



Reading focus	SPAG skill	WAGOLL / WABOLL	Vocabulary development	Planning	Writing	Evaluate
<p>Learning Intentions: Word Reading Comprehension Spoken Language Be clear about the LIs in the learning sequence and which skills you are focussing on. Start with reading where appropriate, e.g. predicting / author's use of language / inference / developing positive attitudes to reading. This will include rich dialogue and questioning about the text. Make use of strategies such as 'read aloud, think aloud'; text marking, inference sums; continuum line to explore language in the text; going deeper with images using questions. Refer to resources on p: staff/ English/ Reading/ Guided Reading /2018-19/ Chris Cheal resources/ BMP reading ideas. Consider how you will support / extend for the different needs within your class, e.g. pre-reading of the text / unpicking key vocabulary / use of images to support EAL learners / use of bubbles to reflect / justify.</p>	<p>Learning Intentions: Vocabulary, Grammar & Punctuation This needs to be explicitly taught within the context of your learning journey, focussing on a skill you want pupils to explicitly apply to their next piece of writing. Children should have a clear understanding of the grammatical skill and its purpose. There should be evidence of previously taught skills being applied across the curriculum (this may be presented as non-negotiable). For examples see: p/staff/English/Writing/ Chris Cheal / writing journey. This may include finding examples in the text you are reading; children having a go at using the correct SPAG in sentences linked to the topic; use of bubbles to justify use in correct / incorrect examples, use of the continuum line to explore formality of language.</p>	<p>Learning Intentions: Composition Unpicking an example by presenting a model of the writing (this may be from a child the previous year). Unpick the features of this and where appropriate justify why the features have been used and their effectiveness. You may wish to compare a WAGOLL to a WABOLL and allow children to compare and contrast – justifying their reasons. Revisit the SPAG focus and any other non-negotiables that you want the children to apply to their writing. You may wish to use the writers' toolkit at this stage to help pupils unpick the structure and identify the key features of the text including the purpose, audience, form, vocabulary, structure and grammar.</p>	<p>Learning Intentions: Spelling This is an opportunity to focus on the vocabulary that children will need to enable them to write effectively. This links to the reading and can be supported through the use of a thesaurus / descriptosaurus / word bank. During this time you can look at synonyms and their appropriateness. It is also an opportunity to introduce a new word/s of the week and link this to spelling (etymology / homophones etc.).</p>	<p>Learning Intentions: Planning his/her writing Depending on the genre of writing, this may be presented differently. Where appropriate you may provide a frame e.g. for role on the wall or an S Map; however, ensure this does not cap or overly structure the pupils independent planning. At this stage, remind the children of all the previously discussed skills. You may wish to photocopy pupil's plans to ensure they use them to support their writing. Alternatively, pupils may wish to plan on paper and stick this in their book once they have used it to support their writing.</p>	<p>Learning Intentions: Draft and Write Pupils complete their learning on the left and write on the right. In KS1 pupils use the left hand page to write and use the right hand page to up level and apply spelling strategies. Pupils in KS2 use the left hand page to draft and the right hand page to up level and respond to feedback and marking. The right hand page is also used when conferencing pupils during the writing process.</p>	<p>Learning Intentions: Evaluate and Edit Proof read Pupils reflect on their / peers writing and edit / improve where appropriate. You may wish to look at a pupils' work together as a class to identify strengths / next steps. Link this back to the writers' toolkit / compare the effectiveness to the WAGOLL KS1 may wish to use 2 stars and a wish as a way to respond to marking. KS2 make use of a bubble to capture the evaluation. Publishing This does not need to be done for every piece of writing. Consider the purpose of publishing – is it to display in the classroom / allow pupils to demonstrate handwriting ability / correct layout for the form? There should be an improvement from the draft / write to the published work.</p>

Spelling

No Nonsense spelling is completed daily and evidenced in the back of the literacy books. Ensure pupils are being taught the rules of spellings so they can apply these to new words independently. Ensure all the LI's for your year group are covered through your spelling / SPAG sessions and previously taught skills (from the previous year group/s) are still applied.

Phonics

This should be taught daily and evidenced in folders / phonics books. Within a session, pupils should revisit previous sounds; be taught a new sound which they practice and then have opportunities to apply. There should also be evidence of pupils applying their sounds across the curriculum.