

<b>Day 1 - Hook and Features</b>	<b>Day 2 – Features</b>	<b>Day 3 – Key skill</b>	<b>Day 4 – Key Skill</b>	<b>Day 5 - Key Skill</b>
<b>Day 6 – Plan</b>	<b>Day 7 – Draft</b>	<b>Day 8 – Finish Draft/Edit</b>	<b>Day 9 – Big Write</b>	<b>Day 10 – Edit</b>

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<p>Activate background knowledge. Any gaps in background knowledge central to the text are addressed.</p> <p>Engage pupils in the text/stimuli (eg. infer from pictures; discuss the front cover/blurb; make links to prior reading)</p> <p>Hook children into the writing unit and excite them about the learning.</p> <p>Make predictions related to the text based on children’s background knowledge, images from the text or reading a section of the text.</p> <p>Introduce RAFT and outcomes for the unit.</p>	<p>Recap RAFT and outcomes.</p> <p>Explore children’s prior knowledge of the genre together and create a class toolkit of the feature of that genre to go on the working wall.</p> <p>Introduce WAGOLL text and accompanying example/s – same genre/text type covered in lessons. Explore it in relation to the RAFT and identify additional features together. Add to the working wall. Discuss why these features make the author’s writing effective.</p> <p>Children to record examples of the author’s use of the features and why they’re effective.</p>	<p>This session focuses on a specific grammatical concept that is important to the RAFT of the outcome.</p> <p>The session gives opportunities for children to investigate language, as well as teaching, practising and applying key grammatical concepts.</p> <p>Link the grammar to the context of the text/stimuli for the writing.</p> <p>Please see progression document to support identifying age appropriate skills.</p> <p>These sessions allow for children to learn more about the context of a book or style of the writing.</p>	<p>This session focuses on a specific grammatical concept that is important to the RAFT of the outcome.</p> <p>The session gives opportunities for children to investigate language, as well as teaching, practising and applying key grammatical concepts.</p> <p>Link the grammar to the context of the text/stimuli for the writing.</p> <p>Please see progression document to support identifying age appropriate skills.</p> <p>These sessions allow for children to learn more about the context of a book or style of the writing.</p>	<p>This session focuses on a specific grammatical concept that is important to the RAFT of the outcome.</p> <p>The session gives opportunities for children to investigate language, as well as teaching, practising and applying key grammatical concepts.</p> <p>Link the grammar to the context of the text/stimuli for the writing.</p> <p>Please see progression document to support identifying age appropriate skills.</p> <p>These sessions allow for children to learn more about the context of a book or style of the writing.</p>

<b>Day 6 – Plan</b>	<b>Day 7 – Draft</b>	<b>Day 8 – Finish Draft/Edit</b>	<b>Day 9 – Big Write</b>	<b>Day 10 – Edit</b>
<p>Children should be given the opportunity to plan their writing using a planning sheet every time they write.</p> <p>Planning should always focus on both the content and language features of the writing outcome, based on the RAFT.</p> <p>All planning lessons will refer back to the RAFT and be focused on modelling making choices as an author as to what to include in writing.</p> <p>Over time, the aim is for children to become adept at choosing which content to take forward from their learning to make their writing as effective as possible.</p>	<p>Every writing lesson should begin with a modelled focus where a key aspect of the writing is demonstrated using thinking aloud by the teacher.</p> <p>This might focus on a particular section/paragraph, or it might unpick a more specific feature of the genre, e.g. using cohesive devices, or using capital letters for proper nouns.</p> <p>Following targeted modelling from staff, the expectation is that children work independently, with support as needed.</p>	<p>After writing, the expectation is that the class peer and self-assess their writing.</p> <p>If necessary teachers can edit with a small group of children who require more support.</p> <p>Any changes that the children want to make to their writing should be done in purple pen.</p> <p>The aim of this lesson is to address misconceptions and provide children with the opportunity to refine their writing.</p> <p>The class be can provided with an editing checklist which has been informed by the RAFT.</p>	<p>A Big Write learning slip must be stick into big write books.</p> <p>The learning slip should include the date, reason for writing (to write a persuasive letter) and the RAFT.</p> <p>Children should work independently to complete their Big Writes.</p> <p>Children can use their drafted piece of writing. Ensure the children include their edited notes in purple pen.</p>	<p>After completing the big write, the expectation is that the class peer and self-assess their writing.</p> <p>Any changes that the children want to make to their writing should be done in purple pen.</p> <p>The aim of this lesson is to address misconceptions and provide children with the opportunity to refine their writing.</p> <p>The class be provided with an editing checklist which has been informed by the RAFT.</p>