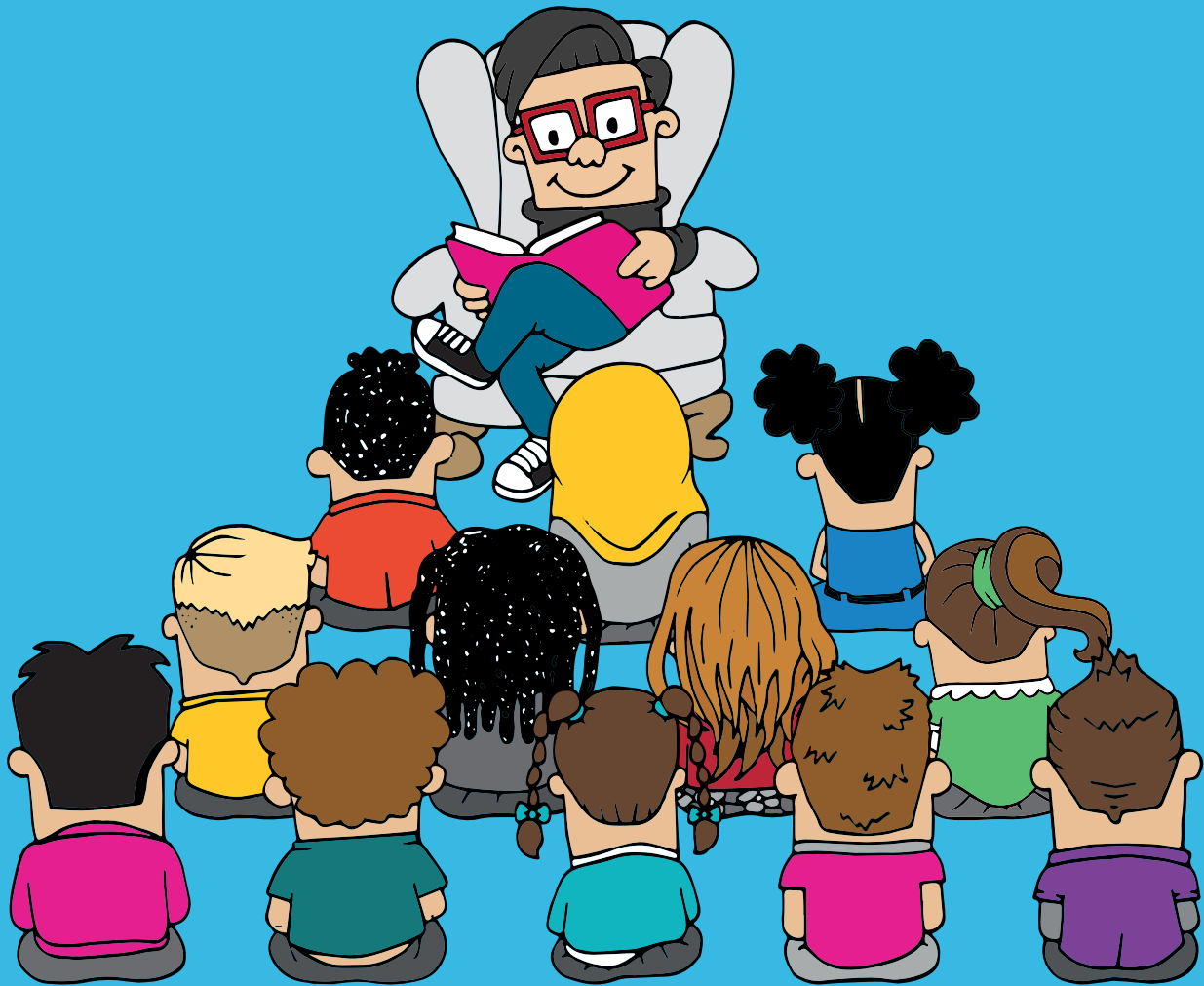


The Write Stuff Unit Plan

Transforming the Teaching of Writing



Based on the book:

Scott Of The Antarctic

by E & J Dowdeswell / Angela Seddon

Text type: Non-Fiction

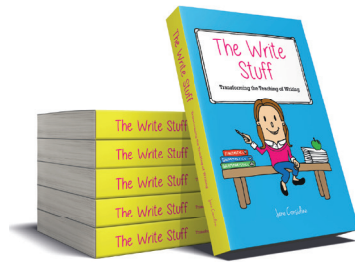
Diary

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
- **Scott Of The Antarctic**
by E & J Dowdeswell / Angela Seddon
<https://www.amazon.co.uk/Scott-Antarctic-Explorer-Evelyn-Dowdeswell/dp/1406245895>



This plan covers 12 teaching days/sessions, split into:

- **Find the Shape Days (2)**
- **Experience Days (2)**
- **Sentence Stacking Days (8)**

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 sparkling work examples. Please get in touch by:

email: info@thetrainingspace.co.uk

Facebook: [The Training Space](#)

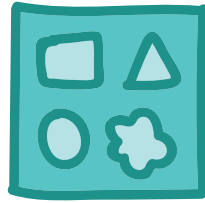
Twitter: [@janeconsidine](#)

For INSET bookings, training courses, unit planning workshops and teaching resources, visit:

www.thetrainingspace.co.uk

Overview of Unit

Please note that non-fiction units are built from three modes of teaching.



Find the Shape

One or two English lessons right at the beginning of a unit are deployed to read a model non-fiction example. Pupils should then be helped to understand it as a visual, jigsaw style shape. This is very directed 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 Non-Fiction Journey

Jigsaw Shapes

Every non-fiction unit requires the teacher to establish the exact shape that needs building. The shape could come from a non-fiction text, film clip or book. We recommend that non-fiction shapes ideally have nine jigsaw style components. These jigsaw pieces need to be shared with pupils from the outset so that they have a clear sense of all the parts of the writing that constitute the non-fiction text type.

Jigsaw Shapes make Sentence Stacking Lessons

There is an example shape for this non-fiction text type included in this unit. As you progress through the unit you will be able to clearly see which jigsaw pieces are being taught/modelled in each Sentence Stacking lesson.

Non-Fiction Map





A non-fiction journey map can also be created as you move through the unit. There is an example included for this non-fiction text type. Individual jigsaw pieces can be plotted on the non-fiction map as pieces are added, use the positive/negative axis to discuss this part of the text and whether it has a positive or negative impact on the reader. Annotations can also be added.

Independent Writing

It is important to map the jigsaw pieces and analyse the highs and lows of the non-fiction text 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 non-fiction, 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 topic for pupils to build their own ideas e.g. a previous history topic for a non-chronological report. This gives pupils real freedom to develop their content around a theme independently.

Teaching Sequence

 DAY 1 Find a shape (Diary)	 DAY 2 Find a shape (Diary)	 DAY 3 Antarctic camping experience	 DAY 4 The worst of conditions
 DAY 5 Salutation / Date / Sequence of events	 DAY 6 Date / Coming to terms	 DAY 7 Date / Digging deep	 DAY 8 Date / Negative impact
 DAY 9 Date / Hope and pray	 DAY 10 Date / Resilience	 DAY 11 Date / The evitable	 DAY 12 Independent Writing Sequence
 DAY 13 Independent Writing Sequence	 DAY 14 Independent Writing Sequence	 DAY 15 Independent Writing Sequence	 DAY 16 Independent Writing Sequence

Key:
 Find the Shape
  English Lesson
  Sentence Stacking Lesson
  Experience Lesson
  Independent Writing Sequence (see appendix)

Find the Shape

Diary

Scott's final diaries:

To those who read this ...

Wednesday 17th January - Camp 69 T. -22 degrees at start. Night -21 degrees.

The Pole. Yes, but under very different circumstances from those expected. We have had a horrible day - add to our disappointment a head wind 4 to 5, with a temperature -22 degrees, and companions labouring on with cold feet and hands. We started at 7.30, none of us having slept much after the shock of our discovery. We followed the Norwegian sledge tracks for some way; as far as we can make out there are only two men. In about three miles, we passed two small caves. Then with the weather overcast, and the tracks being increasingly drifted up and obviously going too far to the West, we decided to make straight for the Pole, according to our calculations. At 12.30, Evans had such cold hands we camped for lunch - an excellent 'weekend one'...the wind is blowing hard, T. - 21 degrees, and there is that curious damp, cold feeling in the air which chills one to the bone in no time. Great God! This is an awful place and terrible enough for us to have laboured to it without the reward of being first. Well, it is something to have got here, and the wind may be our friend tomorrow. ...Now for the run home and a desperate struggle. I wonder if we can do it.

Thursday 18th January

We have just arrived at this tent, 2 miles from our camp, therefore about 1½ miles from the Pole. In the tent, we find a record of five Norwegians having been here. We carried the Union Jack about ¾ of a mile north with us and left it on a piece of stick as near as we could fix it...Well, we have turned our back now on the South Pole and must face our 800 miles of solid dragging - and goodbye to most of the daydreams!

Saturday 17th February

A truly terrible day. Evans looked a little better after a good sleep, and declared, as he always did, that he was quite well. He started in his place on the traces, but half an hour later worked his ski shoes adrift, and had to leave the sledge. The surface was awful, the soft, recently-fallen snow clogging the ski and runners at every step, the sledge groaning, the sky overcast, and the land hazy. We stopped after about one hour, and Evans came up again, but very slowly. Half an hour later he dropped out again on the same plea. He asked Bowers to lend him a piece of string. I cautioned him to come on as quickly as he could, and he answered cheerfully as I thought. We had to push on, there was no alarm at first, and we prepared tea and our own meal.

After lunch, and Evans still not appearing, we looked out, to see him still far off. By this time, we were alarmed, and all four started back on ski. I was first to reach the poor man and shocked at his appearance; he was on his knees with clothing disarranged, hands uncovered and frostbitten, and a wild look in his eyes. Asked what was the matter, he replied with a slow speech that he didn't know, but thought he must have fainted. We got him on his feet, but after two or three steps he sank down again. He showed every sign of complete collapse. Wilson, Bowers and I went back for the sledge, whilst Oates remained with him. When we returned, he was practically unconscious, and when we got him into the tent he died quietly at 12.30a.m. On discussing the symptoms, we think he began to get weaker just before we reached the Pole, and that his downward path was accelerated first by the shock of his frostbitten fingers, later by falls during rough travelling on the glacier and further by his loss of all confidence in himself. Wilson thinks it certain he must have injured his brain by a fall.

It is a terrible thing to lose a companion in this way, but calm reflection shows that there could not have been a better ending to the terrible anxieties of the past week. Discussion of the situation at lunch yesterday shows us what a desperate pass we were in with a sick man on our hands at such a distance from home.

Friday 16th or 17th March

Lost track of dates, but think the last correct. Tragedy all along the line. At lunch, the day before yesterday, poor Titus Oates said he couldn't go on. He proposed we should leave him in his sleeping-bag. That we could not do, and we induced him to come on, on the afternoon march. In spite of its awful nature for him, he struggled on and we made a few miles. At night, he was worse and we knew the end had come.

Should this be found I want these facts recorded. Oates' last thoughts were of his Mother, but immediately before he took pride in thinking that his regiment would be pleased with the bold way in which he met his death. We can testify to his bravery. He has borne intense suffering for weeks without complaint, and to the very last was able and willing to discuss outside subjects. He did not - would not - give up hope till the very end. He was a brave soul. This was the end. He slept through the night before last, hoping not to wake; but he woke in the morning - yesterday. It was blowing a blizzard. He said, 'I am just going outside and may be some time.' He went out into the blizzard and we have not seen him since.

Wednesday 21st March

Got within 11 miles of depot Monday night; had to lay up all yesterday in severe blizzard. Today forlorn hope, Wilson and Bowers going to depot for fuel.

Thursday 22nd or 23rd March

Blizzard bad as ever - Wilson and Bowers unable to start - tomorrow last chance - no fuel and only one or two days' food left, must be near the end. Have decided it shall be natural - we shall march for the depot with or without our effects and die in our tracks.

Thursday 29th March

Since the 21st we have had a continuous gale from W.S.W. and S.W. We had fuel to make two cups of tea apiece and bare food for two days on the 20th. Every day we have been ready to start for our depot 11 miles away, but outside the door of the tent it remains a scene of whirling drift. I do not think we can hope for any better things now. We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far. It seems a pity, but I do not think I can write more.

R. Scott

Last entry

For God's sake look after our people.

Non-Fiction Shape

Diary



Key:



Salutation



Date



Sequence of events



Coming to terms



Digging deep



Negative impact



Hope and pray



Resilience



The evitable

Find the Shape

Diary

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Last entry

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Key:



Salutation



Date



Sequence of events



Coming to terms



Digging deep



Negative impact



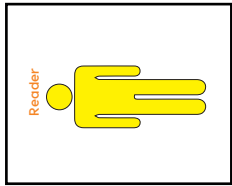
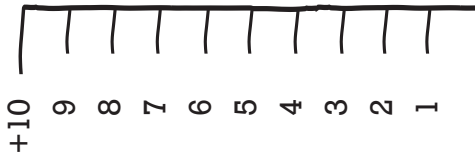
Hope and pray



Resilience



The evitable



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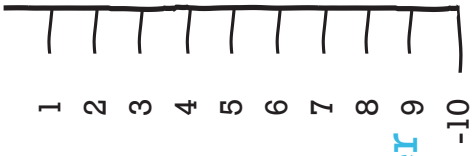
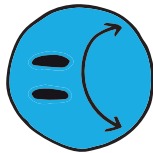
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To understand how to use this map, please read the page titled 'Non-Fiction Journey'.

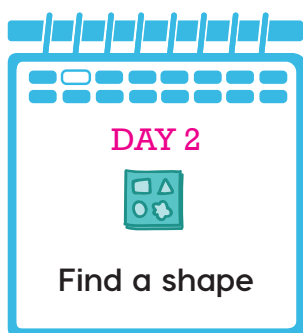


Find the Shape (1)

Learning Objective:

To introduce the diary shape.

- Teacher to read the model text and introduce the shapes to the children. Get the children to be able to explain what the shapes are and what they mean.
- Pupils to re-read the text and place it on a non-fiction map. Discuss how the shapes will support them to build their own.
- Explore the knowledge required to populate these 'meaning making' shapes to another set of dates in the diary. Key question: Why do you think the diary we build might need different shapes?



Find the Shape (2)

Learning Objective:

To recap and re-familiarise with the diary shape.

To pair sentences with the associated shapes to construct a complete diary.

- Pupils to have a cut up text of the model diary text in an envelope/ polly pocket. Pupils to work in mixed attainment pairs. Pupils read the sentences and decide where they belong on our non-fiction shape. Use this as an opportunity to establish the shape clearly and identify important words and vocabulary that give clues to the reader of where sentences belong. e.g. Since the 21st we have...



Experience Day (1)

Learning Objective:

To 'camp' in Antarctic conditions and consider the experiences and feelings of Scott's team.

- Read 'Scott of the Antarctic' (to end of page 20).
- Drama – Group the pupils into 3s and have them imagine they are in small tents during Scott's expedition (they could bring in sleeping bags). Play music of the howling, driving winds and blizzards. They have just found out that Amundsen has beaten them to the South Pole weeks before.
- Print extracts from Scott's final diary entries and give old-looking copies to the children to read www.spri.cam.ac.uk/museum/diaries/scottslastexpedition/page/7/. Discuss the following:
 - How do you feel about Captain Scott and the expedition?
 - How do you feel about how it all ended? If they'd made it to the South Pole first, do you think they might have made it back alive?
 - What might the three have said to each other in the tent? Would they still be hopeful? How would they have kept their spirits up? How did they feel about being beaten to the Pole? About losing their two friends? About their families at home? Would they have blamed anyone for the failure of the expedition?
 - Would they have used humour to keep their spirits lifted? (Explain that in some of Scott's earlier diaries he wrote about 'best feet' competitions between the men as they compared the damage from severe frostbite).



Experience sessions should be rinsed for vocabulary using The FANTASTICs.





Experience Day (1)

Learning Objective:

To further explore the experiences and feelings of men on Scott's expedition.

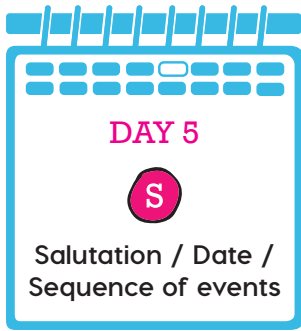
- Read the rest of 'Scott of the Antarctic'.
- Look at the photos and captions at:
- <https://news.nationalgeographic.com/news/2012/01/pictures/120117-scott-south-pole-anniversary-hundred-years-science/>
- Group the children and have them act out and freeze-frame a picture. What are the men doing? What might they be saying or thinking?
- Take black and white photographs of the children in freeze-frame and make either a timeline of events or blog pictures and captions.
- Imagining: Show a picture of the final five men (Lawrence Oates, Henry Bowers, Robert Scott, Edward Wilson, Edgar Evans) at the South Pole. Note: Keep this on display for the writing tasks so that children can use their names in their diaries.
- Bring in layers of heavy winter clothing and a wooden sledge with heavy objects loaded. Choose pupils to dress up in all the clothing. Show a clip of an Antarctic blizzard and have a pupil try to pull the sled, imagining they are battling against the winds.
- How do they feel?
- Does the clothing make it harder?
- What can they see? Is it difficult to see anything at all in the snow storm? Remind the children there would have been no landmarks to help the explorers.



Experience sessions should be rinsed for vocabulary using The FANTASTICs.



Sentence Stacking Lesson 1



Shapes

Learning Objective:

To write effective sentences for a diary.

Steps to Success:

Verbs ('ing') x3 opener

Noticing & parenthesis

Imagining & relative clause

Initiate

Model

Enable

Learning chunk 1

Verbs ('ing') x3 opener

- Show the National Geographic and freeze-frame photographs from Experience Day (2).
- Collect 'ing' verbs for some of the men's activities – pushing through ice; observing; plotting; praying the boat would cut through the ice; dreaming/ daydreaming of glory; transporting cargo; settling the animals.
- Introduce language for the Terra Nova – wooden whaler, marine maiden, seafaring sailor, polar voyager.

Verbs ('ing') x3 opener

Provided opener: 7th January, 1911. To those who read this...
Teacher model: After urging our wooden whaler through the clenching pack ice, emptying the ship of its cargo and constructing for days, we finally moved into our hut at Cape Evans today.

Verbs ('ing') x3 opener

Pupils to include three verbs describing activities of Scott's team.
HA: Include hopes/concerns Scott might have had at this point.
HA: Deepen the moment.

Learning chunk 2

Noticing & parenthesis

- Show Scott's 50 x 25ft. hut, <https://video.nationalgeographic.com/video/news/0000014b-7ac5-dcb2-a96b-fed5ef940002>
- Share the National Geographic photo 'By the Blubber Stove'. Explain it gave great heat but smelt of blubber.
- Collect 'feelings' vocabulary for the hut – elated, cosy, homely, warm, comfortable, pleasant, snug, relieved.
- Model how to add extra information using parenthesis.

Noticing & parenthesis

Teacher model: Calling it a hut seems a little unfair, as I'm simply overwhelmed with its size – having two ward rooms for the officers and scientists – and its cosy, welcoming kitchen.

Noticing & parenthesis

Add extra information about the hut, using parenthesis.
HA: Deepen the moment.

Learning chunk 3

Imagining & relative clause

- Show a map of the men's route (page 18) and locate Cape Evans. Explain it was chosen for proximity to the Ross Ice Shelf (starting point for expedition).
- Collect facts – The Ross ice shelf was an ideal base location. It was the size of France. Cape Evans was at the foot of the Ross Ice Shelf.
- Show how to combine these sentences creating relative clauses.

Imagining & relative clause

Teacher model: With easy access to the Ross Ice Shelf, a France-sized piece of ice, I'm sure this will be an ideal location for the start of our trek.

Imagining & relative clause

Relative clause
Explain why they chose Camp Evans for their base, using an embedded relative clause (with or without a relative pronoun which/that).
HA: Deepen the moment.

*HA = Higher Attainers



Shapes

Sentence Stacking Lesson 2

Learning Objective:

To write effective sentences for a diary.

Steps to Success:

Precise verb & feelings

Simile & noun phrase

Feeling & subordinate conjunction

Initiate

Model

Enable

Learning chunk 1

Precise verb & feelings

- Discuss how Antarctic life differed negatively from home – long hours of darkness; cold weather making chores difficult; homesickness; feeling low; stark landscape.
- Show pictures of what the men did to keep their spirits up – played pianola (a portable piano); sang songs; listened to the gramophone; constructed models; read books; wrote diaries; painted pictures.

Precise verb & feelings

Provided date: 8th June, 1911.
Teacher model: It's taken us a while to adjust to the uninterrupted darkness of the polar night and some of the men have entertained us by playing the pianola (although I am far from mastering this yet).

Precise verb & feelings

Open with one of the hardships they faced, then use a precise verb to describe an entertainment form.
HA: Include personal feelings.

Learning chunk 2

Simile & noun phrase

- Show the Southern Lights (Aurora Australis) www.bbc.co.uk/programmes/p06rj0yg and collect
- verbs – billowing, dancing, rippling, snaking, streaming, spreading, rolling, trickling, ebbing, swelling.
- Gather colour words – emerald, luminous, golden like honey, kaleidoscope of inky darkness.
- Create similes – streaming hypnotically across the sky like entranced snakes; sweeping across the black canvas like an artist's brush; like swells of golden waves breaking against the black ocean; majestic chariots; droplets trickling; galloping horses.

Simile & noun phrase

Teacher model: Tonight was a special treat for us. The black-canvassed skies became painted with huge curtains of emerald and golden-pink waves, which rippled and spread like a sheet billowing in the wind.

Simile & noun phrase

Describe the Southern Lights using expanded noun phrases and a simile.
HA: Include Scott's personal views.
HA: Deepen the moment.

Learning chunk 3

Feeling & subordinate conjunction

- Collect subordinate conjunctions for opposition – although, while, whilst, even though, in contrast to.
- Model a sentence – e.g. Although Scott was impatient to start the race for the South Pole, the team had to wait for warmer weather.

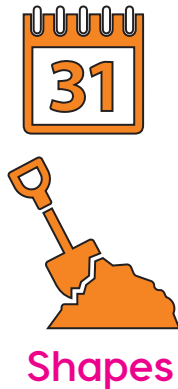
Feeling & subordinate conjunction

Teacher model: Although the men are kept busy with their investigations, I am keen to set off as soon as the temperatures increase.

Feeling & subordinate conjunction

Use an opposing conjunction to convey Scott's wishes versus the reality.
HA: Include deeper feelings.
HA: Deepen the moment.

*HA = Higher Attainers



Sentence Stacking Lesson 3

Learning Objective:

To write effective sentences for a diary.

Steps to Success:

Imagining & short sentences  

Feeling 

Fronted adverbial 

Initiate

Model

Enable

Learning chunk 1

Imagining & short sentences

- Explain that short sentences can convey both excitement as well as tension/sadness. Scott is excited and has little time to write. Collect examples of short sentences showing excitement.

Imagining & short sentences

Provided date: 1st November, 1911
Teacher model: The day has finally arrived!

Imagining & short sentences

Pupils to write a short sentence, with exclamation mark, that shows Scott's joy at finally setting off.
HA: Deepen the moment.

Learning chunk 2

Feeling

- Show a picture of the sleds and men ready on the sea ice. Imagine Scott quickly jotting in his diary before packing it away to set off on what could be a world-famous expedition.
- Hot-seating – pupils to interview Scott before he sets off. How is he feeling? Does he have any concerns?

Feeling

Teacher model: I've not much time to write as the increasingly warm weather has allowed us to forge on with our plans and the sleds sit waiting on the sea ice. It's hard to believe this is finally happening!

Feeling

Convey his feelings (excitement/impatience/concerns). HA: Include details he might write to his family.
HA: Deepen the moment.

Learning chunk 3

Fronted adverbial

- Show the picture of Scott working on his trip (page 13) and collect words for careful thought – deliberation, consideration, assessment, contemplation.
- <https://news.nationalgeographic.com/news/2013/10/131025-antarctica-south-pole-scott-expedition-science-polar/>
- Create a detailed list of the people, equipment and animals on the expedition.

Fronted adverbial

Teacher model: After much deliberation, the party comprises: 16 men, 5 tents, 10 ponies, 23 dogs, 13 sledges and several pairs of skis.

Fronted adverbial

Begin with an adverbial (emphasising the careful consideration), then use a colon to introduce the list of people and equipment. HA: Use extended noun phrases.
HA: Deepen the moment.

*HA = Higher Attainers

Sentence Stacking Lesson 4



Shapes



Learning Objective:

To write effective sentences for a diary.

Steps to Success:

Simile & imagining  

Subordinate conjunction & touching  

Personification & action  

Initiate

Model

Enable

Learning chunk 1

Simile & imagining

- Explain that the team's progress is painfully slow because of the sticky ice and storm-force winds. The men are suffering emotionally and physically.
- Explore similes to describe how the weather has hampered progress – like a hand pushing against their chests; like travelling through treacle; like barging upstream against an almighty current; as if the horizon was sucking them back; like hauling through quicksand, like trying to fly with no wings.

Simile & imagining

Provided date: 18th December, 1911
Teacher model: The last month, we've had to haul the heavy sledges across a soft, sticky icy surface which is like dragging an anchor through wet sand.

Simile & imagining

Pupils to begin with an adverbial and describe the difficulties of the weather and ground conditions (using a simile).
HA: Show Scott's exasperation.
HA: Deepen the moment.

Learning chunk 2

Subordinate conjunction & touching

- Collect conjunctions for cause and effect – consequently, therefore, as a result, because of this.
- Gather negative words for the state of the men's minds/bodies – irritated, battered, weary, weakened, wind-scoured, isolated, sleep-deprived, bludgeoned, ransacked, intimidated, bullied, blizzard-bitten.

Subordinate conjunction & touching

Teacher model: Consequently, progress is slowed to a crawl and the men are miserable; their bodies battered and blizzard-bitten.

Subordinate conjunction & touching

Begin with a causal conjunction and explain the effects on their progress and the men's minds and bodies.
HA: Deepen the moment.

Learning chunk 3

Personification & action

- Generate a bank of negative adverbials – alarmingly, regrettably, sadly, unfortunately, tragically.
- Personify the negative weather with violent action words – forcing, refusing, beating, battering, shoving, pushing, driving, wrenching, dragging.
- Build these into phrases – brutal blizzards forcing us to camp early; refusing to warm up all day; regrettably stingy with its heat; plunging temperatures chasing us to our tents; winds unrelenting in their beatings, bank of clouds sneering overhead; grey bank of clouds marching towards us.

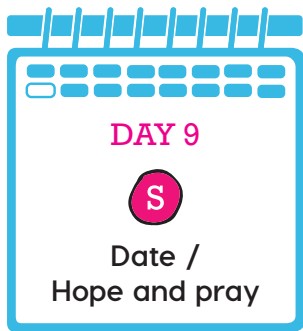
Personification & action

Teacher model: Regrettably, the sun has been stingy with its heat again, forcing us to pitch our tents to get some respite from this barren world's beating. Should we turn back?

Personification & action]

Open with an adverbial and personify the weather. End with a question showing the doubts in Scott's mind.
HA: Deepen the moment.

*HA = Higher Attainers



Shapes

Sentence Stacking Lesson 5

Learning Objective:

To write effective sentences for a diary.

Steps to Success:

Checking & personification  

Feeling & subordinate conjunction  

Feeling & modal verbs  

Initiate

Model

Enable

Learning chunk 1

Checking & personification

- Play blizzard sounds and personify the weather again – howling wind, furious snow drifts, groaning, moaning, growling, threatening, suffocating.
- Conduct a conscience alley for Scott's team's inner thoughts – negative side (weak/suffering/keen to turn back); positive side (determined/set on victory/almost there/not wishing to give up).
- Should they continue? Should they turn back? How will it feel for them to be the first to reach the pole? Have the class vote on whether to turn back or continue their venture.

Checking & personification

Provided date: 2nd January, 1912.
Teacher model: Yesterday evening, with the snow drifts threatening to bury us alive, we voted to continue our voyage.

Checking & personification

Pupils to begin with an adverbial for when the meeting took place, personify the sounds/weather outside the tent and report that a vote went in favour of continuing the expedition. HA: Explain any opposing views that were voted down by the majority.
HA: Deepen the moment.

Learning chunk 2

Feeling & subordinate conjunction

- Collect subordinate conjunctions for opposition – although, while, whilst, even though, in contrast to, despite.
- Explore vocabulary for the conditions the men have to face – most arduous, horrendous, plummeting temperatures, unwelcoming, inhospitable, inhumane, soul-sucking, destructive, desolating.

Feeling & subordinate conjunction

Teacher model: Despite the arduous task still ahead, the men feel it is their duty to continue.

Feeling & subordinate conjunction

Using a conjunction for opposition, explain the men's determination to continue in spite of the risks.
HA: Deepen the moment.

Learning chunk 3

Feeling & modal verbs

- List modal verbs – would, could, might, may, must, shall, can, should, will.
- How might Scott feel about continuing the journey? His men are supporting him. Will he be proud, scared, happy? What would he wish for most at this point?

Feeling & modal verbs

Teacher model: I only wish I could describe to you the absolute determination of these men to be the first to reach the South Pole. I hope the weather might be more forgiving tomorrow.

Feeling & modal verbs

Open with the personal pronoun 'I' and use a modal verb to say how Scott feels about his men's decision and his hopes for tomorrow.
HA: Deepen the moment.

*HA = Higher Attainers



Shapes

Sentence Stacking Lesson 6

Learning Objective:

To write effective sentences for a diary.

Steps to Success:

Oxymoron & fronted adverbial

Precise verb

Imagining & subordinate conjunction ('if')

Initiate

Model

Enable

Learning chunk 1

Oxymoron & fronted adverbial

- Explain an oxymoron and give examples – deafening silence, awfully good, pretty ugly.
- Collect examples based on the men's joy/relief at reaching the South Pole but disappointment they'd been beaten to it – sad victory, proud failure, pleasing defeat, depressing win.

Oxymoron & fronted adverbial

Provided date: 17th January, 1912
Teacher model: A triumphant loss!
Regrettably, we have been beaten to victory.

Oxymoron & fronted adverbial

Use an oxymoron in a short sentence about the team being beaten to the South Pole.
HA: Deepen the moment.

Learning chunk 2

Precise verb

- Ask pupils how Scott would have felt towards Amundsen's team – angry, resentful, envious.
- Gather words to describe his feelings of exhaustion/defeat and organise from low to high intensity – thwarted, beaten, defeated, overwhelmed, battered, bruised, pulverised, thrashed.

Precise verb

Teacher model: Amundsen and his men have pulverised us.

Precise verb

Describe what Amundsen and his men have done to them.
HA: Deepen the moment.

Learning chunk 3

Imagining & subordinate conjunction ('if')

- Hot-seat Scott feeling the burden of responsibility – I feel ashamed; I've made a disastrous mistake; I feel personally responsible; I should have done things differently.
- Discuss theories for the failure – heavy equipment; Bowers left his skis and slowed the party; clothing not warm enough; lack of food; hauled sleds themselves as Scott believed it was cruel to use dogs.

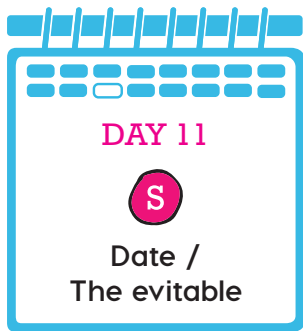
Imagining & subordinate conjunction ('if')

Teacher model: I feel personally responsible; if I'd kept the skis for longer we could have travelled across the ice far more quickly.

Imagining & subordinate conjunction ('if')

Begin with a personal declaration from Scott and use an 'if' conjunction to explain something he could have done differently.
HA: Deepen the moment.

*HA = Higher Attainers



Shapes

Sentence Stacking Lesson 7



Learning Objective:

To write effective sentences for a diary.

Steps to Success:

Adjectives

Subordinate conjunction

Personification & feeling  

Initiate

Model

Enable

Learning chunk 1

Adjectives

- Re-read the diary extracts where Oates and Evans die and display the picture of the final five men. How would the dead men want to be remembered? Collect adjectives – strong, determined, committed, loyal, great, fearless, steadfast, heroic, courageous, brave, valiant, bold, gallant, noble, exceptional, special.
- Explain euphemisms and give pupils examples of the ones used for death – lost, lost their battle, relented, gave up their fight, now at peace, now resting, perished, struck down, joined other heroic explorers.

Adjectives

Provided date: 29th March, 1912.
Teacher model: A truly terrible day! In spite of all our efforts, our brave, strong, fearless companions, Evans and Oates, are lost to this unforgiving world.

Adjectives

Open with a strong negative exclamation. Explain what happened to the two men, using three positive adjectives to describe them. HA: Use expanded noun phrases.
HA: Deepen the moment.

Learning chunk 2

Subordinate conjunction

- Discuss the depots en-route, where they left food/fuel supplies for the return journey. Their bodies were discovered only 11 miles from the next one. Stalled by a fierce blizzard, they ran out of food and fuel.
- Collect opposition conjunctions – however, nevertheless, on the other hand, instead, although.
- List negative weather words – cruel, relentless, atrocious, unforgiving, malicious, wicked, vile, venomous.

Subordinate conjunction

Teacher model: It was really warm.
Provided sentence: Tragedy still shadows us and food supplies disappeared days ago.
Teacher model: Every day, we have planned to start for the depot 11 miles away; however, outside remains a ferocious furnace of snow drifts.

Subordinate conjunction

Begin with a time adverbial and say how the men planned to set off for the depot. Then use a subordinate conjunction to say how the weather prevented this. HA: Use alliteration or a simile.
HA: Deepen the moment.

Learning chunk 3

Personification & feeling

- Scott wrote, "Had we lived, I should have had a tale to tell of the hardihood, endurance and courage of my companions which would have stirred the heart of every Englishman." Hot-seat as Scott in his final days. How might he feel about this place now? The weather? Loss of friends? His own life?
- Personify the weather/South Pole to show his lost battle – the Snow Queen isn't prepared to release us; the ruthless ice queen is unforgiving; the South Pole has won; we have succumbed to this brutal giant.

Personification & feeling

Teacher model: I can hardly write. The snow queen isn't prepared to release us. I want all to know that my friends have been admirable to the end. Please look after my family.

Personification & feeling

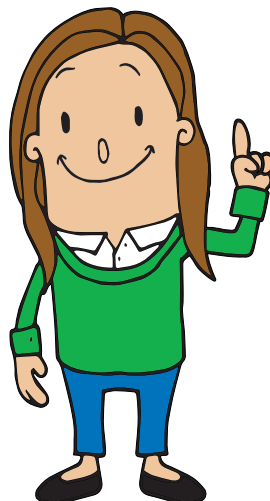
Describe Scott's final thoughts and feelings. HA: Deepen the moment.
HA: Deepen the moment.

*HA = Higher Attainers

Appendix

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

Diary

7th January, 1911.

To those who read this...

After urging our wooden whaler through the clenching pack ice, emptying the ship of its cargo and constructing for days, we finally moved into our hut at Cape Evans today. Calling it a hut seems a little unfair, as I'm simply overwhelmed with its size – having two ward rooms for the officers and scientists – and its cosy, welcoming kitchen. With easy access to the Ross Ice Shelf, a France-sized piece of ice, I'm sure this will be an ideal location for the start of our trek.

8th June, 1911.

It's taken us a while to adjust to the uninterrupted darkness of the polar night and some of the men have entertained us by playing the pianola (although I am far from mastering this yet). Tonight was a special treat for us. The black-canvassed skies became painted with huge curtains of emerald and golden-pink waves, which rippled and spread like a sheet billowing in the wind. Although the men are kept busy with their investigations, I am keen to set off as soon as the temperatures increase.

1st November, 1911

The day has finally arrived! I've not much time to write as the increasingly warm weather has allowed us to forge on with our plans and the sleds sit waiting on the sea ice. It's hard to believe this is finally happening! After much deliberation, the party comprises: 16 men, 5 tents, 10 ponies, 23 dogs, 13 sledges and several pairs of skis.

18th December, 1911

The last month, we've had to haul the heavy sledges across a soft, sticky icy surface which is like dragging an anchor through wet sand. Consequently, progress is slowed to a crawl and the men are miserable; their bodies battered and blizzard-bitten. Regrettably, the sun has been stingy with its heat again, forcing us to pitch our tents to get some respite from this barren world's beating. Should we turn back?

2nd January, 1912

Yesterday evening, with the snow drifts threatening to bury us alive, we voted to continue our voyage. Despite the arduous task still ahead, the men feel it is their duty to continue. I only wish I could describe to you the absolute determination of these men to be the first to reach the South Pole. I hope the weather might be more forgiving tomorrow.

17th January, 1912



A triumphant loss! Regrettably, we have been beaten to victory. Amundsen and his men have pulverised us. I feel personally responsible; if I'd kept the skis for longer we could have travelled across the ice far more quickly.

29th March, 1912.

A truly terrible day! In spite of all our efforts, our brave, strong, fearless companions, Evans and Oates, are lost to this unforgiving world. It was really warm. Provided sentence: Tragedy still shadows us and food supplies disappeared days ago. Every day, we have planned to start for the depot 11 miles away; however, outside remains a ferocious furnace of snow drifts. I can hardly write. The snow queen isn't prepared to release us. I want all to know that my friends have been admirable to the end. Please look after my family.

Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

1	 <p>RECAP SENTENCE STACK – “AUDIENCE + PURPOSE”</p> <p>Key features:</p> <ul style="list-style-type: none"> Clarify writer’s intent. Sharpen purpose. Consider overall impact – effective aspects. “The national curriculum is clear that writing should also be produced through discussion with the teachers and peers.” 	2	 <p>DRAW OUT SUCCESS CRITERIA</p> <p>Key features:</p> <ul style="list-style-type: none"> Co-construct success criteria from unit of work. Do provide examples. Story – 9 plot points = 9 success criteria/non-fiction. 8 shapes = 8 success criteria. “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.” 	3	 <p>EXPERIENCE</p> <p>Key features:</p> <ul style="list-style-type: none"> Memorable. Stimulates imagination (story). Build knowledge (non-fiction). “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.” 	4	 <p>PLAN WRITING</p> <p>Key features:</p> <ul style="list-style-type: none"> Use maths paper. Plot success criteria. Consider writing ideas, techniques and grammar. “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.” 	5	 <p>INDEPENDENT WRITING</p> <p>Key features:</p> <ul style="list-style-type: none"> Paced out chunks of time. In silence. Chance to build stamina. “Pupils writing upon which teachers base their judgements must be produced independently.” 	6	 <p>TEACHER MARKS FOR EDITING</p> <p>Key features:</p> <ul style="list-style-type: none"> All work marked through the three ways of editing. Pupils not told how to improve. Teacher models good editing processes with an exemplified piece. “...not independent when the pupil has been directed to change specific words.. or when incorrectly spelt words have been identified.” 	7	 <p>PUPILS EDIT WORK</p> <p>Key features:</p> <ul style="list-style-type: none"> Interrogate work through five lenses e.g. Spelling, punctuation, re-read, rewrites, add more. Provide quality time to make amendments. Pupils are clear about different strategies for improvement. “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.” 	8	 <p>FINAL JUDGEMENT</p> <p>Key features:</p> <ul style="list-style-type: none"> Quick comparative judgement. Intensive assessment of ‘grey’ area writing. Weaknesses fed into next teaching cycle. “ a degree of subjectivity is needed to assess it. Teachers are therefore afforded more flexibility in reaching a rounded judgement.”
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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



6. Personification

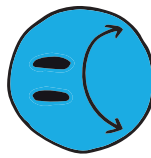
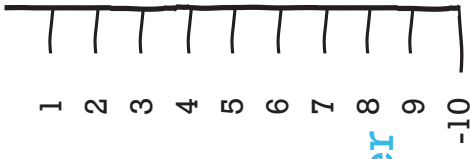
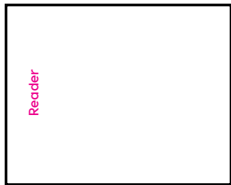
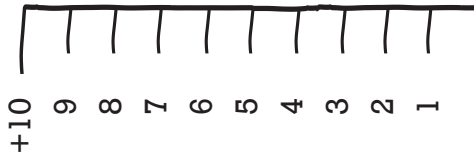


Use this space to set or negotiate success criteria with your class.

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.

Non-Fiction Map

This is a blank planning grid for you to plan the jigsaw shapes needed to create your complete non-fiction text.
(Please decide how many shapes are needed before asking children to start planning.)



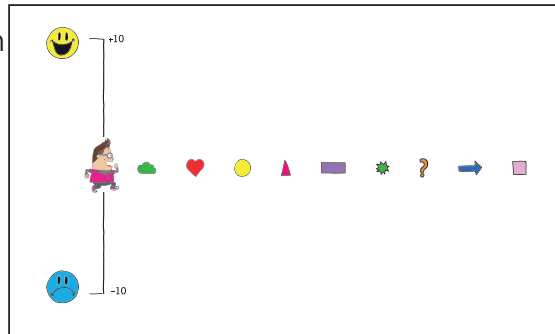
To understand how to use this map, please read the page titled 'Non-fiction Journey'.

Pupil Pathway...

from planning to independent writing

Step 1: Jigsaw Pieces

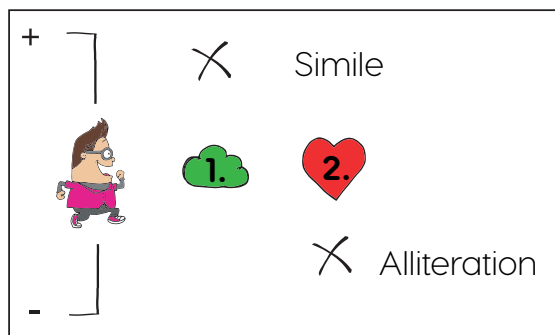
Pupils use a blank non-fiction map to plan their jigsaw pieces.



Step 2: Success criteria plotting

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

- Positive simile
- Negative alliteration



Step 3: Planning sentences to deliver success criteria

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

Positive simile

Once the chase is on, the cheetah is as fast as a speeding train.

Steps 4 and 5: Independent writing.

Children should spend time writing in silence.
This could be chunked into smaller blocks of time.

Editing Independent Writing

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/

Digital download

www.thetrainingspace.co.uk/product/writing-rainbow-poster-electronic-version-for-whiteboard-use/