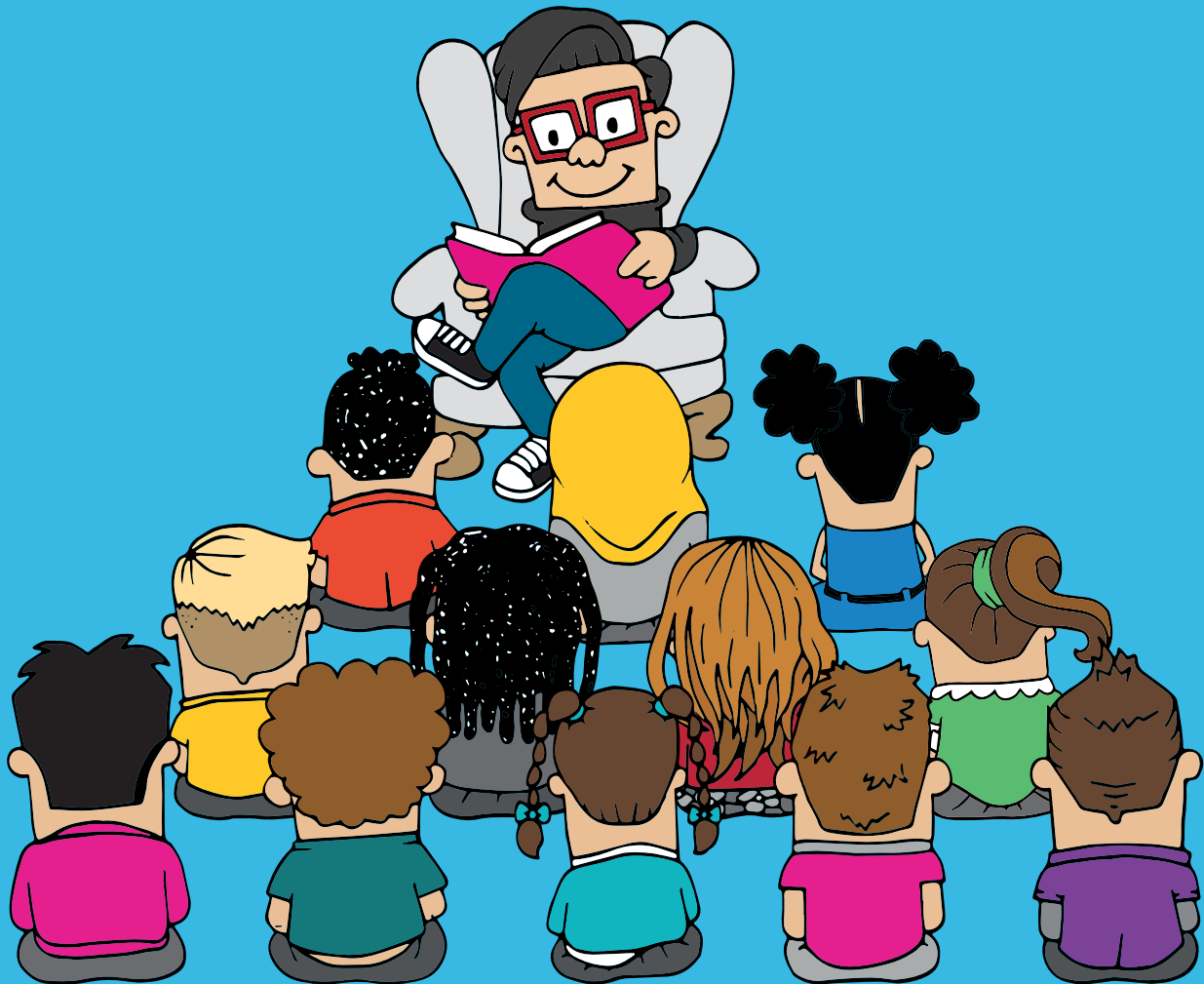


# The Write Stuff Unit Plan

## Transforming the Teaching of Writing



Based on the book  
The Explorer  
by Katherine Rundell

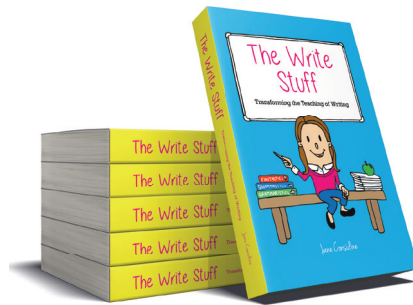
Text type: Narrative

**YEAR 5**

# Instructions

To achieve maximum impact in the classroom, we recommend purchasing the following books to support the teaching of this unit:

- **The Write Stuff - Transforming the Teaching of Writing** by Jane Considine, which fully explains her progress-boosting teaching methods [www.thetrainingspace.co.uk](http://www.thetrainingspace.co.uk)
- **The Explorer** Katherine Rundell , <https://www.amazon.co.uk/Explorer-Katherine-Rundell/dp/1408854872>



This plan covers 11 teaching days/sessions, split into:

- **Experience Days (3)**
- **Sentence Stacking Days (14)**

We recommend these structured days are followed by an independent pupil writing task.

The following resources will also support the teaching of this unit:

- **The Writing Rainbow** - available from our website [HERE](#)
- **The Writing Rainbow symbols** - available from our website [HERE](#)

We love to hear your success stories and see your pupils work examples. Please get in touch by:

email: [info@thetrainingspace.co.uk](mailto:info@thetrainingspace.co.uk)

Facebook: [janeconsidineeducation](#)

Twitter: [@janeconsidine](#)

Watch training sessions on YouTube to understand how this unit of work supports teaching and learning.

YouTube: thetrainingspace  
[www.thetrainingspace.co.uk](http://www.thetrainingspace.co.uk)

# Overview of Unit

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Please note that narrative units are built from two modes of teaching.



## Sentence Stacking

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. See appendix for example of complete teacher model for this unit.



## Experience Lessons

Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.

# A Narrative Journey

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Whilst teaching a Write Stuff narrative unit, a narrative map should be created, displayed and shared with pupils. A narrative map is used to display and explore the plot points. A plot point is a summarised key moment in narrative.

Plot points should be slowly revealed and added to the narrative map as you progress through a unit and teach each Sentence Stacking lesson. We recommend narrative maps show a journey of nine plot points or less. Our narrative units therefore contain nine or less Sentence Stacking lessons.

There is an example narrative map for this unit included. As plot points are added, use the positive/negative axis to discuss if the plot point was a high or low for the character. You can also change the character shown and add annotations.

## Picture Book Plot Points

Each plot point on the narrative map and at the top of each corresponding Sentence Stacking lesson, can be related to an image in the book.

## Novel Plot Points

Plot points are drawn from an aspect of the novel - usually a chapter, section of a chapter or a key event. They are summarised on the narrative map and at the top of each corresponding Sentence Stacking lesson.


## Film Point Points

Plot points are drawn from breaking the film into bare-bone chunks. For example the film's content from 0 seconds to 43 seconds could be summarised as a screen-shot (the best image that captured it succinctly) and this serves as the key plot point. They are summarised on the narrative map and at the top of each corresponding Sentence Stacking lesson.

## Independent Writing

It is important to map the plot points and analyse the highs and lows of the narrative built across a unit, as this will generate the task for independent writing at the end. Using the 'Independent Writing Teaching Sequence' included, teachers move through the steps to guide children from the highly modelled Sentence Stack to writing independently. When writing narrative, the pupils independent task should be to craft their own text which mirrors the highs and lows mapped. It is within the teacher's discretion to choose a big idea focus for pupils to build their own ideas e.g. story about a character who shows their bravery. This gives pupils real freedom to develop their plot points independently.

# Teaching Sequence

 <b>DAY 1</b>  Amazon jungle exploration	 <b>DAY 2</b>  Fred has a dream	 <b>DAY 3</b>  Fred and his father	 <b>DAY 4</b>  Father disapproves
 <b>DAY 5</b>  Disaster strikes - unknown place	 <b>DAY 6</b>  Fred leads others	 <b>DAY 7</b>  Fred has an idea	 <b>DAY 8</b>  Overheard conversations
 <b>DAY 9</b>  Fred doubts himself	 <b>DAY 10</b>  Set off	 <b>DAY 11</b>  Working together	 <b>DAY 12</b>  Problem
 <b>DAY 13</b>  Fred succeeds	 <b>DAY 14</b>  Fred achieves his dream	 <b>DAY 15</b>  Independent Writing Sequence	 <b>DAY 16</b>  Independent Writing Sequence

Key:



English Lesson



Sentence Stacking Lesson



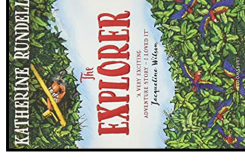
Experience Lesson



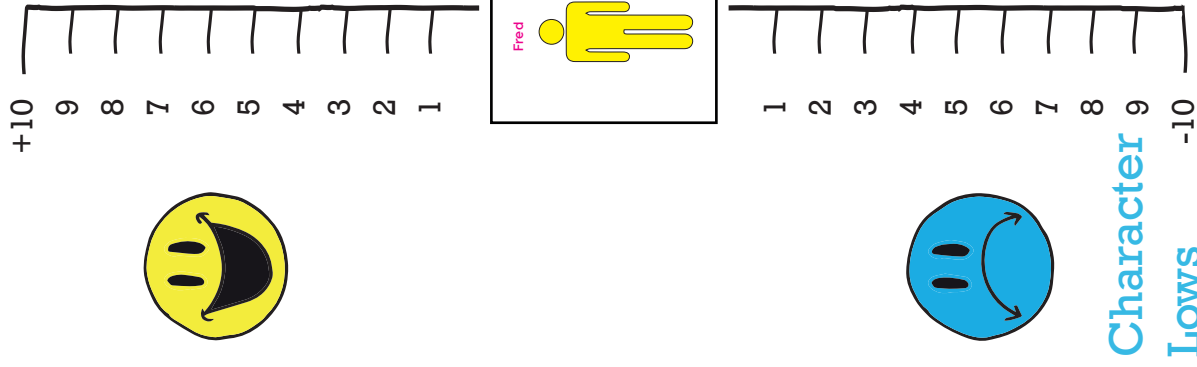
Independent Writing Sequence (see appendix)

# Narrative Map

Based on this book



Key plot points taken from  
chapter 1 to chapter 8.



To understand how to  
use this map, please  
read the page titled  
'Narrative Journey'.



## Experience Day (1 & 2)

### Learning Objective:

To explore the creatures, colours and Amazon jungle landscape.

- Look at the front cover of the book and the work of artists such as Henri Rousseau and Ruth Daniels. Children could produce paintings of foliage and animals to form a whole class frieze of the Amazon jungle.
- Watch the BBC Bitesize clip 'Henri Rousseau's Surprised!' <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zrddy6f> which discusses the use of imagination in creating paintings of places where you have never visited.
- Discuss how we can use images and our imagination to inspire us when writing a story about the Amazon, even though we might not have been there.
- The children might need to explore the Amazon further using National Geographic Kids website. <https://www.natgeokids.com/uk/discover/geography/physical-geography/amazon-facts/>
- Children can gather facts on famous explorers such as Percy Fawcett and Hiram Bingham.



Experience sessions should be rinsed for vocabulary using The FANTASTICs



# Sentence Stacking Lesson 1



## Plot Point 1

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Simile / Complex Sentence  

Colon/ Metaphor  

Imagining 

## Initiate

## Model

## Enable

Learning chunk 1

### Simile / Complex Sentence



- Show the illustration of the plane's shadow over the Amazon river on page 1.
- Show Rundell's sentence pg. 1 'Like a man-made wish, the aeroplane began to rise.' Collect similes to describe the planes journey.

### Simile / Complex Sentence



Teacher model: Like a metallic ball flying through the vast chutes of blue, the plane soared toward Manaus, it's reflection tracing the aisles of the Amazon river below.

### Simile / Complex Sentence



Pupils write a sentence beginning with a simile to describe the planes journey above the Amazon to Manaus.  
HA: Deepen the moment.

Learning chunk 2

### Colon / Metaphor



- Refer to Experience Day 1. Explain how Fred longed to be in the jungle below. Collect words: begrudging the plane's reflection, envious.
- Collect positive theatre metaphors to describe the Amazon jungle: backdrop of boughs, call of creepers, cast of mysterious creatures, ovation of vivid colours.

### Colon / Metaphor



Teacher model: Fred sat watching at the window, jealous of the grey dot's front seat view of the jungle theatre beneath: a debut of discoveries, a chorus of creepers and costumes of vivacious colours.

### Colon / Metaphor



Pupils write a sentence to describe Fred's envious feelings towards the plane's reflection showing his ambition to be an explorer. Use a theatre metaphor to describe the jungle then a colon listing theatre-themed metaphors.  
HA: Deepen the moment.

Learning chunk 3

### Imagining



- Read the blurb about Fred dreaming of being an explorer. Hot seat as Fred pursuing his dream: reading dozens of books, dreaming of venturing into the wild, finding long-lost cities, uncovering golden cities, following famous explorers such as Percy Fawcett in the newspapers.

### Imagining



Teacher model: Fred dreamed of exploring. He'd read shelffuls of books on famous explorers, venturing on voyages with only their backpack and ambition.

### Imagining



Pupils write a sentence saying Fred dreamed of being an explorer. Write a second sentence emphasising how he pursued his dream.  
HA: Deepen the moment.

\*HA = Higher Attainers



## Experience Day (2)

### Learning Objective:

To understand the relationship between Fred and his Father. To show Fred's feelings towards his father's work and his Father's disapproval of Fred's ambitions.

- Read pg. 35/36 re. the reason Fred had been sent to Brazil.
- Discuss: Why Fred was sent to Brazil.
- How Fred feels about being sent to stay with his cousin.
- What 'The Firm' is.
- Read pg. 36. Rundell's description of Fred's father:
- 'He'd never seen his father dressed in anything other than a suit, and over time the suits seemed to have seeped into his father's skin. His voice practically wore a tie.'
- Discuss how Fred feels about his father and his work.
- Role play as Fred and his father.
- One pupil act as Fred telling his father of his ambition and/or his father seeing him pursuing his dream, e.g. looking at maps of faraway places.
- The second pupil act as Fred's disapproving father. What would he say to Fred? How would he act towards Fred's dream?
- L.O. To use a 'Show not Tell'.
- Give pupils a picture of a business man in a suit with a briefcase. Ask chd. if they understand the phrase 'Work-a-holic.' What does this mean? Do you think Fred thinks his father works too much? How do you think this makes him feel?
- Pupils collect descriptions of Fred's Father which show him as a workaholic without telling he works too much. E.g. his laptop practically an extension of his fingers; his hobbies were numbers and spreadsheets and board meetings; his voice practically wore a tie; since his mother died Fred felt his father was married more and more to the office – a work suit hung where his favourite dinner jacket used to be; Even his favourite sayings had become a PowerPoint of: "Just let me get these figures to the office...", "Just got to read over a few reports for tomorrow..."

**THE FANTASTICS**



Experience sessions should be rinsed for vocabulary using The FANTASTICS



# Sentence Stacking Lesson 2



## Plot Point 2

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Simile / Personification 

Feeling / Metaphor 

Repetition 

## Initiate

## Model

## Enable

Learning chunk 1

### Simile / Personification

- Collect words for disapproved: disagreed, refused to consider.
- Collect conjunctions to show opposition: however, nevertheless, although. Refer to Experience Day 2 and personify the descriptions of Fred's father as a 'work-a-holic.'

### Simile / Personification

Teacher model: However, Fred's father disapproved. Even here, 10 000 feet above the Amazon, he could feel the sharpness of his father's freshly pressed suit; cutting through his dreams, its pinstripes like iron bars to his imagination.

### Simile / Personification

Pupils write a short sentence to say that Fred's father disapproved of Fred's dreams and create a show not tell using personification/simile to describe him as a 'work-a-holic.' HA: Deepen the moment.

Learning chunk 2

### Feeling / Metaphor

- Pupils hot seat as Fred. Outwardly he is agreeable to his father but how would he be inside? Collect adjectives: electric, thirst, longing, craving, avid, wish, ambition, expectation, flame, burning. Collect ideas of boring activities: completing the next level on his computer game.

### Feeling / Metaphor

Teacher model: Outside, Fred had agreed to spend the summer with his cousin whose idea of adventure was watching puddles dry in a square of sun, but inside, Fred was hunger and hope and wire.

### Feeling / Metaphor

Pupils create a sentence describing how Fred agreed to stay with his cousin (who was boring) on the outside and a second contrasting sentence using three words to describe the passion Fred felt inside. HA: Deepen the moment.

Learning chunk 3

### Repetition

- Collect dramatic adverbs: suddenly, all of a sudden, without warning. Collect similes to describe how it felt when the plane jolted: like the plane paused, like it had forgotten its lines, like the sky gave way.

### Repetition

Teacher model: Suddenly, Fred felt the plane jolt. Like it had hit a bumper. Like the sky let go.

### Repetition

Pupils write a sentence beginning with an adverb to describe the sudden jolt of the plane. Use two similes to describe how it felt. HA: Deepen the moment.

\*HA = Higher Attainers

# Sentence Stacking Lesson 3



## Plot Point 3

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Imagining/ Touching  

Noticing 

Noticing 

## Initiate

## Model

## Enable

Learning chunk 1

### Imagining / Touching

- Pupils close their eyes and imagine they are Fred woken from the plane crash. Would he have burns/be gasping for breath/in pain/shouting out in terror?
- Collect similes emphasising his feelings towards his Father/ his pain: seared like his Father's disinterest, throat felt constricted like he was choking on one of his Father's starched ties, a deep cut like it was slashed by one of his father's disapproving glances.

### Imagining / Touching

Teacher model: Fred wasn't sure whether it was his own screams that had woken him or the pounding throb of his head like he'd been hit with one of those briefcases his Dad dragged to and from 'The Firm'.

### Imagining / Touching

Pupils create a contrast sentence to describe Fred's confusion as to what woke him. Use a simile which emphasises his distant relationship with his Father/ his conflict with his father's choices.  
HA: Deepen the moment.

Learning chunk 2

### Noticing

- Show the picture of the plane on pg. 7 Collect words to describe the flames: fountain, bloom, cascade of sparks.
- Collect words to describe how the flames behaved: spat, fizzed, melted, smoked, hissed, crackled, sputtered, snapped.

### Noticing

Teacher model: He managed to wrestle his eyelids open and watched the little plane burst into a florets of flames, before it cracked, spat red smoke and fizzled into the darkening jungle.

### Noticing

Pupils write a sentence to describe how the plane burnt out before the jungle went dark.  
HA: Deepen the moment.

Learning chunk 3

### Noticing/ Linking ideas

- Gather a bank of prepositions to link ideas e.g. through, over, across, down, next to.
- Show the name for Ch. 2 'The Green Dark.' Discuss what this means. Collect negative colour adjectives to describe the gradual darkening of the forest: green gloom, growing grey gloom, dampening green grey.

### Noticing/ Linking ideas

Teacher model: Through the growing grey gloom of the forest, he saw the faces of the other children from the plane: Lila, Con and little Max. They were covered in scratches and burns but they were alive.

### Noticing/ Linking ideas

Pupils describe the negative gradual darkening of the forest and seeing the other surviving children.  
HA: Deepen the moment.

\*HA = Higher Attainers

# Sentence Stacking Lesson 4



## Plot Point 4

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Dialogue

Checking / Feeling

Action / Personification

## Initiate

## Model

## Enable

Learning chunk 1

### Dialogue

- What events might have led the plane to crash? Pilot became ill, pilot had a heart attack, turbulence, pilot lost control, it hit trees, pilot's inattention. Pupils partner role-play as one of the other child survivors explaining that they survived and what happened.

### Dialogue

Teacher model: "Fred? It's Fred, isn't it? Are you okay? The pilot must have had a heart attack and died. We are all okay. We survived."

### Dialogue

Pupils write a speech sentence as Con or Lila checking Fred is okay and explaining what happened to the plane.  
HA: Deepen the moment.

Learning chunk 2

### Checking / Feeling

- Give pupils word cards saying: nervously, commanding, quivering, authoritative, strong, confident, poised, level-headed, calm. Have pupils say 'We must find somewhere safe for the night' using the tone of their word card. Think how Fred would want to sound compared to how he felt inside.

### Checking / Feeling

Teacher model: "It's getting dark. We must find somewhere safe for the night." Fred surprised himself at the calm confidence in his own voice.

### Checking / Feeling

Pupils write a dialogue sentence for Fred telling the others they must find somewhere safe to go. Show Fred's inner feeling by describing his surprise at how he sounded.  
HA: Deepen the moment

Learning chunk 3

### Action / Personification

- Show a 'full moon night jungle' image. Collect descriptions showing the children's fears: the green dark enveloped them, as the grey green gloom of the forest grew around them, the moon shadowed by the trees towering hundreds of feet above them, the trees casting long-fingered shadows in the moon's light.

### Action / Personification

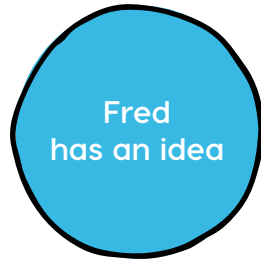
Teacher model: He took Max by the hand and the girls followed closely as crowds of towering trees gathered, blocking the moon's light as they leaned-in to inspect their night-time visitors.

### Action / Personification

Pupils write a sentence describing how Fred led the others through the dark jungle. Personify the forest/moon.  
HA: Deepen the moment

\*HA = Higher Attainers

# Sentence Stacking Lesson 5



Plot Point 5

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Noticing / Smelling  

Mimic Sentence Structure 

Feeling/ Touching  

## Initiate

## Model

## Enable

Learning chunk 1

### Noticing / Smelling

- Collect description for tiredness: exhaustion tugging at them. Read 'the clearing' description pg. 14. Collect positive/bright descriptions of the clearing: with stars above clustered so thickly that the silver outnumbered the night, stars shone as if they knew the children were lost and far from home. Collect homely smells: warm, soft, thick, peculiar yet safe.

### Noticing / Smelling

Teacher model: They moved as quickly as their aching bodies allowed, until the moon illuminated a small clearing blanketed in layers of thick green grass and caramel carpets of moss which smelt of warm days.

### Noticing / Smelling

Pupils write a sentence describing their tiredness as they moved, then create a positive description of the clearing using welcoming imagery and a homely smell.  
HA: Deepen the moment.

Learning chunk 2

### Mimic Sentence Structure

- Read Rundell's sentence pg.49: 'Something in Fred was beginning to glow: under the sun, and the cry of the birds, and the great expanse of vivid green around them. It was huge and dizzying. It felt like hope.'
- Soundscape positive sounds of the jungle and use appearance words from Exp. Day 1.

### Mimic Sentence Structure

Teacher model: When Fred woke, something in him began to resonate: next to the burr and whirr of dragonflies, under a sky so blue he'd only ever seen it when he'd mixed aquamarine with neon turquoise in Miss Randell's art lesson.

### Mimic Sentence Structure

Pupils begin with a time adverbial and recreate the Rundell sentence describing the positive sounds and appearance of the clearing.  
HA: Deepen the moment.

Learning chunk 3

### Feeling / Touching

- Show a picture of the raft pg. 66.
- Collect adjectives to describe how a good idea feels: fizz, tingle, ethereal, burble, eloquent, silvery, glisten, luminescent, tingly, quiver. Collect synonyms for idea: hope, direction, plan, ambition, belief.

### Feeling / Touching

Teacher model: It was a glow and a whirr. It was a tingle and a tremble. It was an idea.

### Feeling / Touching

Pupils use adjectives to write 1-2 short sentences using a metaphor to describe the idea. Then say it was.  
HA: Deepen the moment.

\*HA = Higher Attainers



## Experience Day (3)

### Learning Objective:

To role play as the children listening to Fred's plan.

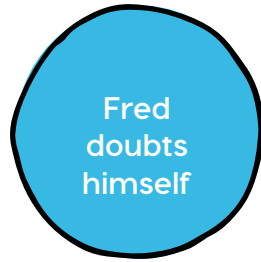
- Show children an aerial map of the Amazon river and point out how it leads to the city of Manaus.
- Place pupils into groups of 3/4 and have them role play as Fred explaining his idea to the others and convincing them that following the river is the only way that they will get out of the jungle, to Manaus and then home.
- Some of the children may voice worries and concerns about Fred's plan and these ideas can be used to deepen the moment in plot point 6.
- L.O. To experience building a tiny raft.
- Watch the clip: <https://www.scouts.org.uk/activities/teeny-tiny-twigg-rafts/>
- Give pupils roles. Fred collecting small twigs/sticks and piling them.
- Lila breaking off any parts sticking out/leaves and smoothing the branch.
- Con softening the string in the water and tying the sticks together.
- They can even test the raft to see if it floats.
- Take photos of the pupils building the raft and ask them to show facial expressions/body language of concentration and diligence.
- Discuss:
  - What might the children have used to smooth their branches? sharp stone, flint.
  - What sound do the branches make when they snap? Crack, snap.
  - What might they have used to tie the branches together? Liana vines softened in the water. Show a picture of liana vines.



Experience sessions should be rinsed for vocabulary using The FANTASTICs



# Sentence Stacking Lesson 6



## Plot Point 6

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Adverbial Phrase / Action  

Action 

Feeling/ Imagining  

## Initiate

## Model

## Enable

Learning chunk 1

### Adverbial Phrase / Action

- Collect time adverbials to show passing of time: as the day brightened, by midday, a few hours later.
- Give pupils 'walking' verbs to sort on a shades of meaning scale: ambling, tramping, trekking, wandering.

### Adverbial Phrase / Action

Teacher model: By lunchtime, the group were padding their way through the jungle in search of the river.

### Adverbial Phrase / Action

Pupils write a sentence beginning with a time adverbial and describe how the children walked through the forest looking for the river.  
HA: Deepen the moment.

Learning chunk 2

### Action/ Dash

- Refer to Experience Day 2. Collect words for convince: persuade, prove, satisfy, assure, win over, plausible argument, compelling.

### Action/ Dash

Teacher model: Fred had convinced the others that their only hope of returning home was to follow the river all the way to Manaus. And when he said follow the river he meant literally – on a raft.

### Action/ Dash

Pupils write a sentence saying how Fred had convinced the others and why they were looking for the river.  
HA: Deepen the moment.

Learning chunk 3

### Feeling / Imagining

- Collect conjunctions for opposition: but, nevertheless. Collect descriptions to show Fred's inner uncertainty exaggerated by his father's imagined disapproval of the idea: he imagined his father's eyes narrowed in disdain, his father's face like he'd eaten an angry raspberry, his father's voice so cold it burnt like the midday sun, face repulsed like scalding water.

### Feeling / Imagining

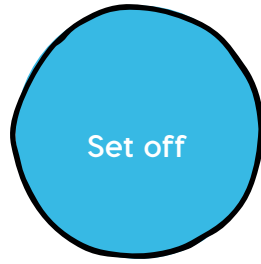
Teacher model: Although, Fred couldn't help but picture his father's face at the thought of his idea, his nose wrinkled like he'd been asked to cross a maggot-infested swamp in his best suit and tie. Fred shivered, despite the warm sun.

### Feeling / Imagining

Pupils begin with a conjunction for opposition and write a sentence describing Fred's worry about his own idea exaggerated by his father's imagined negative reaction to it.  
HA: Deepen the moment.

\*HA = Higher Attainers

# Sentence Stacking Lesson 7



Plot Point 7

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Smell/ Complex sentence  

Checking / Action / Alliteration   

Onomatopoeia / Action  

## Initiate

## Model

## Enable

Learning chunk 1

### Smell/ Complex sentence

- Have chd. imagine it's a hot day and they are dipping their feet into cool water. Collect positive descriptions of the water: sharp, clean, azure, clear, sapphire, crisp, refreshing, satisfying, invigorating. Turn them into a smell show not tell using Rundell's sentence pg. 44.

### Smell/ Complex sentence

Teacher model: As the morning grew, a smell came to Fred on the air, something cool and fresh, something that smelt more blue than green.

### Smell/ Complex sentence

Pupils begin with a time adverbial and describe the smell of 'something' (the river), then repeat 'something' and describe the smell using colour.  
HA: Deepen the moment.

Learning chunk 2

### Checking / Action / Alliteration

- Play the sound of a river. Explain how the river would be inviting. Collect positive descriptions of persuasive water sounds: Splash and spit sounded like a summons through the jungle, eloquent silvery notes bidding them to join the chorus, whispers, stones chattering with secret stories.

### Checking / Action / Alliteration

Teacher model: Moments later they were stood on the shady banks of the Amazon river, its splash and ripple - a siren's song of tantalising treasures.

### Checking / Action / Alliteration

Pupils write a sentence beginning with a time adverbial to show a short passing of time describing the children standing by the river. Create a positive metaphor/simile to describe how the sounds were inviting.  
HA: Deepen the moment.

Learning chunk 3

### Onomatopoeia / Action

- Refer back to Experience Day 3. What sound did snapping branches make? Snap, crack, split, splinter, crash.
- Pupils show how they would have to pull on a branch to snap it from a tree. Collect words: yank, heave, tug, wrench, seize.

### Onomatopoeia / Action

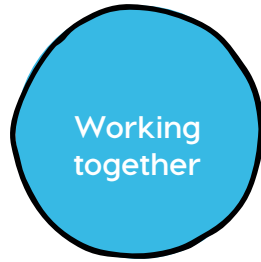
Teacher model: Crack! Snap! Fred yanked on huge branches and dragged them into a large pile at the water's edge.

### Onomatopoeia / Action

Pupils use onomatopoeia to describe the sound of snapping branches. Write a sentence to describe how Fred pulled the branches down and piled them.  
HA: Deepen the moment.

\*HA = Higher Attainers

# Sentence Stacking Lesson 8



## Plot Point 8

### Learning Objective:

To write effective sentences for an adventure story.

### Steps to Success:

Action / Noticing  

Action 

Time adverbial / Metaphor  

## Initiate

## Model

## Enable

Learning chunk 1

### Action / Noticing

- Refer back to Exp. Day 3.
- Show photos of pupils working as Lila. Collect positive descriptions of how Lila worked and the appearance of the branches once she'd smoothed them: diligently, carefully, purposefully, even, polished, fluid, soldier-like, to attention.

### Action / Noticing

Teacher model: Lila busily snapped each branch in half and chipped away the pointed edges with a flint until each branch lay smooth and uniform.

### Action / Noticing

Pupils write a sentence describing how Lila worked on the branches and their appearance once they were smoothed.  
HA: Deepen the moment.

Learning chunk 2

### Action

- Refer back to Exp Day 3. Collect words to describe Con's work tying the sticks: tied, wound, bound, attached, fastened, fixed, secured, connected. Collect descriptions to show Con's concentration: even her teeth seemed concentrated.

### Action

Teacher model: Con's face tensed in deep concentration as she softened strips of liana vine in the shallow waters and wound them securely between each pole.

### Action

Pupils write a sentence describing how Con worked with the vines and tied them.  
HA: Deepen the moment.

Learning chunk 3

### Time adverbial / Metaphor

- Collect description which show without telling exhaustion: fingers blistered, bodies at half-mast.
- Collect metaphors for the raft: their labour and sweat, their way home, their determination and trepidation, their belief, Fred's promise.

### Time adverbial / Metaphor

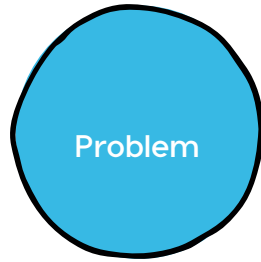
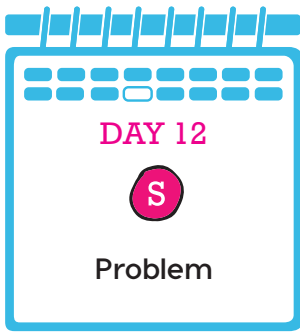
Teacher model: By late afternoon, they stood back arms weak and hollow, admiring the 12 by 6-foot raft – their time and sweat – their hope.

### Time adverbial / Metaphor

Pupils use a time adverbial and describe the children looking at the completed raft using a show not tell for exhaustion. Use 2 hyphens and 2 metaphors for the raft reflecting their efforts and what the raft means to them.  
HA: Deepen the moment.

\*HA = Higher Attainers

# Sentence Stacking Lesson 9



Plot Point 9

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Metaphor 

Dialogue 

Noticing/ Show not Tell 

## Initiate

## Model

## Enable

Learning chunk 1

### Metaphor

- Show an image of a river shimmering in the sun. Collect positive descriptions for how the river felt to their hot/tired bodies. Create metaphors: The river was silken, the most delicious thing Fred had experienced, an excited puppy licking their aches, a mother's embrace, was the most delicious feeling like hot chocolate at Christmas or fresh lemonade in summer.

### Metaphor

Teacher model: "Who fancies a dip?" called Lila wading into the Amazon. They dived in; the river a gift, soothing their blistered fingers and burnt shoulders.

### Metaphor

Pupils write dialogue for Lila inviting the others to swim. Continue describing how the river felt using a positive metaphor.  
HA: Deepen the moment.

Learning chunk 2

### Dialogue

- Explain how Con feels excited and wants to race to the other side. Children act as though they are racing to the other side. Collect excited actions: her limbs loosened into a spiral of spray, cartwheels of arms and splashes of water.

### Dialogue

Teacher model: "First one to the other side," called Con, her arms a frenzy of foam and spray as she sped through the waters towards the opposite bank.

### Dialogue

Pupils write dialogue for Con inviting the others to race to the other side describing the excitement in her actions as she raced.  
HA: Deepen the moment.

Learning chunk 3

### Noticing / Show not Tell

- Show a picture of a caiman entering a river. What would you do if you saw this? Freeze, stop abruptly, your jaw drop. Describe the Caiman using negative words: grey, murky, grim, gloomy, dim, sunless, cloudy, slither, sneak, slip, wriggle.

### Noticing / Show not Tell

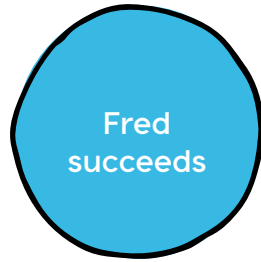
Teacher model: Fred froze, noticing a long grey murky shape leaving the shadows of the river bank and slipping silently towards Con. "Caiman!" he screamed.

### Noticing / Show not Tell

Pupils begin with Fred's surprise to seeing the caiman and create negative appearances and movements of the caiman. End with Fred shouting a warning to Con.  
HA: Deepen the moment.

\*HA = Higher Attainers

# Sentence Stacking Lesson 10



## Plot Point 10

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Action

Feeling

Action / Dialogue

## Initiate

## Model

## Enable

Learning chunk 1

### Action

- Sort words into fast and slow action words: grasped, snatched, grabbed, took, picked, chose, leapt, jumped, lunged, cleared the shore, darted, seized, lurched, walked, manoeuvred, ambled.

### Action

Teacher model: He leapt from the water, snatched the raft and grabbing a branch as a pole launched himself into the water, a ferocious flurry of jabbing and heaving, steering the raft towards Con.

### Action

Pupils write a sentence describing how Fred quickly left the water, took the raft and steered to Con.  
HA: Deepen the moment.

Learning chunk 2

### Feeling/ Prefix

- Hot seat as Con. What would she be feeling? Shock, horror, disbelief, panic, fear, alarm, fright, dread, desperation, distress, anguish.
- Collect words that begin with prefix de e.g. destructive, determined, dedicated, demotivating, demoralising, deliberate, desolate

### Feeling/ Prefix

Teacher model: Con swam towards him her face frozen in panic, terror and confusion. The water was destructive but Con's stroked were deliberate and determined.

### Feeling/ Prefix

Pupils write a sentence to describe Con's facial expression using three emotive fear words as she swam. Write a sentence with two or three de prefix words.  
HA: Deepen the moment.

Learning chunk 3

### Action / Dialogue

- Act out how Fred would have pulled Con from the water: snatched, dragged, hauled, heaved, yanked, pulled.

### Action / Dialogue

Teacher model: "Take hold!" Fred leaned forward seizing Cons hand and hauling her onto the raft.

### Action / Dialogue

Pupils write a command from Fred when he got to Con and describe how he caught hold of her and pulled her onto the raft.  
HA: Deepen the moment.

\*HA = Higher Attainers

# Sentence Stacking Lesson 11



## Plot Point 11

## Learning Objective:

To write effective sentences for an adventure story.

## Steps to Success:

Action

Feeling

Feeling / Imagining

## Initiate

## Model

## Enable

Learning chunk 1

### Action

- Collect suspense ideas to show they are not out of danger: the caiman still powered towards them, the raft rocked precariously, half the raft was swallowed by the waters as the long shadow scudded towards them. How does Fred resolve this? Paddles hard to the bank.

### Action

Teacher model: The raft dipped dangerously, threatening to tip them both into the caiman's snare but Fred flung himself back and the raft righted itself as they turned towards the banking.

### Action

Pupils create a suspense sentence describing how they were not quite out of danger and use precise verbs to say how Fred resolved the problem.  
HA: Deepen the moment.

Learning chunk 2

### Feeling

- Partners role play as Con and Fred. What would they have felt when back on the banking? Adrenaline, joy, relief, disbelief, safety, thankful, giddy, heart thumping, blood pulsing, pupils huge. What joke might they make? 'So, there are caimans in the amazon?'

### Feeling

Teacher model: Chest pounding and hair dripping with sweat and silt, an enormous grin of disbelief and relief spread across Fred's entire face. "The raft works well," smiled Con.

### Feeling

Pupils begin with two -ing phrases and describe the mixture of relief and disbelief Fred and Con would have felt when they were back on the banking. Write a joke they may have shared in relief.  
HA: Deepen the moment.

Learning chunk 3

### Feeling / Imagining

- Hot seat as Fred. How would he have felt? Wishing he could take a photo of this moment, a spark of triumph in his eyes Hot seat as his father. How would his father have felt to hear of his son's quick-thinking and bravery? a soft glint of sparkle behind his father's eyes, eyebrows lifted to a smile.

### Feeling / Imagining

Teacher model: Fred propped the raft back against the tree dizzy with excitement and triumph. He imagined telling his father and could almost feel a glint of pride and pleasure stirring behind his father's eyes.

### Feeling / Imagining

Pupils describe Fred's pride as he places the raft back against the tree and write a description of how he imagines his father's pride when he hears of his son's bravery.  
HA: Deepen the moment.

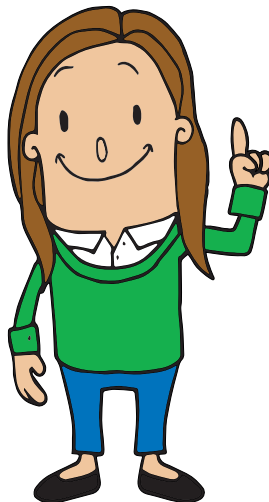
\*HA = Higher Attainers

# Appendix

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Please find enclosed :

- ☒ Teacher Model
- ☒ Guidance on a Teaching Sequence for Independent Writing.
- ☒ Guidance on success criteria.
- ☒ A blank narrative journey map or a blank non-fiction journey map.
- ☒ Pupil pathway from planning to independent writing.
- ☒ Guidance on editing.
- ☒ Any other related materials to the teaching of this unit.



# Teacher Model

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Like a metallic ball flying through the vast chutes of blue, the plane soared toward Manaus, its reflection tracing the aisles of the Amazon river below. Fred sat watching at the window, jealous of the grey dot's front seat view of the jungle theatre beneath: a debut of discoveries, a chorus of creepers and costumes of vivacious colours. Fred dreamed of exploring. He'd read shelffuls of books on famous explorers, venturing on voyages with only their backpack and ambition. However, Fred's father disapproved. Even here, 10 000 feet above the Amazon, he could feel the sharpness of his father's freshly pressed suit; cutting through his dreams, its pinstripes like iron bars to his imagination.

Outside, Fred had agreed to spend the summer with his cousin whose idea of adventure was watching puddles dry in a square of sun, but inside, Fred was hunger and hope and wire. Suddenly, Fred felt the plane jolt. Like it had hit a bumper. Like the sky let go. Fred wasn't sure whether it was his own screams that had woken him or the pounding throb of his head like he'd been hit with one of those briefcases his Dad dragged to and from 'The Firm'.

He managed to wrestle his eyelids open and watched the little plane burst into a florets of flames, before it cracked, spat red smoke and fizzled into the darkening jungle. Through the growing grey gloom of the forest, he saw the faces of the other children from the plane: Lila, Con and little Max. They were covered in scratches and burns but they were alive.

"Fred? It's Fred, isn't it? Are you okay? The pilot must have had a heart attack and died. We are all okay. We survived."

"It's getting dark. We must find somewhere safe for the night." Fred surprised himself at the calm confidence in his own voice.

He took Max by the hand and the girls followed closely as crowds of towering trees gathered, blocking the moon's light as they leaned-in to inspect their night-time visitors. They moved as quickly as their aching bodies allowed, until the moon illuminated a small clearing blanketed in layers of thick green grass and caramel carpets of moss which smelt of warm days.

When Fred woke, something in him began to resonate: next to the burr and whirr of dragonflies, under a sky so blue he'd only ever seen it when he'd mixed aquamarine with neon turquoise in Miss Randell's art lesson. It was a glow and a whirr. It was a tingle and a tremble. It was an idea. By lunchtime, the group were padding their way through the jungle in search of the river.

Fred had convinced the others that their only hope of returning home was to follow the river all the way to Manaus. And when he said follow the river he meant literally – on a raft. Although, Fred couldn't help but picture his father's face at the thought of his idea, his nose wrinkled like he'd been asked to cross a maggot-infested swamp in his best suit and tie. Fred shivered, despite the warm sun. As the morning grew, a smell came to Fred on the air, something cool and fresh, something that smelt more blue than green.

Moments later they were stood on the shady banks of the Amazon river, its splash and ripple – a siren's song of tantalising treasures. Crack! Snap! Fred yanked on huge branches and dragged them into a large pile at the water's edge. Lila busily snapped each branch in half and chipped away the pointed edges with a flint until each branch lay smooth and uniform.

Con's face tensed in deep concentration as she softened strips of liana vine in the shallow waters and wound them securely between each pole. By late afternoon, they stood back arms weak and hollow, admiring the 12 by 6-foot raft – their time and sweat – their hope.

"Who fancies a dip?" called Lila wading into the Amazon. They dived in; the river a gift, soothing their blistered fingers and burnt shoulders.

"First one to the other side," called Con, her arms a frenzy of foam and spray as she sped through the waters towards the opposite bank. Fred froze, noticing a long grey murky shape leaving the shadows of the river bank and slipping silently towards Con.

"Caiman!" he screamed. He leapt from the water, snatched the raft and grabbing a branch as a pole launched himself into the water, a ferocious flurry of jabbing and heaving, steering the raft towards Con. Con swam towards him her face frozen in panic, terror and confusion. The water was destructive but Con's strokes were deliberate and determined. Take hold!" Fred leaned forward seizing Con's hand and hauling her onto the raft.

The raft dipped dangerously, threatening to tip them both into the caiman's snare but Fred flung himself back and the raft righted itself as they turned towards the banking. Chest pounding and hair dripping with sweat and silt, an enormous grin of disbelief and relief spread across Fred's entire face.

"The raft works well," smiled Con. Fred propped the raft back against the tree dizzy with excitement and triumph. He imagined telling his father and could almost feel a glint of pride and pleasure stirring behind his father's eyes.

# Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

1	 <p><b>RECAP SENTENCE STACK – “AUDIENCE + PURPOSE”</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>Clarify writer’s intent.</li> <li>Sharpen purpose.</li> <li>Consider overall impact – effective aspects.</li> <li>“The national curriculum is clear that writing should also be produced through discussion with the teachers and peers.”</li> </ul>	2	 <p><b>DRAW OUT SUCCESS CRITERIA</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>Co-construct success criteria from unit of work.</li> <li>Do provide examples.</li> <li>Story – 9 plot points = 9 success criteria/non-fiction.</li> <li>8 shapes = 8 success criteria.</li> <li>“Using success criteria does not mean that a pupil’s writing is not independent; they would simply need to avoid modelling or over scaffolding the expected outcome.”</li> </ul>	3	 <p><b>EXPERIENCE</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>Memorable.</li> <li>Stimulates imagination (story).</li> <li>Build knowledge (non-fiction).</li> <li>“Emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about.”</li> </ul>	4	 <p><b>PLAN WRITING</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>Use maths paper.</li> <li>Plot success criteria.</li> <li>Consider writing ideas, techniques and grammar.</li> <li>“Enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves.”</li> </ul>	5	 <p><b>INDEPENDENT WRITING</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>Paced out chunks of time.</li> <li>In silence.</li> <li>Chance to build stamina.</li> <li>“Pupils writing upon which teachers base their judgements must be produced independently.”</li> </ul>	6	 <p><b>TEACHER MARKS FOR EDITING</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>All work marked through the three ways of editing.</li> <li>Pupils not told how to improve.</li> <li>Teacher models good editing processes with an exemplified piece.</li> <li>“...not independent when the pupil has been directed to change specific words.. or when incorrectly spelt words have been identified.”</li> </ul>	7	 <p><b>PUPILS EDIT WORK</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>Interrogate work through five lenses e.g. Spelling, punctuation, re-read, rewrites, add more.</li> <li>Provide quality time to make amendments.</li> <li>Pupils are clear about different strategies for improvement.</li> <li>“has been edited, if required by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation.”</li> </ul>	8	 <p><b>FINAL JUDGEMENT</b></p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>Quick comparative judgement.</li> <li>Intensive assessment of ‘grey’ area writing.</li> <li>Weaknesses fed into next teaching cycle.</li> <li>“ a degree of subjectivity is needed to assess it.</li> <li>Teachers are therefore afforded more flexibility in reaching a rounded judgement.”</li> </ul>
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# Success Criteria

Pupils should be provided with success criteria prior to independent writing. Success criteria should be chosen from the teaching points covered in a unit and could be identified together by looking at your class Sentence Stack.

Success criteria should include a mix from the 'Three Zones of Writing'.



Example

## Example

1. Feelings  
(Add description)



2. Noticing  
(Add description)



3. Punctuation



4. Complex  
Sentence



5. Repetition  
(Power of 3)



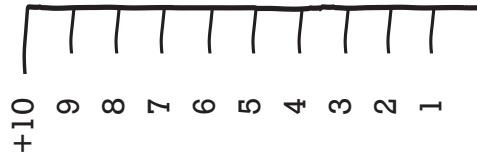
6. Personification



Use this space to set or negotiate success criteria with your class.

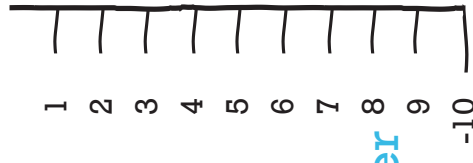
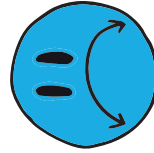
Please ensure that success criteria does not include examples. Please also ensure that there is no modelling or over scaffolding during the Independent Writing Teacher Sequence.

This is a blank planning grid for you to plan your character and plot point sequence.  
(Please decide how many plot points are needed before asking children to start planning.)



Character

Plot point sequence grid consisting of 10 empty circles, each with a small red footprint icon at the bottom.



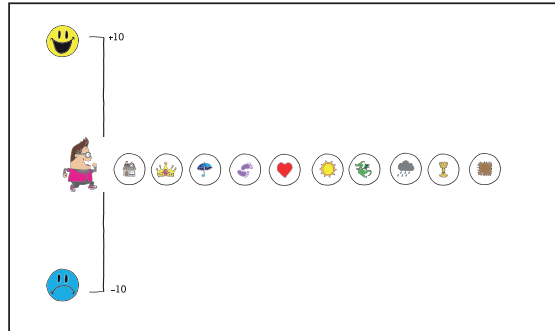
To understand how to  
use this map, please  
read the page titled  
'Narrative Journey'.

# Pupil Pathway...

from planning to independent writing

## Step 1: Plot points

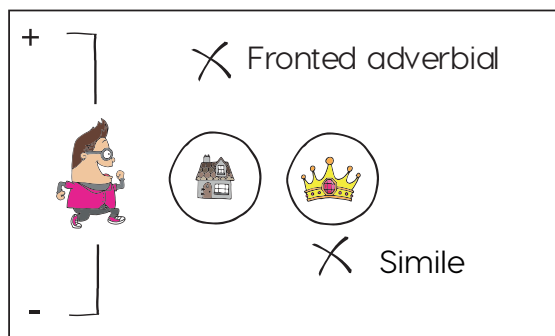
Pupils use a blank narrative map to plan their plot points.



## Step 2: Success criteria plotting

Position success criteria with negative / positive intent on the map.

- Positive fronted adverbial
- Negative simile



## Step 3: Planning sentences to deliver success criteria

Sentences can be added to the narrative map e.g.

Positive fronted adverbial

High in the sky, Ben watched the bird soar gracefully in the shafts of sunlight.

## Steps 4 and 5: Independent writing.

Pupils to be made aware that a plot point should make a paragraph. Children should spend time writing in silence.

# Editing Independent Writing

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Once the independent writing process is over, it is important pupils are given space and time to edit their work. Pupils need to be aware that there are different ways they can improve their writing.

## E1 Edit: The Revise

Edit Type 1: These are often “little” adjustments or changes and tend to fall into one of these categories.

**Spelling**

**Missed or additional words**

**Punctuation**

## E2 Edit: The Rewrite

Edit Type 2: This is crucial and particularly for primary age pupils’ thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn’t make sense, could be restructured or generally improved.

## E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use ‘editing flaps’.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.



# The Writing Rainbow

## A visual display of 'The Three Zones of Writing'

The Writing Rainbow offers a complete view of 'The Write Stuff' methods and systems. This is an excellent tool for teachers and pupils that have adopted the approaches found in Jane Considine's book 'The Write Stuff'.

The poster is perfect for working walls; to add pupil and author examples of sentence types and structures, e.g. a complex/multi-clause sentence, a simile sentence. The poster is organised into three tiers to match the 'Three Zones of Writing'; the FANTASTICs, the Grammaristics and the Boomtastics.

The Writing Rainbow provides guidance for pupils writing at greater depth. Pupils familiar with this poster use it as a visual reminder of the wealth of ways they can showcase flair and select a focus for Deepen the Moment.

The poster is also a bright and colourful reminder that can be referred to during demonstration writing.

Digital and print versions are available to buy from our online shop



Print version

[www.thetrainingspace.co.uk/product/the-writing-rainbow-poster/](http://www.thetrainingspace.co.uk/product/the-writing-rainbow-poster/)

Digital download

[www.thetrainingspace.co.uk/product/writing-rainbow-poster-electronic-version-for-whiteboard-use/](http://www.thetrainingspace.co.uk/product/writing-rainbow-poster-electronic-version-for-whiteboard-use/)