

Progression in Planning for Writing - Non 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.

Research brings with it the problem of having a lot of information as The Writing Revolution tells us that 'students have trouble converting their sprawling webs of information into linear, logically sequenced paragraphs'.

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 scaffolds 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 non-fiction text 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

Explanation texts

Generally the research section will be led by the teacher using texts displayed on the board or enlarged. These may be existing texts, websites or made by the teacher. Photos and pictures, video and experience that the children know well could also be used.

1. The teacher will introduce the unit and discuss which questions they could find answers to.
2. Use a **kernel sentence** and **question words** to help focus research: Why? When? Where? How? Who? What?

This could be 'Stonehenge was built.'

Where was Stonehenge built?

Who was Stonehenge built by

When was Stonehenge built?

How was Stonehenge built?

Why was Stonehenge built?

3. The teacher will lead the reading of the stimulus, helped by the children where appropriate.
4. Discuss the stimulus then highlight and makes notes about anything that may help answer the questions.
5. There may be a discussion about what the children know already about the subject.
6. Revisit the questions to find answers to them

Using questions they can expand this to:

When? 'Stonehenge was built 3000 years ago.'

Who? 'Stonehenge was built by druids.'

Where? 'Stonehenge was built in Wiltshire.'

How? 'Stonehenge was built by bringing stone from Wales on sledges and ropes to the pull the stones up.'

Why? 'We think Stonehenge was built as a kind of temple.'

7. Following the Talk for Writing approach, create a story map for the information - careful thought should be put into which is the most important information – this should be written first.
8. Verbally rehearse the story map with actions until the class are confident in the order of the sections.
9. Children will write up the sections in the correct order.
10. Some children may also add an introduction and conclusion – as appropriate.

Reception and Year 1

Opinion

In Reception and Year 1, children will rarely write opinion pieces except for perhaps writing a book review. Through talk, modelling and scaffolding they should think of 1 or 2 reasons that they liked or did not like a book. The use of the conjunction 'because' will be key in this work.

Reception and Year 1

Persuasion

In Reception and Year 1 children are not likely to write persuasive pieces.

In Key Stage 2

In Year 3,4,5 and 6 children will be required to write explanations (both non chronological and chronological) opinion pieces and pro/con pieces. Each different non-fiction type has a slightly different planning format.

Non-fiction writing requires a lot of research in advance, an overview plan as well as detailed plans for each paragraph or section.

Each piece of non-fiction writing will follow this sequence.

1. Introduce the title of the non-fiction work.
2. Research and note taking following TWR plan (see below)
3. Decide on sections and take/take notes against sections or questions
4. Writing a Multi Paragraph Outline (MPO)
5. More note taking and research if needed.
6. Writing Single Paragraph Outlines (SPO)
7. Deciding on transitions between paragraphs
8. First draft

Explanation Texts

Research and note taking for explanation texts

1. Teacher to **introduce** the unit and **discuss which sections** could be written about. For example – if the explanation text will be on ‘wolves’ the sections to be written about could be ‘mating’, food chains’, ‘habitats’ and ‘family groups’.
2. Note taking lessons should be given next so that children do not ‘just copy’ information. Symbols can be used to make the notes more succinct – teachers will model first.
3. Next, each section title should have **question words to act as a guide to research**. For example, in the ‘Food chains’ section, the questions might be ‘What is a food chain?’, ‘What is eaten?’, ‘Why do wolves eat elk and not berries?’, ‘What is an apex predator?’ In Year 3 and 4 these questions could be written already by the teacher, then written and modelled as a class and then finally in Year 6 the questions could be written independently by the children.
4. The children should **complete research** by using appropriate level texts (which may have been written by staff), pictures and video and could complete this research during Whole Class Reading time. They should use a template (year 3 and 4) or free note taking to record their discoveries. (DK Find is a useful website)
5. As they children research, they may discover more that they would like to add into each section.

Multi-paragraph outline for explanation texts

1. Each explanation text should have an MPO. This will have a **title, Whole text introduction(thesis sentence), and paragraphs with questions for each and a conclusion**.

- In lower Key Stage 2, the MPO could be given to the children partially filled in, or with the question stems only. In upper Key Stage 2, the children can fill the MPO in independently or alongside the teacher.

Multi-paragraph outline	
Title Wolves	
Thesis sentence/ Introduction Wolves are one of the most dangerous predators in the world and are fascinating creatures.	
Section 1 Food chains See below for SPO	Topic sentence - What is a food chain? What is eaten? Why do wolves eat elk and not berries? What is an apex predator?
Section 2 Habitats	Topic sentence What is a habitat? Why are habitats important to wolves? Where is a wolf's habitat?
Section 3 Family groups	Topic sentence Who is in a family group? What does each member of a family group do? When do family groupings change?
Section 4 Mating	Topic sentence Which wolves mate? Why are only the alpha pair allowed to mate? When do wolves mate?
Conclusion	Although many people are scared of wolves, actually they are interesting creatures that help the variety of wildlife in a habitat stay in sync.

Single Paragraph outlines

- Once a multi-paragraph has been made then each section will need a **single paragraph outline – an SPO**.
- Each SPO will have a **'topic sentence' that the paragraph will start with, a series of points and then a 'concluding sentence'**.
- The **topic sentence (paragraph introduction)** can be very boring and often similar however, they could use a **rhetorical question, statement, exclamation or start with or include a subordinate or relative clause**. There are several games that can be used to practise making more interesting and appropriate topic sentences - 'Tell me more', 'the Match Game', and 'Which one doesn't belong' are all good choice. -See appendix. In lower Key Stage 2 teacher modelling of topic sentences is advised and as children progress through the Key Stage more independence will be given.
- Children need to refer back to their MPO to see what information each section should include and then write **'note' style answers to these questions**. Enough information needs to be included in their own words so that they can write at length later.
- The **concluding sentence** is also renowned for being repetitive of the topic sentence and although formulaic, these do work.... Starting with **'Finally', 'In conclusion', 'Although', 'given these points', 'overall', 'in summary', 'on the whole', 'ultimately', 'to**

summarize’, ‘on balance’. The concluding sentence shouldn’t be the same format as the topic sentence. In Lower Key Stage 2, each concluding sentence starter could be determined by the teacher or modelled and children choose. In upper Key Stage 2, children should write independently and then have the choice about whether a concluding sentence is actually needed in each section. (sometimes they are not needed, but it is good practice to use them when learning the structure at first.)

6. These SPO sections could be turned into **‘structure strips’** to support writing in lower Key Stage 2.

Single Paragraph Outline – Food chains
Topic sentence..... Do you know what a food chain is? Or Food chains are the building block of life.
1 . Sun – plants – animal/predator - secondary predator – apex predator
2 . Animals that are eaten = prey, animals who eat = predators
3 . Wolves are carnivores and need to eat meat - it has more energy than plants.
4 . Apex predators = top of food chain. Sometimes called top predators. Nothing eats them. Humans may kill them.
Concluding sentence...All plants and animals are part of a food chain.

The final step is to turn each SPO into a paragraph using transitions (conjunctions) as needed.

Do you know what a food chain is? All animals and plants are part of a food chain and all food chains start with the sun which provides the first energy. Then a plant will soak up the energy from the sun’s rays and cause it to grow. Next a small animal (primary predator) will eat the plant. Plant eating animals are called herbivores. Later a larger meat eating animal (secondary predator), a carnivore, will eat the smaller animal. Sometimes a larger animal will eat that one. The last animal in the chain is called the apex predator. Animals that are eaten are called prey and the animals that eat other plants or animals are called predators. Sometimes an animal can be prey and a predator. For example, a rabbit eats grass so it is a predator, but it could also be eaten by a fox so it is prey. Wolves are carnivores and need to eat meat as it is full of energy and they need a lot of energy for running fast and hunting prey. They couldn’t eat berries and plants because they do not have enough energy in them. Wolves are apex predators; they are at the top of the food chain and nothing eats them, although sometimes humans may kill wolves. All plants and animals are part of a food chain.

During each unit of writing, the teacher is free to add grammar and punctuation work in to support that type of text at any point.

Opinion and Pro/Con texts

Opinion piece in Key Stage 2

In Year 3,4,5 and 6 children will be required to write pieces explaining their opinions and convincing other people.

Non-fiction writing requires a lot of research in advance, an overview plan as well as detailed plans for each paragraph or section.

Each piece of non-fiction writing will follow this sequence.

1. Introduce the title of the non-fiction work.
2. Research and note taking following TWR plan (see below)
3. Decide on sections and take/take notes against sections or questions
4. Writing a Multi Paragraph Outline (MPO)
5. More note taking and research if needed.
6. Writing Single Paragraph Outlines (SPO)
7. Deciding on transitions between paragraphs
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Research and note taking for explanation texts

1. Teacher to **introduce** the unit and **discuss which sections** could be written about. For example – if the opinion piece is about whether the SDNP should introduce wolves, the sections could include an introduction, why it is a good idea to introduce wolves, why it is a bad idea to introduce wolves and a conclusion.
2. Note taking lessons should be given next so that children do not ‘just copy’ information. Symbols can be used to make the notes more succinct – teachers will model first.
3. Next, each section should have a title that will allow the children to read/talk about the ideas and make notes. For example; Pro introducing wolves – facts and figures, expert quotations, impact on environment, impact on humans. Against introducing wolves – facts and figures, expert quotations, impact on environment, impact on humans. Conclusion – what the writer thinks. In Year 3 and 4 these questions could be written already by the teacher, then written and modelled as a class and then finally in Year 6 the questions could be written independently by the children.
4. The children should **complete research** by using appropriate level texts (which may have been written by staff), pictures and video and could complete this research during Whole Class Reading time. They should use a template (year 3 and 4) or free note taking to record their discoveries. (DK Find is a useful website)
5. As they children research, they may discover more that they would like to add into each section.

Multi-paragraph outline for opinion texts

1. Each explanation text should have an MPO. This will have a **title, whole text introduction (thesis sentence), and paragraphs and a conclusion.**
2. In lower Key Stage 2, the MPO could be given to the children partially filled in, or with the question stems only. In upper Key Stage 2, the children can fill the MPO in independently or alongside the teacher.

Multi-paragraph outline	
Title Should the SDNP reintroduce wolves?	
Thesis sentence/ Introduction Wolves used to roam all over England but haven't done so for several hundred years. Is it a good idea to reintroduce them now?	
Section 1 Introduction to why wolves should be introduced	Topic sentence - Wolves are apex predators There are no apex predators bigger than badger and foxes in the SDNP

	Deer numbers are out of control Great for tourism
Section 2 Too many deer See below for SPO	Topic sentence Deer numbers are out of control Figures to illustrate this Expert opinion Good for trophic cascade
Section 3 Great for tourism	Topic sentence Many people want to see wolves in the wild They don't want to go to a zoo – cruel to animals Would bring money in to the SDNP Create jobs for rangers
Section 4 Introduction for why wolves should not be reintroduced	Topic sentence Dangerous Will stop people walking where they want Not good for wolves – need a bigger area to roam
Section 5 Danger to humans and animals	Topic Sentence May kill injure humans May kill/injure pets May kill /injure species that do not need controlling
Section 6 Will limit walking/ recreation	Topic sentence Currently people able to walk many hundreds of miles of footpaths Facts and figures about how many miles of footpaths If wolves reintroduced many footpaths would have to be closed Means that much of the park would be 'locked down' and not seen.
Section 7 Not good for wolves	Topic sentence Wolves need very big ranges Expert quote The SDNP is just not big enough to hold them
Conclusion Either conclude and convince of one opinion OR Conclude by reviewing both sides	

Single Paragraph outlines

1. Once a multi-paragraph has been made then each section will need a **single paragraph outline – an SPO**.
2. Each SPO will have a **'topic sentence' that the paragraph will start with, a series of points and then a 'concluding sentence'**.
3. The **topic sentence (paragraph introduction)** can be very boring and often similar however, they could use a **rhetorical question, statement, exclamation or start with or include a subordinate or relative clause**. There are several games that can be used to practise making more interesting and appropriate topic sentences - 'Tell me more', 'the Match Game', and

'Which one doesn't belong' are all good choice. -See appendix. In lower Key Stage 2 teacher modelling of topic sentences is advised and as children progress through the Key Stage more independence will be given.

4. The **concluding sentence** is also renowned for being repetitive of the topic sentence and although formulaic, these do work.... Starting with '**Finally**', '**In conclusion**', '**Although**', '**given these points**', '**overall**', '**in summary**', '**on the whole**', '**ultimately**', '**to summarize**', '**on balance**'. The concluding sentence shouldn't be the same format as the topic sentence. In Lower Key Stage 2, each concluding sentence starter could be determined by the teacher or modelled and children choose. In upper Key Stage 2, children should write independently and then have the choice about whether a concluding sentence is actually needed in each section (sometimes they are not needed, but it is good practice to use them when learning the structure at first.).
5. These SPO sections could be turned into '**structure strips**' to support writing in lower Key Stage 2.

<p>Single Paragraph Outline – Deer numbers are out of control Figures to illustrate this Expert opinion Good for trophic cascade</p>
<p>Topic sentence..... Do you know how much damage deer do to the crops and plants in the SDNP?</p>
<p>Deer numbers are out of control in the SDNP almost everyone who lives there will have seen one at some point</p>
<p>There are 45,000 deer that live in the SDNP and they eat many plants that are protected as well as farmers' crops. Quote from farmer about deer damage.</p>
<p>Wolves eating deer would mean that other species that the deer eat would be able to grow back and this may encourage other smaller animals to return to the park.</p>
<p>Concluding sentence...Wolves would help regulate the plants and animals in the SDNP and create a better balance.</p>

The final step is to turn each SPO into a paragraph using transitions (conjunctions) as needed.

Do you know how much damage deer do to farmers' crops such as wheat, barley and flax? Have you ever seen the deer in your area eating hedges or even roses in your garden?

There are 45,000 deer in the national park, 1 for every 10 humans, and they are causing huge problems for farmers. With so many deer living in the park, most of us will see them regularly, even if it is when they run across the road in front of the car. Deer are herbivores and need to eat 1kg of food each day. This means that they constantly graze and the crops that farmers plant are ideal for them. However it is not ideal for the farmers. John Tupper, who owns a farm at the bottom of the South Downs in Bignor said "Every single field I own has been damaged by deer eating the crops, they particularly like the wheat that we grow. Every year I lose about £5000 of wheat due to deer grazing in my fields."

If wolves were reintroduced, their main prey would be deer which would mean that the farmers would lose less money. Because deer also eat other wild plants this means that the other species that rely on those plants for a habit are becoming more endangered. For example, the brown wood mouse that lives amongst ferns is losing its home as ferns are a major part of a deer's diet. If there were fewer deer, there would be more ferns and therefore more brown wood mice.

Reintroducing wolves to the wild would help regulate wild life more naturally and promote a more natural balance.

During each unit of writing, the teacher is free to add grammar and punctuation work in to support that type of text at any point.

Persuasion

In Key Stage 2 several types of persuasive writing may be completed including adverts, posters, letter and speeches. Adverts and posters should be modelled well but and the teacher could use a structure strip or other plan to enable the children.

In general, the two most common types of persuasive writing in KS2 are letters and occasionally speeches. Both of these should be planned by the children using a structure strip for lower KS2 or a Multi Paragraph Outline similar to the opinion and explanation text plans (see above).

As with other styles of non fiction writing, the children should follow this structure for writing:

1. Introduce the title of the non-fiction work.
2. Research and note taking following TWR plan (see below)
3. Decide on sections and take/take notes against sections or questions
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5. More note taking and research if needed.
6. Writing Single Paragraph Outlines (SPO)
7. Deciding on transitions between paragraphs
8. First draft

Research and note taking for persuasive texts

1. Teacher to **introduce** the unit and **discuss which sections** could be written about. For example in a unit about persuading the Headteacher to lengthen breaktime, they should have sections on **introducing themselves, informing the reader about their views, instructing the reader on what they want to happen and a closing statement.**
2. Note taking lessons should be given next so that children do not 'just copy' information. Symbols can be used to make the notes more succinct – teachers will model first.
3. Next, each section should have a title that will allow the children to read/talk about the ideas and make notes. In Year 3 and 4 these section titles/questions could be written already by the teacher, then written and modelled as a class and then finally in Year 6 the questions could be written independently by the children.
4. The children should **complete research** by using appropriate level texts (which may have been written by staff), pictures and video and could complete this research during Whole Class Reading time. They should use a template (year 3 and 4) or free note taking to record their discoveries. (DK Find is a useful website)
5. As they children research, they may discover more that they would like to add into each section.

Multi-paragraph outline Title Extending breaktime	
Introduction	I am a Year 4 child I go to Bury CE Primary School I think breaktime should be longer

Section 1 Inform – current situation	Breaktime is 15 minutes long Lots of children need to go to the loo so the loos are always busy I don't have enough time to eat my snack and play
Section 2 Inform – what should change Health (see SPO below)	Play should be longer because it is not healthy to rush your food – indigestion Children need more time moving to keep them healthy COVID 19 advice says that children should be outdoors as much as possible.
Section 3 Inform- what should change Other areas	Waiting a long time to go to the loo wastes the time we have to play Children focus more when they have used some energy
Section 4 Instruct – What I want to happen	I'd like you to extend breaktime to 30 minutes because: Better for health Better for concentration
Section 5 Closing statement	Thank you for reading/listening I hope you'll think about my points Please reply

Single Paragraph outlines

1. Once a multi-paragraph has been made then each section will need a **single paragraph outline – an SPO**.
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3. The **topic sentence (paragraph introduction)** can be very boring and often similar however, they could use a **rhetorical question, statement, exclamation or start with or include a subordinate or relative clause**. There are several games that can be used to practise making more interesting and appropriate topic sentences - 'Tell me more', 'the Match Game', and 'Which one doesn't belong' are all good choice. -See appendix. In lower Key Stage 2 teacher modelling of topic sentences is advised and as children progress through the Key Stage more independence will be given.
4. The **concluding sentence** is also renowned for being repetitive of the topic sentence and although formulaic, these do work.... Starting with **'Finally', 'Although', 'given these points', 'overall', 'in summary', 'on the whole', 'ultimately', 'to summarize'**. The concluding sentence shouldn't be the same format as the topic sentence. In Lower Key Stage 2, each concluding sentence starter could be determined by the teacher or modelled and children choose. In upper Key Stage 2, children should write independently and then have the choice about whether a concluding sentence is actually needed in each section (sometimes they are not needed, but it is good practice to use them when learning the structure at first.).
5. These SPO sections could be turned into **'structure strips'** to support writing in lower Key Stage 2.

Single Paragraph Outline –
Inform – what should change
Health

Children need more time moving to keep them healthy
Play should be longer because it is not healthy to rush your food – indigestion
COVID 19 advice says that children should be outdoors as much as possible.

Topic sentence..... Do you know how much time outside the WHO says a child should have each day?

The WHO says children should spend between 1.5 and 2 hours outside each day.

Children need to build up strength and muscles.

Children need to get better cardio vascular capacity as they spend so much time at home sitting in front of screens.

People rush food and it gives them indigestion which is painful and distracting.

Eating snacks means that you can't play as you have to sit or stand still so we are not running around getting fit.

COVID advice says we should have as much time outside as possible.

Concluding sentence...The health benefits would be really useful for us.