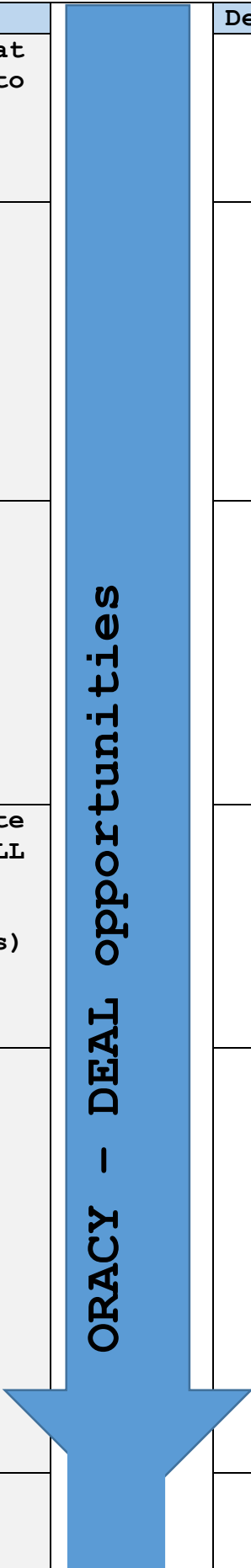




Step		Details
Decide what you need to cover		<ul style="list-style-type: none"> <li>• Use KPIS and children's needs</li> <li>• Refer to list of which genres should be covered in each year group.</li> <li>• Which children are your focus - PP? Under achievers? GDS?</li> </ul>
Hook		<ul style="list-style-type: none"> <li>• Stimulus -either text, picture book, movie, scenario.</li> <li>• Bring it to life for children - dressing up, DEAL strategies, visitors etc.</li> <li>• Display vocab, photos, Wagoll's on learning walls</li> <li>• Cross curricular links <b>if appropriate.</b></li> <li>• Reference texts used on year group texts sheet</li> </ul>
Pre learn		<ul style="list-style-type: none"> <li>• Use pink paper</li> <li>• Second opportunity to assess previous unit's targets.</li> <li>• Mark with green and pink (pick up on Bear Necessities)</li> <li>• Set 3 targets based on KPIS and stick into books</li> <li>• Discuss targets with the children</li> <li>• WAGOLLS and Vocab on Learning Walls</li> </ul>
Interrogate text/WAGOLL (link to reading objectives)		<ul style="list-style-type: none"> <li>• Purpose and audience</li> <li>• Look at a WAGOLL</li> <li>• Discuss layout and genre features</li> <li>• Sentence level features - links to SPaG</li> <li>• DEAL strategies</li> <li>• Build up your learning wall with examples, vocabulary, features etc</li> </ul>
SPAG teaching		<ul style="list-style-type: none"> <li>• Teach grammar skills linked to KPIS</li> <li>• Reinforce through <b>starter activities throughout</b> the unit.</li> <li>• Pupils to be able to apply throughout the lesson to make it purposeful.</li> <li>• If SPaG is a one off lesson (needs to be taught) record it in our English books.</li> <li>• Spelling scheme to be followed to look at patterns, prefixes, suffixes, homophones etc and delivered on a <b>Friday</b>. We will use the No Nonsense spelling scheme. This will be linked to homework sent home for that week.</li> <li>• Spelling is to be recorded in English books.</li> </ul>
Planning		<ul style="list-style-type: none"> <li>• Retell / Capture ideas through DEAL strategies.</li> <li>• Oral rehearsal of ideas in pairs and groups</li> </ul>

		<ul style="list-style-type: none"> <li>• Use boxing up, story mountains and other planning tools</li> </ul>
<b>Drafting</b>		<ul style="list-style-type: none"> <li>• Writing in parts/paragraphs/ small part of big piece</li> <li>• Modelled writing focussed on target children (use examples of children's writing to edit and improve)</li> <li>• Examples onto Learning walls.</li> <li>• Use of success criteria</li> <li>• Differentiated expectations.</li> <li>• Scaffolding for lower ability children.</li> <li>• Guided writing for target groups</li> <li>• Self and peer assessment opportunities</li> </ul>
<b>Editing</b>	•	<ul style="list-style-type: none"> <li>• Use of editing strips across school.</li> <li>• Progression of expectations of editing throughout school - see below</li> <li>• Self and peer editing opportunities.</li> </ul>
<b>Final piece</b>	•	<ul style="list-style-type: none"> <li>• Redraft if necessary</li> <li>• Publish final piece - as a real life outcome e.g. leaflet / booklet. Can be written or typed.</li> <li>• Assess against KPIs.</li> <li>• Opportunities to share and celebrate - parents, other teachers or children.</li> </ul>
<b>Reflection</b>	•	<ul style="list-style-type: none"> <li>• At the end of each unit, chn to reflect on skills they have worked on to support metacognition.</li> <li>• See reflection sheet.</li> </ul>
<b>Feedback throughout a unit of work</b>	•	<ul style="list-style-type: none"> <li>• 1:1 conferencing</li> <li>• Pink and green marking with comments (target focussed and Bear Necessities)</li> <li>• Self / peer assessment</li> <li>• Editing and improving (see year group progression)</li> </ul>
<b>Notes</b>		<p>Please note: Depending on your year group and what genre you are focussing on, you may need to repeat the plan, draft, edit stage until you are ready to complete your final piece.</p>

### Editing and improving progression:

<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Class feedback sheet (spelling / BN focus)</li> <li>• Editing - focus on BN and spelling (Y2 / Y3)</li> <li>• Pairs / independent</li> <li>• Redraft sentences (direct using *)</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Class feedback sheet (spelling / BN focus)</li> <li>• Editing - focus on BN and spelling (Y3 / Y4)</li> <li>• Pairs, trios, independent, overlays.</li> <li>• Redraft paragraphs (direct using * / GDS independent)</li> </ul>

<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Class feedback sheet (in line with Y6 expectations)</li> <li>• Editing - focus on BN and spelling (Y4 / Y5)</li> <li>• Pairs, trios, independent, overlays</li> <li>• Redraft paragraphs (direct using */ independent by the end of the year)</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Class feedback sheet (spelling / BN focus)</li> <li>• Editing - focus on BN and spelling (Y5 / Y6)</li> <li>• Pairs, trios, independent, overlays</li> <li>• Redraft paragraphs (direct using * SEND only)</li> </ul>