



Gosford Park Primary School

Teaching Sequence - Writing Years 2 to 6



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Week 1	<p>Introducing a new genre</p> <p>Analyse a few texts of the genre (Envelope game, 'tag', extracts etc – differentiated)</p> <p>Ensure all the main features are present such as layout, structure, vocab etc. Work with chn to produce a Success Criteria list which will form a 'Genre Checklist' for this genre, underpinning the unit.</p>	<p>Engaging with the WAGOLL</p> <p>Immerse the chn in the theme of the WAGOLL (linking to text from Reading Comp lessons) – this could be through clue finding, drama, props etc, to spark enthusiasm and desire to read text. Differentiated activities should allow all groups to be able to engage with the text.</p> <p>Chn should be introduced to the text map. Pictures to be determined by CT, some actions to be offered by chn to aid memory.</p>	<p>Skill One</p> <p>10 mins Practice text map – play games (Ping/Pong, Round Robin, Voices etc)</p> <p>50 mins Teach skill one (usually either a sentence, word or punctuation focus)</p> <p>Skill to be differentiated for the class</p>	<p>Skill Two</p> <p>10 mins Feedback time to respond to marking/misconceptions addressed with whole class or small group</p> <p>50 mins Teach skill two (usually either a sentence, word or punctuation focus)</p> <p>Skill to be differentiated for the class</p>	<p>Skill Three</p> <p>10 mins Feedback time to respond to marking/misconceptions addressed with whole class or small group</p> <p>50 mins Teach skill three (usually either a sentence, word or punctuation focus)</p> <p>Skill to be differentiated for the class</p>
Week 2	<p>Crack the Code</p> <p>10 mins Feedback time to respond to marking/misconceptions addressed</p> <p>Give chn a copy of the WAGOLL with the key features from the Success Criteria (Day 1) highlighted in different colours as well as some grammatical features. Chn to work out what each colour represents. All pupils to access the same text but different features of the text will be highlighted to reflect the differentiated skill levels taught during lessons 3 - 5.</p> <p>Grow the Code - differentiated</p> <p>Chn to have the opportunity to improve sentences linked to particular features and write alternatives to apply the skills taught during lessons 2-4</p>	<p>'Reverse Boxing Up' Structure of the WAGOLL</p> <p>Use 'Reverse Boxing Up' to map out the structure of the text.</p> <p>As a class, unpick each paragraph to work out the content/information the writer used.</p> <p>As an aside, comment on any good examples of where a grammatical feature has been used, e.g. – this is a great place for a relative clause; I like how the writer has used one here.</p> <p>Differentiation examples:</p> <ul style="list-style-type: none">- Targeted adult support- Scaffolded boxes (SEN)- Vocabulary support (EAL) <p>Consider differentiated skill levels when discussing grammatical features</p>	<p>Introducing New Context from the Reading Text</p> <p>Establish a new writing context from the book being explored in reading lessons - develop vocabulary and opportunities to apply skills one, two and three in a differentiated task.</p> <p>Chn may need to research facts etc – book IT equipment in advance</p> <p>Rich vocabulary should be collected on Working Wall</p>	<p>Deepening Understanding and Exploration of the New Context</p> <p>Build on the new context introduced in the last lesson. Continue to explore vocabulary through immersion of differentiated activities such as Power of the Pen.</p> <p>Allow further opportunities to apply skills one, two and three.</p> <p>Rich vocabulary should be collected on Working Wall</p>	<p>Planning – 'Boxing Up'</p> <p>Chn to plan their ideas for their text based on the new context explored. Chn to use the same planning frame from lesson 7.</p> <p>CT to model planning, encouraging chn to use alternative vocabulary (one section at a time, my turn; your turn)</p> <p>- Apply skills one, two and three in appropriate places</p> <p>Differentiation examples:</p> <ul style="list-style-type: none">- Targeted adult support- Scaffolded boxes (SEN)- Vocabulary support (EAL)- Consider differentiated skill levels when modelling grammatical features
Week 3	<p>Model and Write a Key Skill</p> <p>CT to model a few sentences from plan; include a key skill.</p> <p>Chn to write the beginning section of text using their plan.</p>	<p>Model and Write a Key Skill</p> <p>CT to model a few sentences from plan; include a key skill.</p> <p>Chn to write the middle section of text using their plan.</p>	<p>Model and Write a Key Skill</p> <p>CT to model a few sentences from plan; include a key skill.</p> <p>Chn to write the end section of text using their plan.</p>	<p>Edit work</p> <p>CT to model editing their own writing for the three skills and SPaG expectations for the year group.</p> <p>Chn to then edit their own work independently.</p>	<p>Spare day</p> <p>Ideas:</p> <ul style="list-style-type: none">-Extra engaging with WAGOLL day-Extra skill day/misconception addressed-Extra model and write day if needed-Publishing work (class book/display, etc)