

Glossary of Terms



Vehicle Text

The Vehicle Text is the children's language-rich picture book. It is here that children are immersed in this carefully selected text through drama, the illustrations it holds and an exploration of the characters and settings. Our Vehicle Texts are carefully chosen to be read aloud, enjoyed and discussed. They are challenging and beautifully written and provide important opportunities for drama and to teach new vocabulary explicitly and they offer many provocations to write.



Example Text

The Example Text is simply that. It is an example of a particular writing form (e.g. diary, letter, narrative) that allows for an exploration of language features and organisational structures. It also offers opportunities for Sentence Accuracy, contextualised grammar and punctuation teaching. It has been carefully crafted to provide one example of what the outcome might look like at greater depth. The Example Text (also known as a WAGOLL) is not designed to be learnt by heart or replicated. It has been designed for attentive reading and finding out how writing works - hence the name **Ready Steady Write**. An additional annotated version of the Example Text is included which helps exemplify the year group standards and provides important teacher knowledge around year group expectations.



Drama

The Vehicle Texts used in **Ready Steady Write** are beautifully written and the illustrations they contain lend themselves to drama. Children write well about what they understand and drama conventions such as 'Freeze Frame', 'Step Inside', 'Role on the Wall' etc. that punctuate this resource, allow for the exploration of setting, an understanding of characters and the development of vocabulary. Getting to know the Vehicle Text also helps shape children's voices as writers.



Additional Resources

These are a variety of resources and activities that complement the lesson plans. These support both the Sentence Accuracy part of the lessons and the essential teaching. They can be downloaded for children's use and / or displayed on screen. Each lesson plan will signal to the teacher (inside a yellow box) which resources are needed for that day's lesson, ensuring the children have all of the scaffolds and supports they need.



Curriculum: Wider Reading

This section offers a range of additional suggested reading. This will assist children in accessing the rich themes found within the Vehicle Text and also provides background knowledge. This will inform the repertoire of reading entitlement for children and can therefore be used to supplement the following: reading for pleasure, read aloud, whole class shared reading and guided reading. It is also used to support the development of vocabulary. See also the linked resource **Ready Steady Read**.



Curriculum: Wider Writing

This section offers a range of additional writing opportunities that link to the broader themes found within the Vehicle Text, enabling a choice for the teacher *and* for the writer.



Progression Across the Year

This document allows for a curriculum implementation that is sequenced. It details progression and coverage across the year for word, sentence, text, punctuation and terminology for pupils. It is important that teachers ensure that all year group expectations are met by the end of the academic year.



Reflecting on unit outcomes: Next Steps

In ensuring that year group expectations are achieved it is important to reflect on outcomes in English books against year group standards. This document is designed for analysing unit achievements and planning for future learning. This is to be used in conjunction with the Progression Across the Year document to ensure that subsequent units of work 'weave in' year group expectations not yet achieved.



Sentence Accuracy

Daily Sentence Accuracy is a vital element of **Ready Steady Write** and encompasses word, sentence, and punctuation from the statutory National Curriculum programme of study for writing and Appendix 2 (vocabulary, grammar and punctuation). There is a daily Sentence Accuracy focus in each lesson, where children work on creating coherent and accurate sentences, as modelled by their teacher. These sentences relate to the writing outcome and can be used by the children in their incidental and final writing outcomes.



Incidental Writes

These are short bursts of writing that take place throughout a unit. They allow children to apply the sentence skills they have been practising to a paragraph or short piece of writing. The incidental writes help to generate vocabulary and ideas that will contribute to the final outcome too. For example, where the outcome of a unit is a narrative, the children might write a short setting description Incidental Write 1, a poem about a character in Incidental Write 2 and a dilemma in Incidental Write 3. This ensures practice of writing skills and they can also draw upon the pieces when writing their final outcome.