

"I Loved Your Book, Here's Mine"

Unit Plan



The Writing For Pleasure Centre

- Promoting research-informed writing teaching

In every story there hides a hundred other stories

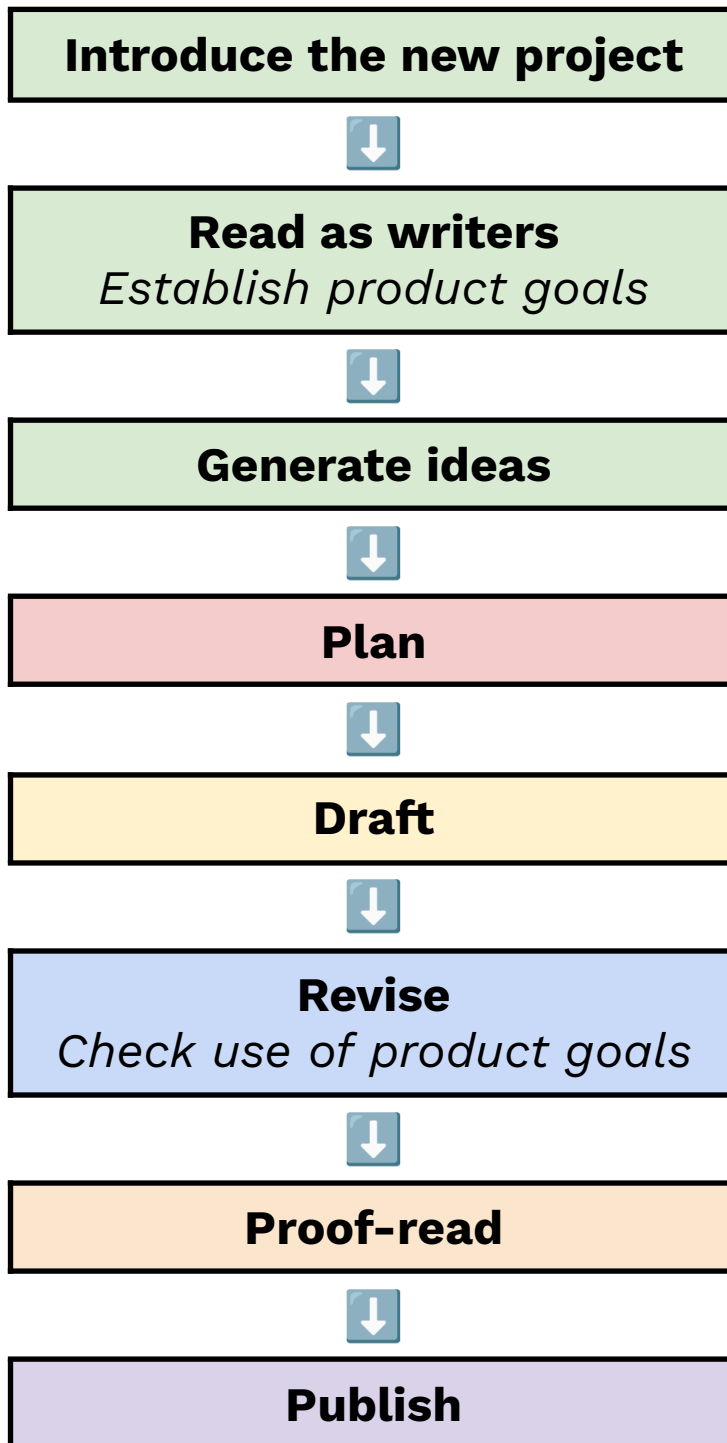
Why teach this unit?

The beauty of this unit is that it works with any high-quality text or any set of books your pupils love. If we want reading to raise the quality of children's writing, we should give them the choice over the books they might want to take from in their writing. It's important that we teach writing and reading in a connected way and so show children how all writers will use their favourite literature and other reading to influence their writing (Young & Ferguson [2023](#)). When writers do this, it's called intertextuality.

Intertextuality is the idea that writing (and therefore writers) will be influenced or inspired by things read, watched or heard. We must first let our young apprentice writers know that this is an utterly natural thing for writers to do and then encourage them to do it for themselves.

Children don't only show their comprehension when they write in response to the books they're reading; they give something of themselves to the text too. A fair exchange of ideas is made between the reader and what's read. When this happens, we believe it's evidence of children achieving the greater-depth standard.

The journey of a class writing project



Example project plan

Day 1	Introduce the new project - establish/share publishing goal - share what their texts are going to look like
Day 2	Begin reading as writers, studying mentor texts, and establishing product goals
Day 3	Continue to read as writers and set product goals
Day 4	Finalise the product goals for the project
Day 5	Have an <i>Ideas Party</i> based on your favourite high-quality text(s)
Day 6	Talk to the children about their ideas and take a <i>Writing Register</i>
Day 7	Mini-lesson on using a planning technique - children plan using the technique
Day 8	Continue planning if required
Day 9	<i>Drafting</i> mini-lesson - children write their openings
Day 10	<i>Drafting</i> mini-lesson - children write a small 'chunk'/paragraph
Day 11	<i>Drafting</i> mini-lesson - children write a small 'chunk'/paragraph
Day 12	<i>Drafting</i> mini-lesson - children write a small 'chunk'/paragraph
Day 13	<i>Drafting</i> mini-lesson - children write their endings
Day 14	<i>Revision</i> mini-lesson - children 'try it out'/revise the mini-lesson into their piece
Day 15	<i>Revision</i> mini-lesson - children 'try it out'/revise the mini-lesson into their piece
Day 16	<i>Revision Checklist sessions</i> - children check their writing against the class' product goals
Day 17	<i>Revision Checklist sessions</i> - children check their writing against the class' product goals
Day 18	<i>Revision Checklist sessions</i> - children check their writing against the class' product goals
Day 19	Capitalisation - 'proof-reading for capitalisation' mini-lesson
Day 20	Capitalisation - 'proof-reading for capitalisation' mini-lesson
Day 21	Use of vocab 'proof-reading for tense use' mini-lesson
Day 22	Use of vocab 'proof-reading for tense use' mini-lesson
Day 23	Use of vocab (synonyms) - 'cracking open boring words' mini-lesson
Day 24	Punctuation - proof-reading mini-lesson
Day 25	Punctuation - proof-reading mini-lesson
Day 26	Spelling (common words) - children correct any misspelt words
Day 27	Spelling (class' tricky words) - children correct any misspelt words
Day 28	Spelling (temporary spellings) - children correct any misspelt words
Day 29	Spelling (temporary spellings) - children correct any misspelt words
Day 30	Spelling (temporary spellings) - children correct any misspelt words
Day 31	Publishing - write out just a few sections - mini-lesson & pupil-conferencing focuses on handwriting instruction
Day 32	Publishing - write out just a few sections - mini-lesson & pupil-conferencing focuses on handwriting instruction
Day 33	Publishing Party!

Important! Please read!

- When teaching this project in KS1, we can recommend giving children blank picturebooks or chapter books. The idea being that children make a page of their book a day – applying the craft move their teacher has just modelled to them. For more information, download our eBook: *Getting Children Up & Running As Bookmakers in the EYFS & KS1* ([LINK](#)). If you're adapting this project for KS2, you have two options. You could invite your class to make books too. Alternatively, they can craft their writing in their English book. Instead of making a page a day, they are simply invited to write one 'chunk' of their writing.
- This is just an *example plan*. Therefore, you should use your own professional judgement to plan your own class writing projects. For example, you should either add or remove sessions based on your own class' needs and the amount of time you want to spend on the project. For more information, download our eBook *How To Teach Writing* ([LINK](#)). To create your own unit plan, you can download a blank version of the proforma used on the previous page [here](#).
- Remember, you should plan your mini-lessons based on the product goals your class comes up with when you're *reading as writers*. For more information on how to do this, download our eBook *How To Teach Writing or Reading In The Writing Classroom* ([LINK](#)).
- If you feel you need to, we can recommend devoting at least two sessions to planning. After the first session, you can see which plans you think are suitably ready for when children come to draft their pieces. For children who you feel need a bit more time and further instruction, you can meet with them as a group(s) while the rest of the class work on their personal writing projects. For more information on setting up personal writing projects, download [our eBook](#). We also provide far more information on teaching planning techniques in our eBook: *No More: My Class Doesn't Know What To Write Next* ([LINK](#)).
- Whenever children have completed the process goal set for that day's writing time, they should work on their personal writing project for the rest of the lesson. For more details, see [this article](#).
- We can recommend devoting a number of lessons to having 'revision checklist sessions'. This allows you to meet with your class in small groups and give them quality verbal feedback on their compositions. The rest of your class work on their personal writing projects.
- Make sure you break your proof-reading lessons down into small manageable chunks over a number of days. This allows children to achieve a high level of accuracy. These sessions don't take children very long. Once they've completed their proof-reading for the day, they can work on their personal writing projects. We provide far more information and lessons on proof-reading in our eBook: *No More: 'My Pupils Can't Edit!' A Whole-School Approach To Developing Proof-Readers* ([LINK](#)).
- The more time spent on a project, the better the final outcomes will be. If you rush a project, you get rushed outcomes.
- It's important to remember that this is not the only writing children should produce. Children should also have their personal project writing, their writing in the wider curriculum subjects, and the writing they produce in their reading lessons.

Publishing goal lesson

A great publishing goal for this project is to send children's writing to the authors who inspired them most. You can also share them with their publishing house as they are very likely to enjoy your class' writing if they published the original in the first place! Share this goal with your class at the beginning of the project.

Alternatively, the children can come up with their own publishing goal for the project. For more information on how to do this, download our book *How To Teach Writing* ([LINK](#)).

Reading as writers and establishing your product goals lessons

When undertaking *reading as writers* sessions, we can recommend letting children bring their favourite books to the sessions. You can supplement these with books you think your class will enjoy. Make sure children get to read some pieces you and your colleagues have written and make sure you have a collection of mentor texts (texts which realistically match what you expect the children to produce). For advice on how to write your own text, and to download our mentor texts, consider downloading the paid version of this planning [here](#).

A little top-tip. Keep some of the best pieces your children write for this project so that your class can study them next year.

While undertaking your *reading as writers* sessions, you are going to want to establish your product goals (success criteria) for the project. For more information on how to do this effectively, download our book *How To Teach Writing* ([LINK](#)).

Have an Ideas Party

This is one of my favourite sessions. As a whole class, in small groups, on flipchart paper, come up with as many ideas as you can. The children can work in teams at their desks and you can spend time with each group and take part too! At the end of the session, individual children can circle their favourite idea. Children like to go home and will often continue to think of ideas for the project. Let them. As long as they know what their final writing idea is going to be by time you take the *Writing Register*.

Taking a Writing Register lesson

This is a nice session. While the children are working on their personal writing projects, go round the class and ask them who they are going to write their piece about and for a working title. Write this down on your *Writing Register*. At the end of the writing lesson, you can share this register with the children and have a chat about which pieces people are most looking forward to reading.

Teaching a planning technique lesson

It's important to teach children a planning technique. It's even more important that you show children the planning technique you used when you wrote your piece. Teach them the technique and show them your plan before inviting them to use the technique for themselves that day.

If your children are making picture books or chapter books, planning still counts. We recommend giving children a session to work on their front cover and another session to draw all the illustrations on the pages inside their book. These illustrations are your children's planning.

If you need more help with this, download our eBook: *No More: My Class Don't Know What To Write Next...* ([LINK](#)). It has loads of great planning techniques in it.

Teaching your drafting lessons

At this point in the project, you are going to want to teach and model one *craft move* from your product goal list before inviting the children to use the move for themselves that day. Of course, these craft moves can be grammar or sentence-level moves. To see examples of what these lessons can look like, consider downloading the paid version for this planning [here](#).

Teaching your revision lessons

Now the children have drafted their writing, you can teach them more sophisticated *craft moves*. They can try the craft move out on their 'trying things out page' and if they like what they've crafted, they can add it into their drafted text. These sessions are really interesting because the children feel free to take risks and enjoy playing around with these more advanced techniques. Remember, model one craft move before inviting the children to use the technique for themselves that day. For examples of what these lessons can look like, consider downloading the paid version for this planning [here](#).

Revision checklist sessions

These are lovely sessions. Meet with your children in small groups. Make sure everyone has a copy of the product goals you established at the beginning of the project. With the group, check whether people have used and/or considered the *craft moves* for the project. Any children that haven't, can be invited to show how they might use the craft move on their 'trying things out page'. If they like what they have crafted, they can include it in their final piece. If they don't want to - that's fine. You still have evidence. This also shows that the children are being discerning - one sign of a greater-depth writer.

When undertaking these sessions, the rest of the class can be working on their personal writing projects. For more information, download our eBook: *How To Teach Writing* ([LINK](#)).

Proof-reading sessions

We can highly recommend breaking proof-reading down into small manageable chunks. Over a number of days, you can proofread for *CUPS*. This stands for *Capitalisation, Use Of Vocabulary, Punctuation and Spelling*. For more information on how to conduct these sessions, download our eBook: *No More: My Class Can't Edit!* ([LINK](#)).

These sessions don't take the children long. Once finished, they can work on their personal writing projects.

Publishing party

The project is now coming to an end. It's time for the children to write up their final published version ready for their readers. This is a great opportunity to teach handwriting in context and give children live verbal feedback and additional individualised handwriting instruction. We can recommend doing this over a couple of days.

Alternatively, if you're working with younger children, we can recommend that they choose their super favourite page and write this page up again in their best handwriting.

You can download a more detailed version of this planning which includes individual lessons plans, resources and mentor texts [here](#).

Remember, all our planning is free to our members. To become a member, sign up [here](#).

