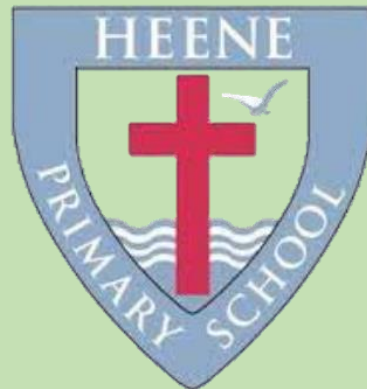


I AM A **CLEVER**
WRITER

teaching teachers to teach writing

I Am A Clever Writer

Teaching Writing at Heene



Aims of the Clever Writer approach

- Ensure a consistent approach to writing across the school
- Base writing opportunities on high-quality texts
- Explicitly model writing skills in a progressive way across the school
- Embed high expectations for ALL writing ALL of the time

Success at Heene

Year 1 - Progress in 7 weeks

Wednesday 4th January
WALT: To write about past events.

ABC word because un






I got to the park playing with my friends



Star Writing - Retell

Wednesday 24th March 2020
WALT retell the story of We're Going on a Bear Hunt

ABC • The

First	Next	Then	After that	Finally
				

First they got to the
grass. The grass was

The mud was squishy.
After that they got to the
forest. The forest was
cold. Finally they got to
the cave. The cave was
dark. They went in. Itse

Success at Heene

Firstly, I would love to tell you how much I have been missing you on the Kote.

How are you? I've been dying to know!

I cannot wait to see you, and I hope you've been keeping well.

Thursday

I finally arrived at Little Wymondley late on Thursday afternoon. And to my surprise it was a nice community.

I have to admit the ride wasn't that good, unfortunately.

I was determined to be brave.

You told me to be brave and I was, that brave.

I could not stop thinking you so it was a pain about the last time I saw you when you hugged me at the station.

I miss you.

When I got off the train, a bustling officer, who was very strict, escorted me to my new house, my first impression.

Charles Darwin was born in a small town, named Shrewsbury in England, he was born on 12th February, 1809. Charles was born into a large family that consisted of 1 adult and 6 children. Sadly Charles' mother died when he was 8. His dad was interested in becoming a doctor, and Charles' dad wanted him to follow his footsteps. Unfortunately, Charles was not interested. After Charles Darwin finished boarding school, he joined medical school. Although during his time he discovered he had the gear of blood, therefore he carried on with being interested in nature.

Success at Heene

WALT: To write...

I LOVE The presents.

I LOVE The baking.

I LOVE watching movies.

I LOVE being with my family.

I LOVE playing.

I LOVE The crism tree.

I LOVE The beach.






unaided
Faith used a...

Star Writing - Retell

Wednesday 8th March 2023

WALT retell the story of We're Going on a Bear Hunt

asc. The

First	Next	Then	After that	Finally
				

First they got to the grass,
The grass ^{was} cold and wet.

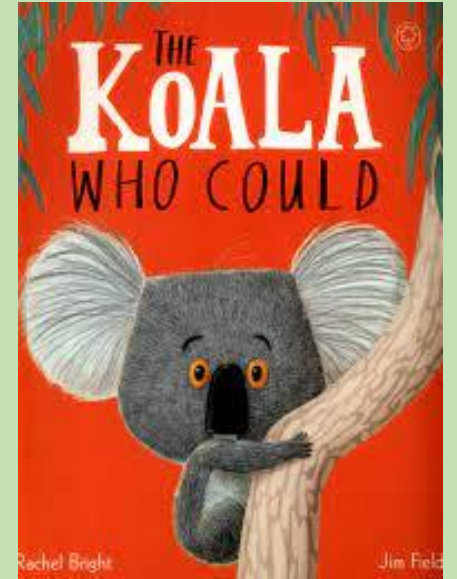
Next they got to the river.
The ^{river} was wobbly and
The grass was long.

Then they got to the
mud. The mud was cold and
wet.

After that they got to
the grass. The grass was big

Step 1 – Choose text and genre

- Ensure the book you choose can be accessed by ALL – don't pitch too high in terms of reading level
- Choose the genre *carefully* by considering what skills your children need to work on
- Link writing to topics across the curriculum



Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Key text:	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:
The Explorer	Lifesize Rainforest	Muhammad and the ants (studied in RE)	The Fantastic Jungles of Henri Rousseau (studied in Art)	The Midnight Panther	The Memory Tree (studied in RSHE)	All About Trees (studied in Guided Reading)	A Koala Who Could (studied in RSHE)
Genre of writing:	Genre of writing:	Genre of writing:	Genre of writing:	Genre of writing:	Genre of writing:	Genre of writing:	Genre of writing:
Setting description	Descriptive non-fiction	Re-telling	Biography	Story opening	Diary	Explanation	Retelling
Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:
Prepositions, powerful verbs, expanded noun phrases	Possessive apostrophe, similes as sentence openers, fronted adverbials of time	Plural apostrophes, direct speech, fronted adverbials of manner	Coordinating conjunctions, subordinating conjunctions	Ambitious adjectives, show not tell	Rhetorical questions, contractions, short sentences for impact	Adverbials of time, adverbials of frequency,	Fronted adverbials of place, direct speech

Step 3 – Write your WAGOLL

- Your WAGOLL is based on the text and provides the children with a good example of how to use the skills in the chosen genre

In the depths of the vibrant rainforest, there once lived a solitary panther. The forest was full of mystery and adventure. When the vivid sun seeped through the clustered leaves, Panther trailed after kaleidoscopic butterflies and frolicked in the clear waters of the trickling stream. As night fell and the deserted forest became draped in darkness, Panther scaled the tall, towering trees. His dream was to reach the highest tree under the luminous stars but every time he tried to climb it, something stopped him.

Step 4 – Plan your unit of writing

- A unit of writing lasts ONE WEEK only

Lesson 1:

Introduce text and show understanding e.g. sequencing events, describing a character, writing factual statements

Lessons 2-4:

Skills practise (either 2 or 3 skills)
One skill each lesson

Lesson 5:

Star Write – children use the skills they have learnt to complete their independent writing (inspired by the teacher's WAGOLL)

Weekly planning

- Each lesson follows the same structure:

Step 1
Spelling focus
for the week
(based on
Spelling Shed)
5 mins

Step 2
Review “I Am A
Clever Writer
because I can
use...” Children
to verbalise and
explain

Step 3
Introduce/recap
skill to be
focused on
Read and show
WAGOLL –
highlight
examples of the
skill

Step 4
Teacher
explicitly
models how to
use the skills in
FULL sentences
(based on the
text)

Step 5
Children write
FULL sentences
in their books
using the skill
that has been
modelled

Lesson 2 – Expanded noun phrases

Step 1: Spelling focus – 5 mins at the beginning of the lesson

Plural possessive apostrophe: girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's

Step 2: Review I am a Clever Writer because I can use...

Prepositional phrases, powerful verbs, expanded noun phrases, possessive apostrophes, similes as sentence openers, fronted adverbials of time, plural apostrophes, direct speech, fronted adverbials of manner, co-ordinating conjunctions, subordinating conjunctions, ambitious adjectives, show not tell, rhetorical questions, contractions, short sentences for impact, adverbials of time, adverbials of frequency, fronted adverbials of place, interesting vocabulary, emotive sentences, personification, metaphors, sensory words

Teaching input and outcomes

Step 3: WAGOLL focus

Can you remember what an expanded noun phrase is? Can you give examples? Let's spot them in our WAGOLL...

Step 4: What you need to explicitly model (and add to learning wall)

Model how to write sentences related to the story using expanded noun phrases.

Out of my window, I see a gushing river.

I imagine myself sailing on a small, silver boat.

My boat head out to the distant horizon where the sun is setting.

The river speed past a tumbling waterfall.

In the endless jungle, the river darts through the swaying trees.

Step 5: What the children do in their books (SEND, MA)

Write FULL sentences using expanded noun phrases.

SEND: Children to use Widget sheet to match the noun to the adjective and then put it into a sentence.

Challenge – Can you incorporate other skills into your sentences?

Working walls

- The English working wall must display previously taught skills and the current unit of writing

Does the learning wall reflect the current learning in English?	
Are the skills clear?	
Is there examples of teacher modelling?	
Are all previously taught skills listed?	
Are the letter-join letters included?	

ENGLISH

I am a Clever Writer

the tropical endless trees

because I use...

prepositional phrases.

powerful verbs

expanded noun phrases

prepositional phrases
under above behind

powerful verbs
roaming fluttering swaying

expanded noun phrases
the tropical endless trees

Below the adj., adj. noun ...

Inside the adj., adj. noun ...

In front of the adj., adj. noun ...

Next to the adj., adj. noun ...

Above the adj., adj. noun ...

Behind the adj., adj. noun ...

high above the forest floor

creeping

escaping

gushing

fluttering

swaying

towering

emerging

lurking

crawling

howling

roaming

trekking

venturing

swaying

plunging

wandering

the mysterious

the endless

the exotic

the speckled

the lush

the dense

the humid

the ferocious

tangled (noun)

unexplored (noun)

muscular (noun)

scaly (noun)

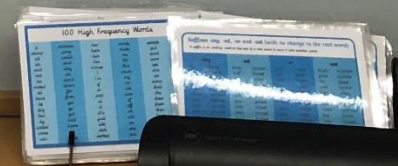
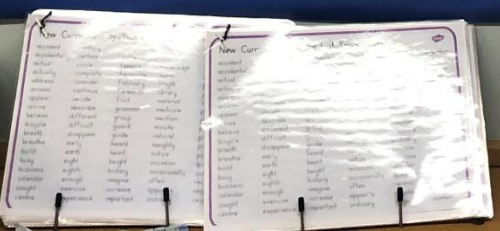
(noun)

(noun)

hostile (noun)

(noun)

a b c d e f g h i j k l m n o p q r s t u v w x y z





ENGLISH

I am a Year 1 clever writer because ...

- I write my letters correctly.
- I say my sentence.
- I start a sentence with a capital letter.
- I use a finger space between words.
- I end a sentence with a full stop.

both hands on the paper
start on the line
use short letters
tall letters touch the line
descenders drop below the line

ABC
capital letters



●
full stops

- All letters sit on the line.
- Use short letters.
- Both hands on the table.
- Tall letters touch the line.
- Descenders fall below the line.

c c c c c a a
a a a a d d d
g g g g q q q q e e
e e s s s s
f

My handwriting should look like this...

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z



Exciting English

Similes
(use like
or as to
compare)

Pepper was
knowledgable like a
teacher

Many years rolled
by like waves

News spread like
wildfire

Men marched
like ants

which was as
long as a tree

Skill
One

Luckily

Cautiously

Suddenly

Openers of
manner

Happily

Lovingly

As quick as a
flash



Skill
Two

Sadly, the egg did not hatch.

Lovingly, Mr Gramzay looked after animals.

Happily, the penguins lived in a zoo.

Eagerly

Sadly

Joyfully

Contracted
words

could not



couldn't

should not



shouldn't

would not



wouldn't

was not



wasn't

did not



didn't

she had



she'd

he had



he'd

First a glum penguin

knocked at the door

but the boy didn't ~~at~~


know where it had come

from.

'hop on my tail!'
Eleanor

(MS) encouragement to keep writing
(U) writing skill.


W/b Monday 16th January 2023 Key Text: The Gingerbread Man
FA: Write a caption or labels for a picture in the story.



run as fast as you can
Merron

I'm a clever
Writer because I
used finger spaces.
-Merron

W/b Monday 16th January 2023 Key Text: The Gingerbread Man
FA: Write a caption or labels for a picture in the story.



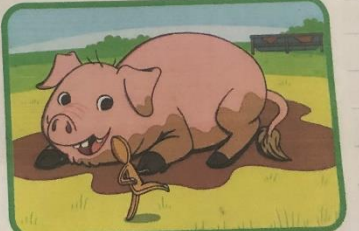
Let me help you
~~get~~ get ^{over} the
river
reminding Fred Fingers

W/b Monday 16th January 2023 Key Text: The Gingerbread Man
FA: Write a caption or labels for a picture in the story.

(U) sound mat + red word mat

I'm a clever
Writer because I
used my Fred Fingers
to spell.
-Arlo

W/b Monday 16th January 2023 Key Text: The Gingerbread Man
FA: Write a caption or labels for a picture in the story.



We
run

Assessment

- During lessons, both the teacher and TA will use live marking to provide children with instant feedback
- Have high expectations when checking children's sentences
- Children respond in the moment using their **green pens**
- Star Writes need to be acknowledged with a teacher comment
e.g. "Well done for using all the skills to write your diary entry."
"Wow! You have created your own WAGOLL – well done!"

Example lesson: Diary entry



I am a Clever Writer because I have used...	✓
Rhetorical questions	
Contractions <i>we'd they'd he's wouldn't can't I'll he'd I'm</i>	
Short sentences for impact	

Lesson 1: Rhetorical questions

Dear Diary,

Today has been devastating. This morning, I was flying among the forest treetops when I spotted my dear friend Fox down below. Still and peaceful, he laid in the soft snow and I could see his warm eyes close. He'd fallen asleep forever. My heart broke. I flew down and gave him the tightest hug I could. He's gone forever. **Why did he have to leave us so soon? When will we meet again?**

One by one, our friends began to join us in the clearing. Their faces said it all. Glum and full of sorrow, we gathered together to think about what life would be like in the forest now that Fox wouldn't be here. **Will we forget Fox now that he has gone?** The silence was deafening.

Step 4: What you need to explicitly model (and add to learning wall)

Model how to write rhetorical questions related to the story:

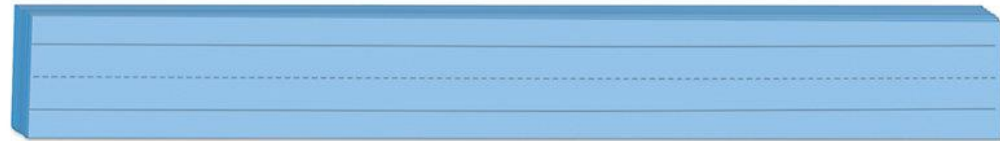
Why did my beloved friend have to go?

When will I see Fox again?

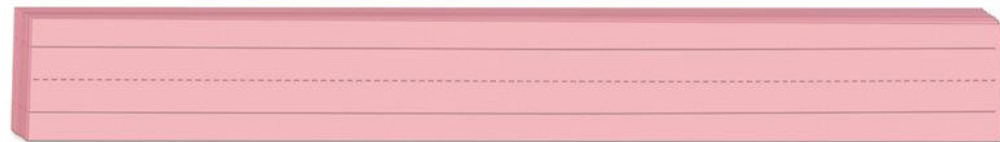
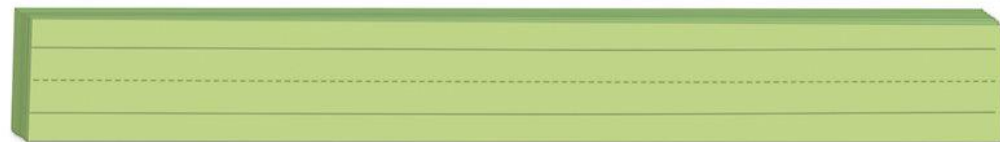
How are we going to cope in the forest now that Fox is no longer here?

What will we do without our amazing friend?

Will our home ever feel the same again?



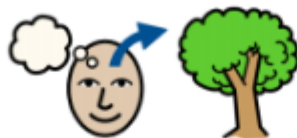
Our class went to the museum today.



NO EXCUSE WORDS



fox



memory
tree



orange



asleep



forget



leave



silence



autumn



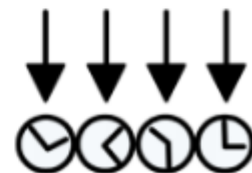
listened



grandchicks



forest



always

Tuesday 28th February 2023

WALT: use rhetorical questions.

How did this ~~orange~~ mysterious orange tree appear? ✓

When will I ever understand how the most thoughtful friend of mine deserved to ~~die~~ die? ✓

Will ~~my~~ ~~beloved~~ beloved ^{friend} ascend to ~~heaven~~ heaven ready to ~~start~~ start a new ~~life~~ life as something different? ✓

What will happen to our beloved friend now he has disappeared into the world of loneliness? ✓

Will my warm-hearted companion ever return to the spot we sat in together to watch the sun set? ✓

What will happen to his colossal heart? ✓

Lesson 2: Contractions

These words are all contractions.

can't

I'm

won't

couldn't

they'd

I'll

he's

What is a contraction?

Dear Diary,

Today has been devastating. This morning, I was flying among the forest treetops when I spotted my dear friend Fox down below. Still and peaceful, he laid in the soft snow and I could see his warm eyes close. He'd fallen asleep forever. My heart broke. I flew down and gave him the tightest hug I could. He's gone forever. Why did he have to leave us so soon? When will we meet again?

One by one, our friends began to join us in the clearing. Their faces said it all. Glum and full of sorrow, we gathered together to think about what life would be like in the forest now that Fox wouldn't be here. Will we forget Fox now that he has gone? The silence was deafening.

I decided it would be a good idea for us to talk so I began to speak about my favourite memory of Fox. I told my friends about how Fox and I used to play with each other. Every autumn, we'd race each other and see who could catch more falling leaves. They smiled and I could feel my heart become a little less heavy. Mouse then told us how Fox loved the sunset and Rabbit explained how they'd play tag with each other in the tall grass.

As we listened to each other's memories, we noticed something so strange but magical. Each time we spoke, a little orange tree grew out of the snow where Fox was lying. The orange was as bright and beautiful as Fox's fur. It grew bigger with each memory we told. What was this tree? How was it able to grow?

Step 4: What you need to explicitly model (and add to learning wall)

Model how to write sentences related to the story using contractions:

When Fox shut his eyes slowly, I knew that he'd fallen asleep forever.

He's gone forever and the thought of that breaks my heart.

It is hard to think about how different the forest will feel now that we know Fox wouldn't be with us.

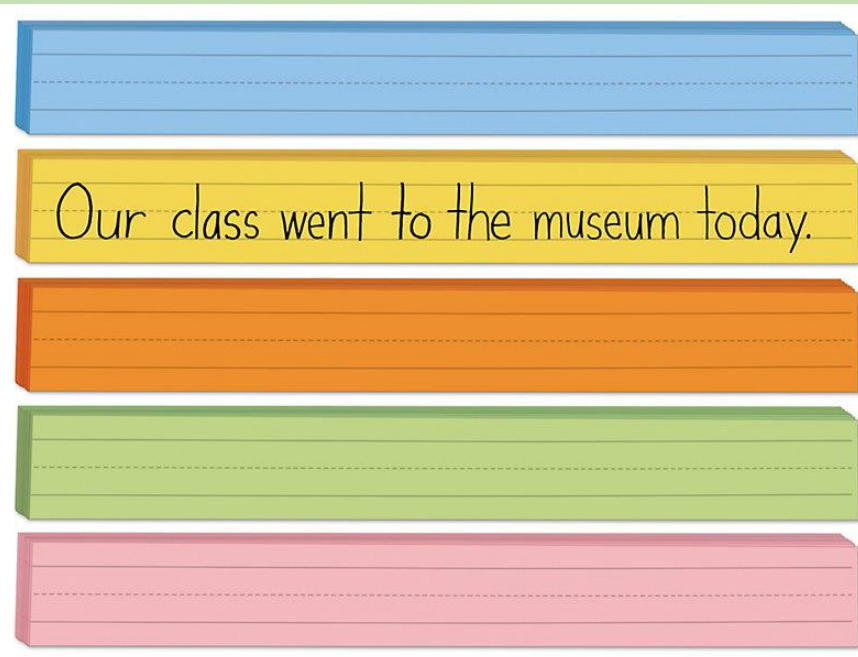
Every autumn, we'd have so much fun racing each other and catching the leaves.

Squirrel told us that they'd spend their time digging up buried nuts in the deep snow.

I still can't believe I will never be able to play with Fox again

I'm always going to remember my dear friend

I'll look at the memory tree every time I feel sad.



Wednesday 1st March 2023

All I use contractions.

I'm truly ~~dev~~ devastated devastated that
^{my} beloved friend has left ~~me~~ me. ✓

As I watched his eyes ^{gradually} gradually close I
started to wonder \rightarrow if I'll still ^{remember} ~~remember~~
him. ✓

He's ~~left~~ left us, ~~as~~ but all our ^{memories} ~~memories~~ memories shall stay ^{deep} ~~deep~~
in my heart never to forget. ✓

As the ~~alumnal~~ autumnal sun set, I sat in
the same spot that I sat with fox.

I ~~wouldn't~~ wouldn't

I remember when ~~we~~ we'd watch the
kind smile appear on ~~foxes~~ fox's

fox's gaze. ✓

I ~~can't~~ can't stop visiting this one
special tree. ✓

Lesson 3: Short sentences for impact

Dear Diary,

Today has been devastating. This morning, I was flying among the forest treetops when I spotted my dear friend Fox down below. Still and peaceful, he laid in the soft snow and I could see his warm eyes close. He'd fallen asleep forever. My heart broke. I flew down and gave him the tightest hug I could. He's gone forever. Why did he have to leave us so soon? When will we meet again?

One by one, our friends began to join us in the clearing. Their faces said it all. Glum and full of sorrow, we gathered together to think about what life would be like in the forest now that Fox wouldn't be here. Will we forget Fox now that he has gone? The silence was deafening.

Step 4: What you need to explicitly model (and add to learning wall)

Model how to write short sentences for impact linked to story.

My heart broke in two.

Sadness surrounded the forest.

The silence continued.

He's gone forever.

Their hearts had sunk.

Our class went to the museum today.

Monday 6th March 2023

WALT: ~~use~~ Use short sentence for impact

My heart drowned in sadness. ✓

Sorrow engulfed the forest. ✓

He's ~~in a deep sleep~~ asleep forest forever. ✓

The silence is painful. ✓

My heart ~~broke~~ in ~~shattered~~ ~~shaped~~ into the pieces. ✓

A tear came to my eye. ✓

~~Silence~~ The silence is deepening. ✓

Sorrow filled our hearts. ✓

I won't forget him. ✓

This is a pitiful moment. ✓

My eyes are watering. ✓

~~My~~ I'm moved. ✓

I'm heart-broken. ✓

This is a devastating. ✓

①

Lesson 4: Star Write

Dear Diary,

Today has been devastating. This morning, I was flying among the forest treetops when I spotted my dear friend Fox down below. Still and peaceful, he laid in the soft snow and I could see his warm eyes close. He'd fallen asleep forever. My heart broke. I flew down and gave him the tightest hug I could. He's gone forever. Why did he have to leave us so soon? When will we meet again?

One by one, our friends began to join us in the clearing. Their faces said it all. Glum and full of sorrow, we gathered together to think about what life would be like in the forest now that Fox wouldn't be here. Will we forget Fox now that he has gone? The silence was deafening.

I decided it would be a good idea for us to talk so I began to speak about my favourite memory of Fox. I told my friends about how Fox and I used to play with each other. Every autumn, we'd race each other and see who could catch more falling leaves. They smiled and I could feel my heart become a little less heavy. Mouse then told us how Fox loved the sunset and Rabbit explained how they'd play tag with each other in the tall grass.

As we listened to each other's memories, we noticed something so strange but magical. Each time we spoke, a little orange tree grew out of the snow where Fox was lying. The orange was as bright and beautiful as Fox's fur. It grew bigger with each memory we told. What was this tree? How was it able to grow?

I still can't believe Fox has gone but I'll never forget him. The tree will make sure of that. I'm thinking of making the new tree my home and raising my grandchicks there so they'll be close to Fox too.

I'll write again soon and let you know how tall the memory tree has grown. I'm sure it won't be long until it is the tallest in the forest!

I am a Clever Writer because
I use...



rhetorical questions



contractions



short sentences for
impact



Dear Diary,

Today has been ~~tragic~~ tragic. I was flying ~~amongst~~ ^{amongst} the forest treetops when suddenly I spotted my beloved friend Fox on the forest floor. I saw his warm eyes gently close.

He'd fallen asleep forever. My heart drowned in sadness. ~~Immediately~~ ^{and gave him a} I immediately, I flew down to lay next to him. ^{light hug!} Will Fox stay in my heart? When will I ever understand how the most thoughtful friend of mine deserves to die?

Soon after, all of Fox's animal friends ~~arrived~~ ^{arrived} in the clearing. We sat there in silence. The thought of Fox made me feel sick. ~~It~~ ^{It} ~~was~~ ^{truly} devastating. Their faces said it all. ^Gglum and pitiful. The silence was deafening. What will happen to my beloved friend now he's disappeared in the world of ~~loneliness~~ ^{loneliness}? Will my warm-hearted companion ~~ever~~ ^{ever} return?

I started to speak ~~about~~ about my memories with Fox. I explained how we'd raced to see who could catch the most galling leaves. Mouse said Fox used to love watching the ~~at autumn~~ autumnal sunsets and Rabbit told us how ~~hard~~ ^{they'd} ~~like~~ ^{like} to play tag in the snow.

As I we told our memmons memories about
 Fox we noticed something appear in
 snow. It was an orange tree growing in
 the snow. It was the same ~~was~~ colour
 as ~~je~~ Fox's beautiful fur and every
 time we ~~st~~ spoke the mysterious ^{plant} tree
 grew! Although we ~~where~~ are still
 disapointed aboutt Fox's ^{loss} lost I'm sure
 this beautiful tree will ~~remind~~ remind me
 of my loyal friend. Fox You know
~~where~~ I'm thinking about raising my
 grandchicks in ^{so they can grow to know him} this tree, Fox will stay
 in my heart forever. I'll write again
 soon ~~as~~ I'm sure to let you
 know how the trees getting on. I'm
 sure it ~~won't~~ won't be long
 untill it's the tallest in the forest.

I am a Clever Writer because I have used...	✓
Rhetorical questions ✓✓✓✓	✓
Contractions ✓ won't ✓ ✓ ✓ we'd they'd he's wouldn't can't I'll he'd I'm	✓
Short sentences for impact ✓✓✓✓✓✓✓✓	✓

★ (1) Such a moving and thoughtful diary
 entry Martha, well done!

Less able/EAL writers

- Children should be focusing on skills that are appropriate to them
- High expectations for all
- TAs are not there to sit with these children – if they are unable to work independently even for a short amount of time, the work you have given them is not at the appropriate level

Thursday 23rd February 2023

WALT: Use ambitious adjectives



vivid



sun



shining

The vivid sun was shining. ✓



lion



golden



mane

The lion has a golden mane. ✓



tiger

B

bold



stripes

The tiger has bold stripes. ✓



towering



trees



swaying

The towering trees ^{were} swaying. ✓

①



He's

He's a sleep. ✓



I'm

I'm going to miss fox. ✓



won't

won't
I won't forget fox. ✓

Fill the gap in with the correct adverbial of frequency:

sometimes - never - always

We always ✓ need trees to survive.

often - sometimes - usually

The roots of a tree sometimes ✓ grow underwater.

never - usually - always

We would never ✓ be able to live in a world without trees.

always - sometimes - never

The leaves of a tree are sometimes ✓ green.

1st

Firstly, the roots ...



2nd

Secondly, the trunk ...



3rd

Thirdly, the branches ...



Finally, the leaves ...



firstly the roots care nutrients and water. ✓

secondly the trunk ^{covered with} cloved and bark. ✓

Ada caused chaos as a baby.



Ada climbed the grandfather clock.



Ada created potions at school.

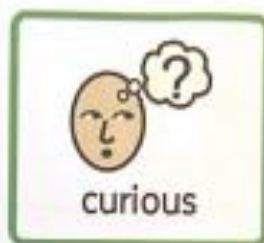




being



loved

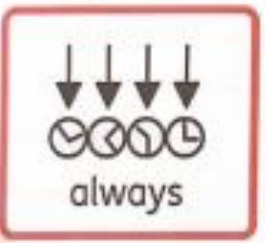


curious



Ada

Ada loved being curious. ✓



always



chaos



Ada



caused

Ada always caused chaos. ✓

Monday 24th 2023 April 2023



There once lived a girl
 called Ada who did ^{science} ~~scien~~.
 Ada loved to make potions.
 Her parents told her to
 have time out. When she
 was a baby Ada ^{couldn't} ~~cant~~
 talk. ~~At~~ the age of
 three Ada climbed ^{the} grand father
 clock. When she was at
 school, Ada did experiments.
 on the first day of spring
 Ada smelt a bad smell.



40 days after

Easter, Jesus spoke to his apostles.



Jesus told his

apostles he had to go back to heaven.



Thursday 25th May 2023



Star Writing - Story opening

There once lived a boy called Arthur who he loved the forest. one day

in the forest Arthur heard a wolf howl.

The wolf had teeth as sharp as swords. the wolf blew out the

towas fire. Atrix told everyone that

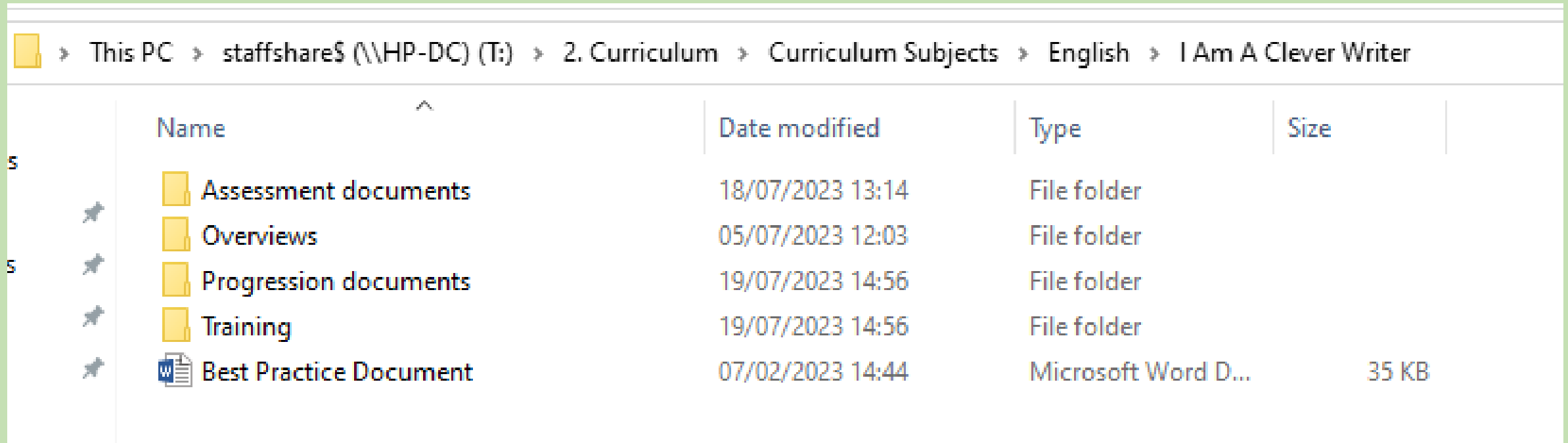
they needed to gett thors hammer.

(WS) Sentence starters.

★ Fantastic writing Madusan!

All resources saved in...

- staffshare:\2. Curriculum\Curriculum Subjects\English\I Am A Clever Writer



Name	Date modified	Type	Size
Assessment documents	18/07/2023 13:14	File folder	
Overviews	05/07/2023 12:03	File folder	
Progression documents	19/07/2023 14:56	File folder	
Training	19/07/2023 14:56	File folder	
Best Practice Document	07/02/2023 14:44	Microsoft Word D...	35 KB

Recap - planning:

- Step 1 – Choose a high-quality picture book which can accessed by ALL
- Step 2 – Use progression documents and assessment sheets to identify 2-3 skills to focus on and what genre lends itself to these
- Step 3 – Write your WAGOLL using the text and the skills
- Step 4 – Plan a week of lessons where children are introduced to the text, shown the skills explicitly and then end with their Star Write

Recap: Teaching

- Show the WAGOLL at the beginning of each lesson in the week and highlight the skills being focused on (and, eventually, previously taught skills)
- Do all modelling LIVE in front of the children and think aloud the process
- Keep referring to the learning wall
- Adapt teaching for low attaining writers to ensure they are able to engage independently with the task

Spelling Shed



- All new classes and teachers set up (Years 2-6)
- Follow the scheme to ensure you are teaching all the skills from the National Curriculum
- Use some of the resources (not all of them!) for the 5 mins spelling starter at the beginning of your English lessons
- Set your weekly spelling for homework on here and track pupil engagement