

# Exemplification of 3 steps to writing by Year Group



YEAR 1

## 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.

Teachers share a simple knowledge organiser with children. This includes the tier 2 and tier 3 vocabulary from the model text and language and grammatical features for the writing genre.

Lions are big cats that live in groups. They can be found living in Africa and the Gir Forest in India.

#### Habitat

Lions live in groups called prides. You can find prides of lions living in deserts and grasslands. Some lions also live in forests. Their habitats are usually very hot and dry so they spend a lot of time sleeping in the shade.

Setting	Use the five senses to help you
Where	How does it look?
When	How does it feel?
Who	How does it sound?
What	How does it taste?
How	How does it smell?

Character description	Character description
How do they look?	Use character descriptions through action.
How do they behave?	Use figurative language such as simile and metaphor.
How do they feel?	Use physical details for personality, not only words.
How do they think?	Use physical descriptions with movement and gesture.
How do they talk?	Use character descriptions to reveal the character, too.

Teacher model reads and then text is reread over several days 'Pie Corbett' style, with actions.

Key vocabulary and language features are picked out and discussed, highlighted on the text 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 class:

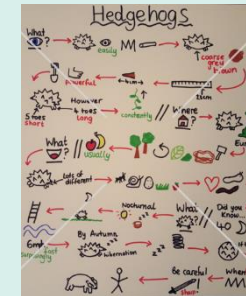
- Orally and
- Recorded in books

Throughout the week, teacher provides many opportunities for structured talk for children through: structured talk with talk frames; rehearse the sentence etc

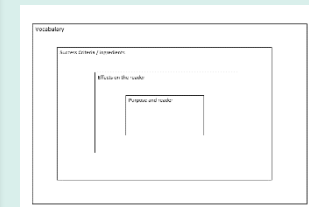
Pie Corbett suggested actions for connectives



### 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.



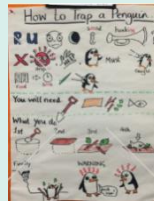
## What will this look like?

# PRACTISE



Throughout the week, teacher provides many opportunities for structured talk for children to practise vocabulary and writing through: structured talk with talk frames; rehearse the sentence etc

Week 2 process is repeated during week 3 to allow for continuous provision which may still be in place during the autumn term

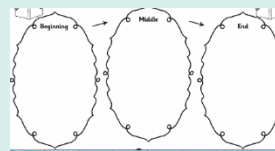


During this week, children start each lesson with a Must Do based on previous weeks taught SPaG skills. This can be done either:

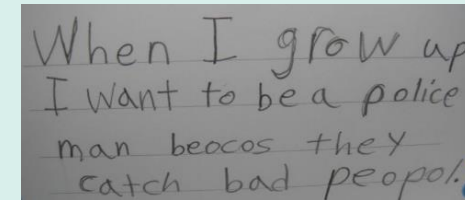
- Orally
- Recorded in books

Must Do		
Identify	Name them	Apply to a sentence

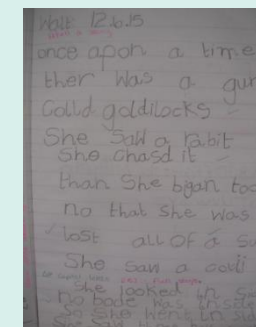
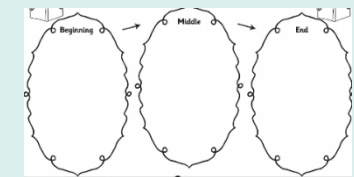
Teacher will then model using graphic organiser and text map to plan for writing. For example:



After plan is complete, on days 2, 3, 4 teacher model writing 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 'Prepare' children plan and write the first draft of their version of the text using the graphic organiser for the text type. They use their story map and planner



## Week 2

Draft

Share

Evaluate and feedback

Practise

