

SKILL BUILDING First, we will...			SKILL REHEARSAL: Then we will...	FINAL OUTCOME: Finally, we will...		
Reading Focus	SPAG	Vocabulary Development	Model Write (I do / we do)	Planning	Independent Write (you do)	Evaluate
Learning Objective: Word Reading Comprehension Spoken Language	Learning Outcomes: Vocabulary, Grammar & Punctuation	Learning Objectives: Spelling and Vocabulary	Learning Objectives: Composition	Learning Objectives: Planning	Learning Objectives: Draft and Write	Evaluate and Edit Proof read
<p>The WAL's in this part of the learning sequence will focus on reading <b>skills</b> e.g. predicting / author's use of language / inference / developing positive attitudes to reading. This will include rich dialogue and questioning about the text. (This may be within Guided Reading or sharing a class text) Make use of strategies such as 'read aloud, think aloud'; text marking, inference sums; continuum line to explore language in the text; going deeper with images using questions.</p> <p>Ensure learning is adapted to meet the needs of the children within your class e.g. prereading of the text / unpicking key vocabulary / use of images to support EAL learners / use of bubbles to reflect / justify.</p>	<p>(See NC Appendix Two SPAG for skills appropriate to the year group) Teach these skills explicitly within the context of the learning journey. Focus on skills you want pupils to apply in their next piece of writing. Children should have a clear understanding of the grammatical skill and its purpose. There should be evidence of previously taught skills being applied across the curriculum (this may be presented as non-negotiable).</p> <p>This may include finding examples in the text you are reading; children having a go at using the correct SPAG in sentences linked to the topic; use of bubbles to justify use in correct / incorrect examples, use of the continuum line to explore formality of language.</p> <p>These skills should be applied in <b>short burst writing</b>, where only one or two skills is the Focus.</p>	<p>This is an opportunity to focus on the vocabulary that children will need to enable them to write effectively. This links to the reading and can be supported through the use of a thesaurus / descriptosaurus / word bank.</p> <p>This should be multisensory and as practical as possible. It may include the use of other technologies (Now Press Play, VR etc.) or a trip or experience. Make the learning as real as possible.</p> <p>During this time, you can look at synonyms and their appropriateness.</p> <p>Use Widgets and other appropriate tools to make this useful for SEN and EAL groups of learners.</p>	<p>Unpick an example by presenting a model of the writing (this may be from a child's work from the previous year). Unpick the features of this and where appropriate justify why the features have been used and their effectiveness. Specifically focus on the grammar skills previously taught and <b>why</b> the author has included these. Use this to produce a toolkit for writing – this will be your success criteria for the rest of the writing in the unit (but may be added to).</p> <p>Now model each section of the text. Focus on verbalising your thinking and <b>why</b> you are including specific features and vocabulary. Always come back to the reader. Annotate your model to include this.</p> <p>After each sentence allow the children to write their own versions. Consider carefully how this will be scaffolded for the less able and how challenge will be increased for the more able (different audience, narrative perspective etc.)</p>	<p>Depending on the genre of writing, this may be presented differently. Where appropriate you may provide a frame. Again, this will need some explicit modelling and some groups may consider greater support than others.</p> <p>At this stage, remind the children of all the previously discussed skills.</p> <p>Planning should include drama, and/or tasks that include oral rehearsal so that pupils can verbalise their thinking.</p>	<p>Some learners will require additional intervention before they are ready to write independently. These should be identified through assessment of the short burst tasks and ongoing AfL within and between the next series of lessons.</p> <p>In Year 2 and 3 pupils write on a line and then miss a line. They can then use the space in between to respond to feedback. In Year 4, 5 &amp; 6 pupils write on the left-hand side of the page and edit on the right-hand page. Additional modelling may be required to pick up on wider misconceptions, alongside cut back groups and individual support.</p> <p>Mini-plenaries throughout the lessons should be used to share strong practise and to support ongoing editing. These should be focussed on the success criteria and overall composition and effect.</p>	<p>Pupils should either self reflect on their writing or reflect on a peers' writing then edit / improve where appropriate. You may wish to look at a pupil's work together as a class to identify strengths / next steps, using the visualiser. Link this back to the writers' toolkit / compare the effectiveness to the models. complete</p> <p><b>Publishing</b></p> <p>This does not need to be done for every piece of writing or all of the writing. Consider the purpose of publishing – is it to display in the classroom so as to motivate and increase pupil pride / allow pupils to demonstrate handwriting and transcription ability / correct layout for the form?</p> <p>There should be an improvement from the draft / write to the published work and learners should be able to identify what this is.</p> <p>Consider using collaborative technologies (eBooks, shared docs) to publish so that learners can contribute to a piece whilst only focusing on one section themselves.</p> <p>Whilst this is the final step of the learning journey, pupils should be supported to edit and re-draft throughout the writing process.</p>