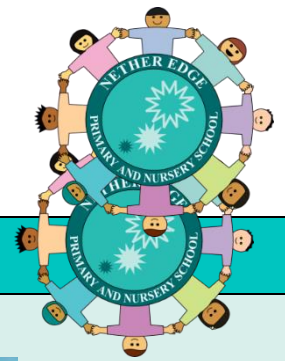


Exemplification of 3 steps to writing by Year Group

YEAR 6



What will this look like?

PREPARE



Each writing session should start with a 15 min SPaG session related to the writing genre and SPaG features of that particular genre. This is always recorded in writing books.

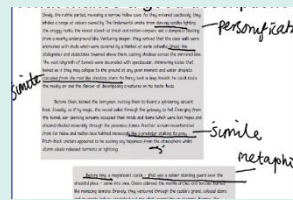
Before beginning the unit, children are given a knowledge organiser for the genre, prepared by the teacher. This includes the tier 2 and tier 3 vocabulary and language and grammatical features for the writing genre. This is explicitly taught throughout the 3 weeks.

Children have their own copies of model texts which are read together and analysed as a class. Key vocabulary is highlighted in advance and language features and vocabulary are discussed and referred back

Suke realised that some of his sheep on the highest slopes of the mountains and he knew that he would have to go and herd them up.

He looked up to the high peaks shrouded in cloud. Snow had already filled the valleys and the autumn was over and the village had predicted hard months ahead. Suke's horse picked its way along a narrow track clinging to the steep side of the mountain. Loose stones and shale tumbled over the edge and disappeared into the swirling mists. But Suke knew to put his trust in his horse. He turned his face towards white soft snowflakes falling on his cheek, like winter's first kiss.

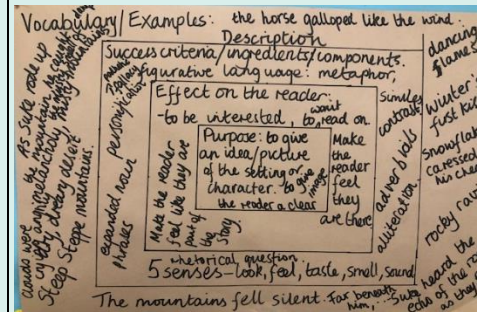
Bravely, Suke urged his horse up a steep ravine towards the last of sheep; he could see them in the distance, huddled together, trying to protect themselves from the cold and



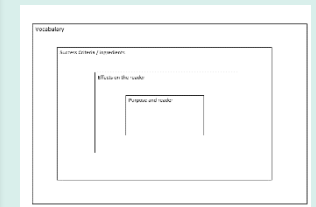
to the knowledge organiser Children annotate their copies of the text after modelling by the teacher. Use the visualiser for this.

This first week the text should be read and reread and features picked out and vocabulary discussed until children become fluent. Use the 5 points to fluency like in reading to develop this. .

Whole class success criteria



After reading and analysing model texts, the success criteria is compiled as a class during the 'Prepare' week and displayed in class.



During the first week, children read and discuss model texts several times. Children begin to do their own success criteria.



Model how to transfer the knowledge onto their own plan.

Week 1
Immerse

PRACTISE



Week 2

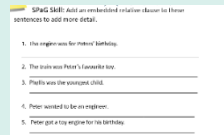
Draft
Share
Evaluate and feedback
Practise

What will this look like?

The SPaG and language features learnt in week 1 become the MUST DOs for week 2 at the start of every lesson. 5 minutes. Answers quickly discussed.



A good opportunity for quick assessment. Recorded in books.



Then SPaG session as normal with 15 minutes SPaG related to genre. (new learning) Recorded in books

On Day 1 of week 2 children write first draft whole of text from their own plan, using their own success criteria.



Share and evaluate with your 'critical friend'

Use structured talk to feedback and give next steps on a given section of text.

Semicolon Circus
Exit here to check your use of semicolons.

- Semicolons can be used in the following ways:
 - To separate items in a list if the items are longer phrases. (e.g. Claire noticed: a large rhino; a very unhappy chimp; and a bright pink flamingo.)
 - To replace a full stop in order to link two related sentences. The sentences could stand alone as their own sentences. (e.g. I have a test tomorrow; I can't go out tonight.)

Sentence Structure Square
Exit here to check your sentence structure.

- Do you have sentences of varying length? (Long sentences are good for detail. Short sentences can be used well for effect.)
- Have you included sentence types that match the genre? (Commands, questions, statements, exclamations)
- Have you used conjunctions to extend some of your sentences?
- Are your sentences in a logical order? Are 'like' sentences next to each other?

Day 2 – teacher models how to edit and improve, giving a specific focus for each day. Children orally rehearse before writing and read aloud their own and others' work

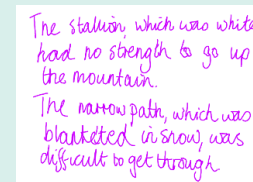
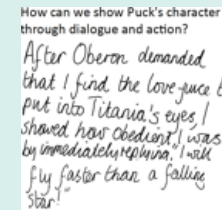


Peer feedback
Swap books with your critical friend.

Read each others work Feedback

Day 3 –Teacher picks an agreed section to develop. This will be new learning (eg a character description, setting or counter argument)

Whole class exposure followed by tightly focused group as required



Children practise in books.

Day 4 – children practise the given section again (no copying from previous day.

Teacher picks small group to develop.

Again- children use structured talk to share and evaluate their work with critical friend. Give feedback to partner which must include word and sentence level next steps.



Peer feedback
Swap books with your critical friend.

Read each others work Feedback

Day 5
Focus on word and sentence level next steps

Input and model focused next steps according to need (this could be whole class, or group level)

Genre

PROVE



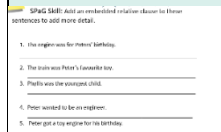
Week 3

Draft
Share
Evaluate and feedback
Practise

What will this look like?



As always, each session starts with a MUST DO based on previous weeks' SPaG learning. This is always followed by 15 minute SPaG session – new learning based on genre. Remember to give expectation that this should be included in writing as this is the way to build up fluency in those skills and is also the point of teaching them.



Model how to re draft and improve using structured prompts according to the need of children. Eg:

Semicolon Circus

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Sentence Structure Square

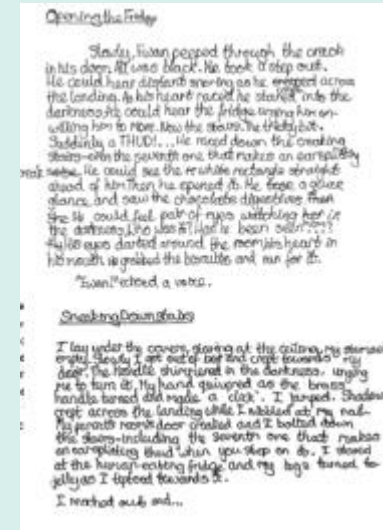
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- Have you included sentence types that match the genre? (Commands, questions, statements, exclamations)
- Have you used conjunctions to extend some of your sentences?
- Are your sentences in a logical order? Are like sentences next to each other?

Day 1 - Model how to write draft 2 (of the whole text) from own graphic organiser and week 2 practice.-



Publish in extended writing book .



Peer feedback
Swap books with your critical friend .

Read each others work
Feedback

Finally!
Writing showcase (presentational talk)
See 3 week plan for guidance.

Use structured talk to feedback and give next steps on a given section of text. Children use green pen to edit and improve.

NC link: evaluate and edit by assessing effectiveness of own and others work