



English Planning the 6Rs Overview

Learning Journey							
WAGOLL	AfL (Cold Write)	Relate it	Read It	Rip It	Rehearse It	Write	Review It
<p>Teachers write the end outcome they would expect children to be able to produce at the 'Write it' stage (What a Good One Looks Like)</p> <p>Think about opportunities to incorporate:</p> <ul style="list-style-type: none"> - spelling rules - punctuation - grammatical features - vocabulary - sentence types - text features <p>Don't always limit this to one format/purpose e.g. could be a persuasive information leaflet</p>	<p>With a visual input (film, image, object etc), children demonstrate what they can do already.</p> <p>Analysis of the cold write will enable teachers to identify what children need to be explicitly taught throughout the learning journey.</p> <p>(If children have already explored this text type earlier in the year, you could analyse their final outcome from last time instead.)</p>	<p>Children look at the cover, author, title, blurb, illustrations and relate this to what they already know from prior reading or from their general knowledge.</p> <p>Children can begin to make predictions linked to evidence e.g. fiction/non-fiction; suspense/historical /from another country; links to other texts by this author/illustrator; the plot; the characters; the setting; the sort of language that might appear etc.</p> <p>I think _____ because (linked to evidence).</p>	<p>Children become familiar with a text/s (oral, written or visual) and are able to use their reading skills (domains) to discuss and record their responses.</p> <p>Audience and purpose are identified as well as the intended impact on the reader e.g. to inform, to persuade, to entertain.</p> <p>Begin thinking about the success criteria.</p>	<p>Children analyse the text to understand how the format, layout, composition, grammar and vocabulary (language) and punctuation all create meaning, having the intended impact on the reader.</p> <p>The texts you choose will provide exposure to their gaps (as picked out from their cold write) as well as the age-related expectations of the national curriculum.</p> <p>Exposure to good and poor examples.</p> <p>Add to/refine the success criteria.</p>	<p>Children will be taught and will then practise using the structure, language and grammatical features of the text (through talk, drama, oral storytelling, discreet SPAG lessons, short writing pieces).</p> <p>The 'Talk for Writing' approach can be used here to support rehearsal for writing.</p> <p>By the end of this phase, children should have the skills they need to be able to write.</p> <p>They will plan their final writing outcome.</p> <p>Add to/refine the success criteria.</p>	<p>Children draft their final writing outcome. The writing process is supported by:</p> <ul style="list-style-type: none"> -teacher modelling -teacher scribing -supported composition (innovating/ improving a modelled text) -independent writing <p>They edit their writing as they go. Children use the success criteria throughout the writing phase.</p> <p>Children present and publish their final written outcome (try to produce real outcomes).</p>	<p>Children review their final outcome discussing/ recording whether or not they have had the intended impact on the reader relating to the success criteria.</p> <p>Edit and improve writing based on feedback from teachers, peers and self-reflection of the success criteria.</p> <p>Upper KS2, now re-write text with a different audience/purpose e.g. persuasive letter to a parent rather than a politician – children will have to rethink language, sentence structure, punctuation etc in order to suit the intended audience/purpose.</p>