Exemplification of 3 steps to writing by Year Group





YEAR 2



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.

Setting The set of the set of th		Use the five senses to help you describe. How does it look? How does it feel? How does it feel? How does it small?				
						How does it sound?
				mapsy and language		Character description
				alijectiva -	monds which deacribe nouns	Give character description through action
1040	words which describe verter	Use figurative language such as simile and				
all terration	repeating the same sound several times	metaphor				
(018 W.	description which amphasizes the difference between two Wrings	Use physical details for personality, not only storals				
	month for pargie, places or things					
	Elving human amplicants transmata attacts	Combine physical descriptions with				
Terrenification.	Civing human self-res to inanimate algerts	movement and gesture				
Linite .	relef monopolities and a second s	Use character description to reveal the observer, too.				
	Saving something is something also					

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 heaving

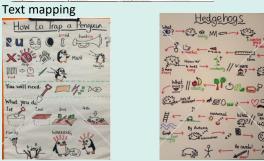


Children have their own copies of model texts which are read together over several days. Teacher model reads and then text is reread over several days 'Pie Corbett style' so that children can read and remember text well. Key vocabulary and language features, are picked out and discussed and referred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

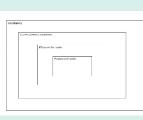
Suggested actions from Pie Corbett for key connectives.





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



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.

	Mus Do	t
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



What will this look like?

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

th 144	That	he 113	these downs
MALL'S	in space	y how	
			e baranta
a to	a vide		Helly .

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)

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it hopes		F. Same	alities
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A present the reduct They and helefood they have hele have	4 1 4	inth Bar	h - 11
15 100		- series	6





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.

Peer feedback Swap books with your critical friend . Read each others work Feedback



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

Sendy our prior triving into your particle:
Sendy our particles's writing:
Think of 2 things that your partner has done well.
Tell your partner!
Talk frame

I really like the way that you have This sentence is great because....

a these sente

Why don't you try.....?

Think of 1 thing that you think your partne

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!

	On the bush on the coach with my parties live. On the new we bears where on the kew, The king is in the coathe and a little lak of call me Manghe. I was really exited because we were nearly there.
	Looking at the Outer walls.
	Next we prived the saw the have and it was sooor tall. The other walls nor producing the ins- ide of the castle or attacher with athache. I fill very edge heaves I called with the wave gives to de. Up the spiral.
	After that we entired. Can the pretind, worker drawter- isty I and the first activity was gripp up the spirit/ When we were allowing we had to hold four dipherit on our lift hand, and hold on the a hore rise on our high hand. I fill swippided presence it was a long way up to the top of the press.
allv!	

Day 5 Finally!

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

- Group
- Friend
- Whole class