Teaching sequence		Teachers:	Pupils:
Read	• Shared reading to identify reading skills needed. • Broad, rich and engaging reading curriculum. • Vocabulary development. • Planned drama, speaking and listening opportunities.	Choose quality-challenging texts. Model reading strategies through shared reading - word reading and comprehension – National curriculum programmes of study – age related expectations. Make links between shared, guided and independent work. Link reading to children's experiences. Develop children's understanding of new words and enhance vocabulary	Enjoy reading a range of quality texts. Answer and ask questions. Link to own experience. Visualise. Check reading makes sense. Talk about how they are thinking and learning. Role play, improvise.
Analyse	• Define grammatical and vocabulary characteristics of text/genre (appendix 1 and 2).	Are secure in knowledge and understanding of grammatical structures and vocabulary choices of the text type. Prioritise which features of text children need to learn – grammar, vocabulary and spelling. Provide interactive, investigate activities to embed grammatical understanding. Begin to gather ideas for writing	Identify grammatical structures of text type/genre. Practise using different vocabulary and grammatical structures e.g. paired work constructing and varying sentences through speaking and listening activities.
Plan and draft	• Collect ideas and vocabulary. • Planned drama, speaking and listening opportunities • Oral rehearsal.	Demonstrate the skill of thinking aloud to collect ideas. Provide stimulus for collecting ideas e.g. texts, visual literacy, integrated technologies, drama activities. Demonstrate the skill of drafting is oral rehearsal, including practising using key words/new vocabulary. Encourage children to articulate their sentences and provide many opportunities to orally rehearse.	Talk about ideas and begin to map them out. Practise speaking sentences, including incorporating key words/new vocabulary.
Write and evaluate	• Demonstration, teacher scribing and supported composition. • Use knowledge of reading to help compose and make informed choices in writing. • Structured, visual and dynamic Literacy environment. • Re-reading of writing. • Discuss writing. • Understand next steps in developing writing.	Are secure in understanding and use of three shared writing techniques. Provide stimuli and resources to support and enhance the writing process. Are effective in linking feedback to the learning. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing. <u>Model simple editing</u> Model re-reading to check that the writing makes sense. Provide opportunities for children to discuss their writing with teachers and other pupils. Year 2 – model proof reading for grammar, spelling and punctuation.	Develop a piece of writing over a number of sessions. Re-read what they have written. <u>Edit</u> Re-read their work to check it makes sense. Discuss their work with others. Year 2 – after discussions, independently make additions, revisions and corrections to their work. Particularly ensuring verbs indicating time are correct. Year 2 – proofread for grammar, spelling and punctuation. Respond to feedback – written or verbal. Can reflect on their successes and areas for development. Are clear in their next steps in learning and engaged in addressing them. .
Perform	• Opportunities for them to read their own writing aloud to a variety of audiences for different purposes.	Provide the opportunity in the process for the demonstration of their reading and spoken language skills.	Read aloud their writing to their peers and teachers clearly enough to be heard. Including in Year 2, appropriate intonation to make the meaning clear.