



# Writing Learning Journey

When teaching a new skill, we follow these stages in order for children to embed their learning into their long term memory.

- Revisit previous grammar skills that are needed before teaching the year group skill
- New Grammar Learning- introduce a new concept/skill/knowledge (real-life context) and within the book.
- Grammar Consolidation (part 1) - range of different activities for children to consolidate their new learning

Matching activity with prepared sentence parts
Matching activity with an element of child choice i.e conjunction pronoun.
Completion of a sentence with children writing their own additional part.

- Genre journey:

Identify features of genre-based learning (structural/author's craft)
Secure content for writing journey
Vocabulary
Cohesion of writing

- Grammar Consolidation (part 2) - range of different activities for children to consolidate their new learning

Building sentences using a scaffold
Writing sentences to match an illustration
Correcting misconceptions and errors in prepared sentences
Improving a prepared sentence
Manipulating a sentence to change the meaning and discussion.

- Writing Application- children apply the new concept/skill or knowledge in narrative and non-narrative writing
- Retention of skill through sentence not sentence activities

Throughout this journey, children will have sentence not sentence lessons to embed learning.



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## Examples of Writing Unit:

### Book: The Wild Robot

<b>Year Group</b>	3	<b>Term</b>	Summer 2
<b>GPS Journey</b>	Direct speech with reporting clause at the end.	<b>Genre Journey</b>	Problem and Resolution
<b>Retrieval Practise</b>	Verbs Sentence types	<b>Explicit vocabulary taught</b>	

Learning Journey – to be taught in stages. Sometimes your class may require two lessons on one stage other stages may be combined to be one lesson.

GPS Journey (1-5)	Genre Journey (1-4)	GPS Journey (5-10)	Genre Journey (5-6)	Writing Journey
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### **GPS Journey – taught skill based on the book that is being used to drive the learning.**

Stage 1a– retrieval and review of information	Reteach what a verb is & the different tenses. Children are to sort between simple past and past participle forms of verb.
Stage 1b– retrieval and review of information	Children are to look at simple sentences and how these are formed in the present perfect form.
Stage 1c– retrieval and review of information	Children are to look different types of simple sentences & the 4 different forms. Children are to quickly sort between the 4 different forms: command, statement, question & exclamation. Children are to add appropriate punctuation to given sentences
Stage 2a identifying the learning in a real life and text context.	Introduce children to direct speech: Speech is the words that are spoken by a character. These spoken words are enclosed by inverted commas. The opening inverted comma comes before the first word that is spoken by the character. The closing inverted comma comes after the last word that is spoken by the character. There must be some punctuation before the closing speech marks. When a different character speaks, you must start a new line. Children are to act out a conversation to show that they understand the spoken word.
Stage 2b identifying the learning in a real life and text context.	Children are to understand that a direct speech includes different components. They are to highlight spoken word, inverted commas, punctuation & reported clause.
Stage 3a – matching activity with prepared sentence parts	Children are to add inverted commas to surround direct speech.
Stage 3b – matching activity with prepared sentence parts	Children are to add the correct punctuation to the direct speech for a sentence.
Stage 3c– matching activity with prepared sentence parts	Children are to mark where there is a new speaker, there should be a new paragraph to start.
Stage 4a – matching activity with an element of child choice	Children are to look at the spoken word and add an appropriate verb instead of 'said' for the speech written.
Stage 5 – completion of a sentence with children writing their own addition/part	Children are to be given spoken word (as an interview), they change this into direct speech by adding the reporting clause.
<b>Genre Journey</b>	
Stage 1a– identifying features of a genre-based learning.	Children are to understand the structure of a problem and resolution & how this should be structured. Box up activity.
Stage 1b - identifying features of a genre-based learning ( <b>author's craft</b> )	Unpick the model talking aloud identifying key feature of evoking emotion for the reader. Children are to discuss how different paragraphs made them feel and why,
Stage 2a – securing content (model)	Children are sequence the events of the story & recognise the key outlines of
Stage 2b – securing content (model)	Thoughts and feelings – children are to put themselves in Ruz's shoes & recognise that throughout he should be feeling different emotions inference graph



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Stage 2c – securing content (twist preparation)	Children are to be given different natural disaster problems that are faced on an island. They are to develop ideas of how this might impact the animals & generate ways that they could have tackled this problem. Drama immersion
Stage 3 – vocabulary	Children are to be taught words/phrases that evoke emotion to the reader to enhance the severity of the problem. *all vocabulary taught will be explicitly modelled and exposed to during GPS journey*
Stage 5 – Cohesion	Sentence not sentence lesson! Compare a poor paragraph with a well written paragraph. Share an example only littered with the GPS skill.
<b>GPS Journey – Constructed sentences with intent and meaning behind.</b>	
Stage 6 – building sentences using scaffold writing sentences to match an illustration	Children are to write a conversation between Ruz and the animals. To be given as a short comic strip where he tells them what has gone wrong.
Step 7 – write sentences for a given picture	Children are to write direct speech based on their twist to the writing.
Stage 8 – correcting misconceptions and errors in prepared sentences	To be based on common errors seen in step 7 of children's work.
Stage 9 – improving a prepared sentence with precise vocabulary.	
Stage 10 – manipulating sentences to change the meaning and discussion	Children are to see a conversation between two character and this conversation becomes the entire story. Model to the children how this is not an effective use of direct speech & how it should be there for a purpose.
<b>Writing Journey</b>	
Stage 1A – to plan the context	Children are to plan for a different weather disaster that hits the island & Ruz has to find a way to help. Children are to story map this new idea.
Stage 1b – to plan the context	Children are to use a planning format to identify what they wish to write.
Stage 2 – to write an independent report that independently include compound sentences.	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• I ensure my writing flows through openers.</li> <li>• I use appropriate punctuation to mark direct speech.</li> <li>• I start a new paragraph when a character is speaking.</li> <li>• I evoke emotion within a problem and resolution of a story.</li> </ul>
Stage 3 – to edit and improve	Children are to edit their writing to ensure that it flows/is fit for purpose.
Stage 5 – to improve cohesion across a text	
Stage 6 – to publish a piece of writing	<b>Invite parents in for story time session to read their problem and resolution.</b>