

3-Week Model, Phase by Phase

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|--|----------|----------|----------|----------|
| Week 1 Study  | During the Study phase, children will be taught text specific techniques, explore sentence structure and study a teacher model. | | | | |
| | Should Have (Organised in Teaching Sequence): <ol style="list-style-type: none"> Teacher to create a model text that includes specific teaching points selected from Writing Progression document. Read the model text with the children as a whole. Explore the meaning of new vocab, understanding of text (literal & inferential questions), and impact on reader. <ol style="list-style-type: none"> <i>Did you enjoy it? Why/Why not? How did it make you feel?</i> Identify Purpose, Text Type & Audience Teach sentence structure: <i>fragment, phrase, sentence, four sentence types, clauses, expanding kernel sentences using who, what, when, where, why, how? Or because, but, so etc.</i> Introduce sections of the model text depending on what grammar/sentence structure/punctuation/technique is being taught. Daily games/practice tasks exploring taught language patterns and sentence structures. Toolkit Creation – create a tool kit as consolidation of features/techniques taught. Use the model text to identify good examples of each feature (could then compare to another text of the same type). <ol style="list-style-type: none"> Pre-write the toolkit for display and to use as a model when teaching how to fill out Change the toolkit into a grid. Do beginning as a class then independently find examples of the skills/features listed in the toolkit in the model text and similar texts (assessment tool) Annotate features in the text & explore their function/purpose, practise using the features Writing in the style of the model. <i>E.g. adding in a missing paragraph from the text in the style of the model or imitate sentence structures to write the next paragraph.</i> | | | | |
| Could Include (To be included in sequence where appropriate): <ul style="list-style-type: none"> ❖ Drama - Only if purposeful to help children with understanding and exploring the model text <ul style="list-style-type: none"> ○ <i>(Miming - Guess the scene, Journalists, Advice surgeries, Monologue, Police interview, Time travellers, Conscience alley, Silent film)</i> ❖ Compare – look at other texts in the same genre (which one is more effective and why?). ❖ Spot the bias (How does the writer feel about the subject in the text?). ❖ Short burst writing (writing captured instantly with little or no planning, at any point in the unit) based on images from the text, drama or writing in role as a character using sentence structure/grammatical features being taught ❖ Quizzing | | | | | |
| Week 2 Twist  | During the Twist phase, children will use what they have studied and apply it to a similar piece of writing. | | | | |
| | Should Have (Organised in Teaching Sequence): <ol style="list-style-type: none"> With pace, box-up the text (or use any graphic organiser i.e. storyboard) as a class to explore the “shape” and map the intent of each part (positive or negative) <ol style="list-style-type: none"> Moving from bare bones to what happens in each part of the story – <i>in other words, reduce the story to a plan with key events/parts</i> Tell the story very briefly on 5 or 6 fingers (<i>barebones of the story</i>) Use the same five or six fingers to retell a more detailed version of the model. Add your own ‘twist’ to the story. Make changes (a twist) to the model – try not to hug too closely to the model depending on the ability of your class/ groups of children (<i>ways to twist below</i>). <ol style="list-style-type: none"> Substitution: changing words, characters, settings etc. Addition: adding to or embellishing to expand/extend a text Alteration : altering part of a text in ways that change the course of events Changing time: Past, present etc. Change of view: retelling from another’s point of view; change of person e.g. 3rd to 1st Reordering: the text e.g. flashbacks and time slips Sequels & prequels: what happens before/next? (Only Upper KS2) Genre switching: changing text type e.g. story to an information text/ newspaper report OR story type, e.g. sci-fi, fantasy, etc. Change Bare Bones to match new story – practice retelling on fingers Use boxing-up template from model text to box-up (plan) new story/ parts of story. <i>You may want to focus only on one part of the story to ensure children are focussing on the writing features they have been taught at this stage; in the next stage, children will be able to apply their learning independently in a longer piece of writing.</i> Write new story with a twist. You could keep good pace during this part of the unit in the following way: <ol style="list-style-type: none"> The teacher could share write the introduction (<i>always being explicit about using the model and the toolkit for support</i>) this could then be stuck in books. Then, as a class, look at the next section of the model – discuss the changes that may be needed and the technical skills that must be applied. This is where you continue to model and teach sentence structure & types. YOU provide the wealth of language and model thinking processes behind this. (Initiate – Model – Enable) Could give them a ‘dull example’ to improve in partners Finally, write a section independently Following this ‘I do a section, we do a section, you do a section’ pattern could stop the “Twist” phase from taking too long and release the children from having to write and think about the whole text: allowing them to focus on implementation of techniques and sentence structure they have learnt This section is where you need to focus on formative feedback to help children edit/improve on the spot | | | | |
| Could Include (To be included in sequence where appropriate): <ul style="list-style-type: none"> ❖ Re-visiting taught sentence structures and techniques in the context of the new story if needed ❖ Cutting up the text and piecing back together (useful to enforce “shape” or structure of a text type) ❖ Stimulus for new writing | | | | | |

During the Create phase, children will be able to independently plan and write a piece of writing including features and language, which have been taught in the first two weeks.

Create is really a further 'Twist' with more chance for children to show what they have learnt and apply independently.

Week 3

Create



Should Have (Organised in Teaching Sequence):

1. Steps: Plan – write – edit – write – edit (*If using written planning rather than pictorial, remember to plan in the same tense as the story will be written otherwise this will cause inconsistency of tense in independent writing*)
2. Revisit Toolkit and practice applying the grammatical and language features taught as lesson starters
3. Box up (plan) new story side by side with model story to encourage short, to the point planning focussing on the intent of the parts of the story (positive, negative) and how these are going to be written
4. Talk through the new bare bones as often as possible to ensure children do not stray from their plan. A plan should be useful!
5. Vocabulary building for independent writing
6. Shared writing of the teacher's version to model (*this must be significantly different to anything the children may write at this point, otherwise it is not independent writing*)
7. Independent writing split up into stages (*for example one day you might ask children to focus on writing the beginning of their story, the next day the middle and the final day the end. For greater depth children you would differentiate by asking them to "deepen the moment" (write more about a certain plot point) rather than carrying on to the next part of their story*)
8. Formative marking as and when needed. This could be in partners, 1:1 with the teacher or in small groups – just do whatever works for your class!
9. Children may need to re-draft sections based on feedback but please do not ask children to re-write an entire piece of work

Could Include (To be included in sequence where appropriate):

- ❖ "Paint the Picture" (language hoarders) – Setting/character description activities
- ❖ Publishing final piece if extra time/for a display – please do not spend a lesson publishing just for the sake of it
- ❖ Peer and self-assessment