

English Unit Structure

EYFS Expectations

At the start of the unit, there will be an inspiring hook. Once the children internalise the text through actions and texts maps, they have opportunities to role play the text during continuous provision. Appropriate props and resources are provided to the children to encourage and develop the children's story telling. Props and settings could change in the continuous provision to prompt innovation. As a class, the children innovate the original story by considering alternative characters and settings. They then adapt the story map and relearn the story with the adaptations. Then, the teacher models writing this text. Within continuous provision, writing opportunities are provided to the children to encourage them to write captions, labels, familiar phrases or sections of a story using the skills they have already been taught. During the spring term, children will experience guided groups to write for purpose combined with writing opportunities for independent writing in indoor and outdoor provision. During the summer term, children will need to be writing more than a sentence independently.

Below is the expected learning journey of an English unit at BCPS from Year 1 to Year 6.

Planning	<ul style="list-style-type: none"> - Cold task - Plan unit from cold task - Ensure model text matches school's genre progression and skills progression - Plan vocabulary, including text-specific vocabulary, relevant common exception words and relevant words including previously taught spelling patterns.
Imitation	<ul style="list-style-type: none"> - Creative hook and context - Internalise text - model text (WAGOLL) - Deepen understanding of WAGOLL eg drama - Read (the WAGOLL) as a reader - vocabulary and comprehension - Read as a writer- focus on author's choices, analyse and co construct writer tool kit, short writing burst on focus area and box up <p style="color: blue; text-align: center;"><i>Sentence, punctuation, grammar activities relating to model text throughout which are relevant to model text Include the sharing of other good texts with the same text to magpie.</i></p>
Innovation	<ul style="list-style-type: none"> - Box up new version and talk the text (0-7 draw new/adapt story map and retell) - Shared writing - innovate on the model (Teacher, class, learning partner or individual) - Feedback and improvement after each section and at the end of the write - Teacher plans next step
Independent	<ul style="list-style-type: none"> - Next steps based on assessment (Sentence, punctuation, grammar activities relating to misconceptions from innovation stage) - Student work independently (following underlying pattern) - hot task - Success criteria (peer and self assessment) - Comparison between cold task and hot task

Definitions:

Teacher write - The teacher writes a section of the class write with no input from the children. They write talking through each of their decisions as a writer. They model the writing process.

Class write - The teacher writes a section of the text taking on suggestions from the class.

Learning partner write - Children write a section of the text in learning partners.

Individual write - Teacher models a paragraph and children apply independently