

Planning sequence for writing	Lesson detail
1.Immersion: 1 week Hook day: including steps 2 3 4	Hook day: designing/making/testing/cooking around the theme Using of a quality text or a theme-Drama, story whoosh retelling, enactments, role play are used to explore and learn language and writing genre. Or Sensory, visual, auditory stimulus, e.g. soundscape
2. Vocabulary exploration	It is carried out through reading key texts to 'Collect and Classify' and invent new well-chosen words and phrases.
3. Text /genre exploration	The writing task introduced by looking at an example and children will find/generate success criteria /or find success criteria. Collect and Classify/generate-deconstruct high quality text
4.Grammar exploration 1 day	Discrete lesson: Explicit teaching of grammar objective. This is then continued to be overlearned through daily starters. These are purposeful and linked to success criteria and outcome.
5.Oracy/Drama for planning-1day	multisensory approach to engage-to use and practise the language and style of writing.
6. Planning 1 day or broken into plan write/plan write if longer piece	Teacher to model planning Children have the opportunity to plan task using the success criteria and collected and invented own words and phrase appropriate to the task. Planning is also modelled by the teacher so use of bullet points/summarising is taught as a key skill here.
7. Writing: 3-6 days (1 week or 2 week cycle) Teacher modelled and shared writing Guided Independent	Children have an opportunity to use their plans and write the task. This is often over a few days and a different grammar skill starter will be added to support the task in hand. E.g. If children are writing dialogue between characters -then a starter for the punctuation of speech will be added. This is supported by adapted prompts and wordbanks or a challenge to ensure all abilities are successful and stretched. Teachers will use modelled and shared writing to demonstrate the standard by thinking aloud the complex process of writing. The modelled write is standardised across the school and has to include linking handwriting, 2 spelling strategies and a grammar focus. Colour coding is used to emphasise the use of varied sentence starters... (add here). Plenaries are used to reflect and self-edit writing.
8. Edit and improve: Daily in writing sessions in plenaries 1 day at end of write	Training session: On a class weakness-interactive and adapted to target key children. Children are then given time to peer edit and improve. Teachers will conference with children discussing their next steps.