

Fiction Unit Overview

Phase 1 -Immersion in Text

- Shared Reading
- Enjoy, explore and respond to text
- Develop comprehension skills
- Short-Burst Writing
- Identify language and genre features
- Explore author voice

Phase 2 -Gather Ideas & Practise Skills

- Practise skills
- Gather vocabulary
- Deepen understanding of grammar, punctuation, sentence structure etc
- Plan Writing
- Short Burst
- Refining writing skills

Phase 3 -Shared & Independent Writing

- Demonstrate learnt skills and knowledge
- Teacher modelling
- Guided groups
- Independent writing
- Editing
- Re-drafting

Throughout Process:

- **Writing to Learn:** This is where children are writing with an aim to acquire knowledge, rather than focussing on the skill of writing itself. This may take the form of labelling or note taking. Writing to learn will feature in lessons where children are collecting vocabulary and ideas to use within their writing and, although it can be used throughout the unit, will feature more heavily in Phase 1 writing.
- **Learning to Write:** This is where children are using their knowledge within writing with the aim to learn, practise and refine skills. This may include practising grammatical features or different types of punctuation. Whilst this is a skill children will use throughout the process, you would expect to see more learning to write withing Phase 2.
- **Talking to Learn:** In the same way as writing to learn, this is where children use oracy and discussion for knowledge acquisition.
- **Reading to Learn:** In the same way as writing to learn, this is where children use reading for knowledge acquisition. Reading as a writer can be used to help children to understand author voice, vocabulary choices and plot development.
- **Writing to demonstrate:** Children demonstrate their knowledge and skillset through their writing.

Phase 1 – Immersion in a text

To be able to produce any successful piece of writing, children need to know what a ‘good one’ looks and sounds like. Children should be so immersed in the text that they can spot good and bad versions of it and discuss particular features that make the text successful.

Immersion is done through a series of activities including shared reading. Teachers should act as a model reader, using their ‘Thinking Out Loud’ sentence stems to aid voicing their own thoughts whilst reading. Focus should be placed on the use of punctuation and grammatical features. Shared reading is an opportunity to examine the purpose and audience of a text, to explore vocabulary and language patterns, internalise plot structures and deepen understanding.

Phase 2 – Practising skills, gathering ideas and shaping them into a plan

Children need to be explicitly taught the skills and features that were focussed on in Phase 1. This may be further practise of previously taught skills or introduction of new skills. Objectives should be taken from the national curriculum and should be appropriate for the year group and stage in year. Objectives should always be considered in the context of the genre so that children are taught genre-appropriate features. Once these skills have been taught, children need opportunities to practise these and apply them within their writing. In addition to acquiring skills, the children also need to spend Phase 2 gathering ideas and knowledge needed for their final piece of writing. This may be through ‘experience days’ where children are immersed in characters and settings so that they can begin to piece together ideas for their own final write.

Phase 3 – Drafting, completing and refining a piece of writing

In Phase 3, Children should have the opportunity to independently apply the knowledge and skills they have acquired throughout the unit. Depending on attainment level, children may still require some support and scaffolding through this section. By using the genre map, you can identify sections where children will be able to apply skills independently, and sections where they may need additional support such as working in a guided group or using writing frames. It is important to have some evidence of independent application which can be used to evidence understanding, however, it may not be appropriate for all children to write independently for the entire of their end of unit piece. Children should have opportunities throughout their writing to edit grammar and spelling mistakes. Once the unit is over, both the children and their Class Teacher should review the final piece against the Success Criteria created at the beginning of the unit. Areas of success should be identified as well as areas where children may need further practise or may not yet be confident. Children may need opportunities to re-draft sections of their writing, focussing on a particular skill or feature.