

## Teaching sequences

Year 1

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Reading as a reader</b>            Introduce the book            Promoting a desire to read            Explore the text and develop understanding using background knowledge. Immerse in vocabulary to access the book.            Practical and creative lesson.</p>	<p><b>Reading</b>            To establish setting and character            Introduce reading skill 1 either retrieval, inference or vocabulary            Use drama/images/video clips/text to teach skill</p>	<p><b>Reading</b>            Book comprehension            Introduce reading skill 2 either retrieval, inference or vocabulary            Use drama/images/video clips/text to teach skill</p>	<p><b>Reading</b>            Book comprehension            Ensure reading is complete to inform the purpose and context for writing            Skills 1, 2 and previously taught skills</p>	<p><b>Free writing</b>            Combine sentences stems.            Model how to generate different sentences from the taught sentence stems from phase 1.            Orally rehearse and model application of structure.            Pupils to write independently (approx. 3) sentences applying knowledge of different sentence starters. This lesson is applicable from WK2 where they will have 2 structures to use.</p>
<p><b>Reading as a writer</b>            Orally rehearse the vocabulary and put into sentences (no specific sentence structure)            SC1- CVC/tricky words            SC2- 3-5 words correctly formed/ using phonics knowledge            SC3- write sentences</p>	<p><b>Reading into writing</b>            Choose a sentence for children to hold – clap, walk it, and learn it off by heart. Write same sentence.            Edit and improve sentence.            SC1 – identify number of words/rearrange words to make a sentence            SC2- write sentence without            SC3 –write another sentence with same structure</p>	<p><b>Reading into writing</b>            Select a page where the sentence stem can be applied (through the image or the words). Model how to generate multiple options. Pupils to generate and orally rehearse their own sentence using the sentence structure.            Teacher model holding a sentence and applying a specific skill e.g. Finger spaces. Narrated explanation of the skill is required            Children to write 2/3 sentences using the book. Focus on a key skill e.g. capital letter (use SC document)</p>	<p><b>Reading into writing</b>            Children write own sentences independently using the same sentence structure but new character/object etc.            Could be same or different skill</p>	

Phase 1 ( 9/10 weeks of Autumn term)	Phase 2 (Autumn 2 and Spring 1)	Phase 3 (Spring 2)	Phase 4 (Summer term)
<p>Children have a secure knowledge of simple sentence structures. Children will be systematically taught a range of sentence openers that progressively increase in complexity over the term.</p>	<p>Cohesive sentences are introduced. The simple sentence is followed by a cohesive second sentence e.g. The witch was sad. She lost her wand. Children should be able to generate and hold a sentence so day 2 changes to a skill lesson.</p>	<p>Children are expected to sustain cohesion over 50 words. Once the cohesive sentences are embedded, the conjunction and, and different sentence types e.g. questions, exclamations are introduced.</p>	<p>Different purposes of writing. Two week units are introduced whether children will explore character descriptions, setting descriptions, non-chronological writing, retell part of a story and recount diary. The emphasis should still be on cohesive, sustained writing. Although the children we will be exposed to the genre all of the text, the driver is on core year one content: simple sentences, correct punctuation, clear handwriting and the use of the conjunction and.</p>

## Year 2

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Reading as a reader</b></p> <p>Introduce the book</p> <p>Promoting a desire to read</p> <p>Explore the text and develop understanding using background knowledge. Stick in front cover with vocabulary needed for writing.</p>	<p><b>Reading</b></p> <p>To establish setting and character</p> <p>Fluency and introduce reading skill 1 (retrieval, inference or vocabulary)</p> <p>Use drama/images/video clips/text to teach skill</p>	<p><b>Reading</b></p> <p>Book comprehension</p> <p>Fluency and introduce reading skill 2 (retrieval, inference or vocabulary)</p> <p>Use drama/images/video clips/text to teach skill</p>	<p><b>Reading</b></p> <p>Book comprehension</p> <p>Fluency and introduce reading skill 3 (retrieval, inference or vocabulary)</p> <p>Use drama/images/video clips/text to teach skill</p>	<p><b>Reading</b></p> <p>Fluency and book comprehension</p> <p>Read and answer using reading skills</p>
<p><b>Reading as a writer</b></p> <p>Introduce genre</p> <p>Look at several examples of the writing and establish the style.</p>	<p><b>Reading into writing</b></p> <p>Introduce either all or first part of model text and writing skill 1 (context of model text)</p> <p>Read model text and find examples of skill 1. Guided write a cohesive chunk of sentences. Copy of the model text with skill highlighted stick in and then sentences.</p>	<p><b>Reading into writing</b></p> <p>Independent writing skill 1 (context of model text)</p> <p>Cohesive chunk of sentences Focused mark skills and generic toolkit.</p>	<p><b>Reading into writing</b></p> <p>Introduce second part or recap all of model text and writing skill 2 (context of model text)</p> <p>Read model text and find examples of skill 2. Guided write a cohesive chunk of sentences. Copy of the model text with skill highlighted stick in and then sentences.</p>	<p><b>Reading into Writing</b></p> <p>Independent writing skill 2 (context of model text)</p> <p>Cohesive chunk of sentences Focused mark skills and generic toolkit.</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p><b>Reading</b></p> <p>Fluency and book comprehension (LW)</p> <p>Read and answer using reading skills</p>	<p><b>Reading</b></p> <p>Fluency and book comprehension (LW)</p> <p>Read and answer using reading skills</p>	<p><b>Reading</b></p> <p>Fluency and book comprehension (LW)</p> <p>Read and answer using reading skills</p>	<p><b>Reading</b></p> <p>Fluency and book comprehension (LW)</p> <p>Read and answer using reading skills</p>	<p><b>Editing</b></p> <p>Model editing process by chunking skills e.g. spellings, punctuation</p> <p>Apply all skills, mark for skills, cohesion and generic toolkit with opportunities to draft, edit and improve. Assessed piece of writing. Evidence of editing in green pen</p>
<p><b>Reading into Writing</b></p> <p>Boxing up the model text using images and identify the focus of the sentences.</p> <p>Copy of the boxed-up grid stuck in books.</p>	<p><b>Reading into Writing</b></p> <p><u>New context</u></p> <p>Gathering ideas and vocab and opportunities to apply skill 1 and 2 (could plan here)</p>	<p><b>Reading into writing</b></p> <p><u>New context</u></p> <p>Gathering ideas and vocab and opportunities to apply skill 1 and 2 (could plan here) copy of plan in book</p>	<p><b>Independent writing</b></p> <p>Model short piece of writing using vocabulary that the children will not use</p> <p>Apply all skills, mark for skills, cohesion and generic toolkit with opportunities to draft, edit and improve. Assessed piece of writing.</p>	<p><b>Publishing</b></p> <p><b>Handwriting/Spelling focus</b></p> <p>Assessed piece of writing – complete assessment grid Published copy to be stuck in books.</p>

## Years 3-6

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Reading as a reader</b> Introduce the book Promoting a desire to read Explore the text and develop understanding using background knowledge. Stick in front cover with vocabulary needed for writing.</p>	<p><b>Reading</b> To establish setting and character Fluency and introduce reading skill 1 (retrieval, inference or vocabulary) Use drama/images/video clips/text to teach skill</p>	<p><b>Reading</b> Book comprehension Fluency and introduce reading skill 2 (retrieval, inference or vocabulary) Use drama/images/video clips/text to teach skill</p>	<p><b>Reading</b> Book comprehension Fluency and introduce reading skill 3 (retrieval, inference or vocabulary) Use drama/images/video clips/text to teach skill</p>	<p><b>Reading into Writing</b> Teacher to create a class plan</p>
<p><b>Reading as a writer</b> Introduce model text and box up (focus on purpose/audience rather than grammar) Enquiry lesson fact gathering to identify the text type/purpose. Create generic toolkit. Copy of annotated model text and boxed up grid with underlying features and children's notes in book.</p>	<p><b>Reading into writing</b> Introduce writing skill 1 2/3 stand-alone sentences and then a cohesive paragraph</p>	<p><b>Reading into writing</b> Introduce writing skill 2 2/3 stand-alone sentences and then a cohesive paragraph</p>	<p><b>Reading into writing</b> Establishing context for Day 5 Gathering ideas and vocab and opportunities to apply skill 1 and 2</p>	<p><b>Reading into Writing</b> Modelled/shared/guided/independent writing. Explicitly apply skill 1 with opportunities to draft, edit and improve sentences/paragraph Guided writing in book. Focused mark skills and generic toolkit.</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p><b>Reading</b> Fluency and book comprehension Read and answer using reading skills</p>	<p><b>Reading</b> Fluency and book comprehension Read and answer using reading skills Read to correct part for <u>new context</u></p>	<p><b>Reading</b> Fluency and book comprehension Read and answer using reading skills</p>	<p><b>Reading</b> Fluency and book comprehension Read and answer using reading skills</p>	<p><b>Reading</b> Fluency and book comprehension Read and answer using reading skills</p>
<p><b>Reading into Writing</b> Modelled/<u>shared</u>/guided/independent writing Explicitly apply skill 2 with opportunities to draft, edit and improve sentences/paragraph Guided writing in book. Focused mark skills and generic toolkit.</p>	<p><b>Reading into Writing</b> <u>New context</u> Teach skill 3 in this context or re-visit skill 1/2 with opportunities to draft, edit and improve IF NEEDED</p>	<p><b>Reading into writing</b> <u>New context</u> Gathering ideas and vocab and opportunities to apply skill 1, 2 and 3 (could plan here)</p>	<p><b>Reading into writing</b> <u>New context</u> Gathering ideas and vocab and opportunities to apply skill 1, 2 and 3 (could plan here)</p>	<p><b>Reading into writing</b> <u>New context</u> Gathering ideas and vocab and opportunities to apply skill 1, 2 and 3 (could plan here) Leave a blank page so plan can be stuck in</p>
Day 11	Day 12	Day 13	Day 14	Day 15
<p><b>Reading</b> Scheme Comprehension (either structure 1 or 2) Independent writing Model short piece of writing using vocabulary that the children will <b>not</b> use Apply all skills, mark for skills, cohesion and generic toolkit with opportunities to draft, edit and</p>	<p><b>Reading</b> Scheme Comprehension (either structure 1 or 2) Independent writing Model short piece of writing using vocabulary that the children will <b>not</b> use</p>	<p><b>Reading</b> Scheme Comprehension (either structure 1 or 2) Independent writing/Editing Model short piece of writing using vocabulary that the children will <b>not</b> use or model editing process</p>	<p><b>Reading</b> Book comprehension Recall, review and Summary Editing Model editing process by chunking skills e.g. spellings, punctuation Apply all skills, mark for skills, cohesion and generic toolkit with opportunities to</p>	<p><b>Publishing</b> Handwriting/Spelling focus Assessed piece of writing – complete assessment grid Published copy to be stuck in books.</p>

improve. Assessed piece of writing. Short date in the margin.	Apply all skills, mark for skills, cohesion and generic toolkit with opportunities to draft, edit and improve. Assessed piece of writing. Short date in the margin.	Apply all skills, mark for skills, cohesion and generic toolkit with opportunities to draft, edit and improve. Assessed piece of writing. Short date in the margin.	draft, edit and improve. Assessed piece of writing. Evidence of editing in green pen
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