

# Exemplification of 3 steps to writing by Year Group



YEAR 5

## PREPARE

### 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.

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.

Setting	Language features
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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 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 **clouds** shrouded in cloud. Snow had already filled the **hills** and **gullies**; autumn was over and the **leaves** in his 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 **rolled** over the edge and disappeared into the swirling mists. But Suke knew to put his trust in his horse. He turned his face skywards while soft snowflakes **drifted** his cheek, like winter's first kiss.

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

personification

simile

metaphor

...

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. .

Throughout the week, teacher provides many opportunities for structured talk for children through: structured talk with talk frames; rehearse the sentence, discuss the features of the text

Whole class success criteria

Vocabulary

Examples: the horse galloped like the wind.

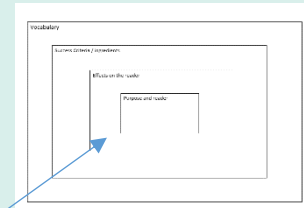
Success criteria/ingredients/components

Effect on the reader

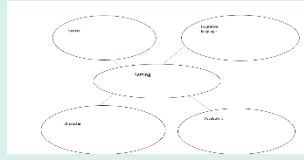
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After reading and analysing model texts, the success criteria is compiled as a class during the 'Prepare' week and displayed in class.



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

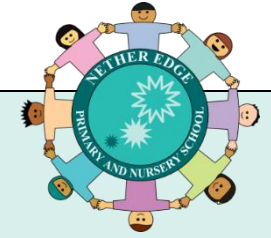


## Week 1

### Immerse

Friday week 1

Model how to transfer the knowledge onto their own plan.



## 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

**SPaG Skill:** Add an embedded relative clause to these sentences to add more detail.

1. The engine was for petrol boats.
2. The train was Peter's favourite toy.
3. Puffin was the youngest child.
4. Peter wanted to be an engineer.
5. There got a toy engine for his birthday.



**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

# PRACTISE

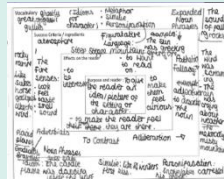


# Week 2

Draft  
Share

Evaluate and feedback  
Practise

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

How can we show Puck's character through dialogue and action?

After Oberon demanded that I find the love-juice to put into Titania's eyes I showed how obedient I was by immediately replying, "I will fly faster than a falling star!"

The station which was white, had no strength to go up the mountain.  
The narrow path, which was blanketed in snow, was difficult to get through.

Children practise in books.

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

Teacher picks small group to develop.

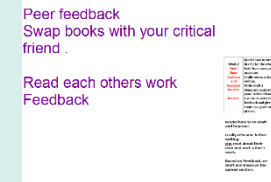
Again- children use structured talk to share and evaluate their work with critical friend. Give feedback to partner which must include word and sentence level next steps.



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

What will this look like?

# PROVE



**Week 3**  
 Draft  
 Share  
 Evaluate and feedback  
 Practise

Topic	Definition	Examples
Must Do	Use the words 'must do' to describe something that is essential or necessary.	It is <b>essential</b> that you wear your seat belt. It is <b>crucial</b> that you arrive on time. It is <b>vital</b> that you check the weather forecast.

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.

SPaG Skill	Ask an embedded question to focus attention to use more detail.
1.	The engine was for Peter's birthday.
2.	The train was Peter's favourite toy.
3.	Paula was the youngest child.
4.	Peter wanted to be an engineer.
5.	Peter got a toy engine for his birthday.

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.

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

Share and evaluate with your 'critical friend'



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

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

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

Day 2  
 Model how to re-draft and improve using structured prompts according to the need of the children.  
 Orally rehearse before writing.  
 Based on Feedback, re-draft and improve the agreed section.  
 Reciprocal feedback:  
 Read aloud to your critical friend.  
 Give oral feedback.  
 Time to polish again.

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Day 3 – use as contingency as needed (misconceptions etc)

Day 4 -Publish in extended writing book .

Day 5  
 Writing showcase (presentational talk)

2 critical friends, pair with 2 critical friends.  
 Pair 1:  
 A read aloud B's work to pair 2.  
 Pair 2 asks B questions about A's writing.  
 Repeat for B.  
 Repeat for Pair 2.