



EYFS Writing Sequence

Mapplewells Primary and Nursery School

Immersion

Skills

Write

Writing

The Teaching Sequence for Writing

All steps have equal importance but require different amounts of teaching time.

	Teaching Sequence	Teachers:	Pupils :
Immersion Up to 7 lessons	<ul style="list-style-type: none"> • Hook – artefacts, videos, visits etc. • Broad, rich engaging reading curriculum linked to the genre. • Planned drama, speaking and listening opportunities. • Vocabulary discussed. 	<ul style="list-style-type: none"> • Choose quality texts to engage children. • Make links between shared, guided and independent work. • Begin to gather ideas for writing. • Model vocabulary to be used in writing. 	<ul style="list-style-type: none"> • Enjoy reading a range of quality texts. • Ask questions. • Link to own experiences. • Visualise.. • Talk about how they are thinking and learning. • Role play, improvise. • Generate vocabulary to use in writing.
<p>Evidence in books: (Dependent on activity, not always needed)</p> <ul style="list-style-type: none"> • Photos of drama with captions/labels • Description of activity by children • Mind map of characters emotions/vocabulary to describe. • Annotated/labelled photos. • Sequencing pictures for story writing. • Character thought bubbles. 			
<p>Evidence on working wall:</p> <ul style="list-style-type: none"> • Previous and current learning showed on flipcharts for the children to use as scaffolds. • Learning journey on display with an arrow to show children which stage of the learning journey they are at. • Key vocab and pictures (when word is unknown). 			

<p>SPAG Skills</p> <p>Up to 5 lessons</p>	<ul style="list-style-type: none"> • Focus on letter formation/sentence construction/punctuation/spelling . • Teach aspects of the genre that are new and or that children find challenging (e.g. capital letters and full stops, letter formation, initial/final sounds.) • The skills should match the genre where appropriate. (For example identify a fact for a non-fiction text) 	<ul style="list-style-type: none"> • Teachers are secure in their subject knowledge in order to deliver quality first teaching. • Prioritise which features need to be specifically taught from AfL • Teachers are secure in the KKPDs to be covered in that genre. 	<ul style="list-style-type: none"> • Practise writing/using the skill taught in order to be able to apply this in their main writing. • Practise skill orally in context of genre
<p>Evidence in books:</p> <ul style="list-style-type: none"> • Evidence of the skills modelled in the drafting section of the writing sequence. 			
<p>Evidence on working walls:</p> <ul style="list-style-type: none"> • Examples of modelled work e.g. sentence and word construction • Key vocabulary for children to include in their draft. 			
<p>Draft (Group work)</p>	<ul style="list-style-type: none"> • Shared, guided and modelled writing • Use of WAGOLL and key vocabulary to help compose and make informed choices in writing. 	<ul style="list-style-type: none"> • Teachers are secure in their knowledge and understanding of guided, shared and modelled writing. • Integrate word/sentence level work with text level work to exemplify their application. • Provide stimuli and resources to support and enhance writing process. • Provide an element of 	<ul style="list-style-type: none"> • Develop a piece of writing with the support of the teacher. • Respond to immediate feedback.

		choice (so not all writing looks the same)	
Evidence in books: <ul style="list-style-type: none">• Sustained written work with any feedback or improvements.			
Evidence on working wall: <ul style="list-style-type: none">• Modelled example of writing.			

Key skills in each part of the writing sequence

Writing Sequence Stage	Skill
Immersion	I know how to generate vocabulary I know how to debate I know how to discuss I know how to empathise I know how to infer thoughts and feeling I know how to research I know how to retell a story I know how to retell an event I know how to make notes I know how to gather ideas I know how to listen to a story I know how to role play I know how to ask questions to improve my understanding.
SPAG Skills	*Refer to Progression documents and KKPDs when available
Draft	I know how to draft (genre)

Activity Ideas

Stage	Ideas
Immersion	<ul style="list-style-type: none"> • Videos, artefacts and pictures. • Research tasks (to generate background knowledge to use in own writing) • Reading comprehension • Visitors to class • Retell a story – orally, written • Debates/discussions • Predictions • Vocabulary generation • Thesaurus and dictionary work • Role on a wall • Character/setting descriptions • Book reviews • Comparative work with other texts • Study of author and key features they commonly us • Link to Enquiry e.g. persuade Roman citizens to join the army • Link to personal experiences e.g. invitations to the parents to come to the Christmas play
SPAG Skills	<ul style="list-style-type: none"> • SPAG in context of what you're writing. • SPAG relevant to year group expectation • Sample sentences and paragraphs innovated from the text.
Write	<ul style="list-style-type: none"> • Shared or guided writing • Independent write • Cross Curricular opportunities