NINJA TEXT TYPES AND MODELLED WRITES

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INTRODUCTION

Welcome to *Ninja Text Types and Modelled Writes*.

Ninja Text Types and Modelled Writes (NTTMW) has been developed to support educators to deliver an immersive and effective introduction to a text type and to support writers working at age-related expectations.

The writing process for pupils in and around age-related expectations can often move at a pace that doesn't allow them to genuinely develop a strong structural understanding of how to build a specific text type, plan it and ultimately write it. They passively highlight features, create a hugely ineffective plan and then, when it comes to writing, really struggle to know how to start a text, let alone structure their ideas. That's without having to think about grammar, sentence structure, punctuation, flair, cohesion and everything else. No wonder so many pupils find it difficult to write independently – everything is moving so fast, they cannot find a footing to ground themselves.

NTTMW provides a fully resourced (model text, planning documents, planning and writing scripts) five-day working process that deeply immerses pupils in a text type, carefully guiding learners through the features of a text and developing three writing outcomes during those five days, while maintaining a strong focus on sentence-level variation.

Each year group, from Year 3 to Year 6, contains three NTTMW units. Each unit contains a detailed model text, blank planning document, detailed familiarity script, dictated planning scripts, dictated writing scripts and vocabulary resources.

During a five-session unit, pupils will be guided through three writing outcomes, with each one becoming progressively more independent. Each unit has been scaffolded and resourced so that the planned structure (paragraph and sentence level) of the text can be used again and again, within different contexts, allowing pupils to build confidence in how to structure a given text type and then apply their own creative flair within that structure as their confidence increases.

It is important to note that model texts do not include all text features in every text; instead, they will be used appropriately and as required. For example, a narrative text type may be set within a mystery genre. A text structure scaffold is created, and the model text built around this structure. The model text exemplars age-related expectations for writing outcomes. For example, it may have a character exploring a spooky mansion. This text and structure is then replicated in, for example, a haunted jungle, a cursed school or a ghostly graveyard. Once a pupil has confidence in how to structure and develop a text type, they can begin to focus on the more creative aspects of writing. NTTMW aims to help build this confidence and provide a fully resourced structure that can be replicated again and again.

NTTMW has been written to create an 'immersive teaching' process, where you are the heartbeat of the writing journey, effectively guiding and prompting pupils through each session, with a strong focus on pupils producing significant content each day.

MODEL TEXT

Each unit has a high-quality model text. Each model text has been written to showcase and highlight the age-related features pupils should include in their writing. Pupils replicate the model text, underline key features and add add their own annotations during Session 1, guided by you.

IMMERSIVE REWRITE

Using the model text, pupils undertake an 'immersive rewrite' in Session 1. They will inform, discuss, read, feel and replicate the model text, rather than just passively highlighting its key features. This immersive introduction to the text is guided by a two-page familiarity script that unpicks the text features, sentence by sentence.

SENTENCE-LEVEL VARIATION

Sentence-level variation is a key priority within NTTMW, as this lack of variation is often a limiting factor for pupils. Many of the scripts provided draw pupils' attention to the different sentence structures and the conjunction/clause opportunities that present themselves. NTTMW aims to constantly model and explain the sentence-level variation that is required. Throughout the units, there is a focus on joining ideas, events, actions and feelings using conjunctions.

EVOLVED PLANNING

Planning sessions can often be ineffective and don't prepare pupils adequately for the subsequent writing task. Planning in NTTMW is a highly directive process. You will carefully guide pupils through the plan, prompting discussion, sharing ideas and helping them to develop the content and ideas they will need in the writing sessions. NTTMW helps to clarify with pupils what is required, leaving them clear on what they are aiming to achieve in the writing session.

WRITING

As with the planning sessions, the writing sessions are heavily directed and dictated by you. Rather than pupils just writing, you will actively take children on the writing journey. It is important to remember that NTTMW is designed to build confidence and clarity and leave pupils with increased levels of confidence and skill. This isn't to say that the model texts and the structure provided is the only way. It is just one way it can be done. Within the writing process, as confidence grows, pupils should be encouraged to develop their own sentence-level variations. NTTMW is the solid foundation from which to begin the journey, rather than the finished product.

PUNCTUATION

Age-related understanding of punctuation is sometimes taken for granted, with the expectation that pupils should be aware of capital letters and full stops, etc. by Year 3 onwards. NTTMW's focus is on sentence-level structure and overall structure, and this is what the checklists and scripts focus on. You might want to reference punctuation as you work through the resources.

VERSATILITY

Writing outcomes in Year 6 include a huge number of features, from Year 3 through to Year 6. Although some text type units are mapped in Years 3 or 4, they will still be hugely beneficial to pupils in Years 5 and 6 to support the development of high-quality writing outcomes. There is no reason why a Year 4 teacher could not use units from Years 3 and 5 to introduce new text types to their class.

DELIVERY

Each session is designed to be delivered in a typical English/literacy lesson. The main delivery of the units will be to the whole class over a period of five days. However, due to the highly detailed scripting and fully resourced nature of NTTMW, these units could also be used for a range of other purposes, such as writing interventions delivered by teaching assistants or other members of staff to smaller groups of pupils.

ASSESSMENT

Consideration is needed around marking and feedback during this intense five-day unit. Due to the high level of involvement required, you will have a significant insight into what pupils have produced in each session. Ongoing verbal feedback will be essential. Written feedback is best provided after Write 2 (Session 3), with a soft touch and possibly more detailed feedback or assessment provided after Write 3 (Session 5) has been completed.

OVERALL AIM

The overall aim of NTTMW is a simple one: to help build pupils' confidence with the complexity of writing, create a process they enjoy being part of, help them produce a great piece of writing and develop their own belief that they can achieve in writing.

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OVERVIEW

Below is an overview of the text types units that are covered in this book.

Year 3	Year 4	Year 5	Year 6
Instructions How to make a jam sandwich	**Mystery narrative** Lost in the Ghostly Manor	**Setting description** Stormy seafront/The cottage	**Hidden perspective narrative** Journey through the rainforest
Recount A day at school	**Non-chronological report** Animal predators of the world	**Newspaper report** Alien invasion!	**Balanced argument** Should children have to wear a school uniform?
Adventure narrative The Quest of the Golden Flower	**Character description** Ice dragon/First World War soldier	**Persuasive letter** Longer breaktimes	**Diary entry** Shackleton's diary

Below is an overview of each unit/text type.

Resource	Overview
	Text type introduction and overview
Resource 1	Model text
Resource 2	Familiarity script
Resource 3	Dictated planning script
Resource 4	Dictated writing script
Resource 5	Guided writing script
Resource 6	Planning document
Resource 7	Structure strips

WEEKLY OVERVIEW

Session	Type	Overview	Resources required	Duration
Session 1	Write 	Immersive rewrite of model text (Write 1)	Model text (Resource 1) Familiarity script (Resource 2)	1 hour
Session 2	Plan 	Dictated planning session	Dictated planning script (Resource 3) Blank planning document (Resource 6)	1 hour
Session 3	Write 	Dictated writing session (Write 2)	Dictated writing script (Resource 4) Completed planning document (Resource 6)	1 hour
Session 4	Plan 	Dictated planning session of dictated or guided write	Dictated planning script (Resource 3) Blank planning document (Resource 6)	1 hour
Session 5	Write 	Dictated writing/ guided writing session (Write 3)	Dictated writing script (Resource 4) or Guided writing script (Resource 5)	1 hour

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BREAKDOWN OF WEEKLY OVERVIEW

SESSION 1 – WRITE 1 – IMMERSIVE REWRITE OF MODEL TEXT

Pupils should each have a copy of the model text (Resource 1) and their English/literacy book to write in. You will need the familiarity script (Resource 2). Pupils rewrite the model text as they are guided through the text, sentence by sentence. Use the familiarity script to guide pupils through the text, its features and the intent. The purpose of this session is for pupils to not just be told and identify key features, but to see, hear, discuss and feel what the text type is, immersing themselves in its content and structure.

Within the familiarity script, the * and italic text is a direction for you to prompt pupils to then replicate that section and underline the key features shown in the model text, addressed by the short code (e.g. coord conj, adj or FA). An example is given below.

**Prompt pupils to replicate the sentence in their exercise books. *Have pupils underline key features FA, Coord Conj and annotate.*

Outcome: By the end of Session 1, pupils will have produced an immersive rewrite of the model text, fully annotated with key features.

Resources needed:

- one model text (Resource 1) per pupil
- familiarity script for model text (Resource 2).

SESSION 2 – DICTATED PLANNING SESSION

The aim of this session is for you to model and guide pupils through the planning of another writing outcome, to prepare them for the writing they will carry out during Session 3. This writing outcome will use the same text type and context as the immersive model text used in Session 1, but this time the writing will be planned and written by the pupils, having been immersed in the text type during Session 1. Use the dictated planning script (Resource 3) to take pupils through the plan, section by section. The * and italic text is a direction for you to prompt pupils to make notes and ideas on the planning document (Resource 6).

**Encourage pupils to come up with ideas and to make notes in their exercise books.*

Outcome: By the end of Session 2, pupils will have developed an effective plan, rich with content, and have a good understanding of how each paragraph of their text will be structured.

Resources needed:

- dictated planning script (Resource 3)
- one blank planning document (Resource 6) per pupil.

SESSION 3 – WRITE 2 – DICTATED WRITING SESSION

Pupils (supported by their plan from Session 2) write their own version of the text. Use the dictated writing script (Resource 4) to guide pupils through the text, sentence by sentence, referring them back to their planning document (Resource 6), which will be rich with their own ideas and content. Once again, you are prompted by the * and italic text below, indicating that pupils now need to write while referring to their plan.

**Prompt pupils to write their own version of the text, referring to their planning document throughout the process.*

Outcome: By the end of Session 3, pupils will have written their own version of the model text, having been guided through the process by you.

Resources needed:

- dictated writing script (Resource 4)
- completed planning document (Resource 6).

Session 4 is when pupils plan their final text. The session follows the same structure as Write 1 and Write 2. You can decide on the level of scaffolding provided for Session 5, depending on the pupils' abilities. Session 4 is undertaken using the dictated planning script (Resource 3), whereas Session 5 can be undertaken using the dictated writing script (Resource 4 – sentence-level prompt), which will provide the same level of scaffold as Session 3, OR the guided writing script (Resource 5 – paragraph-level prompt), which has less guidance and prompts that are more general. The session is guided section by section, allowing for a greater level of independence.

SESSION 4 – DICTATED PLANNING SESSION

This session is heavily guided by you to help pupils to plan a third writing outcome. The goal is to model and guide pupils through an effective plan, leaving them ready to produce a piece of writing in Session 5 using a completely new context but the same text structure as the model text.

Use the dictated planning script (Resource 3) to take pupils through the plan section by section, referring now to the new context. Again, you are prompted by the * and italic text below, indicating that pupils now need to make notes of their ideas on the blank planning document (Resource 6).

**Prompt pupils to make notes of their ideas on the blank planning document (Resource 6).*

Outcome: By the end of Session 4, pupils will have developed an effective plan, rich with content, and will have a good understanding of how each paragraph of their text will be structured using the new context.

Resources needed:

- dictated planning script (Resource 3)
- one blank planning document per pupil (Resource 6).

SESSION 5 – WRITE 3 – DICTATED WRITING SESSION OR GUIDED WRITING SESSION

Pupils use their plan from Session 4 to produce their new piece of writing, using the same text structure as the model text. You should use the dictated writing script (Resource 4) *or* the guided writing script (Resource 5) to guide pupils through the text. Pupils refer to their planning document (Resource 6), which will be rich with their own ideas and content. You are prompted by the * and italic text below, indicating that pupils now need to write while referring to their plan.

**Prompt pupils to produce their own piece of writing, referring to their planning document throughout the process.*

Outcome: By the end of Session 5, pupils will have written a new piece of text, having been guided through the process by you. The level of support provided to pupils will vary depending on whether Session 5 is delivered using the dictated writing script (Resource 4) or the guided writing script (Resource 5).

Resources needed:

- dictated writing script (Resource 4) *or*
- guided writing script (Resource 5)
- completed planning document (Resource 6).

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YEAR 3



OVERVIEW: HOW TO MAKE A JAM SANDWICH



Text type Instructions **Context** Making a jam sandwich

Year 3 age-related features

Sentence structure			Punctuation			
Simple sentence (SS)	Compound sentence (CS)	Complex sentence (CX)	Comma – list (CL)	Comma – fronted adverbial (comma FA)	Apostrophe – possession (apos poss)	Apostrophe – omission (apos omi)
Vocabulary and grammar					**Conjunction**	
Adjective and verb (adj and V)	Expanded noun phrase (exp NP)	Adverb (adv)	Fronted adverbial (FA)	Adverbial (A)	Coordinating conjunction (coord conj)	Subordinating conjunction (sub conj)

This chapter covers the features and structure of a set of instructions. A jam sandwich has been used in this context for the model text. Write 1 and Write 2 focus on writing a set of instructions within the context of a jam sandwich, while Write 3 provides a more independent opportunity for pupils to plan and write a set of instructions for a different type of sandwich and filling.

Writing outcomes:

Write 1 (Session 1)	Write 2 (Session 3)	Write 3 (Session 5)
Immersive rewrite How to make a jam sandwich	Dictated write How to make a jam sandwich	Dictated or guided write How to make a sandwich with a filling of choice

Typical pupil barriers: Pupils will generally be unfamiliar with how to effectively lay out and order a set of instructions, so during the immersive rewrite, it will be particularly important for you to reference the structure and layout of the instructions.

Teacher considerations: Once pupils have become familiar with the layout and structure of the set of instructions, the key considerations will be pupils' awareness of how they vary their sentence openers, either with imperative verbs or with appropriate time openers. The other key consideration will be how they join actions and ideas using coordinating conjunctions, such as 'and', 'but' and 'so'.

Write 2 and Write 3 outcomes: As they move into Write 2 and more so Write 3, pupils should begin to see the model text as a good base structure. You should encourage pupils to demonstrate their own flair and ideas, now they have confidence in the paragraph- and sentence-level structure to work from. Also, remind pupils that this is just one way they could try to structure a set of instructions. For Write 3 in Session 5, you will be asking pupils to write a set of instructions on how to make a sandwich with a different filling or a filling of their choice.

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RESOURCE 1: MODEL TEXT

HOW TO MAKE A JAM SANDWICH

Fronted adverbial

Today, we're going to learn how to make a fresh, yummy jam sandwich. It's super easy. By the end of these instructions, you'll be able to make one all by yourself. Let's get started!

You will need:

1. Two slices of white or brown bread
2. A jar of your favourite jam
3. A clean butter knife (Be very careful because knives can be dangerous!)
4. A clean chopping board
5. A plate

We now have all of our equipment and ingredients, so let's make a tasty jam sandwich!

Step 1: Get the bread ready

- First, take one slice of bread and place it on the chopping board.
- Next, take the other slice of bread and place it next to the first slice.

Step 2: Spread the jam

- Pick up the jar of jam and open it carefully.
- Use your butter knife to spread a layer of jam on one of the bread slices, but make sure you don't put too much on.

Step 3: Put the slices together

- After you've spread the jam, place the other slice of bread on top, so the jam is between the slices of bread.
- Press down gently to make them stick together.

Step 4: Cut the sandwich

- Take your butter knife and cut the sandwich in half.
- Cut the sandwich straight down the middle or diagonally if you prefer.

Step 5: Ready to eat

- Put the two halves on the plate and take a bite of your yummy sandwich.

Well done. You've just made a jam sandwich. It's so easy. You can make it any time you're feeling hungry. Remember to clean up by putting away the jam and washing your knife, chopping board and plate.

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RESOURCE 2: FAMILIARITY SCRIPT

HOW TO MAKE A JAM SANDWICH

Preparation

Ensure each pupil has a copy of the model text. Read the instructions text aloud to the pupils while they follow, without interruption.

Sentence focus

The majority of sentences will be simple sentences, i.e. ones that contain a subject and a verb. We will also be using lots of compound sentences, i.e. those that use the conjunctions *and*, *but* and *so* to join two pairs of subjects and verbs.

Modelled/immersive rewrite

Title and introduction

To begin a set of instructions, we need a clear title that tells the reader what the instructions are for. What is the title? **Children should identify the title.*

Great. In your execise books, add the title of our instructions and underline the title with a ruler. **Children should write the title.*

As you will see in the text, the next part of our instructions is a short introduction. Notice how in the first sentence, we have a fronted adverbial to begin, marked by a comma, and then a simple sentence that tells the reader what we are going to do. Notice the adjective 'yummy' used to enhance the description of the jam sandwich, followed by a very short, simple sentence that tells the reader how easy it is to make. **Prompt pupil to replicate the sentence in their exercise books. *Have pupils underline key features FA, adj and comma FA and annotate.*

Well done. The final sentence of the introduction tells the reader what they will be able to do by the end of following the instruction. Notice the inclusion of the contraction 'you'll', using an apostrophe to shorten 'you will'. As we are talking directly to the reader, it's a great opportunity to use contractions. **Prompt pupils to replicate the sentence. *Have pupils underline key feature apos omi and annotate.*

Equipment

The next section of a good set of instructions is the list of equipment that is needed. The heading is 'You will need' followed by a colon. Look at the equipment list. Notice how this is numbered and that each item has been expanded in detail. It's not just 'bread', but much more specific: 'two slices of white or brown bread'. This is what we want to see. **Prompt pupils to replicate. *Have pupils underline key feature exp NP.*

Also, notice number 3. Look for opportunities where we can add more information. This is easy to do when something is dangerous, like a knife. We can add an additional sentence reminding the reader to be careful because knives are sharp/dangerous. Notice how this allows us to use a subordinating conjunction, 'because'. **Have pupils underline key feature sub conj and annotate.*

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We now need a sentence to signal to the reader that we are ready to begin following the instructions.

This sentence is a great opportunity to use 'so' as a coordinating conjunction. The sentence states that everything is ready, so let's get started. Also notice how the second sentence reinforces to the reader that the sandwich will be yummy. **Prompt pupils to replicate. *Have pupils underline key features coord conj, apos omi and adj and annotate.*

The five main steps

Look at the structure and layout of the five main steps. What do we notice? Yes, here we are aiming to make two points under each step, ideally both using a coordinating conjunction, such as 'and'. **Allow children to reference the set structure.*

Step 1 – We want to develop 'First' and 'Next' sentences here. Notice how both sentences are compound sentences using 'and' as a coordinating conjunction. **Prompt pupils to replicate Step 1. *Have pupils underline key features 'First' and 'Next,' and coord conj and annotate.*

Step 2 – Notice the 'imperative/bossy' verbs that start both sentences. Both sentences are again compound sentences, using 'and' and 'but'. In the second sentence, we are using 'but' to create a warning. This also varies the sentence type we are using. **Prompt pupils to replicate. *Have pupils underline key features imp verb and coord conj and annotate.*

Step 3 – Notice the time opener 'After' and the imperative/bossy verb 'Press', which opens the second sentence. We are always actively thinking about how we can open sentences in a different way. Remember, we are trying to vary our conjunction use, and in this sentence we have an opportunity to use 'so', which helps explain the result of an action. **Prompt pupils to replicate. *Have pupils underline key features imp verb and coord conj and annotate.*

Step 4 – In the next step, again, notice the imperative/bossy verbs that open each sentence. Then notice the coordinating conjunctions 'and' and 'or'. Notice how 'or' presents two options to the reader, which again helps vary the sentence structure. **Prompt pupils to replicate. *Have pupils underline key features imp verb and coord conj and annotate.*

Step 5 – To finish with, we have another compound sentence, using the coordinating conjunction 'and'. In Steps 1–5, we have shown a varied use of 'and', 'but', 'so' and 'or', which is great for varying our sentences. **Prompt pupils to replicate. *Have pupils underline key features imp verb and coord conj and annotate.*