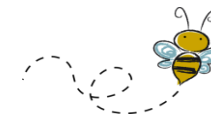





Writing : Year 2 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 2: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe and comma.

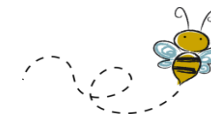
(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

Hook: Read a description of The Tin Man (book extract). Children label him with features. Give vocabulary and pictures to support. This can be done in pairs. Then take ideas from the class to add to a large mind map for your working wall. Be creative (prep a large sketch or 3D version of the Tin Man. You may wish to use recycled materials to create him. You may also wish to watch a clip from the movie. Give pupils a sentence stem to enhance their articulation of their ideas.

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 1 & 2  <u>Character Description</u>	Day 1 Hook WOTD Quick Spa- Add the capitals and full stops. Hook	I know when capital letters and full stops are needed.	I can correct the capital letters. I can put in the full stops.	Read a description of The Tin Man (book extract). Children label him with features. Give vocabulary and pictures to support. This can be done in pairs. Then take ideas from the class to add to a large mind map for your working wall. Be creative (prep a large sketch or 3D version of the Tin Man. You may wish to use recycled materials to create him. You may also wish to watch a clip from the movie. Give pupils a sentence



Writing : Year 2 Cycle A Summer 1 MTP



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<p>The Wizard of Oz (2weeks)</p> <p>You may wish to focus on a range of characters from the story.</p>	<p>(drama/video/clue hunt/scenario/text reveal)</p>			<p>stem to enhance their articulation of their ideas.</p>		
	<p>Day 2 WAGOLL</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>Quick Spa- Add the capitals and full stops.</p>	<p>I know when capital letters and full stops are needed.</p>	<p>I can correct the capital letters.</p> <p>I can put in the full stops.</p>	<p>Pupils (explore) read and deconstruct a model text (WAGOLL).</p> <p>Identify new writing features (and previously taught ones)</p> <p>Opportunities for echo reading.</p> <table border="1" data-bbox="1391 1182 2029 1313"> <tr> <td data-bbox="1391 1182 1917 1313">Describe what the character looks like.</td> <td data-bbox="1917 1182 2029 1313"></td> </tr> </table>	Describe what the character looks like.	
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Writing : Year 2 Cycle A Summer 1 MTP



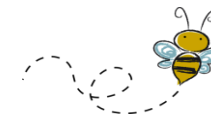
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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	WAGOLL			Describe how the characters acts, speaks, and moves.	
				Describe what the character thinks and feels.	
				Use interesting adjectives.	
					(Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).
Day 3					
<u>Mighty Writers</u>	I know when capital letters and full	I can correct the capital letters.		<u>Shared plan and write</u> - Teacher led shared write modelling the features of the text type. (Teacher to explicitly model	



Writing : Year 2 Cycle A Summer 1 MTP



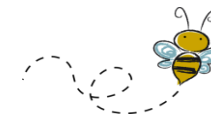
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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<p>WOTD</p> <p>Quick Spa- Add the capitals and full stops.</p> <p>Shared Write Whole class.</p>	<p>stops are needed.</p>	<p>I can put in the full stops.</p>	<p>writing and editing process_including taught elements), Pupils contribute to the ideas and vocabulary choices.</p> <p>Put on working wall. Print a copy for books.</p>
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Writing : Year 2 Cycle A Summer 1 MTP



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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<p>Day 4 Shared write 3s</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>SPaG Skill 1 with oral rehearsal. (Explicit teaching of new or previously taught SPaG skill)</p> <p>Shared Write in 3s.</p>	<p>I know how to use expanded noun phrases.</p>	<p>I can use adjectives in my writing.</p>	<p>Pupils construct a shared write in a mixed ability group on paper in 3s.</p>
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Writing : Year 2 Cycle A Summer 1 MTP



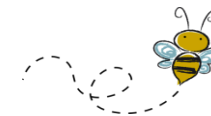
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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<p>Day 5 Plan and Draft Paragraph 1</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 1</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p>	<p>I know how to use expanded noun phrases.</p>	<p>I can use adjectives in my writing.</p>	<p>Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>



Writing : Year 2 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 2: noun, noun phrase, statement, question, exclamation, command, compound adjective, verb, suffix, adverb, tense (past, present), apostrophe and comma.

(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<u>Writing</u>			
	Day 6 Plan and Draft Paragraph 2 <u>Mighty Writers</u> <u>WOTD</u> <u>SPaG Skill 2</u> with oral rehearsal (Explicit teaching of new or	I know that the conjunctions 'and' 'but' and 'because' can be used to join ideas.	I can use the conjunctions 'and' 'but' and 'because' to join ideas.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 2 Cycle A Summer 1 MTP



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	<p>previously taught SPaG skill)</p> <p><u>Writing</u></p>			
	<p>Day 7 Plan and Draft Paragraph 3</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 2</u> with oral rehearsal</p>	<p>I know that the conjunctions 'and' 'but' and 'because' can be used to join ideas.</p>	<p>I can use the conjunctions 'and' 'but' and 'because' to join ideas.</p>	<p>Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>



Writing : Year 2 Cycle A Summer 1 MTP



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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	(Explicit teaching of new or previously taught SPaG skill) <u>Writing</u>			
	Day 8 Plan and Draft Paragraph 4 <u>Mighty Writers</u> <u>WOTD</u>	I know that a ? is used after a question.	I can use a ? after a question.	Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 2 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 2: noun, noun phrase, statement, question, exclamation, command, compound adjective, verb, suffix, adverb, tense (past, present), apostrophe and comma.

(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<p><u>SPaG Skill 3</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>			
<p>Day 9 Comprehension</p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal</p>	<p>I know that a ? is used after a question.</p>	<p>I can use a ? after a question.</p>	<p>Comprehension lessons lesson</p> <p>Introduce retrieval, inference and vocabulary VIPERS skills. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>	



Writing : Year 2 Cycle A Summer 1 MTP



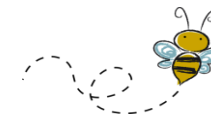
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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	(Explicit teaching of new or previously taught SPaG skill) Edit and up level.			
Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft)	All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.




Writing : Year 2 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 2: noun, noun phrase, statement, question, exclamation, command, compound adjective, verb, suffix, adverb, tense (past, present), apostrophe and comma.

(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

Hook: Children receive a letter from Dorothy explaining all of the things she has seen on her journey. Pupils discuss the sequence of events.

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 3 & 4  <u>Fiction Narrative</u> retell of the class text.	Day 1 Hook WOTD Quick SPaG- Add the capitals and full stops. Hook (drama/video/clue hunt/scenario/text reveal)	I know when capital letters and full stops are needed.	I can correct the capital letters. I can put in the full stops.	Introduce the hook. Children receive a letter from Dorothy explaining all of the things she has seen on her journey. Pupils discuss the sequence of events.



Writing : Year 2 Cycle A Summer 1 MTP



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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

<p>Day 2 WAGOLL</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>Quick SPaG- Add the capitals and full stops.</p> <p>WAGOLL</p>	<p>I know when capital letters and full stops are needed.</p>	<p>I can correct the capital letters.</p> <p>I can put in the full stops.</p>	<p>Pupils (explore) read and deconstruct a model text (WAGOLL).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;">Feature</th> <th style="width: 30%;">Achieved</th> </tr> </thead> <tbody> <tr> <td>Sentences begin with a capital letter.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Sentences end with a full stop.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Characters are included.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Characters are described.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>A setting is included.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>A setting is described.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The beginning establishes the characters, setting and a triggering event.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The main text includes sequential events.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The solution is included.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Identify new writing features (and previously taught ones)</p> <p>Opportunities for echo reading.</p>	Feature	Achieved	Sentences begin with a capital letter.	<input type="checkbox"/>	Sentences end with a full stop.	<input type="checkbox"/>	Characters are included.	<input type="checkbox"/>	Characters are described.	<input type="checkbox"/>	A setting is included.	<input type="checkbox"/>	A setting is described.	<input type="checkbox"/>	The beginning establishes the characters, setting and a triggering event.	<input type="checkbox"/>	The main text includes sequential events.	<input type="checkbox"/>	The solution is included.	<input type="checkbox"/>
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Writing : Year 2 Cycle A Summer 1 MTP



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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

				(Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).
Day 3	SPAG QUIZ OF THIS UNIT'S FEATURES.	I can correct the capital letters. I can put in the full stops.	<u>Shared plan and write</u> - Teacher led shared write modelling the features of the text type. (Teacher to explicitly model writing and editing process including taught elements), Pupils contribute to the ideas and vocabulary choices.	
<u>Mighty Writers</u>				
WOTD				
Quick SPaG- Add the capitals and full stops.				Put on working wall. Print a copy for books.



Writing : Year 2 Cycle A Summer 1 MTP



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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	Shared Write Whole class.			
	Day 4 Shared write 3s <u>Mighty Writers</u> WOTD SPaG Skill 1 with oral rehearsal.	I know the job of an adverbs.	I can use adverbs in my writing.	Pupils construct a shared write in a mixed ability group on paper in 3s.



Writing : Year 2 Cycle A Summer 1 MTP



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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	(Explicit teaching of new or previously taught SPaG skill) Shared Write in 3s.			
	Day 5 Plan and Draft Paragraph 1 <u>Mighty Writers</u> <u>WOTD</u>	I know the job of an adverbs.	I can use adverbs in my writing.	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 2 Cycle A Summer 1 MTP



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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<p><u>SPaG Skill 1</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>			
	<p>Day 6 Plan and Draft Paragraph 2</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p>	<p>I know that an apostrophe can show possession.</p>	<p>I can use apostrophes for possession in my writing.</p>	<p>Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p>



Writing : Year 2 Cycle A Summer 1 MTP



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	<p><u>SPaG Skill 2</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>			<p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>
	<p>Day 7 Plan and Draft Paragraph 3</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p>	<p>I know that an apostrophe can show possession.</p>	<p>I can use apostrophes for possession in my writing.</p>	<p>Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p>



Writing : Year 2 Cycle A Summer 1 MTP



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	<p><u>SPaG Skill 2</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>			<p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>
	<p>Day 8 Plan and Draft Paragraph 4</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p>	<p>I know that conjunctions can be used for subordination (using when,</p>	<p>I can use when, if, that, or because in my writing.</p>	<p>Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p>



Writing : Year 2 Cycle A Summer 1 MTP



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	<p><u>SPaG Skill 3</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>	<p>if, that, or because).</p>		<p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>
	<p>Day 9 Comprehension</p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal</p>	<p>I know that conjunctions can be used for subordination (using when,</p>	<p>I can use when, if, that, or because in my writing.</p>	<p>Comprehension lessons lesson</p> <p>Introduce retrieval, inference and vocabulary VIPERS skills.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>



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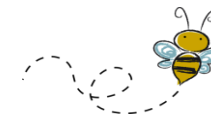
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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	(Explicit teaching of new or previously taught SPaG skill) Edit and up level.	if, that, or because).		
	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.



Writing : Year 2 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 2: noun, noun phrase, statement, question, exclamation, command, compound adjective, verb, suffix, adverb, tense (past, present), apostrophe and comma.

(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

Hook: Watch [Little Red Riding Hood and the Wolf by Roald Dahl \(youtube.com\)](https://www.youtube.com/watch?v=...)

<https://childrens.poetryarchive.org/poem/little-red-riding-hood-and-the-wolf/>

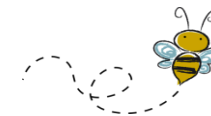
You may wish to dress up as one of the characters from the text or have some props from the story.

Compare the similarities and differences with Roald Dahl's version and the Traditional Tale version of Little Red Riding Hood.

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 5 & 6	Day 1 Hook WOTD Quick SPaG- Add the capitals and full stops.	I know when capital letters and full stops are needed.	I can correct the capital letters. I can put in the full stops.	Hook: Watch Little Red Riding Hood and the Wolf by Roald Dahl (youtube.com) https://childrens.poetryarchive.org/poem/little-red-riding-hood-and-the-wolf/ You may wish to dress up as one of the characters from the text or have some props from the story.




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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<p>(drama/video/clue hunt/scenario/text reveal)</p>			<p>Compare the similarities and differences with Roald Dahl's version and the Traditional Tale version of Little Red Riding Hood.</p>		
<p><u>Little Red Riding Hood.</u> <u>Character Description or Wanted Poster</u></p> <p>(2weeks)</p> <p>You may wish to focus on a range of characters from the story. (Little Red Riding Hood, Grandma or the Wolf).</p>	<p>Day 2 WAGOLL</p> <p><u>Mighty Writers</u></p> <p>WOTD</p>	<p>I know when capital letters and full stops are needed.</p>	<p>I can correct the capital letters.</p> <p>I can put in the full stops.</p>	<p>Pupils (explore) read and deconstruct a model text (WAGOLL).</p> <p>Identify new writing features (and previously taught ones)</p> <p>Opportunities for echo reading.</p> <table border="1" data-bbox="1377 1249 2024 1375"> <tr> <td data-bbox="1377 1249 1915 1375">Describe what the character looks like.</td> <td data-bbox="1915 1249 2024 1375"></td> </tr> </table>	Describe what the character looks like.	
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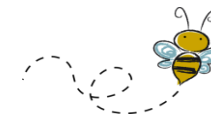
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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	Quick SPaG- Add the capitals and full stops.			Describe how the characters acts, speaks, and moves.	
	WAGOLL			Describe what the character thinks and feels.	
				Use interesting adjectives.	
Day 3 <u>Mighty Writers</u>	I know when capital letters and	I can correct the capital letters.	<u>Shared plan and write</u> - Teacher led shared write modelling the features of the text type. (Teacher to explicitly model		



Writing : Year 2 Cycle A Summer 1 MTP



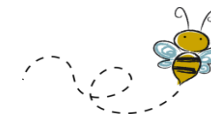
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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

	<p>WOTD</p> <p>Quick SPaG- Add the capitals and full stops.</p> <p>Shared Write Whole class.</p>	<p>full stops are needed.</p>	<p>I can put in the full stops.</p>	<p>writing and editing process_including taught elements), Pupils contribute to the ideas and vocabulary choices.</p> <p>Put on working wall. Print a copy for books.</p>
	<p>Day 4 Shared write 3s</p>	<p>I know how to use</p>	<p>I can use adjectives</p>	<p>Pupils construct a shared write in a mixed ability group on paper in 3s.</p>



Writing : Year 2 Cycle A Summer 1 MTP



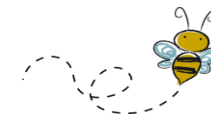
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	<p><u>Mighty Writers</u></p> <p>WOTD</p> <p>SPaG Skill 1 with oral rehearsal. (Explicit teaching of new or previously taught SPaG skill)</p> <p>Shared Write in 3s.</p>	<p>expanded noun phrases.</p>	<p>in my writing.</p>	
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Writing : Year 2 Cycle A Summer 1 MTP



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	<p>Day 5 Plan and Draft Paragraph 1</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 1</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p>	<p>I know how to use expanded noun phrases.</p>	<p>I can use adjectives in my writing.</p>	<p>Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>



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	<u>Writing</u>			
	Day 6 Plan and Draft Paragraph 2 <u>Mighty Writers</u> <u>WOTD</u> <u>SPaG Skill 2</u> with oral rehearsal (Explicit teaching of new or	I know that the conjunctions 'and', 'but' and 'because' can be used to join ideas.	I can use the conjunctions 'and', 'but' and 'because' to join ideas.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



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	previously taught SPaG skill)			
	<u>Writing</u>			
	Day 7 Plan and Draft Paragraph 3	I know that the conjunctions 'and', 'but' and 'because' can be used to join ideas.	I can use the conjunctions 'and', 'but' and 'because' to join ideas.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	<u>Mighty Writers</u>			
	<u>WOTD</u>			
	<u>SPaG Skill 2</u>			
	with oral rehearsal			



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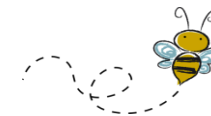
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	(Explicit teaching of new or previously taught SPaG skill) <u>Writing</u>			
	Day 8 Plan and Draft Paragraph 4 <u>Mighty Writers</u> <u>WOTD</u>	I know that a ? is used after a question.	I can use a ? after a question.	Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



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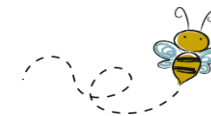
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	<p><u>SPaG Skill 3</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>			
	<p>Day 9 Comprehension</p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal</p>	<p>I know that a ? is used after a question.</p>	<p>I can use a ? after a question.</p>	<p>Comprehension lessons lesson</p> <p>Introduce retrieval, inference and vocabulary VIPERS skills. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>



Writing : Year 2 Cycle A Summer 1 MTP



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	(Explicit teaching of new or previously taught SPaG skill) Edit and up level.			
	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.



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