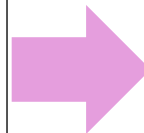


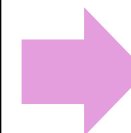
**Hook**  
To engage the children in the learning journey this may link to the genre or writing or the book/model text. It must benefit the learning process.



**Cold Write**  
**Optional**  
To assess skills that children already know. This may be in the form of a video asking the children to "tell you a story".



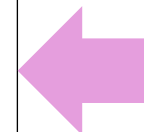
**Text Map**  
Learn the text map to give the opportunity for children to internalize the structure of the text.



**Read as a Reader**  
This may be activities linked to the model text and/or the book. The activities must give the children an opportunity to develop their understanding of the text. For example: ERIC; Never heard the word grid; Likes, dislikes, puzzles, and patterns; or Drama.  
  
All verbally aiming to improve children's oracy/communication and language skills, alongside comprehension.



**Read as a Writer**  
Short bursts of writing aiming to improve letter formation, pencil grip and phonetic spelling.  
  
Eg. Dictated sentences, labels, and captions.



**Warm/Hot Write**  
This is an opportunity for children to apply the skills that have been taught.  
  
The warm write can be a variety of activities. E.g. Changing characters, changing endings etc.



For at least one piece per term

The **optional** elements of the teaching sequence have been identified to ensure that all of the teaching in the unit stays **purposeful** and **meets the needs of the class**. We recognize that not all classes will require the same parts of the sequence as another class in the same year group and therefore need flexibility to ensure all learners make good progress.

# EYFS Writing Teaching Sequence

Last Updated: April 2024