

The Red Hall Writing and Reading Journey



Refine and embed our approach to the teaching of English

Aims of this document:

1. To give clear guidance on what to teach and when to teach it.
2. Provide a clear overview of the interlinked writing journey and reading journey for each half term.
3. To create whole school writing opportunities.

Appendices 2:

The Red Hall Reading Journey

	Monday	Tuesday	Wednesday	Thursday	Friday
WK1	Pre-teaching of vocabulary in model text .	Model text <i>Modelling explicitly key guided reading skills e.g inference,</i>	VIPERS questions based on model text .	Guided reading text, which is the same genre. <i>Small groups/Whole class</i>	Guided reading text, which is the same genre. <i>Small groups/Whole class</i>
WK2	Pre-teaching of vocabulary in VIPERS	VIPERS text (same genre as model text)	VIPERS questions	Guided reading text, which is the same genre. <i>Small groups/Whole class</i>	Guided reading text, which is the same genre. <i>Small groups/Whole class</i>
WK3	Pre-teaching of vocabulary in VIPERS	VIPERS text (same genre as model text)	VIPERS questions	Guided reading text, which is the same genre/theme. <i>Small groups/Whole class</i>	Guided reading text, which is the same genre/theme <i>Small groups/Whole class.</i>
WK4? (If writing journey is 4 weeks)	Pre-teaching of vocabulary in VIPERS	VIPERS text (same genre as model text)	VIPERS questions	Guided reading text, which is the same genre/theme. <i>Small groups/Whole class</i>	Guided reading text, which is the same genre/theme. <i>Small groups/Whole class</i>

*Links to 3-4 week writing journey. *Week 4 may not be needed, depending on length of writing journey

Appendices 2

The Red Hall Writing Journey KS1 (Autumn)

Week 1	Day 1	Day 2	Day 3
	Start unit		
	Hook / Pregenre check Cold Write (Guided reading -preteach vocab of model text)	Look at further examples of texts (Guided reading - model VIPERS skill with Model text)	Crack the code Magpieing words/sentence patterns (Guided reading VIPERS)
Week 2	Day 4	Day 5	Day 6
	Skill 1	Skill 2	WAGOLL (showing Skill 1 and 2) Re-writing of WABOLL
	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.	Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve.
Week 3	Day 7	Day 8	Day 9
	Plan 1st Draft	Final Draft	Post consolidation
	Planning time for writing outcome. Teacher to explicitly model using the English working wall etc.	Present work thinking about the purpose and audience.	Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges.

Appendices 2

The Red Hall Writing Journey KS1 (Spring)

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Start unit			Skill 1	Skill 2
	Pregenre check Cold Write (Guided reading -preteach vocab of model text)	Look at further examples of texts (Guided reading - model VIPERS skill with Model text)	Crack the code Magpieing words/sentence patterns (Guided reading VIPERS)	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.
Week 2	Day 6	Day 7	Day 8	Day 9	Day 10
	Consolidation of skills (in diff genre/context to final writing outcome)	WAGOLL (showing Skill 1 and 2) Re-writing of WABOLL	Boxing up Shared write/guided write	Plan 1st Draft	Write 1st Draft
	Opportunity for a short write to apply Skill 1 and Skill 2.	Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve.		Planning time for writing outcome. Teacher to explicitly model using the English working wall etc.	
Week 3	Day 11	Day 12 and Day 13		Day 14	Day 15
	Write 1st Draft	Edit and Improve		Final Draft	Post consolidation
		Self assessment. Whole class feedback. Editing stations Editing partners.		Present work thinking about the purpose and audience.	Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges.

Appendices 3:

The Red Hall Writing Journey KS2

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
	Start unit				Skill 1
Pregenre check Cold Write (Guided reading -preteach vocab of model text)	Look at further examples of texts (Guided reading - model VIPERS skill with Model text)	Crack the code Magpieing words/sentence patterns (Guided reading VIPERS)	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.	
Week 2	Day 6	Day 7	Day 8	Day 9	Day 10
	Consolidation of skills (in diff genre/context to final writing outcome)	WAGOLL (showing Skill 1 and 2) Re-writing of WABOLL	Boxing up Shared write/guided write	Plan 1st Draft	Write 1st Draft
Opportunity for a short write to apply Skill 1 and Skill 2.	Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve.		Planning time for writing outcome. Teacher to explicitly model using the English working wall etc.		
Week 3	Day 11	Day 12	Day 13	Day 14	Day 15
	Write 1st Draft	Edit and Improve	Final Draft	Post consolidation	
		Self assessment. Whole class feedback. Editing stations Editing partners.	Present work thinking about the purpose and audience.	Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges.	

*Grammar starters to rehearse sentence patterns, magpie vocabulary, recap previous grammar and spelling rules.

STRIVE writing journey (Spring 1b)

Week 1	Day 1	Day 2	Day 3
	Start unit		
	Hook / Pregenre check Cold Write (Guided reading -preteach vocab of model text)	Look at further examples of texts (Guided reading - model VIPERS skill with Model text)	Crack the code Magpieing words/sentence patterns (Guided reading VIPERS)
Week 2	Day 4	Day 5	Day 6
	Skill 1	Skill 2	WAGOLL (showing Skill 1 and 2) Re-writing of WABOLL
	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.	Grammar/ punctuation/sentence structure skill children can use in final writing outcome.	Share WAGOLL and identify skill 1 and 2 and how it is used in the genre. Share a poor example of this used in the genre. Children could edit and improve.
Week 3	Day 7	Day 8	Day 9
	Plan 1st Draft	Final Draft	Post consolidation
	Planning time for writing outcome. Teacher to explicitly model using the English working wall etc.	Present work thinking about the purpose and audience.	Follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a standalone lesson or can be linked to the context of the writing done. Depth Learning Challenges.