

## *Planning Lesson Progression- Feb 2022*

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The planning lesson prior to writing is an important part of the writing process because it can help children organise their thoughts and prioritise the way they present information. By planning writing it is more likely that they will end up with a coherent piece of work. They can write down initial ideas, use scaffolds/writing prompts and draft out their first sentences. At Flash Ley we want children to see planning as an imperative step before completing their final write.

<b>Year Group</b>	<b>What does the planning lesson look like?</b>
1	Lots of oral rehearsal, group/class planning, acting out the writing etc. Ensuring a 'Talk for Writing' approach is used before putting something onto paper.
2	The formal planning lesson begins in the Spring Term after a transition from Year 1. Children can draw pictures to sequence their ideas and write key words to show their thoughts. For SEN children the use of pictures and recorded oral rehearsal is used to sequence sentences/ideas together. For challenge children can try to write phrases/simple sentences.
3	From KS2 the planning lesson is completed before a big piece of writing. The children are reminded of the work leading up to the planning session including vocabulary and grammar taught. There is a set template to complete to formalise their planning draft which includes the structure of the piece of writing and key words that the children have been taught. For SEN children scaffolded sentences support independence but ensures success. For challenge children have to also include the grammar elements that have been taught which need to be applied.
4	The children are reminded of the work leading up to the planning session including vocabulary and grammar taught, this forms a collaborative success criteria to be checked against. There is a set template to complete to formalise their planning draft which includes the structure of the piece of writing and prompts of what needs to be included. For SEN children scaffolded sentences support independence but ensures success. For challenge children are given extra freedom within the planning lesson to showcase their writing for the particular purpose and audience.
5	The children are reminded of the work leading up to the planning session including vocabulary and grammar taught. Writing grids are given out for children to begin to independently check what to include in their writing. There is a set template to complete to formalise their planning draft which includes the structure of the piece of writing, reminders of what needs to be included and children are expected to highlight key words from the Year 5/6 spelling list. For SEN children scaffolded sentences/key words support independence but ensures success. For challenge children are given extra freedom within the planning lesson to showcase their writing, they also need to ensure they can check off a range of punctuation.
6	The children are reminded of the work leading up to the planning session including vocabulary and grammar taught. Writing grids are given out for children to begin to independently check what to include in their writing. There is a set template to complete to formalise their planning draft which includes the structure of the piece of writing, reminders of what needs to be included, a punctuation tick list and children are expected to highlight key words from the Year 5/6 spelling list. For SEN children scaffolded sentences/key words support independence but ensures success. For challenge children are given extra freedom within the planning lesson to showcase their writing, this could include changing the audience and purpose to that of the main class or creating their own success criteria.