



WRITING

# POWER ENGLISH



## Sample book



## About the series creators

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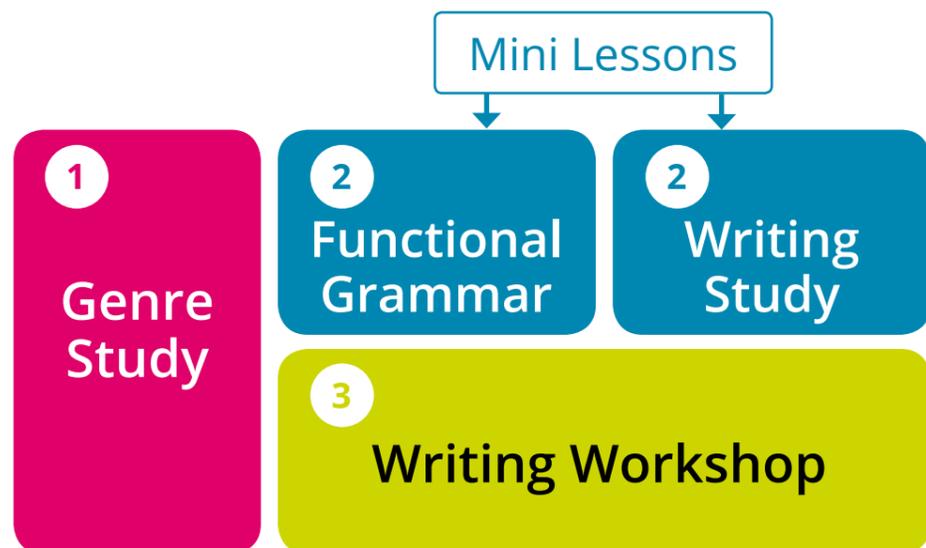


## An introduction to *Power English: Writing*

Power English: Writing is based on four interrelated practices. You'll teach genre through **Genre-study lessons**. These lessons bring the whole class together to take part in an independent writing project. Together, you and the children learn about and discuss the purpose and audiences for the particular genre, look at how writers have crafted it effectively and generate ideas for how you want to use it for yourselves.

Alongside this focus on genre, **Functional Grammar Lessons** will give your learners explicit instruction in the various linguistic resources they can use to make their writing clear. The lessons show children how and why they might use particular grammatical items in the context of their own writing rather than through the completion of exercises.

**Writing Study** provides you with a means to engage children in critical analysis of all aspects of the writing process. The knowledge and skills developed in these learning opportunities form the basis of Writing Workshop, which is the central part of the curriculum. **Writing Workshop** encompasses: generating ideas, dabbling, planning, drafting, revising, editing, publishing and performing. Children are encouraged to learn valuable writing lessons but also to take the lead in their own writing development. Alongside these class writing projects, they are also given freedom to pursue personal writing projects, using their new understandings of genre and grammar to create their own accomplished pieces and publish them for others to enjoy.



# Year 3

## Fables

## Class writing project: Fables I (Traditional fables)

### Why write a fable?

We often tell each other cautionary tales of mishaps, near-misses and comeuppances where we have had to learn a lesson the hard way. Perhaps you learned that you really should not play with scissors after you accidentally almost cut your friend's finger off! We might also remember our grandparents, parents, teachers and people in authority telling us stern warning stories. Children can't escape fables!

Historically though, fables have been the main way of socialising children into the norms of society. Some of those stories are new and original, while others have been told and loved by people across the ages. Many tales are still told and retold today because of their universal messages and because they are short, snappy and easy to remember.

Writing fables with children gives them the opportunity to communicate a message or moral in an entertaining way, building narratives from their own experience of being told what to do (and what not to do) and how to behave with and around others. They can then share these fables with their friends, younger children or even foolish parents! Furthermore, children get to express a little bit of themselves in their stories. Writing fables also gives children a strong basis for future story writing.

#### THINGS TO BEAR IN MIND

- Encourage children to think about lessons they have learned from their own lives or from others.
- Fables are often short and snappy, so children will need to focus closely on their chosen message, plot and main characters.
- Children don't have to think that all fables are old stories with animal characters.
- Animals are perhaps traditionally used by fable writers to avoid causing offence to the person the fable is aimed at. Certain animals are often associated with certain human traits, so encourage children to think carefully about which animal will be right for their fable.

## Writing a fable

Use these ideas to help you write your own fable for use in class or to introduce children to the genre.

### Why write a fable for yourself or your class?

You might enjoy teaching a lesson about life to others in an entertaining way.

### What are the basics of a fable?

When writing a fable, ensure you keep it short and snappy – and always have a clear moral.

### (FIELD) What is your fable going to be about?

Think of fables you were told as a child and focus on what made them memorable or entertaining. Alternatively, think about the cautionary tales you tell the children in your class.

Your fable should start by introducing a character(s) to your readers. Give your character a quality, such as greedy, kind, industrious, brave, foolish, lazy or cunning, then describe an event that will either end well or badly. Make the lesson clear, stating it at the end of the story.

### (TENOR) What is your role as the writer?

Your role as the writer is to give enjoyment to your readers but also to help them remember the moral of the story. Younger children are always an ideal audience because you can put yourself in the position of a teacher or adviser. Make it funny if you like, but it should always have a serious lesson to teach.

Keep the story moving quickly and make it short.

### (MODE) What will your fable look like?

Your text will be a short narrative written in paragraphs. Your readers should be able to identify a clear beginning, middle and end structure to your writing. Pictures in the story will help your readers to form images in their minds, and could make the story more amusing.

### (SEMANTICS) How can you make your fable clear and interesting?

You can:

- write in the **third person**, e.g. *it, they, them, their, they're*
- write in the **past tense**, e.g. *was, were, had*
- use **adverbials of time** – time openers can make sure your fable has a speedy pace and doesn't get boring e.g. *the next day, meanwhile, in the end, once upon a time, soon after, a little later, finally, after that*
- include **dialogue** to move the action along and to communicate what the characters are like.

### (LEXIS) How can your word choices help?

Throughout your information text, you will describe things. You may find the following linguistic devices particularly helpful:

- Use **noun phrases** to describe the important nouns, e.g. characters, places or things.
- Don't always use the first **verbs** that come into your head – think of alternatives.
- Use **adverbs** to describe how characters do things.

## Genre study 1: What is a fable?

### Class writing goal

To learn what our next class writing project will be

### OVERVIEW

In this lesson, children will learn what a fable is, why we can't help but tell them, and why people have been writing and retelling old ones for centuries. You will then reveal that this is the next class writing project and that the class will be publishing their own fables for others to read, enjoy and learn from. Children will then continue to work on their personal writing projects.

### PREPARATION AND RESOURCES

- Ask your class librarians to display a variety of fables around the classroom.
- Video: 'What is a fable and why do people write them?'
- Writing wheel (ITR and PCM, pxx)

### STUDY

Explain to children that their class project will be to write their own fables.

Show children the video 'What is a fable and why do people write them?'.

The video shows a short clip of a well-known fable followed by a person talking about what a fable is (using the example shown at the start of the video) and why people write or tell fables. They also discuss why fables were and are written about the lessons they teach.

### DISCUSS

Ask children if they have any thoughts about the video they have just watched.

You could ask the following questions to stimulate discussion:

- *Did the video remind you of anything from your own life?*
- *Did the video remind you of anything else you've seen or read?*
- *What struck or moved you most about the video?*
- *What would you ask the writer if they were here?*
- *Do you think you could write something like that?*

Display the Writing wheel ITR on the board, and hand out the printed versions. Ask children the following questions:

- *Why do you think people write / tell fables? (purpose)*
- *Who do people write fables for? (audience)*
- *Who can think of a lesson they think a younger person should learn?*
- *Who has been taught a lesson or a moral in the past?*

### PLENARY

Children share writing from their personal projects, following the established class sharing routine.

### PERSONAL WRITING PROJECTS

Once the class writing goal for each session is complete, children continue with their personal writing projects at their own pace, using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

## Genre study 2: What makes a good fable?

### Class writing goal

To discover what makes a good fable

### OVERVIEW

In this lesson, children will look at a variety of fables and discuss the morals, characters and settings. They will then continue working on their personal writing projects.

### PREPARATION AND RESOURCES

- Fables 1 (Traditional fables) genre booklets
- Pre-written exemplar fables:
  - *The ant and the grasshopper* (genre booklet p2–3 / ITR)
  - *The frog and the ox* (genre booklet p4–5 / ITR)
  - *The Fox and the Stork* (ITR)
- Fable exemplars created by children from previous years
- Flip-chart paper to generate your fables Product Goals

### STUDY

Children look at and read examples of fables in your class library, and discuss the following questions in pairs or small groups:

- *What did you like about the fables you read?*
- *What ideas did they give you for writing your own fables?*

Children then read exemplar and discuss fables.

### DISCUSS

Explain to children that good fables have a specific focus rather than a general focus. You can use the analogy of mining for diamonds. Children should focus on finding a single diamond from all of their 'rocky ideas' and make that diamond shine. These 'diamond moments' are the moments that writers care about the most.

In pairs, children discuss the following.

- *Why do you think I / the writers chose my / their topic(s)?*
- *What sort of diamond moments were chosen by me / the other writers?*
- *Why do you think I / the other writers chose these particular diamonds?*
- *Can you see differences between the examples?*
- *Who could you write a fable for?*
- *What makes a good fable?*

### CREATE

As a class, and using the information in the Fables 1 genre booklet, start creating your poster of Product Goals. These goals should indicate what is needed to publish a great fable. You will add to these over subsequent sessions as children's understanding of the genre develops.

### PLENARY

Children share writing from their personal projects, following the established class sharing routine.

### DEEPEN

In preparation for the following lesson 'Where can fables go wrong?', you could challenge your more experienced writers to write an anti-fable where a character benefits from their bad behaviour – using their Fables 1 genre booklet to help them.

### PERSONAL WRITING PROJECTS

Once the class writing goal for each session is complete, children continue with their personal writing projects at their own pace, using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

## Genre study 3: Where can fables go wrong?

### Class writing goal

To understand where fables can go wrong

### OVERVIEW

In this lesson, children will look at ineffective examples of fables and identify the problems with them. They will then continue working on their personal writing projects.

### PREPARATION AND RESOURCES

- Pre-written ineffective exemplar fable (ITR)

### STUDY

As a class, read the ineffective examples of fables.

### DISCUSS

In pairs, using the fables Product Goals from the previous lesson and the 'What does a fable look like?' section of their Fables 1 genre booklets, children discuss and explain why the example fables are ineffective.

If children struggle, you could ask the following questions.

- *Does the fable have a clear beginning, middle and end?*
- *Are the characters interesting and clearly defined?*
- *Does the fable have a moral message?*

### PLENARY

Recap the features of the ineffective fables you have been looking at, ensuring children understand which features make them so ineffective.

### PERSONAL WRITING PROJECTS

Once the class writing goal for each session is complete, children continue with their personal writing projects at their own pace, using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

As you develop your confidence as a writer-teacher, you should aim to create your own ineffective fable using the following as a guide:

- Your fable should lack cohesion with no clearly defined beginning, middle or end.
- your fable shouldn't teach a moral at the end.

## Genre study 4: Generating ideas for fables

### Class writing goal

To generate ideas for our class writing project

### OVERVIEW

In this lesson, children will learn about and experiment with a range of techniques for generating ideas for their fables. They will then choose one idea to use for their class writing project.

### PREPARATION AND RESOURCES

- Fables 1 (Traditional fables) genre booklets
- Access to the internet
- A selection of published fables
- Flip-chart paper

### STUDY

Children turn to page 5 of their Fables 1 genre booklets. Read and discuss some of the techniques used by writers to generate ideas for writing fables.

### DISCUSS

As a class, try out some of the suggestions for generating ideas. Do children have a favourite character from the fables they have read so far? Is there another moral that the children come up with?

Create a poster of the different ideas for morals that children come up with.

During the course of the task, you could ask the following questions.

- *Can you think of any stories you have been told to make you behave?*
- *Have you ever told stories to make people behave?*
- *Have you had to learn any lessons the hard way?*

Children should also discuss who they are planning to write for as this will influence characters and settings.

### CREATE

As a class, in small groups or in pairs, children generate a list of potential writing ideas. Encourage each child to select an idea that excites them and that they fully understand for the writing project. By the end of this lesson, all children should have an idea for their fable.

### Conferencing focus

Ensure children focus on a moral or message for their fable that they understand and can show through a story. Bring children with similar chosen morals together.

### PLENARY

Each child or group can share their ideas for their fables. The class can give suggestions about possible characters and storylines to teach the moral.

### SUPPORT

If a child is struggling to form an idea around their chosen moral, encourage them to ask their peers for help and suggestions, or to take an idea from the class poster.

### PERSONAL WRITING PROJECTS

Once the class writing goal for each session is complete, children continue with their personal writing projects at their own pace, using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

## Writing lesson 1: Plan

### Class writing goal

To plan our fables

### OVERVIEW

In this lesson, children will plan their fables. You may want to choose a 'Writing study' lesson as your mini-lesson. Alternatively, you may want to share how you planned your exemplar.

### PREPARATION AND RESOURCES

- Fables 1 (Traditional fables) genre booklets
- Fables 1 planning grids (ITR and PCM)

### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the planning stage:

- *Using a planning grid*
- *Choosing a story arc*

### CLASS WRITING SESSION

Children start to plan their fables. Remind children what a plan needs to look like and what it must include to be helpful for the writing process (e.g. details of characters, what the moral is, and details of the beginning, middle and end of the fable).

You could show a plan of your own, or display the example Fables 1 (Traditional fables) planning grid (ITR). Children may also find it useful to look at the planning advice on page 6 of their Fables 1 genre booklet.

Children are free to use their planning grids if they wish to.

### PLENARY

Children turn over their plans and 'tell' or 'perform' their fable to someone in the class.

### DEEPEN

Children should be encouraged to include additional details about characters and settings to interest their readers further.

### SUPPORT

Children could draw their plans into their planning grids. Alternatively, children could talk through their plans with an adult and move straight to drafting.

### Conferencing focus

Encourage children to talk through their plans in pairs and with you throughout this session. Pairs should let each other know if they are finding the fable difficult to follow or think that the moral is not clear from the events described.

## Writing lesson 2: Plan

### Class writing goal

To plan our fables

### OVERVIEW

Children continue to plan their fables.

### PREPARATION AND RESOURCES

- Fables 1 (Traditional fables) genre booklets
- Planning grids from the previous lesson
- Fables 1 (Traditional fables) planning grid (ITR)

### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the planning stage:

- *Using a planning grid*
- *Choosing a story arc*

### CLASS WRITING SESSION

Children who have not finished their plans should continue to work on them. Remind children to focus on the moral of their fable and how this is shown through the narrative.

You could ask the following questions to ensure children keep their planning on track:

- *Do you know what your moral is?*
- *How do the events in the story lead to the moral being understood?*
- *Do you have a clear beginning, middle and end?*
- *Who is your main character – why them?*

### PLENARY

Children turn over their plans and 'tell' or 'perform' their fable to someone in the class. If you and your class feel they need another planning session, simply add one in. Alternatively, if children are confident with the writing processes, allow them to move on to the drafting stage independently.

### DEEPEN

Children should be encouraged to include additional details about characters and settings to interest their readers further.

### SUPPORT

Children could draw their plans into their planning grid. Alternatively, children could talk through their plans with an adult and move straight to drafting.

### Conferencing focus

Encourage children to talk through their plans in pairs and with you throughout this session. Pairs should let each other know if they are finding the fable difficult to follow or think that the moral is not clear from the events described.

## Writing lesson 3: Draft

### Class writing goal

To draft our fables

#### OVERVIEW

Children use the plans they created in previous sessions to start drafting their fables.

#### PREPARATION AND RESOURCES

- Fables 1 (traditional fables) genre booklets
- Planning grids from the previous lesson
- Tips and Tricks cards
- Drafting rules (ITR)

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the drafting stage:

- *Developing a character*
- *Describing settings*
- *Coordinating conjunctions*
- *Subordinating conjunctions*
- *Fronted adverbials (time, place, how)*
- *Speech punctuation*
- *Using the drafting rules*

#### CLASS WRITING SESSION

Using their plans, children will start to draft their fables. It is important to reiterate that this is just a first draft and not the end of the writing process.

Remind children to use the drafting rules found on page 7 of their Fables 1 genre booklets (or on the Drafting rules ITR), and to talk through their drafts in pairs if they get stuck.

Children should write on the left pages of their books leaving the right blank for revision in future lessons.

#### PLENARY

Children share their drafts, following the established class sharing routine.

#### SUPPORT

Encourage children to 'paragraph pile' or 'sentence stack' until they are confident.

#### Conferencing focus

Encourage children to request a conference with you if they get stuck. Also encourage them to regularly re-read their pieces as they write them. Provide intervals in which children can share their writing in pairs. Pairs focus on any 'sticky bits' or 'yawny bits' they hear.

## Writing lesson 4: Draft

### Class writing goal

To draft our fables

#### OVERVIEW

Children continue to draft their fables.

#### PREPARATION AND RESOURCES

- Fables 1 (traditional fables) genre booklets
- Planning grids from the previous lesson
- Drafting rules (ITR)
- Tips and Tricks cards

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the drafting stage:

- *Developing a character*
- *Describing settings*
- *Coordinating conjunctions*
- *Subordinating conjunctions*
- *Fronted adverbials (time, place, how)*
- *Speech punctuation*
- *Using the drafting rules*

#### CLASS WRITING SESSION

Children continue to develop their drafts.

#### PLENARY

Children share their drafts, following the established class sharing routine.

#### SUPPORT

Encourage children to 'paragraph pile' or 'sentence stack' until they are more confident.

#### Conferencing focus

Encourage children to request a conference with you if they get stuck. Remind them to refer to their plans whilst they are writing, and to circle any spellings they are unsure of. Also encourage them to regularly re-read their writing as they go. Provide intervals in which children can share their writing with each other in pairs or small groups to focus on any 'sticky bits' they hear.

## Writing lesson 5: Draft

### Class writing goal

To draft our fables

#### OVERVIEW

Children continue to draft their fables.

#### PREPARATION AND RESOURCES

- Fables 1 (Traditional fables) genre booklets
- Planning grids from the previous lesson
- Drafting rules (ITR)
- Tips and Tricks cards

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the drafting stage:

- *Developing a character*
- *Describing settings*
- *Coordinating conjunctions*
- *Subordinating conjunctions*
- *Fronted adverbials (time, place, how)*
- *Speech punctuation*
- *Using the drafting rules*

#### CLASS WRITING SESSION

Children continue drafting their fables using the drafting rules.

#### PLENARY

Children share their drafts, following the established class sharing routine. If you and your class feel they need another drafting session, simply add one in. Alternatively, if children are confident with the writing processes, allow them to move on to the revision stage independently.

#### SUPPORT

Encourage children to 'paragraph pile' or 'sentence stack' until they are more confident.

#### Conferencing focus

Encourage children to request a conference with you if they get stuck. Remind them to refer to their plans whilst they are writing, and to circle any spellings they are unsure of. Also encourage them to regularly re-read their writing as they go. Provide intervals in which children can share their writing with each other in pairs or small groups to focus on any 'sticky bits' they hear.

## Writing lesson 6: Revise

### Class writing goal

To revise our fables

#### OVERVIEW

Children begin the important process of re-reading and revising their writing. Focus should be on ensuring that the text makes sense and that they have included everything in their plans.

#### PREPARATION AND RESOURCES

- Fables 1 (Traditional fables) genre booklets
- Lower KS2 narrative revision checklist (ITR)
- Tips and Tricks cards

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the revision stage:

- *How to revise 'sticky' or 'yawny' bits*
- *How to revise for outstanding openings and thoughtful endings*
- *How to revise for linguistic features*

You may also wish to consider some of the functional grammar study mini-lessons listed in the previous lessons.

#### CLASS WRITING SESSION

Explain to children that they are now going to start revising their piece of writing. Remind them that if they have many changes to make they can create a new version opposite the draft in their book. This is particularly the case for children whose preferred writing process is that of 'adventurer'.

Remind children to use the revision checklists found on page 8 of their Fables 1 (Traditional fables) genre booklets and the relevant Tips and Tricks cards to help them with grammar. Children should read through their own text first to check they are happy with it, then encourage them to read it again with a partner who can listen and check the text makes sense to their readers.

#### PLENARY

Children share their revised drafts, following the established class sharing routine.

#### DEEPEN

Once children are happy that their writing makes sense, encourage them to look in more detail using their revision checklist.

#### SUPPORT

Some children may require more support in reviewing their own or others' writing and may benefit from adult input.

#### Conferencing focus

Encourage children to request a conference with you if they get stuck. Also encourage them to talk in pairs about where certain revisions could be effective.

Provide intervals during which children can share their writing in pairs. Pairs focus on any revisions made.

## Writing lesson 7: Revise

### Class writing goal

To revise our fables

### OVERVIEW

Most children will still be revising their fables at this stage, but those who have finished their revisions can go on to editing their piece of writing (see Writing lesson 8 for editing guidance).

### PREPARATION AND RESOURCES

- Fables 1 (Traditional fables) genre booklets
- Lower KS2 narrative revision checklist (ITR)
- Tips and Tricks cards

### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the revision stage:

- *How to revise 'sticky' or 'yawny' bits*
- *How to revise for outstanding openings and thoughtful endings*
- *How to revise for linguistic features*

### CLASS WRITING SESSION

Children continue to make revisions to their work. Ensure they share their writing in pairs, small groups or with another adult. Remind children that it can sometimes be hard as the writer to see problems in your writing, which is why sharing with a partner is so helpful. Ensure children are particularly looking out for:

- strong characters
- clear beginning, middle and end
- poetic moments
- a moral being taught.

### PLENARY

Children share their revised drafts, following the established class sharing routine. If you and your class feel they need another revising session, simply add one in. Alternatively, if children are confident with the writing processes, allow them to move on to the editing stage independently.

### SUPPORT

Some children may require more support in reviewing their writing and may benefit from adult input.

### Conferencing focus

Encourage children to request a conference with you if they get stuck. Also encourage them to talk in pairs about where certain revisions could be effective.

Provide intervals in which children can share their writing in pairs. Pairs focus on any revisions made.

## Writing lesson 8: Edit

### Class writing goal

To edit our fables

### OVERVIEW

Once children are happy with their revised text, they move on to editing their text and developing their transcription skills by checking spelling, grammar and punctuation.

### PREPARATION AND RESOURCES

- Lower KS2 editing checklist (ITR and PCM, pxx)
- Tips and Tricks cards
- Electronic spell checkers
- Access to online dictionaries
- Reading books

### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the editing stage:

- How to edit your writing using CUPS
- How to edit your writing for capitals
- How to edit your writing for use of vocabulary
- How to edit your writing for punctuation
- How to check and correct your unsure spellings

### CLASS WRITING SESSION

Children begin to edit their fables using their editing checklists, along with the relevant Tips and Tricks cards to help them understand the correct use of grammar and punctuation.

Remind children that they can use a dictionary and the Spelling Tips and Tricks cards to look up any spellings they are unsure of. They can also use their reading books to check the spellings of common words.

### PLENARY

Show some examples of thoughtful editing. If you and your class feel they need another editing session, simply add one in. Alternatively, if children are confident with the writing processes, allow them to move on to the publishing stage independently.

### SUPPORT

Provide extra support for children who may need more help with their spelling and punctuation.

### Conferencing focus

Encourage children to request a conference with you if they get stuck. Also encourage them to read any 'sticky bits' to a partner to get advice before asking you.

## Writing lesson 9: Publish

### Class writing goal

To publish our fables

#### OVERVIEW

Children should now be ready to publish their pieces and you should be ready to begin assessing their outcomes.

#### PREPARATION AND RESOURCES

- A variety of stationery and art materials
- Presentation tips (ITR and PCM, pxx)

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lesson may be particularly useful at the publishing stage:

- *Ways you can publish*

You may also want to look at or revisit any areas of grammar or punctuation that have been particularly tricky during this writing project.

#### CLASS WRITING SESSION

Ensure children understand what 'publishing' a piece of writing means. Discuss audience and what writers do to make their readers interested in a text. In this case, children could create a class collection of fables.

#### PLENARY

Children perform their fables for the class. This can be done as a whole class, in small groups or in pairs. It is important that you provide a variety of class sharing opportunities.

#### Conferencing focus

Take this opportunity to discuss your assessment of children's pieces and set writing goals for future class and personal writing projects.

## Writing lesson 10: Publish

### Class writing goal

To publish our fables

#### OVERVIEW

All children should now be nearing the end of publishing their fables. You should be assessing their outcomes and sharing writing goals with individual children or with the class as a whole.

#### PREPARATION AND RESOURCES

- A variety of stationery and art materials
- Presentation tips (ITR and PCM, pxx)

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lesson may be particularly useful at the publishing stage:

- *Ways you can publish*

You may also want to look at or revisit any areas of grammar or punctuation that have been particularly tricky during this writing project.

#### CLASS WRITING SESSION

Discuss children's experiences of published writing and how they can relate this to their own. Think about possible alternative approaches to publishing. Ask children:

- *What different ways have the fables you have read been published?*
- *How do illustrations help readers understand the fables?*

Children complete the publishing of their fables. Ensure that they continue to refer to the presentation tips.

#### PLENARY

Children perform their pieces for the class, for other year groups, for parents, for the wider community or in a local library.

#### Conferencing focus

Take this opportunity to discuss your assessment of children's pieces and set writing goals for future class and personal writing projects. Place these goals on the working wall.

## Class writing project: Fables 1 (Traditional fables)



In this project, we are going to learn why authors write fables. Then we will have a go at writing our own!

### Why write a fable?

You might enjoy writing a story that also teaches an important lesson about life, or a moral.

### Who are fables for?

Fables are often for people who need to learn a life lesson, particularly young children.

### What could you write a fable about?

Fables can be about a lesson you have learnt yourself, a lesson you were taught by someone else or a lesson you think people need to learn.

## What does a fable look like?

1. Introduce your main characters. Your characters might be greedy or selfish; kind or hard-working. Often, the characters in fables are animals!

Add an event that will end well or badly for your character.

End your story by explaining the moral.

Have a look at these fables to see how you can write yours.

1

## The ant and the grasshopper

One beautiful summer's day, a grasshopper was jumping about, chirping and singing to his heart's content. An ant came by, dragging a huge ear of corn to take to her nest.

"Why are you doing that on such a lovely day?" asked the grasshopper. "Don't be such a fool. Take a break, and come and sing along with me."

The sensible ant replied, without looking up from her work, "I'm getting ready for the winter. I advise you to do the same."

"Oh, winter's a long way away," said the grasshopper, and he went on jumping about, chirping and singing.



2

At last, winter came. Thick snow fell and the ground froze solid. Food was in short supply and the grasshopper began to starve. He begged the ant for a tiny grain of corn to keep him alive. The little ant remembered what the grasshopper had said to her on that sunny summer's day. She replied, "You called me a fool for refusing to drop everything and spend the day singing along with you. If it's too cold to sing now, why don't you dance your way through the winter?"

So of course the poor grasshopper starved, knowing that it is better to prepare for the days when food is needed, even if those days seem far in the future.

**Moral:** Always look ahead and plan for the future.

### Think about ...

What do you like about the way the writer has written this fable?

What might you borrow from this fable?

If you were going to write a fable, what would yours be about?

Does this fable remind you of anything that has ever happened to you?

## The frog and the ox

One day, a young frog came hopping home as fast as he could and found his father sitting by the pond.

"Father! Father!" he cried. "I have just seen the biggest beast in the world! It was huge and white with two horns and it was eating an enormous pile of hay!"

"Oh," said the young frog's father, "that was only the farmer's ox. He's not that big, you know. I could easily blow myself up to his size. Shall I show you?"

And with that the old frog took a deep breath and puffed up his chest.

"Was he as big as this?" he asked his son.

"No! He was much bigger than that!" exclaimed his son.

So the old frog took in more breath and panted, "As big as this?"

"No, no, even bigger!" cried the young frog.

So the old frog took in even more breath, and swelled up to an enormous size – for a frog.

"Now I must be as big as him!" gasped the old frog.

"Not yet, Father!"

So the old frog took one last breath, and then ... exploded!

**Moral:** Don't try to be what you are not.



### Think about ...

What do you think the writer wanted you to feel?

What moral could you choose to write about?

What might you borrow from this fable?

## Generating good ideas



I can't decide what to write about yet. I wonder where writers get their ideas for fables.

Many of the fables we tell today have been told for hundreds of years, but you can still come up with ideas for fables of your own.



You may have been reading fables recently. You may even have a favourite one. Why not borrow the moral and write your own fable about it?

You may have a favourite character from a fable you have read. Why not teach that character another lesson?

Do you tell warning stories to younger children? You could turn one into your own fable.

You might have had to learn a lesson the hard way! You could turn it into your own fable.

### Read – Draw – Write!

Read lots of different examples of fables. As you read, make notes of the morals and characters in the stories. Could you explain the same moral with different characters and events? Once you feel you have a clear idea, start writing.

## Planning



### Focus on the moral

Focus on the lesson your characters are going to learn. Think about different ways that your characters could learn the important lesson at the heart of your fable. Choose your favourite idea rather than the first one you think of.

### Write about opposites

If you have two characters, they could be contrasting or opposites, such as weak and strong or greedy and unselfish.

### Keep to the point

Make sure your fable does not include too many extra details. Stick to the three stages of a story: the beginning, the middle and the end. Keep the moral or lesson at the heart of your fable.

### Be an adventurer

Some writers don't always write a plan. They might just talk to a friend about it. Some might make a few drawings. Others just write a quick draft and will use that as their plan.

The things your characters say can be a great way of moving the action along.



## Drafting



Now I have my plan, I'll have a go at drafting my fable.

Here are some ideas for the words and types of language you could include in your draft.

- You will usually write in the third person (*he, she, it*).
- Fables are usually written in the past tense.
- Include adverbials of time to help show the order of events, e.g. *One beautiful summer's day ...*, *The next day ...*, or *In the end ...*
- Use noun phrases and poetic language to describe your characters.

### Drafting rules

#### Got a sticky bit or a yawny bit?

- Put a line under the bit you are unsure about
- Carry on

#### Don't know how to spell a word?

- Invent the spelling
- Put a circle around it
- Carry on

#### Don't know what to write next?

- Read it to a partner
- Get your partner to ask you questions

#### Not sure of punctuation?

- Put a box where the punctuation might need to go
- Carry on

**Think you have finished?  
Start or continue with a personal writing project!**

## Revising



I think I can improve my writing by asking myself these questions and making changes to see what works best.

### Right first time?

No writer gets it all right first time. You will usually find things you can improve when you revise. Discussing your fable with a partner can help too.

### Ask yourself ...

If you're not sure where to start when revising your fable, ask yourself the following questions.

- Is the moral or lesson of your fable clear to readers?
- Is the character's weakness clear to readers?
- Are your characters interesting and will readers like them or enjoy hating them?
- Is your draft too long?
- Have you stuck to the main point of the story to keep readers interested?



I spend lots of time revising, but that's ok because real writers do too.

# Narrative revision checklist

<b>1st re-read and improve</b>	<b>Think!</b> What do you want readers to feel? 	Fix your 'sticky bits'. 	Fix your 'yawny bits'. 	<b>2nd re-read and improve</b>	Make your opening outstanding. Make your ending powerful and thoughtful. Use: - Shock! - Question? - Action - Speech - Description	<b>3rd re-read and improve</b> Try out the following things on your revision page. If you like them, add them to your piece. <b>Fronted adverbials for:</b> - Time  - Place  - How  <b>Subordinating clauses:</b> - when - if - because - as - after - before	<b>BONUS re-read and improve – tips from real authors!</b> Find your favourite sentence and turn it into a short paragraph. If you like it, add it to your writing! Do all of your sentences and paragraphs start the same way? If so, change some. To move your story on quickly, try using a time opener: - <i>As time went by ...</i> - <i>The months and years came and went ...</i> - <i>In all that time we ...</i> - <i>Ten days later ...</i> - <i>Nothing changed, until one day ...</i> - <i>From that day on ...</i> Give more details to your <b>most important nouns</b> . Think about changing some of your ordinary or over-used verbs. Some authors read their pieces over 100 times!
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Name: \_\_\_\_\_

## Planning a fable

	The purpose of my fable is to ...
<b>Introduce your character(s)</b> If you have two characters, they could be contrasting, such as: <ul style="list-style-type: none"> <li>• weak and strong</li> <li>• clever and gullible</li> <li>• foolish and sensible</li> <li>• greedy and unselfish.</li> </ul>	
<b>Describe the event</b> Does one of your characters try to use the other to get what they want? Or is character acting alone?	
<b>What happens</b> to your character(s)?	
The ending – reveal the <b>lesson or the moral</b> .	



# Year 5 Biography

## Class writing project: Biography

### Why write biography?

This writing project will show children how they can document the lives of people in their communities. They will discover how the lives of ordinary people they know can be sources of great historical, social and personal interest – not only to themselves as the writer, but to others too. All people’s lives are interesting, but we don’t always realise it ourselves. Everyone in our society has a story to tell, and by asking the right questions and sharing these stories publicly, children learn they can give a voice to those people who would never otherwise have had an audience.

Biography writing has strong elements of memoir, although it will be about other people the writer knows personally or has heard of through family members, friends or the community. At their very best, biographies can carry within them great opportunities for poetic description and rich anecdote. One of the great benefits of this writing project is that the writer can bring in and celebrate stories which can strengthen and enhance the sense of community and connection inside the classroom. There may well be gains, too, for the person being interviewed and written about.

A good biography topic creates the possibility for reflection, empathy or a shared understanding of an experience. Children will come to understand the role biographers have in documenting and preserving people’s past.

#### THINGS TO BEAR IN MIND

- Encourage children to choose someone they have easy access to for interviewing. In your homework letter about interviewing, you are going to want to make it clear that the interviewee is encouraged to share background information about their early life, their main achievement or strongest memory and what happened after this memorable event or moment occurred.
- Additionally, as this is a historical genre, you should encourage children to seek out a historical source which could enhance their biography. The source could be used to directly support the subject of the biography or instead be used to give a greater flavour of the era in general. Sources include: photographs, videos, audio, objects, letters, newspaper articles, emails, postcards or direct quotations.
- For your more experienced or enthusiastic writers, you may want to encourage them to dig a little deeper into the era in which they are writing about. They can start their biography with a descriptive setting of the scene.
- Have a ‘publishing day.’ This is where you could invite the community into the classroom to view the artefacts and biographies the children have written. You may also want to get in touch with your local museum or history centre about showcasing the writing too.

## Writing biography

### Why write a biography for yourself or your class?

To share with others one of your heroes or heroines from the present or past.

### What are the basics of a biography?

Historians and biographers like to tell others about wonderful people, what they did and how they did it. They talk about the impact that person has had on their life, their community or the world.

### (Field) What your biography going to be about?

You can write about world-famous people, though often we already know about them or they have things already written about them. It is often more interesting to choose extraordinary people from your own life or community, whether they are dead or still alive.

A good historical biography describes what someone did, how they did it and the impact this has had on the world, their country, their community or their friends and family. You should seriously consider writing about a woman, because, unfairly, there is less written about women in history compared to men.

- You will need to introduce **who** your biography is about, **when** they were born and when they died (if they have yet!), **where** they are from, and **what** they achieved in their life or their strongest memory.
- Choose the **main event** or **strongest memory** of their life and spend time explaining it. Write something about their **childhood** or **later life** to give more information about them.
- Explain why this person is **significant** or **important** to you and others.

### (Tenor) What is your role as the writer?

You have to make sure you choose someone who people will like to hear about but might not know about. You then have to keep the biography interesting throughout. You do not want your readers to get bored.

- Be clear about who they are and why they are worth reading about.
- Only include the most interesting bits of their life.
- Focus on the achievements or memories that make them remarkable to you as the writer. Your readers are less concerned with details about the everyday life of your hero or heroine.
- Choose someone you know a lot about and can possibly interview.
- You might want to 'paint with words', e.g. you could describe the era at the beginning of your biography.

### (Mode) What should your biography look like?

Your biography should:

- have a title and a clear beginning and ending
- be organised into paragraphs
- have a stand-out title.

You may want to add pictures of important moments. You could also make your biography **multi-modal** by using:

- photographs
- maps
- letters
- newspaper cuttings.

### (Semantics) How can you make your biography clear and interesting?

You can:

- Write about your subject in the **third person** because this is not an autobiography, it isn't about you, e.g. *he, him, his, she, her, hers, they, them, their*.
- Biographies are written in the **past tense** e.g. *was, were, had, been, -ed*.
- Biographies can be tricky because you sometimes have to cover long periods of time. Use **dates** and **places** to help your reader.
- **Contrast and compare** is another good technique to talk about the tough and the good parts of their life.

## Genre Study I: Introducing biography

### Class writing goal

To learn what our next class writing project will be

### OVERVIEW

In this lesson, children will learn about biographies and will discuss why historians write them. You will then reveal that this is the next class writing project and that the class will be publishing an anthology of texts which celebrate the lives of ordinary people. They will then continue to work on their personal writing projects.

### PREPARATION AND RESOURCES

- Ask your class librarians to display a variety of history texts. Ensure that your class library has a rich and varied stock of historical texts which share a variety of people's lives. It is also useful to include books which show hybridising between different genres. For example, historical fiction.
- Video resource: 'Why I write biography'
- Writing wheel (ITR and PCM, pxx)

### STUDY

Show children the video (resource link).

The video shows a historian in their place of writing, speaking about how and why they write biography, and reading out a piece of their writing. They also talk about where the idea came from, why they decided to write it and who they wrote it for.

Explain to children that their class project will be to write their own biographies.

### DISCUSS

Ask the children what they think biography is and what thoughts they have about the video they have just watched.

Display the Writing wheel ITR on the whiteboard, and hand out printed copies.

Ask the following questions:

- *Why do you think people write biographies (purpose)?*
- *Who do they write them for (audience)?*
- *What do memoir and biography have in common with biography?*
- *Who knows someone who has done something interesting in the past?*
- *Who knows someone who has seen an amazing event?*
- *What stories have you been told by members of your family about their past?*
- *What stories have your classmates told you about their past?*

### PLENARY

Children share writing from personal projects, following the established class sharing routine.

### SUPPORT

Provide children with examples of simpler historical texts of biographies that they can access more easily.

### PERSONAL WRITING PROJECTS

Throughout the class writing project, once the class writing goal for each session is complete, children carry on with their personal writing projects at their own pace and using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

## Genre Study 2: What makes a good biography?

### Class writing goal

To discover what makes a good biography

#### OVERVIEW

In this lesson, children will look at a variety of biography examples and discuss what topics were chosen, why they think the writer might have chosen them and what the exemplars do well. Children will then continue working on their personal writing projects.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Pre-written exemplar biography texts:
  - *Frank Arthur Bailey – fighting for equal rights* (genre booklet p4–5 / ITR)
  - *Rachel Williams – giving children a gift* (genre booklet p6–7 / ITR)
- Gather together some biography exemplars created by children from previous years.
- Flip-chart paper

As you develop your confidence as a writer-teacher, you should aim to create your own biography text exemplar using the writing project's opening guidance. This should be about someone who is significant to you.

#### STUDY

Children then read and discuss the exemplar information texts. Ask the following questions:

- *What did you like about the biography you're reading?*
- *What ideas did it give you for your biography?*

#### DISCUSS

Explain to children that effective biographies have a specific focus rather than a general focus. You can use the analogy of mining for diamonds. Children should focus on finding a single diamond from all of their 'rocky' ideas and make that diamond shine. These diamonds are the moments that writers care about the most.

In pairs, children discuss the following questions:

- *Why do writers write biography?*
- *Why do you think I chose my topic(s)? What was my 'diamond'?*
- *Can you see differences between the examples?*
- *What sort of 'diamonds' were chosen by the other writers? Why?*
- *Who has not been written about in history books? Can we shine a light on them?*
- *Who could we write our biographies about and who would want to read them?*
- *What makes a biography text a good one?*

#### CREATE

As a class, and using the information on page 1 of the Biography genre booklet, start creating your poster of Product Goals. These goals should indicate what is needed to publish a great information text.

#### PLENARY

Children share writing from their personal projects, following the established class sharing routine. Place exemplars into the class library for children to continue reading at their leisure.

#### DEEPEN

In preparation for tomorrow's ineffective example lesson, you could challenge your more experienced writers to write the worst possible biography text possible – using their Biography genre booklets to help them.

#### PERSONAL WRITING PROJECTS

Throughout the class writing project, once the class writing goal for each session is complete, children carry on with their personal writing projects at their own pace and using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

## Genre Study 3: Where can biography go wrong?

### Class writing goal

To understand where biography texts can go wrong

#### OVERVIEW

In this lesson, children will learn about critiquing poor examples using the information in Biography genre booklets. They will then continue to work on their personal writing projects.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Pre-written ineffective biography exemplar:
  - *My Aunty's Friend* (ITR)
- Gather (anonymised) poor examples of biography texts taken from previous years.

Write your own ineffective biography text using the following as a guide:

- don't mention who, when and where
- assume too much knowledge in your readers
- tell the events out of chronological order
- make it difficult to follow and understand
- don't write about why it was important to you.

#### STUDY

As a class, read the ineffective exemplars of biography texts.

#### DISCUSS

In pairs, using your class Product Goals poster from the previous lesson and the information on page 1 of their Biography genre booklets, children discuss and explain for themselves why the examples are ineffective.

If children struggle, you could ask the following questions:

- *Why is this such an ineffective biography?*
- *What advice would you give the writer?*

#### CREATE

You could invite children, in writing time, to write their own terrible biography texts.

#### PLENARY

Children share writing from their personal projects, following the established class sharing routine. Place exemplars into the class library for children to continue reading at their leisure.

#### PERSONAL WRITING PROJECTS

Throughout the class writing project, once the class writing goal for each session is complete, children carry on with their personal writing projects at their own pace and using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

## Genre study 4: Where do writers get their ideas from?

### Class writing goal

To generate an idea for each child's class writing project

#### OVERVIEW

In this lesson, using their Biography genre booklets, children will learn about a number of techniques for generating ideas for biography writing. They will then be asked to interview someone for homework.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Flipchart paper
- Interview questions
- Homework letter (PCM, pxx)

#### STUDY

Children turn to page 8 of their Biography genre booklets. Read and discuss some of the techniques used by writers to generate ideas for writing biographies.

#### DISCUSS

As a class, create a poster of people who could be interviewed for your biography project. Then consider what periods of their lives could be asked about. For example, school days, their working or adult lives or old age.

As their teacher, you might consider sharing some memoir moments from your own life as an example. Children may also want to share significant achievements or moments from their lives.

As a class, look at and read the recommended interview questions on page 6 of the Biography genre booklet.

#### CREATE

Children generate a list of potential people they could interview and what they might ask them about. They can share their ideas with their partner, in groups or with the class.

#### PLENARY

Read through the homework letter (PCM, pxx) and explain that this homework will be necessary for planning their project. Explain that children might want to supplement their interview answers with artefacts or photographs from home.

#### SUPPORT

If a child is struggling to form a list of people they could interview, encourage them to read other children's lists.

#### PERSONAL WRITING PROJECTS

Throughout the class writing project, once the class writing goal for each session is complete, children carry on with their personal writing projects at their own pace and using their preferred writing processes. See page xx for more information on personal writing projects and pupil conferencing.

#### Conferencing focus

Ask children what stories they have been told about the past by people who are important to them.

Check that children have ready access to the people they would like to talk to.

If still struggling, they may want to do a biography about someone else in the class.

## Writing lesson 1: Plan

### Class writing goal

To plan our biographies

#### OVERVIEW

Children plan or draft their biographies.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Research homework children have done in preparation for today's lesson
- Biography planning grid (ITR / PCM, pxx)
- Photographs and / or artefacts from home
- Biography and story planning grid (PCM, pxx)

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation:

- How to plan ready for writing
- Different ways writers plan

Alternatively, you may want to share and discuss how you planned your exemplar.

#### CLASS WRITING SESSION

Before you begin your writing week, tell children that they have ten writing sessions in which to publish their biography. Remind them of the different writing styles writers often use. These include being an adventurer, planner, discovery drafter, paragraph piler and sentence stacker. Explain that, depending on their preferred writing style, they are likely to be planning or drafting today.

Children start to plan their biography texts. Remind them what a plan is for (to help them organise ideas and research so that they know what their text will include). You could show a plan of your own, or display the example Information texts planning grid (ITR). Children may also find it useful to look at the planning advice on page 7 of their Biography genre booklet.

Children are free to use their Biography planning grids (PCM, pxx) if they wish to.

If children choose to plan their pieces, they are free to use their Biography planning grid (PCM, pxx) if they wish to. Other children may leap straight into drafting their biography. Encourage these children to refer to the drafting information on page 10 of their Biography genre booklets and the Drafting rules ITR.

#### PLENARY

Children who have planned their biography turn over their plans and 'tell' their biography to someone in the class.

#### DEEPEN

When planning their biography, encourage children to try to merge it with setting and character description, using the 'painting with words' techniques. For example, can they open their biography with a description of the era? You could give them a copy of the Biography and story planning grid (PCM, pxx) to help with their planning.

#### SUPPORT

Provide children with an A3-size copy of the Biography planning grid (PCM, pxx). Alternatively, children can talk their plan through with an adult and go straight to drafting, or they can draw their plan.

#### Conferencing focus

Encourage children to talk through their plans or drafts in pairs and with you throughout this session. Their partner should let them know if they are assuming too much prior knowledge from their reader and whether anything needs explaining so their reader can better understand the event.

You may have children who realise that they do not have the information they need to finish their planning. Reassure them that they have another planning session in which to sort this out and they can bring in any extra information required the next day.

## Writing lesson 2: Plan

### Class writing goal

To plan our biographies

#### OVERVIEW

Children continue to plan or draft their biography.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Research homework children have completed
- Biography planning grid (ITR / PCM, pxx)
- Photographs and / or artefacts from home
- Biography and story planning grid (PCM, pxx)

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation:

- How to plan ready for writing
- Different ways writers plan

#### CLASS WRITING SESSION

Children who have not finished their plans will continue to plan their piece of writing. Remind children to consider what the focus or 'diamond' moment of their piece is and discuss this in pairs.

If helpful, display your completed Biography planning grid ITR on the whiteboard for reference.

Other children may begin or continue to draft their biography. Encourage these children to refer to the drafting information on page 8 of their Biography genre booklets and to the Drafting rules ITR.

#### PLENARY

Children who have planned their biography turn over their plans and 'tell' their biography to someone in the class. If you and your class feel they need another planning session, please add one in. Alternatively, if children are confident with the writing processes, you can let them move on to the next stage independently.

#### DEEPEN

When planning their biography, challenge children to try to merge it with setting and character description, using the 'painting with words' techniques. For example can they open their biography with a description of the era? You could give them a copy of the Biography and story planning grid (PCM, pxx) to help with their planning.

#### SUPPORT

Provide children with an A3-size copy of the Biography planning grid (PCM, pxx). Alternatively, children can talk their plan through with an adult and go straight to drafting, or they can draw their plan.

#### Conferencing focus

Encourage children to talk through their plans or drafts in pairs and with you throughout this session. Their partner should let them know if they are assuming too much prior knowledge from their reader. Is there anything that needs explaining to their reader so they can better understand the event?

## Writing lesson 3: Draft

### Class writing goal

To draft our biographies

#### OVERVIEW

Children use the plans they created in previous sessions to start or continue drafting their biographies. Some children may have finished their drafts at this point and can move on to revising their pieces.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Planning grids from the previous lesson
- Drafting rules (ITR)
- Tips and Tricks cards

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the drafting stage:

- The Drafting rules
- Determiners
- Co-ordinating and subordinating conjunctions
- Adverbial starters
- Proper nouns for cohesion
- Sentences with different forms: statement, question, exclamation.

#### CLASS WRITING SESSION

Explain to children that many of them are now going to start drafting their biography based on the plan they have completed.

Remind them to use the Drafting rules ITR, and to talk through their drafts in pairs if they get stuck. They may also find it useful to look at the drafting advice on page 8 of their Biography genre booklet.

Children should write on the left side of their books leaving the right blank for revision in future lessons.

Some children may have finished drafting their biography at this point and can move on to revising their pieces using the revision information and checklist on pages 11–12 of their Biography genre booklets if necessary.

#### PLENARY

Children share their drafts, following the established class sharing routine.

#### SUPPORT

Encourage children to paragraph pile or sentence stack until they are confident.

#### Top tip

Sometimes it's helpful to suggest that children leave it a couple of days before they decide to revise or edit their pieces. This means they can look at their writing with 'fresh and objective' eyes.

#### Conferencing focus

Encourage children to request a conference with you if they get stuck.

Ask children to regularly re-read their pieces as they write them. Provide intervals in which they share their writing with a partner. Partners should focus on any 'sticky' bits they hear. A 'sticky' bit is any bit of writing which doesn't sound right. It sounds strange when read aloud. It confuses your reader. Children are very quick to identify 'sticky' bits. You will notice some recurring themes: verb tense, cohesion, switching of pronouns, inability to identify a pronoun's proper noun.

#### Top tip

Children will find adverbial starters relating to time and place really helpful. They may find themselves stuck because they don't know how to move between space and time. Suggest that they start a new paragraph or use a fronted adverbial.

## Writing lesson 4: Draft

### Class writing goal

To draft our biographies

#### OVERVIEW

Children continue drafting their biographies. Some children may have finished their drafts at this point and can move on to revising their pieces.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Planning grids from the previous lesson
- Drafting rules (ITR)
- Tips and Tricks cards

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the drafting stage:

- The Drafting rules
- Determiners
- Co-ordinating and subordinating conjunctions
- Adverbial starters
- Proper nouns for cohesion (against too many pronouns)
- Sentences with different forms: statement, question, exclamation.

#### CLASS WRITING SESSION

Children continue to develop their drafts.

Encourage children to request a conference with you if they get stuck.

Some children may have finished drafting their biography at this point and can move on to revising their pieces using the revision information and checklist on pages 9–10 of their Biography genre booklets if necessary.

#### PLENARY

Children share their drafts, following the established class sharing routine.

#### SUPPORT

Encourage children to paragraph pile or sentence stack until they are confident.

#### Top tip

Sometimes it is helpful to suggest that children leave it a couple of days before they decide to revise or edit their pieces. This means they can look at their writing with 'fresh and objective' eyes.

#### Conferencing focus

Encouraging children to regularly re-read their pieces as they write them. Provide intervals in which they can share their writing with a partner. Partners should focus on any 'sticky' or 'yawny' bits they hear.

A 'sticky' bit is any bit of writing which doesn't sound right. It sounds strange when read out loud. It confuses your reader. Children are very quick to identify 'sticky' bits. You will notice some recurring themes: verb tense, cohesion, switching of pronouns, inability to identify a pronoun's proper-noun.

A 'yawny' bit is any bit of writing which seems unnecessary or repetitive.

## Writing lesson 5: Draft

### Class writing goal

To draft our biographies

#### OVERVIEW

The class will continue drafting their class project using the 'vomit draft rules'. Encourage children to request a conference with you if they get stuck.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Planning grids from the previous lesson
- Drafting rules (ITR)
- Tips and Tricks cards

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the drafting stage:

- The Drafting rules
- Determiners
- Co-ordinating and subordinating conjunctions
- Adverbial starters
- Proper nouns for cohesion
- Sentences with different forms: statement, question, exclamation.

#### CLASS WRITING SESSION

Children continue to develop their drafts.

Some children may have finished drafting their biography at this point and can move on to revising their pieces using the revision information and checklist on pages 9–10 of their Biography genre booklets if necessary.

Encourage children to request a conference with you if they get stuck.

#### PLENARY

Children share their drafts, following the established class sharing routine. If you and your class feel they need another drafting session, please add one in. Alternatively, if children are confident with the writing processes, you can let them move on to the next stage independently.

#### SUPPORT

Encourage children to paragraph pile or sentence stack until they are confident.

#### Conferencing focus

Encouraging children to regularly re-read their pieces as they write them. Provide intervals in which they can share their writing with a partner. They could refer back to the Class Writing Goals poster.

Partners should focus on any 'sticky' or 'yawny' bits they hear.

A 'sticky' bit is any bit of writing which doesn't sound right. It sounds strange when read out loud. It confuses your reader. Children are very quick to identify 'sticky' bits. You will notice some recurring themes: verb tense, cohesion, switching of pronouns, inability to identify a pronoun's proper-noun.

A 'yawny' bit is any bit of writing which seems unnecessary or repetitive.

## Writing lesson 6: Revise

### Class writing goal

To revise our biographies

#### OVERVIEW

Children begin the important process of re-reading and revising their writing. Focus should be on ensuring that the text makes sense and they have included everything in their plans. Some children may have finished revising their biographies at this point and can move on to editing their pieces.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Upper KS2 non-fiction revision checklist (ITR)
- Upper KS2 editing checklist (PCM, pxx / ITR)
- Tips and Tricks cards

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the revising stage:

- How to revise sticky or yawny bits.
- How to revise for outstanding openings and thoughtful endings.
- How to revise for poetic moments.
- How to revise for linguistic features.

#### CLASS WRITING SESSION

Explain to children that many of them are now going to start revising their piece of writing, whilst others will be ready to move on to editing their pieces. Remind them that if they have many changes to make they can create a new version opposite their draft in their English book. This is particularly the case for children whose preferred writing process is that of 'adventurer'.

Remind children to use the revision checklists found on page 10 of their Biography genre booklets and the relevant Tips and Tricks cards to help them with grammar. They may also find it useful to look at the revision advice on page 9 of their Biography genre booklet.

Some children may have finished revising their information texts at this point and can move on to editing their pieces using the editing checklist (PCM, pxx / ITR).

#### PLENARY

Children share their revisions, following the established class sharing routine.

#### SUPPORT

Encourage children to paragraph pile or sentence stack until they are confident.

#### Conferencing focus

Encourage children to request a conference with you if they get stuck while revising. Ask them to talk with their partners about where certain revisions would be effective.

Provide intervals in which children share their writing with a partner. Partners should focus on any revisions made.

## Writing lesson 7: Revise

### Class writing goal

To revise our biographies

#### OVERVIEW

Once children are happy with their revised text, they move on to editing the text and developing their transcription skills by checking spelling, punctuation and grammar. Some children may have finished editing their biography at this point and can move on to publishing their pieces.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Tips and Tricks cards
- Electronic spell checkers
- Access to online dictionaries
- Reading books
- Upper KS2 editing checklist (PCM, pxx / ITR)

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the revising stage:

- How to revise sticky or yawny bits
- How to revise for outstanding openings and thoughtful endings
- How to revise for poetic moments
- How to revise for linguistic features

#### CLASS WRITING SESSION

Children will continue to revise their biographies. Remind them that if they have a lot of changes they can create a new version opposite their draft in their literacy book. This is particularly the case for children whose preferred writing process is that of 'discoverer'.

Remind children to use the revision advice and checklist found on pages 9–10 of their Biography genre booklets. Ask children to use the relevant Tips and Tricks cards to help them with spelling, grammar and punctuation. They can also use their reading books to check the spellings of common words.

Some children may have finished revising their biographies at this point and can move on to editing their pieces using the editing checklist (PCM, pxx / ITR).

Some children may have finished editing their biographies at this point and can move on to publishing their pieces using the Presentation tips (PCM, pxx).

Encourage children to request a conference with you if they get stuck.

#### PLENARY

Show some examples of thoughtful editing. If you or your class feel they need another revising session, please add one in. Alternatively, if children are confident with the writing processes, you can let them move on to the next stage independently.

#### SUPPORT

If children have finished their drafts, you or another adult could publish it on their behalf.

## Writing lesson 8: Edit

### Class writing goal

To edit our biographies

#### OVERVIEW

Once children are happy with their revised text, they move on to editing the text and developing their transcription skills by checking spelling, punctuation and grammar. Some children may have finished editing their biographies at this point and can move on to publishing their pieces.

#### PREPARATION AND RESOURCES

- Biography genre booklets
- Upper KS2 editing checklist (PCM, pxx / ITR)
- Tips and Tricks cards
- Electronic spell checkers
- Access to online dictionaries
- Reading books
- Presentation tips (PCM, pxx / ITR)

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lessons may be particularly useful at the editing stage:

- How to edit your writing using CUPS.
- How to edit your writing for Capitals.
- How to edit your writing for Use of vocabulary.
- How to edit your writing for Punctuation.
- How to check and correct your unsure Spellings.

#### CLASS WRITING SESSION

Children begin to edit their biographies using their editing checklists, along with the relevant Tips and Tricks cards to help them understand the correct use of grammar, punctuation and spelling. Remind children that they can use a dictionary to look up any spellings they are unsure of. They can also use their reading books to check the spellings of common words.

Some children may have finished editing their biographies at this point and can move on to publishing their pieces using the Presentation tips (PCM, pxx).

Encourage children to request a conference with you if they get stuck.

#### PLENARY

Show some examples of thoughtful editing. If you or your class feel they need another editing session, please add one in. Alternatively, if children are confident with the writing processes, you can let them move on to the next stage independently.

#### SUPPORT

If children have finished their drafts, you or another adult could publish it on their behalf.

#### Conferencing focus

Encourage children to read any 'sticky' bits to a partner to get advice before asking you.

A 'sticky' bit is any bit of writing which doesn't sound right. It sounds strange when read out loud. It confuses your reader. Children are very quick to identify 'sticky' bits. You will notice some recurring themes: verb tense, cohesion, switching of pronouns, inability to identify a pronoun's proper-noun.

## Writing lesson 9: Publish

### Class writing goal

To publish our biographies

#### OVERVIEW

Most children should now be ready to publish their pieces and you should be ready to begin assessing their outcomes. Any children who have finished publishing their biography can work on their personal writing projects.

#### PREPARATION AND RESOURCES

- A variety of stationery and art materials
- Presentation tips (PCM, pxx / ITR)
- You may want to invite the community into the classroom to view artefacts and the accompanying biographies the children have written.
- You should also consider getting in touch with your local museum or history centre – who may wish to make these biographies publically available.

#### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lesson may be particularly useful at the publishing stage:

- Ways you can publish

#### CLASS WRITING SESSION

Refer back to the original class writing goal of creating a collection of biographies. Ensure children have access to the Presentation tips PCM, pxx or that you have the Presentation tips ITR displayed on the whiteboard. Children can take this opportunity to present their writing, adding colour, artwork and photographs.

#### PLENARY

Children perform their pieces to the class. This can be done as a whole class, in small groups or in pairs. It is important that you provide a variety of class sharing opportunities.

The class could also share their biographies with other classes in the school or in the main library. You may also want to share the biographies with the wider community or your local library or museum.

#### Conferencing focus

Take this opportunity to discuss your assessment of children's pieces and set writing goals for their future class and personal writing projects. Place these goals on the working wall.

## Writing lesson 10: Publish

### Class writing goal

To publish our biographies

### OVERVIEW

All children should now be nearing the end of publishing their pieces. You should be assessing their outcomes and sharing any writing goals with individual children or with the class as a whole.

### PREPARATION AND RESOURCES

- A variety of stationery and art materials
- Presentation tips (PCM, pxx / ITR)
- You may want to invite the community into the classroom to view artefacts and the accompanying biographies the children have written.
- You should also consider getting in touch with your local museum or history centre – who may wish to make these biographies publically available.

### MINI-LESSON

Choose from the suggested mini-lessons for this writing project, which cover aspects of writing study, grammar and punctuation.

The following mini-lesson may be particularly useful at the publishing stage:

- Ways you can publish

### CLASS WRITING SESSION

At this stage, all children should be nearing the end of publishing. You should begin assessing their outcomes and sharing any writing goals with individual children or with the class as a whole. Continue to refer children to the Presentation tips PCM, pxx or have the ITR displayed.

### Conferencing focus

Take this opportunity to discuss your assessment of children's pieces. Set whole class writing goals for future class and personal writing projects. Place these on the working wall.

### PLENARY

Children perform their pieces for the class, for other year groups, for parents, for the wider community or in a local library or museum.

## Genre booklet: Biography



In this project, we are going to learn about why and how authors write biographies. Then we will have a go at writing our own.

### Why write a biography?

To share something interesting that has happened to someone you know or have heard of. This may be someone in your community.

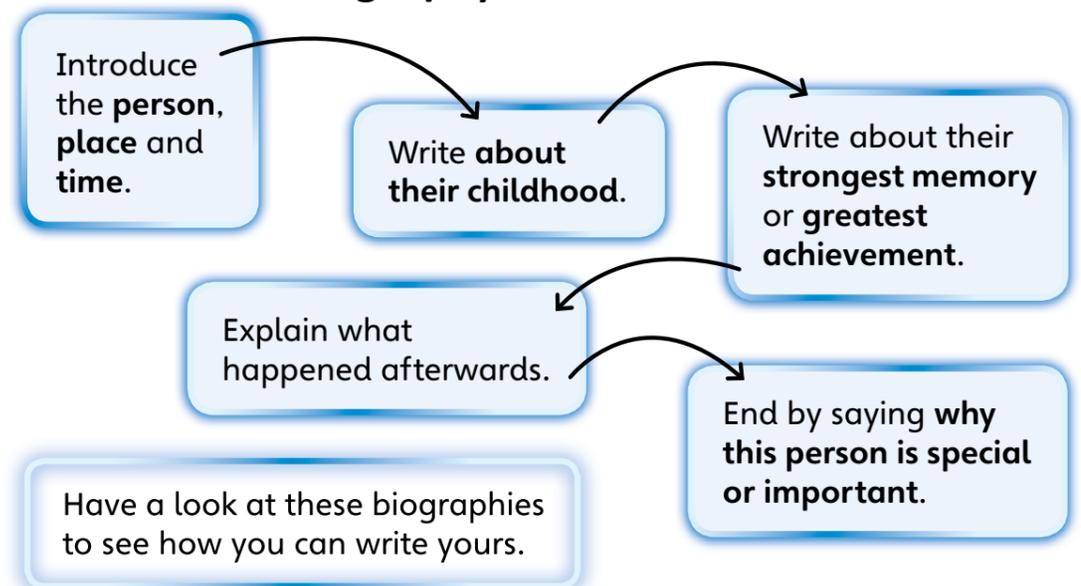
### Who are biographies for?

For the classroom or for the local history community outside of school. They can also be for the person you wrote it about.

### What could you write a biography about?

About a person you want others to know about.

### What does a biography text look like?



## Dan Stevenson – defeating fears

This is the biography of Dan Stevenson, who is an illustrator. I have chosen to write about him because I know him very well, and because I respect the way in which, through his own efforts, he came successfully through a time of great difficulty.

Dan was born in the Royal Sussex County Hospital on July 24th, 1987, to Brian and Heather Stevenson. He was their first child, and it was not until he was seven years old that a sister came along. The family lived in Patcham, and Dan is very fond of this area. He is in his 30s now and still lives here. As a child, Dan was lively, energetic, curious, chatty and (it must be said) sometimes very silly! He feared nothing – apart from bumblebees (he still does), and getting into trouble with his mum, who was quite a strict parent.

Dan had a happy childhood, and enjoyed his time at both primary and secondary schools. Then, when he was 15, he and his family experienced a series of blows in quick succession. First, Grandad Stevenson, to whom Dan was very close, died suddenly. Soon afterwards, Dan's mother died after being ill for some time. Finally, Nanny Stevenson passed away. Not surprisingly, Dan and his family were badly affected by so many deaths in such a short time.

Over the next few years, Dan began to show signs of the unhappiness these events had caused him. He was no longer the carefree, fearless boy he had been, but started to feel anxious and afraid – especially of being



in crowded places or having new experiences. He struggled with these feelings for several years, and then, suddenly, decided to do something about them.

One summer, he set off for a holiday in Japan. He planned to meet a friend there, but first had to spend some time in the capital, Tokyo, on his own. Tokyo is one of the busiest and most crowded cities in the world. Dan had to travel on underground trains in which people were packed together like sardines. He also had to make himself understood when he did not speak a word of Japanese. Anyone might feel nervous in such a situation, but especially someone like Dan, who was often anxious in new surroundings.

However, I'm pleased to say that Dan did not catch the next plane home! Instead, this time alone in a strange country gave Dan his confidence back. He proved to himself that he could indeed defeat his fears, and he is rightly proud of this achievement.

I have chosen to write about Dan because he is a great friend, and because I admire the way he conquered his fears by making himself do exactly what he was most afraid of. We should remember to try this ourselves when life seems hard.

By Felicity Ferguson

### Think about ...

Why did the writer write this text? Who might it have been written for?

Who might you write your biography about? Who do you think will read it?

What do you like about the way the writer has written this biography?

What might you borrow from this text?

## Rachel Williams – giving children a gift

I am writing about Rachel because she has helped so many children learn to read.

Rachel was an only child who spent a lot of time on her own. She was never lonely though, because she read so many books. Every summer she went to stay with her grandparents in the countryside in Sussex. She would spend most of her days playing outside in the woods and fields, sometimes on her own and sometimes with a friend who lived next door to her grandparents. They would play wonderful games where they imagined themselves to be anyone from Robin Hood to the animals from *The Wind in the Willows*.

When she was 18, Rachel went to university in Birmingham. After that, she wasn't sure what to do with herself. She had heard there was a shortage of teachers, and she thought she might have a go. So she did! She had always wanted children to feed their imaginations through reading, just as she had. As a teacher she read with her pupils and to them every single day.

As well as teaching, Rachel worked in a very special children's bookshop called 'Bags of Books'. Every Saturday morning, 'tring!' went the bell and in marched one of her pupils, Daniel Moore. "What you got then?" he would ask, a smile spread across his face. Daniel is one of Rachel's greatest achievements. All the other teachers had given up on trying to help him learn to read. To Rachel it was simple: she let him choose his own books instead of giving him 'easy' books to read. From this, Daniel blossomed into a confident person who loved reading.

Rachel has always remembered and built upon this moment as it seemed to her to be the biggest gift she could give to children. She said: "I always thought that helping children with reading was like giving them food – helping them to grow."

She still meets pupils who have grown up and remember learning to read from her teaching, and she is still helping new children to find the pleasures in the world of reading.

I think Rachel is a very important person, and I am happy to write her biography. She has made a difference to the lives of many children over the years, and she is still teaching and writing every day. Also, she is my mum and I have her to thank for my own love of reading!

Thanks Mum!



### Think about ...

What do you think about the way the author has organised the text?

What is the 'diamond moment'?

Can you think of anyone who has helped you to learn a new skill?

## Generating good ideas



I can't decide what to write about yet. Where do writers get their ideas for biographies?

### Use a picture

Bring in photographs from home and write them up as biography.

### Use artefacts

Bring in an artefact from home which carries with it a story about someone. This could be:

- a letter
- a newspaper article
- an email
- an audio recording or video
- a postcard
- an object.

### Interview someone

It is a good idea to ask different kinds of questions:

- What are your strongest memories?
- What would you say has been your greatest achievement?
- Can you tell me one story from your school days?
- Can you tell me a story from when you were at work?
- If you would like, can you tell me a sad / happy story from your life?
- Can you tell me about something that changed your life?

Also make sure you know where they were and how old they were when their story happened.

## Planning



I'm going to describe the subject of my biography as if I were writing a story.



### Focus on your diamond moment

Think of ideas for your writing as mining for diamonds – your job as a writer is to focus on finding a single diamond from all of your 'rocky ideas' and make that one diamond shine. Remember, diamond moments are the ones you care about the most.

### Do your research!

Use your local or school library, your home, your friends and your family. You can research anywhere – at home, at computing club or at your friend's house. Bring your research into class and use it to help you with your writing.

### From general to specific and personal

Write about particular people, things, animals, moments or places. For example, write about *that* autumn day, not all autumn days. Write about *a* starry night, not all starry nights.

### Borrow from stories and poems

Try these ideas:

- Write a descriptive paragraph setting the scene and the era you're writing about.
- Describe the subject of your biography like you would a character description.
- Mix biography writing with story-writing.
- Write your biography as a prose poem.

## Drafting



Here are some ideas for the words and types of language you could include in your draft:

- Write in the past tense e.g. *was, were, had, been, worked, lived.*
- Write in the third person e.g. *he, she, they.*
- Use conjunctions e.g. *when, before, after, if, because, although, and, but, or, so.*
- Use place and time adverbial starters e.g. *Under the bridge, Next to the road, Before midnight.*

You could make your biography **multi-modal** by using:

- photographs
- letters
- maps
- newspaper cuttings.

### A good opening

How will you start your biography? Author Ralph Fletcher compares a good opening to a waterfall. He says that most young authors start their writing 'too far up stream'. Don't start your biography too far away from the roar of your waterfall.

Create several opening sentences and try them out in different ways before deciding on one. Try the following:

- ask a question
- straight into action
- dialogue
- flashback
- description
- shock/surprise.

## Revising



I will talk to my partner when I'm revising to work out any 'yawny' bits.

### Write the title last

Only ever write your final title once you have finished your draft. Make a list of potential titles and check with your partner which one is most likely to draw a reader in.

### 'Cracking open' boring words

Find some of the most boring words you have used in your piece and turn them into more interesting alternatives.

### The best line

Underline the best line in your piece and think about why you like it so much. Can you turn that sentence into a paragraph?

### Use your senses

At the top of your biography, write a list of at least three of the seven writer's senses – seeing, hearing, touching, tasting, smelling, imagining and remembering. Think about where you can use these senses in your writing.

### Show, don't tell

When we tell our readers something we often use *is, was, have, had* and *did*. Replace them and you'll find yourself showing your reader rather than telling them.

### Too fast

Ask a partner or teacher to highlight the parts of your draft where they think you have gone through the information too quickly. Slow it down and add more detail.

# 10 Non-fiction revision checklist

<p><b>1st re-read and improve</b></p> <p><b>Think!</b> What do you want your readers to feel?</p>  <p>Fix your 'sticky bits'.</p>  <p>Fix your 'yawny bits'.</p> 	<p><b>2nd re-read and improve</b></p> <p>Read your text to someone who knows little or nothing about your topic to see if they understand you.</p> <p>Check if any special / technical vocabulary needs to be explained to your partner.</p> <p>Do you need to chunk your information into sections and use sub-headings?</p>	<p><b>3rd re-read and improve</b></p> <p>Try out the following things on your revision page. If you like them, add them to your piece.</p> <p><b>Fronted adverbials for:</b></p> <ul style="list-style-type: none"> <li>- Time </li> <li>- Place </li> <li>- How </li> </ul> <p><b>Subordinating clauses:</b></p> <ul style="list-style-type: none"> <li>- when</li> <li>- if</li> <li>- because</li> <li>- as</li> <li>- after</li> <li>- before</li> </ul> <p><b>Coordinating clauses:</b></p> <ul style="list-style-type: none"> <li>- for ...</li> <li>- yet ...</li> <li>- so ...</li> </ul>	<p><b>BONUS re-read and improve – tips from real authors!</b></p> <p>Sometimes it's ok to describe things in a poetic way.</p> <p>Sometimes it's ok to add bits about you to your writing.</p> <p>Give more details to your most important nouns.</p> <p>Think about changing some of your ordinary or over-used verbs.</p> <p>Do all of your sentences and paragraphs start the same way? If so, change some.</p> <p>Some authors read their pieces over 100 times!</p>
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Name: \_\_\_\_\_

## Biography planning grid

	<p><b>My plan</b></p> <p>The purpose of my historical biography is to ...</p>
<p><b>Title</b> Have an eye-catching title. Include the person's name.</p>	
<p>Introduce <b>who, when, where.</b> Then briefly mention what they achieved in their life. When finding out about your subject's greatest achievement, ask your interviewee to think about a 'diamond' moment.</p>	
<p>Early life - childhood</p>	
<p><b>Their main achievement or strongest memory</b> (use dates). What led up to this? Why do they remember it? Include an anecdote or a quote from the person or someone who knew them. You may want to use an artefact here e.g. a photograph, letter, newspaper article, email, audio, video, postcard or object.</p>	
<p><b>What they did after</b> their main achievement or memory (use dates).</p>	
<p>Why they are important to <b>you</b> and should be seen as <b>important</b> by others.</p>	



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