



Writing Warm Up Guidelines

As with all Warm Ups, the purpose of the Genre Warm Up is to consolidate and automatize skills and knowledge developed in the I Do, We Do, You Do from previous lessons and looking forward to concepts that will come up in future learning. The aim is to take this data from the short term memory to long term memory.

Although it is placed at the beginning of a lesson, the Genre Warm Up is not simply a prelude to the genre writing lesson. In and of itself it is an essential element for success in writing in any genre.

The warm up needs to follow the 30/40/30 model.

- 30% of the warm up should be pitched to support level
- 40% of the warm up should be pitched at the benchmark level
- 30% of the warm up should be pitched at the extension level.

When 80% of students have grasped content and skills in a warm up, it can be taken out and then re-introduced in a spiraling fashion in 4, 6 or 8 weeks, depending on the age of the students. This allows for the next lot of content to be added. Use Show What You Know sessions at the end of the week to test knowledge and skills covered in this Warm Up.

- For Writing Warm Ups to be successful they must:
 - ✓ Be fast-paced
 - ✓ Be between 10 and 15 minutes long
 - ✓ Expect students to respond quickly – the ‘click test’ for automaticity
 - ✓ Include a **recite**, **recall** and **apply** section
 - ✓ Hold a balance between group and individual accountability
 - ✓ Include opportunities for self and partner talk
 - ✓ Be fun and engaging.

If they are done properly KIDS WILL LOVE WARM UPS! 😊

Sections of Warm Ups are fairly self-explanatory.

Recite - This section involves whole class, unison chanting of essential information. This should be brisk, confident and enthusiastic. It usually follows teacher cues and leads.

Recall – Requires students to remember what has been committed to long term memory through previous warm ups and the recite stage. This could involve using recite slides with some words missing, having students write answers on Show Me Boards, etc. Answers written on Show Me Boards can be viewed altogether on command so that students are required to take responsibility for their own learning. Rapid-fire feedback can be given here.

Apply – This is the section where students are asked to use what they have committed to memory to write sentences, answer questions, solve problems, correct or improve text they have been provided with etc. Rapid-fire feedback can be employed during this section as well. Student ideas and work samples from this section may be retained or copied for display and encouragement purposes. It is essential that this part of the warm up includes an opportunity for the development of **transference** – this occurs when students take what they have learnt in a warm up and use it in other learning areas and activities. This of course is the ultimate goal of a warm up!

Accountability Tips

Help ensure that students are responding and learning individually by:

- Expecting unison chanting and watching for late / non-responders.
- Checking all Show Me Boards at the same time.
- Encouraging partner sharing for some questions and then asking students for their partner's answer.
- Asking individual students to read answers during the Apply stage.
- Close monitoring at all times

KEY ELEMENTS OF THE WRITING WARM UP

- Vocabulary – focus on Synonyms and Antonyms
- Sentence Structure – including grammar and punctuation
- Generic Structure

HOW TO PLAN YOUR WRITING WARM UP

Vocabulary Element

1. Use overviews, challenge words and writing focus. You can develop your own challenge words if you choose, making sure that they are at an aspirational level for your students.
2. Prepare word bank words on flashcards.
3. Construct and prewrite sentence.
4. Prepare PowerPoint Slideshow (or other presentation technique)
5. Think through how you will improve the sentence using the focus for the week.
6. Give consideration to what you might expect students at each level to write – thinking about specific students who may need support / encouragement / extension.

Sentence Structure and Generic Structure Element

7. List content and skills to be covered in the genre you are currently working within. Give consideration to: generic structure, vocab, grammar, punctuation and sentence structures specific to the genre, factual knowledge learned so far, the assessment task you are working towards and exemplars of the genre (best if you do not use parts of the actual exemplar for the assessment task though 😊) Use the Grammar and Punctuation Scope and Sequence and the Unit Plan to guide you in this task.
8. Create a **recite, recall** and **apply** section for each item on your list. For most teachers, the most popular tool for this is PowerPoint but choices are limited only by your imagination! (Flash cards, games, quizzes, raps)
9. Ensure that your warm up includes the 'narrative' for genre warm ups. This means that teachers explain their thinking about what each element of the warm up is, where it fits in our learning and why it is important to our success. It may be seen as a type of 'teacher script' at its inception. Once this narrative is grasped and understood by students it can be removed from the warm up.
10. Give consideration to what you might expect students at each level to write – thinking about specific students who may need support / encouragement / extension.

11. Ensure that warm ups do not exceed 15 minutes. If there is too much content, put the most important in and leave the rest until the warm is changed when 80% of students have mastered it.

TIPS

- ✓ Be organized – good warm ups don't happen accidentally! 😊
- ✓ Keep moving at a fast pace
- ✓ Provide feedback and generous praise at a class and individual level
- ✓ Follow the structure above.
- ✓ Consider having some students write their answers out at another time to be placed on the exemplary work display.
- ✓ If something is not working, change it! Be prepared to make adjustments to this process to cater for the needs and learning styles of your students.
- ✓ **MAKE IT FUN, ENGAGING AND CHALLENGING** 😊

A WRITING HIERARCHY

Progress through these stages as your students are ready. Remember to be aspirational in your approach and to keep within reasonable time limits.

1. Simple sentences – Capital who what they did.
2. Compound sentences – Who what they did and who what they did.
3. Complex sentences – When/where/how/why, who what they did.
4. Multiple sentences
5. Paragraph
6. Multiple paragraphs
7. Genre

Writing Warm Up Guidelines

LESSON 1 - 25 minutes

Vocabulary Element: (Brainstorm, introduce challenge words, students write them in their books)

1. The teacher introduces the writing *theme* using an engaging cue such as a picture or object. The class discusses the theme and brainstorms words around the theme. The teacher adds these to a word bank. Students are asked to give definitions and examples of the use of these words
2. The teacher then introduces challenge words and adds them to the word bank (which is on display for students' quick access). The teacher says the words and the students repeat them with definitions. Students read as teacher points. Students answer quick-fire questions about the words and definitions. Up to 3 words are chosen from the brainstormed list. These will be the focus for the week. Teachers differentiate by including more focus words if students are able to manage them.

(This section should be fast-paced and fun. Don't get bogged down in lengthy definitions and discussions.)

3. Students record these 3 words in their Word Bank Book leaving space for the definitions to be added at the end of the week. (Differentiate this if needed. Very low students may not get all words written.)

Sentence Structure Element:

1. Do Recite/Recall/Apply with sentence type, grammar and punctuation required to be successful.
2. Teacher writes sentences, using challenge words, to highlight different sentence types (simple, compound, complex) as well as the grammar and punctuation required.

Generic Structure Element:

1. Do Recite/Recall/Apply for the generic structure being studied. When first introducing a new generic structure to your warm up do only recite the first day, then recite, recall the second and finally add in the apply on the third.
2. Display a stimulus (image or topic) students practice one element of the seven steps (this should be consistent for 1-2weeks before moving to next step e.g. Brainstorming, Sizzling Starts)

LESSON 2 – 25 minutes (Read words, put them in sentences, model and scaffold a sentence for students)

1. Revise the challenge words and their definitions. Brainstorm synonyms and antonyms for these words. Add these to the recite and recall part of the warm up.
2. The teacher introduces **entry level sentences** which include challenge words and their synonyms or antonyms.
3. Students read each sentence in unison and revise the meanings of the challenge words. They read them substituting the synonyms and antonyms discussing any change in meaning caused by the word substitution.
4. The teacher introduces the sentence type to be written today and its structure. Students read the structure aloud and then read the sentence aloud.
5. The teacher divides the sentence into its parts and provides entry level examples of part 1.
6. Students choose from these examples or write one of their own in their English book.
7. The teacher introduces the next part of the sentence and entry level examples of it. Students read this in unison and answer quick fire questions about it.
8. Students choose from these examples or write one of their own, adding it onto the first part they already have in their books.
9. This process continues until a whole sentence is constructed.
10. Partner sharing - students reread this sentence with fluency and expression to a partner and then listen as their partner reads theirs. They share feedback about their partner's sentence.

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Generic Structure Element:

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2. Display a stimulus (image or topic) students practice one element of the seven steps (this should be consistent for 1-2weeks before moving to next step e.g. Brainstorming, Sizzling Starts)

LESSON 3 – 25 minutes (Revise words and meanings in sentences, students write an independent sentence using slideshow prompts)

1. The class revises, through unison reading, the challenge words, definitions, synonyms, antonyms and examples of sentence parts. Whole class chanting and quick fire questions. Individual accountability is built in by asking individual students for answers. This part should be fast moving and fun! 😊
2. Students write their own sentence using entry level examples given, building on them or creating one of their own. This is differentiated.
3. Partner sharing – student share their sentence with a partner and provide feedback.

Sentence Structure Element:

1. Do Recite/Recall/Apply with sentence type, grammar and punctuation required to be successful.
2. Teacher writes sentences, using challenge words, to highlight different sentence types (simple, compound, complex) as well as the grammar and punctuation required.

Generic Structure Element:

1. Do Recite/Recall/Apply for the generic structure being studied. When first introducing a new generic structure to your warm up do only recite the first day, then recite, recall the second and finally add in the apply on the third.
2. Display a stimulus (image or topic) students practice one element of the seven steps (this should be consistent for 1-2weeks before moving to next step e.g. Brainstorming, Sizzling Starts)

LESSON 4 – 25 minutes (Revise words and meanings in sentences, students write an independent sentence)

1. The class revises, through unison reading, the challenge words, definitions, synonyms, antonyms and examples of sentence parts. They swap the challenge words for the definitions, synonyms and antonyms and read the sentences again.
2. Students write their own sentence. This section is differentiated. Students can use the examples given or create their own. They can improve the sentence by adding their own ideas. Top level students can create 2 sentences which run fluently together.
3. Partner share and provide feedback.

Sentence Structure Element:

1. Do Recite/Recall/Apply with sentence type, grammar and punctuation required to be successful.
2. Teacher writes sentences, using challenge words, to highlight different sentence types (simple, compound, complex) as well as the grammar and punctuation required.

Generic Structure Element:

1. Do Recite/Recall/Apply for the generic structure being studied. When first introducing a new generic structure to your warm up do only recite the first day, then recite and recall the second and finally add in the apply on the third.
2. Display a stimulus (image or topic) students practice one element of the seven steps (this should be consistent for 1-2weeks before moving to next step e.g. Brainstorming, Sizzling Starts)

If you only have 4 Every Day Writing Warm Ups in your timetable, take either Lesson 3 or 4 out. (As they are very similar, the teacher can decide which to take out by considering the ability level of students. Lesson 4 requires more independent writing and would be more useful for a higher level group) DO NOT take out Lesson 5 😊

LESSON 5 – 25 minutes (Students enter definitions of words they have learned during the week.)

1. The class revises, through unison reading, the challenge words, definitions and examples of sentence parts and whole sentences.
2. Students record the definitions of words they learned during the week. This can be differentiated by lower students write only words which they know and will use and having top level students attempt the task without access to the slide show.
3. More fun can be added by finishing with a quiz or game to finish the week.

Sentence Structure Element:

1. Do Recite/Recall/Apply with sentence type, grammar and punctuation required to be successful.
2. Teacher writes sentences, using challenge words, to highlight different sentence types (simple, compound, complex) as well as the grammar and punctuation required.

Generic Structure Element:

1. Do Recite/Recall/Apply for the generic structure being studied. When first introducing a new generic structure to your warm up do only recite the first day, then recite, recall the second and finally add in the apply on the third.

2. Display a stimulus (image or topic) students practice one element of the seven steps (this should be consistent for 1-2weeks before moving to next step e.g. Brainstorming, Sizzling Starts)