

# Sandy Lane Primary School

## Read2Write Process –2017/18

From KS1 to KS2, Sandy Lane Primary’s writing process follows a three-phase structure, starting with reading and ending with writing.

### Phase 1

Day	Focus	Additional Notes
<b>Monday</b>	<p><b>Word Structure and ‘Vocab 4 Writing’, and Stimulus Launch &amp; Reading Skills</b></p> <p><b>Word Structure (needs timetabling) 20 min slot:</b></p> <ul style="list-style-type: none"> <li>• Introduce spelling pattern/focus for the week.</li> <li>• Whole class and working partner tasks, related to focus.</li> <li>• <b>‘Any 5 Spell Check’</b> – select any 5 spellings from previous week to assess.</li> </ul> <p><b>Vocab 4 Writing:</b></p> <ul style="list-style-type: none"> <li>• Introduce <b>3 tier 2 words</b> that are appropriate for the stimulus and writing task.</li> <li>• Using the words, children to predict the stimulus.</li> </ul> <p><b>Stimulus Launch &amp; Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Introduce the stimulus (video, image, text).</li> <li>• Immerse the children in the stimulus and teach specific reading skills from this.</li> </ul>	<p>As the Word Structure lesson is discrete, not linking to the stimulus, this session may be timetabled elsewhere.</p> <p>See <b>Read2Write Planning Tool V1</b> excel document to get reading skills that need to be taught.</p> <p>There is flexibility across Monday – Wednesday in teaching reading, grammar and compositional skills as needed. For example, during some units, there might be more emphasis on reading rather than grammar based on the stimulus and the needs of the children in your class.</p>

### Phase 2

Day	Focus	Additional Notes
<b>Tuesday</b>	<p><b>GaP (Grammar and Punctuation) Skills:</b></p> <ul style="list-style-type: none"> <li>• Aim to teach <b>one new</b> grammar skill and <b>revise one</b> skill already taught.</li> <li>• Teach the <b>skills within</b> the <b>context of</b> the <b>stimulus</b>.</li> <li>• Teach <b>SuperStar Sentence(s)</b>, ensuring that the grammatical structures are taught precisely.</li> <li>• <b>Link</b> the <b>Vocab 4 Writing</b> words <b>to</b> the <b>Superstar Sentence</b>.</li> </ul>	<p>See <b>Read2Write Planning Tool V1</b> excel document to see grammar skills and SuperStar Sentences that could be taught/used in the WAGOLL to support children.</p>
<b>Wednesday</b>	<p><b>GaP Skills and Compositional Understanding:</b></p> <ul style="list-style-type: none"> <li>• Examine the WAGOLL/text together.</li> <li>• Discuss the effectiveness of the WAGOLL in relation to its purpose, identifying key literary and genre-specific features.</li> <li>• Text-mark the WAGOLL looking at the GaP and Vocab 4 Writing focus.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Children may up-level a WABOLL or have a go at magpie-ing/adapting parts of the WAGOLL.</li> <li>• SLOW writing technique/Rainbow writing</li> </ul>	<p>The WAGOLL should not be too long or the whole piece. It might not always be the first paragraph of the piece.</p>

## Phase 3

Day	Focus	Additional Notes
<b>Thursday</b>	<p><b>Plan and Draft:</b></p> <ul style="list-style-type: none"> <li>Plan the writing together.</li> <li>Children then draft a paragraph (not necessarily the opening). This could be done independently, as a pair/group, shared or guided.</li> </ul>	General verbal feedback should be given on this paragraph/section.
<b>Friday</b>	<p><b>Exciting Writing:</b></p> <p>Children write in their Exciting Writing books.</p> <p>During the lesson, teachers may give general verbal feedback, being careful not to over scaffold or influence writing – see DfE documentation on the classification of independent writing.</p> <p>Children should be encouraged to use classroom resources to support their writing.</p> <p>Children use age-related success criteria grids (document on Read2Write Planning Tool) to assess their own writing and edit as needed. This could also be done with a peer.</p> <p><b>Marking:</b></p> <p>Teachers will mark/assess writing using a colour-coded approach: blue pen for positive features and pink pen for a next time target (Blue = Brilliant and Pink = Think).</p> <p>The positive features, if done independently and without influence, can be used for assessment.</p> <p>The next time target identified will need to be addressed by the child in the next extended piece of writing, and teachers should mark against this.</p> <p>Written feedback should be given after completion of the task. The teacher, using blue, should write two positive comments about the work, and then, in pink, a next time target.</p>	