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| **WRITING CYCLE 1: MODEL TEXTS**  **LESSONS 1-3**  **A JIGSAW OF FIRE AND STARS** | |
| **Learning Objectives** | *Know how to make careful use of verbs to describe a sequence of events which introduces and develops character/s* |
| **Key Pedagogical Strategies:**  **Eliciting FEEDBACK** - encouraging students to explore and verbalise the relationship between linguistic choice – in model texts and in their own writing  **‘BRIDGING’** to support transfer from talk to writing, and from writing to talk:  **MODELLING metalinguistic talk** - supporting students to talk/ question writing independently; using whole class feedback as an opportunity to model talk; explicit talk about metalinguistic talk  **MODELLING writing** – modelling writing to support transfer from talk about text to writing  **WRITE TIME AND TALK TIME:**  **Extended opportunities**, scaffolded as necessary, to write and to talk about writing; teaching is designed and sequenced to support the development of writing **and** metalinguistic talk about writing.  **Key Talk Moves:**   * **Initiating** – drawing attention to a specific text feature; inviting students to consider the choice/ effect * **Scaffolding** – posing alternatives; steering questions; adapting questioning for students/ class * **Elaborating** – inviting students to elaborate/ extend/ justify their response * **Verbalising** – verbalising/ supporting verbalisation of metalinguistic choice | |
| **Writing Cycle 1: Key Activities:**   * Using model texts *and* discussion about model texts as a springboard for students’ individual writing | |
| **Sequencing**   * The sequence below could be adapted/ extended over 3 lessons. * Depending on the class/learning goals, you could focus on just one or two text features at a time; instead of asking students to generate ideas for/ writing a full piece of text straight away, they could do smaller pieces of writing in between discussion sections of the extracts – for heavier scaffolding. * Students should be given plenty of opportunity to reflect on, discuss, and refine their piece of writing.   For this sequence, I would not read the text that precedes this extract on page 5, chapter 1, first: I would read from the beginning until this point after the sequence below, and discuss then students’ predictions, etc. | |
| **Questioning Model Text** | Read the text and discuss questions with whole class, ppt. slide 2-7  Draw out:   * How the writer starts this extract with the pronoun ‘she’, creating a sense of uncertainty around who ‘she’ is * The voice – ‘me’ is found in the water – this hints at events that have led to this moment. How has she ended up in the water? * How the writer creates a sense of stillness and calm in her description of the setting – perhaps after a storm? * How we first encounter reference to Priss – the use of a proper noun suggests a relationship between the voice and the eagle, and delays the revelation that Priss is in fact a bird * How the writer uses verbs to create an image of a flying, graceful, strong, sharp, creature * How the use of simple present tense verbs helps the reader to see events through the eyes of the eagle – this adds meaning to the line later in the chapter – ‘before I had memory, I had Priss’ – which may prompt the reader to consider how the event described could have been recounted by the narrator, a baby at the time |
| **Teacher Modelling (Bridging)** | Teacher explains the task below:  ***Task:*** *Describe a moment when something or someone is found by an animal*  *-focus on the sequence of actions as your something/someone is found*  *-focus on using verbs to describe your animal’s actions*  *-try not to give away what/who the characters are too soon*  Teacher generates ideas with students – what could they write about? What sort of atmosphere do they want to create? Will it be an exciting discovery, or a frightening encounter, etc?  Teacher then explains task below:  ***Individually:*** *Using the resource and the model text, think about the questions and jot down some ideas for use later on. You do not have to write full response to the questions – the questions are meant to prompt discussion and get you thinking about what you want to write.*  Before students start, teacher models some ideas that they might come up with.  PPT slide 8 |
| **Writing Time** | Individually, students think about the questions on the RESOURCE and jot down ideas. |
| **Teacher Modelling (Bridging)** | Teacher invites students to feedback some ideas; probes ideas.  Teacher then explains next task: in pairs, students should talk through their ideas and try and ask each other questions to help them develop their ideas.  Teacher models talk to support transfer from writing to talk about writing  e.g. drawing explicit attention to the way feedback was just managed e.g. asking ‘what questions did I just ask?’; noting questions on the board; modelling discussion with student beforehand |
| **Talk Time** | In pairs, students talk through their ideas and ask each other questions/ make suggestions to help develop their ideas. |
| **Whole Class Feedback** | Teacher invites a pair to explain what they discussed e.g. what questions did they ask? Has the discussion added anything to your ideas? |
| **Writing Time** | Returning to the written tasks, individually, students should, using the model text and their ideas, start developing their description of a moment when something/ someone is found by an animal. |
| **Teacher Modelling** | At intervals – frequency dependent on class – pause the activity and invite students to share and discuss writing so far in pairs.  Teacher to model the discussion first, e.g. modelling a discussion with a student; using TALK cards. **For this particular lesson, students could also refer to the questions on the RESOURCE as a guide.** |
| **Whole Class Feedback** | At intervals, elicit feedback – a. on students’ writing b. on students’ discussion  To end/develop, invite students to consider the title and front page; read texts until this extract. PPT 9. |
| **EVALUATION OF METATALK** | |
| *How successfully did you manage the metatalk? How did students manage? What understandings did students verbalise? What might you change/ develop next time?* | |