

Talk 4 Writing Unit Overview

Key Stage 1

Imitation – warming up to the text	<p style="text-align: center;">Day 1 The hook</p> <p>Introduce the text type through a hook that will engage and enthuse the children.</p>	<p style="text-align: center;">Day 2 Vocabulary</p> <p>Children are introduced to and learn the meaning of key words and phrases to prepare the children for reading the text. Teacher reads the model aloud</p>	<p style="text-align: center;">Day 3 Learning the text</p> <p>Re-read the text to the children. Co-create a text map /box up the text Children orally retell the text using the text map</p>	<p style="text-align: center;">Day 4 Learning the text</p> <p>Children immerse themselves in the text through drama activities e.g. role play, freeze frames, conscience alley etc. Children do a short burst write based on the drama activity.</p>
Innovation	<p style="text-align: center;">Day 5 Reading as a Writer – skill building</p> <p>Complete a quick recap of oral retelling Co-create the writing toolkit for the text. Review/Learn the appropriate sentence signposts /grammar skill for writing</p>	<p style="text-align: center;">Day 6 Skill building</p> <p>Complete cold task for next unit review/Learn the grammar skill needed for the current unit.</p>	<p style="text-align: center;">Day 7 Shared Planning</p> <p>Teacher models how to change one element of the text on the original text map Children have a go at changing one element of their map, hugging close to the original map. Year 1- innovate with post-its on their original text map Year 2- innovate on child's own story mountain</p>	<p style="text-align: center;">Day 8 Shared write</p> <p>Teacher models writing up the beginning of the text following the modelled map . Before beginning to write, review the toolkit and signposts. Children have a go hugging close to the original map/ text.</p>
Invention – independent application	<p style="text-align: center;">Day 9 Shared write</p> <p>Teacher models reviewing the toolkit and signposts focusing on issues revealed in marking. Teacher models writing up the end of the text following the modelled map . .Children have a go hugging close to the original map/ text.</p>	<p style="text-align: center;">Day 10 Shared write</p> <p>Teacher models reviewing the toolkit and signposts focusing on issues revealed in marking. Teacher models writing up the end of the text following the modelled map . .Children have a go hugging close to the original map/ text.</p>	<p style="text-align: center;">Day 11 Polishing and Embellishing</p> <p>Provide the children with a dull model. As a class, identify what needs to be improved and uplevel. Children proofread and improve their texts.</p>	<p style="text-align: center;">Day 12 Publishing</p> <p>The children write up their work in publishing books.</p>

Talk 4 Writing Unit Overview

Key Stage 2

<p>Imitation – warming up to the text</p>	<p>Day 1 The hook Introduce the text type through a hook that will engage and enthuse the children. Tune in to the Text – Vocabulary Children are introduced to and learn the meaning of key words and phrases to prepare the children for reading the text. Short burst write using the vocabulary reviewed.</p>	<p>Day 2 Warming up the sentence patterns and grammar Use grammar games and activities to help embed key phrasing that they will come across in the model. Short burst writing tasks using the grammar, sentence signposts. or phrasing structure that is key to the text. Internalising the model text Teacher speaks the text in a lively manner. Children join in when they hear words and phrases looked at on day 2 and 3. Children don't see the text.</p>	<p>Day 3 Orally internalising the model text Teacher speaks the text in a lively manner. Children join in when they hear words and phrases looked at on day 2 and 3. Children don't see the text. Children internalise by retelling the text either as a class or in groups. Repeat until the children have internalised. As a class co-create a text map still without seeing the text.. Children orally retell the text using the text map</p>	<p>Day 4 Reading as a Reader Read the text as a class. Oral comprehension of the text to ensure that the children understand the text and any key vocabulary. Children immerse themselves in the text through drama activities e.g. role play, freeze frames, conscience alley etc. Children do a short burst write based on the drama activity.</p>	<p>Day 5 Reading as a Writer Boxing up the text Co-creating a tool kit.</p>
<p>Innovation</p>	<p>Day 6 Shared Planning Model deciding on the changes to the original model. Share gathering and organising new information onto the boxing up grid. Children do the same on their grids choosing their own innovation.</p>	<p>Day 7 Cold task for next unit Shared Write The teacher uses the boxed up plan and the original model, toolkit plus children's contributions to write the first section of a new model. Children write their own innovation innovate further based on</p>	<p>Day 8 Mini lesson based on marking Shared Write Independent write Mini-lessons based on marking previous day's writing. Shared write of next section of text – this could move further away from the text to support more confident writers. Children write their own innovation. Some innovate further on the original text.</p>	<p>Day 9 Mini lesson based on marking Shared Write Independent write Mini-lessons based on marking previous day's writing. Shared write of next section of text perhaps moving further away from the text to support more confident writers. Children write their own innovation. Some innovate further on the original text.</p>	<p>Day 10 Polishing and Embellishing Peer assessment, proofreading and Improving. Teach the process of peer assessment and editing process through reviewing children's work under the visualiser.</p>
<p>Independent Application</p>	<p>Day 11 Planning</p>	<p>Day 12 Independent writing The teacher may still need to model and do mini lessons for less confident writers.</p>	<p>Day 13 Independent writing The Teacher may still need to model and do mini lessons for less confident writers.</p>	<p>Day 14 Model improving a dull one Polishing and editing</p>	<p>Day 15 Publishing (in publishing books) Compare and reflect the cold task to the final outcome. Marking: individual target setting for next unit.</p>

Baseline assessment
Planning
Imitation - warming up to the text
Innovation
Independent Application