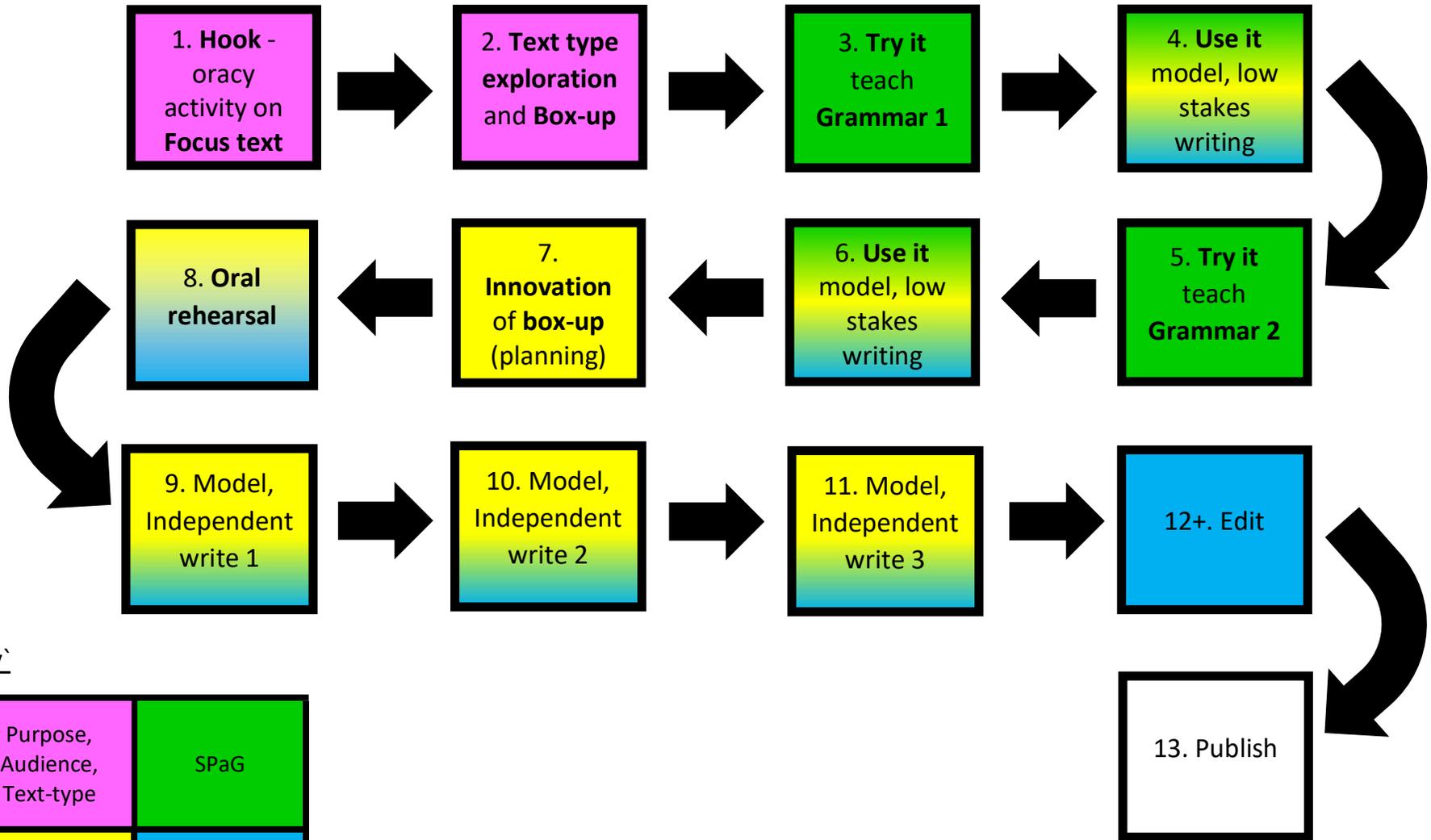


The writing learning journey process of 12+ days.



Key`

Purpose, Audience, Text-type	SPaG
Composition	Proof-reading Editing

1	<p><u>Hook</u></p> <p>Introduce the picture book and explore further using a choice of techniques e.g.</p> <ul style="list-style-type: none"> - Drama - Hot Seating - Conscience Alley - Role on the Wall <p>Throughout, introduce new vocabulary and display on the working wall. These must be explained to the children with examples given and the use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context.</p> <p>Explain the ‘outcome’ for their learning journey.</p>
2	<p><u>Text type exploration</u></p> <p>Introduce a box-up and model example of the text you are expecting them to produce at the end of the unit. The text type should be a high-quality example but accessible to the children.</p> <p>Lead the class through the features of the text, highlighting the language style and layout. It is very important to be clear about the intended purpose and audience of the text.</p>
3	<p><u>Grammar 1- Try it</u></p> <p>Teach the specific grammar focus 1 from the writing long term plan.</p> <p>I do – teach and model new skill</p> <p>We do – whiteboards or talk partners to share answers</p> <p>You do – independent work</p> <p>All the grammar and punctuation skills should be taught within the context of the focus text. AI is a great tool for tailoring your required SPaG within a context.</p>
4	<p><u>Grammar 1- Use it</u></p> <p>Model-write how to apply the grammar into a ‘short burst’ writing session. Include grammar focus 1 alongside any previously learnt material that would be beneficial. Model texts can be generated and edited to include specific success criteria by AI.</p> <p>I do: Model write using <i>think alouds</i></p> <p>You do: individually write own version</p> <p>This will not be a long writing session, but an opportunity for the children to apply their use of the writing skill taught in the previous lesson.</p> <p>Finish by reading and editing to ensure grammar focus included (alongside other shared success criteria).</p> <p>Ask children to share any language/phrases suitable for adding to the box-up from lesson 2.</p>
5	<p><u>Grammar 2- Try it</u></p> <p>As for lesson 3.</p>
6	<p><u>Grammar 2- Use it</u></p> <p>As for lesson 4 but to include grammar focus 1 and 2.</p>

7	<p><u>Innovation and Planning</u></p> <p>Link back to the initial text example (lesson 2) and explain that we will be using the focus text to create our own piece of writing in this style.</p> <p>Make the Purpose and audience of the work explicit and the success criteria (including the 2 grammar focuses from this unit).</p> <p>Model how to create their own box-up plan with one part altered of their innovation. This can be done a section at a time or together as a class. Make sure there is space for children to add their own language/technique for each section. Children may plan sentences to include and write them here.</p> <p>Using the teacher’s plan as an example, pupils now produce their own detailed planning, specifically linking in required grammar, language, spelling etc</p>
8	<p><u>Oral Rehearsal</u></p> <p>Model how to use a section of the plan to orally rehearse what they intend to write, ensuring specific techniques/language planned are included. Re-do this several times to improve on the original.</p> <p>Children to practise oral rehearsal of each section.</p> <p>NOTE: Can be done in partners or group as determined during the planning session by the teacher.</p>
9 10 11	<p><u>Modelled write and independent write</u></p> <p>Plans and working wall work should be present and accessible for all during this session.</p> <p>I do - Using the plan created in session 7, use a visualiser to model exactly how to turn the plan into the first part of the required text type. Verbalise the thought process of writing, including returning to the working wall, regularly checking against the success criteria and considering if language is appropriate for the intended audience. During the shared writing session, it is vital that you ‘think out loud’, purposefully referring to the skills/writing tools and vocabulary from the unit.</p> <p>You do - Pupils should read over their own plans and write their own section of the story, writing on alternate lines in their book.</p> <p>Finish by reading and editing to ensure the plan has been followed and any planned techniques. Add in any omitted success criteria.</p>

12+	<p><u>Guided SPaG editing</u></p> <p>Return to the 2 SPaG features. Briefly re-teach skills and provide opportunities for children to identify skills in a short example. Model how to correct an example on the board, then give an opportunity for children to work in pairs and correct/work on an example together. Children then word through their own work and add/change/ improve the specific grammar skills for the unit.</p> <p><u>Text type editing</u></p> <p>Refer to the success criteria and model (possibly with visualiser and child's work) how to read back through writing, asking children to collaboratively look for errors in punctuation, spelling and grammar. Mark these in green pen. Children to look at their own work and do the same, editing and making improvements. NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be done as a footnote. Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.</p>
13	<p><u>Publish</u></p> <p>Must be completed at the end of at least one unit per half term (minimum) and must include all the edits and improvements that have been made during these sessions.</p> <p>It is <u>vital</u> that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can 'see' yours and understand why you are making these changes.</p> <p>Celebrate their work 😊</p>