

# Sandy Lane Primary School

## Read2Write Process – 2020-21

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

### Phase 1

#### Word Structure and ‘Vocab 4 Writing’, and Stimulus Launch and Reading Skills

|  | Focus  | Additional Notes  |
|--|--|---|
|  | <p><b>Word Structure and ‘Vocab4Writing (V4W)’, 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, followed by any 5 from the statutory word lists of previously taught spellings.</li><li>• Spell Checks to go in back of Read2Write Books.</li></ul> <p><b>Vocab4Writing:</b></p> <ul style="list-style-type: none"><li>• Introduce <b>3 tier 2 words (or phrases)</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 in teaching reading, the outcome being dependant on the chosen stimulus. For example, during some narrative units, there might be more emphasis on predicting and inferring (rather than retrieval, etc) as a gradual reveal may be the most apt way to use the stimulus; a non-fiction stimulus, however, may be best used for retrieval skills and word-meaning.</p> |

## Phase 2

### GaP (Grammar and Punctuation) Skills and Compositional Understanding (Text structure and organisation (TSO)):

|     | Focus  | Additional Notes  |
|-----|--|---|
|     | <p><b>GaP (Grammar and Punctuation) Skills:</b></p> <ul style="list-style-type: none"> <li>• Aim to teach <b>one new</b> grammatical element or <b>revise one</b> skill already taught. Mastery approach – use skill in a variety of ways as opposed to moving onto a new skill. Look at the variety of activities on testbase, CGP, Pie Corbett’s Jumpstart Literacy, etc. to help.</li> <li>• Teach the <b>skills within the context of the stimulus and out of context – GaP test-based skills.</b></li> <li>• Teach <b>SuperStar Sentence(s)</b>, ensuring that the grammatical structures are taught precisely.</li> <li>• <b>Link the Vocab4Writing words to the 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> <p>Make reference to the Vocab Packs (KS2) to support learning and independence.</p>                  |
| Wed | <p><b>GaP Skills in context and Compositional Understanding:</b></p> <p><b>See guidance on independent writing for clarity when planning phase 2 and phase 3.</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/or genre-specific features.</li> <li>• Identify the structure and organisation of the text</li> <li>• Text-mark the WAGOLL looking at the GaP and Vocab4Writing 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/innovating parts of the WAGOLL.</li> <li>• SLOW writing technique/Rainbow writing/Sentence cycling/DADWAVERS (Literacy Shed)</li> </ul> | <p>The WAGOLL should not be too long or the whole piece.</p> <p>It might not always be the first paragraph of the piece.</p> <p>It may be written from a different perspective (1<sup>st</sup> or 3<sup>rd</sup>).</p> <p>It may be in a different context (non-fiction).</p> |

## Phase 3

### Plan and Draft, Write and Publish

| Day      | Focus   | Additional Notes  |
|----------|---|---|
| Thursday | <p><b>Plan and Draft:</b></p> <ul style="list-style-type: none"><li>• Give out restricted plan, allowing for little deviation (scaffolded or supported <b>(S)</b>), or</li><li>• Plan the writing together (scaffolded or supported <b>(S)</b>), or</li><li>• Provide a loose plan which promotes some element(s) of free choice (independent <b>(I)</b>)</li><br/><li>• Children to draft a paragraph (not necessarily the opening). This could be done independently, as a pair/group (CollaboWrite), shared or guided, using the Quick Write – ARMS or Quick Write – COPS approach to editing.</li></ul> | <p>General verbal feedback given on this paragraph/section (independent <b>(I)</b>)</p> <p>Direct/specific verbal feedback given (scaffolded or supported <b>(S)</b>)</p> |

### Exciting Writing:

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**.

Children should be encouraged to use classroom resources to support their writing.

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 – see **documentation on scaffolded success criteria and independent success criteria**

### Marking:

Teachers will mark/assess writing using a colour-coded approach: **blue pen for positive features** and **pink pen for gaps/opportunities for new learning** (Blue = Brilliant and Pink = Think).

The positive features, **if done independently and without influence**, can be used for assessment.

The gap(s) identified need to be prioritised based curriculum expectations and addressed using Mind The Gap activities. These activities are what the majority of the class need to address, and are not specifically bespoke to individuals. Specific and consistent gaps should be addressed with in-class intervention.

Feedback should be given after completion of the task. The teacher, using blue, should write a positive comment about the work, and then, in pink, label the Mind The Gap focus.

Most sequences of learning will require three weeks (12 days) to complete due to their complexity, comprehensiveness, or sophistication. The Read2Write structure should remain for each week (beginning with a reading task and working towards a writing task). See example:

Overall outcome: Suspense Narrative

#### Week 1:

- V4W and stimulus launch
- Prediction and inference
- Composition (TSO) – atmospheric description
- Quick Write – scaffolded writing using SLOW

#### Week 2:

- V4W and comprehension skills linked to stimulus
- Grammar (linked to suspense)
- Grammar (linked to suspense)
- Suspense Quick Write – following a planned sequence of suspense

#### Week 3:

- V4W and word-meaning  
SuperStar Sentences (that include V4W)
- Text structure and organisation planning
- Draft
- Edit and revise