Writers for Life – sample resource

Overview of the intervention content

The Writers for Life Writing Intervention programme can be used to either complement the whole-school and whole-class use of the IPEELL programme (see Appendix 1 for more details of the evidence base behind this approach to writing), or as an independent resource pack which can be accessed as a standalone programme. The intervention will ideally be used with small groups of children from Years 5 and 6.

The key outcome of this intervention programme is to improve writing skills for UKS2 pupils with low prior attainment. In selecting children for the programme consider:

- Children that attained EXS (working at the expected standard) at the end of KS1 but who have not maintained this throughout KS2 and are now on-track for WTS (working towards the expected standard) rather than EXS at the end of KS2.
- Children who lack motivation to write and/ or stamina for writing.
- Children which need further support with understanding the structure and cohesion of writing.

The programme does not address transcription skills and therefore children will not directly develop spelling and handwriting through this work.

The programme can be delivered as a daily intervention programme or on alternate days. Each sequence consists of five sessions and will therefore take three to six weeks to deliver.

The Intervention programme broadly follows the IPEELL process and uses the tools within the core IPEELL programme, with particular focus on:

- Core principles from Self-Regulated Strategy Development (SRSD) to be integrated throughout the sessions.
- Identification and selection of purpose, audience and appropriate text type when writing.
- Understanding how to structure own compositions.
- Recognising how to develop cohesion within compositions.

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- Improving writing with evaluation linked to agreed audience and own success criteria.
- Writing linked to 'memorable experiences' based on popular culture and personal interests.

Samples materials

Sequenced learning

The five-day teaching sequence structure

Session 1	• Why write? Consider reasons to write within a particular text from • Explore a model text • Develop a mark scheme • Participate in a "memorable experience"
Session 2	• Engage with a planning frame • Deconstruct model text onto the planning frame
Session 3	• Model constructing plan with planning frame • Write own plan • Model writing from planning frame • Understand "links" focus
Session 4	• Write from planning frame • Implement "links" learning • Reference back to mark scheme
Session 5	• Complete writing linked to "memorable experience" • Peer mark and evaluate writing • Edit own writing
After sequence completion	• Publish writing for readers to access

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Session 1 Learning sequence 1

Session section	Links to National Curriculum programme of study	Core content	Reference to Pupil Workbook
Let's do this	*Develop positive attitudes for writing*	• Begin by sharing an overview of why the children have come together to develop their writing. • Share the focus for the next 5 sessions together. <u>Thinking about 'myself as a writer'</u> • Share the concept of motivational messages and discuss the importance of having a positive mindset when beginning to engage in writing. • Read through the 'welcome' page in the Pupil Workbook. • Construct own messages to be used when writing in the Pupil Workbook	page 2: 'Welcome to Writers for Life' and overview of the sessions Page 4: read and construct motivation messages
Let's discuss	*Identifying the audience and purpose of writing* *Selecting appropriate form and using other similar writing as models*	<u>Why do we write?</u> • Discuss the difference between types of writing that we are asked to complete at school or beyond school. Many different types, but generally writing can be to <u>INFORM</u> or to <u>ENTERTAIN</u>. • Share that these sessions will focus on writing to <u>INFORM</u>. • Introduce that writing always needs a clear PURPOSE (a reason for writing) and a clear AUDIENCE (someone who will read it). <u>'Persuasion' focus</u> • Share writing extracts which aim to persuade or have an element of persuasion. Children may have previously looked at persuasive texts across KS2. • Consider some of the following questions: What is the purpose of 'persuasive' writing? Why do we read and write to persuade? • Share the paragraphs of persuasive writing examples in the Pupil Workbook	Page 5: extracts of different purposes of writing to support discussion Page 6: types of persuasion

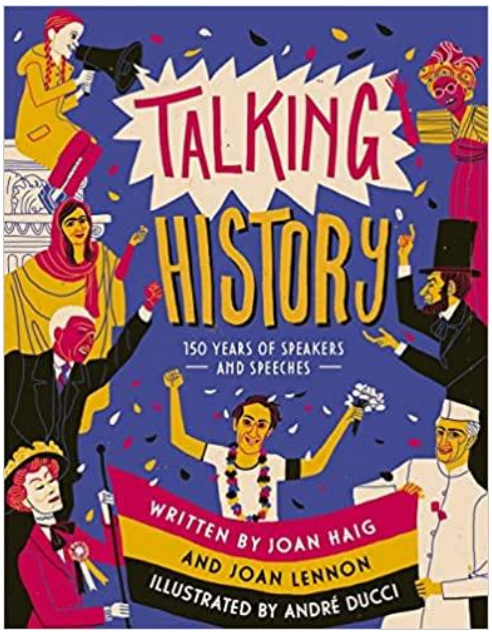
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Engaging materials to support composition



Comicraft comic strips reproduced by kind permission of DC Thomas Ltd. You can find teaching resources produced in collaboration with DC Thomas titles here https://literacytrust.org.uk/resources/comics-rule/



All participants will receive a copy of *Talking History* by Joan Lennon and Joan Dritsas Haig (Bonnier Books

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Deconstructing the sample text using the planning frame



CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

Reviewed by Thomas Miles, aged eight

Charlie Changes Into A Chicken is a book about Charlie McGuffin and his strange superpower. But Charlie is in danger because the school bully, Dylan, is willing to reveal it to the world. With the help of his friends, Flora, Mohsen and Wogan, Charlie's secret is being kept safe. Will Dylan give up or will Charlie be stuck as a chicken forever?

This was the first book to be published by Sam Copeland and would interest children with a good sense of humour. I found this book so funny I almost clucked with laughter! If you like this book, then you might also like to try Charlie Turns Into A T-rex, which is double the excitement!

I would recommend this book and give it 10/10 for funniness.

When modelling how to deconstruct the sample text, use an enlarged version of the planning frame. Talk aloud your thinking as you complete the frame based on the information in the text

PAT	**P urpose:** To inform and provide personal viewpoint about a book **A udience:** KS2 children **T ype:** Book review

Introduction
• Charlie changes into a chicken by Sam Copeland • Summarise plot • Ask a question

Point
• Who the book would interest -children that enjoy humour
Elaborate
• Why I found book funny: I almost clucked with laughter -link to chicken • Rate the book 10/10 • Other books by same author

Links (conjunctions)
and because or if

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Additional Resource:

Learning sequence 2 Session 2: Deconstructing the sample text using the planning frame.

When modelling how to deconstruct the sample text, use an enlarged version of the planning frame. Talk aloud your thinking as you complete the frame based on the information in the text.

PAT	**Purpose:** To inform others about what the museum has to offer **Audience:** Potential visitors to the museum website **Type:** Commentary blog

How to explore the British Museum from home

When we first opened our doors in 1759, we proudly declared ourselves a place for 'all studious and curious persons'. It's a mission we're still dedicated to – even if you can't visit us in person yet. With that in mind, we'd like to share the many ways in which you can explore our galleries and the collection online.

Did you know that the Museum is the world's largest indoor space on Google Street View? You can go on a virtual visit to more than 60 galleries – perfect for creating your own bespoke tour around your favourites. See highlights like the Rosetta Stone in the Egyptian Sculpture Gallery or discover gems like the beautiful textiles in the Sainsbury African Galleries.

Whether you're searching for a little inspiration or more in-depth resources, we're here to help. The Museum has a broad range of free learning resources available on our website, covering ages 3–16+. Excite inquisitive minds as you teach them how Egyptian mummies were made, or learn about what the Romans ate and drank – then try out a recipe for honeyed bread together. Our resources cover a wide range of curriculum links, including History, Art and Design and RE and we offer materials on diverse topics such as Sutton Hoo, Egypt, Rome, prehistoric Britain and the Vikings.

***Extract taken from** How to explore the British Museum from home | British Museum*

Introduction

- Museum opened in 1759
- Explain that the museum can be accessed online
- Direct address to readers – 'hook' reader and make them want to read on

Point

- Largest indoor space on Google Street View
- Virtual visit -60 galleries

Elaborate

- Make your own tour
  Give examples: Egyptian gallery (Rosetta Stone), African galleries (textiles)

Ending (link back to introduction and what's available online)

- Free learning resources on website – linked to curriculum
- Examples: Egyptian Mummies, Roman food

Links

- Adverbials: with that in mind, proudly, yet
- Conjunctions: or, when, and

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Learning sequence 3 Session 3

For this final learning sequence within the intervention programme, emphasise how you are ensuring cohesion within and across the sentences. The words and phrases which are highlighted in the same colour illustrate a repeated reference to the same parts for meaning. The words and phrases use different vocabulary or repeat the same vocabulary for emphasis which aids cohesion.

We are speaking to you today as children of this school. Children of a school that you are also part of. We should all be working together to make this the best school possible and that also includes having the best environment possible.

We have been learning about the threat to our world from plastic pollution. We have been learning about the changes that need to take place if we are to improve our world. All people, all children, all over the world need to do this if we are to make a difference. This is happening at our Academy as well. The Writers for Life group have been out and about around the school and have found that we are using too many single use plastics. Too many plastic pens, too many plastic bottles, too many plastic wallets.

Here at ** Academy we think that we need to do our bit. To step up and make a difference. We too can play our part in improving the environment. Our practical suggestions are to explore buying pens made from recycled plastic, to find alternatives to throwing away bottles and to buy card wallets to store work and files in instead of plastic ones.**

So join with us and let's all work together. Let's play our small part in helping our world and making a difference to our part of the planet.

Thank you for listening.

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Background to the IPEELL approach

The IPEELL approach was originally developed in Calderdale, West Yorkshire, for pupils transferring from primary to secondary schools. The aim was to provide a strategy for writing that would start in the final year of primary school and continue into secondary school using the same techniques.

The approach was funded by the Education Endowment Foundation and evaluated by Durham and York Universities. Memorable experiences were provided as a focus for writing, and the key features of the Self-Regulated Strategy Development were used to structure pupils' writing and provide a basis for self-evaluation.

The evaluation showed that the project had a large positive impact on writing outcomes. It showed the most progress of any EEF research project: "Participating pupils made approximately nine months additional progress compared to similar pupils who did not participate in the intervention." - EEF, Using Self-Regulation to Improve Writing (2014). The strategy is currently being used in schools across the country and has now been incorporated into the National Literacy Trust's CPD offer, available to teachers across the UK.

The IPEELL strategy

The IPEELL strategy uses memorable experiences, positive attitudes and Self-Regulated Strategy Development (SRSD) to improve pupils' writing.

The main advantages of the IPEELL approach are:

■ It works with existing teaching methods and doesn't require expensive additional resources

■ It is a class-based approach that can work for children of all abilities

■ It works with most text types

■ It provides a focus for writing and a structure to help organise pupils' writing

■ It provides a method for pupils to evaluate their own work and set goals for improvement

Most importantly, IPEELL involves pupils taking ownership of the writing process through self-motivation, self-evaluation and setting goals for self-improvement.

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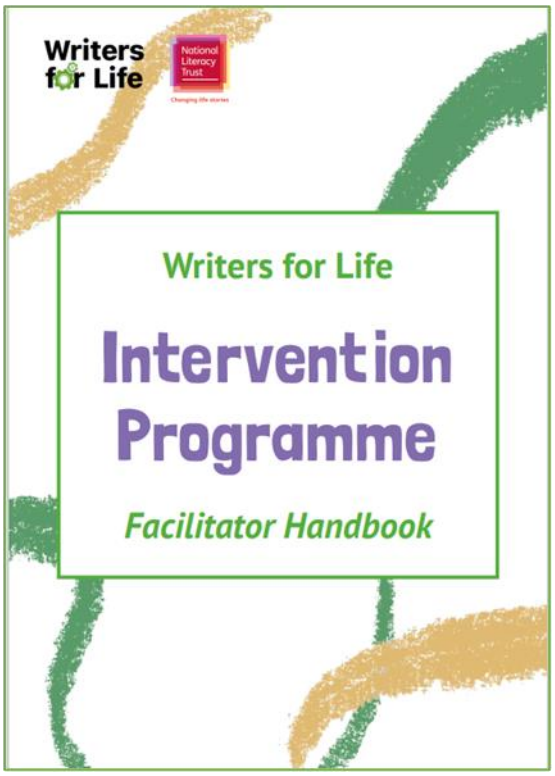
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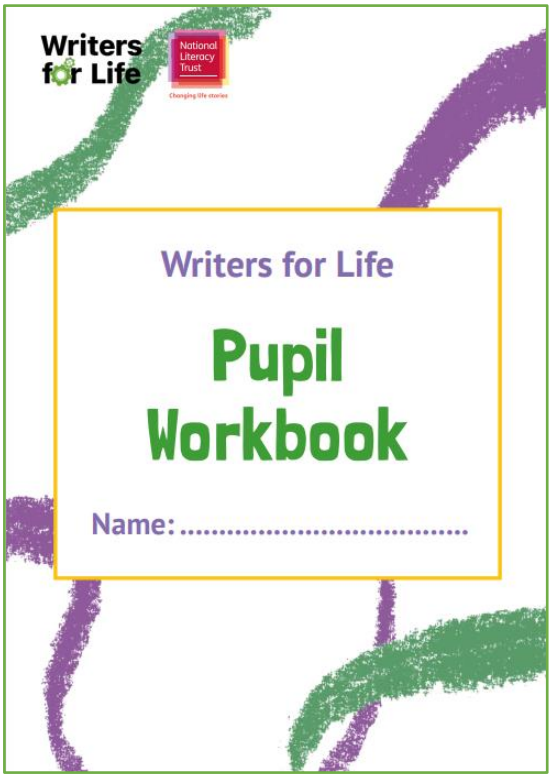
Self-Regulated Strategy Development (SRSD)

SRSD is an instructional approach (originating in North America) that provides a clear structure to assist writers and can be used with most text types, including narrative. It has been used for over 20 years – mainly in America – and has been the subject of considerable research.

SRSD provides students with effective strategies to become confident and successful writers through the development of self-regulation and six basic stages of instruction. This provides pupils with increased ownership for improving their writing.

IPEELL uses the key principles of SRSD but with significant variations to reflect the requirements of the English National Curriculum and best practices in teaching for Key Stages 2 and 3.





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