

**Adopted by the Governing Body of Dunkirk Primary School:**

<b>Approval:</b>	<b>Head Teacher May 2023</b>
<b>Review:</b>	<b>May 2024</b>
<b>To be reviewed by:</b>	<b>Steve Parry &amp; Rachael Jurkiw</b>
<b>Committee responsible:</b>	<b>P&amp;PC</b>

**1. Introduction**

- 1.1 At Dunkirk Primary School we believe in life-long learning. We intend to equip children with the skills they need to access the curriculum now and in the next phase of their education. We endeavour to provide a broad and balanced curriculum which is carefully planned and sequenced to meet the needs of all our children. Teachers are supported by subject leaders to ensure that they have knowledge of the subjects they teach. As a school, we believe in delivering a broad and balanced curriculum. However, we recognise the fundamental importance of improving reading standards as the key to unlocking the rest of the academic curriculum. Therefore, we ensure that reading is the priority in our school and that all children will be provided with the time, skills and resources necessary to reach their full potential.
- 1.2 As part of our continuing drive to improve outcomes for children, we ensure that quality first teaching is at the heart of everything we do. We use Rosenshine's Principles as a way to underpin effective instruction in all our lessons.
- 1.3 We design lessons which can:
- 1.1.1 Contain a daily review
  - 1.1.2 Build on in small steps of learning
  - 1.1.3 Guide student practice ensuring they understand key concepts
  - 1.1.4 Present information succinctly and clearly
  - 1.1.5 Check children understanding, identifying and correcting misconceptions
  - 1.1.6 Embed key concepts into the long-term memory enabling children to apply them fluently
- 1.2 As part of our ACT curriculum, we believe children need to develop the skills to make a difference to their local and global community. Each term, children will take part in a 'Take Action' project enabling them to develop the skills to challenge prejudice, inequality and climate change. These projects are delivered through the themes; Exhibition, Protest and Kindness.
- 1.3 We also intend to develop children's personal skills to enable them to become life-long learners. We do this through our school PRIDE values which we believe will produce children who are motivated and determined to overcome any learning challenges.
- P – Problem solving
  - R – Responsibility
  - I – Independence
  - D – Determination
  - E – Empathy
- 1.4 This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom, the roles of parents and governors, and what the

school does to create an effective learning environment. It is not a definitive list but should be used as a guide.

- 1.5 This policy should be read in conjunction with the following policies: English, Maths, Curriculum, Feedback and Marking and Appraisal.

## 2 Aims and Objectives

2.2.1 At Dunkirk we aim to provide a consistency to enable:

2.2.1.1 High standards of reading and writing

2.2.1.2 High standard of mathematics

2.2.1.3 Independence and the ability to collaborate with others

2.2.1.4 Enquiring minds that are able to see things from multiple perspectives such as across historical, religious, cultural or geographical backgrounds

2.2.1.5 Pride in own and others' achievements and a desire to succeed

2.2.1.6 Understanding of themselves and their own community

2.2.2 As part of our ongoing commitment to deliver high standards of quality first teaching, we apply our research of how children learn, process and retain information. We have adapted our approaches so that they align with Rosenshine's Principles of Instruction (see Appendix 1-4) in order to maximise learning potential.

2.2.3 Research by the EEF has shown that cognitive science principles have a real impact on accelerating rates of learning in the classroom. The EEF states that 'there is value in schools having working knowledge of cognitive science principles and incorporating these into their teaching'.

2.2.4 At Dunkirk, we believe that the strategies that support our children most are:

2.2.4.1 Managing cognitive load – Working memory is limited. There are lots of things that can cause it to be overwhelmed. Ensuring that the use of the working memory is optimised to focus on relevant learning content rather than distractions is crucial to successful learning.

2.2.4.2 Retrieval practice – cognitive science informs us that memory has a 'strength', referring to how easily something can be recalled and how deeply information is embedded. Retrieval practice encourages students to strengthen their memory on key concepts.

2.2.4.3 Worked examples – are a strategy to help manage cognitive load by providing students with step-by-step demonstration of a task that makes clear the required product. Approaches often 'fade' information gradually resulting in more independence from children.

2.2.4.4 Small sequenced steps – also known as Spaced Practice ensures that we distribute learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice. Ensuring a carefully designed curriculum, with built in opportunities for retrieval of key concepts ensures manageable and successful learning for children.

2.2.5 Therefore, we have incorporated Rosenshine's principles of learning where appropriate. (Appendices 5-8 detail how these principles are incorporated into the core subjects of Reading, Writing and Maths)

### 3 Structure of the Day

- 3.2.4 EYFS structure the day to meet the needs of the current cohort
- 3.2.5 Year 1-6 teach English and Maths in the morning, and wider curriculum projects in the afternoon.
- 3.2.6 YN-1 and Y2-3 (if necessary), teach phonics to those children who are acquiring the skills to effectively decode. Children are taught in both whole class groups and matched ability groups across the phase. Children in YR-2 also have a phonically decodable reading lesson.
- 3.2.7 Y3-6 have alternate weekly reading sessions (Fluency in Y3-4 and Comprehension in Y5-6) and grammar sessions
- 3.2.8 Y1 -2 have a weekly sentence builder session
- 3.2.9 YN-3 have Talk 4 Writing sessions which focus on developing age appropriate writing skills
- 3.2.10 Y4-6 have writing sessions focussing on the Dunkirk Phases of Writing
- 3.2.11 All year groups have 2 PE sessions
- 3.2.12 All year groups have Computing, Science and Music sessions
- 3.2.13 All year groups have 'ACT' sessions which cover Geography, History, Art, DT and a 'Take Action' project
- 3.2.14 In Y1-3, children have weekly RE sessions. In Y4-6 children take part in an RE week termly, as well as other knowledge building opportunities
- 3.2.15 In Y1-6 all children have a half-termly RHSE week
- 3.2.16 All year groups receive a weekly Spanish lesson for 3 half terms

### 4 Long term Planning

The school curriculum follows a programme designed to meet the needs of our cohorts and community. Termly texts are chosen to tie in with themes.

- 4.2.4 English planning revolves around the linked theme text, following the schools agreed sequence and progression document
- 4.2.5 In Year N-2 phonics and reading planning is based on the FFT 'Success For All' scheme of work
- 4.2.6 Reading planning is based on the Dunkirk agreed sequence and progression document
- 4.2.7 Maths planning is based on the Powermaths scheme of work
- 4.2.8 Science planning is based on the White Rose Education scheme of work
- 4.2.9 Geography, History, DT and Art follow the Dunkirk ACT long term plan created by the appropriate subject lead
- 4.2.10 RE planning follows the Nottingham Schools Agreed Syllabus
- 4.2.11 In YN-3, Music planning is based on the Charanga Model Music Curriculum scheme of work. In Y4-6, we utilise the Nottingham Music Service to provide weekly music and instrument tuition as well as twice weekly music appreciation sessions.
- 4.2.12 IT planning is based on the Kapow scheme of work
- 4.2.13 RHSE planning is based on the Discovery Curriculum scheme of work
- 4.2.14 Spanish planning is based on the Language Angles scheme of work
- 4.2.15 PE planning is based on the PE Planning scheme of work

### 5 Medium Term Planning

- 5.2.4 Phonics, Maths, Science, IT, Music, Spanish, PE and RHSE follow the medium-term plan in the chosen scheme
- 5.2.5 RE, Geography, History, Art and DT follow a medium-term plan created and designed by the Subject Leaders and class teachers
- 5.2.6 English medium-term planning is created by the teacher, following the school's progression documents. Each English genre includes a piece of "Application

Writing", the content of which will be from afternoon learning, and will be completed during wider curriculum lessons

## 6 Short-term planning

The school expects staff to create a consistent short-term planning format, that works best for their needs and should include the following elements:

- 6.2.4 **Small Steps** – utilising the skills progression grid – breaking learning down into small chunks to prevent cognitive overload
- 6.2.5 **WALT** – “We are learning to...” – this is the learning objective as decided by the teacher and it will be shared orally with children. In some lessons, where it is deemed to be beneficial to children, a written WALT will be included.
- 6.2.6 **WILFs** – “What I’m looking for...” – process-based success criteria and steps to success at meeting the WALT. For most subjects, these will be shared orally and may be a part of the worked example. In some lessons, where it is deemed to be beneficial to children, a written WALT will be included.
- 6.2.7 **Flashback** – based on key skills from the previous year and / or term in the subject’s progression document. This is to support children with knowing more and remembering more
- 6.2.8 **Worked examples** – where appropriate, for example when introducing a new skill or concept, staff utilise a My Turn, Our Turn, Your Turn approach
- 6.2.9 **Adaptations** to enable children to achieve the WILFs. This will be focused on all of the learning not just the task in the lesson. This should include removal of redundant teacher talk.
- 6.2.10 **Assessment for learning** – opportunities to address misconceptions
- 6.2.11 Identify specific areas and/ or children to teach and support. This is through in class adaptation, behaviour support and where appropriate specific gap teaching to address misconceptions.
- 6.2.12 **Closing the gap:** We do this by utilising the following:
  - 6.2.12.1.1 Quality First teaching following Rosenshine’s Principles
  - 6.2.12.1.2 Adapting teaching to meet needs
  - 6.2.12.1.3 Feedback at the point of learning – appropriate and timely
  - 6.2.12.1.4 Where appropriate, planning for misconceptions – pre-teach
  - 6.2.12.1.5 Slide lessons for whole class misconceptions
- 6.2.12.2 Targeted small group or one-to-one interventions which focus on:
  - 1. IDENTIFY error or misconception (discussion/observation)
  - 2. ANALYSE the learning to pinpoint gap
  - 3. PLAN targeted sequence to address gap
  - 4. TEACH targeted lessons to address gap
  - 5. REVIEW outcomes in session and check work re: application of learning

## 7 Quality of Teaching

7.2.4 Teaching skills – We expect staff to reflect on each of the following teaching skills (which relate to the teacher standards) and to ensure that they are developing these in their lessons. We encourage all staff to seek guidance and support from their peers or from senior leaders if they need further clarity on or support with these essential teaching skills.

7.2.4.1 **Effective use of time** (teacher standard 4) – time in lessons is used effectively.

7.2.4.2 **Behaviour** (teacher standard 7) - Children focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge children.



- 7.2.4.3 **Clarity of Learning** (teacher standard 2) - The intended learning is made clear to children. Where appropriate, WALTs and WILFs are explicit, process-based and support learning.
- 7.2.4.4 **Addressing misconceptions** (teacher standard 6) – Teaching staff tackle misconceptions at the point of learning or plan for future adaptations/ support
- 7.2.4.5 **Subject knowledge** (teacher standard 3) - Subject knowledge is demonstrated through the clarity of the lesson and the associated explanations/ demonstrations
- 7.2.4.6 **Questioning** (teacher standard 2) - Questioning probes children' responses and tasks and explanations are reshaped so that children better understand new concepts
- 7.2.4.7 **Feedback** (teacher standard 6) – Teaching staff give children feedback in line with the school's assessment policy (e.g. VF/annotations/pink for think); children use this feedback to support them with what they need to do to improve
- 7.2.4.8 **Independence** (teacher standard 2) - Most children commit to improving their work; they are given time to apply their knowledge and understanding in new ways that stretches their knowledge and skills
- 7.2.4.9 **Embedded knowledge** (teacher standard 4) – Teaching staff provide adequate time for practice to embed the children' knowledge, understanding and skills securely; opportunities are provided for the application of previously taught skills
- 7.2.4.10 **Pitch** (teacher standard 1) - Assessment information is used to plan appropriate teaching and learning strategies and to pitch lessons according to the needs of all the children
- 7.2.4.11 **Differentiation** (teacher standard 5) - The level of challenge is appropriate for learners

## 8 Quality of Learning

- 8.2.4 The quality of learning is checked by the adult, and will also be monitored by senior leaders. What senior leaders observe about the quality of learning will be discussed with individual teachers or teams, and may provide the basis of phase or school level CPD. PRIDE encourages our children to:
- 8.2.5 Show a developing interest in their work and learn how to sustain attention and concentration
- 8.2.6 Begin to think for themselves and work productively in the absence of an adult
- 8.2.7 Develop an understanding of what they are learning and why
- 8.2.8 Know what to do if they are stuck
- 8.2.9 Know how to improve their work
- 8.2.10 Make an effort to produce well-presented work
- 8.2.11 Work at a good pace and have daily work in books

## 9 Structure of lessons

We strive towards:

- 9.2.4 Starting learning promptly
- 9.2.5 Including a flashback element
- 9.2.6 New learning will be shared, where appropriate by use of a WALT and WILF so children clear of end outcome and process
- 9.2.7 New learning will be modelled, where appropriate, through an explicit worked example and My Turn, Our Turn, Your turn
- 9.2.8 Children learn in different ways and different pieces of learning are best taught in different ways. Learning could take many forms and we select from:
- 9.2.9 Independent
- 9.2.10 Paired, group or whole class work

- 9.2.11 Discussion based work
- 9.2.12 Investigation, problem solving and reasoning
- 9.2.13 Hands on exploration and evaluation
- 9.2.14 Asking and answering questions
- 9.2.15 Drama, debates, presentations and role play
- 9.2.16 Fieldwork and educational visits
- 9.2.17 Classroom, hall or outdoor work
- 9.2.18 Designing, making and creating things
- 9.2.19 Cross-curricular use of ICT
- 9.2.20 Use of music, radio, TV or video
- 9.2.21 Athletic and physical activity
- 9.2.22 Reviewing and reflecting on learning that has occurred

## 10 The Learning Environment

- 10.2.4 Children learn best when the learning environment is organised to meet their needs. Teachers will ensure the learning environment is kept clean, tidy and organised and will involve children in this
- 10.2.5 In order to prevent cognitive overload, staff will ensure that display boards are focussed on the current learning. Display boards may also reflect key pieces of learning that need to be retrieved in order to be successful. PowerPoints should be clear and explicit, without an overuse of written language
- 10.2.6 Children can use the resources and environment to support their learning independently.

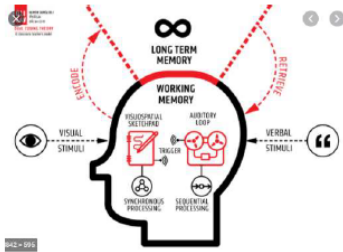
## 11 The role of parents

- 11.2.4 When parents are involved and engaged in their children's learning, there are commonly positive effects on children's outcomes. The school seeks to engage parents by:
  - 11.2.5 Holding an initial "meet the teacher" event at the start of each academic year
  - 11.2.6 Holding termly parents' evenings or reports to give feedback on children's progress
  - 11.2.7 Having an "open-door" policy where parents can request to speak to the teacher at an additional meeting (planned within a week from the parent raising the issue)
  - 11.2.8 Holding curriculum workshops to support parental understanding
  - 11.2.9 Informal events to encourage parents to feel at home within the school
  - 11.2.10 Each term classes will send:
    - 11.2.10.1 Knowledge Organiser which details the key specific learning points for that term
    - 11.2.10.2 Homework Sheet which details activities they can do at home
    - 11.2.10.3 Dojo to introduce each new genre/ Powermaths
    - 11.2.10.4 Invites parents to attend school events
    - 11.2.10.5 Holding 'Parents of Dunkirk' online forum discussions
  - 11.2.11 Teachers should also communicate the additional home learning expectations:
    - 11.2.11.1 YR-Y6 daily reading and recording of this in the reading diary
    - 11.2.11.2 YR-2 Common Exception Words for reading and spelling
    - 11.2.11.3 Y3-6 Spelling Shed
    - 11.2.11.4 Y3-6 Times Tables Rockstars



**Appendices:**

**Appendix 1: Principles of Cognitive Load Theory**



**Cognitive Load Theory**

- All information passes through working memory to get to long term memory
- No learning can happen if no change is made in long term memory
- Working memory is limited and can easily be overloaded
- Information comes in mainly through visual and auditory channels

Redundancy Effect	Transience Effect	Dual Coding	Split Attention	Interrupt Forgetting
<ul style="list-style-type: none"> <li>• Remove all unnecessary information</li> <li>• Ensure all focus is on intended learning</li> <li>• Ensure the task does not overload working memory</li> </ul>	<ul style="list-style-type: none"> <li>• After it has been said, speech is gone, nothing is left</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance spoken words with visuals</li> <li>• Avoid having text and speech presented at the same time</li> <li>• Visualising can enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Where more than one piece of information needs to be understood with another – present these physically near each other AND near in time</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt information will be forgotten if it is not remembered frequently</li> <li>• Use retrieval practice to interrupt the forgetting cycle</li> </ul>

**Appendix 2: Principles of Instruction**



**Rosenshine's Principles of Instruction**

- Derived from analysis of expert teachers AND cognitive science
- All principles support working memory
- Principles suggest a lesson structure that is effective for NEW learning MOST of the time

Daily Review	Teach – My Turn	Worked Examples	Practice – Our Turn	Indep – Your Turn
<ul style="list-style-type: none"> <li>• Short review of prior learning activates long-term memory</li> <li>• Ensures working memory will be free for new learning</li> <li>• Relevant for the lesson ahead and include that which needs to be overlearned</li> <li>• Short – 5-6mins at most – and not the focus of your lesson</li> <li>• Pupils should be able to get most, but not all, of it right</li> <li>• Many strategies - flashcards, quizzing, mind maps etc</li> <li>• Recall – no referring to notes, books or working walls</li> <li>• Where possible pupils self-assess</li> <li>• Teacher focusses only on aspects which were not well-recalled</li> </ul>	<ul style="list-style-type: none"> <li>• Chunk learning into small steps – these are the WILFs</li> <li>• Choose to model parts to whole, or whole to parts</li> <li>• Each step is modelled by the teacher – this might be silent, posed questions, or think aloud</li> <li>• This is a <b>worked example</b></li> <li>• If modelling is silent or posed – go back over and make the thinking explicit</li> <li>• Pupils should NOT join in</li> <li>• The model should remain visible for the remainder of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Worked examples are an effective way of modelling</li> <li>• They link to your WILF</li> <li>• Fully worked examples to start</li> <li>• Teacher example remains visible throughout</li> <li>• Example problem pairs</li> <li>• Completion problems that match the worked example</li> <li>• Move on to independently solving only when there has been success with completion problems</li> <li>• Expertise reversal effect – as pupils become more familiar with the learning, a fully worked example can be a hindrance</li> <li>• More detail on next page</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher guides the pupils through multiple examples of each step</li> <li>• The amount of guidance required fades as the pupils develop the skills</li> <li>• AfL is used to ensure that pupils do not move on to the next step if they have not mastered the current step</li> <li>• AfL takes responses from all pupils simultaneously where possible</li> <li>• “our turn” - pupils are guided and supported by the teacher with feedback to individuals or the class as necessary to ensure success</li> </ul>	<ul style="list-style-type: none"> <li>• Once pupils have demonstrated that they have understood they progress to independent practice</li> <li>• These examples should be similar in structure to whatever has come before in the lesson for most pupils</li> <li>• HA pupils may have work that expects them to apply learning in a different way from the majority to ensure they develop depth of understanding</li> <li>• This is an assessment opportunity</li> </ul>



**Appendix 3: Principles of Worked Examples and Backwards Fading**

SEQUENCING CONCEPTS & MODELLING

- Present new material using small steps
- Provide scaffolds for difficult tasks



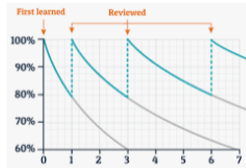
**Worked Examples and Backwards Fading**

- Research shows that studying worked examples is more effective than solving problems when learning is new
- Pupils can focus on the steps to solve the problem and not overload their working memory

Fully worked	Fully worked 2	Partially worked	Cued start	Independent
<ul style="list-style-type: none"> <li>To introduce the method or ideas</li> <li>Go through the example and produce a model answer</li> <li>Talk through what you are doing – no pupil involvement</li> <li>“My Turn”</li> <li>With the answer in view, talk through each of the steps again</li> <li>Check for pupil understanding of each stage</li> </ul>	<ul style="list-style-type: none"> <li>For reinforcement</li> <li>Repeat the process with another – show where this is similar</li> <li>The similarities should reinforce the point you are teaching</li> <li>Narrate your thinking – still “my turn”</li> <li>Check for pupil understanding</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a problem and start to answer it</li> <li>Follow the pattern or procedure you used in the first examples</li> <li>Start to include pupils – “our turn”</li> <li>Allow pupils to finish the problem</li> <li>Check for understanding or errors</li> <li>Provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should now be ready to have a practice</li> <li>Set 1-2 questions that are similar to the previous examples</li> <li>Cue how or where to start</li> <li>Provide feedback to ensure high levels of success</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be ready to work independently</li> <li>Set 1-2 questions that are similar to the previous examples, but pupils must now complete the whole process independently</li> <li>Remind them to follow the detail of the worked example</li> <li>Include self-assessment</li> <li>Ensure the method is understood and not just copied</li> <li>Include a range of questions of varying difficulty to ensure all learners are challenged at the 80% correct range</li> </ul>



**Appendix 4: Principles of Retrieval Practice**



**Retrieval Practice**

- Daily review – “re-activate” – some overlearning, but main purpose is to bring prior learning needed in the current lesson out of long-term memory so that working memory is not overloaded
- Weekly, monthly, (termly, annually...) review - Interrupting the forgetting cycle

Key principles	Example activities	Weekly review	Daily review	Monthly review
<ul style="list-style-type: none"> <li>• Must be generative – no notes, not re-reading</li> <li>• All pupils</li> <li>• Low stakes</li> <li>• Checking is easy</li> <li>• Varied knowledge check – not always factual recall</li> <li>• Varied diet</li> <li>• Time efficient</li> <li>• Workload efficient</li> <li>• Must be retrieving the right things – has it been learnt sufficiently that pupils will be able to retrieve it? Has it be so overlearned that it can already be retrieved without effort and therefore doesn't need practicing?</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzing</li> <li>• Flashcards</li> <li>• Concept mapping</li> <li>• Filling in gaps in knowledge organisers</li> <li>• Summarise</li> <li>• Elaborate</li> <li>• Draw it</li> <li>• Bingo or other games – be mindful that lots of new games would increase the redundancy effect and lead to less learning</li> </ul>	<ul style="list-style-type: none"> <li>• This is for “interrupting the forgetting cycle”</li> <li>• <b>Flashback 4/super 6</b> – done daily at Dunkirk</li> <li>• This session is carried out BEFORE the daily review to “re-activate”</li> <li>• Includes elements which need to be <u>overlearn</u></li> <li>• Link to ongoing objectives and ready to progress criteria</li> <li>• Aiming to develop fluency with this information so it can be brought to mind easily and applied</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Re-activate</b></li> <li>• Careful planning enables the teacher to consider what prior learning (recent or distant) needs to be revisited to enable working memory to be free to process the new learning</li> <li>• Short session following the principles of effect retrieval practice</li> </ul>	<ul style="list-style-type: none"> <li>• Revisiting previously taught material so as to interrupt the forgetting cycle</li> <li>• Links to key fundamental concepts – the ready to progress criteria in English and maths</li> <li>• Power maths assessments</li> <li>• Application writes in English</li> <li>• Revisiting of previous model texts</li> <li>• Revisiting the same genres in every year group</li> </ul>

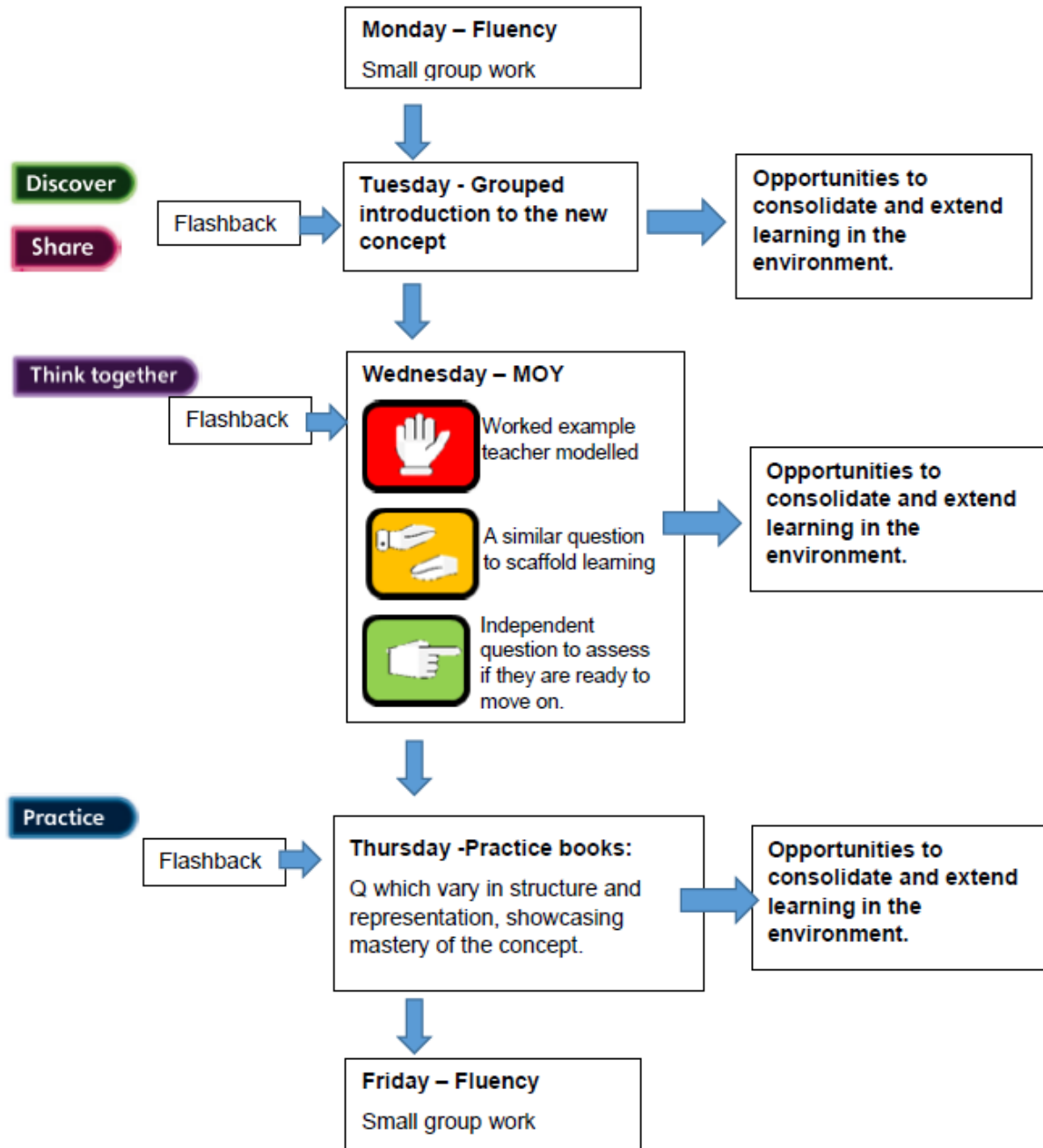
**Appendix 5: Powermaths and Rosenshine’s Principles – the suggested teaching sequence**

<p><b>Flashback 4 / Super 6</b></p>		<p>Whilst we do this part of the lesson daily, it is in effect an example of weekly/ monthly review as it <b>retrieves and consolidate key learning concepts previously taught</b> which may not be relevant for the day's lesson. It attempts to interrupts the 'forgetting curve'</p>
<p><b>Re- activate</b></p>		<p>Short session to re-activate prior learning that will be needed within the lesson. It helps <b>strengthen the connection between the material previously learnt and the new learning</b>. It supports automatic recall within the lesson which will free work memory for the new learning</p>
<p><b>Discover</b></p>		<p>The text book presentation should be altered to simplify the information given, and the written questions removed Teacher talks through the problem illustrated '<b>discovering</b>' the maths that will be needed and the strategies that would be used Whilst this is very teacher led, it will involve an interaction with the class, and questions being posed. It is important that all children are involved and questioning techniques expect all to respond</p>
<p><b>Share</b></p>		<p>This section, at most, is a <b>quick check</b> of the maths and the model used by Powermaths in the Discover. May often not be used</p>
<p><b>Think Together Model 1</b></p>		<p>This is the <b>key teaching part</b> of the lesson when you will explicitly teach The Think Together page will need to be snipped into sections with <b>text and questions removed</b> The first Think Together is <b>explicitly modelled</b> by the teacher demonstrating and explaining the small steps that are taken. A <b>model is built up</b> of these steps; this model is written/ drawn and will be <b>available throughout the lesson</b>. These steps then act as the Wilfs for the lesson. This part of the lesson is the <b>My Turn</b> and the interaction with the children in minimal</p>
<p><b>Think Together Practice 1</b></p>		<p>A <b>parallel question</b> to the first Think Together question is then set; this will need to be created as it is not included in the Powermaths materials. The children will attempt this in a guided manner with the <b>teacher checking understanding and reminding of the modelled example</b> which remains displayed. This is the <b>Our Turn</b> section of the lesson</p>
<p><b>Think Together 2</b></p>		<p>The process of a Model question and a parallel Practice question may be repeated for all/ some children with the second Think Together question It may <b>involve more interaction</b> in the modelled question and more independence in the independent question depending on the level of understanding.</p>
<p><b>Practice Book</b></p>		<p>Time for the children to work through the Practice Book <b>Sideways learning questions/ tasks should be available</b> for the children should they hit a barrier in order to maintain the high success rate and to embed the key learning Teacher should be <b>questioning, checking, identifying misconceptions</b> providing suitable support and challenge.</p>

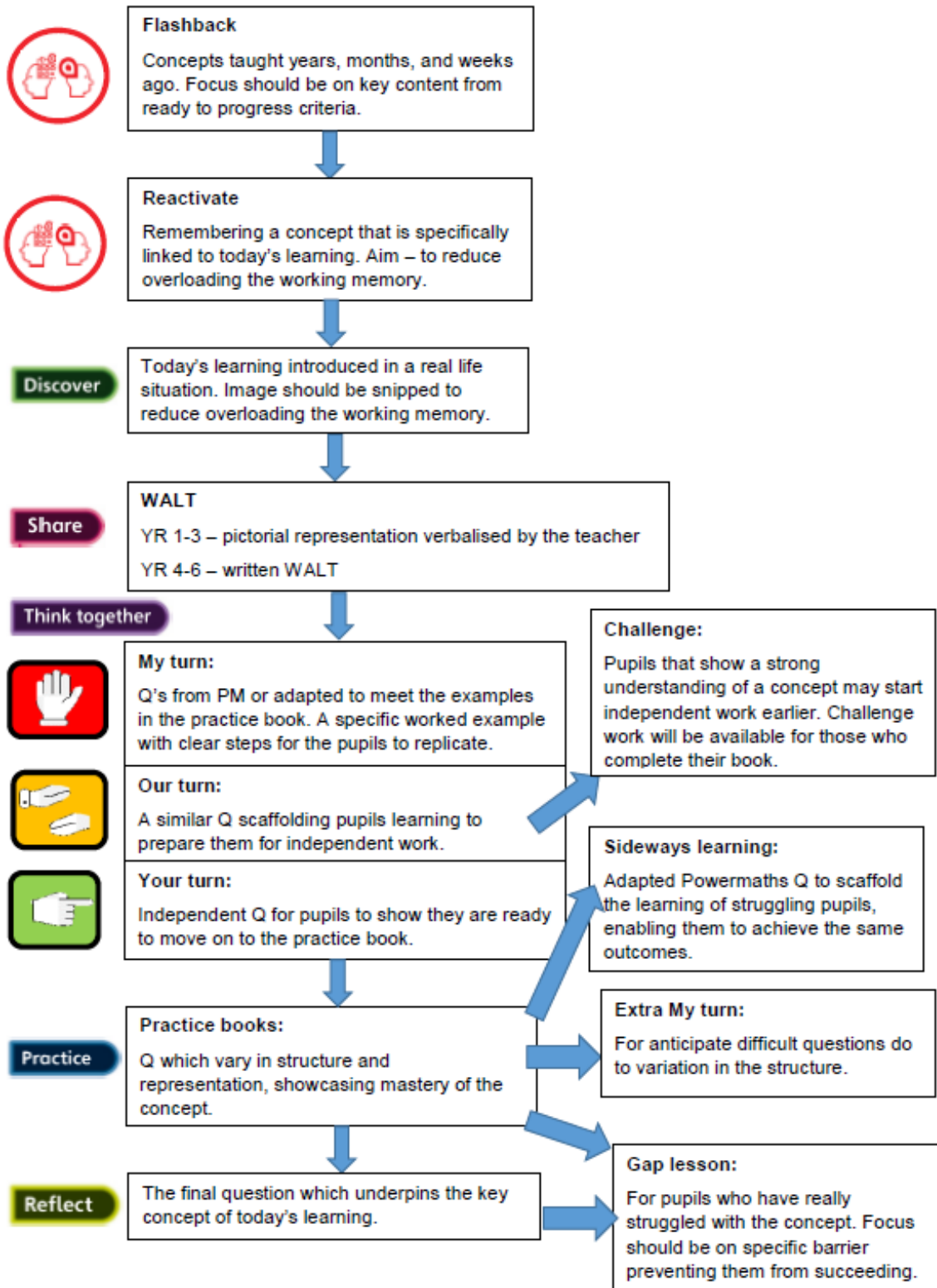
<p><b>Challenge</b></p>		<p>The challenge questions from the presentation and the practice book should be available for those children who have demonstrated good understanding and used as a chance for them to apply their understanding.  Presenting the challenges separately will support achievement. It is not required to be attempted by all.</p>
<p><b>Reflect</b></p>		<p>This should be <b>completed independently</b> and assessed before/ at the end of the lesson  If understanding is not demonstrated then a slide lesson/ guided support/ gap teaching should be planned.  You may feel that the given reflect does not support your assessment or ask the children to demonstrate the key skills. If this is the case, or you prefer the children to demonstrate their understanding in a different way, then <b>feel free to alter</b> the Reflect.</p>
<p><b>Weekly Review</b></p>		<p>Every Friday, a session should be included that <b>checks the week's key learning concepts.</b></p>
<p><b>Weekly Review</b></p>		<p>4 or 5 questions should be planned and given to the children. No support should be given and the children <b>should not refer back</b> to their books</p>
<p><b>Half termly Review</b></p>		<p>At the end of every half term, the appropriate Powermaths half term assessment is carried out.  This checks that key concepts from the half term's unit have been understood and retained, and give the teacher an indication of the children' understanding.</p>

**Appendix 6: Powermaths Teaching guidance**

**Lesson Flow chart for Reception:**



**Lesson flow chart Year 1 - 6:**





**Appendix 7: Reading sequence incorporating Rosenshine's Principles**

Year R, 1 and 2 Decodable fluency model

Monday	Practise previous books phonemes, red words and green words	Introduce the new text: Predict from the title, illustration, layout etc Full stop race	Read Red words and Green words.  Model read with children completing a full stop race – them acting out the full stops as you read.	Vocabulary discussion. Are there any words the children don't know/ is it a noun, verb, adjective or adverb (depending on age).	Answer questions about the book. Use think a louds to encourage children to elaborate and extend their answers.
Tuesday	New red words and Green words	Remember what happens in the story.	1 <sup>st</sup> part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark  Use Chunk-it with any difficult to read sentences/ phrases to help clarify	1 <sup>st</sup> part of the text: Choral read	1 <sup>st</sup> Part of the text: Independent read  Listen to pupils and ensure they have clear understanding so that they can read with prosody
Wednesday	New red words and Green words	1 minute read. How much can they accurately read?  Same pages each time are we seeing progress?	2 <sup>nd</sup> part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark  Use Chunk-it with any difficult to read sentences/ phrases to help clarify	2 <sup>nd</sup> part of the text: Choral read	2 <sup>nd</sup> Part of the text: Independent read  Listen to pupils and ensure they have clear understanding so that they can read with prosody
Thursday	New red words and Green words	1 minute read. How much can they accurately read?	3 <sup>rd</sup> part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark  Use Chunk-it with any difficult to read sentences/ phrases to help clarify	3 <sup>rd</sup> part of the text: Choral read	3 <sup>rd</sup> Part of the text: Independent read  Listen to pupils and ensure they have clear understanding so that they can read with prosody
Friday	New red words and Green words	Same pages each time are we seeing progress?	Spelling time – red and green words from the book	Spelling time – red and green words from the book	Performance read to a definite audience – group in the class, paired class, filmed to share with other campus/ parents

Year 3 and 4 fluency model




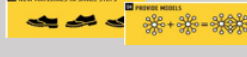
Monday	Ready Steady, Read of a previous text	Introduce the new text: Predict from the title, illustration, layout etc Full stop race	Teacher completes a model read. Pupils track the text and highlight words that they cannot read / don't understand.	Vocab detective – using word class, what they already know about the word and synonyms – generate a simple meaning with actions	
Tuesday	Accelerate phrases	Remind pupils of meaning of the Vocab, word class and synonyms.	1 <sup>st</sup> part of the text: Echo read  Ensure 1 accuracy focus e.g. commas, inverted commas  Use Chunk-it with any difficult to read sentences/ phrases to help clarify	1 <sup>st</sup> part of the text: Choral read	1 <sup>st</sup> Part of the text: Partner read  Listen to pupils and ensure they have clear understanding so that they can read with prosody
Wednesday	Vocab flashcards/ difficult to read words flashcards	Ready, Steady, Read – part 1 of the week's text	2 <sup>nd</sup> part of the text: Echo read  Ensure 1 accuracy focus e.g. commas, inverted commas  Use Chunk-it with any difficult to read sentences/ phrases to help clarify	2 <sup>nd</sup> part of the text: Choral read	2 <sup>nd</sup> Part of the text: Partner read  Listen to pupils and ensure they have clear understanding so that they can read with prosody
Thursday	Vocab flashcards/ difficult to read words flashcards	Ready, Steady, Read – parts 1 and 2 of the week's text	3 <sup>rd</sup> part of the text: Echo read  Ensure 1 accuracy focus e.g. commas, inverted commas  Use Chunk-it with any difficult to read sentences/ phrases to help clarify	3 <sup>rd</sup> part of the text: Choral read	3 <sup>rd</sup> Part of the text: Partner read  Listen to pupils and ensure they have clear understanding so that they can read with prosody
Friday	vocab flashcards/ difficult to read words flashcards	Practise all three parts – partner read, independent read			Performance read to a definite audience – group in the class, paired class, filmed to share with other campus/ parents

## Year 5 and 6 Reading Comprehension Model

### Lesson Sequence

**Purpose:**

- Build upon the reading fluency work to better understand the text through study, discussion and inference
- To develop a full range of comprehension strategies as detailed by the EEF guidance report
- To apply Rosenshine's principle of instruction to the daily teaching of reading



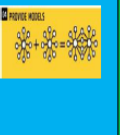
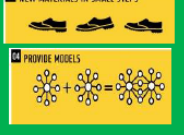

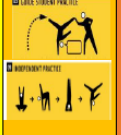



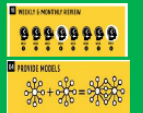
	Ready, Steady, Read  5 minutes	Flashback  5 minutes	Re-activate  5 minutes	New Learning  20 minutes
<b>Day 1</b>	<p><b>Common exception words – Main text</b> Pupils to read through, to their partner, as many of the list of common exception words as they can in 2 minutes.</p> <p>Partner marks off as they listen, ensuring that the pronunciation is correct.</p> <p>Pupils then choose three words each (differing from the previous time) and use them in a sentence. Partners to check if the word is used in the correct context.</p>	<p><b>Vocabulary – Main text</b></p> <p>Pupils to either define words that have come up in previous vocabulary sessions in previous weeks or to connect words to the correct definition (depending on class/cohort).</p>	<p><b>Reading recommendation – Main text</b></p> <p>Pupils to discuss with one another what books they are reading in their free reading time.</p> <p>Pupils to then feed back to the class about what their partner is reading, what they like about the book and whether or not they would recommend it.</p> <p>This should include making links across books.</p> <p>To begin with pupils may need to follow a script for the questions and note down the responses but try to build towards this being discursive.</p>	<p><b>Prediction – Main text</b></p> <p><b>Year 5s</b> – in advance of the lesson, prepare the <b>main text</b> into chunks (see chunking guidelines in attachments).</p> <p>For <b>Year 5s</b> (and year 6s cohorts that require it) pupils should complete the full stop race through the main text to begin with. Read fully through the entire text that is the focus of the sequence and have the pupils identify the main events of the story.</p> <p>Where needed, draw attention to specific open-ended plot lines and discuss this as an authorial technique.</p> <p>Pupils to use this discussion to predict what will happen next in the text.</p>
<b>Day 2</b>	As day 1	<p><b>Figurative Language – Main text</b></p> <p>Using an extract of the text that uses plenty of figurative language, get the pupils to identify usage of similes, metaphors.</p>	<p><b>Word Detective – Main text</b></p> <p>Look at <b>5 unknown words from the main text</b>.</p> <p>Do activity as a pair using their combined and shared knowledge.</p> <p>Pupils <b>scan text and highlight words</b>. Annotate text with definitions.</p>	<p><b>Questioning – vocabulary – Main text</b></p> <p>Using a mixture of vocabulary that has been identified through the word detective activity and also words that may be challenging that haven't been specified, pupils to answer questions that allow them to demonstrate their understanding.</p> <p>These questions should also include questions of phraseology, expressions, and proverbs.</p>

		<p>personification, alliteration and/or hyperbole.</p> <p>Focussing on one at a time works best.</p>	<p>It is important to note that this activity leads into a whole class discussion. The purpose of the lesson is not to fill in the sheet, but rather to develop the strategies needed to understand vocabulary not yet met.</p>	<p>Example questions in the style of KS2 SATs please see attachment.</p>
<b>Day 3</b>	<p><b>Accelerate Phrases – Main text</b></p> <p>Pupils to read through as many of the accelerate phrases or a list of key phrases taken from the <b>main text</b> in the space of 1 minute as they can.</p> <p>Their partner should be ticking these off as they read but circling any words misread or misread.</p> <p>Pupils to then switch roles.</p> <p>As day 3</p>	<p><b>Core grammar work – Main text</b></p> <p>Show 9 words on the board and get the pupils to group them into 3 groups of 3 based on their word type.</p> <p>The word types chosen should be ones covered in recent grammar teaching.</p>	<p><b>Core grammar work – Main text</b></p> <p>Pupils to read through the <b>main text</b> and identify where and how the author has used specific grammatical techniques – these techniques should be specified by the teacher and based on prior learning</p> <p>The specific content of this will vary depending on the current focus in the writing.</p> <p>Content may be; fronted adverbials (LKS2), prepositional phrases (LKS2), subordination (KS2), parenthesis (KS2), semi colons to connect main clauses (UKS2), figurative language techniques (KS2) etc.</p>	<p><b>Questioning – Retrieval – Main text</b></p> <p>These should be 'find and copy' style retrieval questions designed to ensure focussed reading of the <b>main text</b></p> <p>Teach pupils to identify what the key words are that they are looking for and then how they should skim and scan to find them. Model how to answer the question.</p> <p>Pupils to independently answer questions on the text that they have read so far.</p> <p>Example questions in the style of KS2 SATs please see attachment.</p>
<b>Day 4</b>		<p><b>Vocabulary – Main text</b></p> <p>Using words from the <b>main text</b>, pupils to define the words or to connect words to the correct definition (depending on class/cohort).</p>	<p><b>Subordinating conjunctions of Time – Main text</b></p> <p>when, while, as, before, after, since, until</p> <p><b>Recall the subordinating conjunctions</b>, using the stem sentences below.</p> <p><b>Read out set example sentences</b>- one for each conjunction</p> <p><b>Verbally create 2 clause sentences using examples from text</b> that start with the Fronted adverbial: repeating stem sentence of purpose.</p> <p>Discuss use of the comma and model reading</p>	<p><b>Questioning – Chronology, true and false, fact or opinion – Main text</b></p> <p>Work through examples of each style of question as 'my turn' and 'our turn' ensuring that pupils understand how to answer these styles of question from the <b>main text</b></p> <p>Pupils to independently answer questions on the text that they have read so far.</p> <p>Example questions in the style of KS2 SATs please see attachment.</p>
<b>Day 5</b>	<p><b>Year 5 and 6 spelling words</b></p> <p>Focus: Reading the words aloud and listing</p>	<p><b>Core grammar work – Main text</b></p> <p>Show 9 words on the board and get the</p>	<p><b>Main text</b></p> <p><b>Subordinating conjunctions of reason</b> If, because, although, despite, unless</p>	<p><b>Clarifying – Main text</b></p>

	<p>synonyms of the word, originally through use of thesaurus' but building towards doing so from memory.</p> <p>See list below.</p>	<p>pupils to group them into 3 groups of 3 based on their word type.</p> <p>The word types chosen should be ones covered in recent grammar teaching.</p>	<p><b>Recall subordinating conjunctions</b> using stem sentence below</p> <p><b>Read out set examples sentences-</b> one for each conjunction</p> <p><b>Verbally create 2 clause sentences using examples from the text</b> that start with the Fronted adverbial; discuss the meaning/ purpose of the conjunctions. Discuss use of the comma and model reading</p>	<p>Purely discursive lesson. Pupils should be encouraged to discuss the <b>main text</b> that they have read and share with each other what they have liked about it, as well as what they would change.</p> <p>This session should be led by the teacher and include questioning out loud in the range of styles already used in the sequence with the pupils expected to recall information about the text from memory wherever possible.</p>
Day 6		<p><b>Figurative Language – Second Text (poem)</b></p> <p>Using an extract of the <b>poem</b> that uses specific planned examples of figurative language, get the pupils to identify usage of similes, metaphors, personification, alliteration and/or hyperbole.</p> <p>Focussing on one at a time works best.</p>	<p><b>Pause for Poetry – Second Text (poem)</b></p> <p>Pupils to read and discuss (in short bursts) a piece of prose. This may be chunked in advance in order to support more immediate fluent reading. Focus should be on <b>whole class discussion</b> and the way in which the poet uses language.</p> <p>Pre-prepared questions must be used by the teacher and the discussion should be allowed to evolve naturally.</p> <p>Echo reading of the poem out loud as a group and then independently. Pupils should work on standardising a rhythm for the poem, maybe using music to help.</p>	<p><b>Summarising - Main text</b></p> <p>Pupils to highlight the subject and verb of each sentence in the <b>main text</b>. They must then identify which of these are the most integral to the overall text.</p> <p>Using this they will then write a summary of the text.</p> <p>This can be done with a maximum word count, as a tweet or simply in the most concise way the pupil is capable of.</p>
Day 7	<p><b>Partner reading – Second Text (poem)</b></p> <p>Pupils to read a section of the <b>Second Text (poem)</b> to their partner and feedback on the fluency of the read. Miscue sheets to be used for the feedback.</p>	<p><b>Vocabulary – Second Text (poem)</b></p> <p>Using words from the current poem, pupils to define the words or to connect words to the correct definition (depending on class/cohort).</p>	<p><b>Core grammar work – Second Text (poem)</b></p> <p>Pupils to read through the <b>second Text (poem)</b> and identify where and how the author has used specific grammatical techniques – these techniques should be specified by the teacher and based on prior learning</p> <p>The specific content of this will vary depending on the current focus in the writing.</p> <p>Content may be: fronted adverbials (LKS2), prepositional phrases (LKS2), subordination (KS2), parenthesis (KS2),</p>	<p><b>Inference - Main text</b></p> <p>Partner read over the <b>main text</b> to re-familiarize with the content.</p> <p>Display an overarching question based on the text e.g.</p> <p><i>‘How does the protagonist feel at this point?’</i></p> <p>Discuss the question as a class and, together, find evidence to support the answer.</p> <p>Discuss what makes 'good evidence' and how we ensure that our evidence is suitable for the question. You may wish to use P.E.A or Inference addition (see attachments for both).</p>

			<p>semi colons to connect main clauses (UKS2), figurative language techniques (KS2) etc.</p>	
Day 8	<p><b>Punctuation Race – Second Text (poem)</b></p> <p>Pupils to read through the text that they are preparing to performance read and highlight all instances where punctuation denotes a breath being taken in their reading.</p>	<p><b>Pause for Poetry – Second Text (poem)</b></p> <p>Return to the same poem as used 2 days previously and continue the discussion.</p> <p>Upon a second reading, do the pupils still hold the same opinion? Ensure pupils give specific examples to justify from the poem.</p> <p>Focus should now progress to the use of <b>figurative language</b> that the poet uses and the <b>impact</b> this has on them as a reader.</p>	<p><b>Performance Poetry – Second Text (poem)</b></p> <p>Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem.</p>	<p><b>Inference - Main text</b></p> <p>Either show the same question as yesterday and get the pupils to independently answer. Or present a modelled answer and discuss why it is a good example.</p> <p>Discuss, again, what makes good evidence and then show a statement about the <b>main text</b> e.g.</p> <p><i>The protagonist feels anxious about what he/she must do.</i></p> <p>Get the pupils to discuss if they agree or disagree. Then ask them why they feel that way. Encourage them to relate their feeling back to the text and model this if necessary.</p> <p>Pupils to then have a go at evidencing their opinions independently based around another statement.</p>
Day 9	<p><b>Performance Read Preparation</b></p> <p>Pupils to read through the <b>Second Text (poem)</b> that they are preparing to performance read with a partner in preparation for the Performance Read</p>	<p><b>Performance Poetry</b></p> <p>Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem.</p>	<p><b>Performance Poetry</b></p> <p>Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem.</p>	<p><b>Inference - Main text</b></p> <p>Progressing on from the previous 2 sessions, pupils to answer inference questions independently from the <b>main text</b>.</p>
Day 10			<p>In pairs, children <b>Film It</b> – Use I-pads to record each other's' reading of the poem. If lack of space / technology – children assess each other while reading. Teacher to eavesdrop and offer advice when needed.</p>	

## Appendix 8: Writing sequence - Teaching guidance incorporating Rosenshine's principles

DUNKIRK MODEL OF THE TEACHING OF ENGLISH									
	Refer to the writing skills progression and previous assessments to determine what to expect from pupils and what objectives to include in the model text.				<b>Guide Student Practice</b> Support pupils to move away from the model by practising what has been learnt in their own way	<b>Independent Practice</b> Pupils create their version based on the model and structures given	<b>Guide Student Practice</b> Support pupils to apply their skills to improving their own work	<b>Independent Practice</b> Develop stamina and pride in their work by producing a final piece	<b>Monthly Review</b> Interrupt the forgetting cycle by retrieving what they know and applying it in a new context
	<b>Annual Review</b> What can be retrieved from the last time this was taught?	<b>Worked Example</b> Provide a really good WAGOLL	<b>New Material in Small Steps</b> Introduce and identify new grammar and text level features, building on existing knowledge						
<b>Rosenshine's Principles</b>									
<b>EYFS</b>	<b>Cold Talk</b>	<b>Imitation Model text</b> Share text map	<b>Grammar Toolkit</b>	<b>Reading for writing</b>	<b>Innovation</b>	<b>Independent</b>	<b>Improving</b> Editing and improving with teacher guidance	<b>Presentation</b>	<b>Application</b>  In another subject area
<b>Y1</b>	<b>Cold write</b>				<b>Tweaking the map – making it your own</b>	<b>Create your own version</b> Plan and hot-write		<b>Either spoken (EYFS) or written</b>	
<b>Y2-3</b>									
<b>Y4-6</b>	<b>Phase 1 – Cold Write</b>	<b>Phase 2 – Model text</b>	<b>Phase 3 – Reading for writing</b>	<b>Phase 4 – Grammar for Writing</b>	<b>Phase 5 – Practising</b>	<b>Phase 6 – Planning and writing</b>	<b>Phase 7 – assessing, editing and improving</b>	<b>Phase 8 - Presentation</b>	<b>Phase 9 – Application in another subject area</b>
<b>Sentence Builder</b>		Years 1 – 6 will also have standalone 'Sentence Builder' sessions; one session a week in Years 1 – 2 and daily sessions on alternate weeks in Years 3-6. The aims of this session are: <ul style="list-style-type: none"> <li>- Interrupt the forgetting cycle by re-visiting key grammar objectives for the year group and previous year groups</li> <li>- Continue to provide Worked Examples outside of the model text</li> <li>- Continue to introduce key grammar objectives in small steps, even if taught before to allow students to consolidate knowledge and remember more</li> </ul>							

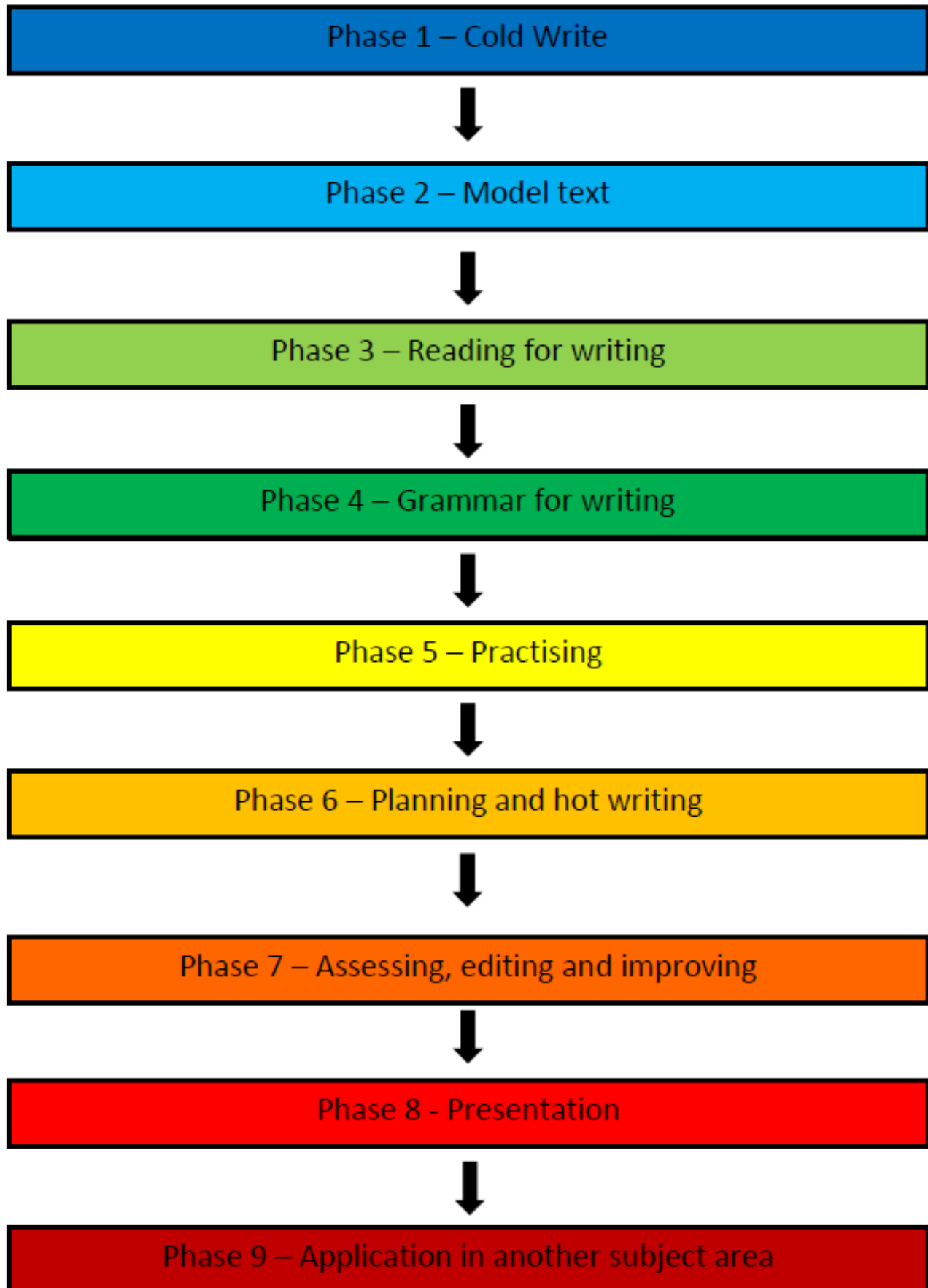
Day	Nursery	Reception
1	<b>WALT: Cold talk</b> Staff assess child's ability to talk a text and adapts work for support / challenge pupils as necessary	<b>WALT: Cold talk</b> Staff assess child's ability to talk a text and adapts work for support / challenge pupils as necessary
2	<b>WALT: Internalise the story structure</b> Text map – children listen to a range of story types and join in with vocalisations and actions.	<b>WALT: Internalise the story structure</b> Text map – Children listen to familiar stories with increasing recall. They can join in with repeated refrains.
3	<b>WALT: Internalise the story structure</b> Text map – children listen to a range of story types and join in with vocalisations and actions.	<b>WALT: Internalise the story structure</b> Text map – Children listen to familiar stories with increasing recall. They can join in with repeated refrains.
4	<b>WALT: Internalise the story structure – Whole text</b> Text map – children listen to a range of story types and join in with vocalisations and actions.	<b>WALT: Internalise the story structure – Whole text</b> Text map – Children listen to familiar stories with increasing recall. They can join in with repeated refrains.
5	<b>WALT: Embedding the language structure</b> Children must learn to understand the vocabulary of the text building up a range of vocabulary that they use in other situations.	<b>WALT: Embedding the language structure</b> Children understand and use the vocabulary and forms of speech that are influenced by what they have read.
6	<b>WALT: Understand the text</b> – Children understand simple sentences and begin to have favourite stories and text types.	<b>WALT: Understand the text</b> – Children are aware of the way stories and texts are structured. Children respond with relevant questions, comments and actions.
7	<b>WALT: Understand the text</b> – Children understand simple sentences and begin to have favourite stories and text types.	<b>WALT: Understand the text</b> – introduces the idea that writing serves a purpose – look at other examples of the same writing purpose. Children respond with relevant questions, comments and actions.
8	<b>WALT: Read as a reader – group 1</b> Use drama /role play. Focus should be on enabling pupils to embed vocabulary in their play.	<b>WALT: Read as a reader – group 1</b> Use drama /role play. Focus should be on enabling pupils to embed vocabulary and sentence structure in their play.
9	<b>WALT: Read as a reader – group 2</b> Use drama /role play. Focus should be on enabling pupils to embed vocabulary in their play.	<b>WALT: Read as a reader – group 2</b> Use drama /role play. Focus should be on enabling pupils to embed vocabulary and sentence structure in their play.
10	<b>WALT: Imitate part of the text – group 1</b> Children can fill in the missing words or phrases in a known text.	<b>WALT: Imitate part of the text – group 1</b> Vocabulary focus e.g. once upon a time, first, next – use the text to teach skill and imitate – a word or sentence to a new situation.
11	<b>WALT: Imitate part of the text – group 2</b> Children can fill in the missing words or phrases in a known text.	<b>WALT: Imitate part of the text – group 2</b> Vocabulary focus e.g. once upon a time, first, next – use the text to teach skill and imitate – a word or sentence to a new situation.
12	<b>WALT: Plan my own version– group 1</b> Have toys / props that they can use to make their own version of the text.	<b>WALT: Plan my own version– group 1</b> Children begin to tell their own stories with toys / props that are similar to the text.
13	<b>WALT: Plan my own version– group 2</b> Have toys / props that they can use to make their own version of the text.	<b>WALT: Plan my own version– group 2</b> Children begin to tell their own stories with toys / props that are similar to the text.
14	<b>WALT: Performance– group 1</b> Children perform their own version.	<b>WALT: Performance– group 1</b> Children perform their own version.
15	<b>WALT: Performance– group 2</b> Children perform their own version.	<b>WALT: Performance– group 2</b> Children perform their own version.



Day	Year 1	Year 2	Year 3
1	<b>Sentence Builder</b> Focus on sentence dictated by a teacher and what makes a single clause sentence. Word classes: Noun and Verb	<b>Sentence Builder</b> Focus on using co-ordination (and / or / but) to join clauses. Word classes: Noun and Verb	<b>WALT: Cold Write</b> <i>Teacher assesses writing – adapts work for support / challenge pupils as necessary</i>
2	<b>WALT: Cold Write</b> <i>Teacher assesses writing – adapts work for support / challenge pupils as necessary</i>	<b>WALT: Cold Write</b> <i>Teacher assesses writing – adapts work for support / challenge pupils as necessary</i>	<b>WALT: Internalise the story structure</b> <b>Text map</b> – understanding the words and pictures – the ebb and flow of the story. It gives the opportunity for pupils to talk the story without being restricted by words they cannot yet read.
3	<b>WALT: Internalise the story structure</b> <b>Text map</b> – understanding the words and pictures – the ebb and flow of the story. It gives the opportunity for pupils to talk the story without being restricted by words they cannot yet read.	<b>WALT: Internalise the story structure</b> <b>Text map</b> – understanding the words and pictures – the ebb and flow of the story. It gives the opportunity for pupils to talk the story without being restricted by words they cannot yet read.	<b>WALT: Embedding the language structure</b> Children must learn to understand the vocabulary of the text while also introducing the idea that we can manipulate / alter the text with synonyms.
4	<b>WALT: Embedding the language structure</b> Children must learn to understand the vocabulary of the text while also introducing the idea that we can manipulate / alter the text with synonyms.	<b>WALT: Embedding the language structure</b> Children must learn to understand the vocabulary of the text while also introducing the idea that we can manipulate / alter the text with synonyms.	<b>WALT: Read as a reader</b> <b>Understanding the text</b> – introduces / develops the idea that writing serves a purpose and therefore is in a certain order. Focus should be on developing the effectiveness of their writing using key features in a texts genre that allow you to understand the text better as a reader.
5	<b>Understanding the text</b> – introduces / develops the idea that writing serves a purpose and therefore is in a certain order. Focus should be on how an author organises their ideas when writing and the difference between fact and fiction.	<b>Understanding the text</b> – introduces / develops the idea that writing serves a purpose and therefore is in a certain order. Focus should be on understanding the purpose of the writing – why has it been written and how do you know?	<b>WALT: Read as a reader</b> <b>Understanding the text</b> – Use drama / hot seating / conscience alley etc... to support pupils in understanding the characters, plot and purpose of the writing. This will be dependent on the genre and needs to be carefully considered.
6	<b>Sentence Builder</b> Focus on sentence dictated by a teacher and what makes a single clause sentence. Word classes: Noun and Verb	<b>Sentence Builder</b> Focus on using co-ordination (and / or / but) to join clauses. Word classes: Noun and Verb	<b>WALT: Imitate part of the text</b> <b>Link talking the text to writing the text</b> Grammar objective – use the text to teach skill and imitate.
7	<b>WALT: Read as a reader</b> <b>Understanding the text</b> – Use drama / hot seating / conscience alley etc... Focus should be on enabling pupils to embed vocabulary and sentence structure in their play.	<b>WALT: Read as a reader</b> <b>Understanding the text</b> – Use drama / hot seating / conscience alley etc... Focus should be on allowing pupils to develop and order their ideas through playing roles and improvising scenes in various settings.	<b>WALT: Imitate part of the text</b> <b>Link talking the text to writing the text</b> Grammar objective – use the text to teach skill and imitate.

8	<b>WALT: Imitate part of the text</b> <b>Link talking the text to writing the text</b> Grammar objective – use the text to teach skill and imitate – a word or sentence.	<b>WALT: Imitate part of the text</b> <b>Link talking the text to writing the text</b> Grammar objective – use the text to teach skill and imitate.	<b>WALT: Imitate part of the text</b> <b>Link talking the text to writing the text</b> Grammar objective – use the text to teach skill and imitate.
9	<b>WALT: Write a dictated sentence</b> <b>What we say is what we write</b> Move from a word to a phrase to a sentence. Pupils will write a bit more, however we remove the barrier of thinking about what they want to write while still making the link of what we say we write.	<b>WALT: Imitate part of the text</b> <b>Link talking the text to writing the text</b> Grammar objective – use the text to teach skill and imitate.	<b>WALT: Write about what we have read</b> <b>What we say is linked to the story</b> – Scaffolding pupils to move towards writing independently – a picture gives a context to enable them to begin the process of saying then writing. This should hug the model text closely but have a slight change.
10	<b>WALT: Write about what we have read</b> <b>What we say is linked to the story</b> – Scaffolding pupils to move towards writing independently – a picture gives a context to enable them to begin the process of saying then writing. This should hug the model text closely but have a slight change.	<b>WALT: Write about what we have read</b> <b>What we say is linked to the story</b> – Scaffolding pupils to move towards writing independently – a picture gives a context to enable them to begin the process of saying then writing. This should hug the model text closely but have a slight change.	<b>WALT: Plan my own writing</b> <b>Come up with their own ideas</b> – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar / features from the model text with a plan to write their own parts.
11	<b>Sentence Builder</b> Focus on sentence dictated by a teacher and what makes a single clause sentence. Word classes: Noun and Verb	<b>Sentence Builder</b> Focus on using co-ordination (and / or / but) to join clauses. Word classes: Noun and Verb	<b>WALT: Plan my own writing</b> <b>Come up with their own ideas</b> – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar / features from the model text with a plan to write their own parts.
12	<b>WALT: Plan my own writing</b> <b>Come up with their own ideas</b> – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar from the model text with a plan to write their own parts.	<b>WALT: Plan my own writing</b> <b>Come up with their own ideas</b> – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar from the model text with a plan to write their own parts.	<b>WALT: Hot write</b> <b>Independent writing</b> – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.
13	<b>WALT: Hot write</b> <b>Independent writing</b> – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.	<b>WALT: Hot write</b> <b>Independent writing</b> – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.	<b>WALT: Hot write</b> <b>Independent writing</b> – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.
14	<b>WALT: Make my writing better</b> <b>Editing</b> – this part introduces the idea that all writers improve their work. They will read their sentences back and check that they make sense.	<b>WALT: Make my writing better</b> <b>Editing</b> – this part introduces the idea that all writers improve their work. They will read their sentences back and check that they make sense and include capital letters and full stops.	<b>WALT: Make my writing better</b> <b>Editing</b> – this part introduces the idea that all writers improve their work. They will read their sentences back and check that they make sense, contains capital letters, full stops and the grammar objectives learnt that block.
15	<b>WALT: Presentation write</b> Presentation paper and handwriting pens	<b>WALT: Presentation write</b> Presentation paper and handwriting pens	<b>WALT: Presentation write</b> Presentation paper and handwriting pens

**Phases of writing 4-6:**





<b><u>Y4-6 English Phases</u></b>	
	Teaching suggestions
<b>Phase 1 – Cold Write</b>	<ul style="list-style-type: none"> <li>• Can be the same as the hot task but doesn't need to be</li> <li>• Self-assess and teacher-assess using a check list</li> <li>• Assess writing to decide on teaching points</li> </ul>
<b>Phase 2 – Model text</b>	<ul style="list-style-type: none"> <li>• Model text written to include the features being taught within the unit</li> <li>• Students to annotate /underline the grammatical features within the model text</li> <li>• Discussion around structure and punctuation within the text</li> </ul>
<b>Phase 3 – Reading for writing</b>	<ul style="list-style-type: none"> <li>• Reading to support understanding of the author's use of grammar, vocabulary and structure</li> <li>• Close reading to ensure a full understanding of the text</li> </ul>
<b>Phase 4 – Grammar for writing</b>	<ul style="list-style-type: none"> <li>• Analyse particular features of the model text and use as a model for sentence level work</li> <li>• Sentence level work may directly link to the text students will write or could be on another topic</li> <li>• Sentences improved through self, peer and teacher assessment</li> </ul>
<b>Phase 5 – Practising</b>	<ul style="list-style-type: none"> <li>• Move on from sentence level work to putting sentences into paragraphs</li> <li>• Improve basic texts using the grammar that has been taught</li> <li>• Pair writing of texts</li> <li>• Small group / shared writing to create a whole text</li> </ul>
<b>Phase 6 – Planning and hot writing</b>	<ul style="list-style-type: none"> <li>• Students given a boxed up plan to guide their planning</li> <li>• Plans can be differentiated by having different guidelines</li> <li>• Model writing a plan before students try their own. This could happen in sections</li> <li>• Model writing before students write their text. This could then be covered to ensure students do not copy and re-shown in the lesson</li> <li>• Give verbal feedback as students are writing</li> </ul>
<b>Phase 7 – Assessing, editing and improving</b>	<ul style="list-style-type: none"> <li>• Through self, peer and teacher assessment pupils edit their writing and then write an improved version</li> <li>• Focus on spellings and punctuation</li> <li>• Success criteria could be used for students to check they have included key features</li> <li>• Use a student's work as an example and model the editing process, eliciting ideas from the students and demonstrating ways in which it could be improved</li> </ul>
<b>Phase 8 - Presentation</b>	<ul style="list-style-type: none"> <li>• Practise handwriting before this session to ensure work is at its neatest</li> <li>• Pupils' focus should be on accurately writing up what is in their book</li> <li>• The paper used should match the purpose for their writing. For example, in the layout of a newspaper report or with letter headings</li> <li>• Work to be displayed on the wall</li> </ul>
<b>Phase 9 – Application in another subject area</b>	<ul style="list-style-type: none"> <li>• After a few weeks, students should be set a linked writing task in a topic afternoon. This should tie in with the topic of the term so that they can apply their historical / geographical / scientific skills alongside their writing skills</li> <li>• Work to be presented on paper and displayed on the wall</li> </ul>