# I've got something to say - contents

- X Foreword, by Stan Boyle
- 1 Introduction
- 4 Lesson Plans

#### Chapter 1 - The Teacher of Writing

- 6 The joyfully literate teacher living a readerly/writerly life
- 7 Teacher beliefs
  - Every student has something to say it is our job to believe it and have our students believe it too
- We begin with the awareness of the potential for a love affair with language: for ourselves and for our students
  - We read and write to make sense of ourselves and our world, and to communicate
- 10 Children's lives need to be brought into the classroom
- 10 We trigger memories of life experiences through personal stories and literature
- We lead children to become closely observant in their environment, raising their awareness, sensitivity and response
- 12 We explore with students how authors put their work together
- 13 We demonstrate how reader-writers think and behave

#### 15 Chapter 2 - The Writing Classroom

- 16 Writing happens daily
- 16 Opportunities for independent writing must be provided
- 17 Daily mini-lessons develop authorship
- 18 Explicit teaching
- 19 Classroom environment arranging furniture and displays for maximum learning, emotional safety, intellectual stimulus and independence
- 21 Quality literature linking reading and writing
- 22 Developing oral language
- 24 Responding to the writing of others
- 25 The Helping Circle and Peer Response Groups
- 29 Teacher-student partnership

#### Chapter 3 - From the Head to the Page

33 A notebook develops independent writers

#### I've got something to say ... contents

- 33 Notebooks are seedbeds for writing with a variety of seed ideas
- 33 Notebooks lead us to become authors
- 34 Teachers model, alongside students, the use of the notebook
- 35 Younger writers need to be supported to own and use notebooks
- Authors record noticings, observations, wonderings, opinions, ideas, responses to life events and to literature
- 43 The use of Quick-Writes for drafting
- 44 Moving from jottings to a crafted piece
- 48 Draft books: through daily writing, a place to grow and craft ideas; it is a record of progress

#### Chapter 4 - Personal Expressive Writing

- 51 Teachers learn about writing by writing
- We all have stories to tell our lives are worth recording
- 53 We all have writing territories
- 54 Prompts for personal writing topics
- 56 Finding significance in our experiences
- 59 Making connections for students using "Beans" by Patricia Grace
- 63 Working towards independent writers

  Appendix Personal Expressive Writing
- 66 Lesson around "Beans" as described in Chapter 4
- 68 "Beans" by Patricia Grace

#### Chapter 5 - Tapping into Universal Experiences

- 71 Sharing personal stories and anecdotes
- 72 Walking students through their experiences
- 72 Visualisation
  - Exploring models showing how other authors do it: Mornings
- 76 Unpacking text through close reading and the Three Level Guide
- 81 Reading / Writing links exploring models: "Hide and Seek"

  Appendix Tapping into Universal Experience
- 94 "Hide and Seek" by Vernon Scannell
- 95 Literary devices used in the poem
- 96 Three Level Guide framework
- 97 The alternative 'bare bones'
- 97 How the writer crafted his ideas
- 98 How writers describe 'cold'

#### I've got something to say ... contents

#### Chapter 6 - Memoir

- 100 The genre of memoir
- 102 Lifting the dreary recount into vibrant memoir
- 103 Retrieving memories
- 104 Developing, over time, sophistication in memoir writing
- 107 Memoir poetry
- 110 Developing a memoir
- 110 Qualities of an effective memoir
- 116 Building the writer's toolbox Appendix - Memoir
- 119 Features of a memoir
- 120 Lesson plan Memoir poem "The Town"
- 122 Excerpt from "Piano Rock"
- 124 Lesson plan "Making Huts"
- 126 Student writing from draft to crafted

# Chapter 7 - Observing and Noticing

- 129 Becoming observers
- 129 Finding the significance in what is around us
- 130 Listing observations
- 133 Description: inspiration from other writers
- 136 Close observation
- 138 Where wonderings might lead The Pigeon
- 140 Choosing a poetic form e.g. haiku, letter poem
- 147 Show me it's autumn, don't tell me
- 148 Why leaves change colour scientific exploration and poetic expression Appendix - Observing and Noticing
- 150 Lesson plan from Laura Ranger's "The Sea"
- 152 "The Sea" by Laura Ranger

# Chapter 8 - Inside or Outside

- 154 Descriptions are in every type of writing
- 154 Description capturing the place
- 156 Description of a room
- 157 Imaging making the pictures in your head
- 157 Using our senses
- 158 Be specific

220

223

158 Reading as writers 161 Specific teaching from a model – "The Old Alley" 167 From London to Taupo - From Dickens to Tuwharetoa using "Bleak House" Appendix - Inside or Outside 173 Fog – an explanation 174 Fog – a legend 176 Comparative texts explaining 'fog' Chapter 9 - Character Portrait 178 Responding to characters in narrative 181 Structured framework for scaffolding students - a bridge from expressive to expository writing 182 Choosing a character and a theme 183 Physical description 187 Guided revision 188 Actions revealing personality and behaviour 190 Monologue and dialogue 195 How a character affects others 196 Description of a character's environment 197 Assembling the paragraphs Appendix - Character Portrait 202 Example of a character portrait in four paragraphs, put together as described in Chapter 9 204 Example of a teacher's plan over two / three weeks 206 Lesson plan for "Moses Beech" - physical description Chapter 10 - Writing across the curriculum Understanding genre 210 Moving from expressive to transactional writing 211 The 'Alternating Current' 213 Teaching appropriate forms across the curriculum Exploring a framework for written explanation 216 Language features of explanatory writing 217 Poetic explanation

Combining language features of poetic and transactional writing

Language features of written argument

#### I've got something to say ... contents

- 228 Collaborative learning working with slaters
- 233 The purpose determining the form

Appendix - Writing Across the Curriculum

- 237 Annotated model argument Should Sunhats be Worn?
- 238 Lesson plan "Zoo"
- 240 Framework for argument about zoos
- 241 Framework for argument general
- 243 Excerpt from "Written on the Body" by Jeanette Winterson

#### Chapter 11 - Using models

- 244 Recognising and appreciating what is good in writing
- 245 Indicators of good writing
- 246 Finding models What does this piece offer my students? (Swimming lessons)
- 249 Framing learning talk
  - Links between reading and writing
  - Identifying deeper features
  - Leading students to the point of understanding
  - Classroom conversations
- 252 A guided revision
- 254 What does this piece offer my students? (The Bike)
- 259 Sentences what we need to know
- 263 Innovation on a sentence (from Norton's Hut)
- 266 Editing sentences

Appendix - Using Models

- 268 Lesson plan "Swimming Lessons"
- 272 Lesson plan "The Bike"

# Chapter 12 - Nurturing our Teaching

- 275 The role of a teacher
- 276 The profile of the independent learner
- 276 You teach who you are
- 278 The journey in becoming 'joyfully literate'

# Acknowledgements

#### References