

The Grange Writing Journey

Starting line:

Children demonstrate what they already know?

Identify the children's strengths and areas for development to inform planning and any adaptations of the model text.

Assess knowledge of genre and key skills that will be taught over unit.

Considerations:

Pupil Experience
What experiences have they already had?

Share:

Audience
Tone
Purpose

EXPERIENCE IT

The Hook

Get them excited!

Enthuse, engage and excite them. Inspire the children to write.

PLAY WITH IT

Read, analyse and discuss the text, compare it with others

- Grammar and idea generation daily

Children to know and can talk about the core text.

- Teacher to share high quality texts that include the key features of the genre (using Grange Book Spine)
- Children to identify the features of the text, using the different examples (including SPaG).
- Children create a **Living Learning Library** of key features and the appropriate National Curriculum objectives for the year group.
- **Discuss:** children are able to talk with confidence about a text and are beginning to retell it. In addition, they are able to build on inferences, investigate cause and effect and talk about how and why language is used for effect.

Text comparison

- Children know and can talk about a number of texts, which fit within the same text type. Key elements unpicked through questioning, responses and predications.
- They can compare and contrast key features. Children to use key features in games and short write tasks – adding to the Living Learning Library on display.
- 2 pieces of independent writing – examples on display on working wall journey.

Use

USE IT

Plan into writing

Children are able to adapt a known text by changing a key element such as:

- Characters
- Settings
- Events
- Adding events
- Endings
- Beginnings
- Perspective

Children are able to plan, write, and revise own texts.

Plan: Chunking (end of year 2 upwards) to plan each paragraph. Using knowledge of text type from previous lessons. Children use chunking grid to plan their own text using ideas generated in previous lessons. (Storyline text mapping to be used in EYFS & KS1 to support internalisation of text).

Write: Write: Children can use their plans to inform each section of their writing, demonstrating an understanding of appropriate language and punctuation features required for effect.

Review: Children can peer and self-assess using success criteria and Living Learning Library. Children are able to explain why they have chosen particular words/phrases/sentence types and structures and what their intended effect is.

DEVELOP IT

Let's become teachers

Children are able to **analyse their own writing** and discuss its effect.

Children are able to **explain their writing choices** and defend them in discussion with peers and/or adults.

Children are able to **plan, write, and revise own text** for a different audience or purpose.

Children understand writing as a craft and demonstrate an ability to manipulate language and structure within a text for effect.

CONNECT IT

Connecting across the curriculum

Children are able to apply their writing skills across the curriculum in all their writing tasks.

The skills the children have learned through the grammar games, chunking and editing of their work should be recreated in other subjects. For example

All of these should reflect the learning that has taken place on this journey and could be planned in the same way (with a chunking grid) to encourage the children to make these connections. These pieces of writing could then be evidence for children's writing skills, as well as their other subject skills.

Purpose – What is the ultimate purpose of the unit? Display? Publish (where)? Performance? Real-life link? Class/individual books? **Share this!**

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