

Dragon Hunters - Session Structure Example

Time	Title	Content	Notes
2 - 4 mins	Introduction	Question for group to answer about the investigation they are doing. Sharing the new entries in the Observation Diary (sessions 1, 5, 9)	Encouraging group identity and reminding them of the purpose of the sessions.
2 mins	GRTW Checklist	Questions and prompts to get children sitting correctly and checking they have the writing equipment they will need for the session.	Helping children get into good habits by sitting up with their chair pulled in and feet on the floor.
10 - 20 mins	GRTW Activities: 2 Minute Challenge (sessions 1, 3) Spelling Focus (sessions 2, 5, 6) Spelling Strategies (session 4) Grammar Focus (session 7) Spelling Dictation (session 8) Writing Toolkit (session 10)	A range of different GRTW activities including: <ul style="list-style-type: none"> • 2 Minute challenges: writing a quick sentence focussing on specific aspects of spelling or grammar • Quick games to revise and apply rules for spelling and grammar. • Strategies for learning to spell commonly misspelled words correctly • Dictation: 1-2 sentences read aloud for pupils to write. • Toolkit: identifying new writing targets and adding tips and rules for writing. 	Spelling games are drawn from a limited menu and use minimal resources. Stimulating children to write as part of every session. Vocabulary and rules will feed directly into the writing activities for this unit of work. Assessment of the spelling rules children have been learning during this unit. Encouraging children to remember and apply their learning beyond the intervention group, back in class.
10 - 30 mins	Writing Activity	Begins by making links to previous work; reminding children of the writing outcome for the unit. The writing process is spread over a series of sessions during the course of the unit: responding to a stimulus for writing, planning, demonstration writing, independent writing, reviewing and revising.	Encouraging pupils to activate prior learning and make links to class work. Helping them understand how the different activities contribute to the process of writing. Each session will focus on one part of the process with pupils working towards specific writing outcomes for different audiences and purposes.
4 - 6 mins	Review Take Away: Spellings (sessions 4, 7) Take Away: Observation Diary (sessions 4, 7, 10)	Investigate the investigators: one pupil to reflect on their learning each day. Practising and learning how to spell the target words. One pupil takes home and the Observation Diary.	Encouraging pupils to reflect on what they have learned and how to use this in their other writing back in class. Take Away target spellings to practise in school or at home. Encouraging individuals to write independently.