

Connect Grid Progression Analysis

Actualizing Your Vision: From Deconstruction to Adapted Planning to Independent Creation

Purpose: Examine how the current WriFe curriculum implements Connect Grid progression and provide specific recommendations for strengthening the scaffolded approach from text analysis to adapted planning to original creation.

Date: November 2025

Status: Strategic Analysis and Recommendations

PART 1: YOUR VISION - THE THREE-STAGE PROGRESSION

Stage 1: Deconstruction (Text Analysis)

Lessons: L27-36

Purpose: Pupils learn structure by analyzing published texts

Connect Grid Role: Tool for making visible the structure of existing texts

Outcome: Deep understanding of how texts are organized

Stage 2: Adapted Planning (Structural Transfer)

Lessons: L37-38

Purpose: Pupils use learned patterns but personalize content

Key Innovation:

- Keep MC patterns from Column 2 (generalized plot)
- Modify Subject/Verb in Column 3 (story skeleton)
- This changes Column 1 (specific story) **Outcome:** New story with familiar framework

Stage 3: Independent Planning (Original Creation)

Lessons: L38+ onwards

Purpose: Pupils create original stories from blank grid

Connect Grid Role: Empty planning tool to be filled independently

Outcome: Fully original composition

PART 2: CURRENT CURRICULUM STATUS

What Exists and Works Well

2.1 L27-34: Connect Grid Introduction and Consolidation

L27: Introduction to Connect Grid (COMPLETE)

- 3 columns: What Happens (Column 1), Generalized Plot (Column 2), Story Skeleton (Column 3)
- Single row (paragraph-level)
- Peter's Coal Mine OPENING text
- Pupils learn the column structure

L28: Connect Grid with BME (COMPLETE)

- 3 rows (Beginning, Middle, End)
- Full Peter's Coal Mine text
- Applies familiar 3-part structure to grid

L29-34: Consolidation

- Various texts
- 3-row BME structure maintained
- Increasing independence with grid completion
- **Status:** Framework established, components to be created

✓ **STRENGTH:** Solid foundation. Pupils understand the 3-column system and can analyze texts at paragraph and story level.

2.2 L35-36: Text Deconstruction with 5-Part Structure

L35: Level 1 Grid (Simple 5-Part)

- Introduces 5-part structure (Opening, Build-up, Problem, Resolution, Ending)
- Brief notes in each section
- Transition from 3-part to 5-part thinking

L36: Level 2 Grid (Detailed 3-Column)

- Full 3-column analysis for each of 5 parts
- Color-coded word class identification
- Deep structural understanding

- **KEY TEACHING POINT (from documents):** "Column 2 patterns become reusable templates for pupils' own story planning in L38"

✓ **STRENGTH:** Comprehensive deconstruction. Pupils can identify structure and understand transferable patterns.

2.3 L37: The Bridge Lesson (Summary Writing)

Documented Purpose:

- Transform grid notes into coherent summary
- Practice information selection
- Bridge from analysis to creation

Current Implementation:

- Read Column 2 as foundation
- Add selected details from Column 3
- Write connected summary in own words

✓ **STRENGTH:** L37 successfully transitions pupils from reading grids to writing FROM grids.

⚠ **GAP IDENTIFIED:** L37 could be strengthened to more explicitly teach the adaptation process (Column 2 patterns + modified Column 3 = new story).

2.4 L38: Planning Lesson

Current Documentation States:

Approach A: Adaptation (Easier)

- Take deconstructed text structure
- Change specific elements (characters, setting, problem type)
- Keep same 5-part structure
- Example given: "The Lion and the Mouse" → "The Eagle and the Ant"

Approach B: Original Creation (Harder)

- Start with blank Connect Grid
- Generate entirely new story concept
- Populate all 5 sections from imagination

✓ **STRENGTH:** Two pathways acknowledged (adaptation vs original).

⚠ **CRITICAL GAP:** The specific mechanics of adaptation using Column 2 MC patterns and Column 3 Subject/Verb modification are **mentioned but not explicitly taught step-by-step**.

PART 3: THE MISSING LINK - EXPLICIT ADAPTATION METHODOLOGY

3.1 What Your Vision Adds (Critical Innovation)

Your insight about adapted planning is pedagogically brilliant and needs to be made **explicit and systematic** in the curriculum:

The Adaptation Process (Your Vision)

Step 1: Select a deconstructed text from L35-36

- Pupils have completed Level 2 grid
- Column 2 shows MC patterns
- Column 3 shows Subject + Verb skeleton

Step 2: Keep Column 2 MC Patterns (Generalized Plot)

- "MCs are living in difficult conditions"
- "MCs lack essential resources"
- "MC finds solution"
- "MC faces consequences"
- "MC learns lesson"

Step 3: Modify Column 3 (Story Skeleton)

- Change SUBJECT (nouns): "children" → "astronauts", "coal" → "oxygen"
- Change VERB: "had no coal" → "running out of oxygen"
- Change essential facts: "cottage" → "spaceship", "winter" → "equipment failure"

Step 4: Transform Column 1 (Specific Story)

- Original: "Winter came to the cottage and the children had no coal to keep warm"
- Adapted: "Equipment failed on the spaceship and the astronauts were running out of oxygen"

THE MAGIC: Same plot pattern, completely different story!

3.2 Why This Needs to Be Explicit

Currently in the curriculum:

- Adaptation is mentioned as "easier" approach
- Example given (Lion → Eagle)

- But the **systematic Column 2 → Column 3 → Column 1 transformation process** is not explicitly taught

What pupils need:

1. Explicit modeling of Column 2 pattern selection
2. Guided practice changing Column 3 Subject/Verb
3. See how Column 3 changes drive Column 1 changes
4. Multiple examples before independent attempt

Why it matters:

- Without explicit instruction, pupils may struggle to understand HOW to adapt
 - May change only surface details (names) rather than deep structural adaptation
 - May not see the power of Column 2 patterns as reusable templates
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PART 4: RECOMMENDED CURRICULUM ENHANCEMENTS

4.1 Strengthen L37 as Adaptation Bridge

Current L37: Summary Writing

Keep this - it's valuable for reading comprehension and writing fluency.

Add to L37: Adaptation Introduction (10-15 minutes)

New Content: "Column 2 as Story Template"

Teaching Sequence:

1. Display completed Level 2 grid from L35-36
2. Highlight Column 2 patterns: "Look at these MC patterns - could they work in a DIFFERENT story?"
3. Model thinking aloud: "MCs lack essential resources... That could be children without food, astronauts without oxygen, sailors without water..."
4. Show how changing Column 3 nouns creates new stories
5. Preview: "Tomorrow in L38, YOU will adapt these patterns to create your own stories!"

Time Impact: Add 10-15 minutes to L37 (extend lesson or adjust timing)

Why This Works:

- Plants the seed for L38
 - Makes adaptation methodology visible
 - Low-stakes preview before high-stakes independent work
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4.2 Redesign L38 with Two Distinct Pathways

Current Problem

L38 tries to teach both adaptation AND original creation in one lesson, without adequate scaffolding for either.

Recommended Solution: Split L38 into Two Lessons

NEW L38: Adapted Planning (Structured)

Learning Objective: Create a new story by adapting Column 2 MC patterns and modifying Column 3 Subject/Verb combinations.

Success Criteria:

- I can select appropriate MC patterns from Column 2 of an analyzed text
- I can modify Subject and Verb in Column 3 to create my new story
- I can write a new Column 1 based on my modified Column 3
- I can complete a full 5-part grid for my adapted story

Lesson Structure (60 minutes):

1. Review and Select (10 min)

- Review 2-3 completed Level 2 grids from L35-36
- Class discussion: "Which MC patterns do you find interesting?"
- Pupils select ONE grid to use as their template

2. Model Adaptation Process (15 min)

- Teacher demonstrates with one section (e.g., Opening)
- Step 1: Read Column 2 pattern aloud
- Step 2: Brainstorm different subjects that could fit pattern
- Step 3: Modify Column 3 Subject/Verb
- Step 4: Write new Column 1
- Think aloud throughout: "I'm keeping the pattern but changing the specifics"

3. Guided Practice - Opening Section (10 min)

- Pupils adapt Opening section with teacher support
- Share adaptations: "Who changed the subject to something completely different?"
- Celebrate creativity while maintaining pattern

4. Independent Practice - Remaining Sections (20 min)

- Pupils complete Build-up, Problem, Resolution, Ending
- Teacher circulates, conferences with individuals
- Check: Is the MC pattern maintained? Are changes logical?

5. Partner Share and Reflection (5 min)

- Pairs explain their adaptations
- Question: "Can you see the original pattern in your partner's new story?"

Assessment: Form 5 Level 4A (Adaptation Rubric)

- Expected: All 5 sections adapted with clear MC pattern maintained
 - Exceeding: Creative adaptations with logical coherence
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NEW L38A: Independent Planning (Original)

When to Teach: After pupils achieve Expected on L38 Adaptation

For Pupils Who:

- Completed L38 successfully
- Are ready for greater challenge
- Want to create fully original stories

Learning Objective: Create an original 5-part story plan using a blank Connect Grid.

This becomes the CHALLENGE pathway - not required for all pupils, but available for those ready for full independence.

Lesson Structure (60 minutes):

1. Genre Selection and Brainstorming (15 min)

- Choose story type (adventure, personal, wishing tale, etc.)
- Brainstorm: Who? Where? What's the problem?
- No template provided - fully original thinking

2. Plan the 5 Sections (30 min)

- Work through blank Level 2 grid
- Populate all three columns for all 5 sections
- Teacher conferences to ensure adequate detail

3. Quality Check (10 min)

- Can you tell a complete story from this grid?
- Is there enough detail to write from?

- Is the problem-solution clear?

4. Reflection (5 min)

- "Was this harder than adaptation? Why?"
 - "What did you learn from adapting that helped you create an original story?"
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4.3 Create Explicit Adaptation Resources

New Resource Needed: L38 Adaptation Guide

Content:

Section 1: Understanding MC Patterns

- Examples of transferable patterns
- How to recognize a good pattern for adaptation
- "Could this work in a different story?" test

Section 2: The Adaptation Process (Step-by-Step)

1. Select your source grid (from L35-36)
2. Read Column 2 patterns - which ones do you like?
3. Choose your new context (space, ocean, desert, school, sports, etc.)
4. Modify Column 3 Subject and Verb to fit new context
5. Write new Column 1 based on modified Column 3
6. Check: Does the MC pattern still work?

Section 3: Worked Examples

- Show 3-5 complete adaptations
- Original grid → Adapted grid (side by side)
- Annotations explaining choices

Section 4: Common Pitfalls

- Changing too little (only names)
- Changing too much (losing the pattern)
- Illogical adaptations (doesn't make sense)

Section 5: Success Criteria

- Checklist for pupils
- Self-assessment prompts

New Resource Needed: Adaptation Practice Activities

Before L38 - Scaffolded Practice:

Activity 1: Column 2 Pattern Recognition (W4)

- Given various texts
- Identify which MC patterns are present
- Practice generalizing from specific to pattern

Activity 2: Subject-Verb Swapping (W4)

- Given Column 3 from one context
- Generate alternative subjects for same verb
- Example: "children - had no coal" → "astronauts - had no oxygen"

Activity 3: Pattern Transfer (W5)

- Given one MC pattern
- Generate 3 different specific contexts
- Example: "MC lacks essential resource" → desert (water), space (oxygen), island (food)

Activity 4: Mini-Adaptation (W5)

- Given one section of a grid
- Complete adaptation of that section only
- Focus on maintaining pattern while changing specifics

Activity 5: Adaptation with Constraints (W6)

- Given a pattern and a required context (e.g., "school setting")
- Adapt pattern to fit context
- Develops flexible thinking

These could be integrated into:

- Interactive Practice activities (L37)
 - Worksheet extension activities (L36-37)
 - Homework between L37 and L38
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PART 5: REVISED LESSON SEQUENCE

Current Sequence vs. Recommended Sequence

CURRENT SEQUENCE

Lesson	Focus	Grid Level
L27	Introduction (3 columns, 1 row)	Introduction
L28	BME application (3 columns, 3 rows)	Consolidation
L29-34	BME consolidation	Consolidation
L35	5-part introduction	Level 1
L36	Detailed analysis	Level 2
L37	Summary writing	Level 3
L38	Adaptation OR Original	Level 4
L39-41	Drafting	Application

RECOMMENDED ENHANCED SEQUENCE

Lesson	Focus	Grid Level	Adaptation Scaffolding
L27	Introduction (3 columns, 1 row)	Introduction	Deconstruction only
L28	BME application (3 columns, 3 rows)	Consolidation	Deconstruction only
L29-34	BME consolidation	Consolidation	Deconstruction only
L35	5-part introduction	Level 1	Deconstruction only
L36	Detailed analysis + color-coding	Level 2	Deconstruction + pattern recognition
L37	Summary writing + Adaptation Preview	Level 3	Plant adaptation seed
L38	Adapted Planning ONLY	Level 4A	Full adaptation instruction
L38A	Independent Planning (Challenge)	Level 4B	Original creation for ready pupils
L39-41	Drafting	Application	Write from adapted plans
L42+	Editing + Blank Grid Introduction	Level 5	Gradual shift to independent planning

Key Changes in Enhanced Sequence

1. L37 Enhanced

- Keep summary writing (main focus)
- Add 10-15 minute adaptation preview
- Make Column 2 patterns explicit as templates

2. L38 Focused on Adaptation

- Single clear objective: adapt using Column 2 + modified Column 3
- Explicit step-by-step modeling

- All pupils practice adaptation
- No original creation pressure

3. L38A as Challenge Pathway

- Separate lesson for pupils ready for independent planning
- Not required for all (adaptation is sufficient for L39-41 drafting)
- Advanced pupils can create fully original stories

4. L42+ Gradual Independence

- After editing lessons (L42-44)
 - Begin introducing blank grids for pupils who mastered adaptation
 - By L45+, more pupils using blank grids independently
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PART 6: IMPLEMENTATION ROADMAP

Phase 1: Immediate Enhancements (No Major Restructuring)

Can Be Done Now:

1. Add Adaptation Preview to L37

- 10-15 minute addition
- Teacher modeling only (no pupil practice yet)
- Plants seed for L38

2. Clarify L38 as "Adaptation Lesson"

- Rename explicitly
- Focus entire lesson on adaptation process
- Save original creation for challenge pathway

3. Create L38 Teacher Guide with Explicit Adaptation Steps

- Step-by-step process visible
- Worked examples included
- Common pitfalls addressed

Time Impact: Minimal (add 10-15 min to L37, refocus L38)

Resource Impact: Update teacher guides only

Phase 2: Medium-Term Enhancements (New Resources)

Develop Over Next 3-6 Months:

1. Create L38 Adaptation Guide (Pupil Resource)

- Step-by-step process
- Worked examples
- Self-assessment checklist

2. Develop Scaffolded Adaptation Activities

- 5 progressive activities (W4-W6)
- Can be integrated into L36-37 materials
- Builds adaptation skills before L38

3. Create L38A Independent Planning Lesson

- Full lesson package (6 components)
- Labeled as "Challenge" pathway
- Separate from core L38

Time Impact: Development time only (lessons remain same length)

Resource Impact: New pupil-facing resources + one new lesson package

Phase 3: Long-Term Vision (Full Curriculum Integration)

Implement Over Next 1-2 Years:

1. Blank Grid Introduction Sequence (L42+)

- After editing unit complete
- Gradual introduction of blank grids
- Support pupils transitioning to full independence

2. Genre Adaptation Curriculum (L52+)

- Apply adaptation methodology to different genres
- Non-fiction planning using similar principles
- Cross-genre pattern transfer

3. Advanced Planning Options (Upper Years)

- Multiple planning tools available
- Pupils choose tool based on task
- Connect Grid remains option, not requirement

Time Impact: Long-term curriculum development

Resource Impact: Significant - full L42+ revision

PART 7: ASSESSMENT IMPLICATIONS

Revise Form 5 to Include Adaptation Rubric

Current Form 5: Connect Grid Assessment

Levels:

- Level 1: Simple 5-part identification
- Level 2: Detailed 3-column analysis
- Level 3: Summary writing
- Level 4: Original planning

Recommended: Split Level 4

Level 4A: Adaptation Assessment

Criterion	Emerging (1)	Expected (2)	Exceeding (3)
Column 2 Retention	MC patterns partially maintained	MC patterns clearly maintained	MC patterns maintained with sophisticated understanding
Column 3 Modification	Subjects/verbs changed with support	Subjects/verbs appropriately modified	Creative, logical modifications
Column 1 Coherence	New story makes some sense	New story is logical and complete	New story is creative and well-developed
Overall Quality	Basic adaptation with support	Complete adaptation ready for drafting	Sophisticated adaptation showing deep structural understanding

Mastery Threshold: 2/3 on each criterion (6-8 points total)

Level 4B: Original Creation Assessment

Criterion	Emerging (1)	Expected (2)	Exceeding (3)
Structure	Some sections present	All 5 sections complete	All sections with clear structure
Detail	Limited detail	Adequate detail for drafting	Rich, specific detail
Coherence	Story makes partial sense	Story is logical	Story is compelling and logical
Independence	Significant support needed	Completed with minor support	Fully independent creation

Mastery Threshold: 2/3 on each criterion (6-8 points total)

PART 8: ANSWERING YOUR QUESTION

How Your Vision Can Be Actualized

What Already Exists (80% There)

- ✓ Connect Grid structure with 3 columns established (L27-28)
- ✓ Deconstruction methodology taught (L27-36)
- ✓ Column 2 as "generalized plot" understood
- ✓ Column 3 as "story skeleton" (S+V focus) taught
- ✓ Adaptation mentioned as approach in L38
- ✓ Framework documents reference adaptation process

What Needs Strengthening (20% Gap)

- ⚠ **Explicit adaptation methodology** - the Column 2 → Column 3 → Column 1 transformation process needs systematic instruction
- ⚠ **Scaffolded practice** - pupils need practice with adaptation BEFORE L38 independent work
- ⚠ **Separation of adaptation from original planning** - trying to teach both in one lesson dilutes both
- ⚠ **Assessment clarity** - need separate rubrics for adaptation vs original creation

Specific Actions to Close the Gap

Immediate (This Term):

1. Add 10-15 min "Adaptation Preview" to L37
2. Refocus L38 entirely on adaptation (make it explicit)
3. Update L38 teacher guide with step-by-step adaptation process

Near-Term (Next 3-6 Months): 4. Create L38 Adaptation Guide (pupil resource) 5. Develop 5 scaffolded adaptation activities for L36-37 6. Create L38A as separate "Challenge" lesson for original planning 7. Revise Form 5 assessment to separate 4A (Adaptation) and 4B (Original)

Long-Term (Next 1-2 Years): 8. Design blank grid introduction sequence for L42+ 9. Develop genre adaptation curriculum for L52+ 10. Build advanced planning options for upper years

PART 9: THE PEDAGOGICAL POWER OF YOUR VISION

Why This Matters

Your insight about **Column 2 patterns + modified Column 3 = adapted story** is pedagogically brilliant because:

1. Reduces Cognitive Load

- Pupils don't have to invent structure AND content simultaneously

- Structure is provided (from Column 2)
- Creativity focuses on content (Column 3 modifications)

2. Makes Transfer Visible

- Shows how patterns work across contexts
- Demonstrates abstract → concrete thinking
- Builds structural awareness

3. Natural Progression

- Analyze (L27-36) → Adapt (L37-38) → Create (L38A+)
- Each stage builds on previous
- No sudden jumps in difficulty

4. Differentiation Built-In

- All pupils can succeed with adaptation
- Challenge pupils can progress to original
- Multiple pathways to success

5. Real-World Writing Process

- Professional writers adapt patterns constantly
 - Genre conventions are adaptations of successful patterns
 - This teaches authentic composition process
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PART 10: IMMEDIATE NEXT STEPS

For You (Michael)

- 1. Review this analysis** - does it capture your vision accurately?
- 2. Decide on implementation timeline** - immediate changes vs long-term?
- 3. Prioritize which enhancements to develop first:**
 - L37 adaptation preview (easiest, high impact)
 - L38 refocus on adaptation (critical)
 - L38 Adaptation Guide (important resource)
 - L38A independent planning lesson (challenge pathway)
 - Scaffolded adaptation activities (builds skill)
- 4. Consider pilot testing:**

- Test enhanced L37 with pilot schools
- Refine based on feedback
- Scale to full implementation

For Curriculum Development

1. Update existing L37 materials:

- Add adaptation preview section
- Model Column 2 pattern transfer
- Plant seed for L38

2. Revise L38 lesson creation prompt:

- Make adaptation the PRIMARY focus
- Explicit step-by-step modeling required
- Original planning moved to L38A (separate)

3. Create L38 Adaptation Guide:

- Standalone pupil resource
- Step-by-step process
- Worked examples
- Can be used independently or with teacher

4. Develop Form 5 Level 4 revision:

- Split into 4A (Adaptation) and 4B (Original)
- Clear rubrics for each
- Different mastery criteria

CONCLUSION

Your vision for Connect Grid progression is not only pedagogically sound but **already substantially present in the current curriculum**. The gap is not in the concept but in making the adaptation methodology **explicit, systematic, and adequately scaffolded**.

The three-stage progression you envision:

1. **Deconstruction (L27-36)** ✓ Fully present
2. **Adapted Planning (L37-38)** △ Present but needs strengthening
3. **Independent Planning (L38+)** △ Present as option, needs separate pathway

The critical enhancement: Make L38 explicitly and exclusively about adaptation using the Column 2 MC patterns + modified Column 3 Subject/Verb process. This is the missing link that will actualize your vision.

Bottom line: You're 80% there. The remaining 20% is making visible what's implicit, separating adaptation from original planning, and providing scaffolded practice. All highly achievable with the recommendations above.

END OF ANALYSIS

Next Actions:

1. Discuss this analysis with Michael
2. Prioritize recommended enhancements
3. Begin with high-impact, low-effort changes (L37 addition, L38 refocus)
4. Develop new resources over next 3-6 months
5. Pilot test enhanced sequence
6. Refine and scale

Your vision is clear, powerful, and achievable. Let's make it explicit in the curriculum.