

Slow Release Reading into Writing Teaching Sequence that promotes the writing process.

Intent

Our vision for writing at Wick CofE Primary School is for our children to use their love and knowledge of quality texts to help them communicate ideas and thoughts about their world and the wider world through a range of writing experiences. Our children will be immersed in the process of writing and this will allow them to develop the confidence and enthusiasm for writing that will take them on to KS3 and beyond.

We use a systematic approach to teaching writing that is built around the principles of immersion, innovation and the writing process. This is a sequence that loops learning towards an end of unit outcome. The sequence runs over three phases and prioritises the explicit teaching of grammar and punctuation appropriate to the age of the children and the text type.

Teachers work to develop independence through gradual release from a scaffold.

Implementation

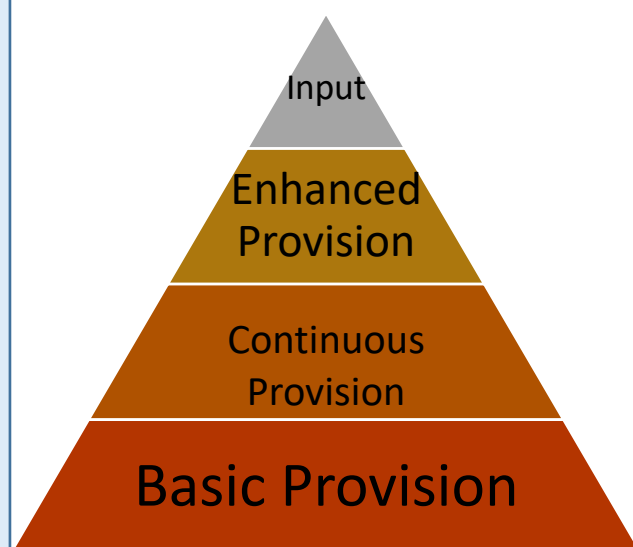
Immersion	Innovation	The writing process
<i>Purpose and Audience</i> <i>Establish your context</i>	<i>Generating ideas and planning</i>	<i>Writing, Editing and publishing</i>
Introduce quality text or animation or experience Topic specific vocabulary Key features of text type Link to enquiry discussions Summarising (KS2) Retelling of narrative (EYFS and KS1) Introduce learning wall as a scaffold Analyse parts of text using VIPERS Contextualised SPaG input Editing short burst Proofreading short burst	Generating alternatives, adaptations, changes to original text Responding to text in different ways Use drama, practical activity and oracy to develop ideas Contextualised teaching of SPaG Editing short burst Proofreading short burst Planning ideas using boxing up (KS2) and story mapping (KS1)	Oral rehearsal Modelled and shared writing to support end of unit outcome Drafting Editing Redrafting Proofreading Publishing Application of taught SPaG Application of topic specific vocabulary Application of ARE skills
Must Haves <ul style="list-style-type: none"> • Model text/oral story • Key features toolkit • VIPERS discussions • Writing that explores key themes (character, plot, setting, content, 	Must Haves <ul style="list-style-type: none"> • Innovations linked to character, setting, point of view, alternative endings, additional chapters • Evidence of active learning (drama, 	Must Haves <ul style="list-style-type: none"> • End of unit writing based on the text and purpose • Success criteria used to support editing and proofreading (from teacher and child)

Wick Primary School English DNA

<p>purpose e.g. instructions)</p> <ul style="list-style-type: none">• Deliberate practice of grammar• Writing to apply grammar• Modelled and shared writing in learning environment	<p>practical, oracy to develop new ideas)</p> <ul style="list-style-type: none">• Deliberate practice of grammar• Writing to apply grammar• Modelled and shared writing in learning environment	<ul style="list-style-type: none">• Evidence of editing and proofreading• Modelled and shared writing in learning environment
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Our Process in EYFS and Year 1

Within our intent for English, sits our commitment to strong implementation of the continuous provision in EYFS and Year 1. Using the principles of the provision pyramid and our systematic approach to teaching writing, we aim to inspire young writers through play and provocation. Our carefully designed teaching sequence builds up skills across fiction and non-fiction contexts linked to the children's interests. Teachers and adults in EYFS and Year 1 use the teaching sequence to plan inputs, enhance the provision and stimulate application in the continuous provision. Early language acquisition is paramount and, through this process for teaching teachers prioritise the learning and retelling of stories, poems, nursery rhymes and the child's own innovations. Scaffolding the language and writing takes precedence in the teaching: all adults ensure that every opportunity is taken to prompt, clue and model talk for writing opportunities no matter where our children are choosing to learn.



Wick Primary School English DNA

EYFS and Year 1 Teaching Sequence

WHOLE CLASS Explicit English Teaching Sequence Inputs, enhanced provision and provocations	
1	Text Investigation (Hook and retelling)
2	Text Investigation (retelling)
3	Book chatter
4	Book chatter
5	Review
1	Innovation (retelling using adaptations and additions)
2	Innovation (retelling using adaptations and additions)
3	Writer Talk (language/shared writing)
4	Writer Talk (language/shared writing)
5	Review
1	Invention (planning of class writing, oral rehearsal, shared write)
2	Shared Writing
3	Shared Writing
4	Shared Writing
5	Writing Review

EYFS: This process will be introduced over time with colleagues using the provision to explore innovation and invention initially

Year 1: This process will be started immediately children enter the Year 1 classroom but again be implemented not only through inputs but through provision opportunities.

Immersion

Session 1 - 5

- Create a buzz around the theme/text/enquiry
- Share the text, experience or animation. Talk about themes and links to your enquiry
- Introduce vocabulary and instruct the children of meaning
- Develop a toolkit to support the text type
- Introduce the learning wall
- Share, retell, summarise the WAGOLL (or oral story for narrative in KS1)
- Discuss characters, plot, setting or purpose (non-fiction) using the text (original or the WAGOLL)
- Write about character, plot, setting or purpose (non-fiction) linked to discussions
- Contextualised teaching of a grammar or punctuation skill
- Short burst writing to apply the grammar skill

Evidence

Session 1: picture of the text or writing context, ideas around the outside, vocabulary collection, role on the wall, toolkit for text type

Session 2: WAGOLL (oral story) summary or text marking, oral retelling photographs, reorganising the WAGOLL or story summary, add to toolkit

Session 3: extract from text or WAGOLL analysed, role on the wall, word maps, mind mapping, shared writing into short burst linked to character, plot or setting, text marking previously taught grammar features in the WAGOLL or original text

Session 4: Contextualised SPaG tasks

I do - modelled on the board

We do - shared whiteboard or individual whiteboard work

You do – Sentences, paragraphs in books to practice the skill

Session 5: Short Burst Writing

I do: model the text type opening and apply the grammar from session 4

We do: shared writing

You do: independent writing (guided groups for scaffolding)

Innovation

Session 6 - 10

- Develop changes, adaptations or alternations to the text to help children with new ideas
- Use drama and oracy to develop ideas around changes
- Short burst writing to develop ideas around the changes and apply previously taught grammar
- Contextualised teaching of a grammar or punctuation skill
- Short burst writing to apply the grammar skill
- Plan story/non-fiction with children using story map or boxing up - teacher plans a class version (or part of) and children plan their own

Evidence

Session 6: KS1 – photographs of oral retelling with innovations or adaptations of text. KS2 notes around changes, role on the wall for new character, photographs of drama, vocab mat, mind map for new character, setting, content, research

Session 7: short burst about the change (character, plot, setting, point of view, and purpose) that applies some previously taught grammar (from previous unit)

Session 8: Contextualised (in the new idea/s) SPaG tasks

I do - modelled on the board

We do - shared whiteboard or individual white board

You do – Sentences, paragraphs in books to practice the skill

Session 9: Short Burst Writing

I do: model the text type opening and apply the grammar from session 4

We do: shared writing

You do: independent writing (guided groups for scaffolding)

Session 10: Story map and/or box up planning

The writing process

Session 11 - 15

- Oral rehearsal of planned writing
- Success criteria discussed and developed
- Model how to write from a plan e.g. box 1 box 2 etc
- Shared, guided and independent writing of each part of the plan where appropriate
- Rereading and editing of writing
- Proofreading to check punctuation, spelling and sense
- Publishing when and where appropriate

Evidence

Session 11: evidence on the flip of oral rehearsal. Editing of plan where required.

Evidence in flip of modelling the planning into writing.

Writing started (depending on year group and ability)

Session 12: Evidence in flip of modelling the planning into writing.

End of unit writing with editing

Session 13: Evidence in flip of modelling the planning into writing.

End of unit writing with editing

Session 14: Evidence in flip of modelling the planning into writing.

End of unit writing with editing. Some children will now be able to edit completed writing and proofread.

Session 15: Evidence in flip of modelling editing and proofreading. Evidence of editing and proofreading in books

Evaluation Discussion: Learning round up on proforma.

What's gone well? What next? What have we developed? What will we take with us to the next unit of work?