

The Teaching & Learning Sequence for English

1. Text level – introduce the purpose of writing & audience (e.g. persuasion)

Through high quality ARE models, the teaching focuses on the text level features, structural and linguistic analysis (e.g. elaboration of persuasive point, persuasive phrases, and composition features etc...). A working wall is started and language devices are collected to support the craft of writing.

Main objective is to teach an explicit reading skill after analysing the overall composition (e.g. to summarise main parts of a text). Using the high quality text, the children are developing their text level composition understanding whilst developing their ability to answer specific reading skill type questions/activities (evidence to support TA for reading).

2. GAP focus – explicitly teach the skill that the children need to get better at.

Using high quality modelling and examples, teach the skill (e.g. use fronted adverbials). The children need to have the opportunity to practice this skill using the purpose of writing you are using to improve their craft of writing. Collect examples and add to your working wall. The focus may be word level work (language development, adjectives, adverbs etc...)

3. Application of GAP- the children apply what you have taught them yesterday (not forgetting the non-negotiables you have already taught).

Using high quality modelling, scaffolding, word banks etc..., can the children apply the skill? This is where you move from word-sentence level or sentence level – text level (paragraphs). Marking & Feedback ensures that the children have been able to do it. If not, this is where 'same day intervention' can be very powerful to stop children 'falling behind.'

4. Planning stage

Using Power of Reading ideas, planning skeletons/story maps and role on the wall etc..., children plan for their draft. Oral rehearsal is really effective here.

5. Drafting stage- children are given the opportunity to draft their writing

Using high quality modelling, scaffolding, word banks, access to thesaurus, dictionaries etc, children draft making good use of the planning framework and referring to the working wall. Are they applying the GAP focus and the non-negotiables which have already been taught (e.g. AREs)? The task is to write a persuasive leaflet, but the objective is to use fronted adverbials (not forgetting the non-negotiables already taught). Marking & Feedback ensures effective dialogue and helps to drive improvements for next week.

6. Text Level – re use a high quality model (displaying AREs) for this purpose of writing

Re focus on text composition and effect, development of language and application of non-negotiables.

*Main objective is to teach an explicit **reading skill** (e.g. to summarise main parts of a text across paragraphs using examples from the text – an opportunity to deepen this skill). Using the high quality text, the children are developing their text level composition understanding whilst developing their ability to answer specific reading skill type questions/activities.*

7. GAP – diagnostic improvement needed after the initial draft

What skill was missing from the initial draft? It could be the same GAP skill as last week if it wasn't applied, but it could also challenge and extend (e.g. use of modal verbs). Effective 'Target Time' differentiation maybe needed here - although making sure you stay within AREs.

8. Re-apply (edit and re-draft)

Integrating all the non-negotiables covered (including spelling patterns and handwriting), model to the children how to edit and re-draft. Give the children an opportunity to re-apply, by re-drafting and editing their initial draft. Can they make theirs, yours or other drafts even better?

9. Planning stage- introduce the new context

Using the same planning framework, can they children plan more independently?

10. Final Draft – using the new context

Can the children apply everything you have taught them? This is an opportunity for the children to work more independently. Steps to success can be used on the board as part of the warm up, children should be encouraged to edit and check their work – especially non-negotiables spelling words. Marking & Feedback should celebrate and identify next steps for the writing sequence.