Exemplification of 3 steps to writing by Year Group

YEAR 6



Week 1 Immerse

What will this look like?

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.

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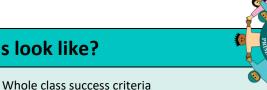
Children have their own copies of model texts which are read together and analysed as a class. Key vocabulary is highlighted in advance and language features and vocbulary are discussed and referred back

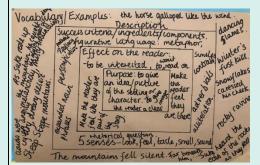
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Canneed his cheek, like winter's first kiss.	disappeared into the swirling mists. But Suke knew to put his trust in	hud. 3
Bravely, Suke urged his horse up a steep ravine towards the last	his horse. He turned his face skywards while soft snowflakes	2400
Bravely, Suke urged his horse up a steep ravine towards the last straggiers of sheep; he could see them in the distance, huddled	caressed his cheek, like winter's first kiss.	
	Bravely, Suke urged his horse up a steep ravine towards the last	ton.
together, trying to protect themselves from the refentiers cold and	stragglers of sheep; he could see them in the distance, huddled	
	together, trying to protect themselves from the relentless cold and	

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to the knowledge organiser Children annotate their copies of the text after modelling bythe 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. .





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 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.



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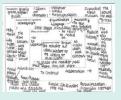
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Then SPaG session as normal with 15 minutes SPaG related to genre. (new learning) Recorded in books

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





Exit here to check your sentence structure

questions, statements, exclamations)

each other?

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?(C

Have you used conjunctions to extend some of your sentences?

Are your sentences in a logical order? Are 'like' sentences next to

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

Exit nere to cneck your use or semicolons. Semicolons con be used in the following ways: To separate items in a list if the items are longer phrases. (e.g. Claire noticed: a large rhina: 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 comprover. I conit go out tonight.)

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		
	and the	
	uniting.	dan bitan
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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

How can we show Puck's character through dialogue and action? After Oberen demanded that I find, the love-suce to Put into Titania's eyes, shaved hav cheding? was by immediately tephysa, I was fly faster than a falling

The stallion, which was white, had no strength to go up the mountain.

The nation path, which was blanketed is srow, was difficult to get trough

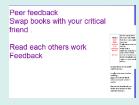
Children practise in books.

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.



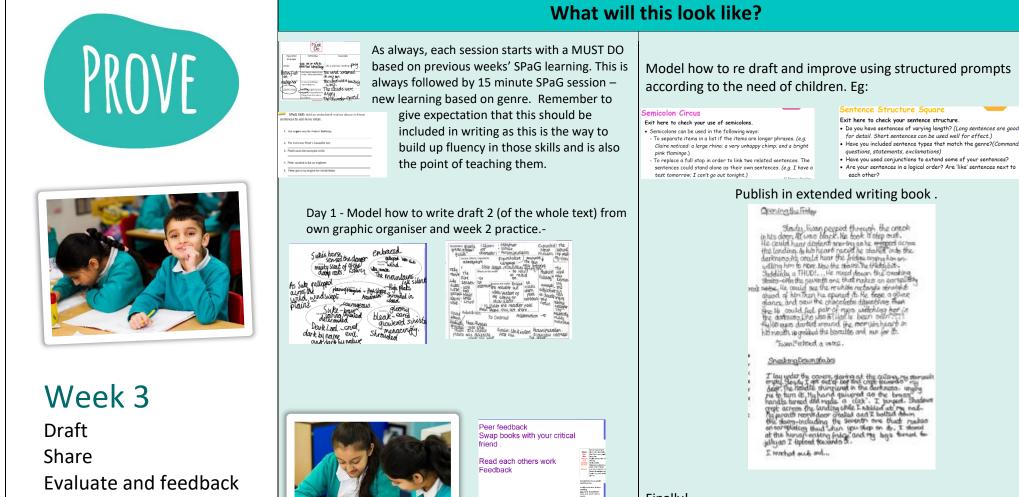


Day 5

Focus on word and sentence level next steps

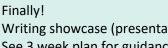
Input and model focused next steps according to need (this could be whole class, or group level)

Genre



Receive freehad, or duit and superve the

Practise



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	