



Step	Details
Decide what you need to cover	<ul style="list-style-type: none"><li>• Use KPIS and children's needs</li><li>• Refer to list of which genres should be covered in each year group.</li><li>• Which children are your focus - PP? Under achievers? GDS?</li></ul>
Hook	<ul style="list-style-type: none"><li>• Stimulus - text, picture book, movie, scenario.</li><li>• Bring it to life for children - dressing up, DEAL strategies, visitors etc.</li><li>• Cross curricular links if appropriate.</li></ul>
Pre learn	<ul style="list-style-type: none"><li>• Use pink paper</li><li>• Second opportunity to assess previous unit's targets.</li><li>• Mark with green and pink (pick up on Bear Necessities)</li><li>• Set 3 targets based on KPIS and stick into books</li><li>• Discuss targets with the children</li></ul>
Interrogate text (link to reading objectives)	<ul style="list-style-type: none"><li>• Purpose and audience</li><li>• Look at a WAGOLL</li><li>• Discuss layout and genre features</li><li>• Sentence level features</li><li>• DEAL strategies</li></ul>
SPAG teaching	<ul style="list-style-type: none"><li>• Teach grammar skills linked to KPIS</li><li>• Reinforce through starter activities throughout the unit.</li></ul>
Supported writing	<p>Slow writing</p> <ul style="list-style-type: none"><li>• Modelled writing focussed on target children (use examples of children's writing to edit and improve)</li><li>• Smaller piece / small part of big piece</li></ul>
Planning own writing	<ul style="list-style-type: none"><li>• Retell / Capture ideas through DEAL strategies.</li><li>• Oral rehearsal of ideas in pairs and groups</li><li>• Use boxing up, story mountains and other planning tools</li><li>• Self and peer editing / improvement of plans.</li></ul>
Post learn	<ul style="list-style-type: none"><li>• Use of success criteria</li><li>• Differentiated expectations.</li></ul>

	<ul style="list-style-type: none"> <li>• Scaffolding for lower ability children.</li> <li>• Guided writing for target groups</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>• 1:1 conferencing</li> <li>• Pink and green marking with comments (target focussed and Bear Necessities)</li> <li>• Self / peer assessment</li> <li>• Editing and improving (see year group progression)</li> </ul>
Final piece	<ul style="list-style-type: none"> <li>• Redraft if necessary</li> <li>• Publish final piece - green paper or real life outcome e.g. leaflet / booklet</li> <li>• Assess against KPIs.</li> <li>• Opportunities to share and celebrate - parents, other teachers or children.</li> </ul>

### Editing and improving progression:

Year 3	<ul style="list-style-type: none"> <li>• Class feedback sheet (spelling / BN focus)</li> <li>• Editing - focus on BN and spelling (Y2 / Y3)</li> <li>• Pairs / independent</li> <li>• Redraft sentences (direct using *)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Class feedback sheet (spelling / BN focus)</li> <li>• Editing - focus on BN and spelling (Y3 / Y4)</li> <li>• Pairs, trios, independent, overlays.</li> <li>• Redraft paragraphs (direct using * / GDS independent)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Class feedback sheet (in line with Y6 expectations)</li> <li>• Editing - focus on BN and spelling (Y4 / Y5)</li> <li>• Pairs, trios, independent, overlays</li> <li>• Redraft paragraphs (direct using * / independent by the end of the year)</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Class feedback sheet (spelling / BN focus)</li> <li>• Editing - focus on BN and spelling (Y5 / Y6)</li> <li>• Pairs, trios, independent, overlays</li> <li>• Redraft paragraphs (direct using * SEND only)</li> </ul>