Writing

During a block of English lessons, all children will be given the opportunity to:

- Develop their oracy skills
- Experience high-quality texts which are challenging but age appropriate
- Explore the structural and language features for that text type
- Practice the fundamental skills needed for writing
- Observe high-quality modelling by the class teacher
- Write for extended periods, uninterrupted with personalised support
- Have opportunities to observe and understand the editing process
- Fully edit their own work and the work of others
- Be supported by high quality feedback - written or verbal
- Respond to feedback given

Children should be very clear on the expectations of their piece of writing. Writing should be given a purpose. The tasks should be differentiated to meet the need of all learners in the classroom.

Structure of a block of lessons:

- **Read –**Read the text. Slow reveal. Make predictions.

- **Immerse –** Immerse in the writing genre. Lots of examples of the text type to ensure children know what is needed. Link to Learning Experience where appropriate.

- **Analyse** – Investigate features of the text type. Produce success criteria for the language/structural features. Understand the purpose and audience. Magpie and collect ideas.

- **Rehearse –** Explicit grammar lessons linked to text type. (may be one or two lessons) Develop writing tool kits – differentiated where appropriate. Taster draft to help identify whether any other grammar is needed to be taught.

- **Plan –** Collecting ideas for writing. May be whole class, group, paired or independent. Must be modelled by the teacher. Use planning format appropriate to the text type.

- **Draft/Write –** Writing process modelled to children. First drafts for children to practise using the success criteria and writing toolkit appropriate to the task. Verbal/written feedback given. Extended writes using the first draft as a guide.

- **Edit –** Clear modelling of the editing process. Editing may be whole class, paired or individual. Scaffolded with editing stations. Children respond to feedback they have been given. They may self-assess using the success criteria/toolkit they have been given.

- **Publish –** where appropriate .