

Talk 4 Writing Unit Overview

Key Stage 1

<p>Imitation - warming up to the text</p>	<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>
<p>Innovation</p>	<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>
<p>Invention - independent application</p>	<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 align="center">Day 1 The hook</p> <p>Introduce the text type through a hook that will engage and enthuse the children.</p> <p align="center">Tune in to the Text – Vocabulary</p> <p>Children are introduced to and learn the meaning of key words and phrases to prepare the children for reading the text.</p> <p>Short burst write using the vocabulary reviewed.</p>	<p align="center">Day 2 Warming up the sentence patterns and grammar</p> <p>Use grammar games and activities to help embed key phrasing that they will come across in the model.</p> <p>Short burst writing tasks using the grammar, sentence signposts. or phrasing structure that is key to the text.</p> <p align="center">internalising the model text</p> <p>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 align="center">Day 3 Orally internalising the model text</p> <p>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 align="center">Day 4 Reading as a Reader</p> <p>Read the text as a class. Oral comprehension of the text to ensure that the children understand the text and any key vocabulary.</p> <p>Children immerse themselves in the text through drama activities e.g. role play, freeze frames, conscience alley etc.</p> <p>Children do a short burst write based on the drama activity.</p>	<p align="center">Day 5 Reading as a Writer</p> <p>Boxing up the text Co-creating a tool kit.</p>
<p>Innovation</p>	<p align="center">Day 6 Shared Planning</p> <p>Model deciding on the changes to the original model.</p> <p>Share gathering and organising new information onto the boxing up grid.</p> <p>Children do the same on their grids choosing their own innovation.</p>	<p align="center">Day 7 Cold task for next unit Shared Write</p> <p>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.</p> <p>Children write their own innovation innovate further based on</p>	<p align="center">Day 8 Mini lesson based on marking Shared Write Independent write</p> <p>Mini-lessons based on marking previous day's writing.</p> <p>Shared write of next section of text – this could move further away from the text to support more confident writers.</p> <p>Children write their own innovation. Some innovate further on the original text.</p>	<p align="center">Day 9 Mini lesson based on marking Shared Write Independent write</p> <p>Mini-lessons based on marking previous day's writing.</p> <p>Shared write of next section of text perhaps moving further away from the text to support more confident writers.</p> <p>Children write their own innovation. Some innovate further on the original text.</p>	<p align="center">Day 10 Polishing and Embellishing Peer assessment, proofreading and improving.</p> <p>Teach the process of peer assessment and editing process through reviewing children's work under the visualiser.</p>
<p>Independent Application</p>	<p align="center">Day 11 Planning</p>	<p align="center">Day 12 Independent writing</p> <p>The teacher may still need to model and do mini lessons for less confident writers.</p>	<p align="center">Day 13 Independent writing</p> <p>The Teacher may still need to model and do mini lessons for less confident writers.</p>	<p align="center">Day 14 Model improving a dull one Polishing and editing</p>	<p align="center">Day 15 Publishing (in publishing books)</p> <p>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