**Handout 1: 5 steps to creating flexible language templates for any unit**

**Step A. Create exemplar text that plans for progression.** Decide how you are building on prior learning and create a piece of **exemplar text** at the right level which enables the students to know the type of writing they are trying to emulate. Make certain the text includes useful linking and general phrases as well as technical language. Exemplar text should be a rich source of phrases that could be used in similar contexts.

**Step B. Decide how you will warm up the words.** Make a list of all the key technical words that the students will need to be familiar with for the unit and decide how you are going to interactively build up their confidence with using these words appropriately. Make these activities oral so they talk the language.

**Step C.** **Decide how you will warm up the phrases.** Think about the sort of linking phrases and general expressions the students will need to express this topic effectively and think about how you are going to help them internalise these phrases so they start to use them automatically and can talk about the topic coherently. Wherever possible, make these activities oral so they talk the language.

**Step D. Decide how the students are going to internalise the exemplar text and create their own text.** You might choose to:

* help them to ‘learn’ the text orally collectively, using text icons to support them, before showing them the text
* help them internalise the gist of the text using text icons
* show them 3 or 4 versions of the text and get them to select the best.

Then involve the students in analysing the text by:

* boxing it up to understand its structure
* highlighting linking and useful phrases
* identifying technical language

Through this process co-construct a toolkit for this type of text.

* Using the exemplar text and the tooklit, model for the students how to innovate on the text before they write their own version
* Involve the students in talking their text before they write it, possibly using icons to help them organise and recall their ideas.

**Step E: Consolidate learning to build in progress.**

* At all stages involve the students in explaining to others
* Co-construct key learning points
* Once students have completed a piece of written work, get them to:
* share it with a partner, discuss how it could be improved, and make improvements
* write their own comment on how well they have completed the task
* Mark work, decide on what elements need strengthening. Focus on these when handing back work and get students to amend their work in light of feedback and activities.
* Devise language activities that revisit the target language of the unit
* Involve the students in summing up what they have learnt.