

Talk Through Text

writing strategy

Retrieval task

Knowledge

Model

Task

Peer/self-assessment

WEEK ONE				
Monday	Tuesday	Wednesday	Thursday	Friday
Grammar focus (see GPS document)	Handwriting focus	Punctuation Focus (see GPS document)	Handwriting focus	Grammar/Punctuation focus
Introduce and retrieve information about the task.	Reminder of the LO and TSTS	Children to assess if they have met the LO or not yet.	Reminder of the LO and TSTS	Children to assess if they have met the LO or not yet.
Introduce the LO and TSTS	Revisit vocabulary	Teacher can teach parts of TSTS that they have picked up on as misconceptions.	Teacher can teach parts of TSTS that they have picked up on as misconceptions.	Teacher can teach parts of TSTS that they have picked up on as misconceptions.
Vocabulary (TSTS)				
Speaking and listening task to aid understanding and vocabulary Go through WAGOLL (for introduction)	Modelled write (I do) Shared write (we do)	Go through WAGOLL (for part 2)	Modelled write (I do) Shared write (we do)	Teacher to use camera to show work on the board. Class to edit and discuss together.
Planning for part one (introduction)	Write part one (introduction)	Planning for part two	Write part two	Finish writing. Edit
Peer assessment (children talk through their plans with a partner).	Self-assessment (children number in the margin where they have used TSTS)	Peer assessment (children talk through their plans with a partner).	Self-assessment (children number in the margin where they have used TSTS)	Peer-assessment (children to judge their partners work)

Retrieval task

Knowledge

Model

Task

Peer/self-assessment

WEEK TWO				
Monday	Tuesday	Wednesday	Thursday	Friday
Grammar focus (see GPS document)	Handwriting focus	Punctuation Focus (see GPS document)	Handwriting focus	Grammar/Punctuation focus
Reminder of the LO and TSTS. Revisit vocabulary	Reminder of the LO and TSTS Teacher can teach parts of TSTS that they have picked up on as misconceptions.	Children to assess if they have met the LO or not yet.	Reminder of the LO and TSTS	Children to create a final assessment on whether or not the LO has been met. Children to write next step in purple pen underneath their work
Go through WAGOLL (for final part)	Modelled write (I do) Shared write (we do)	Modelled write (I do) Shared write (we do)	Teacher to use camera to show work on the board. Class to edit and discuss together.	Teacher to show an example how to copy their work (use paragraphs, looking at red pen etc).
Planning for final part	Write final part	Finish final part	Edit (use of peer-assessment)	Big-write
Peer assessment (children talk through their plans with a partner).	Self-assessment (children number in the margin where they have used TSTS)	Peer assessment (children talk through their plans with a partner).	Self-assessment (children number in the margin where they have used TSTS)	Children to read through their big-writes and make sure there are no mistakes (silly)