

Exemplification of 3 steps to writing by Year Group



YEAR 2

PREPARE



Week 1
Immerse

What will this look like?

Before week 1 - teachers will have prepared a model text which the children will use as their model for writing throughout the 3 week cycle. This is based on language features, SPaG which will be taught and appropriate Tier 2 and Tier 3 vocabulary which will be taught.

Before reading model texts, children are given a knowledge organiser for the genre, prepared in advance by the teacher. This includes the tier 3 vocabulary from the model text and language and grammatical features for the writing genre.

Descriptive Writing Knowledge Organiser	
Setting	Use the five senses to help you describe.
<ul style="list-style-type: none"> Where When How does it look? How does it feel? How does it sound? How does it smell? How does it taste? 	Use the five senses to help you describe.
Figures of language	Use character descriptions through action.
<ul style="list-style-type: none"> Personification Simile Metaphor Hyperbole Onomatopoeia Personification Simile Metaphor Hyperbole Onomatopoeia 	Use figurative language such as simile and metaphor. Use adjectives for personality, not only physical.
Character description	Use character descriptions through action.
<ul style="list-style-type: none"> Personification Simile Metaphor Hyperbole Onomatopoeia 	Use figurative language such as simile and metaphor. Use adjectives for personality, not only physical.
What you do	Use character descriptions through action.
<ul style="list-style-type: none"> Personification Simile Metaphor Hyperbole Onomatopoeia 	Use figurative language such as simile and metaphor. Use adjectives for personality, not only physical.
What you see	Use character descriptions through action.
<ul style="list-style-type: none"> Personification Simile Metaphor Hyperbole Onomatopoeia 	Use figurative language such as simile and metaphor. Use adjectives for personality, not only physical.
What you hear	Use character descriptions through action.
<ul style="list-style-type: none"> Personification Simile Metaphor Hyperbole Onomatopoeia 	Use figurative language such as simile and metaphor. Use adjectives for personality, not only physical.
What you smell	Use character descriptions through action.
<ul style="list-style-type: none"> Personification Simile Metaphor Hyperbole Onomatopoeia 	Use figurative language such as simile and metaphor. Use adjectives for personality, not only physical.
What you taste	Use character descriptions through action.
<ul style="list-style-type: none"> Personification Simile Metaphor Hyperbole Onomatopoeia 	Use figurative language such as simile and metaphor. Use adjectives for personality, not only physical.

Whales are a kind of mammal that live in the ocean. People used to hunt whales and fewer than 10,000 remain. Luckily, hunting whales is now banned so their numbers are growing very slowly. If you manage to see one in the wild, you are very lucky!

What do they look like?

Blue whales are the biggest animal that has ever lived on our planet. They are bigger than elephants and even dinosaurs! They can grow up to 100 feet long and they weigh 150 tons. Did you know that is heavier



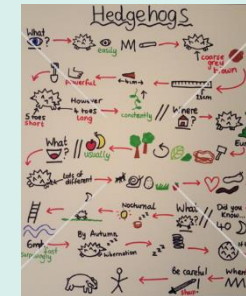
Children have their own copies of model texts which are read together over several days. Teacher model reads and then text is reread over several days 'Pie Corbett style' so that children can read and remember text well. Key vocabulary and language features, are picked out and discussed and referred back to the knowledge organiser

Children practise SPaG skills related to the writing genre which have been identified in advance and are on the knowledge organiser. These skills are practised daily in the writing book.

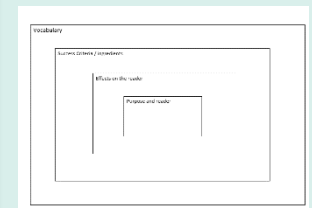
Suggested actions from Pie Corbett for key connectives.



Text mapping



During the 'Prepare' week, the teacher draws a text map for children to use to help them remember the text and the key vocabulary and this is displayed in class.



During the first week, children read and discuss model texts several times. The teacher completes a success criteria which is shared with the children and displayed in class.

PRACTISE



Week 2

- Draft
- Share
- Evaluate and feedback
- Practise

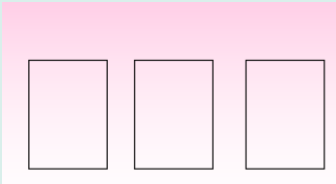
What will this look like?



During this week, children start each lesson with a Must Do based on previous weeks taught SPaG skills and also language taught language features of text type.

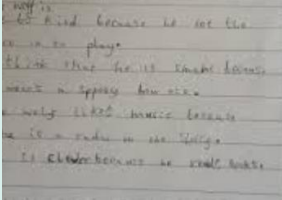
Must Do		
Word class	Name them	Apply in a sentence
subordinating conjunction		
coordinating conjunction		

Teacher will then model using graphic organiser how to plan for writing.
Children then plan their own writing using the graphic organiser

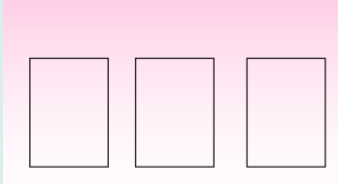


After plan is complete, on days 2, 3, 4 teacher model a section on board including a specific SPaG focus. Children then practise the section in their writing books.

Whole class exposure followed by tightly focused group as required



On Friday of the 'Practise' week children write the first draft of their version of the text using the graphic organiser for the text type. They use: success criteria, planner (in front of them)



PROVE



Week 3

Draft
Share
Evaluate and feedback
Practise

What will this look like?

This week is all about editing and improving and producing a final written piece in books. (National Curriculum link)

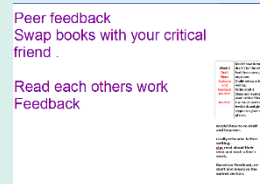
Days 1- 3 teacher models how to edit and improve a section each day with a specific focus, for example:

Editing = correcting

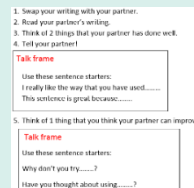
Improving= addition of something to improve the quality

- Subordinating conjunctions
- Capital letters, full stops,
- Expanded noun phrases

Children then have a go at improving their own writing.



Children swap books with partner and using structured talk with partner to discuss writing.



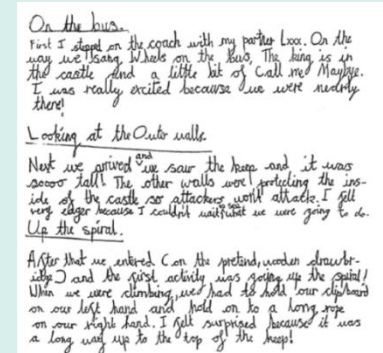
Children use structured talk to feedback and give next steps on a given section of text. Children use green pen to edit and improve.

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

Day 4

Children publish their writing including the improvements that they have made.

Publish in extended writing book. They will use their writing books and anything else that will help them. This should a beautiful piece of writing that the children are really proud of!



Day 5 Finally!

Writing showcase (presentational talk) – National Curriculum link. Children show and explain about their writing to others:

- Group
- Friend
- Whole class