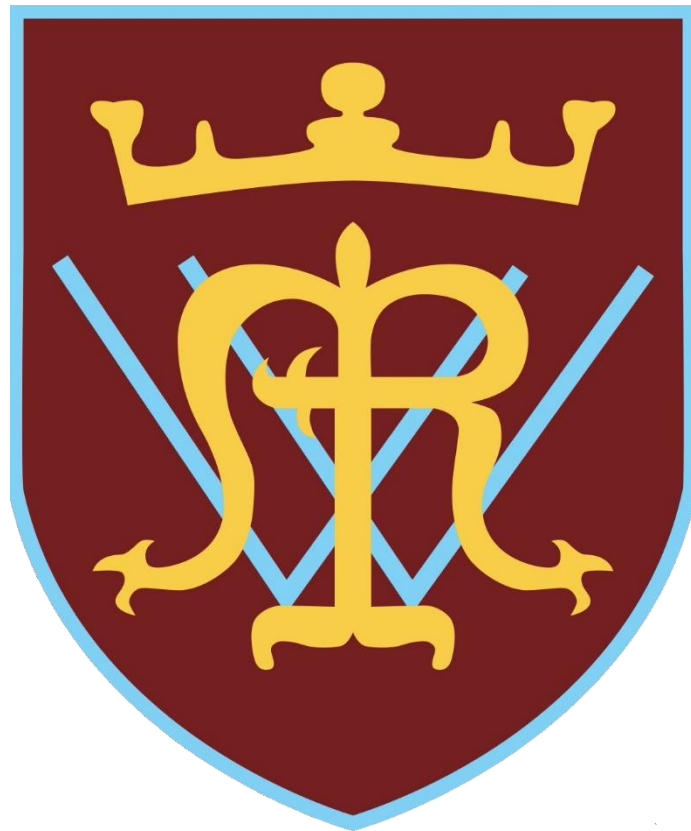


Branton St Wilfrid's C of E Primary School



Writing Curriculum

EYFS- Year 6

Explanation of the Writing Provision

EYFS: FS2

Why is writing so important in Early Years?

Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves. In order for writing to develop at Branton St Wilfrid's, we provide children with opportunities to build their physical strength and control in the core, upper body, hands and fingers.

What does it look like?

Learning to write in EYFS can look like lots of different things and can be found in all the different areas of learning.

Singing or learning rhymes- children are learning to keep words in their head which helps when thinking what to write and to remember what it is they are writing.

Outdoors- rolling tyres or swinging scarves- children are building up the shoulder strength needed to become writers.

Role play area- children are developing reasons to write, we might need a shopping list or to make a menu for a café or a sign to look for a missing teddy!

Playdough, threading beads, bending pipe cleaners'- children are strengthening the muscles in their hands which aids them to hold and control mark making tools.

And so many more!

First and foremost, at Branton St Wilfrid's, we aim to develop the love of writing. Learning to write is a complex process that involves learning skills. First, children need to learn to speak and build their vocabulary/ We facilitate this by adopting xxx. We provide children with the opportunities to develop the fine motor coordination they will need to manipulate a writing instrument; we support this through gross motor and fine motor activities. As they grow, they need to learn about the alphabet and to make connections between spoken and written words. We support this through phonics sessions following the Read, Write, Inc. scheme which is taught daily right from the very start.

On Provision

We have mark making and writing resources available for children to use in every area of our learning. Landscape, including outside. Children need space to explore making marks and boys in particular enjoy making large scale marks on the floor where they can stretch out.

High level engagement is what gives you the potential for high level attainment. The more engaged a child is, the more they absorb and facilitate their learning, which is why we encourage and facilitate writing in areas of children's choice.

Two important questions to ask ourselves about writing... is it motivation? Is it purposeful? Writing must be meaningful and children must have the motivation and inspiration to write in the first place. They need to understand that writing has meaning and that the words they write can be read back again. This understanding will come from seeing adults and others around them using writing for a purpose and modelling the use of written language in a range of contexts, such as shopping lists, invitations, postcards, text messages, emails, greetings cards, storytelling and so on. Adults on provision support writing through modelling and encouragement every day and in playful contexts. Adults will model writing for specific audiences, for example, such as writing a letter to a family member or friend who lives far away. To ignite children's motivation to write, we follow children's interests and find relevant opportunities in children's self-initiated play to model and encourage writing for a purpose, such as creating a sign for a den to tell baddies to 'keep out' or writing invitations to a tea party.

Independent writing will be filed into children's writing folders.

Drawing Club

When? 3 times per week

Drawing club takes children on a glorious ride through the world of creativity. Either based on a story, a traditional tale or an animation from the past. Children are in control of their own creativity; there is no emphasis on being 'good' at drawing, the focus is about bringing joy and going on an adventure.

Get-Up-Stand-Up-Vocabulary	Monday	Tuesday	Wednesday
Everyday: Wandering Joyful Obstacle Tiptoe Panic Flee Hide	Adult input + Drawing Club		
	Character	Setting	Adventure Time- I wonder...
	The Bear	The bear's cave with its furniture	The bear is coming through the upstairs window- how can it get up?

Drawing

club is

either based on a story, a traditional tale or an animation from the past. Children are in control of their creativity; there is no emphasis on being 'good' at drawing, the focus is about bringing joy and going on an adventure. Children use and apply their learned skills in a fun, creative way.

The session begins with a hook, then 'vocab time', this is where children stand up together and repeat the words aloud supported with actions. Vocabulary is contextualised, for example, the word 'dejected' would be said aloud by the teacher, using a sad facial expression and slumped over body language. The children would repeat and copy the actions. Teachers then support the exposure by contextualising further e.g. "I was stood in the street looking dejected when I lost my dog." The next step is sharing the story (a book that can be read in under 5 minutes), which is then followed by a modelled drawing by the teacher- usually on day 1 (this is drawing of the character). The teacher will model the process, and 3 M out loud: mark make, make conversation, and mathematics. The teacher will model writing a secret code. At the beginning of the year, this might be a CVC word but as the year progresses, the teacher will extend to a sentence, then a mathematical code- this might be number or shape. The secret code can be complete nonsense but the magic is children are in charge and can write whatever they wish. It means that children are captivated by silliness and the open-endedness of Drawing Club. Day 2 follows the same pattern but this time, drawing the setting. Day 3 is 'adventure day', the vocabulary is shared the same as day 1 and 2 but there is no sharing of the story.

Pace is critical in the modelling section of drawing club- we are showing our thinking and joy. Teachers need to ensure they do not focus too much on question and answer here- the children will have ample opportunity to share their thinking with the teachers when they come to drawing club.

Children will join the teacher in small groups for Drawing Club. They will be encouraged to draw and write their secret code/ words/ sentences and be given opportunities to share their ideas with their teacher. The teacher will give live feedback to pupils about pencil grip, letter formation and support/stretch writing outcomes of pupils in the moment.

Drawing Club will be completed in individual Drawing Club books.

Transcription

Children are provided with books with plain paper for early formation and progress onto wide lines when teaching size and relative position.

We practise handwriting **every day**, all children seated at tables. We say “Bottom back chair (BBC), tummy near table (TNT), six feet on the floor and two hands to write.”

We follow the ‘*demonstrate, practise and review*’ cycle from RWI to teach letter formation.

Each morning, every child writes their name, following the RWI modelled handwriting phrases to support formation. After their name writing activity, they spend 5 minutes focussing on a morning activity supporting their fine motor skills. At the beginning of the school year, this will either be a playdough activity, threading, or pencil control activity. After October half term, children will then begin to learn how to write a letter a day, with emphasis on pencil control and formation. We use RWI modelled handwriting to support the formation of letters. Capital letters are taught incidentally during the modelled writes and children will be exposed to the capital letter of the letter being taught each morning.

Children learn from the very start the writing position expectation.

The infographic is centered around the word "Posture" in a large, bold font. It features four orange speech bubble-like shapes pointing towards the center, each containing an illustration and text: "Bottom Back Chair" with the letters "BBC" and an illustration of a child sitting at a desk; "Tummy Near Table" with the letters "TNT TNT" and an illustration of a child's torso near a table; "Two hands to write with" with an illustration of hands writing on a piece of paper; and "6 Feet on the floor" with an illustration of a child sitting on a chair with feet flat on the floor. Below the "Posture" section is a "Pencil Grip" section with a list of four safety checks. To the right of the "Pencil Grip" section are two blue starburst shapes with text: "WATCH OUT FOR LAZY THUMBS!!!" with an illustration of a thumb, and "WATCH OUT FOR OTHER BAD HABITS CAUSED BY POOR PENCIL GRIP." with a list of three bullet points: "Inversion," "Writing sideways," and "Laying head down on desk." The infographic includes the iSHA logo and copyright information: "© all rights reserved iSHA Limited August 2020".

Bottom Back Chair

BBC

Tummy Near Table

TNT TNT

Posture

Two hands to write with

6 Feet on the floor

Pencil Grip

Check 1 – Back in its bed

Check 2 – 3 points of contact

Check 3 – Wiggle little finger and finger next to it.

Check 4 – 1 cm showing

Safety Checks!

WATCH OUT FOR LAZY THUMBS!!!

WATCH OUT FOR OTHER BAD HABITS CAUSED BY POOR PENCIL GRIP.

- Inversion,
- Writing sideways,
- Laying head down on desk

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Modelled Write

Teacher models writing activity weekly- linked to focus text and writing for purpose.

Teachers demonstrate using their 'Writer's Eye' non-negotiables: capital letters, full stops, finger spaces and Fred Fingers.

Teachers say the motto, "Think it, say it, write it, read it!"

Then followed by a guided write to support and scaffold.

Each week, we use a hook to engage children in their writing activity. We ensure the writing task is purposeful and meaningful for the children. Teachers will introduce and discuss the typical purpose and audience of the text type. For example, when making a 'Wanted' poster for a missing book character, teachers will discuss the features of a poster and when we would use them for.

Teacher will model and use their 'Writer's Eye' and non-negotiables: capital letters, full stops, finger spaces and Fred Fingers. When teachers model, they will use the motto, "Think it, say it, write it, read it!"

Children will then access the writing activity on provision, supported and scaffolded by the teacher. Teacher will use children's individual targets to support/ challenge their writing. Discussion during writing and verbal feedback will be given to address areas of need and support children in the writing journey.

YEAR 1

Monday- Friday

Teacher to model handwriting (focussing on modelling **letter formation and precursive handwriting**).

The direct instruction from teachers will include **modelling handwriting phrases** from Read Write Inc. This lesson is structured so that the children will practice the lower case and upper-case version as well as a series of words including this letter. Additionally, the children will write one sentence including one of their focus words.

Every week, children will be taught handwriting and transcription for 15 minutes each day. Initially, children will learn to handwrite each letter using the RWI modelled handwriting phrases to correctly form each letter. Children will be taught to use pre-cursive handwriting or 'whoosh' before each sound/ letter. Children will be exposed to the capital letter during these sessions and begin to form short sentences dictated by the teacher.

Pre-teach – Context (1-2 lessons)

Introduce the **context, purpose and audience** of the cycle. Discussion of the **key features** linked to the genre- thinking about the purpose and impact of these. During the first part of the cycle, the use of a hook is used to engage the pupils and create **excitement/ motivation** for writing. Exposure to model texts.

During the first lesson, teachers will introduce and explain to the children the focus (genre) of their writing cycle. Teachers will introduce and discuss the typical purpose and audience of this text type.

Teacher will share some key examples of the text type and focus on the key features of this genre, highlighting key features on example texts.

Children will then be exposed to the focus text and explore this introduction through a hook to excite and motivate children- this could be through drama and hot seating/ creative tasks that are linked to the key text.

Pre-teach – Skills (1-2 lessons)

Contextualised grammar and vocabulary lessons are taught to allow children to create a **bank of resources** to support their independent writing.

Standalone lessons may be taught in order to address misconceptions as well as standalone grammar concepts.

These sessions should be spent exploring vocabulary as well as grammar, punctuation and spelling concepts which link and are specific to the selected genre. Additionally, these sessions can be used to address crucial misconceptions and gaps in learning as well as teaching standalone grammar concepts.

Throughout the sessions, the children will further develop their understanding of selected features and their purpose.

The delivery of these sessions will follow the following structure:

Step 1: Teaching / reviewing the GPS focus.

Step 2: Contextualising the focus and creating a bank of resources.

Through direct instruction from the teacher, the children will learn about the concepts as well as looking at worked examples. Activities will be planned to ensure children are provided time for application of knowledge. The resources used/ produced within these lessons will be saved and provide a bank of resources for the children to use to support them with their next stage of the writing journey, planning and their independent piece.

Plan (1 lesson)

Children **plan** and think about how they will structure their independent writing. Children use their bank of resources they have created in the previous lessons to support their planning. **Oral rehearsal** of ideas and sentences (aided by punctuation mines). Drama/ hot seating may be involved in order to enhance their planning.

During this session, children will spend their time using their bank of resources to begin to orally construct ideas for their plans. Children will be provided with time and activities to explore the independent writing task in more depth. This may include children taking part in drama activities such as role play and hot seating to 'become' the character, for example, and develop a sense of author voice.

Key questions may be used to prompt and challenge the children's construction of ideas. Once children have thought carefully about the content they will include in their writing, the children will be provided with a planning frame to record their ideas. This will allow the children to structure their thoughts as well as including the features they have previously constructed in the skills sessions.

The planning frame will be completed on a separate sheet and not glued in books. Plans will be given to children (along with bank of resources they have created) to help their independent write in the draft stage.

Teachers will mark the written plans. Through this assessment, teachers will identify any misconceptions that are needing to be identified and can tailor their modelled write in the draft lesson to address these. It will also allow teachers to identify children who need extra support/ challenge with their planning to ensure it effectively supports them to write pieces which are appropriate for the genre, audience and purpose.

Write (1-2 lessons)

Drafting: Through using the **I do, we do, you do** approach, teachers model writing through hold a sentence, then record children's ideas before moving onto their independent writing. During these sessions, the children will focus on their first half of their writing.

Referring back throughout to **audience, purpose, context, genre**.

Children to proof-read and self-assess.

During these sessions, the children will begin to use their plans to write up the first half of their independent writing. These writing sessions will follow the structure of I do, we do, you do.

During the 'I do' section, teachers will orally model sentences before recording their ideas down on the board (using the hold a sentence structure from RWI) and then finishing off by proof-reading it to check the accuracy (following the think it, say it, write it, read it approach). The teachers will model live by writing a pre-planned example on flip chart paper. This model may include teachers making purposeful mistakes to address misconceptions as well as being used to expose the to ambitious vocabulary and sentence structure.

During the 'We do' section, the children will discuss the effectiveness of the teacher model. Thinking about how effective it is for the audience, purpose and genre. Using editing skills, the teacher and the class will make any corrections; allowing the teacher to model how writers can edit as they write their first two sentences of the independent write using their plans. Listen to examples of sentences as a class and provide time for peers to give constructive, verbal feedback.

During the 'You do' section, children will continue their independent writing from the starting points they have made. They will continue to use the writing process: think it, say it, write it, read it. When reading their work through, they will be reflecting on whether it is effective for the audience, purpose and genre as well as considering the accuracy and proof-reading using their writer's eye.

Work in the draft lessons will be completed in their literacy books.

Learning objectives and success criteria will be stuck in books to outline the overall objective linked to the purpose of the writing cycle and detailing the steps to success. E.g. LO: I can narrate by producing a diary entry.

Revise (1 lesson)

Teacher to address misconceptions via a modelled teach. Through using I do, we do, you do approach, teachers will give a direct instruction, modelling revising and editing one sentence. Then children will use their 'writer's eye' (developed in EYFS) and work collaboratively to proof-read the work and edit the sentences before moving onto using their writer's eye on an independent activity.

Throughout this session, the children will begin to learn the skills of revising: thinking about how the content can be improved and edited.

Children will begin by initially learning how to proof-read and edit short sentences written by the teacher before moving on to re-reading and proof-reading their own work.

Additionally, children will use these editing sessions to proof-read their sentences. TO begin with, this will focus on correcting key punctuation before expanding to focus on grammar, vocabulary and spelling.

During these sessions, it is really important for the teacher to model how to edit: modelling the thought process that editing involves. Teachers will verbalise choices to allow children to understand how author voice may need to be altered/ amended. Additionally, activities where children have to decide which sentences/ paragraphs are more effective/appropriate for their context is beneficial. These activities provide children time to develop a criticality with writing which they can then apply to their writing.

Providing time for children to edit with their partner and/ or small groups allows the children to read their work as a READER and gain some feedback which can influence the way in which they edit their writing.

Teachers will read through edits made by the pupils during the revision sessions.

Write (1-2 lessons)

Drafting: Through using the **I do, we do, you do** approach, teachers model writing through hold a sentence, then record children's ideas before moving onto their independent writing. During these sessions, the children will focus on their first half of their writing.

Referring back throughout to **audience, purpose, context, genre**.

Children to proof-read and self-assess.

During these sessions, the children will continue to use their plans to write up the second half of their independent writing. These writing sessions will follow the structure of I do, we do, you do.

During the 'I do' section, teachers will orally model sentences before recording their ideas down on the board (using the hold a sentence structure from RWI) and then finishing off by proof-reading it to check the accuracy (following the think it, say it, write it, read it approach). The teachers will model live by writing a pre-planned example on flip chart paper. This model may include teachers making purposeful mistakes to address misconceptions as well as being used to expose the to ambitious vocabulary and sentence structure.

During the 'We do' section, the children will discuss the effectiveness of the teacher model. Thinking about how effective it is for the audience, purpose and genre. Using editing skills, the teacher and the class will make any corrections; allowing the teacher to model how writers can edit as they write their first two sentences of the independent write using their plans. Listen to examples of sentences as a class and provide time for peers to give constructive, verbal feedback.

During the 'You do' section, children will continue their independent writing from the starting points they have made. They will continue to use the writing process: think it, say it, write it, read it. When reading their work through, they will be reflecting on whether it is effective for the audience, purpose and genre as well as considering the accuracy and proof-reading using their writer's eye.

Work in the draft lessons will be completed in their literacy books.

Learning objectives and success criteria will be stuck in books to outline the overall objective linked to the purpose of the writing cycle and detailing the steps to success. E.g. LO: I can narrate by producing a diary entry.

Final Piece

Complete piece of work is celebrated by class teachers and shared on school display.

Teachers should celebrate work and display work on their working walls/ whole school writing display.

Copies will be created of their final piece in order for the class teacher to celebrate their pupils' writing class by displaying them in the classroom as well as sharing copies for the whole school writing display.

In Autumn and Spring Term, the final piece will be the draft piece the children have created.

In Summer Term, children will begin to publish their final pieces of writing.

YEAR 2- YEAR 6

Handwriting

Monday- Thursday

Teachers to model handwriting (focusing on modelling correct joins, letter formation, cursive handwriting etc.) and fluency.

The direct instruction from teachers will include modelling sentences which contain spelling words from the spelling rule taught that week.

Children will be provided with time to independently practise their transcription skills.

For the first ten minutes after lunch, children will take part in activities dedicated to supporting the development of their transcription skills. Teachers will model letters, joins and words under a visualiser, incorporating some of the spelling words for that week. Teachers will model from the 'Excellence in Handwriting' scheme for their Key Stage. All modelling will use cursive handwriting, with teachers explaining how to join letters correctly as well as modelling accurate letter formation. After the teacher has modelled, the children will be provided with time to practise the same letters and joins independently on their handwriting sheets. Teachers and support staff will walk around the room during this time correcting pen grip as well as providing feedback and support to pupils around cursive handwriting, joining letters, letter formation, letter size, legibility etc.

Handwriting sheets will be collected in each child's individual handwriting folder.

Friday

Fine Motor Skills and Drawing Skills

Teachers will teach children how to improve pencil/pen control and fine motor skills.

The direct instruction from the teacher will include modelling mark making techniques.

Children will be provided with time to independently practise mark making and pencil/ pen control skills.

Teachers will model different mark making strokes in pencil and pen (KS2). Teachers will model how to make a series of marks and pupils will be provided with time to independently practise each skill. Pupils will work on plain paper and will be encouraged by the teacher to experiment with a variety of marks, lines and patterns. Teachers will remind pupils that there should be 'no creases, no smudges, and no marks on their paper other than those they make intentionally'. Teachers will allow a maximum of two minutes with each marking technique and encourage children to keep all skills linked together, do that nothing 'floats away'.

Fine motor skills will be recorded on plain paper and filed inside individual handwriting folders.

Spelling

Teaching and learning of spelling in the EYFS and Key Stage 1 is underpinned by the use of a high quality phonics programme, alongside the National Curriculum requirements for spelling in Years 1 and 2.

KS2 will teach spelling 4x per week following a progressive, sequenced scheme throughout LKS2 and UKS2.

For the first ten minutes of literacy lessons, the children will take part in activities dedicated to supporting the development of their spelling skills. These lessons will follow the 'Spelling League' scheme which are booklets split into half termly packs to support teaching and learning of year group spelling rules and National Curriculum spelling lists.

Session 1: Teachers will conduct a pre-test of this week's spelling words which will give pupils an initial score which they will aim to 'beat' by the end of the week. Following this, pupils will be introduced to each word and an image to represent it. Teachers will allow time for pupils to independently carry out activities that relate to writing the correct spelling of each word.

Session 2: Children are introduced to spelling rule and are given opportunities to discuss common misconceptions with spelling words using the rule. Children independently complete activities that relate to them spelling this week's words such as cloze procedure sentence activities.

Session 3: Children are reminded of this week's spelling rule and words. Teachers lead children through discussions and activities linked to retrieving the correct spelling of words. Children are provided with time to independently complete activities relating to the correct spelling of the week's spelling list.

Session 4: Post-test. Adults will dictate sentences with this week's spellings. Pupils will write their spellings and self/peer assess. Teachers will track individual pupils weekly spelling results.

Teachers may wish to provide lists of the spelling rules for pupils to practise at home however this should be in addition to and not instead of explicit teaching of spelling rules in class.

Spelling activities will be recorded in scheme booklet. Pre-test and post-tests will be recorded in literacy books.

End of term spelling tests will be administered for Year 2-6 for assessment.

Pre-teach – Context (1-2 lessons)

Introduce the **context, purpose and audience** of the cycle. Discussion of the **key features** linked to the genre- thinking about the purpose and impact of these. During the first part of the cycle, the use of a hook is used to engage the pupils and create **excitement/ motivation** for writing. Exposure to model texts.

Step 1: Familiarising the children with the genre, audience and purpose. Analysing model texts and identifying key features of this text type.

During the first lesson, teachers will introduce and explain to the children the focus (genre) of their writing cycle.

Key questioning used to unpick and retrieve prior knowledge of this genre. This could involve exploring root word e.g. 'narrative' > 'narrate', 'explanation text' > 'explain', leading to some discussion on what the root word means. Delve deeper and discuss the typical purpose and audience of this text type. Discuss the factors that may affect the purpose and audience- can the children give examples of why particular contexts have different audiences/ purpose despite still writing the same text type/genre. Sentence stems may be provided to support children's discussion with their peers.

Record on the 'Working Wall' any key features that the children come up with linked to the genre. Use questioning to delve deeper about these features- their purpose, how the same features can be used in different contexts but differ in purpose. Other ways of exploring the features are playing a true and false quiz (e.g. where features are displayed and the children need to decide whether it IS a feature of the given text type or whether it is false and does not feature within the genre), children having to piece together a model text which has been cut up- looking at the organisation features. Think of engaging ways to explore the genre and feature spot.

Teachers will discuss the features on an annotated version- outlining the names for the key features of this genre as well as delving deeper; discussing the purpose and how these features contribute to the overall impact/meaning of a text. Explore a selection of model texts to expose children to different writing contexts but all within the same genre. What is similar about the pieces? What is different? Why is this?

Step 2: Context for learning

Introduce the context for learning (this may be linked to curriculum or based upon a book). Time will be dedicated to immersing the children in a context rich environment where the children are excited, engaged and motivated to write the proposed piece of writing. Consider ways to hook the children. This may involve the teacher re-reading sections of the book to familiarise the children with a particular section, watching a video, listening to a clip, drama etc.

Model texts and activity sheets used in this lesson will be stuck into Literacy books. Photos of the hook activities/ lessons may also be stuck into this book but it is not essential.

Pre-teach – Skills (2-3 lessons)

Contextualised grammar and vocabulary lessons are taught to allow children to create a **bank of resources** to support their independent writing.

Standalone lessons may be taught in order to address misconceptions as well as standalone grammar concepts.

These sessions should be spent exploring vocabulary as well as grammar, punctuation and spelling concepts which link and are specific to the selected genre. This may involve revisiting previous year groups' content. Additionally, these sessions can be used to address crucial misconceptions and gaps in learning as well as teaching standalone grammar concepts.

Throughout the sessions, the children will further develop their understanding of selected features and their purpose.

The delivery of these sessions will follow the following structure:

Step 1: Teaching / reviewing the GPS focus.

Step 2: Contextualising the focus and creating a bank of resources.

Through direct instruction from the teacher, the children will learn about the concepts as well as looking at worked examples. Teachers may wish to include quizzes, use of Grammarsaurus resources/ songs etc. to aid engagement and motivation as well as providing children memory aids. Activities will be planned to ensure children are provided time for application: applying their knowledge to producing examples for the same context, purpose and audience in which their final piece will be written in. The resources used/ produced within these lessons will be saved and provide a bank of resources for the children to use to support them with their next stage of the writing journey, planning and their independent piece.

Activities and work from this lesson will be stuck into their Literacy books.

During the lessons where children are creating a bank of resources (applying their grammar knowledge and creating their own examples of the grammar features; informing the planning stage), teachers will mark the bank of resources created as this will allow teachers to identify any children who need SDI support or identify whole class misconceptions to address in the following day's teach.

Plan (1 lesson)

Children **plan** and think about how they will structure their independent writing. Children use their bank of resources they have created in the previous lessons to support their planning. **Oral rehearsal** of ideas and sentences. Drama/ hot seating may be involved in order to enhance their planning.

During this session, children will spend their time using their bank of resources to begin to orally construct ideas for their plans. Children will be provided with time and activities to explore the independent writing task in more depth. This may include children taking part in drama activities such as role play and hot seating to 'become' the character, for example, and develop a sense of author voice.

Key questions may be used to prompt and challenge the children's construction of ideas. Once children have thought carefully about the content they will include in their writing, the children will be provided with a planning frame to record their ideas. This will allow the children to structure their thoughts as well as including the features they have previously constructed in the skills sessions.

The planning frame will be completed on a separate sheet and not glued in books. Plans will be given to children (along with bank of resources they have created) to help their independent write in the draft stage.

Teachers will mark the written plans. Through this assessment, teachers will identify any misconceptions that are needing to be identified and can tailor their modelled write in the draft lesson to address these. It will also allow teachers to identify children who need extra support/ challenge with their planning to ensure it effectively supports them to write pieces which are appropriate for the genre, audience and purpose.

Draft (1-2 lessons)

Drafting: Through using the **I do, we do, you do** approach, teachers model writing through hold a sentence, then record children's ideas before moving onto their independent writing. During these sessions, the children will focus on their first half of their writing.

Referring back throughout to **audience, purpose, context, genre**.

During these sessions, the children will continue to use their plans to write up the first half of their independent writing. These writing sessions will follow the structure of I do, we do, you do.

During the 'I do' section, teachers will orally model sentences before recording their ideas down on the board (using the hold a sentence structure from RWI) and then finishing off by proof-reading it to check the accuracy (following the think it, say it, write it, read it approach). The teachers will model live by writing a pre-planned example on flip chart paper. This model may include teachers making purposeful mistakes to address misconceptions as well as being used to expose them to ambitious vocabulary and sentence structure.

During the 'We do' section, the children will discuss the effectiveness of the teacher model. Thinking about how effective it is for the audience, purpose and genre. Using editing skills, the teacher and the class will make any corrections; allowing the teacher to model how writers can edit as they write their first two sentences of the independent write using their plans. Listen to examples of sentences as a class and provide time for peers to give constructive, verbal feedback.

During the 'You do' section, children will continue their independent writing from the starting points they have made. They will continue to use the writing process: think it, say it, write it, read it. When reading their work through, they will be reflecting on whether it is effective for the audience, purpose and genre as well as considering the accuracy and proof-reading using their writer's eye.

Work in the draft lessons will be completed in their literacy books.

Learning objectives and success criteria will be stuck in books to outline the overall objective linked to the purpose of the writing cycle and detailing the steps to success. E.g. LO: I can narrate by producing a diary entry.

Teachers will mark each child's draft lesson providing corrections (linked to content, grammar, punctuation, spelling, handwriting etc) to support and stretch their pupils' writing outcomes.

Feedback will be specific and provide scaffolding in Years 2-4.

Feedback will be phrased generally to ensure pieces are produced independently in Year 5 and 6.

Exceptions may be made depending on the needs and level so support your class needs/EHCP/SEN provision.

Revise (1 lesson)

Children **revise and edit** the first sections of the independent write. Draw upon **editing skills**- editing content as well as **proof-reading** their work to ensure accuracy. Children to work **collaboratively**- reading their writing as a READER! Thinking about impact. **Referring back to audience, purpose, context, genre.**

Throughout these sessions, the children will look at each paragraph in isolation; thinking about how the content can be improved and edited. This requires the children to be reflective on how sentences can be effective for their audience, purpose and genre.

Additionally, children will use these editing session to proof-read their paragraphs. This may include children reading their work and identifying missing punctuation as well as correcting any errors with grammar, punctuation and spelling.

During these sessions, it is really important for the teacher to model how to edit: modelling the thought process that editing involves. Teachers will verbalise choices to allow children to understand how author voice may need to be altered/amended. Additionally, activities where children have to decide which sentences/ paragraphs are more effective/appropriate for their context is beneficial. These activities provide children time to develop a criticality with writing which they can then apply to their writing.

Providing time for children to edit with their partner and/or small groups allows the children to read their work as a READER and gain valuable feedback which can influence the way in which they edit their writing.

Teachers will read through the edits made by the pupils during the revise sessions.

Peer assessment sheets will be used during these revise stages to record peer feedback.

A recording sheet to guide Year 2-4 may be used to support them with editing and how to become critical and reflective learners. Year 5 and 6 will have a peer assessment sheet to record feedback but will make their edits straight onto their writing in purple pen.

Draft (1-2 lessons)

Drafting: Through using the **I do, we do, you do** approach, teachers model writing through hold a sentence, then record children's ideas before moving onto their independent writing. During these sessions, the children will focus on their first half of their writing.

Referring back throughout to **audience, purpose, context, genre**.

During these sessions, the children will continue to use their plans to write up the second half of their independent writing. These writing sessions will follow the structure of I do, we do, you do.

During the 'I do' section, teachers will orally model sentences before recording their ideas down on the board (using the hold a sentence structure from RWI) and then finishing off by proof-reading it to check the accuracy (following the think it, say it, write it, read it approach). The teachers will model live by writing a pre-planned example on flip chart paper. This model may include teachers making purposeful mistakes to address misconceptions as well as being used to expose them to ambitious vocabulary and sentence structure.

During the 'We do' section, the children will discuss the effectiveness of the teacher model. Thinking about how effective it is for the audience, purpose and genre. Using editing skills, the teacher and the class will make any corrections; allowing the teacher to model how writers can edit as they write their first two sentences of the independent write using their plans. Listen to examples of sentences as a class and provide time for peers to give constructive, verbal feedback.

During the 'You do' section, children will continue their independent writing from the starting points they have made. They will continue to use the writing process: think it, say it, write it, read it. When reading their work through, they will be reflecting on whether it is effective for the audience, purpose and genre as well as considering the accuracy and proof-reading using their writer's eye.

Work in the draft lessons will be completed in their literacy books.

Learning objectives and success criteria will be stuck in books to outline the overall objective linked to the purpose of the writing cycle and detailing the steps to success. E.g. LO: I can narrate by producing a diary entry.

Teachers will mark each child's draft lesson providing corrections (linked to content, grammar, punctuation, spelling, handwriting etc) to support and stretch their pupils' writing outcomes.

Feedback will be specific and provide scaffolding in Years 2-4.

Feedback will be phrased generally to ensure pieces are produced independently in Year 5 and 6.

Exceptions may be made depending on the needs and level so support your class needs/EHCP/SEN provision.

Revise (1 lesson)

Children **revise and edit** the first sections of the independent write. Draw upon **editing skills**- editing content as well as **proof-reading** their work to ensure accuracy. Children to work **collaboratively**- reading their writing as a READER! Thinking about impact. **Referring back to audience, purpose, context, genre.**

Throughout these sessions, the children will look at each paragraph in isolation; thinking about how the content can be improved and edited. This requires the children to be reflective on how sentences can be effective for their audience, purpose and genre.

Additionally, children will use these editing session to proof-read their paragraphs. This may include children reading their work and identifying missing punctuation as well as correcting any errors with grammar, punctuation and spelling.

During these sessions, it is really important for the teacher to model how to edit: modelling the thought process that editing involves. Teachers will verbalise choices to allow children to understand how author voice may need to be altered/amended. Additionally, activities where children have to decide which sentences/ paragraphs are more effective/appropriate for their context is beneficial. These activities provide children time to develop a criticality with writing which they can then apply to their writing.

Providing time for children to edit with their partner and/or small groups allows the children to read their work as a READER and gain valuable feedback which can influence the way in which they edit their writing.

Teachers will read through the edits made by the pupils during the revise sessions.

Peer assessment sheets will be used during these revise stages to record peer feedback.

A recording sheet to guide Year 2-4 may be used to support them with editing and how to become critical and reflective learners. Year 5 and 6 will have a peer assessment sheet to record feedback but will make their edits straight onto their writing in purple pen.

Publish (1 lesson)

Children **publish** their piece in their neatest handwriting. Celebration of their hard work throughout the cycle. Provide opportunities to share with one another. Copies displayed in classrooms and on whole school Writing Display.

Children will publish their final draft by writing up their independent piece in neat, cursive handwriting. Copies will be created of their final piece in order for the class teacher to celebrate their pupils' writing in class by displaying them in the classroom as well as on the whole school display.