



### Weeks 1, 2 & 3: Grammar and Punctuation

- Each week we include a stand alone session teaching the skills of grammar and punctuation.
- This session teaches age-appropriate content as per our 21-22 English Skills Document, that draws directly from the National Curriculum.
- This session links with the current writing unit, if possible, and is implemented in the pupil's writing or editing.
- Key vocabulary for the current text type / WAGOLL can be added to the current teaching of spelling or phonics.

### Week 1: Research and Planning

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Children <b>research</b> the type of writing they are going to produce in this unit.</li> <li>• What are its audience and purpose?</li> <li>• What experiences have pupils had of this text type before?</li> <li>• What does an effective example look like? What are the stylistic and grammatical features that make it effective and how can we use them ourselves?</li> </ul> | <ul style="list-style-type: none"> <li>• Children <b>plan</b> their own piece of writing within the text type.</li> <li>• What are the structural features? What will it look like on the page? How is it organised?</li> <li>• What is the content of their piece of writing? What is the plot of their story or the content of their non-fiction work?</li> <li>• Where will the effective features they identified for this text type be deployed in their writing?</li> </ul> |
|---|---|

### Week 2: Writing

- Children write the first draft of their writing, using what they have learned in Week 1.
- The Learning Objective must be either a knowledge or a skills based objective, relating either to a feature of the text type or an aspect of the National Curriculum.
- Children are encouraged to mark any spellings they are unsure about with their purple pen, to make them easier to identify in the proofreading stage.

### Week 3: Proofreading and Improving

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Proofreading</b> is the checking for common errors : Spelling, Grammar, Punctuation and Sense-checking.</li> <li>• Pupils use their purple pens to <b>fix</b> their writing through a mix of independent, peer or adult-supported work (depending on needs identified through formative assessment).</li> <li>• This may link directly with a spelling session during the week.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Improving</b> is the evaluation of the pupil's writing against their own research and planning of the text type. This is often led by the teacher but may be implemented with increasing independence as pupils get older.</li> <li>• Is this an effective example of the text? How do I know? What could I change or add?</li> <li>• Pupils use their purple pens to <b>polish</b> their writing, <u>either through focussing on one specific section to re-write fully, or by making smaller across the piece as a whole.</u></li> </ul> |
|--|--|

### Final Draft / Publishing

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• A final draft should be produced if the proofreading and improving has left the original draft overtly complex or hard to follow.</li> </ul> | <ul style="list-style-type: none"> <li>• One piece of writing each half-term is published and celebrated either orally or through a written / group piece.</li> <li>• This is shared on Seesaw.</li> </ul> |
|---|--|

### Alternative Structure

If the piece of writing being undertaken is especially long or complex. Week's 2 and 3 may instead be broken down into sections. I.e. Paragraph 1 is drafted then fully proofread and improved, before moving onto Paragraph 2 and so on.