

	How could it be delivered?	What might I see in the books?
	Immerse children in the text and genre to explore initial ideas. Exploring historical/ cultural background Investigating characters through drama and discussion of feelings, freeze frames, retrieval and inference guided reading activities Building plot point graphs (including the story broken up on the wall) Exploration of vocabulary, word banks, word mats/links History/Geography/science etc based lessons to build conceptual understanding Anchor charts/ flip chart/ vocab strips on working walls	Photographs of drama activities Plot point graphs to show changes in feelings Character maps Glossaries Context building posters
	Analyse and identify features of text/genre and ideas to make writing effective. Model texts Boxing up method to show the overall structure of a text Analysis of grammatical features that aid the overall composition, purpose and audience. Genre specific language explored Identifying what the impact of each feature is on the reader.	Annotated texts Structure jigsaws Matching up features to their intended impact. Explanations about effectiveness. Comparisons between examples and non-examples
	Explicit teaching of specific skills to support effective writing. Talk for writing Use of scaffolds for imitating and innovating grammatical structures relevant to the genre and purpose. Physical manipulation of sentence structures Shared writing Paired work Feedback is essential here, verbal for immediate, written for reflective feedback eg: “why have they chosen this word/phrase?”; “what impact does this have?”; “are there alternative options?”; “what happens if I want to use a different conjunction?”; “how does that change the sentence?” etc)	Mini-writes Manipulation of sentence types. In-depth feedback (VC = verbal comment) Next Step marking to deepen understanding or address misconceptions.
 1 st Shared 2 nd Independent	Application of learning in ANALYSE and REHEARSE stages. Boxed up planning Plot point graphs Post-it note planning Sequencing events Fill the gap (what’s missing?) SHARED Model thinking out-loud to illustrate reasons why specific vocabulary, sentence, grammatical choices are being made. How do they allow the writer to meet the purpose of the text and suit the audience?	SHARED Most children’s PLAN will be the same as we are creating a PLAN together. Some children may have it written/typed up for them. Some children will have more variations in word choices and additional notes to ‘deepen the moment.’ INDEPENDENT Most planning structures will reflect the scaffold from the SHARED PLAN.

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	Children contributing ideas Discussion of options – which is the most effective and why? Model use of working walls, rehearse section in exercise books to support building a plan INDEPENDENT Children using chosen planning structure Option mats for support decision making for some children.	Some children may choose their own way to plan their writing (Upper KS2)
 1st Shared 2nd Independent	Application of learning from the ANALYSE, REHEARSE and PLAN stages. SHARED Flip charts used to model the writing process. Model thinking out-loud to illustrate reasons why specific vocabulary, sentence, grammatical choices are being made. How do they allow the writer to meet the purpose of the text and suit the audience? Children contributing ideas – THINK, PAIR, SHARE strategy. Discussion of options – which is the most effective and why? Model use of working walls, rehearse section in exercise books to support building a plan INDEPENDENT Use of whiteboard to draft for some children. Talk Tins to support transition from oral to written construction.	Shared/Independent indicated on Learning Objective slip. SHARED Most children's will be the same as we are creating a MODEL text together. Some children may have it written/typed up for them. Some children will have more variations in word choices and additional sentences to 'deepen the moment.' INDEPENDENT Write on one side, leave other blank for editing. Some children may type their writing: spell check options disabled and grammatical correction indicators disabled on software.
 1st Shared 2nd Independent	Process of assessing their own writing for accuracy and effectiveness. SHARED Modelled by the teacher during the SHARED PLAN and WRITE stages. Re-reading what they have written to ensure it makes sense. Model 'thinking out-loud' when making vocabulary choices for specific effect. Model using resources around the classroom to support accuracy of aspects such as spelling or punctuation. Reflection on success criteria to identify which writing features have been included and which may need to be brought in. INDEPENDENT Children use resources available in the classroom to support them with minimal/no prompting. Teachers using reflective questions: How do you know? What could help you?	Red pen marking from the children. Dotted line under words that need to be checked for accuracy. Edit page being utilised to re-write or expand upon ideas.

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 1 piece per half term	Children focus on their presentation, handwriting and the layout of their piece.	Photocopy/photograph of final piece in book.
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