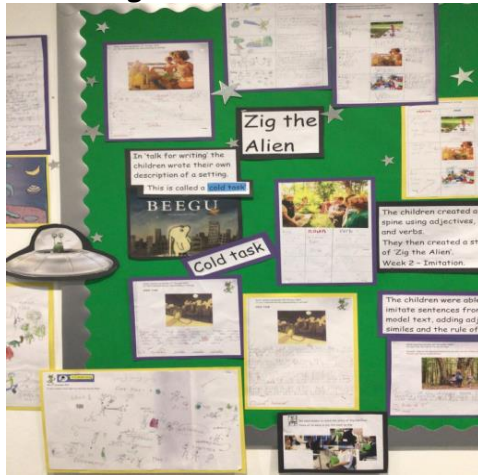


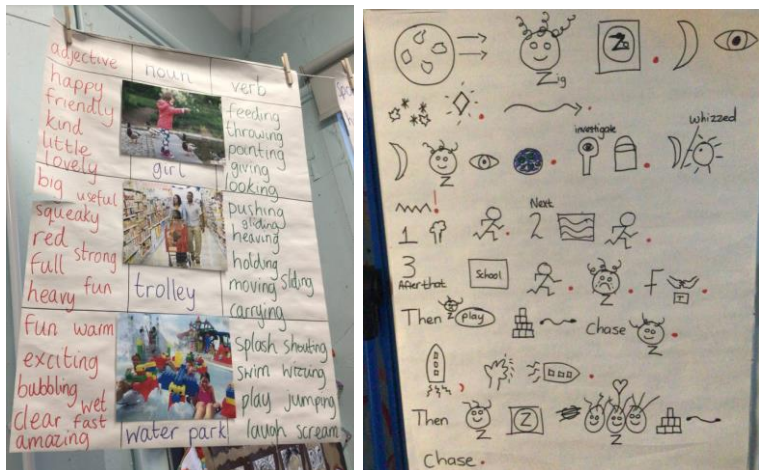
This is what a typical unit looks like

Have a go task! Also known as the 'cold task'



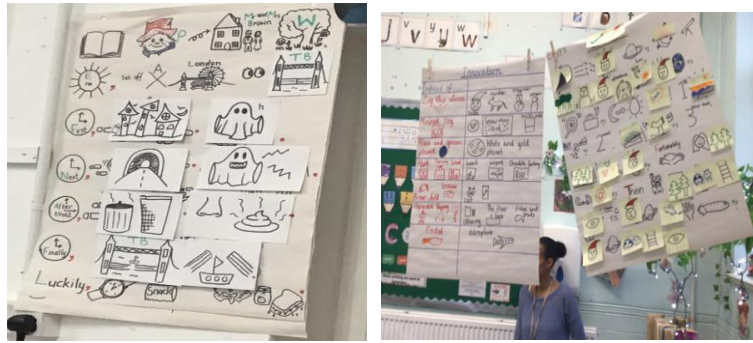
We begin the teaching and learning process with a 'cold' writing task. This means the children have a go at writing in the text type they will learn about. Teachers use this piece of writing to identify strengths and set individual targets.

Imitation



Children as a whole class get to know the new text really well by orally learning it, using a story map and actions to support them. Children will explore the story through drama games, preparation activities and then reading it for vocabulary, comprehension and will identify/learn about writer tools. We begin our TFW washing lines in the classroom with whole class work displayed as we go as a reminder of our learning journey. Once the children have learnt the story- they move on to the next phase.

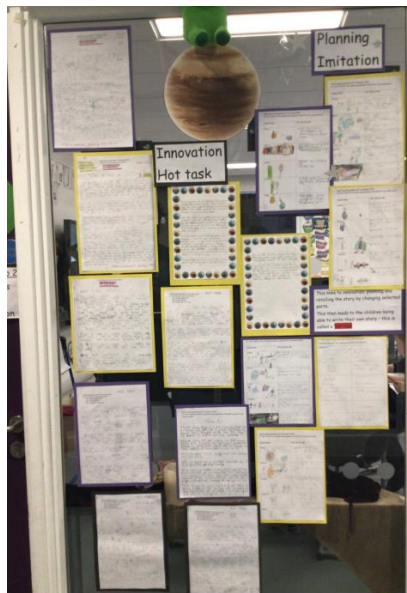
Innovation



The children explore different ways they could change aspects of the original text, for example changing characters, setting or writing from a different point of view. They then make changes to their story map and orally tell this new story.

Through shared and guided writing, the children write this new version in manageable sections. During this week, we teach phonics/ spelling and grammar in the context of the story too.

Invention



In this final stage, the children use all of the skills they have learnt so far to write an independent 'hot 'task.

There is a freedom to draw upon their own ideas, or they can 'hug closely' to the original shared text should they need to. Teachers use this task to assess how much progress the children have made referring to the targets set in the 'cold task'.

The children present their work by either publishing, presenting or reading out loud to peers to celebrate their successes.