

## Quick Guide to Planning a Literacy Unit

- Decide the **writing outcome** and who it is specifically for (**purpose**).
- Identify the skills you want to teach the children, identified through use of the assessment grid – this should include learning from previous year groups as well as your own.
- Write the **WAGOLL** based on the main writing outcome, differentiating it where appropriate.
- Plan a series of lessons based on the key features of the WAGOLL in accordance with three phases – **Reading Phase, Toolkit Phase and Writing Phase (each phase should last approximately a week). This is the learning journey.**

**The Reading Phase includes work on key features of the genre, reading comprehension questions linked to both the text and the WAGOLL, prediction, sequencing and key vocabulary.**

**The Toolkit phase includes spelling, grammar and terminology.**

**The Writing Phase includes planning, writing, redrafting, editing and publishing.** It should take place over several sessions and include lots of teacher modelling, shared and guided writing, discussion with peers and teacher, and editing. The focus is on children producing a piece of writing which works well as a whole and engages the reader.

- The **working wall** is a visual representation of the learning journey. It should show what the children are learning to write, who they are writing for, some key vocabulary at the beginning of the journey and the annotated WAGOLL at the end of the journey. On the working wall, display the generic headings linked to the three-phase planning – **Reading Phase, Toolkit and Writing Phase** and also display the following subheadings - We are writing . . . (e.g. a letter), We are learning to use (skill-based objectives) and Why? (purpose). **Exemplify the day's learning on the working wall and teach from the working wall every day.** The working wall will also feature an exemplification of the learning journey in the form of a road, river, footsteps etc.
- **HOOK** children into the unit – this will motivate the children and inspire them to write.
- Throughout the unit, give children writing opportunities that will support their main writing outcome.
- Have a display celebrating writing somewhere in your classroom.