



Targeting Level 4: teaching writing



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Teaching Writing

This additional guidance should be used to supplement the *Targeting Level 4: teaching writing unit* (DfES 0105/2003). This unit can be accessed at www.standards.dcsf.gov.uk/nationalstrategies. The table below maps the renewed Framework objectives to the unit and outlines a five-part model of learning (Engaging – Exploring – Transforming – Reviewing, evaluating and presenting – Reflecting) that should be used to support the delivery of the existing lesson plans to ensure that pupils’ knowledge, understanding and skills are developed and secured effectively.

	Lesson sequence	
<p>Objectives</p> <p>Year 7 6.3b <i>Explore the variety and range of ways the content of texts can be organised, structured and combined</i></p> <p>Year 7 7.2 <i>Draw on the conventions of written forms to plan writing and develop ideas to fit a specific task</i></p> <p>Assessment focus</p> <p>AF3 Structure</p>	<p>Lesson 1 Building a story: structure</p> <p>Engaging (Introduction section) 25 minutes</p> <p><i>Establish the aims for the lesson and the Teaching Writing unit as a whole. Check pupils’ understanding of the mystery/suspense genre by asking them to list the features they expect to encounter in this type of story and to support their points with examples of stories they have read in this genre.</i></p> <p>Exploring (Model section) 15 minutes</p> <p><i>Provide time for pupils to reflect on the story they have read, encouraging them to link the story structure sections identified on OHT E1.1 to the features of mystery/suspense stories previously identified.</i></p> <p>Transforming (Model and Secure sections) 10 minutes</p> <p><i>Using OHT E1.2, work collaboratively with pupils to develop their understanding of story structure by dividing the story into the six sections. Then ask pupils to note down three scenarios for their own mystery/suspense story.</i></p> <p>Reviewing, evaluating and presenting (Secure section) 5 minutes</p> <p><i>Ask pupils to work with a response partner to select one scenario and develop their notes on this, using the story structure headings to organise the notes.</i></p> <p>Reflecting (Homework section) 5 minutes</p> <p><i>Using handout E1.3, ask pupils to identify strategies they have not previously used and set targets for the skills they want to develop over the next 11 lessons.</i></p>	<p>Teaching repertoire</p> <p><i>Activating prior knowledge</i></p> <p><i>Discussion and dialogue</i></p> <p><i>Modelling</i></p> <p>Vocabulary</p> <p><i>audience</i></p> <p><i>climax</i></p> <p><i>conclusion</i></p> <p><i>fiction trigger</i></p> <p><i>genre</i></p> <p><i>mystery</i></p> <p><i>narrative</i></p> <p><i>opening</i></p> <p><i>scenario</i></p> <p><i>setting</i></p> <p><i>suspense</i></p>

<p>Objectives</p> <p>Year 7 7.1 <i>Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods</i></p> <p>Year 7 7.2 <i>Draw on the conventions of written forms to plan writing and develop ideas to fit a specific task</i></p> <p>Assessment focuses</p> <p>AF1 Imaginative texts</p> <p>AF2 Appropriate texts</p> <p>AF3 Structure</p> <p>AF4 Paragraphs</p>	<p>Lesson 2 Planning a story</p> <p>Engaging (Introduction section) 10 minutes</p> <p><i>Establish the aims for the lesson and, using OHT E2.1, explain the criteria for success. Activate pupils' prior knowledge of the approaches that can be used to help plan a story and develop their understanding by referring back to the story structure they explored in the previous lesson.</i></p> <p>Exploring (Introduction and Model section) 20 minutes</p> <p><i>Refer pupils back to the notes they made in the last lesson for their own mystery/suspense story and ask response partners to give each other feedback on how to improve on their initial ideas. Select one pupil's set of notes and, using a planning format from appendix 2, model how to use the planning frame to adapt and develop their initial planning notes.</i></p> <p>Transforming (Try section) 15 minutes</p> <p><i>Ask pupils to work with response partners to select an appropriate planning frame. Then ask them to work independently to complete their selected planning frame for their own stories.</i></p> <p>Reviewing, evaluating and presenting (Apply section) 10 minutes</p> <p><i>Ask pupils to present their plans to their response partners and evaluate and improve these in response to feedback.</i></p> <p>Reflecting (Secure section) 5 minutes</p> <p><i>Using the handout E1.3, give pupils the opportunity to reflect on the strategies they have worked on in this lesson.</i></p>	<p>Teaching repertoire</p> <p>Assessment for learning</p> <p>Discussion and dialogue</p> <p>Modelling</p> <p>Scaffolding</p> <p>Vocabulary</p> <p>character</p> <p>cohesion</p> <p>conflict</p> <p>genre</p> <p>pace</p> <p>planning format</p> <p>planning frame</p> <p>plot</p> <p>plot development</p> <p>reader</p> <p>tension writer</p>
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<p>Objectives</p> <p>Year 7 8.4 <i>Develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader</i></p> <p>Year 7 8.5a <i>Make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases</i></p> <p>Year 7 8.5b <i>Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively</i></p> <p>Assessment focuses</p> <p>AF3 Structure</p> <p>AF4 Paragraphs</p>	<p>Lesson 3 Hooking the reader – starting the story</p> <p>Engaging (Introduction section) 5 minutes</p> <p><i>Establish the aims for the lesson and ask pupils to refer to their completed planning frames to begin to establish the criteria for an effective opening.</i></p> <p>Exploring (Model section) 20 minutes</p> <p><i>Use OHT 3.1 to explore the story opening and give pupils the opportunity to develop their own understanding of the techniques used to craft an effective story opening.</i></p> <p>Transforming (Try and Apply sections) 20 minutes</p> <p><i>Ask pupils to work with response partners to deepen their understanding of the different ways in which story openings can hook the reader. Then ask them to work independently to develop their own story openings, drawing on the features previously explored.</i></p> <p>Reviewing, evaluating and presenting (Apply section) 10 minutes</p> <p><i>Give pupils time to share their work with response partners and revise their openings in the light of feedback.</i></p> <p>Reflecting (Secure and Homework sections) 5 minutes</p> <p><i>Allow pupils the opportunity to reflect on the improvements made to their story openings, relating these to techniques explored in the lesson. Encourage pupils to think about how they can draw on these and other techniques as they develop the setting of their story for homework.</i></p>	<p>Teaching repertoire</p> <p><i>Activating prior knowledge</i></p> <p><i>Assessment for learning</i></p> <p><i>Modelling</i></p> <p><i>Questioning</i></p> <p>Vocabulary</p> <p><i>beginning</i></p> <p><i>fiction hook</i></p> <p><i>first person</i></p> <p><i>inference</i></p> <p><i>narrator</i></p> <p><i>tone</i></p>
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<p>Objectives</p> <p>Year 7 8.1 <i>Develop character and voice in their own fiction writing</i></p> <p>Year 7 8.3 <i>Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects</i></p> <p>Year 7 8.4 <i>Develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader</i></p> <p>Assessment focuses</p> <p>AF1 <i>Imaginative texts</i></p> <p>AF2 <i>Appropriate texts</i></p> <p>AF7 <i>Vocabulary</i></p>	<p>Lesson 4 Setting the scene</p> <p>Engaging (Introduction section) 10 minutes</p> <p><i>Display OHT E2.1 to highlight the targets on setting and vocabulary that pupils will be focusing in this lesson. Establish the aims for the lesson and ask pupils to share their story settings with their response partners and discuss whether the setting is in keeping with the genre.</i></p> <p>Exploring (Model section) 10 minutes</p> <p><i>Use OHT 4.1 to explore the creation of an appropriate setting for the mystery/suspense genre. Give pupils the opportunity to explore the choice of vocabulary and use of sentence structures, annotating the extract with their responses.</i></p> <p>Transforming (Try and Apply sections) 20 minutes</p> <p><i>Distribute handout E4.2 and ask pupils to work independently to highlight words and phrases which help to create a mysterious setting and create an atmosphere of suspense. Then ask them to consolidate the techniques they have explored in their own writing and develop the settings of their own stories.</i></p> <p>Reviewing, evaluating and presenting (Apply section) 10 minutes</p> <p><i>Give pupils time to share their work with response partners and revise the descriptions of their settings in the light of feedback. Run the guided writing session with selected pupils.</i></p> <p>Reflecting (Secure and Homework sections) 10 minutes</p> <p><i>Ask selected pupils to share the descriptions of the setting in their stories and give all pupils the opportunity to reflect on how these exemplify the techniques explored in this lesson.</i></p>	<p>Teaching repertoire</p> <p><i>Discussion and dialogue</i></p> <p><i>Exploration</i></p> <p><i>Modelling</i></p> <p><i>Questioning</i></p> <p>Vocabulary</p> <p><i>characterisation</i></p> <p><i>clues</i></p> <p><i>narrative voice</i></p> <p><i>setting</i></p> <p><i>vocabulary</i></p>
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<p>Objectives</p> <p>Year 7 8.1 <i>Develop character and voice in their own fiction writing</i></p> <p>Year 7 8.5 <i>Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively</i></p> <p>Assessment focuses</p> <p>AF1 <i>Imaginative texts</i></p> <p>AF2 <i>Appropriate texts</i></p> <p>AF3 <i>Structure</i></p>	<p>Lesson 6 Handling endings</p> <p>Engaging (Remember section) 10 minutes</p> <p><i>Display OHT E1.2 and explain that in this lesson pupils will focus on bringing their story to a satisfying resolution. Activate prior knowledge by asking pupils to discuss any stories they have read or seen which had unsatisfying endings and establish the criteria for a satisfying ending.</i></p> <p>Exploring (Remember and Model section) 15 minutes</p> <p><i>Give pupils time to discuss with their partners books or films they have read or seen which reflect the criteria for a satisfying resolution and link this to the expectations for the ending of a mystery/suspense story. Using OHT E6.2 and handout 6.3 give pupils the opportunity to reflect on how the ending of this story demonstrates the criteria established.</i></p> <p>Transforming (Try section) 20 minutes</p> <p><i>Ask pupils to work with their response partners to write the ending of their stories. Run the guided writing session with selected pupils.</i></p> <p>Reviewing, evaluating and presenting (Secure section) 10 minutes</p> <p><i>Select pupils to present their endings to the class. Ask other pupils to use the criteria established to identify the strengths of each contribution.</i></p> <p>Reflecting (Secure section) 5 minutes</p> <p><i>Tell pupils to review their work in light of the feedback they have received.</i></p>	<p>Teaching repertoire</p> <p><i>Activating prior knowledge</i></p> <p><i>Discussion and dialogue</i></p> <p><i>Modelling</i></p> <p><i>Scaffolding</i></p> <p>Vocabulary</p> <p><i>ending</i></p> <p><i>implausible</i></p> <p><i>protagonist</i></p> <p><i>resolution</i></p> <p><i>solution</i></p>
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<p>Objectives</p> <p>Year 7 8.2a Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech</p> <p>Year 7 8.2b Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader</p> <p>Year 7 9.2 Understand and use appropriately in their own writing the conventions of sentence grammar</p> <p>Assessment focuses</p> <p>AF5 Varying sentences</p> <p>AF6 Syntax and punctuation</p>	<p>Lesson 7 Manipulating sentences – maintaining meaning</p> <p>Engaging (Remember section) 10 minutes</p> <p>Use handouts E7.1 and E7.2 to check pupils' understanding of the range of sentence types. Explain that they will be checking that they have varied the length and structure of the sentences they have used to provide clarity for the reader and create deliberate effects, as well as checking that they have used punctuation accurately in their sentences.</p> <p>Exploring (Model and Remember and Try sections) 10 minutes</p> <p>Use OHT E7.3 to explore why the author chose to use the specific sentence types and look at the effects achieved. Give pupils the opportunity to develop their own ideas. Then display OHT 2.1 and remind them of the target statements relating to the accurate use of punctuation to focus them on the skills they will need to use this lesson.</p> <p>Transforming (Remember and Try section) 25 minutes</p> <p>Ask pupils to highlight in their stories: the punctuation they have used to end sentences; where they have included dialogue and the punctuation they have used to indicate this; and where they have used commas in their stories. Working with response partners, ask pupils to note down their use of punctuation and generate a list of rules about: using different punctuation marks to end sentences; how speech should be punctuated; and when commas should be used in writing.</p> <p>Reviewing, evaluating and presenting (Remember and Try section) 10 minutes</p> <p>Display OHT E7.4 and annotate the text to illustrate the uses of punctuation that have been highlighted. Give pupils the opportunity to explain the various uses of punctuation and how they help to make the meaning in the text clear.</p> <p>Reflecting (Apply section)</p> <p>Give pupils time to reflect individually upon what they have learned about sentences and punctuation. Select pupils to share these reflections with the class.</p>	<p>Teaching repertoire</p> <p>Activating prior knowledge</p> <p>Discussion and dialogue</p> <p>Investigation</p> <p>Modelling</p> <p>Scaffolding</p> <p>Vocabulary</p> <p>adverb</p> <p>complex sentence</p> <p>compound sentence</p> <p>connective</p> <p>demarcation</p> <p>emphasis</p> <p>simple sentence</p> <p>subordinate clause</p>
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<p>Objectives</p> <p>Year 7 8.5a <i>Make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases</i></p> <p>Assessment focus</p> <p>AF4 Paragraphs</p>	<p>Lesson 8 Making sense of paragraphs</p> <p>Engaging (Remember section) 5 minutes</p> <p><i>Review the previous lesson's learning. Explain that this lesson will concentrate on how effective paragraphing is essential for making the ideas and events in a story clear and how they can be used to maintain the reader's interest and lead them through the text.</i></p> <p>Exploring (Model section) 10 minutes</p> <p><i>Use OHTs E8.1 and E8.2 to develop pupils' understanding of how paragraphs are used to build tension and create suspense. Ensure that pupils can identify when new paragraphs are used (e.g. a change in time/of speaker/of place/of focus/of viewpoint) and begin to reflect on how they will use these techniques in their own writing.</i></p> <p>Transforming (Try and Model and Try sections) 30 minutes</p> <p><i>Ask pupils to work with their response partners to evaluate the paragraphing in the first half of each other's stories, annotating any changes they think should be made with reasons and then making any necessary revisions in response to this feedback. Then using handout 8.2, ask pupils to identify the verb tenses used and use the questions to develop their understanding of the importance of maintaining verb tenses within a text.</i></p> <p>Reviewing, evaluating and presenting (Secure section) 10 minutes</p> <p><i>Ask pupils to review their use of paragraphing and the consistency of tense use in their stories.</i></p> <p>Reflecting (Secure section) 5 minutes</p> <p><i>Emphasise how the use of paragraphing and maintaining a consistent use of verb tenses can contribute to the effectiveness of their writing in a range of contexts.</i></p>	<p>Teaching repertoire</p> <p><i>Activating prior knowledge</i></p> <p><i>Discussion and dialogue</i></p> <p><i>Modelling</i></p> <p><i>Questioning</i></p> <p><i>Scaffolding</i></p> <p>Vocabulary</p> <p><i>future tense</i></p> <p><i>paragraph</i></p> <p><i>past tense</i></p> <p><i>present tense</i></p> <p><i>structure</i></p>
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<p>Objectives</p> <p>Year 7 8.6 <i>Make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions</i></p> <p>Assessment focuses</p> <p>AF5 Sentences</p> <p>AF6 Punctuation</p> <p>AF8 Spelling</p>	<p>Lesson 9 Proofreading for secretarial errors</p> <p>Engaging (Remember section) 5 minutes</p> <p><i>Explain to pupils that they have been evaluating, editing and revising their stories as they have worked on them in previous lessons, but that the focus of this lesson will be on proofreading their story. Establish the criteria for successful proofreading.</i></p> <p>Exploring (Model section) 25 minutes</p> <p><i>Use OHT E9.1 to highlight the proofreading strategies pupils will need to employ to meet the lesson objectives. Model applying these strategies using OHT E9.2 and give time for pupils to review these strategies before they use them to check their own writing.</i></p> <p>Transforming (Apply section) 20 minutes</p> <p><i>Ask pupils to proofread their work independently, following the system you have demonstrated. Ensure that pupils give equal weighting to the time they give to checking each type of error.</i></p> <p>Reviewing, evaluating and presenting (Secure section) 5 minutes</p> <p><i>Ask response partners to tell one another about what they have learned about proofreading their work – have they identified a particular type of error that they make more often than others?</i></p> <p>Reflecting (Secure section) 5 minutes</p> <p><i>Take feedback and use this to inform future targets set for pupils. Collect pupils' work and assess it in preparation for the next lesson using the APP assessment criteria for writing on the Framework for secondary framework website at</i></p> <p><u>www.standards.dcsf.gov.uk/nationalstrategies</u>.</p>	<p>Teaching repertoire</p> <p><i>Activating prior knowledge</i></p> <p><i>Modelling</i></p> <p><i>Investigation</i></p> <p>Vocabulary</p> <p><i>proofread</i></p>
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<p>Objectives</p> <p>Year 7 7.1 <i>Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods</i></p> <p>Year 7 7.2 <i>Draw on the conventions of written forms to plan writing and develop ideas to fit a specific task</i></p> <p>Year 7 8.5b <i>Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively</i></p> <p>Assessment focuses</p> <p>AF1 Imaginative texts</p> <p>AF2 Appropriate texts</p> <p>AF3 Structure</p>	<p>Lesson 10 Preparing for independent writing</p> <p>Engaging (Remember section) 10 minutes</p> <p><i>Return pupils' assessed stories. Using OHT E2.1, display the writing targets set at the start of the unit and assess their work against the writing targets displayed. Ask pupils to identify which targets they have successfully met and which they still need to develop. Explain that pupils will now create a new piece of writing based on another of the scenarios they created in lesson 1 and that in this lesson they will generate ideas, map out the plot, characters and action and prepare the first draft.</i></p> <p>Exploring (Remember section) 5 minutes</p> <p><i>Allow response partners a few minutes to discuss their ideas with each other. Emphasise to pupils that they can make changes to their initial scenario ideas in light of what they have learned about stories from the mystery/suspense genre and any further reading they have done.</i></p> <p>Transforming (Try and Apply section) 40 minutes</p> <p><i>Ask pupils to select a planning frame for their story and work independently to complete the plan. Remind pupils to respond to the feedback they have received and aim to meet the targets they still need to develop as they write the first draft of their story. While pupils are writing, support pupils whom you have identified as needing specific support from you, based on the evidence from their previous story.</i></p> <p>Reviewing, evaluating and presenting (Homework section)</p> <p><i>Ask pupils to complete the story and use the criteria to complete evaluation of this prior to the next lesson.</i></p> <p>Reflecting (Secure section) 5 minutes</p> <p><i>Encourage pupils to reflect on their individual targets and consider how well they have met them as they read their completed story through.</i></p>	<p>Teaching repertoire</p> <p><i>Activating prior knowledge</i></p> <p><i>Assessment for learning</i></p> <p>Vocabulary</p> <p><i>draft</i></p> <p><i>plan</i></p> <p><i>present</i></p> <p><i>proofread</i></p> <p><i>revise</i></p> <p><i>self-assessment</i></p>
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<p>Objectives</p> <p>Year 7 8.6 <i>Make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions</i></p> <p>Year 7 8.5b <i>Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively</i></p> <p>Assessment focuses</p> <p>AF1 Imaginative texts</p> <p>AF2 Appropriate texts</p> <p>AF3 Structure</p> <p>AF4 Paragraphs</p> <p>AF5 Sentences</p> <p>AF6 Accurate syntax, punctuation</p> <p>AF8 Correct spelling</p>	<p>Lesson 11 The final stage towards presentation</p> <p>Engaging (Remember section) 5 minutes</p> <p><i>Ask pupils to reread their completed stories. Remind pupils of the criteria they are using to evaluate their stories and explain that they will be working with their response partners to make improvements to their stories.</i></p> <p>Exploring (Remember section) 5 minutes</p> <p><i>Give pupils time to discuss with their partners the criteria for a good opening; the effective development of a story; and successful endings.</i></p> <p>Transforming (Try and Apply sections 1, 2 and 3) 35 minutes</p> <p><i>Ask pupils to work with their response partners to swap their stories, evaluate them against the criteria previously established and make adjustments as suggested, if they think these will improve the quality of their story.</i></p> <p>Reviewing, evaluating and presenting (Secure section) 10 minutes</p> <p><i>Ask pupils to proofread their final written copy carefully and to make any necessary corrections to further refine their work.</i></p> <p>Reflecting (Secure section) 5 minutes</p> <p><i>Encourage pupils to reflect on the improvements they have made in their writing.</i></p>	<p>Teaching repertoire</p> <p><i>Assessment for learning</i></p> <p>Vocabulary</p> <p><i>momentum</i></p> <p><i>response partner</i></p> <p><i>suspense</i></p>
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<p>Objectives</p> <p><i>Self-assessment</i></p> <p>Assessment focuses</p> <p><i>AF1 Imaginative texts</i></p> <p><i>AF2 Appropriate texts</i></p> <p><i>AF3 Structure, organisation</i></p> <p><i>AF4 Paragraphs</i></p> <p><i>AF5 Varying sentences</i></p> <p><i>AF6 Accurate syntax, punctuation</i></p> <p><i>AF7 Effective vocabulary</i></p> <p><i>AF8 Correct spelling</i></p>	<p>Lesson 12 Responding, marking and assessing</p> <p>Engaging (Remember section) 10 minutes</p> <p><i>Show pupils OHT E12.1 to remind them of the assessment focuses for writing. Then display the APP assessment criteria for writing and also provide this as a handout for pupils. Work through the eight sections identifying how the criteria that they are assessed by match the targets they have been working on through this unit.</i></p> <p>Exploring (Model section) 20 minutes</p> <p><i>Display the OHT copy of a pupil's story. If a copy of a pupil's story is not available, use an exemplar of a level 4 pupil's narrative writing taken from the APP standards files (see pupil 10 (00694-2008BKT-EN) and pupil 11 (00695-2008BKT-EN) from the writing standards files at www.standards.dcsf.gov.uk/nationalstrategies).</i></p> <p><i>Work through the APP assessment criteria from left to right, highlighting and annotating the text to explain where each criterion has been met, where it has not been met and the impact on the reader, giving pupils the opportunity to comment.</i></p> <p>Transforming (Apply section) 15 minutes</p> <p><i>Ask pupils to read and assess their own stories, following the modelled assessment process.</i></p> <p>Reviewing, evaluating and presenting (Secure section) 10 minutes</p> <p><i>Ask pupils to identify the targets they have achieved and identify where in the story this can be seen. Encourage pupils to discuss their progress with their response partners.</i></p> <p>Reflecting (Secure section) 5 minutes</p> <p><i>Ask pupils to complete handout 12.3 to reflect on their learning and the progress they have made in this unit.</i></p>	<p>Teaching repertoire</p> <p><i>Assessment for learning</i></p> <p>Vocabulary</p> <p><i>assessment focus</i></p> <p><i>characteristic</i></p> <p><i>criteria</i></p> <p><i>target statement</i></p>
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