

Progression in Planning for Writing - fiction

At Bury, we believe that when children can plan their work effectively it makes it easier for them to write better quality work.

The Writing Revolution says that "...teaching students to plan can actually enhance their creativity. If students are working from a plan they are liberated from the need to figure out the overall structure of what they're writing as they go along." It minimises cognitive load.

With this in mind we have decided on a progression of planning formats that will support our children to become better writers.

Although we have decided what planning will look like at each stage, teachers will be responsive to the needs of the child in deciding which format will be best for them.

Modelling of each section by the teacher is crucial as part of the planning process (Rosenshine) and the giving or withdrawal of structures to support learning are left to the class teacher to best decide what will suit the needs of each child.

Eventually, we want children to be able to plan a story with minimal help from the teacher so that when they are assessed at the end of Key Stage 2, their work is as independent as it needs to be (overly modelled or scaffolded work will not 'count' as independent).

In Reception and Year 1

Fictional work will be planned using the Talk for Writing approach (Imitate, Innovate, Independent/Invention) using a **story map** and then a '**Story S**'.

If using an existing story line then the story map will follow the structure provided by the story.

On rare occasions the work may not be linked to a familiar story and the children may have freedom to invent their own story map.

1. The stimulus book will be **introduced and discussed** with the class.
2. The stimulus text will be **repeated several times** so that children are familiar with the story.
3. The teacher and children will **work together to make a 6 section Story Map** for the stimulus text.
4. The stimulus story map will be **repeated with actions and key words** until the children are even more familiar with the story outline.
5. A copy of the stimulus story map may be put in children's books and will also be on display in the classroom.
6. The class will create a **word/phrase collection** relating to the story which will be available in the class for reference.
7. Appropriate grammar will be introduced at a point decided on by the teacher.
8. **Modelled work on character description and setting.**
9. Discuss which **elements of the story could be changed.**
10. Teacher **models a new story map changing 1 element.**
11. Children use a template and **change one element** of the story map.
12. Children write each section up – input about grammar and sentence structure may be given at this time.

Towards the end of Year 1, children will be introduced to a 'Story S'

1. The stimulus book will be **introduced and discussed** with the class.
2. The stimulus text will be **repeated several times** so that children are familiar with the story.
3. The teacher and children will work **together to make a 3 section 'Story S'** for the stimulus text using the events 'beginning,, 'middle', and 'end'.
4. The teacher will then **model adding 'mini events'** between each main point.
5. **Discuss which elements could be changed** in their new versions
6. Teacher **models a new 'Story S' where 1 or more elements are changed**.
7. Once children are familiar with this pattern, **they will change 1 or more elements** of the story and create their own 'Story S'.
8. Grammar and sentence structure will be taught in an appropriate part of the planning process.

In Year 2, 3 and 4

Fictional work will be planned using a '**storyboard plan**' and then a '**structure strip**'.

Storyboards will usually be 6 or 8 sections but can be more or less depending on the needs or the child or the text.

If using an existing story line (for example Stone Age Boy) then the storyboard will follow the structure provided by the story.

If the work will not be based on an existing storyline then the teacher will be able to choose appropriate sections for the 'storyboard plan.'

The stories may follow a traditional introduction, problem, resolution pattern if appropriate.

The title on each section of the plan may be questions or may be sentence starters as appropriate for the children.

Once the main ideas have been plotted on a 'storyboard plan', then the titles will be transferred to a 'structure strip' for writing in books.

1. Discuss **stimulus** for writing with the class talking about the structure of the existing text if appropriate. Teacher to explain the structure for the story.
2. Talk and sharing ideas for stories as a **whole class** and then in **pairs** to help clarify what their story will be about. It is important that children should feel happy to use other people's ideas if they are finding it hard to think of their own.
3. Vocabulary generation is useful to add at this point – shown either on a wall or printed off for books.
4. Teacher shares **modelled ' storyboard plan'** for their own story. It is acceptable for children who are short of ideas to use the teacher's 'storyboard plan'. Teacher to judge whether children need to plan each section after seeing the modelled version, or if they are ready to storyboard plan the whole thing in at once.
5. Children **independently write their 'storyboard plan'**.
6. Children **share their 'storyboard plans'** with the class and make any changes they would like to.
7. Teacher will **prepare 'structure strips'** that match the storyboard plan and children will stick them in their books. These may be cut up to allow enough room for writing at length.
8. **Teacher models each section** with class. The teacher may prepare 'mini structure strips' for each section.
9. **Children will write each section** after watching the teacher model.
10. During this process of **teacher modelling** and independent writing, teacher will also model **character and setting description, and grammatical structures**.

In Year 5 and 6

Fictional work will be planned using the '**5 Big Shapes**' approach as defined by the CLPE. These should be the 5 main events in the story. There is no need for it to have the problem in the middle and the resolution at the end (like a story mountain) The children should choose the shape of their story and this may mean starting with a problem, or indeed ending with a problem. Each 'Big Shape' should just be one statement.

1. Discuss stimulus of the work with children – talk and sharing ideas for stories as a **whole class** and then in **pairs** to help clarify what their story will be about. It is important that children should feel happy to use other people's ideas if they are finding it hard to think of their own.
2. Teacher shares **modelled '5 Big Shapes' plan** for their own story. It is acceptable for children who are short of ideas to use the teacher's '5 Big Shapes' plan.
3. Children independently write their '5 Big Shapes'.
4. Children **share their '5 Big Shapes' plan** with a group/class and others kindly challenge them - a chance should be given to edit these plans
5. Teacher models how to add additional 'Mini Shapes' to each point.
6. Children write between **2 and 5 additional points that** will happen in lead up to or as part of each 'Big Shape'. Again it is fine for children to use the teacher's modelled 'Mini Shapes' if scaffolding is needed.
7. Teacher **models character description** including discussion on physical appearance, characteristics and how the character moves or reacts in a range of circumstances.
8. Children chose 2 or 3 characters and write a few character descriptions for each that could be part of the story. They should work out which Big or Mini Shape each description could be used in.
9. Teacher **models setting description** including the use of senses and 'sneaky descriptions' (e.g. 'The glow of the setting sun lit up the old Victorian windows.')
10. Children write some setting descriptions that could be used in their work and decide which section they will be used in.
11. Teacher will discuss DADWAVERS* sentence starters to ensure variety in sentence structure.
12. Children will follow plans, ticking off each section in the plan as they have completed it.
13. Teacher will 'pupil conference' during the lessons.

*Dialogue, Action, Description, Where, Adverbials, Verbs (-ing and -ed) Estimation of time, Rhetorical question, Simile/metaphor - From The Literacy Shed.