



**Kernow Learning**  
Building Excellent Schools Together

# Writing Policy

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School or Trust policy:	School Policy

**Meeting your communication needs:**

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 552648 or email [stagnes@kernowlearning.co.uk](mailto:stagnes@kernowlearning.co.uk)

## **Introduction**

This policy sets out the aims of Writing and how it is taught, assessed, and reported on as well as the roles and responsibilities staff have in ensuring that these aims are fully met.

The writing lead is Emma Lawton and has written this policy in consultation with teaching staff.

This policy should be read alongside the Handwriting Policy and Reading Policy.

## **Aims of the National Curriculum**

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

## **At St Agnes Academy we strive to fulfil the aims of the national curriculum and also to:**

- provide a language rich environment that promotes a love of words
- value and celebrate diversity through writing
- ensure all our children view themselves as writers
- ensure that writing is embedded throughout the curriculum
- ensure that children have the tools to write effectively beyond the GPS curriculum
- ensure that our children understand that they can effectively and powerfully communicate their ideas, opinions and feelings through writing

## **Curriculum Organisation:**

### **Handwriting**

We believe that it is vital for children to be able to write fluently. If children still need to focus on how to form and join letters, there will be significant cognitive load meaning that they will be less able to focus on compositional skills.

Teachers must model handwriting in all subjects in-line with their year group's style and using lined paper to help teach orientation and sizing.

Children will use blank paper when learning to form letters, single wide lines when learning to orientate and wide lines when learning to size letters. When children are ready in KS1, they use handwriting lined books and continue to do so into KS2 until they are ready to move to normal 8mm lined books.

Children are taught daily handwriting in EYFS and KS1 and the 3 times a week in Y3 and twice a week in Y4. Children who have not yet mastered fluent handwriting are given intervention to help them catch up.

For additional information on handwriting including year group expectations and timings, please refer to the Handwriting Policy.

### **Spelling**

Focused spelling patterns and rules are mapped out for each half term on the English Unit Plans.

## **RWI**

- EYFS-Y2, children are taught to apply their phonic knowledge to spell during RWI lessons
- EYFS-Y2 children are taught specific 'red words' (words which cannot be spelt using known phonics)

### **Common Exception Words**

- Children are taught about 10 common exception words each half term (see English Unit Plans)
- Children are tested every 3 weeks on the common exception words taught so far
- Children are taught 3 appendix words every week in discrete spelling lessons

### **Spelling pattern and Rules**

- The half-termly spelling patterns and rules to be taught are mapped out for each half term on the Termly English Overviews
- Y3-Y6 use No Nonsense Spelling to teach the spelling rules and patterns

### **Additional Strategies**

- Spelling Logs-Y3-Y6 children should have a Spelling Log where they record spellings that they find tricky or have got wrong when writing. This helps to ensure children are developing independent strategies for correction and to 'know' themselves as spellers
- Spelling cards-for each Talk for Writing unit, words that are common to the content and/or genre which are likely to be used but misspelt should be explicitly taught first and then given to the children on Spelling Cards. These cards should be used during writing and after in the proof-reading stage.
- Word Lists-common exception or other tricky words must be displayed and available to the children when writing and proof-reading

### **Assessment and Feedback of Spelling**

- Spellings which should be spelt correctly because they have been previously taught should be underlined in green pen and the child given opportunity to correct in purple pen. For EYFS-Y2, this will mainly focus on application of taught phonics and the correct spelling of taught common exception words.
- If a child wants to use a word but is unsure of the spelling, so as not to break the writing flow, they underline with a dotted line and come back to at the end.
- When spelling a word to a child, teachers should use letter names, unless spelling a phonetically decodable word.
- Teachers should segment words when supporting a child with a spelling i.e. breaking words into syllables and encouraging the children to apply their knowledge of phonics and morphology to spell each part.

### **Grammar and Punctuation**

We believe that having good technical control over writing promotes creativity as well as ensuring clarity, as children are more confident to manipulate features for effect.

Grammar and punctuation objectives are mapped out in our Termly English Overviews. The objectives are taught both discretely as practise and within the context of the Talk for Writing unit.

Focused grammar and punctuation objectives are exemplified through the model text and shared writing. so that children understand how to apply them.

When co-constructing the toolkits for each Talk for Writing unit, teachers must write the underpinning grammar in green pen, the writing ‘tool’ in black/blue, and the example from the model text in red.

When discussing texts, teachers must use the correct terminology e.g. ‘Adjectives’ and not ‘describing words’

Y1-Y6, ‘Fast 4’ SPaG slides. These are 4 grammar and punctuation questions which revise previous learning. Teachers can do one question per lesson or all 4 over the course of each week.

### Dictations


Each year group is expected to do weekly dictations or ‘hold a sentence. These dictations should include focus spellings (common exception words and taught rules) as well as recently taught grammar and punctuation. For more information on dictations, please refer to our Handwriting Policy.

### Talk for Writing

At St Agnes Academy, children are immersed in Talk for Writing from EYFS to Year 6. It is taught in 3 distinct stages (Imitation, Innovation and Independent Application) which systematically builds towards real independent writing.

Talk for Writing is taught daily for 1 hour in all year groups. In EYFS and Y1 however, the hour maybe divided into smaller chunks as appropriate.

A long-term plan for writing maps out the text types, toolkit focus and independent application link to the wider curriculum. An extract of this long-term plan can be seen below (the full document is in the Talk for Writing folder in English on SharePoint – St Agnes Teachers and also in the **appendices of this policy**)



Talk for Writing Long Term Plan

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS overview	Fiction	Non-fiction	Fiction	Poetry	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Love that Book	Fiction	Poetry
EYFS	Little Red Hen	Little Red Hen's Diary Recount	Dear Zoo	Christmas is...	Three Billy Goats Gruff	How to trap a troll Instructions	The Gingerbread Man	Gingerbread Men! Information	The Very Hungry Caterpillar	Love that Book	Sleepy Bumblebee	The Bee Spine poetry
Year 1-5 overview	Fiction	Short Burst Writing	Non-Fiction	Poetry	Fiction	Short Burst Writing	Non-fiction	Invention	Fiction	Love that Book	Non-fiction	Poetry
Year 1	3 Little Pigs Conquering the monster tale Focus: Character	Short Burst Toolkits into paragraphs Focus: Description	Postcard from 3 Little Pigs Recount Curriculum linked invention-Postcard from St Agnes	Alliterative animal alphabet	The Magic Porridge Pot Finding tale Focus: Settings	Short Burst Poetry into prose Focus: Description	How to make magic porridge Instructions Curriculum linked invention-Fruit kebabs	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	Monkey See, Monkey Do Journey tale Focus: Description	Love that Book	Naughty Monkeys! Non-chronological report Curriculum linked invention-The lemurs of Honk Kong	The Picture
Year 2	Jack and the Beanstalk Portal tale Focus: Setting	Short Burst Toolkits into paragraphs Focus: Character	Giant's Diary Recount Curriculum linked invention-Diary from Great Fire of London	Ten things found in a giant's pocket	Kaseem and the greedy dragon Warning tale Focus: Description	Short Burst Poetry into prose Focus: Description	Dragons! Non-chronological report Curriculum linked invention Australian animals	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	The Magic Paintbrush Finding tale Focus: Character	Love that Book	Protect Black Rock Persuasion Curriculum linked invention-Look after our beaches	Eye spy with my rainbow eye

The long-term plan ensures that there is a balance of fiction, non-fiction and poetry. Each fiction unit focuses on a particular structure so that children build their knowledge of story types: Conquering the monster tale, portal tale, warning tale, journey tale, finding tale, rags to riches and tale of fear.

For each fiction unit there is a focus called a Toolkit. There are 7 main toolkits: Settings, Suspense, Action, Description, Characterisation, Dialogue and, Openings and Endings.

The writing focus (toolkit) drives each unit and is built upon each year so that children increase the range and complexity of their writing tools.

### **Imitation**

Children are introduced to a text and as a class learn it orally using a story-map and actions

Vocabulary work to ensure understanding of the model text and also improve vocabulary use when writing

Word and sentence level activities related to the text type

Short burst creative writing

Reading as a Reader-shared reading activities to ensure comprehension

Reading as a Writer-analysing the text to identify the 'writer's tools' (Toolkit)

Reading as a Writer-analysing the text to identify the underlying story plot or structure (boxing-up)

### **Innovation**

Children use the underlying story-plot or structure of the model text to plan their own version. For younger children this may be only a change in character or setting but for older or more-able writers this may involve setting the story in a different time, telling it from a different view-point, changing the genre or planning a prequel or sequel. Different levels of innovation should be used to either scaffold or extend writing.

Younger children (EYFS-Y2) will use the class story map to make innovations on or use a story mountain. Older children will use a boxing-up method to help them with paragraphing.

Once planning is complete, the teacher uses shared writing from the class plan to exemplify the desired features (grammar, punctuation, vocabulary, sentence structures etc.) This is staged over 5 sessions so that there is a shared write for each section (opening, build-up, problem, resolution and ending) followed by the children writing their version of each section using their plan.

During this stage, guided and supported writing sessions should be used to either further scaffold or extend.

### **Independent Application**

Having internalised and explored a model text and then written an adapted version during the innovation stage, children will then write independently. There is less teacher modelling and scaffolding in this stage although teachers will use children's innovated writing, to identify areas that require further focused teaching.

Children will plan, draft, improve, edit and publish independently.

Published writing will be recorded in the child's Independent Writing Book.

### **Talk for Writing in EYFS**

At the beginning of EYFS, all children should be videoed 'telling a story' as a baseline.

From this baseline, every child should be recorded every term telling an innovated story to track progress in oral composition. Half the class should be recorded in the first half term and the other half in the second.

Children in EYFS orally learn the model text as a whole class like all other year groups.

Group activities consolidate the learning during RWI lessons focusing on letter formation and the application of phonics to spell.

Children are grouped as: Initial Sounds, Word Builders, Phrase Builders and Sentence Builders.

Teachers ensure that children move through each stage at an appropriate pace so that as many children as possible leave EYFS being able to write a 5 sentence story or non-fiction text.

After the imitation stage when children know the model text well and have had a go at practising key words/phrases/sentences from the model text they then move into the innovation stage. In this stage, the children use the story map to plan their own version of the class text, making simple substitutions such as the main character or the setting.

When the children have planned their story, they practice it orally, retelling it to adults and their peers. They then complete writing tasks based on their story: Practising initial sounds, building words, phrases, sentences or multiple sentences.

Children in EYFS do not do the independent application stage but should have daily opportunities for inventing stories.

Story invention stations should be a permanent feature of continuous provision.

### **Talk for Writing in EYFS and Y1**

For younger children or indeed for weaker writers, there is a large gap between their ability to orally compose texts and their ability to write them down. Therefore, these children are taught these skills separately until they are ready to combine both. They will orally learn and innovate on the model text but will focus on basic transcription skills when writing. Over time, their ability to compose and transcribe texts will come together.

### **Assessment and Reporting**

Writing is continually assessed and responded to through a range of feedback techniques. Formative assessment strategies are used to elicit gaps in learning and used to inform future planning.

We aim for our children to be able to independently assess their writing and that of their peers. To achieve this, we:

- use the marking code to model assessment.
- model how to proof-read and edit using the marking code.
- give our children planned opportunities to assess their own writing and that of their peers in the Independent Application stage of Talk for Writing
- use a Golden Toolkit Kit to help assess the year group expectations (Golden Toolkits should be displayed in every classroom)
- review the writing at the end of the innovation stage and plan short workshop-type lessons to address any areas of weakness or misconceptions before starting the Independent Application phase

A summative judgement on writing is given using teacher assessment at the end of each term. To ensure our judgements are secure, we participate in a range of moderation activities using the Babcock exemplification materials.

- Autumn Term – Trust Standardisation meeting followed by in-house moderation

- Spring Term – cluster moderation followed by in-house moderation
- Summer term – cluster moderation followed by in-house moderation

Termly summative judgements are recorded using Gradebooks.

### **Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar objectives are assessed within writing from Y1-Y6 as above.

Spelling, grammar and punctuation are assessed using a range of formative assessment strategies on a daily basis. Fast 4 SPaG slides revisit learning and offer opportunity for assessment of previously taught objectives to ensure understanding and memory.

In addition, Years 4-6 complete termly GAPS tests to track their progress towards age related expectations at the end of Year 6.

Dictations are completed weekly in every year group. Dictations should revise previously taught spelling, grammar and punctuation objectives. In Y1-2, 1 sentence will be dictated, in Y3-4 will do 2 sentences and Y5-6 will do 3 sentences.

### **Planning**

- Medium Term Planning is submitted every half term and outlines the text type, focus toolkit and unit title, the weekly spelling objectives, the weekly grammar and punctuation objectives and the focus for speaking and listening. Medium Term Plans are created by the class teacher.
- Termly English Overviews map out the content to be covered in each half term - these should be used to create the Medium Term Plan. Termly overviews are created by the English lead.
- Weekly planning is completed for Talk for Writing from EYFS-Y6. Planning is completed in phases- imitation, innovation and independent application. These phases last as long as is necessary with most fiction units taking approximately 25 days, fiction units taking between 15 and 20 days and poetry between 5 and 10 days.

The planning pro-forma (**See Appendices**) details information about disadvantaged pupils, the focus toolkit and everyday toolkit, the daily spelling activities, the grammar and punctuation warm-ups, the main teaching input, the independent pupil activities and the role of the teacher and TA throughout the lesson.

- EYFS use a separate weekly planning pro-forma (**See Appendices**)
- Weekly planning should be as detailed as is useful for the teacher but should follow the sequence detailed in the model planning pro-forma.

### **Resources**

There are a range of resources to support writing across the school. The main ones are detailed below:

- RWI scheme to teach handwriting, spelling and sentence writing
- Fresh Start scheme as intervention for handwriting, spelling and sentence writing
- No Nonsense Spelling programme-on SharePoint
- Books to support the teaching of Talk for Writing-Jump Start Grammar, Jump Start Poetry, Jump Start Literacy, Creating Story Tellers and Writers, How to Teach Story Writing at KS1, How to Teach Fiction at KS2

## **Home Links**

We value the support of our parents and carers and know that a strong partnership between school and home is the key to a child's success. Our families are informed about English through:

- Weekly English homework (please refer to the Homework Policy)
- Half-termly information regarding weekly spelling focus
- Website subject pages
- English year group expectations sent home at the beginning of the year
- Information evenings for parents on writing
- Termly open afternoons
- Parent consultation evenings
- Annual end -of-year reports

## **Roles and Responsibilities**

### **Senior Leadership**

The SLT are responsible ensuring that the school's curriculum is coherent and challenging and that subject leaders are confident and effective in leading their subject. The English Lead is Emma Lawton (deputy headteacher). The progress of Disadvantaged pupils and those with SEND is monitored closely by SLT and the SENDCo.

### **Subject Leader**

The subject leader for English is Emma Lawton

It is the role of the subject leader to:

- Provide a vision for their subject
- Ensure that the subject vision is implemented effectively
- Provide a coherent curriculum that ensure progression
- Monitor and evaluate the impact of their curriculum
- Monitor the quality of teaching and learning in their subject
- Provide training, coaching and support for colleagues
- Ensure that the subject is appropriately resourced
- To keep up to date with local, regional and national developments in their subject area

For additional information on the role of subject leads, please refer to our Subject Leadership policy.

### **Teachers**

It is the role of teachers to:

- Adhere to the guidance set out in this policy
- Teach the subject with passion and enthusiasm
- Uphold high standards of presentation
- Have high expectations of all pupils
- Provide opportunities to practise basic skills
- Provide feedback that helps the child to move forward
- Look after and return resources after use
- Seek advice and support from the subject lead when necessary



- Participate in training opportunities in order to improve practice
- Ensure that the teaching activities are accessible to all
- Take swift action, in identifying and reporting children to the SENDCo, who have fallen behind their peers
- Respond to the needs of disadvantaged pupils to ensure they make accelerated progress
- Respond to individual needs

### **Monitoring and Evaluation**

English will be monitored regularly throughout the year and in a variety of ways. The information from monitoring activities informs our staff training and coaching programme and action plans.

### **Writing is monitored through:**

Termly book looks

Termly planning scrutiny

Termly Moderation activities

Termly data drops

Progress meetings (Spring 1)

### **Continuing Professional Development**

We are committed to continually improving the teaching of writing and provide a range of high-quality CPD activities each year including:

- Weekly coaching release
- Termly moderation - 2 per term
- Regular support staff training
- Trust subject lead meetings – 3 per year
- Talk for Writing consultancy support

### **Equal Opportunities**

At St Agnes Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. All children will be held to the same high expectations.

Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Careful consideration will be given to ensure that resources promote positive images and avoid stereotyping and that children have access to books which positively represent our diverse population.

### **Inclusion**

All children have the right to a high-quality education which caters for their needs. It is the responsibility of teachers to ensure that children can access learning and seek out the advice and support of the SENDCo if they cannot.

In English we use a range of strategies to ensure inclusion including:

- Adapting tasks
- Supporting children in small groups or one to one
- Requiring different outcomes e.g. voice recording rather than a written outcome
- Adapting resources to ensure access e.g. enlarging font, double spacing words, using coloured backgrounds or simplifying texts
- Giving feedback orally
- Using learning partners to promote peer support
- Providing focused, timely interventions
- Using other resources and/or seating arrangements to facilitate inclusion
- Actively considering the needs of all pupils when designing learning opportunities

## Talk for Writing Long Term Plan

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS overview	Fiction	Non-fiction	Fiction	Poetry	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Love that Book	Fiction	Poetry
EYFS	Little Red Hen	Little Red Hen's Diary Recount	Dear Zoo	Christmas is...	Three Billy Goats Gruff	How to trap a troll Instructions	The Gingerbread Man	Gingerbread Men! Information	The Very Hungry Caterpillar	Love that Book	Sleepy Bumblebee	The Bee Spine poetry
Year 1-5 overview	Fiction	Short Burst Writing	Non-Fiction	Poetry	Fiction	Short Burst Writing	Non-fiction	Invention	Fiction	Love that Book	Non-fiction	Poetry
Year 1	3 Little Pigs Conquering the monster tale Focus: Character	Short Burst Toolkits into paragraphs Focus: Description	Postcard from 3 Little Pigs Recount Curriculum linked invention- Postcard from St Agnes	Alliterative animal alphabet	The Magic Porridge Pot Finding tale Focus: Settings	Short Burst Poetry into prose Focus: Description	How to make magic porridge Instructions Curriculum linked invention- Fruit kebabs	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	Monkey See, Monkey Do Journey tale Focus: Description	Love that Book	Naughty Monkeys! Non-chronological report Curriculum link - Animal report linked to science	The Picture
Year 2	Jack and the Beanstalk Portal tale Focus: Setting	Short Burst Toolkits into paragraphs Focus: Character	Giant's Diary Recount Curriculum linked invention- Diary from Great Fire of London	Ten things found in a giant's pocket	Kaseem and the greedy dragon Warning tale Focus: Description	Short Burst Poetry into prose Focus: Description	Dragons! Non-chronological report Curriculum linked invention Australian animals	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	The Magic Paintbrush Finding tale Focus: Character	Love that Book	Protect Black Rock Persuasion Curriculum linked invention- Look after our beaches	Eye spy with my rainbow eye
Year 3	Little Red Riding Hood Warning tale	Short Burst Toolkits into paragraphs	How to survive in Big Bad Wolf Woods	If I had wings	Krak the cobbler and Smok the dragon	Short Burst Poetry into prose	Super Heroes Non-chronological	Invention of fiction or non-fiction drawing on narrative	The Manor House Story Plot Journey	Love that Book	Holiday at the Manor! Persuasion	My Secret

	Focus: Setting description	Focus: Action	Instruction  Curriculum linked invention-How to survive in the Antarctic		Conquering the monster tale  Focus: Character description and dialogue	Focus: Description	l report + explanation  Curriculum linked invention-All about Volcanoes	structures and toolkits, and non-fiction genres taught so far	Focus: Suspense		Curriculum linked invention-Holiday in St Agnes!	
Year 4	Cinderella  Rags to riches tale  Focus: character description and dialogue	Short Burst  Toolkits into paragraphs  Focus: Openings	Prince Charming's biography  Biographies  Curriculum linked invention-Alexander Graham-Bell	My name T'zah Quarn	Elf Road  Portal tale  Focus: setting	Short Burst  Poetry into prose  Focus: Description	What is life like through different portal worlds?  Non-chronological report + persuasion  Curriculum linked invention-What is life like in the world's different biomes?	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	Adventure at Sandy Cove  Finding tale  Focus: Suspense and action	Love that Book	Should children be able to play where they want?  Discussion  Curriculum linked invention-Should children be able to bring devices into school?	The Magic Box
Year 5	Hansel and Gretel  Conquering the Monster Tale  Focus: Suspense and action	Short Burst  Toolkits into paragraphs  Focus: Openings	<b>Fairy tale Britain</b>  Report  Curriculum linked invention-Anglo-Saxon Britain	City of stars	The Amazon  Warning Tale  Focus: Characterisation and Dialogue	Short Burst  Poetry into prose  Focus: Settings	Why did humans leave Earth?  Explanation  Curriculum linked invention-Why did the Cornish	Invention of fiction or non-fiction drawing on narrative structures and toolkits, and non-fiction genres taught so far	Perseus and Medusa  Quest tale  Focus: Character description and Dialogue	Love that Book	Should School Uniform be Banned?  Discussion  Curriculum Linked Invention	I've never...but I've..

							leave Cornwall?				Discussion linked to current affairs	
Year 6 overview	Autumn			Spring 1		Spring 2/ Summer 1			Summer 2			
	Fiction	Non-fiction	Short Burst	Fiction	Non-Fiction	Short Units Fiction/non-fiction		Love that Book	Non-fiction	Poetry		
Year 6	Zelda Claw Tale of Fear Focus: Setting for atmosphere	Raincats hybrid Curriculum linked invention-Product for sustainable enterprise project	Short Burst Toolkit into paragraphs Focus:	Gas Mask Portal story Focus: Description	Discussion-Hunger Games Should the Hunger Games be banned?	Maze Runner-Story opening Setting description Short burst writing including toolkit into paragraphs Fiction/non-fiction as necessary for writing evidence			Teacher's autobiography Recount Curriculum linked invention-Memories!	I come from....		

**N.B Y2-do instructions either in invention or LTB or science -Grow a plant, Use description toolkit when doing settings and character in KS2, make sure there is a focus on openings and endings in every text**

## 25 Day Overview for Fiction

<p><b>Cold Task</b> Provide stimulus and establish the focus <i>Activate learning and oral rehearsal</i></p>	<p><b>Hook</b> Tell class story <b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> (<i>Word work</i>)</p>	<p><b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> (<i>Sentence work around toolkit or poetry to fuel Innovation</i>)</p>	<p><b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> (<i>Sentence work around toolkit or poetry to fuel Innovation</i>)</p>	<p><b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> (<i>Sentence work around toolkit or poetry to fuel Innovation</i>)</p>
<p><b>Retell, perform and explore through drama</b> <b>+SBW</b> (<i>Sentence work around toolkit or poetry to fuel Innovation</i>)</p>	<p><b>Retell, perform and explore through drama</b> <b>+SBW</b> (<i>Sentence work around toolkit or poetry to fuel Innovation</i>)</p>	<p><b>Retell, perform and explore through drama</b> <b>+SBW</b> (<i>Paragraph work – combine tools learned thus far</i>)</p>	<p><b>Retell, perform and explore through drama</b> <b>+SBW</b> (<i>Paragraph work – combine tools learned thus far</i>)</p>	<p><b>Read as a Reader</b> Explore extracts from the model and novels with same focus <b>+ response activity</b> (<i>e.g. drama, art, writing in role, etc.</i>)</p>
<p><b>Read as a Writer</b> Explore extracts from the model and novels with same focus and find/add tools <b>+SBW using tools</b></p>	<p><b>Box up model text</b> (Y2-6)  <b>Circle Plan new ideas and either alter map (R/Y1) or complete box up and retell (Y2-6)</b></p>	<p><b>Oral retelling</b> to establish the narrative and warm up the tools and techniques</p>	<p><b>Innovate 1 – Opening</b> Shared writing of class story and then guided support of their versions</p>	<p><b>Innovate 2 – Build up</b> Shared writing of class story and then guided support of their versions</p>
<p><b>Innovate 3 - Problem</b> Shared writing of class story and then guided support of their versions</p>	<p><b>Innovate 4 - Resolution</b> Shared writing of class story and then guided support of their versions</p>	<p><b>Innovate 5 - Ending</b> Shared writing of class story and then guided support of their versions</p>	<p><b>Address misconceptions from Innovations</b>  <b>Possible SBW as required</b></p>	<p><b>Address misconceptions from Innovations</b>  <b>Possible SBW as required</b></p>
<p><b>Circle Plan new ideas and either alter map (R/Y1) or complete box up and retell (Y2-6)</b></p>	<p><b>Explore new stimulus for Independent Application through poetry</b></p>	<p><b>Oral retelling Independent Application 1</b> Opening Build up</p>	<p><b>Oral retelling Independent Application 2</b> Problem Resolution</p>	<p><b>Oral telling Independent Application 3</b> Ending  <b>+ Publishing</b></p>

Ensure that you secure the basics through your daily editing and attention to the 'rule-kit'.

**Non-Fiction 4-week unit (20 lessons)**

<b>Cold Task</b> Provide stimulus and establish the focus <i>Activate learning and oral rehearsal</i>	<b>Hook</b> <b>Tell class model text</b> <b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work</i> )	<b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work and sentence work around toolkit</i> )	<b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work and sentence work around toolkit</i> )	<b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work and sentence work around toolkit</i> )
<b>Map and learn</b> <b>+SBW</b> ( <i>Paragraph work – combine tools learned thus far</i> )	<b>Map and learn</b> <b>+SBW</b> ( <i>Paragraph work – combine tools learned thus far</i> )	<b>Read as a Reader</b> Explore extracts from the model and texts with same focus <b>+ response activity</b> ( <i>e.g. drama, art, writing in role, etc.</i> )	<b>Read as a Writer</b> Explore extracts from other texts with same focus and find/add tools <b>+SBW using tools</b>	<b>Box up model text</b> (Y2-6)  <b>Circle Plan new ideas</b> and either <b>alter map (R/Y1)</b> or <b>complete box up and retell</b> (Y2-6)
<b>Innovate 1 – Introduction</b> Shared writing of class text and then guided support of their versions	<b>Innovate 2 – Main body</b> Shared writing of class text and then guided support of their versions	<b>Innovate 3 – Main body</b> Shared writing of class text and then guided support of their versions	<b>Innovate 4 - Conclusion</b> Shared writing of class text and then guided support of their versions	<b>Address misconceptions from Innovations</b>  <b>Possible SBW as required</b>
<b>Address misconceptions from Innovations</b>  <b>Possible SBW as required</b>	<b>Explore new stimulus for Independent Application</b> - Real - Fantasy/made up - Curriculum	<b>Circle Plan new ideas</b> and either <b>alter map (R/Y1)</b> or <b>complete box up and retell</b> (Y2-6)	<b>Independent Application 1</b>	<b>Independent Application 2</b>

Ensure that you secure the basics through your daily editing and attention to the 'rule-kit'.

**Non-Fiction 3-week unit (15 lessons)**

<b>Cold Task</b> Provide stimulus and establish the focus	<b>Hook</b> <b>Tell class model text</b> <b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work</i> )	<b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work and sentence work around toolkit</i> )	<b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work and sentence work around toolkit</i> )	<b>Map and learn</b> <b>+ initial vocabulary work</b> <b>+SBW</b> ( <i>Word work and sentence work around toolkit</i> )
<b>Read as a Reader</b> Explore extracts from the model and texts with same focus <b>+ response activity</b> ( <i>e.g. drama, art, writing in role, etc.</i> )	<b>Read as a Writer</b> Explore extracts from other texts with same focus and find/add tools <b>+SBW using tools</b>	<b>Box up model text</b> (Y2-6)  <b>Circle Plan new ideas</b> and either <b>alter map (R/Y1)</b> or <b>complete box up and retell</b> (Y2-6)	<b>Innovate 1 – Introduction</b> Shared writing of class text and then guided support of their versions	<b>Innovate 2 – Main body</b> Shared writing of class text and then guided support of their versions
<b>Innovate 4 - Conclusion</b> Shared writing of class text and then guided support of their versions	<b>Explore new stimulus for Independent Application</b> - Real - Fantasy/made up - Curriculum	<b>Circle Plan new ideas</b> and either <b>alter map (R/Y1)</b> or <b>complete box up and retell</b> (Y2-6)	<b>Independent Application 1</b>	<b>Independent Application 2</b>

Ensure that you secure the basics through your daily editing and attention to the 'rule-kit'.

## Y1-6 Talk for Writing Planning Pro-Forma



### Literacy Planning

#### Imitation Phase

**Text:** Fiction/Non-Fiction/Poetry **Focus:** Non-fiction text type OR writing toolkit for fiction/poetry **Model Text:** Model text that is mapped  
**Independent Application:** If non-fiction this will be the curriculum linked piece. If fiction use the tale type e.g. portal tale. Y1 doesn't have this section (stops at innovation)

#### Preparation for the unit

#### **Cold Task Assessments (do cold task at least 1 week before the unit)**

assess their needs in terms of the text type and general writer's techniques/grammar and punctuation.

#### **Focus Grammar and Punctuation**

using the Toolkits, select the aspects of the focus you are going to teach and will also form part of your final toolkit. Use the Writing Progression to link your grammar and make a 'menu' of possible teaching points-sentence structures, word/language features, punctuation

#### **Key words & phrases to teach as Vocabulary**

Tier 2 vocabulary (book words) or Tier 3 words (technical vocabulary-usually in non-fiction), idioms (phrases like 'raining cats and dogs'). 8-10 words/phrases (any more and it will be too much to learn)

#### **Spellings for Spelling card**



These are words/phrases that will be common to the innovated and independent piece e.g. Once upon a time, finally, suddenly, shouted, walked, bridge, dinosaur

These are words that they understand but might find tricky to spell. Give them a list on card/paper so they can have it beside them when they're writing.

Sessions	Spelling	Directed Teaching	Applying teaching:	Plenary:
Session 1	Spelling LO from NNS  Teach	Hook  Imitate the text  Vocabulary – picture + word		Oral composition of sentences using new vocabulary
Session 2	Spelling LO from NNS  Practice	Retell the story with map and actions  Warm up game to start the teaching  Teach first aspect of focus	Main	Marking every book using feedback marking code
			Guided TA  May need more groups with early writers as scaffolding is more necessary	
Session 3	Spelling LO from NNS  Assess	Retell the story with map and actions  Warm up game to start the teaching  Teach first aspect of focus	Main	SEND MAP HOME
			Guided TA	Guided T  Marking every book using feedback marking code
Session 4+  May need more sessions	Dictations	Retell the story with map and actions  Warm up game to start the teaching  Teach first aspect of focus	Main	Marking every book using feedback marking code
			Guided TA	
		Retell the story with map and actions	Main	

Session 5	Common exception words	<p>Warm up-revisit the vocabulary</p> <p><b><u>Read as a Reader</u></b> –</p> <p>vocab revisiting, comprehension and focussed questions around the text</p> <p>Use the model text to teach comprehension and get the children to answer questions related to the comprehension focus/s you are teaching.</p> <p>Try to vary this so it's not just a list of comprehension questions. Use drama, writing in role, role on the wall etc</p> <p><b>Model text stuck in books</b></p>	Guided TA	Guided T	Marking every book using feedback marking code
Session 6	Start spelling again-NNS objective	<p>Retell the story with map and actions</p> <p>Warm up-oral word/sentence starter</p> <p><b><u>Read as a Writer</u></b></p> <p>With the children co-create:</p> <p><b>Toolkit</b> – Revise the tools that have been taught for the focus and bank them onto your toolkit. Look for more tools in snippets of <b>other quality texts/novels</b> as appropriate.</p> <p><b>Toolkit stuck in books</b></p>	Main		Marking every book using feedback marking code
			Guided TA	Guided T	
Session 7	NNS spelling objective	<p>Retell the story with map and actions</p> <p>Warm up-oral word/sentence starter</p> <p><b><u>Read as a Writer</u></b></p> <p>With the children:</p>	Main		<p>Orally retell new version to a partner</p> <p>Marking every book using feedback marking code</p>

		<p>Box-up the text – for younger children or struggling writers use the story map to identify the structure and to plan innovation</p> <p>Use box-up grid to create an innovated model plan</p>	Guided TA	Guided T	
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## Literacy Planning

## Innovation Phase

**Text:** Fiction/Non-fiction/poetry **Focus:** Text type/story type **Innovation:** Title **Independent Application:** Title

**LEVELS OF INNOVATION**-How will different groups innovate? Weaker/younger writers should substitute but more able can innovate in different ways-identify those ways here. Some ideas for innovation are: substitution, addition, alteration, genre switching, change of time/person/view, reorder (time slips and flash backs), write in the style of an author, sequels/prequels, blend story/text types

**Spellings for Spelling card**

Identify the words that will come up repeatedly in both the innovation and independent application-create a spelling card for the children, teach and display on washing line. Non-fiction will usually be Tier 3 vocabulary e.g. archaeologist, artefact, excavate

Sessions	Spelling	Directed Teaching	Applying teaching:		Plenary:
Session 1	Spelling LO from NNS	Warm up game/skills revision  Show children part of the new map/boxing up we are working on and what happens in that section. Shared write that section, modelling the writing elements	Main		Whole class/ Self/peer/group assessment of teaching and editing before handing work in  Mark 7/8 books each night using the feedback marking code
	Teach		Guided TA	Guided T	
Session 2	Spelling LO from NNS	Children respond to feedback marking from yesterday  Show children part of the new map/boxing up we are working on and what happens in that section. Shared write that section, modelling the writing elements	Main		Whole class/ Self/peer/group assessment of teaching and editing before handing work in  Mark 7/8 books each night using the feedback marking code
	Practise		Guided TA	Guided T	
Session 3	Spelling LO from NNS  Assess	Children respond to feedback marking from yesterday	Main		Whole class/ Self/peer/group assessment of teaching and editing before handing work in

		Show children part of the new map/boxing up we are working on and what happens in that section. Shared write that section, modelling the writing elements	Guided TA	Guided T	Mark 7/8 books each night using the feedback marking code
Session 4	Dictations	Children respond to feedback marking from yesterday  Show children part of the new map/boxing up we are working on and what happens in that section. Shared write that section, modelling the writing elements	Main		Whole class/ Self/peer/group assessment of teaching and editing before handing work in  Mark 7/8 books each night using the feedback marking code
			Guided TA	Guided T	
Session 5	Common Exception/Appendix 1 words  MR N spellings	Children respond to feedback marking from yesterday  Show children part of the new map/boxing up we are working on and what happens in that section. Shared write that section, modelling the writing elements	Main		Whole class/ Self/peer/group assessment of teaching and editing before handing work in  Mark 7/8 books each night using the feedback marking code
			Guided TA	Guided T	



## Literacy Planning Independent Application

**Text:** Fiction/Non-fiction/poetry **Focus:** Text type/story type **Independent Application:** Title

**Publishing**-identify how the children will publish their work (use different ways-not just publishing into the Purple books) If the published work can't fit in the Purple Book put a sticker in the book that gives a brief description of the task and outcome and where it can be found)

	Spelling	Directed Teaching	Applying teaching:	Plenary:
<b>Session 1</b>  <b>1 sessions</b>	Spelling LO from NNS  Teach	<b>What teaching needs to be done?</b>  Dependent on what happened in the Innovation stage and the needs of the children, plan sessions to address any needs before letting them write independently. This could be workshops on a variety of areas or a focus on one thing to develop.	Follow on activities to consolidate the teaching	Assess learning
<b>Session 2</b>  <b>1 session</b>	Spelling LO from NNS  Practise	<b>Supporting planning</b>  Look back at the generic structure of story type/non-fiction type (e.g. Warning story with a focus on setting). Look at each section and discuss what could happen in each part. Discuss possible characters, setting etc. Generate lots of ideas based on a GOOD QUALITY STIMULUS	Children plan their own text using the appropriate process.	Orally tell new text to a partner  Weaker/younger writers should have an opportunity to tell their new text to an adult to

		Teacher to demo HOW to plan using the underlying structure.		check the plan works before getting into writing.
<b>Session 3</b>  <b>2-3 sessions</b>	Spelling LO from NNS  Assess	Writing		**After writing look for teaching points across the class to support editing for the last sessions of the phase
<b>Session 4</b>  <b>1 session</b>	Dictations	<p><b>Teach the children to edit. Focus on specific areas. Teach techniques to allow editing.</b></p> <p>(Eventually all children will edit independently once taught how).</p> <p>Children should look to make improvements as well as corrections</p>	Children edit work, discuss improvements etc.	
<b>Session 5</b>  <b>1-2 sessions</b>	Common exception/Appendix 1 words  Mr N	<p>Publishing writing</p> <p>Consider how to present writing-could be in small groups in the class, to another class, another year group, during parent open afternoon etc. This doesn't have to happen every time but it's nice for them to present at least once a term</p>		

## EYFS Talk for Writing Planning Pro-forma



### EYFS Literacy Planning

#### Imitation Phase

**Text:** Fiction/non-fiction or poetry    **Model Text:** i.e The Gingerbread Man

##### Preparation for the unit

**Cold Task Assessments**-Oral telling of text type-adult to scribe

Innovation-think about what element you will innovate on e.g. the farmyard animals in LRH or the food the hungry caterpillar eats

Identify 'red' words needed in text

Identify new phrases and words in text that will need to be explicitly taught

What capital letters will be taught (appropriate to group)

Select other versions of the model text – real books

##### **Continuous Provision**

What activities will help to immerse the children in the text and deepen their understanding. Ensure there are opportunities for retelling using the story map and opportunities for writing

##### Key words and phrases to teach as new vocabulary

These are the words and 'story' phrases e.g. Once upon a time-the children need to hear, see and have a go at using these words

##### **Spellings for Spelling card**

Common 'red' words they will need for writing-these are the words on the EYFS progression document. Teach these words and display-the children may not be able to spell them but they will build up to it over the year



<b>Session 1</b>	<b>Whole Class Teaching</b>			
	<b>Hook, vocabulary/phrases teaching</b> <b>Learn the text map with actions</b>			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
	<b>Group 1</b> Writing activity-this could be writing words/phrases/sentences depending on ability of group  Weaker writers may be building words using magnetic letters and then just writing initial sound or practising specific letter formation. They may even just be learning how to hold a pencil and pattern making to build control ready for letter formation  Make sure the writing activities focus on what they need to practise as well as what will move them on (they may need extra practise with the letter 's' and the 'th' sound so include those in your adult-led group activity)	<b>Group 2</b>	<b>Group 3</b> <b>Possible activities:</b> Role play-dressing up Retelling the story using puppets Retelling using an A4 copy of the story map Writing shopping list for ... Writing speech bubbles for characters Sequencing the story using pictures/story stones Drawing a character and writing its name	<b>Group 4</b>
<b>Session 2</b>	<b>Whole Class Teaching</b>			
	<b>Learn text map with actions</b>  Shared writing-words/phrases/sentences depending on what they will do in the adult-led sessions. This will be some form of writing in context of model text e.g. if doing Little Red Hen some children may be word building names of farmyard animals using magnetic letters and just writing initial sound, some may be writing full words using their phonics, some may be able to write phrases e.g. the red hen, and some may be able to write sentences e.g. Once upon a time there was a red hen.			

	PUT TEXT MAP ON DOJO AND SEND HOME AS COPY FOR CHILDREN TO LEARN-PUT WRITTEN VERSION ON BACK SO PARENTS CAN HELP LEARN IT			
	Adult Led Writing Groups		Exploring the Text Groups	
	Group 3	Group 4	Group 1	Group 2
Session 3	Whole Class Teaching			
	Learn text map with actions			
	Shared writing-words/phrases/sentences depending on what they will do in the adult-led sessions. This will be some form of writing in context of model text e.g. if doing Little Red Hen some children may be word building names of farmyard animals using magnetic letters and just writing initial sound, some may be writing full words using their phonics, some may be able to write phrases e.g. the red hen, and some may be able to write sentences e.g. Once upon a time there was a red hen.			
	Adult Led Writing Groups		Exploring the Text Groups	
Group 1	Group 2	Group 3	Group 4	
Session 4	Whole Class Teaching			
	Learn text map with actions			
	Shared writing-words/phrases/sentences depending on what they will do in the adult-led sessions. This will be some form of writing in context of model text e.g. if doing Little Red Hen some children may be word building names of farmyard animals using magnetic letters and just writing initial sound, some may be writing full words using their phonics, some may be able to write phrases e.g. the red hen, and some may be able to write sentences e.g. Once upon a time there was a red hen.			
	Adult Led Writing Groups		Exploring the Text Groups	
Group 3	Group 4	Group 1	Group 2	
Session 5	Whole Class Teaching			
	Learn text map with actions			
	Reading as a Writer-read text either on whiteboard or have it written out on flip chart. Questions/drama etc to ensure understanding of text-good opportunity to write questions to show children the use of a question mark.			

	In writing children could answer questions			
	Adult Led Writing Groups		Exploring the Text Groups	
	Group 1	Group 2	Group 3	Group 4
Session 6	Whole Class Teaching			
	Learn text map with actions			
	Look at structure of text with class-use story map to box-up beginning, middle, end in fiction or structure of non-fiction i.e title, introduction, steps, conclusion			
	Could do a sequencing activity here-children write a short caption under each picture in adult-led activity (you would model this writing first to the whole class)			
	Adult Led Writing Groups		Exploring the Text Groups	
	Group 3	Group 4	Group 1	Group 2



## EYFS Literacy Planning

### Innovation Phase

**Text:** Fiction/non-fiction or poetry    **Model Text:** i.e The Gingerbread Man    **Innovation:** What will the innovation be?

<p><b><u>Preparation for Innovation</u></b></p> <p>Think about how you can support the application of phonics and letter formation in each adult-led writing activity (this will be based on the needs of each group)</p>	<p><b>Continuous Provision</b></p> <p>What activities will help to immerse the children in the text and deepen their understanding. Ensure there are opportunities for retelling using the story map and opportunities for writing</p>			
<p><b><u>Key words and phrases to teach as new vocabulary</u></b></p> <p>Revise new phrases and vocabulary from model text</p>	<p><b>Spellings for Spelling card</b></p> <p>Common 'red' words they will need for writing-these are the words on the EYFS progression document. Teach these words and display-the children may not be able to spell them but they will build up to it over the year</p>			
<p><b>Session 7</b></p>	<p><b>Whole Class Teaching</b></p>			
	<p><b>Innovate on text map using post-it notes – only innovate on the bit you've selected</b></p>			
	<p><b>Adult Led Writing Groups</b></p>		<p><b>Exploring the Text Groups</b></p>	
	<p><b>Group 1</b></p> <p>Support groups to make their own innovations using an A4 copy of the class story map</p>	<p><b>Group 2</b></p> <p>Support groups to make their own innovations using an A4 copy of the class story map</p>	<p><b>Group 3</b></p> <p><b>Possible activities:</b></p> <p>Role play-dressing up</p> <p>Retelling the story using puppets</p> <p>Retelling using an A4 copy of the story map</p> <p>Writing shopping list for ...</p> <p>Writing speech bubbles for characters</p> <p>Sequencing the story using pictures/story stones</p> <p>Drawing a character and writing its name</p>	<p><b>Group 4</b></p>

<b>Session 8</b>	<b>Whole Class Teaching</b>			
	<b>retell the innovated new text map</b>			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
	<b>Group 3</b>	<b>Group 4</b>	<b>Group 1</b>	<b>Group 2</b>
Support groups to make their own innovations using an A4 copy of the class story map and orally retell	Support groups to make their own innovations using an A4 copy of the class story map and orally retell	Role play-dressing up Retelling the story using puppets Retelling using an A4 copy of the story map Writing shopping list for ... Writing speech bubbles for characters Sequencing the story using pictures/story stones Drawing a character and writing its name		
<b>Session 9</b>	<b>Whole Class Teaching</b>			
	<b>retell the innovated new text map</b>			
	<b>Shared writing-write 1<sup>st</sup> and 2<sup>nd</sup> part of text (this will be working towards the outcome on the EYFS progression document)</b>			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	

	Group writing first and second part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	Group writing first and second part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	Activity ideas as above + using their own innovated map to tell their new version of the text	
Session 10	<b>Whole Class Teaching</b>			
	<b>retell the innovated new text map</b> <b>Shared writing-Recap writing 1<sup>st</sup> and 2<sup>nd</sup> part of text (this will be working towards the outcome on the EYFS progression document)</b>			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
	<b>Group 3</b>  Group writing first and second part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	<b>Group 4</b>  Group writing first and second part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	<b>Group 1</b>	<b>Group 2</b>
Session 11	<b>Whole Class Teaching</b>			
	<b>retell the innovated new text map</b> <b>Shared writing-write 3<sup>rd</sup> and 4<sup>th</sup> part of text (this will be working towards the outcome on the EYFS progression document)</b>			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
	<b>Group 1</b>  Group writing third and fourth part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	<b>Group 2</b>  Group writing third and fourth part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	<b>Group 3</b>	<b>Group 4</b>

<b>Session 12</b>	<b>Whole Class Teaching</b>			
	retell the innovated new text map			
	Shared writing-Recap writing 3 <sup>rd</sup> and 4 <sup>th</sup> part of text (this will be working towards the outcome on the EYFS progression document)			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
<b>Group 3</b>	<b>Group 4</b>	<b>Group 1</b>	<b>Group 2</b>	
Group writing third and fourth part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	Group writing third and fourth part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).			
<b>Session 13</b>	<b>Whole Class Teaching</b>			
	retell the innovated new text map			
	Shared writing-write 5 <sup>th</sup> part of text (this will be working towards the outcome on the EYFS progression document)			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	
Group writing fifth part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).	Group writing fifth part of innovation (dependent on ability of writers-some children may only be word building or writing initial sounds).			
<b>Session 14</b>	<b>Whole Class Teaching</b>			
	retell the innovated new text map			
	Shared writing-Recap writing 5 <sup>th</sup> part of text (this will be working towards the outcome on the EYFS progression document)			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	

	<b>Group 3</b> Group writing fifth part of innovation (dependent on ability of writers- some children may only be word building or writing initial sounds).	<b>Group 4</b> Group writing fifth part of innovation (dependent on ability of writers- some children may only be word building or writing initial sounds).	<b>Group 1</b>	<b>Group 2</b>
<b>Session 15</b>	<b>Whole Class Teaching</b>			
	<b>Start to record children's innovated texts (orally-the full text). Adults to scribe</b>			
	<b>This will need to be done one to one. This can be done over the course of the next 2-3 days before moving on to the text unit.</b>			
	<b>During these days adult-led writing sessions will focus on areas that need practise and revisiting to consolidate learning</b>			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
	<b>Group 1</b> Writing activities to address issues- letter formation, phonics, capital letters etc	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
<b>Session 16</b>	<b>Whole Class Teaching</b>			
	<b>Record children's innovations-adults to scribe</b>			
	<b>Adult Led Writing Groups</b>		<b>Exploring the Text Groups</b>	
	<b>Group 3</b> Writing activities to address issues- letter formation, phonics, capital letters etc	<b>Group 4</b>	<b>Group 1</b>	<b>Group 2</b>