

Ready Steady Write

Lesson Delivery Adaptations



A supportive document for adaptive teaching to be used in conjunction with the 5-A-Day Approach

Daily Sentence Accuracy	
<ul style="list-style-type: none"> • The year below is always provided for revision of previous year’s skills. • Word banks, picture clues, etc are provided to support the children • As a shared task, teacher models and children join in. Children can record this sentence. • As a guided task, teacher orally supports children in their construction of a sentence and the children write their supported sentence. • Part of a sentence is used and children change the rest. • Teacher models then dictates a sentence. Children write. • Teacher models then children complete a cloze procedure sentence. • Teacher models how to combine two sentences. Children combine two others. • Teacher models how to edit a sentence. Children edit another. • Teacher models a sentence with a particular focus/focusses. Children construct a sentence with a partner with the same feature • Teacher models a sentence as above. Children individually write a sentence. • ALL MUST WRITE. Flashcards can be used to construct a sentence for those with severe needs. 	
Immerse	
Object Reveal	
<p>Sentence stems (for oral responses and for writing):</p> <ul style="list-style-type: none"> • I think...because... (prior knowledge) • I predict...will happen • They are the same because... • In light of...I think that... <p>EAL: word labels for the objects</p>	
Incidental Writes	
<ul style="list-style-type: none"> • Vocabulary word banks (included in the resource) • Spelling word list spellings identified (included in the resource) • Use the approaches to the effective teaching of writing (see below) when sharing the ‘teacher models’, e.g. demonstrate the first few sentences, then use scribing to make children part of the writing process • If children are struggling to find words to gather, give options to choose from – some that would definitely work and some that absolutely wouldn’t • Can extend this by using Zone of Relevance (see below) • Ask children to use oral rehearsal / talking tins / recording technology to rehearse their sentences before writing 	
Drama Opportunities	
<ul style="list-style-type: none"> • Teacher to model the language appropriate to the role, context and theme • Teacher in role to scaffold the learning • Opportunities to plan / jot down ideas before drama activity 	
Example Text	
<ul style="list-style-type: none"> • Use Reader’s Theatre to deepen knowledge of the Example Text (see below) • Use Rewordify website for small number of children who may have particular difficulty in accessing the text • Find as many opportunities as possible to read and reread the text • Create summaries of each section by creating a subheading, so children get the full gist of the text • Draw an image in the margin that shows what is happening in each section 	
Vocabulary	
<ul style="list-style-type: none"> • Ensure a practical, active response upon first seeing the words and phrases, e.g. groups create an action for each word then teach the actions to the rest of the class • Use the ‘Vocabulary: Ways to Learn’ document to support in-depth approach (included in the resource) • Consider the vocabulary ‘little and often’ throughout the rest of the outcome, e.g. three words on the board when they come in the next morning and put them into sentences, trudge to assembly if one of the words is ‘trudge’ 	

Narrative Building Blocks	
<ul style="list-style-type: none"> • Give one question per table and children feed back • My turn your turn approach • Children investigate then teacher scribes the class responses on an enlarged sheet • Adapt the questions so that children know which paragraph to find the answers in 	
Analyse	
Writer's Knowledge	
<ul style="list-style-type: none"> • Already given answers and ask children to match them and find in text • Work in pairs/small groups • Groups given one paragraph each but must read the whole text at some stage • Focus upon the most important Writer's Knowledge • One Writer Hint per table and feedback to the class • Teacher models then scribes as children contribute. Main points can be displayed. • Guided reading session • Use a different format • Use symbols & pre-teaching of features • Use for constructive feedback 	
Plan	
Gathering ideas	
<ul style="list-style-type: none"> • Ensure children have lots of opportunities to try out, accept and reject planning ideas • Link with a practical activity, where possible, e.g. the bog baby – draw or make their found creature before writing the plan 	
Writing the plan	
<ul style="list-style-type: none"> • Fully break down the process- I write, you write for each section of the text • Enlarge to A3 if children need it • Focus on key words, phrases and images to support thinking (not full sentences) • Collaborative ideas where appropriate / plan in pairs • Plan with a small group in guided writing session • Use cards, objects, images (e.g. from Widget) and practical equipment and a 'planning circles' approach (as with EYFS and Y1) • Children must 'say their plan' many times in order to hear the text in their own words. Tell it to the TA, tell it to the HT, tell it to the school therapy dog etc. 	
Write	
Modelling the writing	
<ul style="list-style-type: none"> • Break down the writing so only one section per day • Look at children's writing after each session and build in modelling that tackles any misconceptions / supports further development • Consider the expectations carefully for some children, e.g. I would like 3 sentences written accurately • Photocopy the plan and cut it up. Stick one planning section at the top of the page and children write to that section only • Ask children to use oral rehearsal / talking tins / recording technology to rehearse their sentences before writing • Use guided writing sessions to support • Use sentence scaffolds when children are finding it particularly difficult (see example below) 	

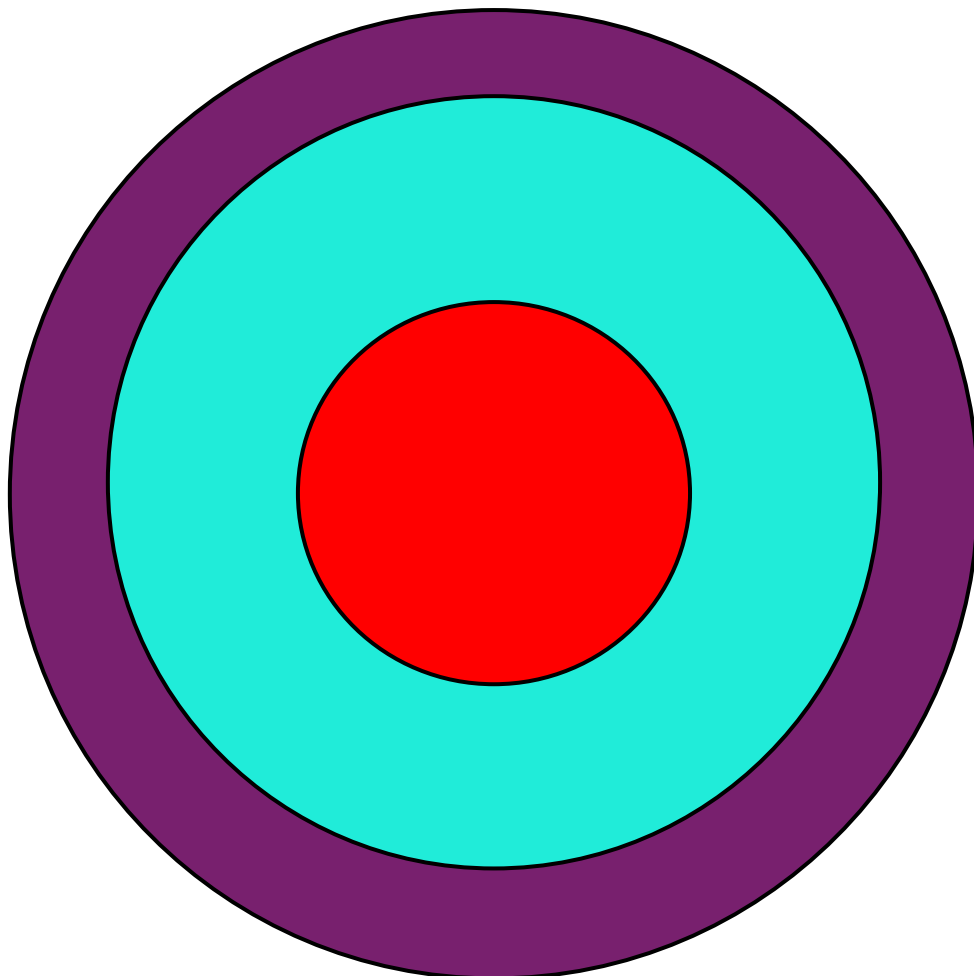
Teaching Strategies to Improve Writing

Teaching Strategy	Key Principles	Advantages	Examples
<p>Modelled writing</p> <p>Demonstration</p>	<ul style="list-style-type: none"> Teacher, as expert, demonstrates the writing process. The teacher articulates the process and emphasizes specific teaching points related to the lesson objectives. 	<ul style="list-style-type: none"> Gives children the opportunity to understand the choices a writer makes during the process of writing. 	<ul style="list-style-type: none"> I'm beginning my story with the setting. I want it to be gloomy so I'm going to start by writing, "The sky seemed as though it was weeping." When we write an explanation we have to start with an opening sentence that tells us what we are trying to explain so I'll start like this...
<p>Shared Writing</p> <p>Scribing</p>	<ul style="list-style-type: none"> Teacher involves the children in composition by asking for their ideas and structuring discussion. Teacher takes children's ideas and refines them before scribing 	<ul style="list-style-type: none"> Allows children to concentrate on composition without worrying about transcription. Offers further opportunities to be active participants in the writing process. 	<ul style="list-style-type: none"> We are writing a recount about our visit to the zoo. Talk to your partner and decide on a good opening sentence.
<p>Shared writing</p> <p>Supported Composition</p>	<ul style="list-style-type: none"> Used during or after shared writing. Children work in pairs to discuss choices. Objective is precisely structured. 	<ul style="list-style-type: none"> Allows teacher to immediately assess understanding. Revises and consolidates shared work. 	<ul style="list-style-type: none"> Talk to your partner for two minutes and compose a question to ask the author. We have been looking at how a verb can show how a character moves or speaks. On your whiteboards, change the verbs in this sentence to illustrate character.
<p>Guided Writing</p>	<ul style="list-style-type: none"> Children are grouped on the basis of ability and need Teacher analyses writing, prioritises a focus and sets targets for each group. 	<ul style="list-style-type: none"> Teaching is tailored to specific needs of the group. Build confidence and encourages children to be active participants in writing conferences. 	<ul style="list-style-type: none"> I have looked at your writing and today I want to show you how you can make your writing more interesting to the reader, by changing the word order of some of your sentences. I'll begin with this sentence from Jack's work...

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Zone of Relevance

tense	stormy	turbulent	calm
menacing	threatening	intimidating	dangerous
hostile	hopeful	dark	bleak
warm	comforting	bright	natural
cool	perilous	deafening	scary
wild	peaceful	disturbing	safe



Reader's Theatre

Step 1: Adult as Model	Step 2: Echo Reading	Step 3: Text Allocation
<p>The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.</p>	<p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none"> 1. All have the exact same short section of text. <li style="text-align: center;">or 2. A longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated Choral Reading	Step 5: Close Reading	Step 6: Text Marking
<p>In their groups, children read their section aloud, echoing the initial reading by the adult.</p>	<p>In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer's use of language and consider characterisations etc.</p>	<p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.</p>
Step 7: Practise	Step 8: Perform	Step 9: Reflect
<p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.</p>	<p>Each group performs their rehearsed piece.</p> <p>(Adult may record so that children can appraise their own performance).</p>	<p>Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.</p>

Sentence Scaffolds


1. Read the sentence.
2. Correct the errors using a checklist.
3. Re-write correct sentence in your book with your best hand-writing.

What were two green lights doing at the top of the cliff.

<u>Capital letter</u> V	<u>Spelling x</u> 2	<u>Phonics</u> ee	<u>Phonics</u> igh	<u>This sentence is:</u> a) A statement b) A question c) An exclamation	<u>Punctuation mark</u> . ! ?
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What were two green lights doing at the top of the cliff?

1. Look at the pictures and the check list.
2. Write down words you can use in your sentences and follow the structure given by a check-list.
3. Write down a sentence describing an Iron Man. Use a simile.



<u>Capital letter (who?)</u>	<u>verb</u> was	<u>as+adjective</u> strong skinny	<u>as+noun</u>	<u>Punctuation</u> . ! ?
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Sentence Stem Recommendation



Progression in Language Structures

Some suggestions for class teachers in planning for children's academic language development