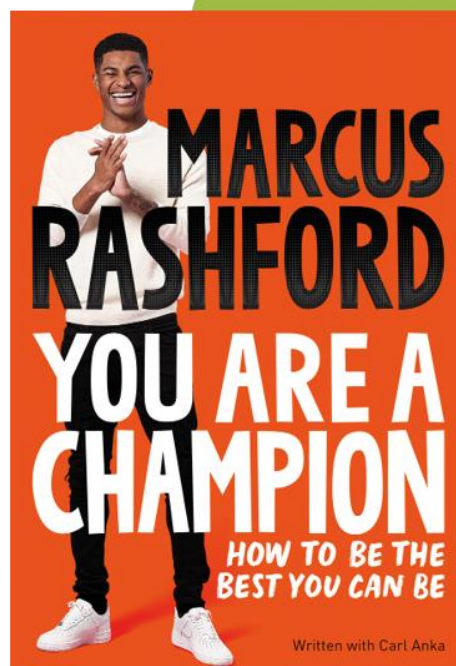


OneEducation
Putting children first

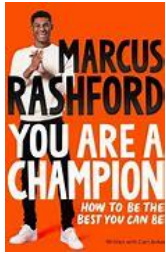


MANCHESTER
CITY COUNCIL



Writing Planning Pack

Read Manchester have kindly donated 12,000 copies of *You are a Champion* to children across Manchester. One Education's planning and resources aim to give educators a starting point in suggesting ways in which Marcus Rashford's *You are a Champion* can be used to develop children's confidence, build resilience and support in striving to be the best version of themselves.



**Text: *You are a Champion: How to Be the Best You Can Be*
by Marcus Rashford and Carl Anka (published by Macmillan
Children's Books) For UKS2 children
Subject: Writing**

Overview

Read Manchester have kindly donated 12,000 copies of *You are a Champion* to children across Manchester. The donation couldn't be timelier. Though children in UKS2 understand that the world has changed since the COVID-19 pandemic, more children than ever before have needed support with emotional wellbeing.

One Education's planning and resources aim to give educators a starting point in suggesting ways Marcus Rashford's *You are a Champion* can be used to develop children's confidence, build resilience and support in striving to be the best version of themselves.

The planning in this pack is based on One Education's P.I.C.C. a Text approach to the teaching of Writing. The planning can be adapted to fit in with your school approach to the teaching of Writing but if you would like to understand our approach further then please explore the resources below:

- A free 45-minute introductory training video is available on our [media page](#) alongside other free training videos.
- Blogs exploring elements of the P.I.C.C. a Text approach can be accessed here: the [Writing for Reality Using the P.I.C.C. a Text Approach](#) blog, the [Making Writing Powerful: Writing with Purpose](#) blog and the [Teaching Writing Effectively: Modelled Writing](#) blog.

The activities below are focused on developing children's writing, with reference to reading and spoken language throughout. Where applicable, links will be made to the accompanying curriculum, reading and planning resources. The lessons can be used to support learning both in the classroom and at home. Once the children have completed work around the book they should take the book home with them as it is for them to keep.

Prior to using this planning resource, it would be useful to complete the first reading session and to also consider any additional vocabulary or background knowledge that your children may need. After the hook and prediction sessions, this writing planning resource will focus on Chapters 4 and 5, therefore you may find that reading up to these chapters, and completing some of the accompanying curriculum and reading sessions beforehand beneficial.

[Links to all resources can be found here.](#)

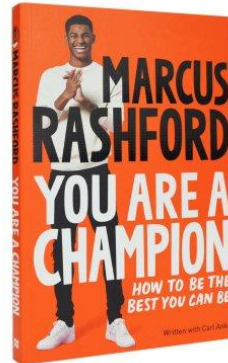
Texts

Main text:

You are a Champion: How to be the Best You Can Be by Marcus Rashford and Carl Anka (published by Macmillan Children's Books) – focus on Chapters 4 & 5.

Accompanying texts:

- *I Think We All Need A Pep Talk* by Kid President - <https://www.youtube.com/watch?v=l-gQLq9f4o>
- *Kids Get You Fired Up to Start Your Day* by Soul Pancake - <https://www.youtube.com/watch?v=mtaPRX4Q7Tw>
- Model letter. See resource 1.
- Examples of other letters and motivational speeches.



Final Outcomes for the Unit

Outcome: an informal letter to themselves to support themselves in a time of adversity or when they need a confidence boost.

Reason: to support themselves in a time of adversity.

Audience: themselves.

Features:

- Structure of a letter.
- Positive language.
- Clear points, with personal anecdotes/advice where appropriate.
- Quotations.
- Modal verbs to express possibility.
- Consistency in tense (likely to be present but may dip into past/future appropriately).
- Appropriate year group punctuation.
- **It doesn't need:** features of formal writing.

Tone: friendly, positive and motivational.

Learning Targets

To activate background knowledge and explore key vocabulary linked to the text.

Activities



Image Source: <https://resources.investormanagementservices.com/the-world-cup-effect/>

Display the image of the World Cup trophy (resource 2). Discuss what it is and children's background knowledge. Elicit the idea that the winners of the World Cup are champions.

Discuss what the word champion means. Share examples of champions that the children may recognise and those that they come up with. Why are they champions?

Do all champions receive trophies?

Discuss the fact that we are all champions. What makes us each a champion? Introduce the quote from Marcus Rashford on pages xi and xii of *You are a Champion*:

I want to show you how you can be a champion in almost anything you put your mind to, and that you don't need to have a gold medal or a big trophy to prove that you're a champion, because there are so many different ways you can be one!

- *You can be a champion in a competition, and come out number one, and you can be a champion in the things you enjoy and not win prizes for them. I want to help you to develop skills for the challenges ahead so you can be a champion for life.*
- *You can be a champion for another person, and try your best to support them in what they do. I hope you'll learn that there are people all around you who are championing you right now, and that you can even be a champion for the people who are close to you.*
- *You can be a champion for a cause. I've been involved in a few anti-food-poverty campaigns, because that's a cause very close to my heart. You might decide you want to be a champion for something that you believe in, and I'd like to show you how to do that.*

And no matter what happens in your life, the most amazing way that you can be a champion is by being your OWN champion. Trust me, when you believe in yourself, incredible things can happen.

Think, pair and share what children think makes themselves and their classmates champions. Model writing three ways that you are a champion using the thinking frame **I am a champion because...** (resource 3) . Children to work in pairs to write their own three ways that they are champions together.

To make justified predictions using evidence from the text.

Display the quote beginning, “Nerves, stage fright...” (resource 4).

Discuss together, what is a prediction? What do we use to make a prediction? Introduce children to the One Education Reading Gems Ladder for prediction (resource 5) and explain that we can follow these steps to make a great prediction.

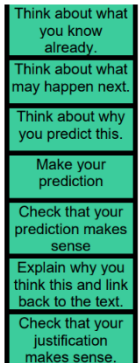
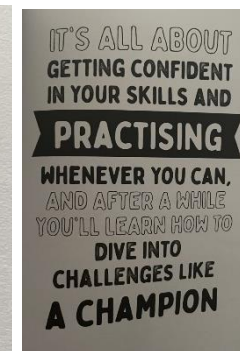
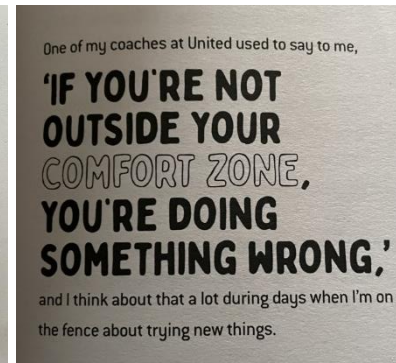
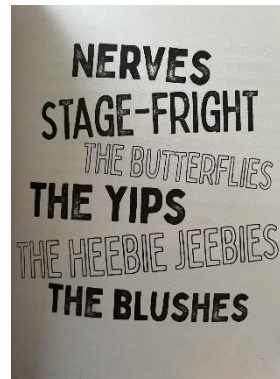
Work through each step to use the quotation to make a prediction about the what this chapter might be about, together.

Show children the second quote beginning “One of my coaches at United...” (resource 4) and discuss how this might change our opinions.

Revisit the prediction ladder and use the information from both quotes to adapt your predictions.

Finally, reveal the third quote, beginning “It’s all about...” (resource 4). Children to use this final quote and the prediction ladder to adapt their prediction in pairs, creating one final prediction about the chapter’s content.

Share Chapter 4 together. Discuss whether we were correct in our predictions.



<p>To summarise the main ideas from more than one paragraph.</p>	<p>NB. Dependent on children’s experience of summarising, this may need to become two lessons.</p> <p>Read Chapter 5 of the text together – you may prefer to read this aloud outside the English lesson and read excerpts in the English lesson itself.</p> <p>Ask the children to explain what <i>You are a Champion</i> is about. Repeat this discussion about Chapter 5. Explain to children that they have just summarised the text.</p> <p>Discuss what is a summary? What does it mean when we summarise something? Who might use a summary? Why? Children to discuss and feedback to the class. Possible definition to share “A summary is a shortened version of a text, and it contains only the most important points.”</p> <p>Show children three different very short summaries for Chapter 5 (resource 6). Please note, these are not all good examples. Which is most effective? Why? Children to rank the summaries as a class, justifying their ranking and reasoning.</p> <p>Introduce the six summarising steps (resource 7) and model using these to summarise the story about Nanna (pp. 109-111).</p> <p>Divide the rest of Chapter 5 between different groups of children. Children to work together to identify the main points in pairs, then discuss as a group as to whether they agree or disagree.</p> <p>Come back together and feedback. Collate the main points from each group and model using the main ideas and our six steps to shared write a succinct summary paragraph for Chapter 5.</p>
<p>To discuss similar writing to what we are going to write.</p>	<p>Display the model letter for children, and read it together. Discuss what text type the letter is. What are children’s first impressions? Introduce the idea of RAFT using the prompt sheet (resource 8).</p> <p>Work together through the RAFT:</p> <ul style="list-style-type: none"> • Can children identify the reason for writing? Who has written it and why? • Turn your attention to the audience – who has it been written for? • Work together to identify some key features and challenge children to work in groups to identify examples of these features, explaining their effect on the text and why they believe they have been used. • Discuss the tone of the letter and its relationship to the reason and audience. <p>Explain to children the outcome and RAFT for our unit (resource 9). Is there anything they think we should add to the features on our RAFT?</p> <p>Children to gather examples of the features from our RAFT in the model letter and explain the effect they have on the reader.</p>

<p>To understand and use modal verbs to show possibility.</p>	<p>NB – GPS needs to be closely aligned to the needs of your children. You may need to choose alternative aspects to focus upon.</p> <p>Show the excerpt from You are a Champion with modal verbs highlighted (resource 10). Children to discuss what has been highlighted – can they see a pattern? What job does the word do in the sentence?</p> <p>Explore modal verbs together. <i>Can, could</i> and <i>will</i> are examples of modal verbs. Talk to your partner, what is a verb? What do you think a modal verb might do? Show the third sentence from the excerpt. What role are the modal verbs playing in the sentence? Explore the idea that modal verbs are verbs that indicate likelihood, ability, permission or obligation. They can also tell us the author’s opinion or attitude. Watch the video about modal verbs on BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk and try the activity together.</p> <p>Discuss how modal verbs can help us to write our letters by referring back to the RAFT. Work together to plot modals on a probability scale (resource 11).. Discuss the negatives too, e.g. can’t, shouldn’t.</p> <p>Work through three activities to support the embedding of modal verb understanding, using the model of I do, we do, you do to provide modelled and shared writing opportunities prior to independent application.</p> <p>Identify – children to identify modal verbs in the model letter. Choose one and explain its effect in the sentence. Create – children to create their own modal verb sentences for their letter, focusing on their choice of 3 modal verbs. Change – children to fix sentences where the incorrect modal verb has been used for the intended meaning (resource 12), e.g. <i>You shouldn’t try your best.</i></p>
<p>To develop initial ideas for writing using other similar writing as a model.</p>	<p>Look back together at the RAFT using the poster provided (resource 9) and zone in on clear points. Remind children that our letter needs to have clear points so that our reader understands why we are writing to them, and our purpose is able to be achieved. You could make links back to the session focused on summarising earlier in the unit.</p> <p>Look again at the model letter together, particularly focusing in on the second paragraph. Work together as a class to identify the main points of the paragraph. Discuss together, when we are writing our letters to ourselves, would we use the same points, or do we have ideas for other points already?</p> <p>Give children the opportunity to read excerpts from the main text as well as other examples of motivational letters and speeches, to identify points they may wish to use in their own writing. Model the thinking for this activity and how to use a mind map format to record the possible points.</p> <p>Discuss the main points that children have identified and ask children to explain their reasoning.</p> <p>Look back together at the letter – what else does the writer do other than the main points? Elicit the fact that they also explain their point or add more content to reiterate it’s meaning. Work together to find some examples of this in the letter, ready for the next session.</p>

<p>To develop initial ideas by selecting appropriate grammar and vocabulary.</p>	<p>Look back together at the RAFT using the poster provided (resource 9) and zone in on positive language. What does it mean to be positive? Is it all about using happy words? Or is it more than that. Gather children's ideas about positivity and create your own definition together.</p> <p>Look again at the model letter. Model identifying examples of positive language with a focus on thinking aloud. Discuss how this word, phrase or sentence is positive. What effect does it have on the reader? Model annotating the key points on the letter itself. Challenge the children to work together in small groups to identify more examples of positive language from the letter (it would be useful to provide enlarged copies of the letter for each group to work with).</p> <p>Turn your attention to Chapter 5 of <i>You are a Champion</i>. Work together as a class to annotate examples of positive language from the text and discuss how the language is positive, and its effect on the reader. Provide each group with a different extract from the chapter, and challenge them to identify more examples of positive language from the text itself.</p> <p>Share each group's most positive language and encourage children to explain their choice in relation to the focus of the lesson.</p> <p>Show your annotations of the text once more on screen, and explain to children that we can use quotations from texts in our own writing, as long as we give credit to the author. Model going to the text and identifying a quotation you might use, and how to use this correctly within a sentence. Children to then have a go at independently crafting a sentence that features a quotation.</p>
<p>To develop ideas for writing, choosing appropriate language and content to include.</p>	<p>Look back together at the RAFT using the poster provided (resource 9) and talk through the outcomes children have completed in the build up to writing. Discuss what we do before we write and elicit the idea of planning. Discuss why we plan and why it is useful, with a focus on choosing content, grammar and vocabulary to take forward as well as the structure.</p> <p>Introduce the planning format (resource 13) to children. If children are used to planning in a specific way, you may wish to adapt this format or use your own.</p> <p>Focus first on the key content section. Model completing the prompts for the introductory paragraph, modelling your thinking aloud particularly, drawing on the content you captured over the past two sessions, and modelling going back to those outcomes. Children to independently complete the prompts for that section. For the main body of the outcome, model using your content from the past two sessions, thinking and reasoning as to which points to include. Children to independently plan the main body of the outcome. Repeat the process for the concluding paragraph.</p> <p>Switch the focus towards the language and grammatical planning we need to include. Go back to the RAFT, what were the key features? Model making choices as to what to include for each key feature on the planning format for the introductory paragraph. Children to then use their outcomes over the past sessions to complete their own plan.</p> <p>Discuss children's choices about the content they have included on their plan. Can they explain their reasoning linked back to the RAFT of the writing? You might wish to use a thinking stem to support their reasoning, e.g. I included/used...due to the fact that...</p>

To write effectively for the audience and purpose, using appropriate vocabulary and grammar.

NB. Depending on children's starting points, you may wish to build in additional modelled, shared and guided writing opportunities before independent writing in this session.

Look back at your model plan together with children and discuss in relation to the RAFT. Discuss the fact that as we're writing a letter, we need to ensure we set out our writing in the appropriate structure. Look back at one of your letter examples and decide together which features need to be written before we begin to craft the main body of the letter (address, date, dear...). Give children time to layout the initial structure of their letter independently.

Model using your plan to begin to craft your first paragraph (focused on explaining why you are writing), focusing on the thinking process to model the first sentence. Depending on your cohort, you may wish to model other aspects in more detail such as those you think children will find more challenging. Alternatively, you may prefer to chunk up the writing, modelling part of one paragraph, then giving children time to write that paragraph before coming back together to repeat for the next paragraph.

Children to use their plans from the previous session to draft their letters to themselves, with a focus on including appropriate features, grammar and vocabulary for the RAFT of the writing. Children may find it helpful to have the RAFT of the writing to hand with the examples gathered during the genre focus session earlier in the unit to support their thinking.

Model choosing one sentence which you think is particularly effective, paying particular attention to thinking aloud. Encourage children to choose one sentence which they are most proud of, or that they feel is particularly effective. Model explaining your reasoning as to why the sentence is effective. Encourage children to share their sentence with their partner and explain their reasoning as to why it is effective.

To proofread and edit writing to make it more effective.

NB. The planning for this session will need to be adapted according to children's needs.

Read through the writing outcomes and note down key feedback about what children have done well and any misconceptions you need to address. Identify three main misconceptions or focuses for proofreading and editing, e.g. modal verbs, capital letters for proper nouns, commas for parenthesis, dependent on your feedback. These will form the main focus points for teaching during your editing session.

Share key strengths and discuss what children did well, showing real examples on screen during discussion, and throughout, linking back to the RAFT of the writing.

Introduce one key focus to work on, and follow the steps below:

- Introduce the key focus by showing an error (proofreading) or concept (editing) on screen and discussing it. Can children see what the error is, or see where the concept could have been included?
- Briefly reteach the key aspects of the focus, particularly addressing any misconceptions.
- Model proofreading or editing (dependent on the focus) using an example.
- Challenge the children to proofread/edit their writing for that focus only. This could be completed independently, in pairs or with support, dependent on need.

Come back together and repeat for each identified focus in turn. You could also give children some time to pick up on any other focuses they notice, or that are linked to particular targets.

Due to the RAFT of the writing, children should be given the opportunity to publish their writing after editing, creating a special letter that they can use for the intended purpose – opening and reading the letter during a challenging time to give them strength and motivate them to move forward. The publishing of their letter could be linked to outcomes in Art and PSHE.

Once the children have written their letter provide an envelope for the children to put their letter in and have all children seal the letter. The children could take this home, along with the copy of their book which is for the children to keep.

School Name

School Address

School Address

School Address

February 2022

Dear Me,

I think you'll remember when we wrote these letters back in primary school and so you'll hopefully know why I'm writing to you. If you've forgotten, we wrote these letters when we were reading *You are a Champion* by Marcus Rashford. His book taught us lots of helpful tips for believing in ourselves and reminded us that "Big things rarely happen overnight." We wrote these letters to ourselves, so that if we ever needed something to make us feel better, we would have these letters to open up and read. If you're reading this now, you might be having a difficult time at the moment, but I hope this letter cheers you up and reminds you that you are a champion, even if things are tough right now.

Marcus Rashford taught us that even though we will all face some problems in our lives, and even though we will make mistakes, we can get through it. Whatever challenge you are facing at the moment, please remember this. If you have a problem and you're not sure how to fix it, don't just try to work it out on your own, but you should use your team: ask your friends and family for help. If you make a mistake, remember that everybody does, but you could do what Marcus does and learn from it. Sometimes mistakes can be good – try to celebrate them when you can! If you need to give yourself time to recover and rest, make sure you do, so you "Give it your all" and achieve even more amazing things, just like Marcus.

So please remember, you are a champion! You are unique and special: remember, no-one can tell you otherwise. Although you are going through a difficult time right now, things will get better, and you will overcome them. Everybody believes in you, you just need to believe in yourself too. Remember what Marcus Rashford said, "Sometimes you may fail in the things you look to achieve and that is ok." Take some time to recover and reset, but keep working hard. You are a champion!

Keep going and keep smiling.

Love,

Name



Image taken from: <https://resources.investormanagementservices.com/the-world-cup-effect/>

Resource 2: World Cup Trophy Image

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I AM A CHAMPION BECAUSE...

**UNLOCK YOUR POTENTIAL,
FIND YOUR VOICE AND
BE THE BEST YOU CAN BE.**



I AM A CHAMPION BECAUSE...

**UNLOCK YOUR POTENTIAL,
FIND YOUR VOICE AND
BE THE BEST YOU CAN BE.**



Resource 3: I am a Champion writing frame

NERVES
STAGE-FRIGHT
THE BUTTERFLIES
THE YIPS
THE HEEBIE JEEBIES
THE BLUSHES

IT'S ALL ABOUT
GETTING CONFIDENT
IN YOUR SKILLS AND

PRACTISING

WHenever you can,
and after a while
you'll learn how to
DIVE INTO
CHALLENGES LIKE
A CHAMPION

One of my coaches at United used to say to me,

**'IF YOU'RE NOT
OUTSIDE YOUR
COMFORT ZONE,
YOU'RE DOING
SOMETHING WRONG,'**

and I think about that a lot during days when I'm on
the fence about trying new things.

Image credit: *You are a Champion: How to be the best you can be* By Marcus Rashford and Carl Anka (Published by Macmillan Children's Books)

Resource 4: Quotations

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Think about what you know already.

Think about what may happen next.

Think about why you predict this.

Make your prediction

Check that your prediction makes sense

Explain why you think this and link back to the text.

Check that your justification makes sense.

Resource 5: Prediction Reading Ladder

Example 1 – too much detail and doesn't really explain the main points.

Chapter 5 in *You are a Champion* is amazing! It tells you all about Marcus' Nanna. Did you know he lived with his Nanna and his Nanna made wonderful porridge? He wanted to eat it all the time but most of the time his Nanna wouldn't let him have it. So in the chapter he talks about how that made him feel and how he kept just asking for it but he never got it. Then it talks about making mistakes and that he always makes mistakes. It tells us to not worry about making mistakes because we learn from them. It also tells us about what to do when something really bad happens and then it ends with some activities to do.

Example 2 – too little detail and doesn't explain the main points.

Chapter 5 in *You are a Champion* is about making mistakes.

Example 3 – just about right

Chapter 5 in *You are a Champion* talks about three main points: looking for different solutions when you have problems; learning from your mistakes, and how to help yourself when bad things happen. It gives advice about how to handle these situations and Marcus talks about his own experiences.


Resource 6: Summarising Examples

Step 1	Read the text you're going to be summarising.
Step 2	Give each paragraph a short caption which explains what it is about.
Step 3	Highlight or underline the main points in that paragraph.
Step 4	Put the main points in your own words.
Step 5	Look at all the main points in a paragraph – can any be combined into a sentence that summarises that paragraph?
Step 6	Use your sentences to write your overall summary and check it makes sense.

Resource 7: Six Summarising Steps

R	Reason	<p>The reason why this piece of writing is being completed.</p> <p>For example: to persuade the government to reduce their use of single use plastic.</p>
A	Audience	<p>The audience this piece of writing is being written for.</p> <p>For example: The Prime Minister.</p>
F	Features	<p>The specific features that this particular piece of writing needs so that it is effective for the intended reason and audience.</p> <p>For example: persuasive language; expanded noun phrases to provide clarity; adverbial and prepositional phrases to add detail; use of cohesive devices; specific choice of words for effect.</p>
T	Tone	<p>The tone of the writing which is dependent on the reason and audience.</p> <p>For example: persuasive and passionate.</p>

Resource 8: RAFT Prompt



Reason - to support themselves in a time of adversity.

Audience - themselves.

Features - structure of a letter; positive language; clear points, with personal anecdotes/advice where appropriate; quotations; modal verbs to express possibility; consistency in tense (likely to be present but may dip into past/future appropriately); appropriate year group punctuation.

It doesn't need: features of formal writing.

Tone - friendly, positive and motivational.

Outcome - an informal letter to themselves to support themselves in a time of adversity or when they need a confidence boost.

Resource 9: RAFT Poster

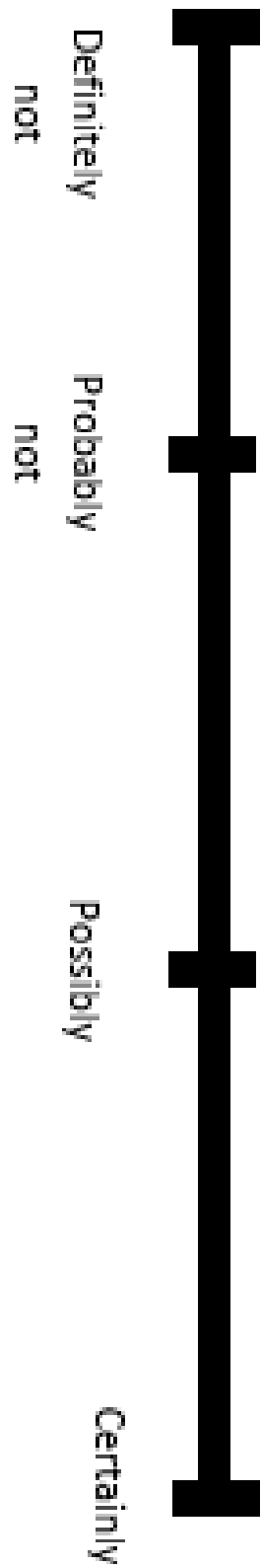
You **might** move house, or school, make new friends, or start learning a new skill – by the time this book makes it into your hands, we **might** be on our way out of lockdown. (p. 96)

When I was growing up, I used to think that if I wasn't a shy person it **would** have sped up how quickly I settled into United's academy and high school. (p.97)

Looking back, I probably **should** have tried some different strategies: I **could** have asked my mum or my brothers to make it for me, I **could** have traded chores in the house for it, or asked Nanna if she **could** teach me how to make it myself. (p.113)

You **will** face all sorts of problems in life – big ones, small ones, problems you **can** solve really quickly and other problems that **will** last a lot longer – and you **will** make mistakes. (p.115)

Resource 10: Modal Verbs



Resource 11: Probability Scale

You **must** move house.

Looking back, I probably **will** have tried some different strategies: I **may** have asked my mum or my brothers to make it for me, I **would** have traded chores in the house for it, or asked Nanna if she **should** teach me how to make it myself.

You **might** face all sorts of problems in life – big ones, small ones, problems you **might** solve really quickly and other problems that **must** last a lot longer – and you **must** make mistakes.

Resource 12: Mixed Up Modal Verb Sentences

	Introductory Paragraph	Main Paragraph	Concluding Paragraph
Main Points	<p>Why are you writing this letter?</p> <p>What are you hoping will happen?</p> <p>What is your main message?</p>	<ul style="list-style-type: none"> • • • 	<p>What is your main message?</p> <p>What do you want the reader to do now?</p> <p>How will you inspire them?</p>
Positive Language	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> •
Quotations	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •
Modal Verbs	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
Other			

Resource 13: Planning Format (print on A3)