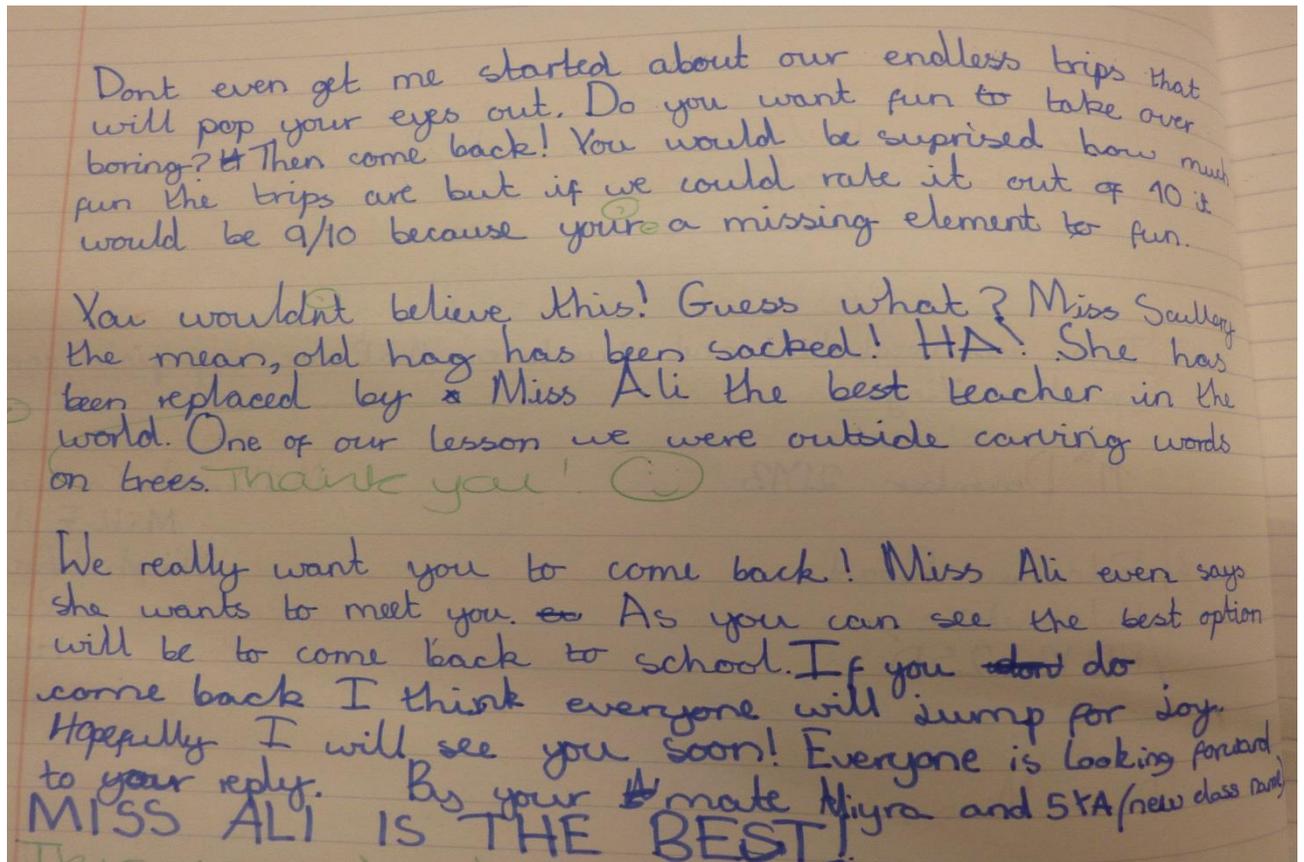
We need teachers that can assess the children's work and that can deliver exceptional lessons. The teacher should be able to give accurate level and feedback to our parents so good communication skills are essential.

Why don't you come to MILLBROOK SCHOOL and make it a better place?

It is the one and only opportunity to save a child's life.

Will you have these children?

A formal advert composed by a pupil (HA).



A draft persuasive letter to Mina by a Year 5 pupil (HA).

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Monks Risborough CE Primary School

School Context:

Monks Risborough CE Primary School is a one form entry school with approximately 206 pupils on role from Year R through to Year 6. The majority of pupils at the school are White British and very few have EAL needs. The number of children receiving the Pupil Premium is below average, as is the number of children with Special Educational Needs.

The school is located in a small village on the edge of a middle sized town and benefits from a rural setting. Use is made of neighbouring Whiteleaf Hill for a variety of lessons across the curriculum throughout the year. A lack of cultural diversity within the school population and the largely rural setting mean that children do not always have a developed awareness of multiculturalism or urbanisation and this is an area that the school works hard to tackle.

Focus Group

Work has focused on Year 5 within the school as this is the year group within which I teach. This made it an ideal location for testing out new methods of grammar teaching.

The children are of broadly average ability with a small number of children requiring additional support in literacy and a slightly larger number of children working above age related expectations.

Activities undertaken

As part of the Bucks Grammar Project I have focused on two main areas – the continuation of grammar teaching embedded within lessons and the introduction of “grammar starters” as a precursor to other writing.

Grammar starters have been designed as short 5-10 minute activities that take place at the start of the lesson. They have generally been used once or twice a week and focus on a single, specific area of grammar. Some starters have been used to “plug gaps” in the children’s writing – for example the use of adverbs in sentences to improve detail and increase clarity. At other times they have been used to introduce a new concept as part of writing development. Some grammar starters use specific grammar terminology, others deliberately do not. They have ranged from hiding a bear to reinforce work on prepositions to being given words and being challenged to use them to make exciting or unusual sentences. Generally there is no written outcome to a grammar starter beyond jottings on individual whiteboards where this is appropriate.

Grammar teaching within lessons has continued throughout the Bucks Grammar Project period. The nature of the grammar focused on has varied but has included, for example, identifying alliteration and rhetoric in advertising. Here children were shown a selection of adverts and asked to find things in them that persuaded them that the product was useful. From that starting point the different techniques used by the advertisers were classified and later, used in the children’s own work. During work on The Highway Man, children were asked to identify descriptive phrases in the first verse. These were then classified into similes and metaphors and the effect of each discussed. Children were then challenged to

turn a particular metaphor into a simile and consider its effect. Later in the unit, children wrote their own versions of The Highway Man as a story narrative, creating and using metaphors and similes to enhance their writing.

Evaluation of impact on progress / writing

It is currently too early to draw firm conclusions on the impact on children's writing. The class are certainly more excited about adding new things to their writing and trying out different grammar techniques. They are also beginning to think more carefully about the clarity and quality of the writing they produce. Some of the more average ability children are beginning to incorporate new grammar techniques into their writing without prompting. The majority of children are better at recognising particular grammar features than in previous years. Assessment levels have so far risen as might be expected for this point in the academic year and a truer picture will be obtainable in the Spring Term.

Quotes from children

"I'm going to try those embedded commas in my writing. I think they will really add to what I'm doing".

"The poet said coal-black road because that adjective is really interesting. He's used two words because it lets you know how black the road is, that it is really dark, not just a little bit black".

"I wouldn't use a simile there! It messes up the rhythm and doesn't sound right. In my poem I am going to use a metaphor because I just think it will be a bit more exciting".

"No one would write 'Jacob has a jumper and it is blue'. It sounds wrong. You need an apostrophe in there, then the sentence will be shorter and sound more normal".

Quotes from teachers

"Children understand how to improve their writing in a more concrete way because they have already had a chance to practice it in short bursts".

Next steps

Ideas for grammar starters to be disseminated to all staff.

Training for staff on how to use grammar starters effectively.

Appendix

- Selection of grammar lesson starters for use in year 5.
- Copy of The Highway Man Metaphor/Simile Lesson Plan.
- Examples of work from four pupils.

A selection of grammar starters used with Year 5.

The starters below last between 5 and 10 minutes. Some can be extended but none require a formal written outcome. Where children made jottings these were done on whiteboards.

Learning Objective	I can create sentences that are detailed and exciting. I understand that changing the order of the words in a sentence can affect the meaning and clarity of that sentence.
Activity	Write up sets of three words containing a noun, adverb and verb. Challenge children to create the most exciting/funny/scary sentence they can. They must use all three words and can add any others they like. Children should be encouraged to think carefully about the order they put the words in. Challenge children to now change the order of the words in the sentence – does this affect the meaning? Share ideas and repeat for new set of words.
Context/Follow up	Used as a starter prior to work on writing a Greek style myth. Children lacked detail in their writing and this was intended to start them thinking about the power of adverbs.
Learning Objective	I can use proper nouns and pronouns effectively.
Activity	Write up “He went out and he had his favourite flavour of ice-cream”. Ask the children - what is wrong with this sentence? What do we need to change? Ascertain that there are too many instances of the word “he”. Can we know who “he” is? How might we change this sentence so it is easier to understand? Children try on whiteboards to re-write the sentence so it is easier to follow. Discuss some of their changes. Introduce the term “pronoun”. Explain that “he” is one example – can the class think of any others (eg she, her, him, I)? Why are pronouns useful? How are they used? Replace every pronoun with the word “Jacob”. Is this any better? Class re-write sentence with mix of proper nouns and pronouns. Discuss the effect.
Context/Follow up	Used as a starter during extended writing where it had become apparent that some children over used pronouns, losing clarity in the process.
Learning Objective	I can use a possessive noun correctly.
Activity	Write “Oscar has a bicycle and it is green”. How could we write this so we understand that the bicycle belongs to Oscar, whilst using fewer words? Encourage children to try out writing the sentence out on whiteboards – challenge them to write a sentence that uses less than 8 words but still conveys the same information. Take some of their ideas then write “Oscar’s bicycle is green”. What has happened to the word “Oscar”? Explain that in this sentence “Oscar’s” is not just a noun – it has become a possessive noun. Ask the class to turn their own names into possessive nouns. What did they do? What rule could we tell others to help them do the same? Children should come up with something similar to “to create a possessive noun we add an

	apostrophe and an s". Children use their own names, changing them to possessive nouns and writing a sentence in which they possess something.
Context/Follow up	Used as a starter during work on Aidan Gibbons' The Piano. The class had been writing diary entries in role and this encouraged them to write with a greater degree of succinctness.
Learning Objective	I can use an adverb to modify a sentence and introduce a viewpoint.
Activity	Write up "fortunately" and "unfortunately" on the interactive whiteboard. Discuss the meaning of both words. Demonstration how to create statements using these words, eg Unfortunately, I forgot my umbrella. Fortunately, it was not raining. Give children a few minutes to think of different fortunately/unfortunately statements and then discuss their ideas with a talk partner. Take one or two of their suggestions – have they changed the meaning of a sentence by adding either of these words at the beginning? How have they been changed? Encourage children to think about how a single word can give a viewpoint. Choose a volunteer to give their sentence as the starting point of a story, eg Unfortunately, I was locked out of my house. Choose another child to give the next line, beginning their sentence with "fortunately". By alternating between fortunately/unfortunately, can the children begin to tell a story?
Context/Follow up	Starter activity towards the end of the summer term. Children were writing persuasive letters and speeches and this gave them a clearer understanding of using specific words to show viewpoint. It was of particular benefit to the less able.
Learning Objective	I can write a sentence with an embedded clause.
Activity	Write up "Jacob liked to sunbathe". Discuss how this sentence is boring and does not give much information. Ask the class – do they know who Jacob is? Demonstrate adding an embedded clause, eg "Jacob, who was a large dog, liked to sunbathe". Why is this sentence better? What do we now know about Jacob? Children try writing their own sentences containing embedded clauses. Encourage them to add unusual or unexpected embedded clauses that change the mood of the sentence. When they do this they should ensure the sentence still makes sense.
Context/Follow up	Starter activity early in the autumn term. Children were gearing up to write Greek myths and this was intended to help them increase the complexity of their writing. The most able writers in the class in particular were able to use embedded clauses effectively, continuing to use them in other situations.
Learning Objective	I can use prepositions to give important information.

Activity	Choose a volunteer and give them a distinctive object (such as a soft toy or special pencil case). They place the object somewhere in the classroom. The rest of the class write a sentence that explains where the object is. Share two or three of the sentences created by the children. Who was able to give the location in a single sentence? Which word shows the location of the object? Send a volunteer out of the room. Whilst they are outside place the object in a new location. The rest of the class write a new sentence using a preposition that describes where the object is. The volunteer re-enters the room and is guided to the object by asking the rest of the class to read out their sentences. Which sentences were clearest? Why?
Context/Follow up	Starter activity designed as a precursor to a unit on setting description. The activity helps children improve the accuracy and clarity of elements of their description.
Learning Objective	I can use adjectives to create a vivid and accurate image.
Activity	Children have individual whiteboards in front of them. Tell them to draw exactly what you say and nothing else. Tell them: I saw a house. It had a door and one window. Compare the children's drawings. What do the children notice? Why are the drawings different? Why are they simple? Now say: I saw a tall, narrow house next to a large tree. The house had a wide door and one broken window above the door. Children repeat the sketch. Compare the drawings. Why are these sketches more detailed? What types of words helped make the drawings more detailed?
Context/Follow up	Starter activity prior to a unit on settings description, intended to encourage children to consider use of adjectives to create a sufficiently detailed picture.
Learning Objective	I can use plural verbs accurately.
Activity	Write up: The dogs need bathing. The horse runs in the evening. The cats wash their paws. The bird flies away from the tree.

	<p>Ask – which of these sentences contains more than one object? Children should identify the sentences containing the dogs and the cats. Ask – what do you notice about the sentences with one object in?</p> <p>Write up:</p> <p>The gerbil eats sunflower seeds.</p> <p>The gerbils eat sunflower seeds.</p> <p>Which sentence has more than one gerbil in? What happens to a verb when there is a plural noun?</p> <p>Write up a selection of nouns on the whiteboard. On individual whiteboards children practice writing sentences that contain either a plural verb or a singular verb. Can they create a rule that explains to other writers what happens when a plural verb is used?</p>
Context/Follow up	<p>Starter activity designed to ensure children understand how to accurately use plural verbs. This was used after written work showed some, particularly the lower ability, were confused about when to add an –s to a verb.</p>

The Highway Man – Alfred Noyes (Narrative Poetry Unit, Year 5)

The following lesson is taken from the second week. Children have already explored various aspects of the poem, including thinking about its historical setting, the use of archaic language and comparison to other narrative poems.

I understand the effect of similes and metaphors when writing.

Main Teaching

Show the first verse of The Highway Man by Alfred Noyes. Read through it and discuss what it is describing.

Focus on the line “The wind was a torrent of darkness”. What does it make you think about? What sort of sentence is this? Children discuss their ideas in talk partners. They should identify that this line contains a metaphor.

Ask children in pairs to turn the metaphor into a simile. If necessary, recap what a simile is so children understand what they need to do. Ask several pairs to offer their ideas. Are these as effective as the original metaphor? What is the effect of using a simile?

Discuss how changing from a metaphor to a simile can affect rhythm, number of words and vividness of the image.

Independent Activities

High Ability

Children have a copy of The Highway Man (part one only). They work individually to identify all the similes and metaphors in the text. They then choose one metaphor and explain what the poet was describing and why it is effective in the poem. They then turn it into a simile and describe the effect.

Higher Middle Ability

Children have a copy of The Highway Man (part one only). They work individually to identify all the similes and metaphors in the text. They then choose one metaphor and with a partner explain what the poet was describing and why it is effective in the poem. They then work with a partner to turn the metaphor into a simile and describe the effect.

Lower Middle Ability (Teacher/TA supported)

Children have a copy of The Highway Man (part one only). They work in pairs to identify all the metaphors and similes in the text. They then choose one metaphor and work with their partner to turn it into a simile. Once they have done this they decide which fits better in the poem and explain why.

Low Ability (Teacher/TA supported)

Children have a copy of The Highway Man (part one only). Children work in pairs to identify all the metaphors in verses one and four. They then choose a metaphor and as a group (adult supported)

turn it into a simile. As a group they discuss the effect of the simile compared to the original metaphor and decide which they like best.

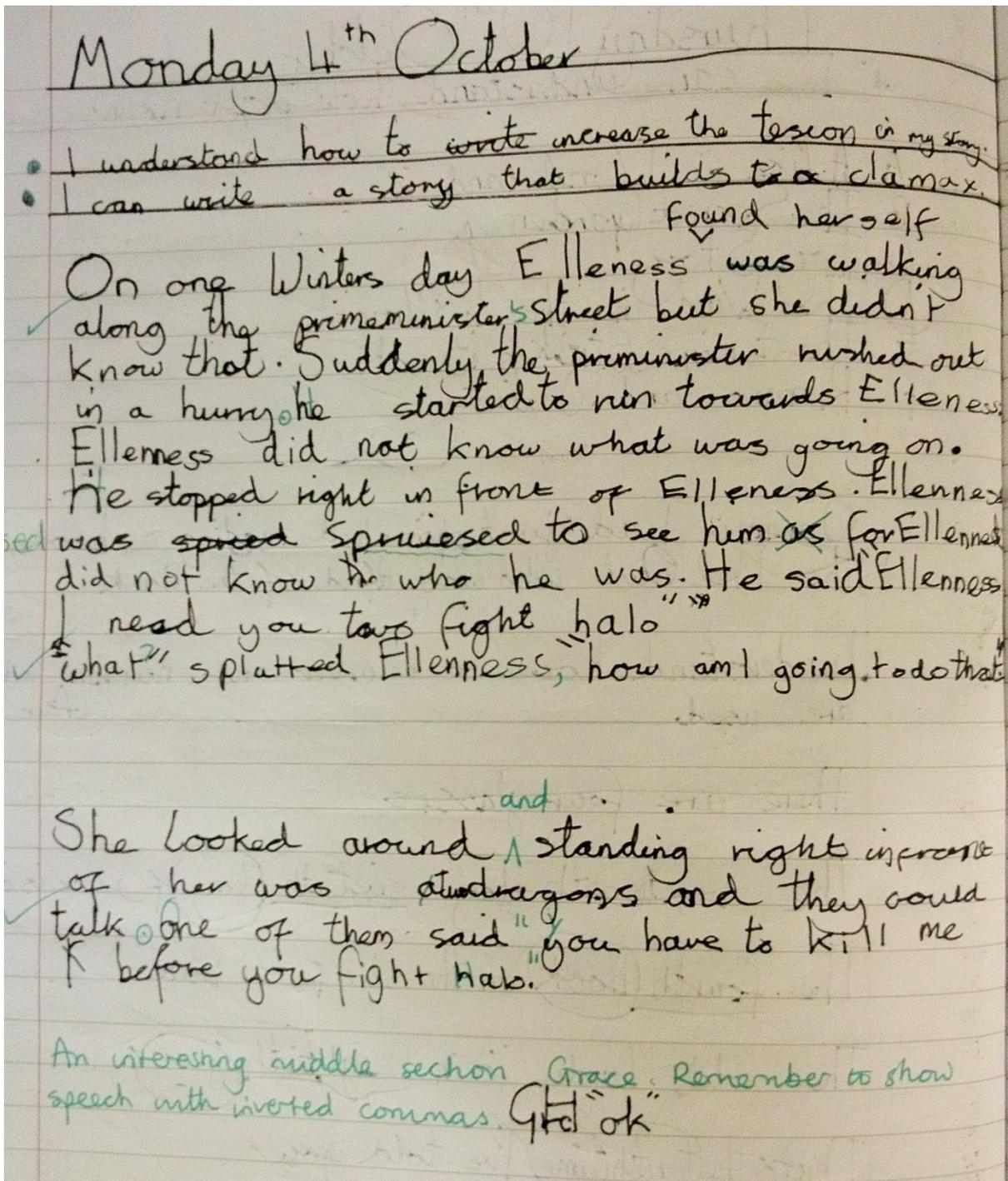
Plenary

Select two or three children to read the simile they created and the original metaphor. As a class discuss the effect of the simile in the poem. What impact do the similes have on the text? Do they work as well as the original metaphors? Does the use of a simile change the meaning?

Examples of pupils work

These pieces of work have been taken from different points in the autumn term and show improvements to individual children's work.

Child A



Thursday 21 November

- I can write a diary entry from a characters point of view.
- I can describe emotions.

Tuesday 21st June 1939
Dear Diary

I have had such a bad time, my friend Tom has just died. He got shot badly, super badly, its not a nice way to die. I told him to start shooting, he got shot straight away its all my fault. I told him to ~~start~~ shout what have I done. His ~~family~~ His family will never figure me ~~in~~ of again why do I have to be on the ground fighting. I wish I was in the air. ^{There was} its smoke everywhere ^{we} were if raped ~~it~~ in it. I feel terrible, what will his mum and dad say and his wife? I feel guilty, ~~so~~ guilty, who should tell his family? should it be me or should it be someone else? I don't know, eating cold bake bars every day broken rich tea biscuits are the best though. but mainly all of them all of them are mouldy. Every day I go where Tom ~~was~~ died, loads of exsossams going of an on it horrible what am I doing I've gone mental. Dear poor Tom ~~my~~ what have I done. poor Tom ~~is~~ when the war is over I going to have a funeral. for sure I'm of again here.

Well done Grace, please read through your work and make sure it makes sense.

Child B

Monday 14th October

I understand how to increase the tension in my story.

I can write a story that builds up to climax

So off Sett's ^{set} atheseaus and as he set off he decided to go see his mother as he got there he saw? his sister Allidissi. So she ^{decided} decided to follow him. When he got there his mother was delighted to see him. So he ^{thought} thought but she and Allidissi made a plan to get him to Aferdatis's Fontin (Fontin of love) so he would fall in love with his sister. So when he ^{asked} asked about Eridant she told him to go to Mount Harpie where he would meet Elegonté, the ruler of ~~Mount Harpie~~ Mount Harpie. and off he went, not noticing Alli get on the ship and hide. So off he sailed to Mount Harpie and he was amazed for as soon as his eyes met land-it was covered in trees and hills. and there he walked up to meet Nammi pointing a bow and ^{arrow} arrow in his face. After he had met Nammi back on the boat Alli drove the ship to Aferdatis's Fontin and then crashed the boat. then Nammi and atheseaus sailed through the sea where they ^{met} met the mermaid wings.

A lot is happening in this section 'bzy'. Try not to start sentences with 'so' or 'then' too often.

Ij

Wednesday 8th January 2014 green green

I can discuss how poets use particular groups of words can create images I can use similes to create a image

Sweets

One as yummy as pancakes.

✓ Four as sweet as jam.

One as sour as a lemon glozing up at me.

Just one of ^{these} these I can ^{guarantee} guarantee,

You will fizzy up like a bath bomb.

u You will shrivel like a ^aprune,

You go bouncing off the walls

✓ You will burp with a great big boom!

So take my advice - stay away from the sweets,

Stay away from the shop,

✓ And I will get rid of the sweets!

and I promise there's nothing good to eat!

What a brilliant poem Izzy! You have used simile and rhyme really effectively to create a very funny poem. Do you think your poem would be as effective if it used metaphors instead of similes?

Child C

Wednesday 9th October Underline

CO: I can write the opening to a story to grab a readers attention

A long time ago there was a merry king who lived in the western of Greece. The King looked very suspicious for he had a gear some member that he kept in the palace cellar. The crocotang was half crocodile and his arm. ^{his} orangatang arms. He had ^{razor} sharp teeth like RAZOR sharp knives. One night the crocotang decided that he didnt like being in the cellar any more. The crocotang moved his gigantic head left and right. ^{Eventually} he found a silver thing that was hanging on a nail. It was a key! ^{Excuse} Urica! He had found it! The crocotang used ^{his} massive orangatang arms to swing on the old wood that was going across the roof. The crocotang pulled ^{him} his self up on to the wooden tight rope. He snatched the key off the nail. he ran out of the cellar and into the kings bed room. The King was sound asleep. The crocotang gobbed up the king in half a second and waddled back into the cellar.

13 Years later a young man named Ashy, who had the power of a ^{ninja and} nunga, who was quite skinny was asked by Neptunus to kill the crocotang. "But I can't do that,"

Said Ashy. But Neptunus belined he could defeat the crocotang so he gave him special powers. TO BE CONTINUED

YAY What a fantastic start Lily! You have combined action, setting, description and character description incredibly effectively. I can't wait to read the next installment! Thank you

Next time - when someone speaks, put their dialogue on a new line. OK

found a pen

Wednesday 4th December

LO: I can write a story based on my own planning.

It was 6 o'clock in the ^{Great opening} morning when I woke up and found that I had **survived** a night without my **dear** wife. I walked down the stairs still **wiping** my tears away from my eyes. Then I remembered my piano. Right now I could be playing it with her. I **gently** sat down and ^{began} to play.

Adjective
Noun
past tense
past tense

The tune I played was my ^{wife's} favourite tune. I closed my eyes and imagined her playing it with me. The sadness made me feel as if I was about to cry again. I had more **sad** memories too.

Adjective
spelling correction

Next I remembered my friend who died in the war. I was all my fault! I never should ^{the} **be** ^{wonder} **nodded** in **the** place. I wonder who killed him! Anyway, who ever killed him I will have to find him and teach him a lesson. I saw my friend take his **final** breath. He was now dead.

Let's move onto the happier memories. My favourite was when I **received** the ^{hobby} **horse** from my mum and dad when I was a child. I **held** it in my hands and smiled. I began to play with it **galloping** across the **play** room.

My self as a child **evolved** into my **grand** son. We played the **last** note together and smiled at each other. THE END!
→ Here you are really just describing the film!

The opening 3 paragraphs are fantastic Lily. I especially feel I understand how the old man feels about the loss of his wife. Next time don't rush to finish - I think you could have added more emotion to your final paragraph! OK!!

Wednesday 9th October

- I can write can write the opening to a story that grabs the readers attention.

Nemisis was the most talented girl in her little village of ten houses. She helped craft every pot or pan ^{only} sword or shield in the small mine of the village. ~~It was the only thing that~~ ~~that kept the village~~. Nemisis was also the most intelligent. When ever any one ever wanted to know the answer to a question they went to her.

One day on a calm, peaceful afternoon the silence was shattered. For a dragon named Lewis ^{attacked} the village. ~~causing~~ causing total ^{chaos} chaos and disruption. There were many injured and lots of burns, one of the houses were burnt ^{down} down. But the thing that caused the most devastation was the death of the village leader he ^{a man} was called Thesseus. He had been sitting in his house on his best chair unaware of the dangers outside. It was ~~this~~ his house that was burnt down along with him. ~~all~~ all started to go down hill from there. ~~and it started~~ and it ~~started~~

Wow! A fantastic start Eloise. I especially like the contrast between the peaceful village and the dragon attack.

* Next time make sure you check some of your spellings with a dictionary. EV

Thursday 21st November 2013

I can write a diary entry from a characters point of view.

I can describe emotions.

An excellent description of emotions

Elouise, I can tell that you have

Thursday 21st November 1993 thought very hard

about what the old man

would feel like.

Dear Diary

Today has been the worst day of my life by far. Its made me feel like I want to rewind time.

It all started at 10.28am in the morning, things had been looking bad but I was not ready for what happened next. My wife was very ~~ill~~ ill and could barely move. I ~~went~~ went to go and get some water for her but when I came back in she was lying on the floor unconscious. I ran over to her and tried to wake her but she didn't even move her eye lids. I knew it was hopeless but I checked her heartbeat and there was nothing. ~~Nothing~~ that even said that she had been alive apart from my ^{memories} memories. The rest of the day has not been worth living. I feel as if someone had gone and ripped my heart in half. I don't know how I have managed to live this long without her. I ~~don't~~ can't even ^{imagine} imagine how I am going to cope tomorrow.

Princes Risborough School

Your School Context:

- Upper (Secondary Modern) School
- 567 male pupils; 442 female pupils (including 6th form)
- 181 SEN pupils (including 6th form); 1% EAL (including 6th form); 12% Pupil Premium
- Special Features: ARP/Communications Base
- Particular Challenges: White working class boys

Focus Group:

- Year Group: Year 10 (top set; 26 pupils)
- Ability Range: High ability/G&T (average grades B-A*)
- Any Particular Issues: Group Dynamics (24 female pupils; 2 male pupils)
- Class chosen as focus group due to their lack of engagement with generic Language-based activities and their clear preference for Literature-based work. Although this is generally a high achieving group, with high target grades, their Literature assessment results have tended to be higher than their Language results and that has been the case since they started KS4.

Activities Undertaken – Description:

Teaching Grammar Through Approaches to Literature

- Teaching of Susan Hill's "I'm the King of the Castle" and a selection of poetry written by a variety of poets. Both units' final pieces are tested for Literature objectives. However, all pupils completed a practice Language piece to judge improvement in that area and impact of case study.
- Analysing and evaluation of Susan Hill's grammatical choices and the impact upon readers. This included pupils re-writing passages of Susan Hill's work for comparative purposes to judge effect of author's original choices.
- After examining and evaluating Susan Hill's work pupils then started to write their own empathic pieces, with the key objective to create atmosphere.
- Analysing and evaluation of sentence structure and whole-text structural devices used within "I'm the King of the Castle". Pupils then took what they had learnt and applied it to their own empathic pieces.
- The same process was completed through analysing poetry.
- Literature remained the core focus throughout, with Language addressed as appropriate, in a cohesive style as opposed to forming part of a separate unit.

Evaluation of Impact on Progress/Writing:

- 65% of the class have made at least half of a grade's progress in their Language assessments between September and December, despite being taught a Literature module during that time period. Of those pupils, 59% have made at least one whole grade's progress in Language, with 50% of those pupils improving by at least one a half grades.
- The pupils seemed proud when acknowledging their own improvement and, most interestingly, were genuinely shocked that they had made such an improvement in Language; an area which the class, as a whole, had tended to display a lack of engagement with. The class has always displayed a preference for Literature-based activities. When it was explained to them that they had been taught Language THROUGH Literature for the term, as opposed to treating the two as separate entities, the pupils quickly understood the reasoning behind it and how it had helped them to deepen their understanding of both how authors and themselves make specific language and grammatical choices. The usual 'moans and groans' were never present when the class was taught in this style, as they were previously when the pupils heard the phrase 'grammar focus'.
- From a teaching perspective this style of examining grammatical and language features has been extremely interesting. The most rewarding aspect, alongside the improvement in pupils' grades, has been to see the class genuinely engaged in the study of language and how texts are written. In closely examining some of Susan Hill's word choices in "I'm the King of the Castle", for example, the majority of the pupils were so engaged in the questioning process behind examining grammatical features and then evaluating the various outcomes that they seemed to forget about the fact that previously they had been, to a certain extent, disengaged with the study of the mechanics of language. When the pupils could later transfer their skills and put them to use in their own writing the outcome was encouraging – more caution was being taken in the pupils' word choices, they took more time to make deliberate decisions with respect to structuring sentences and the overall quality of their work was of a far higher standard and, as a result, more effective.
- "I don't usually like it when we're told we'll be focusing on sentence structure and grammatical features. It feels really mechanical and there doesn't seem much point to it. With the way we studied 'I'm the King of the Castle', however, it was easy to understand why we were focusing on the language objectives when analysing the text and there was a clear, obvious point to it. It helped me to understand the many choices that authors like Susan Hill have to make and the effects that those choices can have upon readers. This then helped me to think about how I write my own work and because of that I'm much more careful when I structure my own writing" (Charlotte, Year 10).
- "I never really cared about things like pronouns, adverbs, semi-colons and subordinate clauses before we looked at how they were used specifically in 'I'm the King of the Castle'. Now I guess I can appreciate why we study language and grammar features. They're not just fancy names given to types of words or sentences. Understanding the intentions of their uses has helped me to figure out how writers construct their texts and the decisions I need to make when doing my own writing. I also found poetry far more enjoyable because of the way we looked at it. I think I even enjoyed it and I wouldn't usually say that about poetry" (Amelia, Year 10).

Next Steps:

- Work with Princes Risborough School English Department to find more ways to merge the teaching of Language Objectives and Literature Objectives (specific teaching activities/homework activities).
- Examine and evaluate current SOLs to find suitable opportunities to reinforce Language teaching through Literature.
- Expand out into other departments across the school – find ways to incorporate teaching of grammatical and language foci within SOLs/activities which feature heavy weighting of writing.

WEEK	Lesson 1	Lesson 2	Lesson 3	Lesson 4
9-13 th Sept	WOOSH (First half of the book)	Context and background (Creative Piece) Language Focus (Grammar/Structure): Apostrophes	Chapter 1 Warings (HOUSE) P7-15 Language Focus (Grammar/Structure): Clauses; Main; Subordinate	Chapter 2 Parents Language Focus (Grammar/Structure): Personal Pronouns; Passive Voice
16-20 th Sept	Chapter 2 HOOPER Family Character motivations and behaviours Language Focus (Grammar/Structure): Styles of Speech (Slang and Colloquial)	Chapter 2 KINGSHAW Family Character motivations and behaviours Language Focus (Grammar/Structure): Passive Voice; Extended Subordinate Clauses	Chapter 3 Fear and courage The Crow – internal battles Language Focus (Grammar/Structure): Commas; Semi-Colons; Colons;	Chapter 3 The Red Room Fear and courage Chapter 4/5 Making plans Language Focus (Grammar/Structure): Similes
23-27 th Sept HANGWOOD	Chapter 6/7 The storm Power dynamics in Hang Wood Language Focus (Grammar/Structure): Expressive Verbs; Similes; Direct Speech	Chapter 7 The stone/head Power dynamics in Hang Wood Language Focus (Grammar/Structure): Determiners	Chapter 8 Themes: Fear and Isolation Hooper has nightmare Language Focus (Grammar/Structure): Clauses; Main; Subordinate	Chapter 10 Kingshaw realises he has no confidence in people, only 'things and places' Language Focus (Grammar/Structure): Clauses; Main; Subordinate
30-4 th October	Chapter 11 The shed and the dream. Power. Language Focus (Grammar/Structure): Adjectives	Chapter 12 The castle incident and the 'I'm the King of the Castle' Power. COMPARISON with chapter 11 Language Focus (Grammar/Structure): Verbs; Adverbs	Chapter 13 Guilt Isolation Blame – parents Language Focus (Grammar/Structure): Verbs; Adverbs	Chapter 14 FIELDING Family Character motivations and behaviours Language Focus (Grammar/Structure): Monosyllabic/Polysyllab ic
7-11 th October	Chapter 14 Friendship Kingshaw changes Nature	Chapter 15 Identity – loss Ownership Jealousy	Chapter 16 Parents Transgressions Vanity Social status Language Focus (Grammar/Structure): Ellipsis	Chapter 16 Parents Appearance Survival Motivations
14-18 th October	Chapter 17 Read the whole chapter Organic discussions need to occur. Taboos. Language Focus (Grammar/Structure): Homophones Focus	Chapter 17 Pastoral element. Work with the HOUSE for resources. Suicide (cyber bullying / News) Language Focus (Grammar/Structure): Formal/Informal Language	Chapter 17 The nature of Evil Nature vs Nurture Lack of Love Hooper now has EVERYTHING that was Kingshaws.	

Extract From Out of the Blue

You have picked me out.

Through a distant shot of a building burning
you have noticed now
that a white cotton shirt is twirling, turning.



First Person Personal Pronoun – Used to create a personal and direct dialogue between the reader and the person in the poem, causing the reader to feel both a sense of responsibility and empathy.

SHANNON WILTON

In fact I am waving, waving.

Small in the clouds, but waving, waving.

Does anyone see
a soul worth saving?

So when will you come?

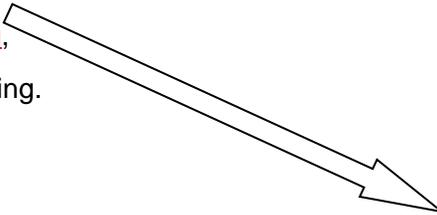
Do you think you are watching, watching
a man shaking crumbs
or pegging out washing?

Tasks:

- Identify specific language features and techniques used by Simon Armitage.
- Consider why those features and techniques may have been used and what effect they have on readers.

I am trying and trying.

The heat behind me is bullying, driving,
but the white of surrender is not yet flying.
I am not at the point of leaving, diving.



Verbs – written in the present tense to create a sense of desperation.

KATHRYN PITCHERS

A bird goes by.

The depth is appalling. Appalling
that others like me

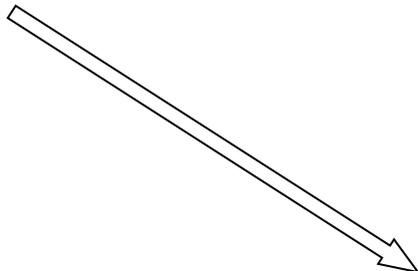
should be wind-milling, wheeling, spiralling, falling.

Are your eyes believing,

believing

that here in the gills

I am still breathing.



But tiring, tiring.

Sirens below me are wailing, firing.

My arm is numb and my nerves are sagging.

Do you see me, my love. I am failing, flagging.

Simon Armitage

Absence of Question Marks – Questions usually have question marks at the end but they are deliberately missing here. This could be to highlight how the person in the poem feels that all hope is lost and that they know, deep down, their calls for help will be ignored.

KEANE SPENLE