

KEXBOROUGH PRIMARY SCHOOL

WRITING

SEQUENCE OF LESSONS

STAGE 1 - SKILLS

At the start of each new term, the skills from our writing intent document are taught discretely so pupils fully understand the writing skills being taught. This means each objective is taught in a specific order in order to consolidate knowledge and show progression, regardless of text type or genre.

GATHER

- A good example (WAGOLL) is shared with the children, stuck in books and displayed on the working wall. This is fully annotated with the whole class to identify key features and skills.

SKILLS

- Skills from the intent document, appropriate for the particular genre of writing, are then taught in a structured sequence of lessons, giving children opportunities to practice and overuse these skills.
- The skills taught are either key features of the genre being taught, objectives from the intent document or objectives that need revisiting which have been identified during assessment for learning.
- When skills are being taught, there will be clear learning objectives which are broken down in to small steps, making it achievable for children.
- Lessons during this stage may include:
 - Dictated sentences
 - Opportunities to practice the skills through specific activities
 - Oracy activities – think it, say it, share it, write it
 - Partner talk
 - Whiteboard workMini WAGOLL's stuck in children's books

STAGE 2 – MODELLED WRITING

After the skills have been taught, pupils are then taught how to implement these skills in carefully chosen pieces of writing that are mapped out on year group overviews. Teachers planning reflects the chosen genre, audience and purpose of the writing and this is

explicitly taught to the pupils so they are clear on exactly who and what they are writing. Children should be confidently able to talk about the genre, audience and purpose of every single piece of writing. There will be clear learning objectives at this stage which reflect the skills previously learnt in stage one. Effective hooks will be carefully chosen in order to engage pupil interest and inspire them to write. Writing at this stage will be highly scaffolded and completed through a modelled writing process.

PLAN

- Plans will be drafted and created together using ideas from the children and the teacher. Teachers should model how to plan effectively.
- Plans are displayed on working walls as well as in children's books so they can refer back to their planning during writing.
- Various methods of planning can be explored e.g talk for writing, mapping out, box planning and more formal methods of planning when pupils are ready.

MODELLED WRITE

- During this phase, teachers model how to write good quality sentences. This will be modelled through our 'thinking out loud' approach to model the thinking process to children. These are planned out beforehand and are added to teaching slides so children can refer back to them.
- Teachers should demonstrate how to choose each sentence carefully and make sure the writing is cohesive, fully punctuated and makes sense.
- During this phase, we should be aiming to include the features and skills we have learnt previously in order to successfully embed these in to our writing.
- After teacher modelling, pupils write their own examples of these models.
- This will continue for a sequence of lessons until the piece of writing is finished.
- Lessons during this stage may include:
 - Dictated sentences
 - Highly scaffolded modelling
 - Teacher marking and peer feedback
 - Talk for writing
 - Oral activities – think it, say it, share it, write it

EDITING

- Pupils will be taught how to edit effectively throughout the drafting process and not just the final outcome.
- Teachers will show examples of 'not quite right' work in order to show children how to effectively edit.
- Pupils will be taught how daily editing can be incorporated in to their writing to make it more manageable.

- Paired talk and peer marking should be encouraged so pupils have the opportunity to read their work aloud.
- Pupils will be encouraged to use 'flip outs' to assess their own writing.

STAGE 3 - INDEPENDENT WRITING

When a unit has been completed through teacher modelling, pupils will have the opportunity to create their own independent piece of writing, based around the skills they have learnt during the modelled piece. Pupils will be encouraged to use the skills and features which have been taught during stage one and stage two, but will be given an element of choice in order to make their writing unique and provided with opportunities to explore their own ideas. This could be a choice of audience, writing from a different character's perspective, choosing a new setting etc. Pupils need to be clear about their audience and purpose.

GAP

- Task sheet to be shared with pupils and stuck in masterpiece, making the context for writing clear. All pupils must be clear on the genre, audience and purpose.

PLAN

- Pupils to complete a plan independently for their writing. This will be evidenced in writing books.
- Pupils should be given opportunities to discuss their ideas and talk about their plans for writing.
- Pupils should decide which method of planning they would like to use depending on the context.
- Pupils should be given enough time to comprehensively plan before they are expected to write.
- Pupils should seek out classroom resources to help them such as dictionaries, thesauruses, working walls and skills maps as well as referring back to the work in their writing books which has been completed previously. Teachers should not direct pupils to these, pupils should seek these resources out independently.

DRAFT

- Pupils will then draft each sentence, using ideas and skills from the shared piece in order to write their own version. This will be completed over a number of lessons until their first draft is complete.
- Depending on the pupils needs, teachers may choose to complete a second draft if they feel this is necessary.

EDIT

- Pupils should be encouraged to fix and edit their work on a daily basis rather than editing the entire piece at the end.
- Pupils should use previously taught editing skills in order to effectively edit their own work.
- Peer editing can be used and should be encouraged.
- There is no teacher marking during independent writing.

PUBLISH

- Pupils to write up their final masterpiece to match the purpose.
- Pupils should be encouraged to write this up to the highest standard.
- Pupils should be encouraged to publish their piece of writing, for example if it is a letter, they should post the letter. If it a story for a younger child, they should be able to read it to a younger child. If it is a recipe, they should be published in a class recipe book. This gives their writing a purpose.
- A copy of their independent piece should be published in their masterpiece book, underneath the task sheet and context.
- Teachers can use this independent piece of writing for assessment.