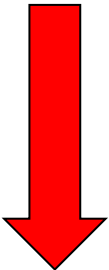
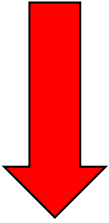




Key stages	The underpinning process	Essential features	Useful ideas
Imitation 	<ul style="list-style-type: none"> • Cold task to establish key features of model text/processes to focus on • Hook to interest pupils • Warm up topic, words, phrases & display • Internalise model text/process • Read as a reader to ensure comprehension • Read as a writer: Box-up structure, & analyse ingredients 	<ul style="list-style-type: none"> ○ set a task where provide some content but no help in expressing/ doing ○ earlier work of a similar type ○ games and activities that involve pupils saying the words and phrases in context; display ○ Daily spelling and sentences games at primary and secondary English as appropriate ○ Text map and actions ○ Book talk approach to encourage open discussion ○ colour code model text once class analysed it, eg: Brown = structure; Pink = links ; Green = effective phrases; Blue = technical vocabulary Plan it; Link it; Express it; Check it ○ Focus on techniques not grammar features ○ Shared planning & writing & model how to talk about the ingredients; all views valid ○ Increasingly model how to move away from the model ○ Provide a range of different models; support visually ○ Use toolkit as model of key ingredients ○ Provide time to act on initial feedback so pupils improve work ○ Devise a range of explaining to others activities ○ pupils compare cold & hot tasks 	<ul style="list-style-type: none"> ➤ never heard word grids; cloze; sorting/ clumping activities; word dominoes; icons & mime; drama; etc ➤ Display words/ phrases on washing line ➤ hear it , map it & recall word for word ➤ see it , map it and recall gist ➤ One box per paragraph/ key section ➤ Highlight generic features/ sentence signposts ➤ Identify ingredients ➤ Writing journals/ magpie books ➤ Talking partners ➤ Pink for progress; green for growth ➤ Post-it notes to indicate ingredients ➤ Pupils comment on own work before hand in ➤ Use same two colours eg pink and green ➤ mini lessons/ guided writing ➤ visiting professor; each one teach one; word dominoes; summarising activities; annotate exemplar; present work and analyse etc. ➤ invention/independence indicator to encourage pupils not to hug close to model
Innovation 	<ul style="list-style-type: none"> • Co-construct toolkit & display • Show class how to innovate on model • Pupils produce own version • Share with partner • Teacher assesses • Focused teaching based on assessment • Consolidate learning • Hot task to show progress 	<ul style="list-style-type: none"> ○ set a task where provide some content but no help in expressing/ doing ○ earlier work of a similar type ○ games and activities that involve pupils saying the words and phrases in context; display ○ Daily spelling and sentences games at primary and secondary English as appropriate ○ Text map and actions ○ Book talk approach to encourage open discussion ○ colour code model text once class analysed it, eg: Brown = structure; Pink = links ; Green = effective phrases; Blue = technical vocabulary Plan it; Link it; Express it; Check it ○ Focus on techniques not grammar features ○ Shared planning & writing & model how to talk about the ingredients; all views valid ○ Increasingly model how to move away from the model ○ Provide a range of different models; support visually ○ Use toolkit as model of key ingredients ○ Provide time to act on initial feedback so pupils improve work ○ Devise a range of explaining to others activities ○ pupils compare cold & hot tasks 	<ul style="list-style-type: none"> ➤ never heard word grids; cloze; sorting/ clumping activities; word dominoes; icons & mime; drama; etc ➤ Display words/ phrases on washing line ➤ hear it , map it & recall word for word ➤ see it , map it and recall gist ➤ One box per paragraph/ key section ➤ Highlight generic features/ sentence signposts ➤ Identify ingredients ➤ Writing journals/ magpie books ➤ Talking partners ➤ Pink for progress; green for growth ➤ Post-it notes to indicate ingredients ➤ Pupils comment on own work before hand in ➤ Use same two colours eg pink and green ➤ mini lessons/ guided writing ➤ visiting professor; each one teach one; word dominoes; summarising activities; annotate exemplar; present work and analyse etc. ➤ invention/independence indicator to encourage pupils not to hug close to model
Independent application	<ul style="list-style-type: none"> • Consolidate learning • Hot task to show progress 	<ul style="list-style-type: none"> ○ set a task where provide some content but no help in expressing/ doing ○ earlier work of a similar type ○ games and activities that involve pupils saying the words and phrases in context; display ○ Daily spelling and sentences games at primary and secondary English as appropriate ○ Text map and actions ○ Book talk approach to encourage open discussion ○ colour code model text once class analysed it, eg: Brown = structure; Pink = links ; Green = effective phrases; Blue = technical vocabulary Plan it; Link it; Express it; Check it ○ Focus on techniques not grammar features ○ Shared planning & writing & model how to talk about the ingredients; all views valid ○ Increasingly model how to move away from the model ○ Provide a range of different models; support visually ○ Use toolkit as model of key ingredients ○ Provide time to act on initial feedback so pupils improve work ○ Devise a range of explaining to others activities ○ pupils compare cold & hot tasks 	<ul style="list-style-type: none"> ➤ never heard word grids; cloze; sorting/ clumping activities; word dominoes; icons & mime; drama; etc ➤ Display words/ phrases on washing line ➤ hear it , map it & recall word for word ➤ see it , map it and recall gist ➤ One box per paragraph/ key section ➤ Highlight generic features/ sentence signposts ➤ Identify ingredients ➤ Writing journals/ magpie books ➤ Talking partners ➤ Pink for progress; green for growth ➤ Post-it notes to indicate ingredients ➤ Pupils comment on own work before hand in ➤ Use same two colours eg pink and green ➤ mini lessons/ guided writing ➤ visiting professor; each one teach one; word dominoes; summarising activities; annotate exemplar; present work and analyse etc. ➤ invention/independence indicator to encourage pupils not to hug close to model