

Marsh Green Primary School - Teach Through a Text Writing Sequence (KS1 Approx. 2-3 weeks) (KS2 Approx. 3-4 weeks) Depending on the length of the text.

All plans must include engaging starting points to generate interest, engage and activate inference (create a hook). These must link to the books' themes.

The following must continue throughout sequence

1. Read text (up to chosen point)
2. To ask a range of questions
3. Discuss / learn literary language
4. Vocabulary acquisition
5. Drama (writing in role)

Embed reading comprehension through prediction and inference.

Plans can include explicit grammar objectives so that the grammar skills for writing are seen in context and can be applied within writing.

OR

These can be taught 'discretely' yet creatively, and still be embedded firmly within the context of the book.

Literary language (e.g. simile, alliteration, emotive language) must be taught explicitly and applied in writing.

Plan for / write a variety of unaided shorter and longer pieces of text that are purposeful and pertinent to particular points of text.

Pupils may still use resources such VCOP posters, vocabulary from English display.

Encourage children to write in role, with bias and for a distinct audience, rather than writing in one fixed genre for the whole planning sequence.

Year Group: Text:	Week 1	Week 2	Week 3	Week 4
Outcomes:				
Main Outcome:				
Grammar & Punctuation				
Explicit / discrete grammar objectives so that the grammar skills for writing are seen in context.				
-Cold Big Write (relate to the short text type) -Hook for an engaging starting point to generate interest. -Make predictions about character / settings /events -Begin to read text (up to chosen point) -Ask a range of questions related to themes - Discuss / learn literary language -Vocabulary acquisition -Drama (writing in role) -Annotate text to identify the features of text type to be written. -Create success criteria for short text type. -Teacher Model short text type. -Pupil's write short text (supported if necessary). -Pupil's short writing opportunity purposeful and pertinent to particular points of text. (Big Write Unaided) -Success and improvement related to short writing task. -Annotate text to identify the features of new text type to be written. -After completed reading of the text. -Evaluate text and give an opinion. -Create success criteria for long text type. -Teacher Model long text type. -Pupil's long writing opportunity purposeful and pertinent to particular points of text. (Big Write Unaided) -Success and improvement task related to long writing task. Begin Big Writing Adventures Mission after week 3 OR 4 depending on key stage (refer to text used, for additional 'Big Write 'opportunities as mission progresses.				
Reading comprehension content domain E.g. - 2a give / explain the meaning of words in context				

There must be opportunities for 'talk partners', writing opportunities in every lesson and the English display must reflect the different parts of the planning sequence.