



Writing teaching structure Year 1-Year 6

Overview

Writing lessons are linked closely to reading, where pupils develop their writing using high quality texts. A well-chosen text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader. With a rich diet of quality texts and enriching experiences, children are able to develop a style that fits the purpose, audience and form intended.

To deliver the curriculum effectively, we implement our writing lessons based on the Rosenshine principles. Writing focuses on developing effective transcription and effective composition. Writing develops an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Pupils see modelled writing and have an opportunity to publish their work in a meaningful, purposeful way.

Each unit begins by introducing the type of unit and the unit aim, so pupils are aware of the big picture. It is during this introduction that the pupils are made aware of how their writing will be published.

Each lesson begins with a review of prior learning, and throughout the unit of work, pupils then have the opportunity to develop build on their existing knowledge and skills and develop new ones. Teachers think carefully about differentiation and scaffolding to ensure that all children's learning is appropriately pitched and accessible.

Phase 1

Exploring the text

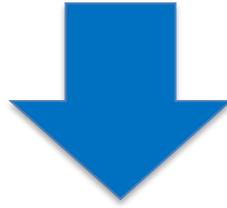
During this phase, pupils are given the opportunity to explore the text. This phase focusses on developing and understanding the text, looking closely at the purpose of the text and the impact on the reader. Pupils extract the meaning, investigate language features, structural features and clarify any new vocabulary. During this phase, pupils look at how writers write and any common themes that run through the text type. Pupils may use Pie Corbett's method to learn the text where appropriate. Drama can be used as a method of understanding the text and its key features. ***N.B Some aspects of this phase may be covered in your reading.***



Phase 2

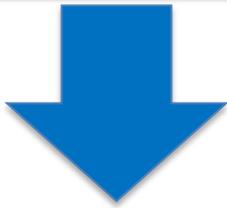
Developing SPAG and vocabulary

During this phase, pupils focus on developing their spelling, punctuation and grammar. Pupils explore grammatical structures within high-quality texts, and they have the opportunity to learn and practise skills that will be required for the piece of writing that they will be producing.



Planning

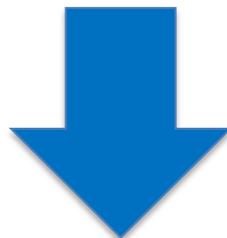
During this phase pupils, develop their initial ideas and begin taking notes which will then help them to write. During the planning stage it is important to identify and discuss the purpose of the writing, the audience of the writing and the impact the writing will have on the reader. To develop initial ideas, it may be appropriate to allow for innovation of a known text. In some units of work, the planning stage is where research may be required, and drama may also be used to help develop initial ideas. Planning can be recorded using notes or an appropriate graphic organiser. It is important to think about themes, ideas, research, key vocabulary and grammar whilst planning. Planning is an opportunity for pupils to think out loud; teachers may want pupils to orally rehearse their plan and discuss their ideas to help further understand their plan.



Phase 4

Writing at length

Writing begins with audience and purpose in mind. Teachers draft writing using plans, their working wall, vocabulary and language models. They use appropriate success criteria to guide pupils of the key expectations and develop effective composition of writing through collaborative writing. As part of our teaching and learning approach, teachers model writing using the appropriate structure, and they model the thought process of writing by thinking out loud. Teachers also ensure that during the writing stage pupils have enough opportunities to reflect and check their work and that of their peers. The writing produced should be the appropriate quantity for age and stage as well high quality.



Phase 5

**Editing
Redrafting
Publishing
(Performing)**

This phase should begin by allowing pupils to improve and edit their first draft. Editing lessons have a focus and this will vary depending on the key stage and pupil outcomes during phase 4. Pupils have the opportunity to support their peers during the process of editing. Writing should then be re drafted, and the outcome should be published (in their writing learning journey) or performed in a meaningful way. This can be done in a variety of ways from sharing their work online, to collecting poems to create a class anthology, holding story slams, to performing a play they are studying.



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