



The Lizard Writing Journey

<p>Model Text</p> <p>Text Deconstruction</p>	<ul style="list-style-type: none"> ➤ Teacher to source/create a model text that includes specific teaching points selected from the Writing Progression document. *Use Grammarsaurus model texts as a starting point. ➤ Diagnostic tasks based on the unit skills: What do they already know? ➤ Text deconstruction: What are the features? What are the purposes of the features? Identify purpose, text type and audience. <p>Throughout this section, you will:</p> <ul style="list-style-type: none"> ➤ Read the model text with the children as a whole. Teacher modelled read followed by echo/choral/independent read. ➤ Have regular vocabulary checks: explore the meaning (child friendly), encounter the word in different ways, see the word in another sentence, talk it. <p>By the end of this section, you will:</p> <ul style="list-style-type: none"> ➤ Create a toolkit as consolidation of features. *Add to working wall/washing line.
<p>Contextualised Construction</p>	<p>Model and teach:</p> <ul style="list-style-type: none"> ➤ Text type specific features ➤ Punctuation and grammar skills ➤ Spelling rules <p>Provide the wealth of language and model thinking processes behind this.</p> <p>Link application to specific text type.</p>
<p>Reconstruction</p> <p>Assess and Feedback</p>	<p>Throughout this section, there will be opportunities for:</p> <ul style="list-style-type: none"> ➤ Modelling and scaffolding during shared writing ➤ Applying skills independently ➤ Collaborative editing and redrafting <p>The modelled/shared/independent writing will be split up into stages.</p> <p>Following this 'I do a section, we do a section, you do a section' pattern will release the children from having to write and think about the whole text: allowing them to focus on implementation of techniques and sentence structure they have learnt.</p> <p>Formative marking as and when needed. This could be in partners, 1:1 with the teacher or in small groups.</p> <p>Decide which pieces will be 'published' and therefore written out in full.</p> <p>Assess against the Aspire Writing Grids</p>

When you teach each section using the unit guides, keep track of what was independent, what is paired and what was shared and then assess those independent sections. Using the section approach allows space to assess all children, even if they haven't done the whole piece independently – there are still sections that you can gather evidence from.

If there haven't been any independent sections (remember that discussing with the teacher and editing in pairs is still classed as independent), then work this in to the next pieces.