



Week 1: Imitate the high-quality model

Day	Explicit Teaching and INTENT
Mon	<p>Year One: Orally rehearse the text (T4W)</p> <ul style="list-style-type: none">• Teacher reads aloud the chosen text and creates the engagement and magic to inspire the reading and writing learning.• Teacher shares the high-quality model (WAGOLL) and the T4W story map is used for the children to learn the short reading text through actions.• Teacher will explain any new vocabulary and add key words from the plan to the learning lines.• Teacher prepares the story map and children 'read' independent copies of it to support progress and C&L. <p>Year Two: Orally rehearse the text</p> <ul style="list-style-type: none">• Teacher reads aloud the chosen text and creates the engagement and magic to inspire the reading and writing learning.• Teacher shares the model (WAGOLL) and the T4W story map is used for the children to learn the reading text through actions.• Teacher will explain any new vocabulary.• Teacher provides the story map and children 'read' independent copies of it in pairs to support progress and C&L.• Children record alternative words/phrases to be used in their writing on a word bank.

<p>Tues</p>	<p>Year One: Reading for writing session</p> <ul style="list-style-type: none"> • Children to have another chance to orally rehearse the story using the talk for writing plan. • Before reading, share some of the words from the model text (some tricky words and also some phonetically decodable words). • At tables, provide children with their own copy of the text. Children to skim the text and use 'fastest finger' to find our tricky words. • In partners, children to take it in turns to read a sentence at a time (1 partner points and listens whilst the other reads). • T to model reading using prosody. Taking turns, children to apply what has been taught to read a paragraph at a time. • Children to answer some oral questions about the text (this will move on to written questions later on in the year). <p>Year Two: Reading comprehension (ERIC)</p> <ul style="list-style-type: none"> • Teacher reads the text aloud and creates the engagement and magic to inspire the reading and writing learning. During this the teacher pulls out new words and explains the meaning of these words. • Teacher explicitly models the reading comprehension focus from the INTENT (e.g. ERIC) using I do, we do, you do. • The children practise in pairs how to answer the example questions following the steps to success. • Children re-reads the text for meaning and understanding. Teacher zooms in on lowest 20% of readers. • The children then work independently through a range of question types focusing on developing a taught comprehension skill.
<p>Weds</p>	<p>Year One: Imitation Writing Lesson- First part of the text</p> <ul style="list-style-type: none"> • The teacher models the imitation (sentence level in KS1). • If using T4W children act out and use story maps (stretch for more able through highlighting innovation parts). • Explicit teaching of a key 'know how to...' – highlight this skill in the text using a different colour e.g. noun phrase. • Children practice the skill through I do, we do. • Children then imitate/re-write the first part using taught skill. • Children to write the first part of the story, closely 'hugging the text' and aiming for accuracy. • Children use words and phrases collected and displayed. • Teacher use checkpoints to accelerate progress and, in the moment, adaptive teaching. <p>Year Two: Imitation Writing Lesson- First part of the text</p> <ul style="list-style-type: none"> • Orally rehearse the talk for writing plan with the children. • The teacher models how to use the talk for writing plan to imitate the opening of the story, referring to the 'magic formula' and focusing upon the key skill of the week. • Children then imitate the first part of the story applying the skills taught and referring to the 'magic formula.' • Children to write the first part of the story, closely 'hugging the text' and aiming for accuracy. • Children use the words from their word bank and any words/phrases from the working wall. • Teacher use checkpoints to accelerate progress and, in the moment, adaptive teaching.

<u>Thurs</u>	<p>Year One: Imitation Writing Lesson- Second part of the text</p> <ul style="list-style-type: none"> • The same lesson sequence as Tuesday, but moving the writing onto the next part – the next sentence/ couple of sentences. • Explicit modelling before the children independently apply with corrective teaching throughout <p>Year Two: Imitation Writing Lesson- Second part of the text</p> <ul style="list-style-type: none"> • The same lesson sequence as Wednesday, but moving the writing onto the next part – the next paragraph. • Explicit modelling before the children independently apply with corrective teaching throughout
<u>Fri</u>	<p>Year One: Imitation Writing Lesson- Final part</p> <ul style="list-style-type: none"> • The same lesson sequence as Wednesday, but moving the writing onto the next part – the last sentence/couple of sentences. • Explicit modelling before the children independently apply with corrective teaching throughout. <p>Year Two: Imitation Writing Lesson- Final part</p> <ul style="list-style-type: none"> • The same lesson sequence as Thursday, but moving the writing onto the next part – the last paragraph. • Explicit modelling before the children independently apply with corrective teaching throughout.

Week 2: Innovating the familiar text

<u>Day</u>	<u>Explicit Teaching and INTENT</u>
<u>Mon</u>	<p>Year One: Reading the innovated focus text</p> <ul style="list-style-type: none"> • Explain to the children that today we are going to be innovating the story we wrote last week. Share the WAGOLL (teacher’s innovated story) with the children, children to listen but not follow as it is read. • Before reading, share some of the words from the model text (some tricky words and also some phonetically decodable words). • At tables, provide children with their own copy of the text. Children to skim the text and use ‘fastest finger’ to find our tricky words. • In partners, children to take it in turns to read a sentence at a time (1 partner points and listens whilst the other reads). • T to model reading using prosody. Taking turns, children to apply what has been taught. • Children to answer some oral questions about the text (this will move on to written questions later on in the year). <p>Year Two: Reading the innovated focus text</p> <ul style="list-style-type: none"> • Teacher shares an example (WAGOLL) of an innovated text, discussing key/tricky vocabulary and how elements of the story have changed but how some have stayed the same. Unpick the ‘magic’ formula’ with the children. • In pairs, read through the innovated text. Within the text, children to identify and highlight key skills discuss and locate any tricky words.

<p><u>Tues</u></p>	<p>Year One: Planning the innovated piece</p> <ul style="list-style-type: none"> • Teacher introduces the task, to innovate the familiar story and creates the engagement and magic to inspire the reading and writing learning. • Using a basket of props (puppets, plastic characters, pictures of settings) provide the children with some ideas of how they can change some parts of the familiar story e.g- key characters and setting. Give children the opportunity to discuss their choices. • Model how to simply plan a beginning, middle and end of their story. At this stage, we do not need a picture for each part of the sentence. Children may add key words to their plan to support them in the writing process. • Give children the opportunity to talk aloud the key things that will happen in each part of their story. <p>Year Two: Planning the innovated piece</p> <ul style="list-style-type: none"> • Provide the children with a range of picture/physical prompts to provide them with ideas for their own story e.g. character, setting etc. • Children to create a simplified story map, using key pictures and labels for the beginning, middle and end of the story (orally rehearsing throughout).
<p><u>Wed</u></p>	<p>Year One: Writing the beginning part of the innovated piece</p> <ul style="list-style-type: none"> • Look at the beginning part of the plan created yesterday. Model how to turn the simplified plan for the opening into a sentence level plan. • Children write the opening of their story using their own plans. • Teaching staff to coach the children rather than giving direct feedback, e.g: Look at this sentence here, can you spot anything that you might need to edit? <p>Year Two: Writing the beginning part of the innovated piece</p> <ul style="list-style-type: none"> • Recap the 'magic formula' with the children and teacher to model how to translate the story plan into the first paragraph (using the 'magic formula'). • Children to write the beginning of their innovated story using their story map and including the 'magic formula'. • Teaching staff to coach the children rather than giving direct feedback, e.g: Look at this sentence here, can you spot anything that you might need to edit?
<p><u>Thurs</u></p>	<p>Year One: Writing the middle part of the innovated piece</p> <ul style="list-style-type: none"> • The lesson to follow a similar structure to the previous day but moving on to the middle part of the story. <p>Year Two: Writing the middle part of the innovated piece</p> <ul style="list-style-type: none"> • The lesson to follow a similar structure to the previous day but moving on to the middle part of the story.
<p><u>Fri</u></p>	<p>Year One: Writing the end part of the innovated piece</p> <ul style="list-style-type: none"> • The lesson to follow a similar structure to the previous day but moving on to the ending of the story. <p>Year Two: Writing the ending of the innovated piece</p> <ul style="list-style-type: none"> • The lesson to follow a similar structure to the previous day but moving on to the ending of the story. <p style="text-align: center;">Once the children have written the full story, teacher to do a 'deep mark' ready for editing next week.</p>

WEEK 3: Editing, publishing and evaluating

<u>Day</u>	<u>Explicit Teaching and INTENT</u>
<u>Mon</u>	<p>Year One: Reading lesson</p> <ul style="list-style-type: none">• This week we are going to be improving and publishing our work.• Share a version of the week 2 WAGOLL with some common misconceptions from the previous week. Model how to edit the first couple of sentences.• In partners, provide children with a copy of the text to be improved. Children to read each sentence and edit the green for growths. <p>Year Two: Editing lesson</p> <ul style="list-style-type: none">• Using the innovated model from week 2 (tweaked according to common misconceptions and inaccuracies observed in the children's writing in week 2), read as a class and address the misconceptions and inaccuracies. Ensure that the writing focus for that week is clearly identified.• Children to have their own copy of the text and with their partner edit the inaccuracies and make simple revisions using a purple pen.
<u>Tues</u>	<p>Year One: Edit and re-draft Lesson</p> <ul style="list-style-type: none">• Model briefly how to edit/improve a sentence.• Children to have their marked writing from last week and edit using the green for growths.• Encourage children to re-read their work once they have edited it to check for sense and cohesion. <p>Year Two: Edit and revise their own writing</p> <ul style="list-style-type: none">• Using their innovated stories from week 2, children to edit and revise their work.• Throughout the editing process, peers provide feedback to one another.
<u>Wed</u>	<p>Year One: Publishing Lesson</p> <ul style="list-style-type: none">• Teacher models how to take the drafts and publish onto 'best paper' using the line guides• Explicit focus on transcription.• Lots of opportunities for children to read their work aloud.• Children are given the time to publish and feel proud of their progress. <p>Year Two: Publishing Lesson</p> <ul style="list-style-type: none">• Teacher to briefly model how to publish work, explicating modelling tricky joins.• Children to begin to publish their writing onto 'best paper' using handwriting lines.
<u>Thurs</u>	<p>Year One: Publishing Lesson</p> <ul style="list-style-type: none">• Teacher models how to take the drafts and publish onto 'best paper' using the line guides• Explicit focus on transcription• Lots of opportunities for children to read their work aloud• Children are given the time to publish and feel proud of their progress <p>Year Two: Publishing Lesson</p> <ul style="list-style-type: none">• Children to continue to publish their work, continuing to improve their stamina for writing.

Fri

Year One: Evaluation Lesson

- Teacher models how to give peer feedback
- Children then read each other's work and give purposeful feedback
- Teacher then models how to independently evaluate the piece using agreed questions
- Children spend time reviewing their progress and outcome using the agreed steps to success and make personalised targets for next time.

Year Two: Evaluation Lesson

- Teacher models how to give peer feedback
- Children then read each other's work and give purposeful feedback
- Teacher then models how to independently evaluate the piece using agreed questions
- Children spend time reviewing their progress and outcome using the agreed steps to success and make personalised targets for next time.