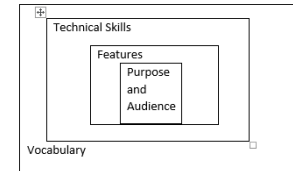


## Year 2-Year 6 Literacy Sequence

Hook-can be used at different points/stages of the sequence

Grid can be used at different points and added to.



Teaching Sequence			What session involves
Reading as a Reader (Comprehension)		Learning: Comprehension	Comprehension Skills: Questions, Predict, Make Connections, Character thoughts/feelings, Infer, Summarise. Examine one text or short extracts or teacher adaptation of an example. Progress of GDS is underpinned by reading widely.
Reading as a Writer (analysis of text)		Learning: Writing for effect	Unpick how the author writes- Vocabulary Choice & language, Layout, Dramatic Conventions, Sentence Fluency (type of sentences),
Developing ideas-word banks, role play, mind maps	M E R G E	Learning: Developing ideas	Generate ideas through role play, pictures, mind maps, picture maps and create word bank to support chosen theme.
Capturing ideas/Short pieces of writing to embed skills		Learning: Sentence structure	Teaching of specific skills: <b>example</b> function of <i>exclamation mark</i> or use of conjunction: <i>that</i> Flexibility- Practise short bursts of writing (this can be differentiated for different ability groups.) Can relate to text type and theme or model using unrelated theme to practise skill.
AFL-Sentences making sense		Learning: Do our sentences make sense?	Teacher to use generic example from children's work for children to unpick and correct common errors in writing: misspelt words, words/letters missed out, missing capitals full stops, words in wrong order.
Planning		Learning: Planning	Using ideas collected from previous sessions, plan piece of writing. Teacher can model.
Teacher input Shared Writing		Learning: Writing a diary	Model using same text type features but in different context Example: Queen's diary is modelled as Duke of Edinburgh's diary <b>where appropriate</b> to ensure independent writing. It shouldn't be heavily scaffolded or given. <b>OR</b> Shared Writing Process (model, scribe, supported composition) but writing is removed so children can continue or write their own without copying example. This can be done a paragraph at a time for longer pieces of writing such as a story. Shared Writing can be broken down if long piece of writing. To support less able, scribing, continuing and sentence stems can be used.
Writing-independently Orally rehearse		Writing a diary	Children are free to refer to their short pieces of writing, word banks, use dictionaries and planning sheets. They cannot copy entire paragraphs from previous sessions as this would be counted as supported.
Editing and proof reading		Learning: Editing	Apart from independent pieces used for moderation, teachers can mark or highlight errors When editing-cross out and replace with new word using a dictionary If a paragraph has been heavily edited, they can copy out paragraph only to show second draft-no need to copy entire piece. Handwriting-can copy a paragraph to show example of joined handwriting. Child reads aloud and partner listens, checks and helps correct.

Share Hook where appropriate

Assessment for Learning

Publishing		When and where appropriate, give children a purpose for writing - posting letter, publishing newspaper, class book of short stories
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*-Independent pieces of writing are assessed after Easter Half Term. We can use most recent pieces from term 2 if child started to showing elements of EXS independently.*

*-Teaching units in term 3 will be shorter as children have had input in term 1 and 2 and may be repeating a text type they have been taught with a different theme.*

*-There needs to be a range:: minimum of 5 pieces of writing. However, there needs to be flexibility around an individual's progress.*

**-Capturing ideas/Short pieces of writing-** whole paragraphs copied into final piece of writing from marked and corrected short piece does not count as independent writing. If the specific skill practised was conjunctions but child has used a wide range of punctuation independently, this can be used for assessment purposes.

**Term 1 & 2** - Give instant feedback during the writing process. Use Peer Assessment and checklist. Teacher to highlight errors and what works well. Children to correct. Use Peer Assessment and checklist

**Term 3-** Teacher cannot indicate errors. Teacher can ask children to check S, G&P for certain paragraphs without being specific. Use Peer Assessment and Checklist which cannot be specific.

Use Peer Assessment

**Drafting-** only required to ensure writing can be read clearly. Example: If one paragraph has been altered and corrected, child only needs to copy out that paragraph with corrections.

**Handwriting-** children need to be encouraged to practice neat, legible handwriting. However, single paragraphs can be used as an example of child's ability to write neatly at age appropriate level for moderation purposes.

**Length of units-** depending on text type and theme, they can vary from 1 ½ weeks to 2 ½ weeks.

**April/May-** Apart from WTS & PYG children, rest should be showing clear signs of expected or above. However, this can vary for individuals.