Writing Opportunities to Support the Reading Phase of the Teaching Sequence

Learning Excellence family

Lancashire County Council

www.lancashire.gov.uk

Guidance for English Unit Planning

Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
  - Reading and responding
  - Reading and analysing
- Gathering content
- Writing
- Presentation
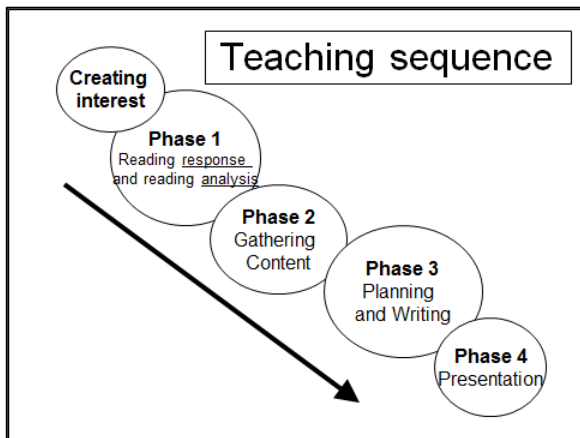
The amount of time spent in any one phase needs to be tailored to the needs of the class.

Writing Outcomes

Extended Writing Outcomes:

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

1. **Scaffolded outcome**

   This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

	Teacher's Role	Children's Role
Day 1	Shared writing/modelling – story opening	Writing their own opening
Day 2	Shared writing/modelling – build up	Writing their own build up
Day 3	Shared writing/modelling – problem	Writing their own problem
Day 4	Shared writing/modelling – resolution	Writing their own resolution
Day 5	Shared writing/modelling – ending	Writing their own ending

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

2. Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

3. Cross curricular application

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created. Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

Publishing Writing

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, for example: arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

Short writing

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective e.g. *LO: To infer character thoughts and feelings – Outcome: diary*.

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

Grammar and Punctuation

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;
- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

Spelling and Handwriting

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.

Linking reading skills to writing outcomes

	Learning Objective/Reading Skill	Outcome
Vocabulary	To select and explore vocabulary to describe a character or setting; to justify points/opinions with evidence	Zone of relevance
	To explain the meanings of words	Glossary
	To apply new words in different contexts	Sentences using new words
	To explain the meaning of words (in context); to explain how the meaning of words is enhanced through choice of words and phrases	Response to reading domain prompts (KS1 – 1A; KS2 – 2A and 2G) (*see page 10*)
	Dependent on type of poem; e.g. to select and apply vocabulary; to explore and compose expanded noun phrases; to appreciate figurative imagery	Poem
Connecting	To make text-to-text/text-to self/text-to-world connections	Text annotations or connections grid
	To make personal connections with a text	Response to 'book talk' prompts
Questioning (to question and answer questions – **retrieval**)	To raise questions about reading	Question hand
	To activate prior knowledge and raise questions/to prepare for research	KWL grid
	To retrieve information; to identify key details	Response to reading domain prompts (KS1 – 1B; KS2 – 2B) (*see page 10*)
	To identify/scan for key information	Focus boxes
	To identify/scan for key information; to develop and demonstrate understanding of character	Top trumps card
	To distinguish between statements of fact and opinion	Fact/opinion chart
	To identify key information; to use point and evidence	True/false statement sort
	To raise questions and develop character by answering in role	Interview - Q and A responses
	To use point and evidence	Point and evidence grid
	To use point and evidence	Questionnaire in role

|		
Summarising	To summarise key information	Summary
	To summarise key information	Response to reading domain prompts (KS2 – 2C) *(see page 10)*
	To summarise key information; to inform/persuade	Poster
	To summarise key information in note form; to persuade	Invitation
	To summarise key information from non-fiction texts	Fact file
	To summarise (and make jottings of) key information from non-fiction texts	Spidergram
	To summarise key ideas/facts	Mind map
	To summarise key information	Post-it notes
	To summarise key information for a specific audience	Text message
	To summarise key information/ to scan and skim information for key points	Notes
	To summarise a character's job role	Job advertisement
Sequencing and Retelling	To sequence	Response to reading domain prompts (KS1 – 1C; KS2 – 2C) *(see page 10)*
	To sequence	Sentence strips
	To recount and retell	Retell a story
	To recount/sequence key events in role	Postcard
	To retell from a different point of view	Retelling of an event/chapter from a different character's perspective
	To sequence events or a process	Flow chart
	To summarise and retell the key events in a story and record key story language	Story map
	To sequence key events chronologically	Timeline
	Dependent on audience and purpose; to retell events (in role) with thoughts and feelings; May also include; to persuade; to inform; to recount; to draw inference around character thoughts, feelings and actions	Letter to/from a character or problem page

Developing Understanding of Character (including inference and prediction)	To develop and demonstrate understanding of character	Character profile
	To find key information about character; to support points with evidence (literal)	Response to reading domain prompts (KS1 – 1B; KS2 – 2B) *(see page 10)*
	To draw inferences around character thoughts, feelings and actions	Thought/speech bubbles
	To develop and demonstrate understanding of character/ to support points with evidence/ to draw inferences around character thoughts, feelings and actions	Role on the wall
	To draw inferences around character thoughts, feelings and actions	Emotions graph
	To draw inferences around character thoughts, feelings and actions	Response to reading domain prompts (KS1 – 1D; KS2 – 2D) *(see page 10)*
	To discuss/jot notes on characters and events	Relationship grid
	To make predictions (based on details stated)	Horoscope
	To make predictions (based on details stated)	Response to reading domain prompts (KS1 – 1E; KS2 – 2E) *(see page 10)*
	To predict what might happen to a character next	Next paragraph/chapter of a story, from a given point
	To compare characters	Similarities/differences grid
	To compare characters	Venn diagram
	To compare characters	Response to reading domain prompts (KS2 – 2H) *(see page 10)*
	To compare characters and reactions to events	Emotions graph detailing more than one character
	To develop and demonstrate understanding of character; to use point and evidence	Draw and label a character

		To recount events in role; to draw inferences around character thoughts, feelings and actions	Diary
		To infer character thoughts and feelings	Questionnaire in role
		To use point and evidence; to develop and demonstrate understanding of character	Job application
		To develop and demonstrate understanding of character	CV
		To raise questions and develop character by answering in role	Interview - Q and A responses
Comparing (see also developing understanding of character)	To compare events/themes	Comparison grid
	To compare events/themes	Venn diagram
	To compare events/themes	Response to reading domain prompts (KS2 – 2H) *(see page 10)*
Evaluating	To evaluate a book including opinions, with justification	Book review
	To evaluate a film or theatre performance, including opinions with justification	Film/theatre review
Visualising	To use evidence from the text to draw a picture of a character/setting	Annotated picture
	To use precise and appropriate language choices to describe a setting or scene	Picture drawn as a barrier game
	To use descriptive language (e.g. expanded noun phrases, figurative language) to reveal a picture/painting/film still	Setting/scene description

KS1 and KS2 Reading Domain Question Prompts
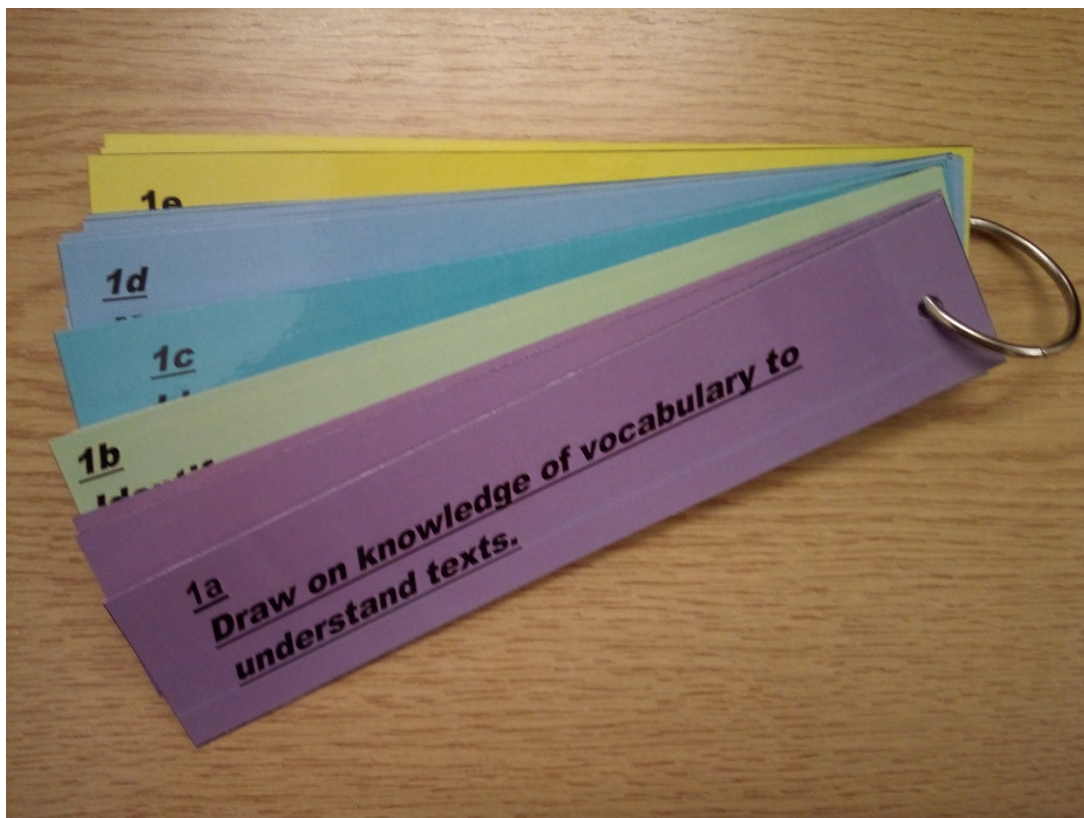
[Click here for KS1 Reading Prompts](#)
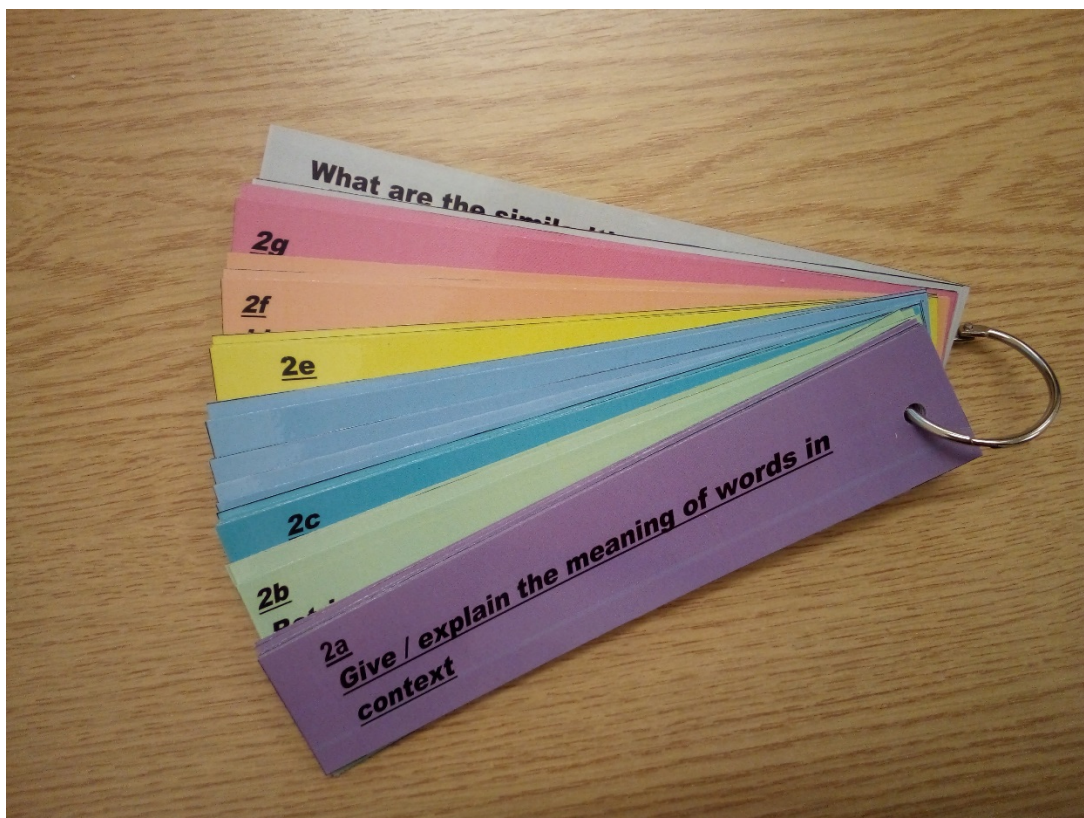
[Click here for KS2 Reading Prompts](#)

For further information, please contact:

Lancashire Professional Development Service
The Centre for Learning Excellence
Woodlands Conference Centre
Southport Road
Chorley
PR7 1QR

Tel: 01257 516100
Email: lpds@lancashire.gov.uk
Web: www.lancashire.gov.uk/lpds
Twitter: @lancslpds

Lancashire
County
Council