

## EYFS: reception (Autumn term- dough club)

<b>Lesson one</b> <i>(introduce main character)</i>	<u><b>Step 1:</b></u>  Wake up the playdough with playdough song.	<u><b>Step 2:</b></u>  Warm up playdough.  Choose focus words to 'sprinkle'.	<u><b>Step 3:</b></u>  Make character: chat and magic.  Choose character and code.	<u><b>Step 4:</b></u>  Make an invention for MC.  Chat about/magic happens/code	<u><b>Step 5:</b></u>  Make the great big button of ultimate doom. Choose doom word.	<u><b>Step 6:</b></u>  Sing goodbye song to playdough.
<b>Lesson two</b> <i>(introduce character's friend)</i>	<u><b>Step 1:</b></u>  Wake up the playdough with playdough song.	<u><b>Step 2:</b></u>  Warm up playdough.  Choose focus words to 'sprinkle'.	<u><b>Step 3:</b></u>  Make character: chat and magic.  Choose character and code.	<u><b>Step 4:</b></u>  Make an invention for character's friend.  Chat about/magic happens/code	<u><b>Step 5:</b></u>  Make the great big button of ultimate doom. Choose doom word.	<u><b>Step 6:</b></u>  Sing goodbye song to playdough.
<b>Lesson three</b> <i>(introduce villain)</i>	<u><b>Step 1:</b></u>  Wake up the playdough with playdough song.	<u><b>Step 2:</b></u>  Warm up playdough.  Choose focus words to 'sprinkle'.	<u><b>Step 3:</b></u>  Make character: chat and magic.  Choose character and code.	<u><b>Step 4:</b></u>  Make an invention for the villain.  Chat about/magic happens/code	<u><b>Step 5:</b></u>  Make the great big button of ultimate doom. Choose doom word.	<u><b>Step 6:</b></u>  Sing goodbye song to playdough.

## EYFS: reception (spring/summer term - drawing club)

<p><b><u>Lesson one:</u></b> <i>Using focus story book, explore the main character.</i></p>	<p><b><u>Step 1:</u></b> Vocabulary exploration.</p>	<p><b><u>Step 2:</u></b> Share the story</p>	<p><b><u>Step 3:</u></b> Model the drawing of the character</p>	<p><b><u>Step 4:</u></b> Drawing club- children draw their own version the main character and apply key words to drawing.</p>
<p><b><u>Lesson two:</u></b> <i>Focus on the setting of the story book.</i></p>	<p><b><u>Step 1:</u></b> Vocabulary exploration.</p>	<p><b><u>Step 2:</u></b> Share the story</p>	<p><b><u>Step 3:</u></b> Model the drawing of the setting</p>	<p><b><u>Step 4:</u></b> Drawing club- children draw their own version the setting and apply key words to drawing.</p>
<p><b><u>Lesson three:</u></b> <i>It's adventure time... Explore the adventure the characters go on</i></p>	<p><b><u>Step 1:</u></b> Vocabulary exploration.</p>	<p><b><u>Step 2:</u></b></p>	<p><b><u>Step 3:</u></b> Model the drawing of the adventure</p>	<p><b><u>Step 4:</u></b> Drawing club- children draw their own version the adventure and apply key words to drawing.</p>
<p><b><u>Lesson four:</u></b> <i>It's adventure time... Innovate the adventure the characters go on.</i></p>	<p><b><u>Step 1:</u></b> Vocabulary exploration.</p>	<p><b><u>Step 2:</u></b></p>	<p><b><u>Step 3:</u></b> Model the drawing of the adventure</p>	<p><b><u>Step 4:</u></b> Drawing club- children draw their own version the adventure and apply key words to drawing.</p>
<p><b><u>Lesson Five:</u></b> <i>It's adventure time... Innovate the adventure the characters go on.</i></p>	<p><b><u>Step 1:</u></b> Vocabulary exploration.</p>	<p><b><u>Step 2:</u></b></p>	<p><b><u>Step 3:</u></b> Model the drawing of the adventure</p>	<p><b><u>Step 4:</u></b> Drawing club- children draw their own version the adventure and apply key words to drawing.</p>

# EYFS- Reception (Spring/summer)

## 6 lessons

### Lesson 1

Introduce/read the focus text.

Explore key vocabulary.

### Lesson 3

Re-tell the WAGOLL orally.

Sequence the WAGOLL (if applicable: see below)

Narrative: Beginning, middle, end.

Non-narrative: recount-chronological order.

### Session 4- 6

Re-tell the WAGOLL orally.

Build sentence together (teacher modelling) use colourful semantics to support.

Children to write an independent sentence using teacher modelling to support (may be innovated)

Working Wall posters should be created for each skill taught, for pupils to continue to refer to when boxing up / in final write

### Lesson 2

Re-tell the WAGOLL (three sentences) orally.

Use Makaton actions for key words.

Discuss vocabulary

Discuss features: sentence focus (who, what)

## Year 1 (Autumn term)

### To write a Narrative/non-narrative (10 lessons)

<p><u>Lesson 1</u></p> <p>Introduce/read WAGOLL (that is based on the focus text) to children.</p> <p>RIC style activity based on the WAGOLL.</p> <p>Approx narrative / WAGOLL length: Y1 – 100 words, Y2 – 200 words..... Y6 – 600 words</p>	<p><u>Lesson 3</u></p> <p>Re-tell the WAGOLL orally.</p> <p>Sequence the WAGOLL (if applicable: see below)</p> <p><b>If not applicable, move to lesson 4.</b></p> <p>Narrative: Beginning, middle, end.</p> <p>Non-narrative: recount/instructions- chronological order.</p>	<p><u>Session 4 – Session 8</u></p> <p>Re-tell the WAGOLL orally.</p> <p>Introduce and apply skills focus stated on writing overview</p> <ul style="list-style-type: none"> <li>- grammar/punctuation skills</li> <li>- sentence level skill (e.g. Alan Peat sentence type)</li> </ul> <p><b>All skills teaching sessions should follow this structure:</b></p> <p>Find skill in WAGOLL and/or key text</p> <ul style="list-style-type: none"> <li>- Build sentences with skills orally</li> <li>- Build pre-made sentences</li> <li>- Write some of our own (modelled / shared writing)</li> <li>- Apply skill in short-burst write (independent writing)</li> </ul> <p><b>For at least one of the chosen skills, this structure should all happen within one lesson</b> (choose the most simple skill for this)</p> <p><b>Working Wall posters should be created for each skill taught, for pupils to continue to refer to when boxing up / In final write</b></p>	<p><u>Session 9</u></p> <p><b>Boxing up (on A3 paper)</b></p> <p><i>WAGOLL from lesson 1 should be on the left of the A3 page to support children when writing.</i></p>
<p><u>Lesson 2</u></p> <p>Re-tell the WAGOLL orally.</p> <p>Use Makaton actions for key words.</p> <p>Discuss vocabulary</p> <p>Discuss features</p>			<p><u>Session 10</u></p> <p><b>Final Write in English book</b></p> <p>To include lots of opportunities to self-edit / magpie ideas from others</p>

# Year 1( Spring and Summer term) & Year 2 (Autumn term)

## To write a Narrative/non-narrative (10 lessons)

<p><u>Lesson 1</u></p> <p>Introduce/read WAGOLL (that is based on the focus text) to children.</p> <p>RIC style activity based on the WAGOLL.</p> <p>Approx narrative / WAGOLL length: Y1 – 100 words, Y2 – 200 words..... Y6 – 600 words</p>	<p><u>Lesson 3</u></p> <p>Re-tell the WAGOLL orally.</p> <p>Sequence the WAGOLL (if applicable: see below)</p> <p><b>If not applicable, move to lesson 4.</b></p> <p>Narrative: Beginning, middle, end.</p> <p>Non-narrative: recount/instructions- chronological order.</p>	<p><u>Session 4 – Session 7</u></p> <p>Re-tell the WAGOLL orally.</p> <p>Introduce and apply skills focus stated on writing overview</p> <ul style="list-style-type: none"> <li>- grammar/punctuation skills</li> <li>- sentence level skill (e.g. Alan Peat sentence type)</li> </ul> <p><b>All skills teaching sessions should follow this structure:</b></p> <p>Find skill in WAGOLL and/or key text</p> <ul style="list-style-type: none"> <li>- Build sentences with skills orally</li> <li>- Build pre-made sentences</li> <li>- Write some of our own (modelled / shared writing)</li> <li>- Apply skill in short-burst write (independent writing)</li> </ul> <p><b>For at least one of the chosen skills, this structure should all happen within one lesson</b> (choose the most simple skill for this)</p> <p><b>Working Wall posters should be created for each skill taught, for pupils to continue to refer to when boxing up / in final write</b></p>	<p><u>Session 8</u></p> <p><b>Boxing up (on A3 paper)</b></p> <p><i>WAGOLL from lesson 1 should be on the left of the A3 page to support children when writing.</i></p>
<p><u>Lesson 2</u></p> <p>Re-tell the WAGOLL orally.</p> <p>Use Makaton actions for key words.</p> <p>Discuss vocabulary</p> <p>Discuss features</p>			<p><u>Session 9</u></p> <p><b>Boxing up (on A3 paper)</b></p> <p><i>WAGOLL from lesson 1 should be on the left of the A3 page to support children when writing.</i></p>
			<p><u>Session 10</u></p> <p><b>Final Write in English book</b></p> <p>To include lots of opportunities to self-edit / magpie ideas from others</p>

# KS2 (Year 3-6) & Year 2 (Spring/summer term)

## To write a Narrative/non-narrative (10 lessons)

<p><b>Lesson 1</b></p> <p>Introduce WAGOLL for narrative/non-narrative- should not be based on the key text focus but should be linked in style/structure/key features that are to be taught and link to the writing overview etc.</p> <p><b>Explain purpose and audience of final write.</b></p> <p><b>Explore structure.</b></p> <p><b>Explore key features and highlight these in the WAGOLL (do not tell children the features, allow them to identify them based on the text's purpose as skills that are new will be revisited when taught)</b></p> <p>Approx narrative / WAGOLL length: Y1 – 100 words, Y2 – 200 words..... Y6 – 600 words</p>	<p><b>Lesson 2</b></p> <p><b>Hook: to engage children with the focus text.</b></p> <p><b>Example 'hook' ideas</b></p> <ul style="list-style-type: none"><li>- <b>Prediction activities:</b> predict plot, characters etc from pictures or sentences from the text pictures or</li><li>- <b>Sequencing activities:</b> sequence events from the story / a section of the story</li><li>- <b>Reading activities:</b> 'text detectives' – find favourite words or phrases; RICs; find answers to comprehension questions based on chosen section of the text</li><li>- <b>Vocabulary activities:</b> use vocab lesson suggestions to unpick new words</li></ul> <p>Narrative: children should identify the structure of the key text being explore NOT the WAGOLL (5 part story: opening, build up, problem, resolution and ending) using a story mountain (year 2: drawing/writing key words, year 3: clozed procedure and order, year 4: write missing paragraphs, year 5/6: write up independently.</p> <p>Year 2-3: singular paragraphs for each part of structure</p> <p>Year 4-6: may be more/less than one paragraph for each part of the story structure</p> <p>Non-narrative: do not complete story mountain.</p>	<p><b>Session 3 – Session 7 (next 5 lessons)</b></p> <p><b>Introduce and apply skills stated on the overview over 4 lessons</b></p> <ul style="list-style-type: none"><li>- <b>grammar/punctuation skills</b></li><li>- <b>sentence level skill (e.g. Alan Peat sentence type)</b></li></ul> <p><b>All skills teaching sessions should follow this structure:</b></p> <ul style="list-style-type: none"><li>- Find skill in WAGOLL and/or key text</li><li>- Write some of our own (modelled / shared writing)</li><li>- Apply skill in short-burst write (independent writing) (write one section of the 5-part narrative)</li></ul> <p><b>For at least one of the 3 chosen skills, this structure should all happen within one lesson (choose the most simple skill for this)</b></p> <p><b>Working Wall posters should be created for each skill taught, for pupils to continue to refer to when boxing up / in final write</b></p>
<p><b>Session 8</b></p> <p><b>Boxing up (on A3 paper)</b></p>	<p><b>Session 9</b></p> <p><b>Boxing up continued (on A3 paper)</b></p>	<p><b>Session 10</b></p> <p><b>Final Write in English book</b></p>

Include WAGOLL from Lesson 1 on the left, pupils write on the right	Include opportunities for pupils to edit using purple pen, magpie ideas etc	To include lots of opportunities to self-edit / magpie ideas from others
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**To write to Perform (4-5 lessons)**

<p><b>Lesson 1</b></p> <p><b>Introduce at least one WAGOLL of poetry type</b> (more than one if possible)</p> <p><b>Pick out key features of that poetry type</b></p> <p>Examples of great vocab / sentences / poetry features can be picked out and added to working wall</p>	<p><b>Lesson 2</b></p> <p><b>Teach and apply key features of that poetry type</b></p> <p><b>Dictionary work / use of vocabulary word mats</b> – identify synonyms or exciting vocab</p> <p>(pupils create own lines / verses to practice ideas and experiment with vocab)</p>	<p><b>Lesson 3</b></p> <p><b>Planning / boxing up</b> (not all poetry will need ‘boxing up’ in the same way as other genres)</p> <p><i>This session could be used for more language experimentation, practice verses etc if boxing up is not needed, or move straight into final write</i></p>	<p><b>Lesson 4</b></p> <p><b>Final Write in extended writing book</b></p> <p>To include lots of opportunities to self-edit / magpie ideas from others</p>	<p><b>Lesson 5</b></p> <p><b>Performance</b></p> <p>Pupil’s perform poems</p>
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**Wider Curriculum Writing (4 English lessons, 1 wider curriculum lesson)**

<p><b>Lesson 1</b></p> <p><b>Explain genre, purpose and audience of piece of writing</b></p> <p><b>Introduce WAGOLL for that genre</b> <i>(not based on curriculum area but should include the focus skills/sentence features already taught in your year group)</i></p>	<p><b>***Use Wider curriculum lesson time***</b></p> <p><b>Lesson 2</b></p> <p><b>Wider curriculum consolidation / subject knowledge research</b></p> <p><b>In subject book</b></p>	<p><b>Lesson 3</b></p> <p><b>Boxing up (on A3 paper)</b></p> <p><i>Include sectioned up WAGOLL from Lesson 2 on the left, pupils write on the right</i></p>	<p><b>Lesson 4</b></p> <p><b>Boxing up continued / start final write</b></p>	<p><b>Lesson 5</b></p> <p><b>Final write (in wider curriculum books) / edit</b></p> <p>To include lots of opportunities to self-edit / magpie ideas from others</p>
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<p><b>Pick out key features of that non-narrative genre</b></p> <p>Large version of WAGOLL to be added to working wall</p>	<p>Notes / evidence kept in wider curriculum book, to be referred to when boxing up / final write</p>			
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