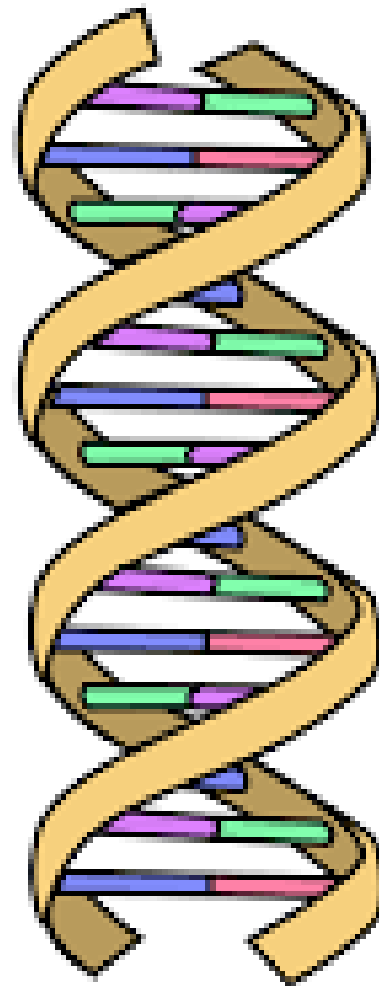


# Writing DNA

St Mary's Primary School



 = Adenine

 = Thymine

 = Cytosine

 = Guanine

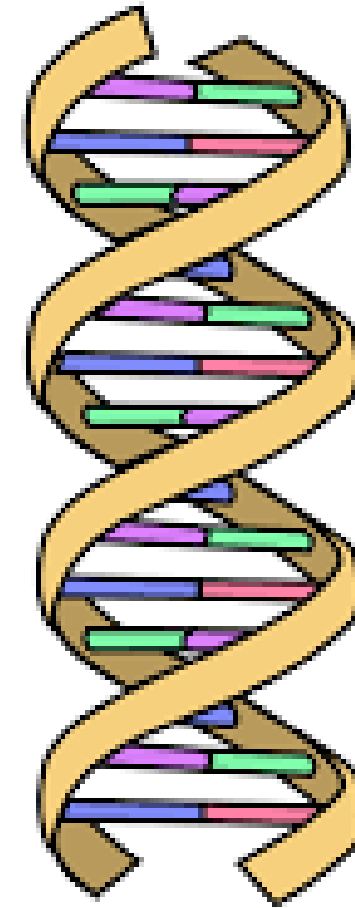
 = Phosphate  
backbone

DNA

# Contents

---

- Our DNA for writing
- Implementation Process 2022 -2023
- Where are we now? What do we think? How do we feel? Next Steps
- Implementation Process Edit
- Writing Toolkit
  - Immersion (book talk, modelled & shared writing)
  - Innovation (boxing up planning strategy)
  - Writing Process (Editing and Proofreading)



-  = Adenine
-  = Thymine
-  = Cytosine
-  = Guanine
  
-  = Phosphate backbone

DNA

# Research

Gradually shift responsibility from the teacher to the pupils so that they become independent writers

Give pupils a writing task which involves the use of inquiry skills e.g. establish a clear goal for writing or researching/exploring concrete data on a topic

*Fisher, R., Myhill, D. and Twist, L. (2011)*

## **Intent**

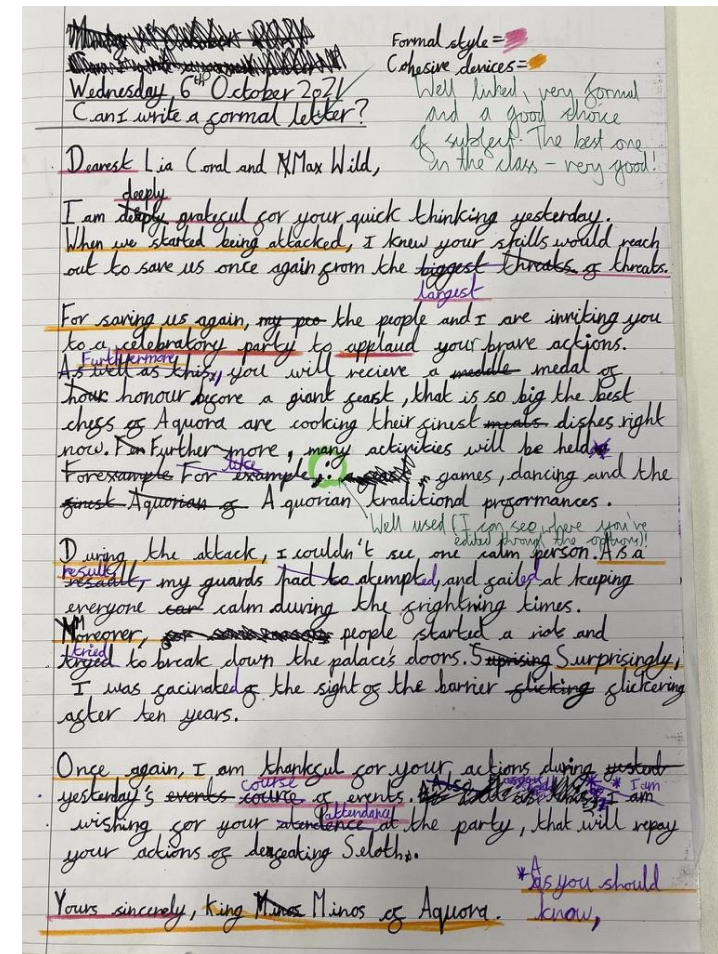
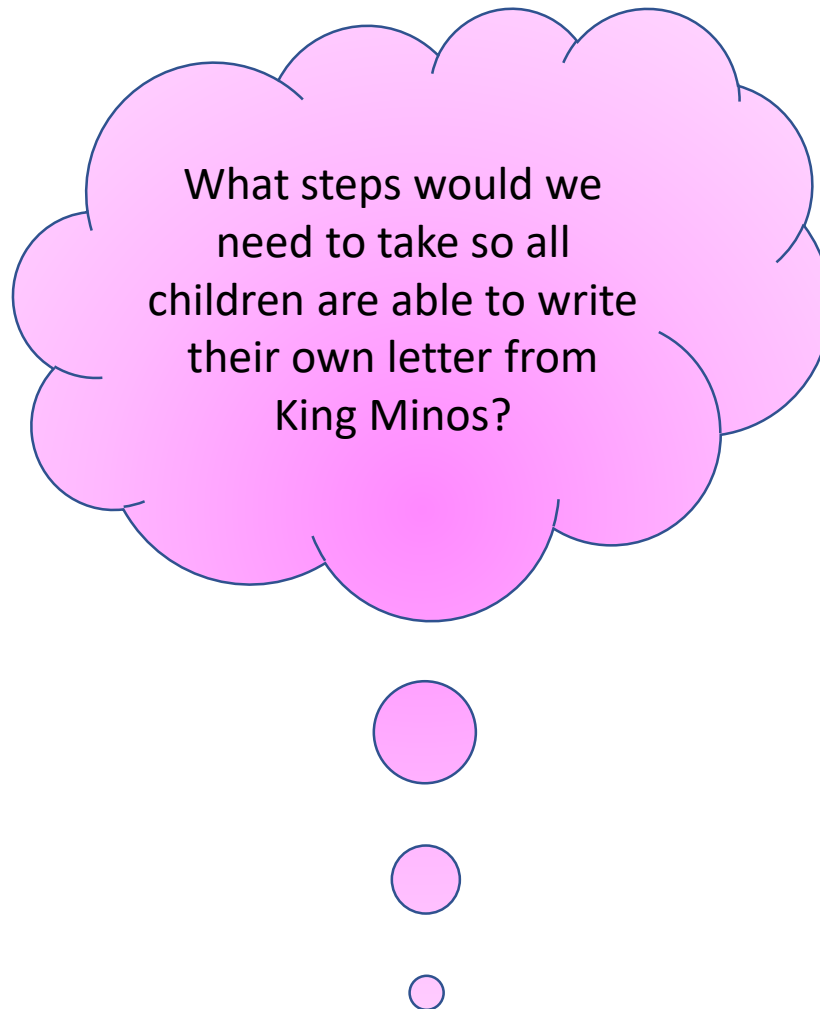
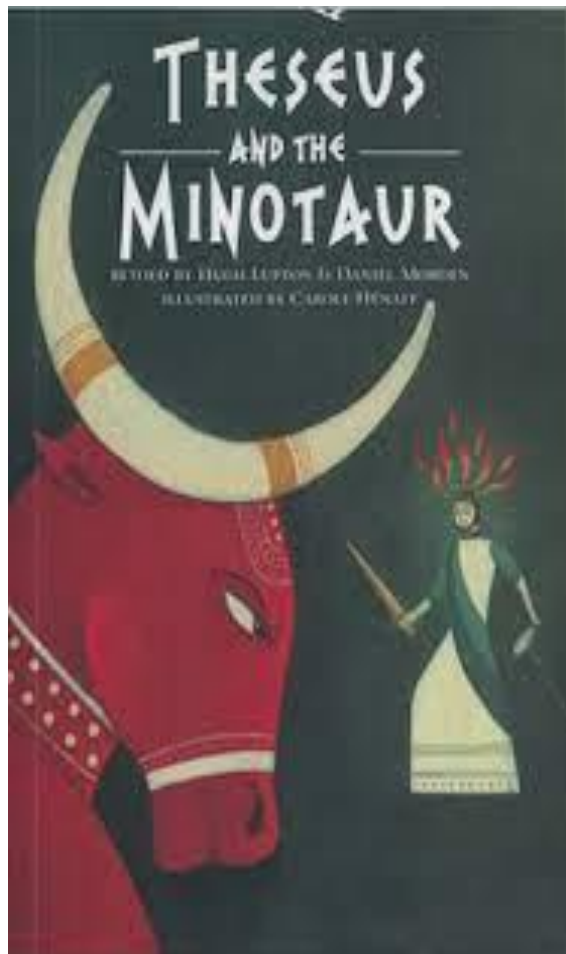
At St Mary's C.E Primary School, we strive to give our children the skills and ambitions to become 'Brave Changemakers': confident and competent communicators who believe that they can make a difference in the world. English is a key part of this, and as such, writing is the cornerstone of our curriculum.

We believe that children's writing should be purposeful and have an impact beyond the classroom. Because of this, our writing is strongly linked to our work across the curriculum and we endeavour for children to develop a rich, varied vocabulary and strong oracy skills. We encourage pupils to see themselves as authors, taking ownership of, and showing pride in, their work through promoting proofreading, editing and 'publishing' as an integral part of each unit.

We use a systematic approach to teaching writing that is built around the principles of the writing process. This approach loops learning towards an end of unit outcome. The sequence runs over three phases and prioritises understanding the purpose and how authors achieve this, explicit contextualised teaching of grammar and punctuation, and the authorial skills of editing, proofreading and publishing writing with pride.



Start with the outcome and work backwards.



Gradual release from the scaffold



# Scaffold the steps on the learning wall


LF

I can write a biography

Model of Excellence

Boxing Up

Modelled Writing

|            | TRAGEDY              |
|------------|---|
| Opening    | MCs introduced<br>(Olive - 1st person - tells story<br>Cliff - 8 year old brother<br>Sukie - oldest)  |
| Build Up   | MCs happy<br>MCs become separated<br>All is well  |
| Dilemma    | Things start to go wrong<br>MC worried → terrified /<br>panic-stricken                                |
| Resolution | Events spiral out of control<br>(Sukie evades MCs - air raid<br>continues → both in mortal<br>danger) |
| End        | Hero destroy<br>(Sukie revealed as hero)  |

Vocabulary

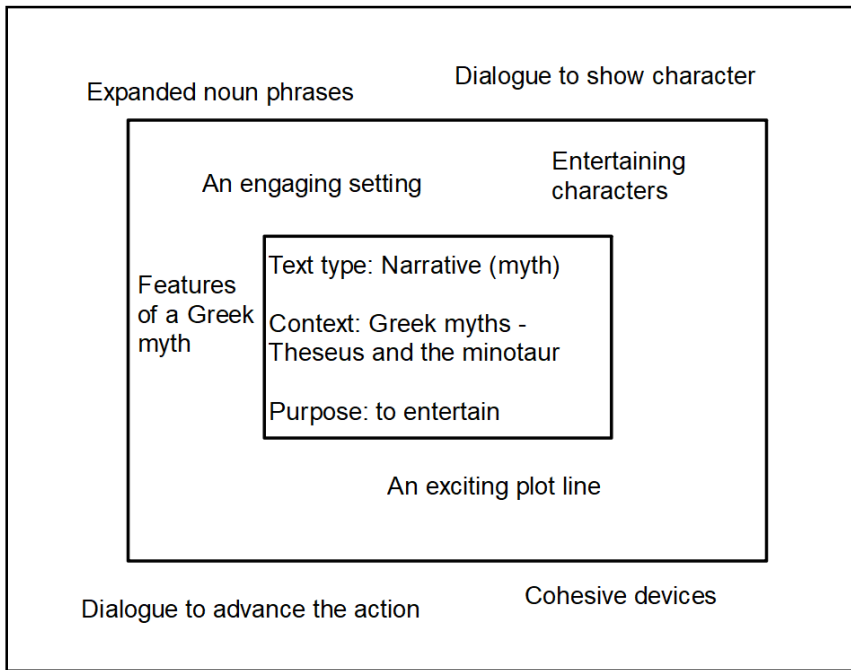
dimming teasingly foyer  
descending resembled (resemblance)  
gushed abruptly  
eerie protectively  
deserted / abandoned  
grief urged pickled

"If I'm not back by the end of the film, meet me in the foyer. Sukie whispered loudly, generating a number of shudders from other women's gears. Apologising profusely, she exited the Picture Palace auditorium. Without warning, an alarming message appeared on the screen. AIR RAID IN PROGRESS. HEAD FOR THE NEAREST SHELTER IMMEDIATELY. "Oh, no. Typical," I mumbled under my breath. "where's Sukie?"

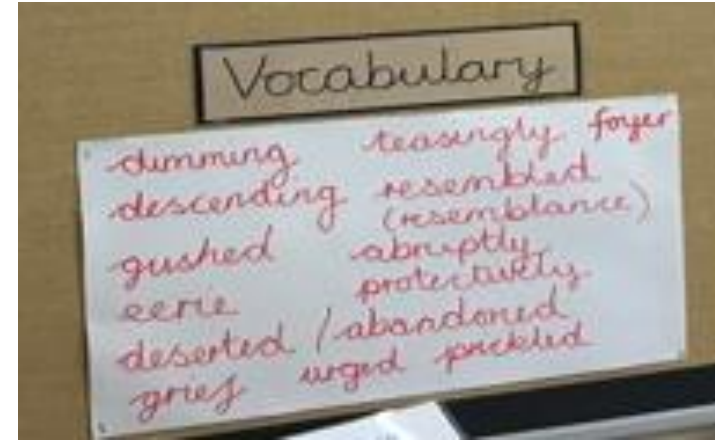
"Probably on the loo," Cliff ventured good naturedly, clearly not taking the air raid seriously. "There hasn't been a keeper here on the..." I gave Cliff a gentle slip round the ear, grabbed his arm and marched him towards the foyer before he had a chance to finish. "You two! Get out of here! Didn't you see the message?"

100 Colourful Words

The Major School common word list



## ***Learning Wall components***



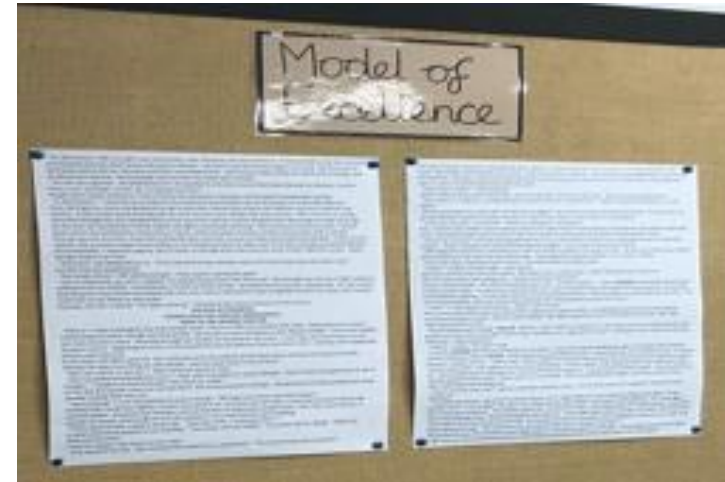
## ***Vocabulary – both for this unit and from past units***

## ***Boxed up success criteria***

A **complex sentence** has a main and a subordinate clause and is used to add more information about your main point.

An example would be 'Although I hated bees, I liked their honey.'

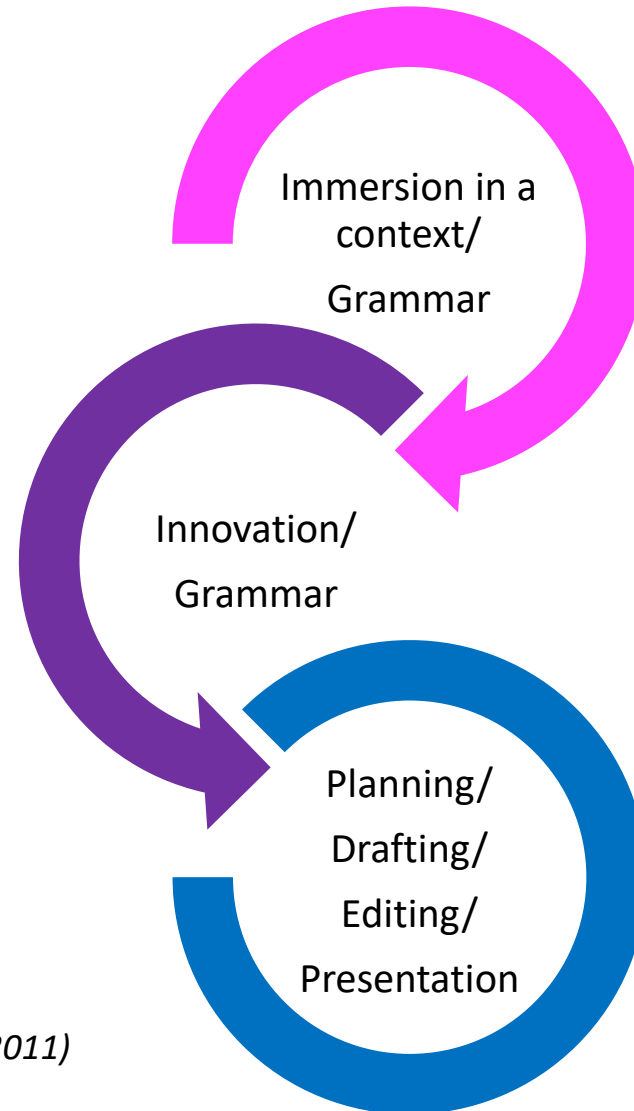
## ***Explanations of key objectives***



## ***Model of excellence***



# Research Rich Writing Process



## Immersion

**Purpose and Audience - Establish your context**

**Introduce quality text or animation or experience**

**Topic specific vocabulary**

**Key features of text type**

**Link to enquiry discussions**

**Summarising (KS2)**

**Retelling of narrative (EYFS and KS1)**

**Introduce learning wall as a scaffold**

**Responding to text in different ways**

**Use drama, practical activity and oracy to develop ideas**

**Analyse parts of text using VIPERS**

**Contextualised SPaG and vocab**

**Editing short burst**

## Innovation

**Generating ideas and planning**

**Develop alternatives, adaptations, changes to original text**

**Responding to text in different ways**

**Use drama, practical activity and oracy to develop ideas**

**Contextualised teaching of SPaG and vocab**

**Editing short burst**

**Proofreading short burst**

**Planning ideas using boxing up (KS2) and story mapping (KS1)**

## Communicating

**Writing, Editing and Publishing**

**Oral rehearsal**

**Modelled and shared writing to support end of unit outcome**

**Drafting**

**Editing**

**Redrafting**

**Proofreading**

**Publishing**

**Application of taught SPaG**

**Application of topic specific vocabulary**

**Application of ARE skills**

Gradual release from the scaffold

# Immersion

**Purpose and Audience - Establish your context**

**Introduce quality text or animation or experience**

**Topic specific vocabulary**

**Key features of text type**

**Link to enquiry discussions**

**Summarising (KS2)**

**Retelling of narrative (EYFS and KS1)**

**Introduce learning wall as a scaffold**

**Analyse parts of text using VIPERS**

**Contextualised SPaG input**

**Editing short burst**

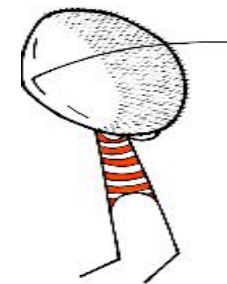
**Proofreading short burst**

I know why I am writing. I  
know a story.

I know about a non-fiction  
text type.

I have spoken about  
characters, settings, key  
features.

I know about a grammar skill  
that will help me later.



# Priorities for Phase 1

- **WAGOLL/oral story**
- **Key features toolkit**
- **VIPERS discussions**
- **Writing that explores key themes (character, plot, setting, content, purpose e.g. instructions)**
- **Deliberate practice of grammar**
- **Writing to apply grammar**
- **Modelled and shared writing in learning environment**

## **Innovation**

### **Generating ideas and planning**

**Develop alternatives, adaptations, changes to original text**

**Responding to text in different ways**

**Use drama, practical activity and oracy to develop ideas**

**Contextualised teaching of SPaG**

**Editing short burst**

**Proofreading short burst**

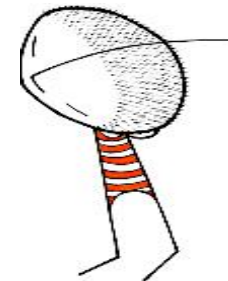
**Planning ideas using boxing up (KS2) and story mapping (KS1)**

I have spoken about new characters, settings, points of view or content for my writing  
I know some ideas to help me write a new version.

I remember a grammar skill that I have used before that I can use again. I

I know about a grammar skill that will help me later.

I have a plan that I can follow





# Priorities for Phase 2

- **Innovations linked to character, setting, point of view, alternative endings, additional chapters, content**
- **Evidence of active learning (drama, practical, oracy to develop new ideas)**
- **Deliberate practice of grammar**
- **Writing to apply grammar**
- **Modelled and shared writing in learning environment**
- **Planning a story sequence or non-fiction sequence**

# The Writing Process

## Writing, Editing and Publishing

**Oral rehearsal**

**Modelled and shared writing to support end of unit outcome**

**Drafting**

**Editing**

**Redrafting**

**Proofreading**

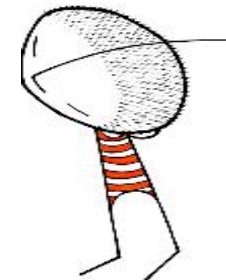
**Publishing**

**Application of taught SPaG**

**Application of topic specific vocabulary**

**Application of ARE skills**

I have practiced my plan. I know what to write first, then, next...  
I know why I am writing.  
I know what skills I need to prove.  
I know that I will be writing for an audience. My writing to communicate my ideas to the world



# TOOLKITS

## **Immersion**

**Purpose and Audience - Establish  
your context**

## **Book talk**

**Modelled and Shared Writing**

## **Innovation**

**Generating ideas and planning**

## **Boxing Up**

**Drama**

## **Communicating**

**Writing, Editing and Publishing**

## **Editing and Proofreading**

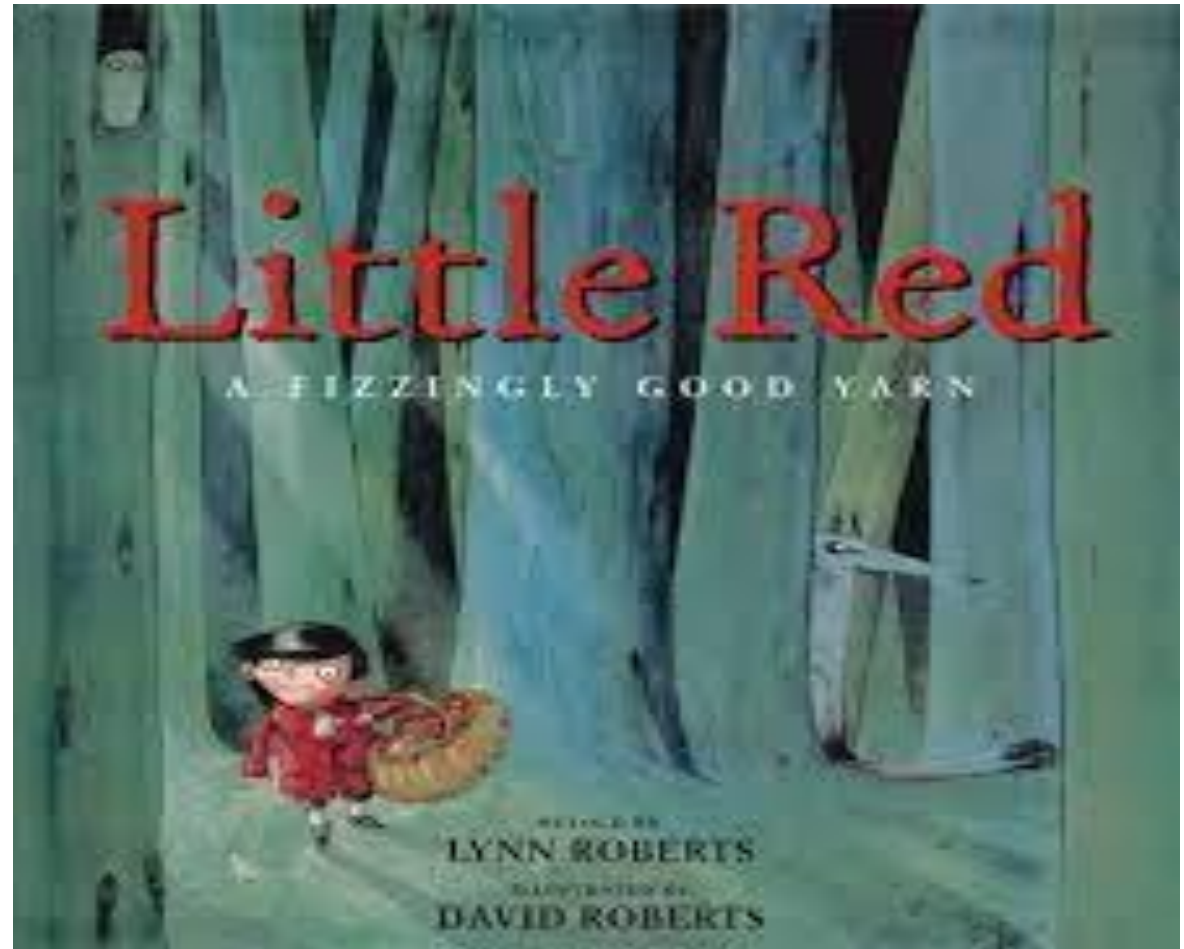
# Context

## Immersion

**Purpose and Audience - Establish  
your context**

## Book talk

**Modelled and Shared Writing**



Year 1/2: Book Talk





# The Wolf

# Book Talk

“Grandma, what big eyes you’ve got today!” said Little Red.

“All the better to see you with my dear.” replied the wolf.

“What big ears you have Grandma!” said Little Red.

“All the better to hear you with.” The wolf snarled.

“What a big mouth you have Grandma!” Little Red was very worried.

“All the better to eat you with!” roared the wolf.

Tell me...

Tell me more...

How do you know?

# Book Talk Short Burst



# Modelled and Shared Writing Context

## Immersion

**Purpose and Audience - Establish  
your context**

## Book talk

**Modelled and Shared Writing**



<https://www.literacyshed.com/something-fishy.html>

# Oral Story/Modelled Text

Olive Olivander loved the ocean. In her bedroom, she had a **huge, round fish tank** that was brimming with **guppies, mollies and sea-snails**. She loved watching her fish **dart and dive, weave and swish, chase and hide**. Everyone knew she loved fish because **the only** thing she talked about was fish, **the only** thing she thought about was fish and her favourite item in the whole world was her Balloon Molly sweatshirt. **She wore it everywhere**. She even wore her sweatshirt to bed.

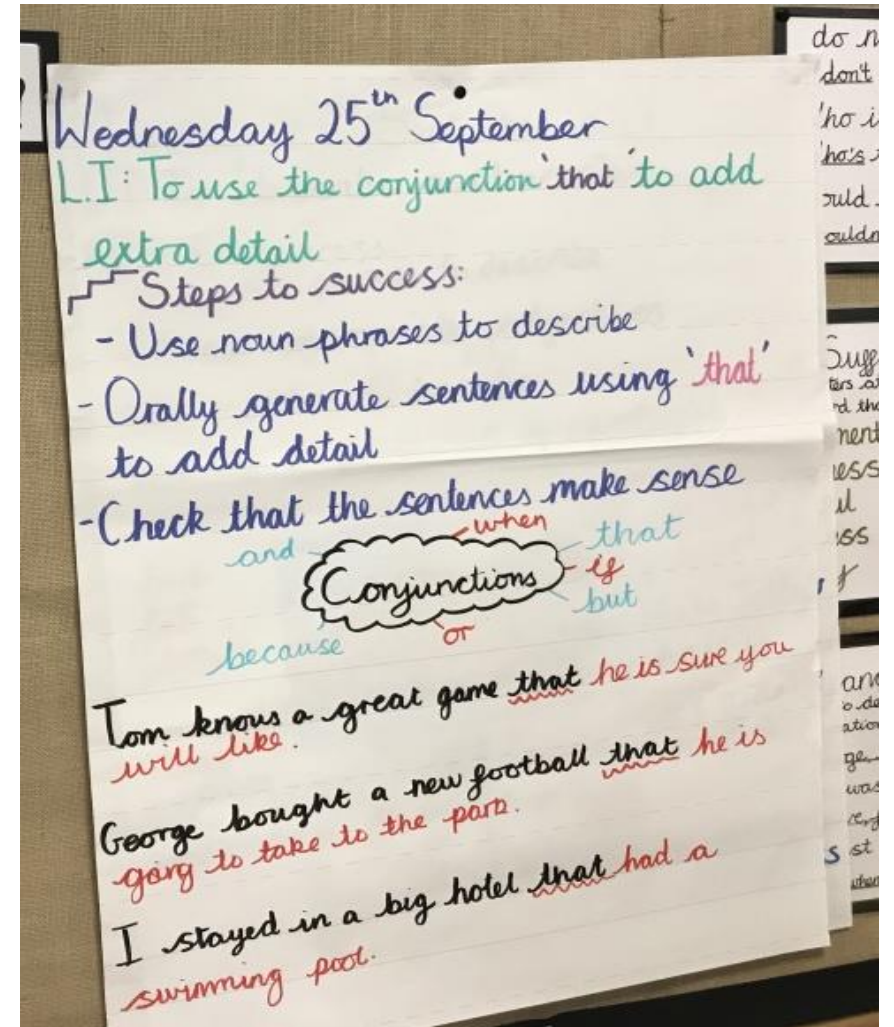
**One day**, her mother said, “You must wash that sweatshirt Olive.”

Olive grabbed her dirty washing **and** the sweatshirt **and** she walked to the laundrette.



# Making the Invisible Visible

1. Model Excitement
2. Model the Best
3. Think Aloud
4. Model Learning Links  
(*metacognition*)



# Invisible Skills

You model to make the invisible visible.

Invisible skills

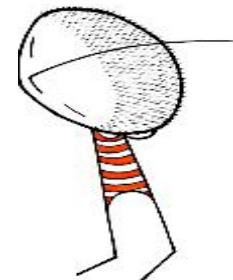
- Purpose
- Applying Grammar
- Composition:

*Selecting the 'most appropriate' word or phrase*

*Building atmosphere*

*Portraying character*

*Leading the Reader (cohesion)*



# Shared and Guided Writing in a Short Burst Session

WAL: use questions sentences with ?

Purpose: Missing Poster

**I do:** Model write the opening

*Have you seen my daughter Olive Olivander?  
She went to the laundrette to wash some clothes.*

*\**

*Did you see her at the laundrette?*

# Shared and Guided Writing in a Short Burst Session

WAL: use questions sentences with ?

Purpose: Missing Poster

We do: share write

*Did you see her at the laundrette?*

*\*we need to tell people what she looks like*

*\*we need to ask for help*

# Shared and Guided Writing in a Short Burst Session

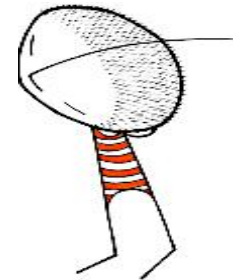
We do: share write

*Did you see her at the launderette?*

*Olive is 8 years old. She has long, brown hair and blue eyes. When she left the house, she was wearing blue jeans, a something fishy T-shirt and her favourite sweatshirt. Can you help? Have you seen this girl?*

# Summary for Shared Writing

1. What's the focus?
2. Collect together any key vocabulary or 'discourse markers'
3. Pre-write opening sentence then write OR present a model that needs editing
4. Ask higher order questions to support the writing





# Learning Environment

Tuesday 17th September 2019  
L.I: to describe using emotive language

- = look at the images
- = generate emotive language to describe
- = generate descriptive language
- = write a short descriptive piece of writing

grey, rough skin      loud      large      happy

sad      elephant      beautiful

slow      curious      exhausted      hard working

smart      thirsty      wild      horrified

upset      strong      friendly      shocked      frightened

uncertain of their future      hungry      angry      disappointed

anxious      endangered      uncomfortable

poor      terrified      lonely      worried

exhausted      tired      scared      home sick

hunted

# Guided Writing – a further opportunity to scaffold

| Structure  | Content |
|--|---------|
| Purpose  |         |
| Raid the reading/Engage Question   |         |
| Model application  |         |
| Shared writing<br>Have a go (often in pairs first)<br><i>Independent Writing</i> |         |
| Review   |         |

# Toolkit: Boxing Up

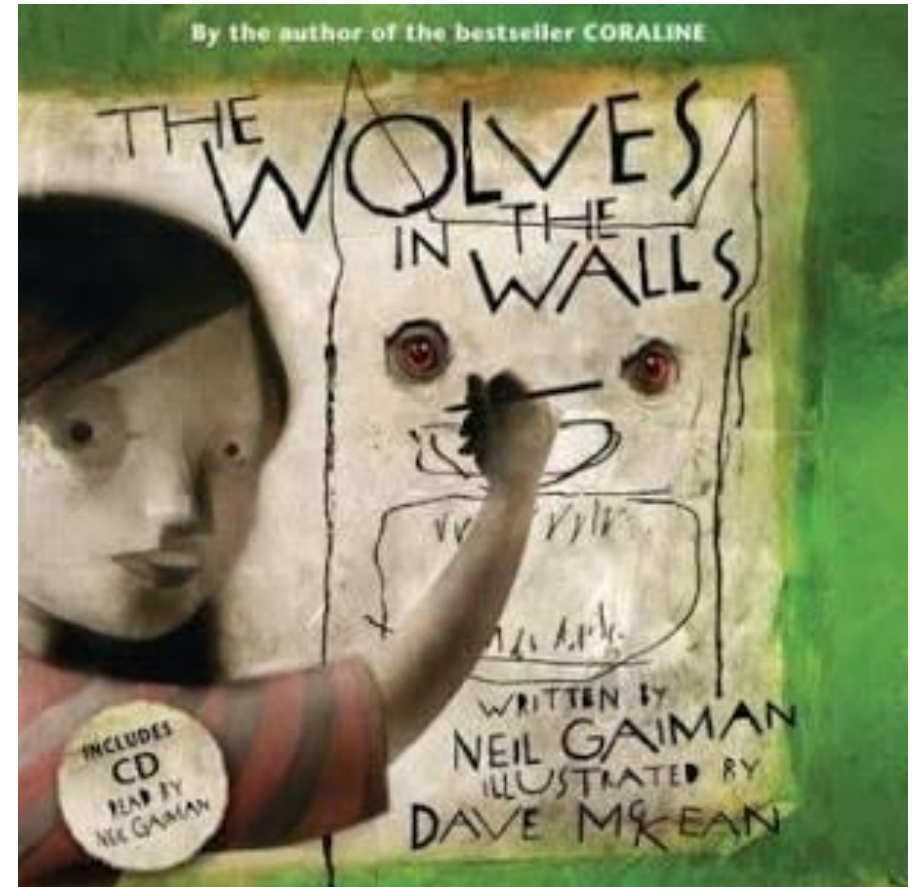
## Context

### Innovation

Generating ideas and planning

### Boxing Up

Drama



# Boxing up starts with your WAGOLL

## Model of Excellence Y3/4

### Overcoming a monster: Wolves in the Wall

|                                      |                          |                          |  |                                |
|--------------------------------------|--------------------------|--------------------------|--|--------------------------------|
| Adverbials<br>(Sometimes<br>fronted) | Commas<br>for adverbials | Expanded<br>Noun phrases | Complex sentence<br>Compound<br>sentence | Inverted commas<br>for speech. |
|--------------------------------------|--------------------------|--------------------------|--|--------------------------------|

#### **Box 1: MC makes a discovery**

"I'm bored." Lucy walked **sluggishly** around the empty house trying to find something to do.

After a while of **pacing** up and down the silent hallway, Lucy stopped. Carefully, she placed her cold ear next to the smooth wall. She could hear scratching and it was coming from inside the walls.

#### **Box 2: MC tries to warn others**

Quickly, she ran to her mother. "There are noises coming from inside the walls", Lucy **blurted**. "I think it's wolves!"

"Lucy," replied her mother calmly. "There are no wolves inside our walls. If there were wolves in the wall, it would be all over."

**Huffing** loudly, Lucy went to find her dad.

Lucy's dad was in the lounge and he was playing his favourite tuba.

"Dad!" Lucy exclaimed, "There are wolves in the wall. I'm sure of it."

"Well," replied her father, "You know what they say. If the wolves come out of the wall then it's all over."

Shrugging her shoulders, Lucy **slumped** off to her room to sleep but all she heard was a scratching and a scraping. There were wolfish sounds coming from insides the walls.

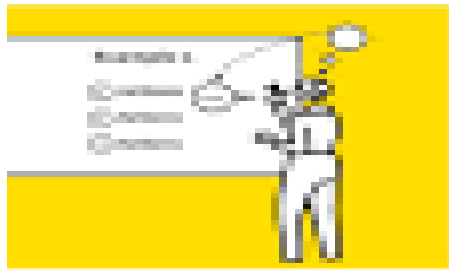
#### **BOX 3: Disaster!**

---

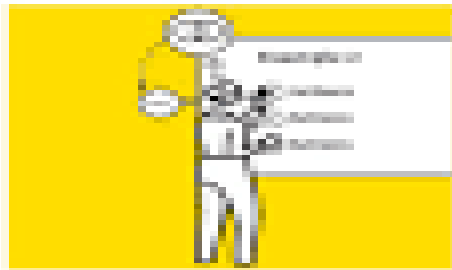
[That night, when everything was still and the house was asleep, the wolves came out of the walls.

# Backward Fading

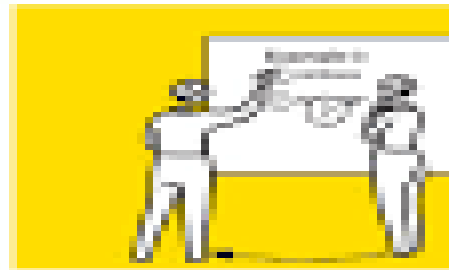
## WORKED EXAMPLES AND BACKWARD FADING



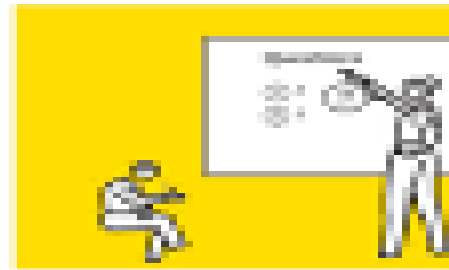
FULLY WORKED TO  
INTRODUCE THE METHOD  
OR IDEAS



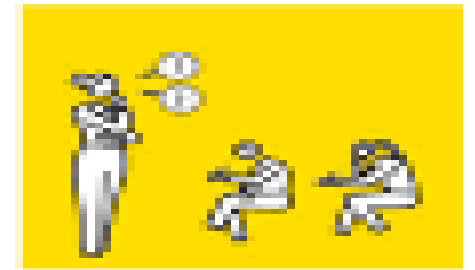
FULLY WORKED FOR  
REINFORCEMENT



PARTIALLY WORKED FOR  
STUDENTS TO FINISH OFF



QUEB-START FOR STUDENT  
COMPLETION



COMPLETED  
INDEPENDENTLY



- Cognitive Load Theory suggests novices learn more successfully studying complete worked examples than if asked to problem-solve independently.
- Cognitive load is reduced if we learn the overall method separately from trying to apply it.
- Often teachers do not model sufficient worked examples.
- Backward fading is good for moving from guided to independent practice.

# Summarising

| Structure                  | Summary  | Story Language   |
|----------------------------|--|--|
| <b>MC made a discovery</b> | <ul style="list-style-type: none"> <li>• Lucy was in the house</li> <li>• She heard scratching</li> <li>• She knew it was wolves</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Her mother was...her father was...her brother was...</b></li> <li>• <b>Lucy heard noises. There were noises coming from....They were hustling noises and bustling noises.</b></li> <li>• <b>They were/they were/they were</b></li> </ul> |
| <b>MC tried to warn</b>    | <ul style="list-style-type: none"> <li>• Lucy told her mum, her brother and her dad.</li> <li>• They didn't believe her.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Plotting their wolfish plots. Hatching their wolfish plans</b></li> </ul>  |
| <b>Disaster!</b>           | <ul style="list-style-type: none"> <li>• At night, the wolves came out of the walls.</li> <li>• The family woke and ran out of the house.</li> <li>• They went to the bottom of the garden.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>As quick as a flick of a wing of a bat...</b></li> <li>• <b>Second best tuba</b></li> </ul>  |



# Innovation KS2: Boxing Up

| Structure  | My Ideas  | Vocabulary/Grammar Ideas                    |
|--|---|---|
| <b>MC makes a discovery</b>                              | <b>Elephants in the wall</b>                      | <b>Thudding<br/>Trumpeting<br/>Sneezing</b> |
| <b>MC warns family</b>                                   |   |   |
| <b>Disaster Strikes</b>                                  | <b>Elephant stampede</b>                          | <b>Stampede</b>                             |
| <b>Family hide and plan</b>                              | <b>Hide in a tent in the garden</b>               |   |
| <b><del>Family return to their home</del> triumphant</b> | <b>Family don't return and move to the Arctic</b> |   |

# Innovation KS2: Boxing Up (PoV)

| Structure   | My Ideas   | Vocabulary/Grammar Ideas |
|---|--|--------------------------|
| <b>MC makes a discovery</b>   | <b>Humans in the wall</b>  |                          |
| <b>MC warns family</b>  | <b>Wolf warns the wolf family – tells them to stop eating the jam sandwiches and playing video games</b> |                          |
| <b>Disaster Strikes</b>   | <b>Lucy and her family charge out of the wall</b>  |                          |
| <del>Family hide and plan</del><br><b>Family escape to new house</b>                  | <b>Hide in a tent in the garden</b>  |                          |
| <del>Family return to their home – triumphant</del><br><b>Lucy and family pleased</b> |  |                          |

# Boxing Up Alternatives

|   | My ideas | Vocabulary | Favourite Sentences | Important Grammar |
|---|----------|------------|---------------------|-------------------|
| Wolves in a challenging habitat           |          |            |                     |                   |
| Wolves find walls of house – watch family |          |            |                     |                   |
| Wolves move in                            |          |            |                     |                   |
| Disaster! Wolves move out.                | on       |            |                     |                   |

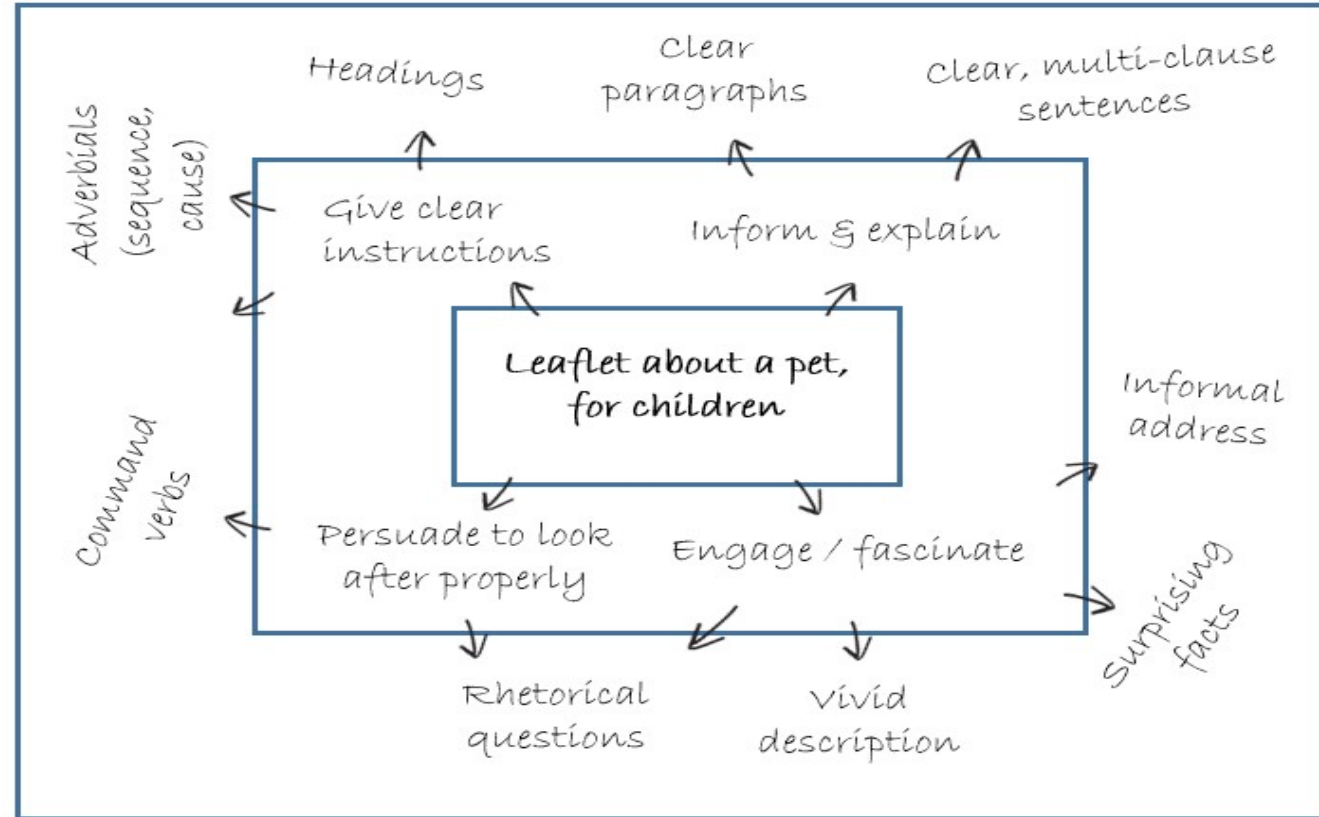
# Research Using Boxing Up (non-fiction)

|              |  |
|--------------|--|
| Introduction |  |
| Habitat      |  |
| Diet         |  |
| Threats      |  |

# Boxing Up (Non-Fiction)

|                     | My ideas | Vocabulary | Favourite Sentences<br>Formal devices (UKS2) | Important Grammar |
|---------------------|----------|------------|--|-------------------|
| <b>Introduction</b> |          |            |  |                   |
| <b>Habitat</b>      |          |            |  |                   |
| <b>Diet</b>         |          |            |  |                   |
| <b>Threats</b>      |          |            |  |                   |

# Chunking Up





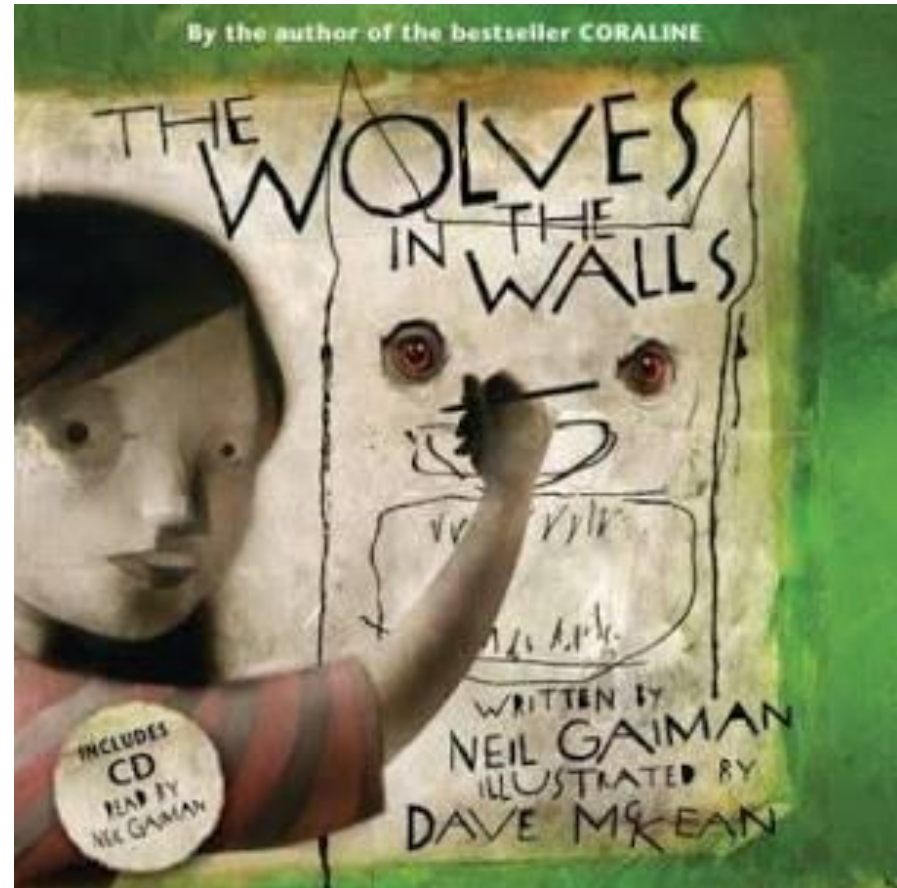
# Toolkit: Drama and Oracy

## Innovation

Generating ideas and planning

## Boxing Up

Drama





# HOT SEATING/WHAT'S ON YOUR MIND?



Tell me about...

Tell me more...

Anything further...

But... and...

**On:** Where were you when you saw the wolves?

**Between:** How did you feel when you saw what they were doing?

**Beyond:** What could you do to help?



# Conscience Alley/Thought Tunnel



What should she do?



# Gossip



**Did you hear about that family?**

*No, what happened?*

**Well, they were.... When suddenly...**

...

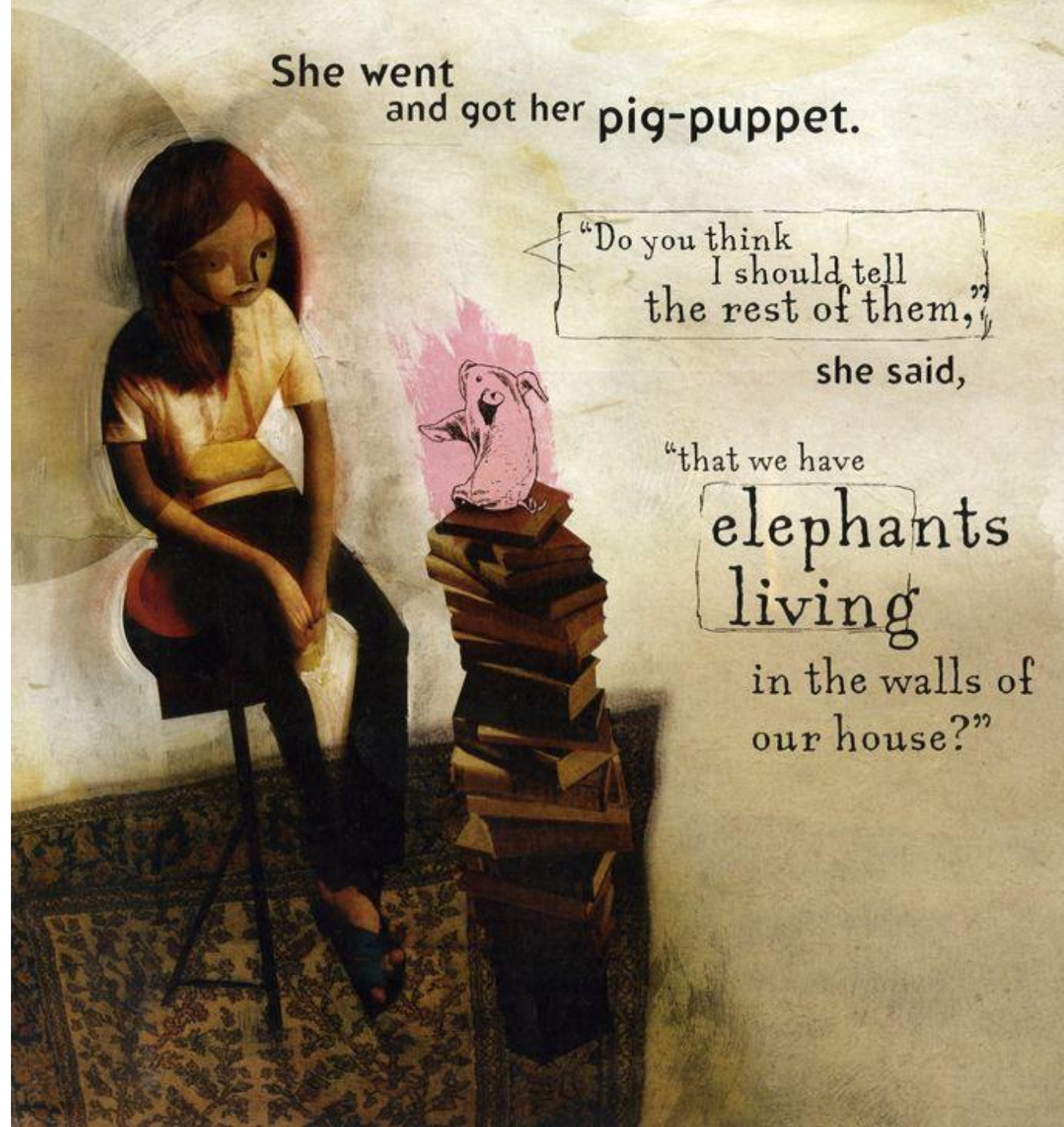


# Phone a Friend

Lucy: do you think we should  
Tell the others that there are  
elephants living inside our walls?

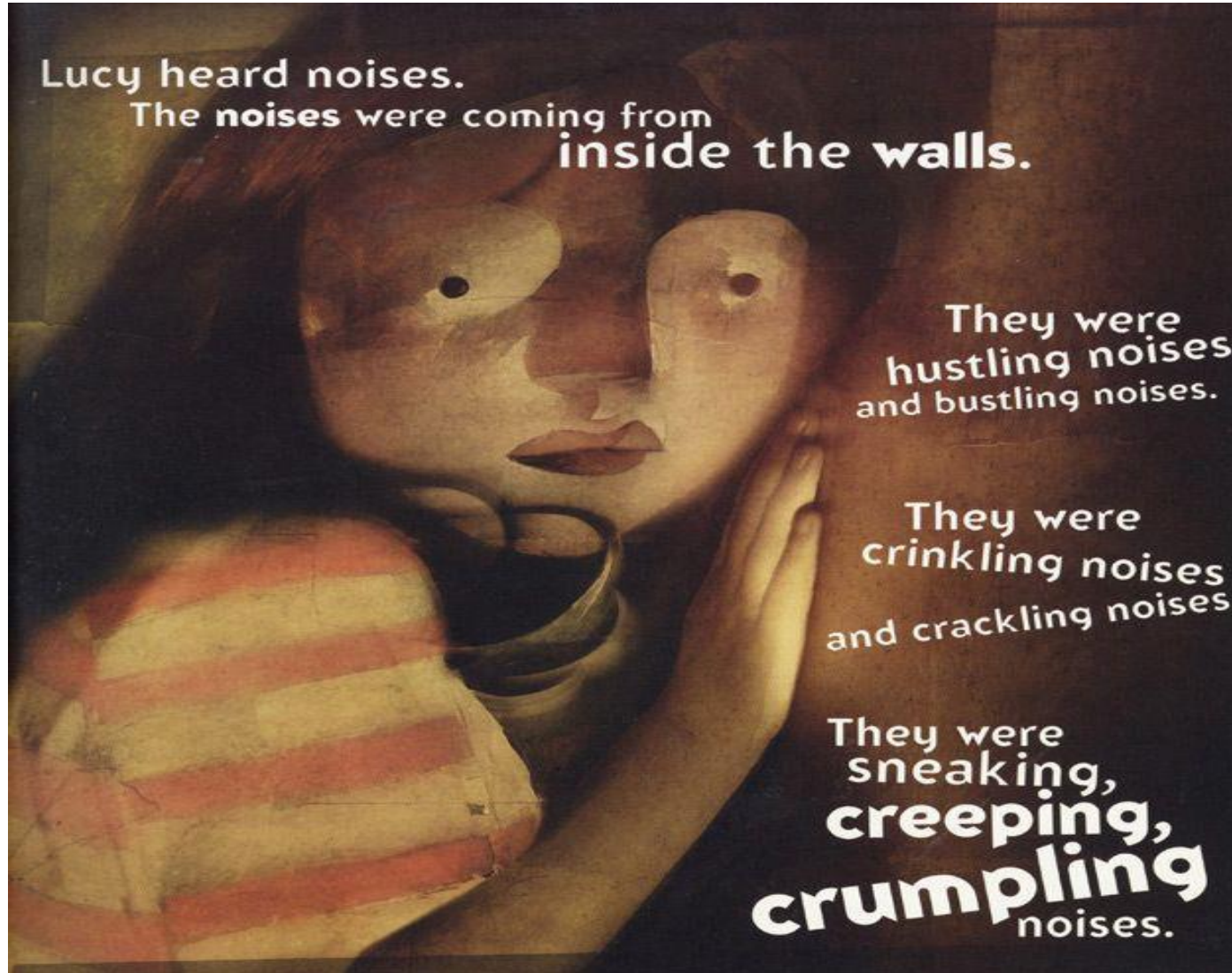
*Pig-puppet: I think they will find  
Out soon enough.*

Lucy:





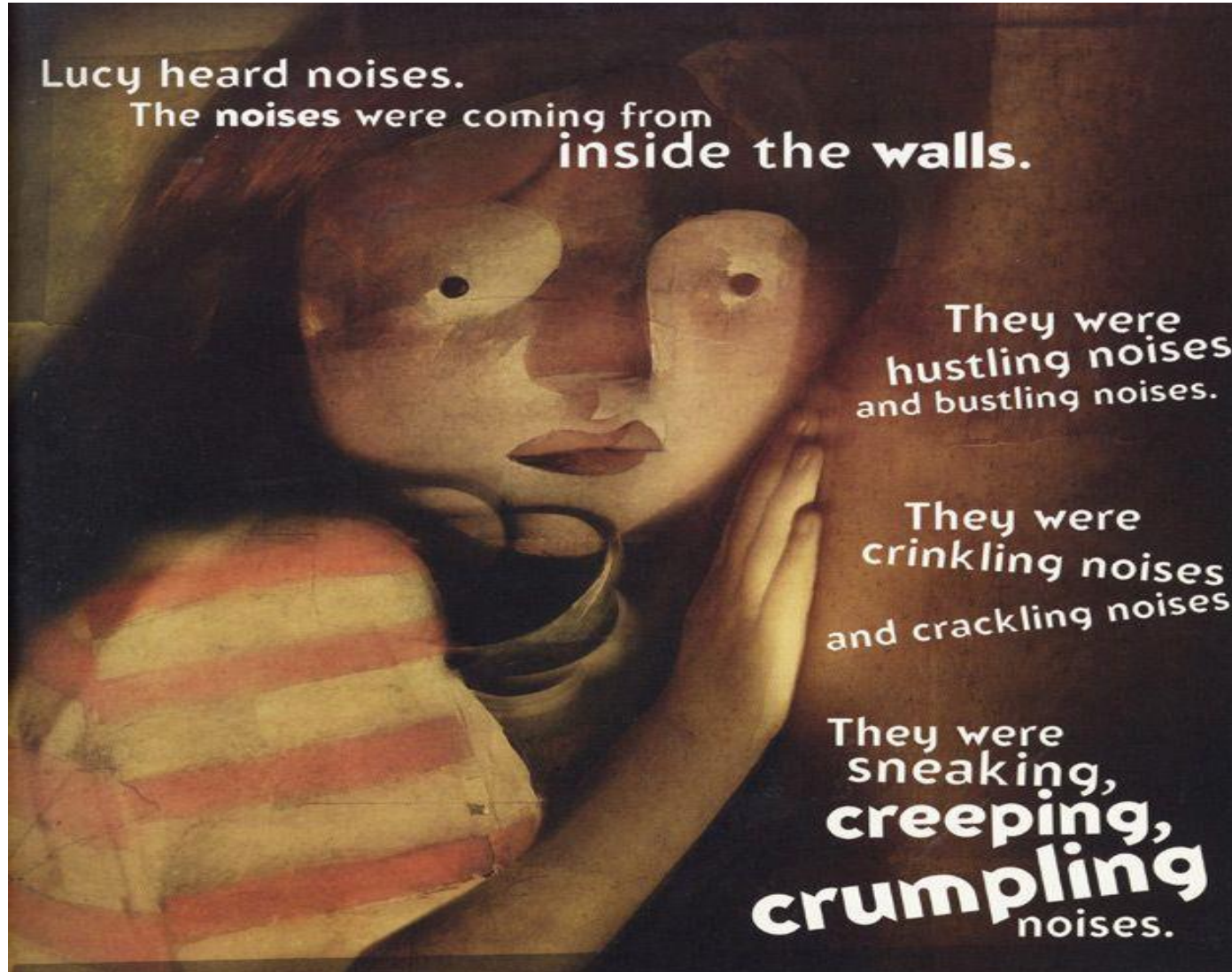
# Talk Trio



Retrieval: What noises did Lucy hear?

Inference: How did Lucy feel when she heard the noises from inside the walls?

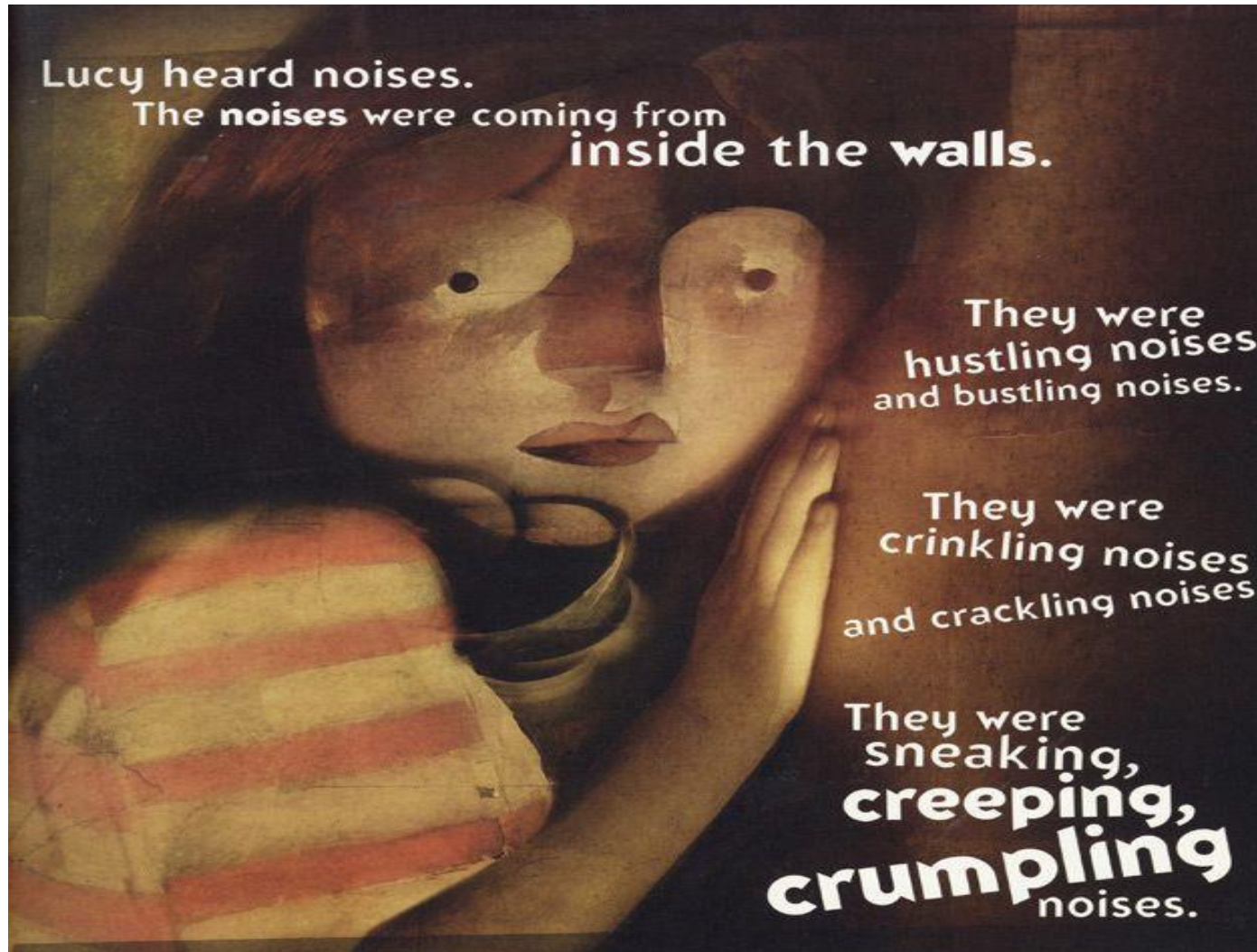
# Sage and Scribe



Vocabulary: What effect do the words creeping and crumpling have on the reader?



# All Record Round Robin



Prediction: What do you think Lucy may do next?

Why do you think that?



# Stand and Deliver/Soap Box



Summarising the story (retell):

I would like to tell you about...

This was about

First,

Then,

Next

Finally

I enjoyed this book because...

I did not expect....

# Stand and Deliver: Soap Box



Evaluating and Justifying...

... Lucy's family's decision to not believe her

**In my view** the family were right not to believe Lucy

**As I see it,** she is likely to make things up as she gets bored easily.

**It is possible that** she has made things up to get attention before

**I would have preferred it if** her family had believed her and they had gone to explore the walls.

# Agony Aunt



I don't know what to do.

*What's wrong? You look awful.*

It's terrible. My tuba has been stolen by a group of wolves.

*That sound horrific. What are you going to do?*



# Agony Aunt Switch



I don't know what to do.

*What's wrong? You look awful.*

It's terrible. I was minding my own business practising my tuba last night when these humans came charging out of the wall.

*That sound horrific. What are you going to do?*

# Mood Graph



Feelings

terrified

frightened

anxious

righteous

frustrated

bored



Time in the house



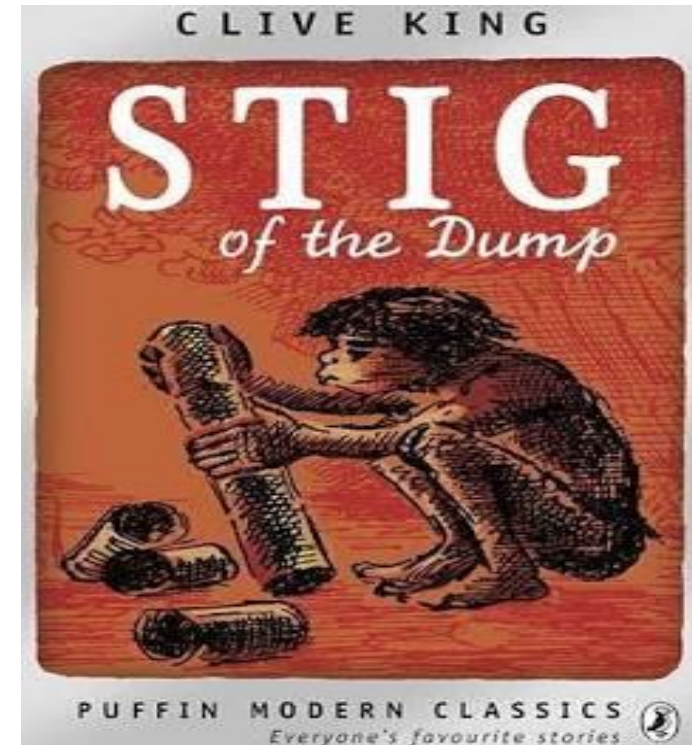
# Toolkit: Proofreading and Editing

- HOLD for Alex's messages from previous training

## The Writing Process

Writing, Editing and Publishing

Editing and Proofreading



# Proof-reading: What is it?

Proof-reading is about checking and correcting the:

- spelling
- punctuation
- sense



Improves how well the children are using their Year Group

GPS

# Redrafting (revising): What is it?

Revising is about changing composition to add value through altering :

- Punctuation
- Vocabulary
- Grammar



Improves how well the children are **applying** their Year  
Group GPS.

# Editing: What is it?

Editing is about correcting and adding value through checking and altering :

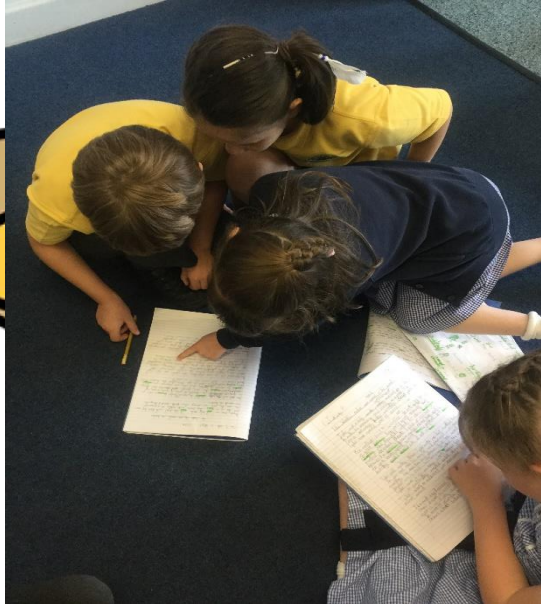
- Punctuation
- Vocabulary
- Grammar



Improves how well the children are using their Year Group

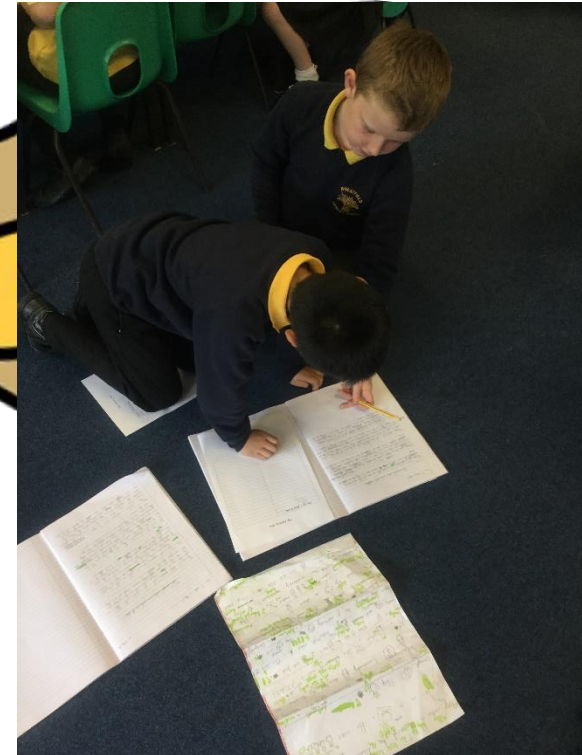
GPS

# Proofreading Toolkit



My Spelling Mat

| Words I find tricky      | Checked spelling with a friend/dictionary |
|--------------------------|---|
| nglakt                   | nglakt                                    |
| magerster                | Madagascar                                |
| evny                     | ether                                     |
| uver                     | other                                     |
| Sherat                   | shouldn't                                 |
| herbvors                 | herbivores                                |
| fort                     | thought                                   |
| agrad                    | afraid                                    |
| vegetables               | vegetables                                |
| shant                    | shant                                     |
| <del>desist</del> desist | decided                                   |
| purpl                    | purple                                    |
| disusting                | disgusting                                |



Spelling  
Surgeries

# Proofreading Top Tips

What are yours?

- **Every time I write checklists** to start the process (EBI: co-constructed)
- Post it prompts (see toolkit)
- Proofreading three times (sense/punctuation/spelling)
- Proofread backwards
- Proofread up to a week after the writing process
- Proofread someone else's work
- Proofread an enlarged copy



# Proof-reading Rulers

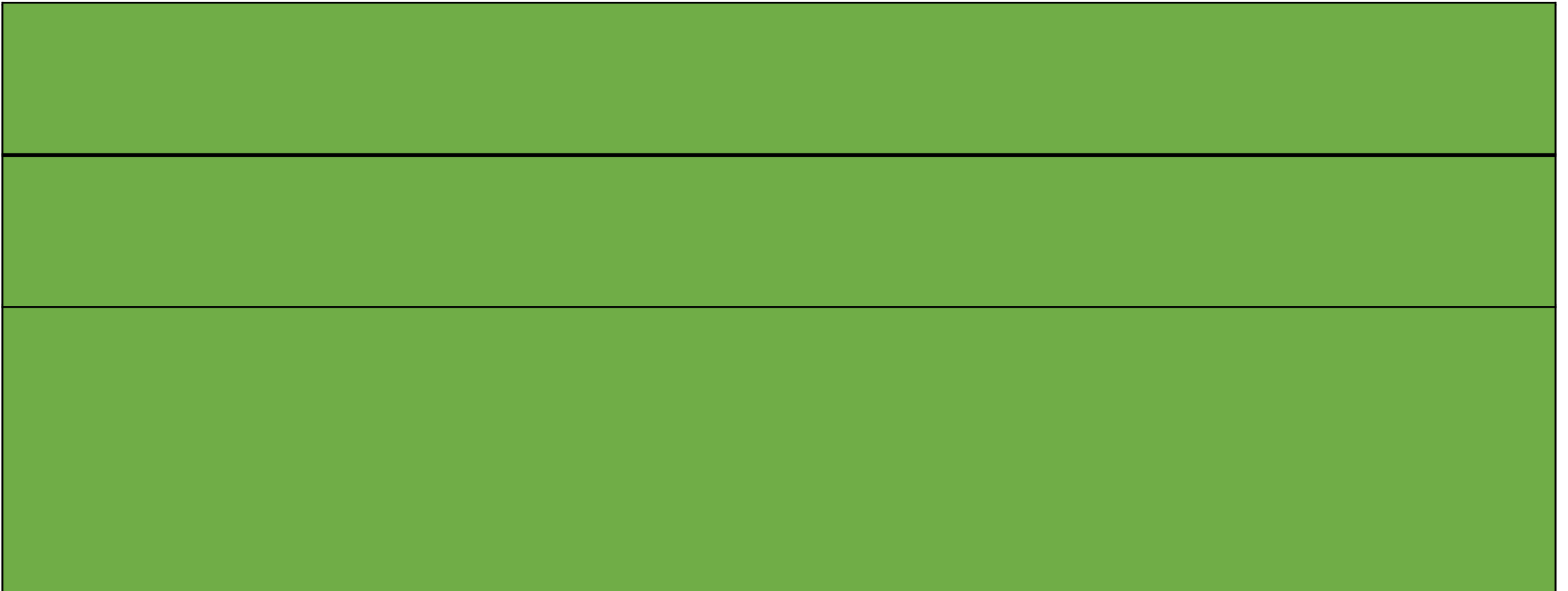
- Proof-reading rulers or windows prioritise sections for the writer.
- Children, especially boys, respond well to smaller sections.
- Allows you to target a number of elements at the same time

e.g. gloss this section. Make it as accurate as possible.



# Proofreading Plenary: FED AND FACT

**This piece of writing is ready to publish?**

A large green rectangular area divided into three horizontal sections by two thin black lines. This area is likely a placeholder for a response or a form.



# REVISING AND EDITING

- Revisions need to be made in relation to the ARE standard\*
- Set editing WALTs within your teaching sequence
- Model editing/revising frequently
- Use marking and 'in the moment' feedback to inspire editing and revising
- Run guided editing groups
- Make time

\*GDS is achieved by taking ideas from the reading and more adventurous vocabulary



# Editing Stations



# Write Craft



Let's edit our writing!




|   |  |
|---|--|
| <p><b><u>Level 1</u></b></p> <p>A • ? ! ,</p>   |  |
| <p><b><u>Level 2</u></b></p> <p>Phase 4 and 5 words.<br/>Use word mat!</p>  |  |
| <p><b><u>Level 3</u></b></p> <p><b>Tense and Sense</b><br/>Does your writing make sense if you read it aloud?</p> |  |
| <p><b><u>Level 4</u></b></p> <p>Spelling rules-<br/><u>ed/ing/ied/es</u><br/>Homophones – use word mat!</p>       |  |
| <p><b><u>Level 5</u></b></p> <p>Up-leveiling vocabulary<br/>Use a thesaurus!</p>                                  |  |




### Saturn spelling



1. Use the sound card to check your phonics. Have you used the right phonemes?
2. Use our dictionary cards to check you key word spelling.
3. Use our word wall to check our story words.



### Mars makes sense and tense.



1. Read your work aloud - one sentence at a time.
2. Does each sentence make sense?
3. Look at your past tense verbs - do they have the right ending/ right spelling?



### Pluto punctuation



1. Are there capital letters to start each sentence?
2. Are there full stops at the end of each sentence?
3. Do any sentences need a ?
4. Do any sentence need a !
5. Do any sentences need ,



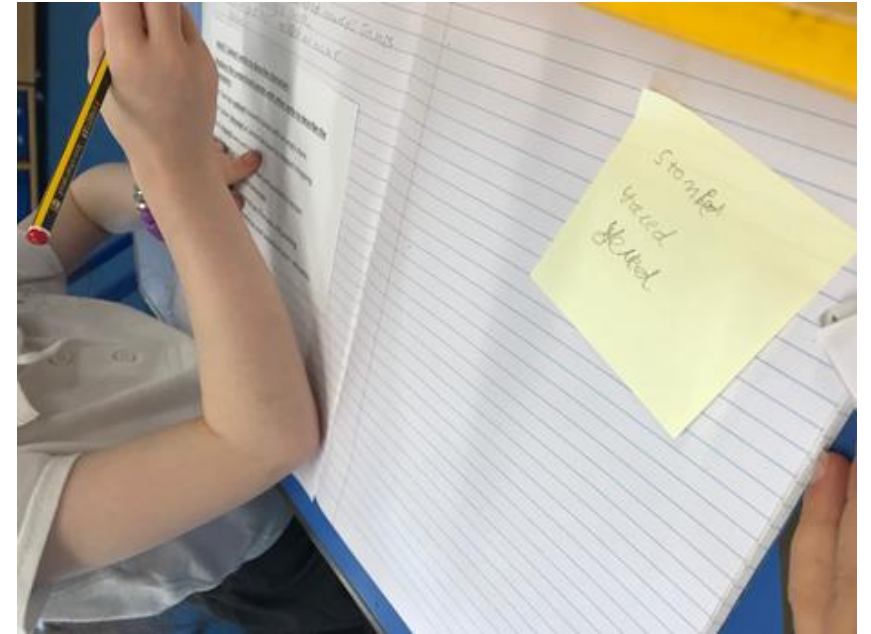
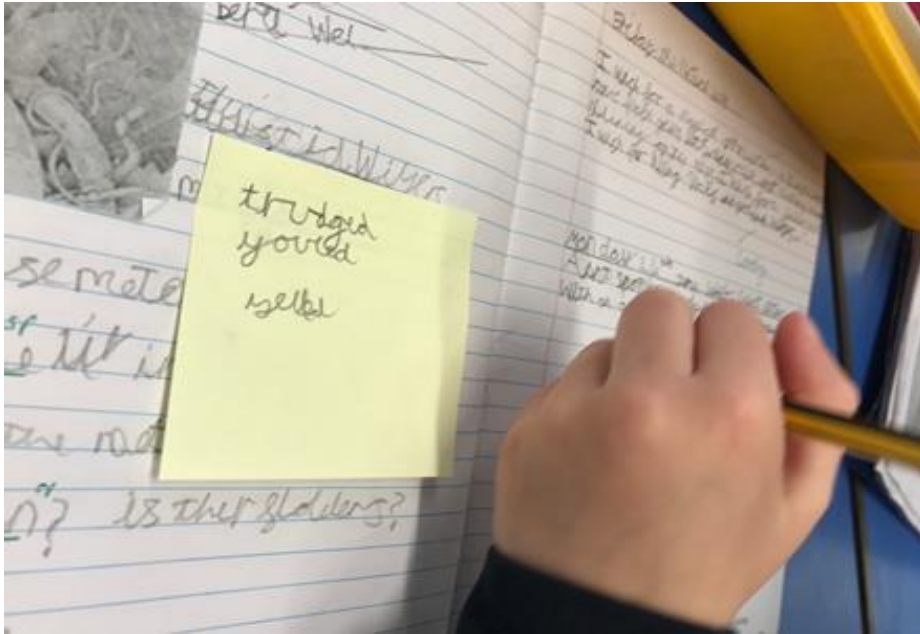
### Venus vocabulary



1. Read your work aloud.
2. How many adjectives you can you spot?
3. Are there any places you could add an adjective?
4. Are there any adjectives you could improve and make more exciting?



# POST IT PROMPTS



bostful  
or  
boastful?

B or b in the  
middle of words?  
Can you check  
them all?

↑  
Add a sentence to  
describe the  
forest.

# Editing for Greater Depth

| Lesson             | All learners  | GDS   |
|--------------------|---|---|
| Lesson 1<br>TRY IT | Use relative clauses<br>(who/which/that)<br>I do<br>We do<br>You do <i>together</i><br><i>Sentence level activities</i> | Use relative clauses to describe how your characters are feeling about...<br>You do: write an eyewitness statement.<br>Disaster on the rocks! |
| Lesson 2<br>USE IT | You do<br>Write an eyewitness statement:<br>Disaster on the rocks!  | We do: <b>guided editing with CT</b><br><br>Build atmosphere, character, setting or theme by apply the grammar to this purpose.               |



