

Four Week Structure: An Overview

MAP: Materials, Audience, Purpose

- Part 1 – Week 1: Deconstruct/Analysis of exemplar & comparative text - form & function: including word & sentence level focus [with clear audience and purpose in mind]
Part 2 – Week 2/Week 3: Reconstruct/Composition of writing using the Gradual Release of Responsibility model: I do, we do, you do
Part 3 – Week 3: Polish [edit & spelling], Publish [handwriting & presentation], Practice & Perform [record]

Day 1	Day 2	Day 3	Day 4	Day 5
State project aim/final outcome made explicit (inc Audience/Purpose) Analyse Exemplar Text: General understanding, inc form & function	Analyse Exemplar Text Word & Sentence level work	Re state project aim/final outcome made explicit (inc Audience/Purpose) Analyse Exemplar Text: General understanding, inc form & function	Analyse Comparative Text Word & Sentence level work	Planning Day: Box up into 5 sections that will form the structure of the next two weeks: T model elements Ls plan their own

Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15
Teacher model Form and function objective linked to genre (inc grammar/ punctuation if relevant e.g. rhetorical question/ fronted adverbials etc Steps to success Paired writing Children write in own books but collaborate	Great learner models from children yesterday via visualiser Teacher models any grammar issues arising in class (sweat the small stuff) Individual writing (This is the first draft) MARS	Teacher model Form and function objective linked to genre (inc grammar/ punctuation if relevant e.g. rhetorical question/ fronted adverbials etc Steps to success Paired writing Children write in own books but collaborate	Great learner models from children yesterday via visualiser Teacher models any grammar issues arising in class (sweat the small stuff) Individual writing (This is the first draft) MARS	Teacher model Form and function objective linked to genre (inc grammar/ punctuation if relevant e.g. rhetorical question/ fronted adverbials etc Steps to success Paired writing Children write in own books but collaborate	Great learner models from children yesterday via visualiser Teacher models any grammar issues arising in class (sweat the small stuff) Individual writing (This is the first draft) MARS	Teacher model Form and function objective linked to genre (inc grammar/ punctuation if relevant e.g. rhetorical question/ fronted adverbials etc Steps to success Paired writing Children write in own books but collaborate	Great learner models from children yesterday via visualiser Teacher models any grammar issues arising in class (sweat the small stuff) Individual writing (This is the first draft) MARS	Teacher model Form and function objective linked to genre (inc grammar/ punctuation if relevant e.g. rhetorical question/ fronted adverbials etc Steps to success Paired writing Children write in own books but collaborate	Great learner models from children yesterday via visualiser Teacher models any grammar issues arising in class (sweat the small stuff) Individual writing (This is the first draft) MARS

Day 16	Day 17	Day 18	Day 19	Day 20
POLISH Pull it all together I Teacher model editing [20 mins] Peer editing: inc spelling focus [2 x 20 mins] MARS	POLISH Pull it all together II Teacher model editing [20 mins] Independent editing & peer review: inc spelling focus [2 x 20 mins] MARS	PUBLISH Teacher model areas of inconsistency in handwriting. Independent final draft (handwriting focus)	PRACTICE Prosody: The 6Ps Drama & Oracy focus (Body and voice)	PERFORM Record & Review

Based on the Gradual Release of Responsibility research – [Click here for Edutopia Article](#).

Edit [in a different colour] **MARS**: **M**ove **A**dd **R**emove **S**ubstitute/**S**wap