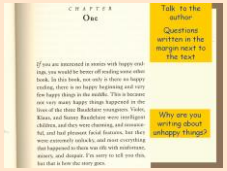
Teaching sequence		Teachers:	Pupils:
Read	• Real audience and purpose with a clear outcome. • Shared reading to identify reading skills needed. • Broad, rich and engaging reading curriculum. • Planned drama, speaking and listening opportunities. 	Establish clear purpose and audience. Choose quality-challenging texts. Model reading strategies through shared reading - word reading and comprehension – National curriculum programmes of study – age related expectations. Word reading linked to spelling expectations in NC appendix 1. Make links between shared, guided and independent work. Start to unpick the writer's craft.	Enjoy reading a range of quality texts. Answer and ask questions. Link to own experience. Visualise. Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play,improvise.
Analyse	• Define grammatical and spelling characteristics of text/genre (appendix 1 and 2). • Agree and understand the success criteria using grammar terminology from the National curriculum appendix 1.	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, spelling and terminology. Provide interactive, investigate activities to embed grammatical understanding. Begin to gather ideas for writing	Identify grammatical structures of text type/genre and agree success criteria, using terminology from appendix 2. Practise using different grammatical structures e.g. paired work constructing and varying sentences through speaking and listening activities.
Plan	• Create success criteria. • Planned drama, speaking and listening opportunities.	Provide stimulus for gathering ideas e.g. visual literacy, integrated technologies, drama activities. Develop success criteria, including age related grammar and spelling expectations.	Talk about ideas and begin to map them out on a plan e.g. writing skeleton, or story map. Create own success criteria. Refer to checklist of success criteria.
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. • Self and peer assessment. • Clear feedback linked to success criteria. • Understand next steps in developing writing. • Reflect on outcome against audience and purpose and grammatical accuracy.	Are secure in understanding and use of three shared writing techniques. Provide an element of choice. Provide stimuli and resources to support and enhance the writing process. Model grammatical skills and vocabulary choices at age related expectations. Model editing skills for grammar and vocabulary. Model the proofreading process for spelling and punctuation – from Year 2 upwards. Model the use of success criteria developed from analysis to inform and evaluate writing. Are effective in linking feedback to the success criteria. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Are aware of the purpose and audience and write accordingly. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose Develop a piece of writing over a number of sessions. Re-read what they have written. Respond to feedback – written or verbal. Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Edit to improve grammatical understanding and vocabulary. Proof read for spelling and punctuation – Year 2 upwards
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.	Increasing confidence of reading and presenting their own writing, speaking audibly and fluently with an increasing command of Standard English. Through their reading, gaining, maintaining and monitoring the interest of the listener. During their reading, using appropriate registers for effective communication of their writing.