Sequence of a Birkwood Writing and SPaG Lessons

KS1

BIRKWOOD PRIMARY SCHOOL

Strategies

Pupils are taught the background knowledge and strategies needed to become an effective writer. Our aim is to model effectively at all stages.

1. Teacher explicitly describes and discusses the purpose and benefit of the strategy.
2. Teacher models how to use the strategy.
3. Pupils memorise the steps/components of the strategy.
4. Teacher supports and scaffolds pupils' mastery of the strategy.
5. Pupils use the strategy independently.

Spelling

Taught daily during RWI or 5- 10 minutes after reading lesson if off phonics

1. revisit
2. teach
3. practice
4. apply

See RWI planning

See Spelling Progression document for teaching sequence

See Spelling at Birkwood document for spelling pedagogies

Punctation and Grammar Structure 10- 15mins daily

Once children have completed the RWI programme they will be taught SPaG discretely for 10/ 15 minutes daily. They will be taught spelling rules, grammatical terms and concepts in a discrete manner.

1. revisit
2. teach
3. practice
4. apply

Handwriting Structure -30mins daily

1. 4Ps – review & focus on one aspect each lesson / week – 2-5mins
2. Recall prior learning - 1-2mins
3. Handwriting warm up - 5-10mins
4. Handwriting practice - 5-10mins
5. Handwriting reflection – 1-2mins

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Writing Lesson Structure

1. Recall prior knowledge appropriate for lesson
2. Discuss and share answers from recall of prior learning
3. Point out the purpose and audience
4. Introduction to new learning
5. Models, vocabulary and aims displayed
6. 'I do' - teacher models strategy including steps to success / components
7. 'We do' - opportunities for paired talk and practice
8. 'You do' - independent work including scaffolds and adaptations for all to master
9. Check in – support or intervention where needed to achieve
10. Complete or extend
11. Check / revise / edit / improve

Link back to planning to focus improvements and make stronger

Reflection on purpose and audience

12. Publish!

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Lesson Sequence 1-3 weeks

"The focus is on writing for different **purposes**: to describe, narrate, explain, instruct, give and respond to information, and argue," Ofsted English Review

IMMERSE - LEARN – PRACTICE - PLAN – DRAFT – RE-READ&REVISE – IDEPENDENT WRITING - PUBLISH

1. **Immerse**

- Consider memorable experience Eg: trips / activities / drama / role play
- Build cultural capital immersed in the process
- Consider link to high-quality text
- Ensure context (the experience may be further in to or towards the end of the sequence)
- Maximise oracy opportunities (full sentences, pairs, all children involved and joining in)

2. **Learn**

- Discuss and show examples of writing as models particular to the task
- P – purpose – what's the point of this writing?
- A – audience – who are we writing for?
- T - text type – what are the most pertinent features we will keep in mind for this purpose?
- GOALS = MOTIVATION

3. **Practice**

- Language first – introduce key vocabulary
- Use models and stems to form sentences
- Include spellings from Birkwood Spelling by Half Term common exception words
- Dictated sentences
- Specific grammatical practice
- Specific handwriting practice

4. **Plan**

- Teacher modelling
- Keep purpose and audience in mind
- Compose sentences orally before writing
- Shared pieces of writing

5. **Draft**

- Have a go!

6. **Re-read & Revise**

- Child reads work to/ with a teacher
- Teacher models how to re-read and improve work
- Teacher model how to edit
- Consider process – check & edit spelling & punctuation
- Always keep PAT in mind

7. **Independent Writing**

- Children write independently – ensure purpose and audience in mind
- Have children checked, edited and proofread?

8. **Share/Publish**

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- This can be a simple as reading aloud to others
- Can have someone else read work aloud
- Publish for target audience
- Present to another class / teacher