**Overview of Literacy Teaching Sequence**

**(to be read in conjunction with Supporting Guidance for the Literacy Teaching Sequence)**

Prior to planning the Literacy unit, a cold write could be carried out (outside Literacy sessions) and analysed to identify 3 specific skills to focus upon: Word / Sentence / Punctuation. Next steps from the Cold Write should be identified and shared with pupils.

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| **Phase 1 - Reading as a Reader** |
| **A combination of shared, guided and independent reading is recommended when teaching reading so there should be lots of opportunities for shared, guided and independent reading planned into this phase. The teacher models the reading skill and then the children practise and apply it in guided and independent reading sessions (see exemplar lesson plan for shared and guided reading in toolkit for further details on lesson structure). When reading aloud to the children during shared and guided reading session, use a range of strategies to build fluency e.g. choral, echo reading (see Strategies for Reading Fluency toolkit document). It is recommended that guided reading session be taught outside of the Literacy lessons. Objectives for these sessions should be taken from the progression documents. Additional VIPERS lesson can be taught to supplement the reading focus, especially in weeks 2 and 3 when the focus is predominantly on writing.** |
| Week 1: Session 1 | Session 2 | Session 3 | Session 4 | Session 5 |
| **Immerse** /**hook**/**engage**– use of artefacts/objects pictures linked to text. **Introduce the text:****Front cover (for narrative)** - the big reveal, first point of access to the text – what do you think the text might be about and why? **Tell me more….****Vocabulary** - pre teach selected words from the text – e.g. 3-5 tier 2 and 3-5 tier 3 words. **Display on working wall and refer to throughout the week.*** Specific Reading (VIPER) skill explicitly taught: **to predict**

Read first few pages of the text together. **Model** use of specific reading skill (prediction) and reading as a reader - think out loud/ narrate the thinking of an active reader / ‘good comprehender’ * **Activate prior knowledge/make connections, wonderings; notice meaning breakdown**; **build gist;**
* **Visualisation of settings, characters, objects**

Use of **Book Talk** to develop responses further – use **Tell me Grid (see Supporting Guidance for the Literacy Teaching Sequence).** | **Reading Comprehension** **Recap key vocabulary*** Specific Reading domain (**VIPERS**) explicitly taught e.g. **to infer meaning from picture or text**

Read next few pages of text – focus on short section of text in detail, copy on IWB for annotation as well as pupils’ own copy.**Support and extension – text can be pre-read for those pupils who need it. Most able pupils can move onto task more quickly and be extended through the activity.**Model use of specific reading skill (e.g. prediction and inference) and reading as a reader - think out loud/ narrate the thinking of an active reader / ‘good comprehender’ * **Bring background knowledge/make /connections, wonderings; notice meaning breakdown; build gist**
* **Visualisation of settings, characters, objects**
 | **Reading Comprehension** **Recap key vocabulary (add more as you go)*** Specific Reading domain (**VIPERS**) explicitly taught e.g. **to** i**nfer meaning from picture or text**

Read next few pages of text – focus on short section of text in detail (or different text of same genre for non-fiction as necessary). Copy needed on IWB for annotation as well as own copy.Model use of specific reading skills (e.g. prediction and inference) and reading as a reader - think out loud/ narrate the thinking of an active reader / ‘good comprehender’ * **Bring background knowledge/make connections, wonderings; notice meaning breakdown; build gist**
* **Visualisation of settings, characters, objects**

**Opportunities for drama to explore characters/infer actions and emotions.**  | **Reading Comprehension** **Recap key vocabulary (add more as you go)*** Specific Reading domain (**VIPERS**) explicitly taught e.g. **to infer meaning from a text**

Read next few paged of text – focus on short section of text in detail (or different text of same genre for non-fiction as necessary). Copy needed on IWB for annotation as well as own copy. Model use of specific reading skills (e.g. prediction and inference) and reading as a reader - think out loud/ narrate the thinking of an active reader / ‘good comprehender’* **Bring background knowledge/make connections, wonderings; notice meaning breakdown; build gist**
* **Make predictions**
* **Visualisation of settings, characters, objects**

Does it remind them of any other stories?Note – you could also read other versions/other texts by the same author. UKS2/HA make comparisons across texts? | **Reading Comprehension** **Recap key vocabulary (add more as you go)*** Specific Reading domain (**VIPERS**) explicitly taught e.g. **to summarise (KS2 /sequence (KS1)**

Read next few pages of text – focus on short section of text in detail (or different text of same genre for non-fiction as necessary). Copy needed on IWB for annotation as well as own copy.Model use of specific reading skills (e.g. inference and summarise / sequence) and reading as a reader - think out loud/ narrate the thinking of an active reader / ‘good comprehender’ * **Bring background knowledge/make connections, wonderings; notice meaning breakdown; build gist**
* **Visualisation of settings, characters, objects**

Read remainder of text if needed (or at another time e.g. end of the day continued as class story time novel)Return to **Tell Me Grid** ….. what can you add? Has your original gist changed? |
| **Phase 2 - Reading as a Writer/Writing as a Reader** |
| **There should be lots of opportunities planned into this week to focus on, and develop, the skills arising from the Cold Write and daily opportunities for shared, guided and independent writing as the teacher models the skill and then the children practise it. (This must include chunked application of each skill being focussed upon and not just discrete worksheets that do not enable the children to apply the skill in their own writing.) Opportunities for drama can also be used in order to immerse the children. Objectives for these sessions should be taken from the progression documents with a particular focus on areas which need to be improved from the cold write.****NB: There should be a good balance of writing for the 4 key purposes (to entertain, to inform, to persuade, to discuss) planned across the year and opportunities should be provided for pupils to write for a range of audiences. It should be made clear who the children are writing for throughout the sequence and teachers should model how to tailor the writing to match this.**  |
| **Written Outcome: Purpose: Audience:** |
| Week 2: Session 6 (Interchangeable) | Session 7 | Session 8 | Session 9 | Session 10 |
| **Model Reading as a Writer** Focus on **purpose and audience** of writing. Evaluate the choices the author has made e.g. use of language features /text organisation features and the **impact it has on the reader.**Re-read paragraph of text and **model thinking aloud** - why has the author made certain word/sentence level choices? What effect is he/she trying to create/how have they achieved it? Identify specific **word/sentence level features e.g. the use of short sentences to build tension/adverbial phrases to guide the reader etc****Cohesion** - analyse how writer takes reader on a journey - adds suspense, builds tension, adds persuasion etc **(See Cohesion toolkit document)** Use of **Book Talk** to develop responses further, tell me more about…..why do you think….what led you to think…. | **Text Map** (incorporating correct NC pitch and skills needed) if using T4W approach. | **Text Map** (incorporating correct NC pitch and skills needed) if using T4W approach. | **Text Map** (incorporating correct NC pitch and skills needed) if using T4W approach. | Introduction of text written down in full. Reminder of **purpose and audience**Model how to **analyse the features** (language and organisational) annotating text as you go.Discuss the impact that this has on the reader – why did the author choose to present it in this way? How does it help to guide the reader? See **Cohesion toolkit document for more ideas.**Based on shared text generate a **toolkit/success criteria checklist** for the organisational and language features for that type of writingDisplay of toolkit features on working wall. See Trust **text type progression papers** for guidance on expectations for each year group.Possible use of other quality texts that show those features - children practice use of features (innovating to experiment with impact on reader).Evidence in books – analysis of text/visual planning tools, word lists etc |
| Focus on teaching of **Word / Sentence / Punctuation skill** drawn from cold write. 1 skill differentiated. | Focus on teaching of **Word / Sentence / Punctuation skill**drawn from cold write. 1 skill differentiated. | Focus on teaching of **Word / Sentence / Punctuation skill**drawn from cold write. 1 skill differentiated. |
| **Notes:** Generation of words; generation of sentences e.g. changing time connectives. Evidence in books e.g. analysis of text, visual planning tools, post its, lists. Populate working wall with words / examples of skills being taught.**Discrete Grammar:** terminology / identification linked to Grammar Test if needed. |
| **Phase 3 - Writing as a Reader** |
| **There should be daily opportunities for shared, guided and independent writing as the teacher models the writing process and then the children practise and apply what is taught against the agreed checklist/toolkit drawn up in week 2. Note that teacher modelling of the writing process can be done through teacher demonstration, teacher scribe and supported composition (see exemplar lesson plan for shared and guided writing.)** **Objectives for these sessions should be taken from the Trust progression documents with a particular focus on areas which need to be improved from the cold write.** |
| Week 3: Session 11 (Interchangeable) | Session 12/13 | Session 13/14 | Session 14/15 | Session 15/16 |
|  | **Modelling of writing process** - moving from the talk to writing - planning, drafting, editing, and improving – each of these processes must be modelled by the teacher. **Teacher models the writing process step by step in small ‘chunks’** - children practise each stage. |
| **Teacher models reverse planning** of text used in Week 2 - ‘Box Up’ text into clear sections.Evidence in books. Evaluate text - layout – ‘boxing up’ text to show visually how it is structured. This will then be used as a structure for the pupils own writing session 13/14.Notes: This may take more than one lesson.  | **Introduce new context** for the pupils’ own piece of writing.Review **purpose and audience** – How will I engage the audience?Recap how this was achieved in shared text – toolkit – working wall.What effect am I trying to achieve? How will I do this?Focus on pulling out features / identified skills, generating language for own text.Start Boxing up plan as appropriate. | **Box up plan** for new contextTeacher Model the planning process (narrate thinking).Review **purpose and audience**How will I engage the audience?Refer to toolkit and word lists generated previously. | **Model** Section 1 with objective focus. Orally rehearse sentences matching to text map/toolkit. Model editing at point of writing.Then **children write applying skills learnt**.N.B Children should follow their plan, not the teachers. | **Model** Section 2 with objective focus. Orally rehearse sentences matching to text map/toolkit. Model editing at point of writing.Then **children write applying skills learnt.** |
| **Discrete Grammar**: terminology / identification linked to Grammar Test when appropriate |
| Week 4 Session 16/17 | Session 17/18 | Session 18/19 | Session 19/20 | Session 20/21 |
| **Model** Section 3 with objective with objective focus. Orally rehearse sentences matching to text map/toolkit. Model editing at point of writing.Then **children write applying skills learnt**.**Edit and improve as a reader, edit for cohesion.** Emphasise how to ensure cohesion is developed throughout the text - what devices are used at different points? | Review example of pupil’s writing (with their permission) against the agreed toolkit/success criteria including a focus on cohesion (one paragraph).**Model how to read/evaluate and** edit piece of writing against agreed success criteria.Then **children the repeat the process with their own writing, applying skills learnt**.**Model how to edit and improve at the point of writing and at the end against success criteria.** | **Hot Write**This could also be called a ‘show off my skills’ session with a slightly different context, bringing all the individual skills they’ve practised together.  | **Edit and Improve:**Model editing of a skill based on a Hot Write (have example of text with errors that want to address.)Pupils then repeat with own writing.KS1/Year 3/4 - have word banks/spelling lists available.Year 5/6 – encourage pupils to use own spelling strategies and identify and correct own mistakesOpportunities for peer assessment | **Edit and Improve:**Model editing of a skill based on Hot Write (have text with errors that want to address.)Pupils then repeat with own writing.KS1/Year 3-4 - have words lists/spelling lists available.Year 5/6 – encourage pupils to use own spelling strategies and identify and correct own mistakesThis Hot Write (from Session 18/19 onwards) can then be used as evidence of independent writing. |
| **Discrete Grammar**: terminology / identification linked to Grammar Test when appropriate |

**Documents for reference when planning**

* Supporting Information for Literacy Teaching Sequence (e.g. Book Talk and Tell Me Grid)
* Reading:
	+ Reading Progression Small Steps
	+ Inference Progression Small Steps (toolkit)
	+ Strategies for Reading Fluency (toolkit)
	+ Exemplar lesson plan for Shared and Guided Reading (toolkit)
	+ VIPERS Sentence Starters (KS1 and KS2) (toolkit)
* Writing:
	+ Writing Progression Small Steps
	+ Text Type Progression
	+ Guidance notes for the Four Writing Purposes (toolkit)
	+ Cohesion Clarified (toolkit)
	+ Exemplar lesson plan for Shared and Guided writing (toolkit)