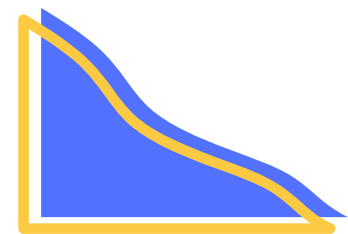




Writing Journey

Possible timescales	T4W stage	Teaching	Writing																			
Day 1	IMITATION STAGE incl. learn oral text	Hook Begin to learn the text through looking at a small section. Story map and internalise the text. Children should be able to orally rehearse the text. Jumpstart task	Lots of oral rehearsal (Continue this throughout the week at story time or morning work so the children know the text off by heart and can re-tell it confidently)																			
Day 2 Day 3 Day 4		Orally rehearse the model text Focus on a different toolkit feature each day through a variety of the following; • Imitation activities to deepen the children's understanding of the text • Drama activities / short burst writing • Use stimulus to help generate ideas • Reading as a reader: • Vocabulary work: collect synonyms; clarify the meaning of unknown words etc • Discuss comprehension of plot / text • Specific grammar teaching linked to the text Each day add the toolkit feature to the toolkit poster on the washing line	Short burst writing linked to toolkit feature Poems/sentence work/paragraphs/generating vocabulary Magpie words or phrases																			
Day 5		Reading as a Writer: Look at structure/plot (possibly a contrasting text) WALT box up a beast the monster story <table border="1"> <thead> <tr> <th>Generic</th><th>Jack and the Beanstalk</th><th>Innovated Version</th><th>My Version</th></tr> </thead> <tbody> <tr> <td>Beginning MC is given a job to do but it doesn't go to plan.</td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> Find additional toolkit features Box up the text	Generic	Jack and the Beanstalk	Innovated Version	My Version	Beginning MC is given a job to do but it doesn't go to plan.															
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Writing Journey

Possible timescales	T4W stage	Teaching	Writing
Day 6	INNOVATION STAGE	Choose innovation type, give children a stimulus Plan innovated text using original boxing-up template (if appropriate you can begin to innovate the 1st paragraph)	Box-up plan of innovated text
Day 7 Day 8 Day 9 Day 10		Shared Writing Use the innovated class plan and model each paragraph with the grammar focus and techniques used from the toolkit. Each paragraph to have particular focuses from the toolkit features. Children to have the chance to self and peer evaluate, and edit and improve. Adults need to be working with identified groups	Drafting each paragraph of the text (usually a paragraph a day)
Day 11	INDEPENDENT APPLICATION	Hook the children in to their new independent writing activity (KS2) Children plan their independent writing Further teaching of grammar/toolkit features based on outcomes of innovated text.	Plan independent writing Short burst writing Grammar / toolkit practice
Day 12		Start to write new independent text with clear success criteria: - Grammar and punctuation - Vocabulary /composition and effect - Structure and cohesion	Draft independent text in English books (independently use and apply toolkits & structures)
Day 13		Continue to write independent text using success criteria. Edit and improve	Continue to draft new text Edit and improve
Day 14 Day 15		Publish new text in extended writing books and make any final improvements.	Write final version in purple writing books