

KS2 ENGLISH: TEACHING OF WRITING OVERVIEW

Overview of Two-Week Unit of Work in LKS2

Week 1		Focus: Reading texts, understanding genre, key features, key vocab, specific grammar and punctuation exercises – no creativity in writing TEACHING /PRACTISING WEEK (Select features pertinent to gaps in assessment from previous writing tasks)	
Day 1	Day 2	Day 3	Day 4
<p>Read and become familiar with text. Annotate/discuss features (use these to make structure strip for writing) and discuss the purpose of writing.</p> <p>e.g. <i>Ossiri and the Bala Mengro</i> – purpose of writing: to make the countryside seem beautiful. Structure – weather, <i>Ossiri walks where...she sees...she sits down and...</i></p>	<p>Familiarise self with word/vocabulary bank. Discuss any words that children won't know. (Word bank should include high level vocabulary that children won't have been exposed to).</p> <p>Introduce grammar objective that is linked to genre of the text. Begin to analyse the objective and pull apart.</p> <p>e.g. Word bank of adjectives, nouns and verbs that can be used in their writing. Objective – I can identify and understand adverbials of place. Pull apart objective – includes a preposition and a noun phrase. As a whole class, identify the preposition, identify the noun phrase.</p>	<p>Recap grammar objective from yesterday. Example with children to explain. Children to answer questions/write their own.</p> <p>e.g. Recap objective – children in pairs to write their own adverbials of place on whiteboards – make bank of prepositions to use.</p>	<p>Independently complete task relating to the grammar objective.</p> <p>e.g. Look at pictures of the countryside. Children to write their own adverbials of place including top level vocabulary. Share with the class, magpie great ideas – children can then add these to their own lists!</p>
Week 2		Focus: Modelled Writing in the same genre APPLICATION WEEK Using in contexts the key features that were identified in Week 1	
Day 1	Day 2	Day 3	Day 4
<p>Share with the children the structure strip (plan) for their writing. Remind them of the purpose of the writing and that everything they write/do must fit the purpose of the writing. Model one part of the structure strip/writing. Children to write that section.</p>	<p>Re-read their work from yesterday. Edit/amend anything that they have written and want to improve or change.</p> <p>Model next part of structure strip/writing. Children to write that section.</p>	<p>Re-read their work from yesterday. Edit/amend anything that they have written and want to improve or change.</p> <p>Model next part of structure strip/writing. Children to write that section.</p>	<p>Read through all their writing. Edit/amend/improve. Peer check. Ensure they have written to the purpose. Traffic light statements to show they have included what was required.</p>

Overview of Three-Week Unit of Work in UKS2

Week 1	Focus: Reading texts, understanding genre, key features, key vocab, specific grammar and punctuation exercises – no creativity in writing TEACHING /PRACTISING WEEK (Select features pertinent to gaps in assessment from previous writing tasks)		
Day 1	Day 2	Day 3	Day 4
<p>Read text, annotate features, highlight key vocabulary, reading related independent activities OR</p> <p>Watch film clip, making links to key features</p> <p>Build up a bank of key features, displayed on working wall, with key vocabulary</p>	<p>Vocabulary focus: Investigate and use key vocabulary from the driver text.</p> <p>Develop skills of modification/using word in context etc.</p>	<p>Focus on SPAG work using one of the key features – taught objective linked to genre</p> <p>Independent work – children complete exercises on this same theme</p>	<p>Repeat Day 3 with different focus</p>
Week 2	Focus: Modelled Writing in the same genre APPLICATION WEEK Using in contexts the key features that were identified in Week 1		
Day 1	Day 2	Day 3	Day 4
<p>Repeat Day 3 with different focus</p>	<p>Identify ONE key focus for the writing. Based on SPAG Focus 1, teacher prepares a paragraph that models effectively how this is used well in eg. The introductory paragraph to a piece of writing in that genre Modelled and shared writing takes place, teacher helps children to use the feature creatively that they had practised during the previous week</p>	<p>Repeat Day 2 focussing on SPAG LO 2.</p> <p>Could be working towards the second paragraph in a piece of writing, could also be just a separate paragraph.</p> <p>Use coloured pens to self-assess during the plenary against this feature and also using previous feature/s.</p>	<p>Repeat Day 2 focussing on SPAG LO 3.</p> <p>Use coloured pens to self-assess during the plenary against this feature and also using previous feature/s.</p>
Week 3	Assessed writing task – TEACHER, SELF, PEER ASSESSMENT WEEK		
Day 1	Day 2	Day 3	Day 4
<p>Children plan their own piece of writing, from a given stimulus in the same genre</p>	<p>Independent writing for assessment – no teacher input</p>	<p>Independent writing for assessment – no teacher input</p>	<p>Edit/improve/peer assess</p>