



## St Augustine's Catholic Academy English Implementation Teaching Cycle



The core of the *Writing Clusters* approach is a repeated cycle of input, writing and review.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>KS1:</b> Little Wandle Reading Sessions  <b>KS2:</b> Whole Class Reading Fiction – Class book	Text analysis and orientation <b>(READ)</b>	Read – Comprehension <b>(READ)</b>	Word – Vocabulary <b>(INPUT – Cluster 1)</b>	Grammar <b>(INPUT – Cluster 1)</b>
<b>Week 2</b>	<b>KS1:</b> Little Wandle Reading Sessions  <b>KS2:</b> Whole Class Reading Non - Fiction	Plan	Write – Model, Guide and Compose <b>(Checklist)</b>	Review and Polish  KS1: Reading Comprehension (Unfamiliar text)	Word – Vocabulary <b>(INPUT – Cluster 2)</b>
<b>Week 3</b>	<b>KS1:</b> Little Wandle Reading Sessions  <b>KS2:</b> Whole Class Reading Poetry	Grammar <b>(INPUT – Cluster 2)</b>	Plan	Big Write – Independent <b>(Checklist)</b>	Review, Polish and Present



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Overview	
Text Orientation and Analysis	Introduce text and features of the text type. The text orientation phase focussing on getting children into the text. It involves reading and discussing the text, and unpicking its purpose, structure, tones, ideas, themes and tropes.
Read	Read for enjoyment and understanding. Children to answer comprehension questions.
Vocabulary	Introduce and develop understanding of new vocabulary (vocabulary to be used in writing not from text)
Grammar	Focus on analysing and practicing specific writing elements.
Plan	Go through planning sections discussing reasons and knowledge needed to help pupils complete an outline of their writing (use of branch diagram).
Write	Model using planning map to build text. Writing checklists used for writing lessons focussing on vocabulary and grammar focus.
Review and Polish	Review the extent to which the writing has been successful (use magpie to polish)