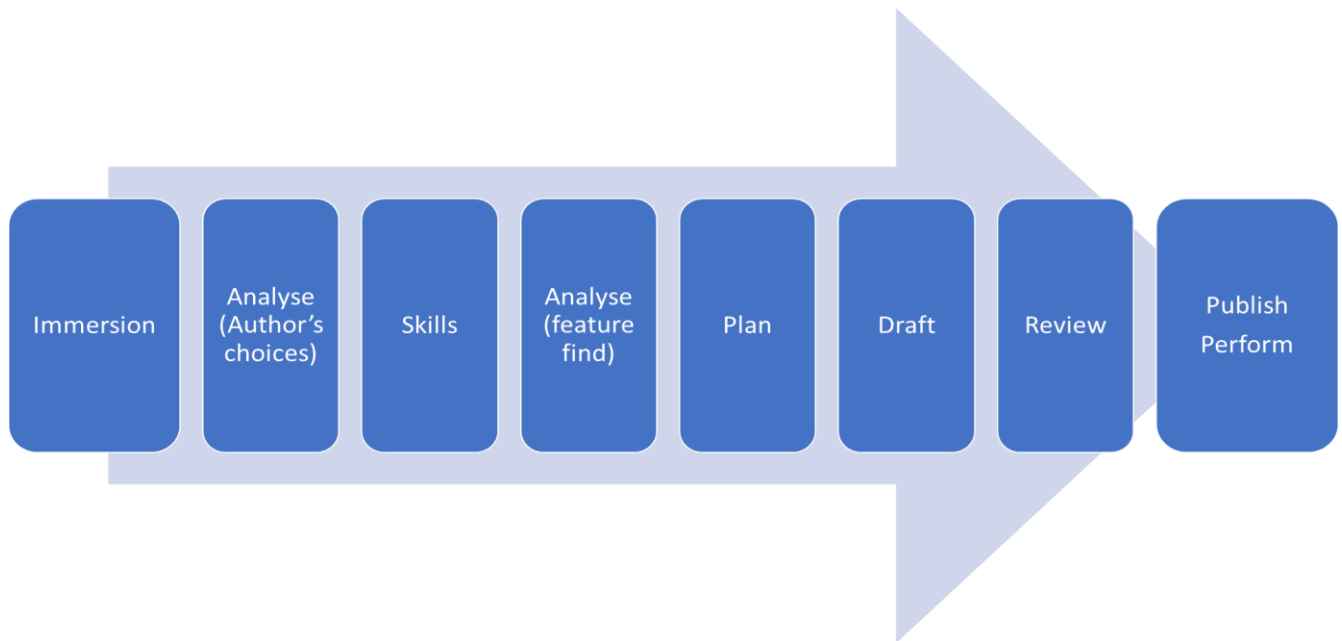




Writing Sequence

Mapplewells Primary and Nursery School



Writing

The Teaching Sequence for Writing

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

	Teaching Sequence	Teachers:	Pupils :
<p>Immersion Up to 5 lessons</p>	<ul style="list-style-type: none"> • Real audience and purpose with a clear outcome. • Hook – artefacts, videos, visits etc. • Real audience and purpose with a clear outcome. • Broad, rich engaging reading curriculum linked to the genre. • Planned drama, speaking and listening opportunities • Vocabulary discussed. 	<ul style="list-style-type: none"> • Establish clear purpose and audience. • Choose quality challenging texts. • 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. • Evaluate. • Identify audience and purpose. • 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 that link to interrupting the forgetting with captions with a sentence/paragraph from children • 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"> • Genre, audience and purpose identified on the English working wall. • 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 definitions (when word is unknown) – to drive the quality written outcome 			

<p>Analyse (Author's choices) 1 lesson</p>	<ul style="list-style-type: none"> • Define characteristics of the text. • Continue to develop vocabulary. • Can be teacher led. <p>Analyse author's choices for presentation and language – why is this powerful?</p>	<ul style="list-style-type: none"> • Teachers are secure in their knowledge and understanding of structure and language features of text type to write their own WAGOLL • Provide interactive, investigative activities to clarify new vocabulary. • Model reasoning behind certain language choices. 	<ul style="list-style-type: none"> • Identify key powerful language. • Gain a deeper understanding of new vocabulary.
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Evidence in books:

- Highlighted/labelled text.
- Quotes from the text with explanations of why it is used.
- New vocabulary definitions/glossaries.

Evidence in books/learning wall:

- Annotated WAGOLL
- Generated vocabulary list – with definitions.
- Analysis of text- layout, vocabulary

<p>SPAG Skills</p> <p>Up to 5 lessons</p>	<ul style="list-style-type: none"> • Focus on grammar/ sentence construction/ punctuation/ vocabulary. • Teach aspects of the genre that are new and or that children find challenging (e.g. expanded noun phrases, subordinating conjunctions, semicolons etc.). These should 	<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 – differentiating as appropriate. E.g. past tense verbs/specific vocabulary. 	<ul style="list-style-type: none"> • Investigate the skill needed for the specific text type. • Practise writing/using the skill taught in order to be able to apply this in their main writing. • Practise skill in context of genre
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	match the text type (See genre progression) and examples should be referred to in the text.	<ul style="list-style-type: none"> Use AfL to assess which skills are to be taught. 	
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Evidence in books:

- Opportunities to practise SPAG skills taught in context to use later in the final outcome (e.g. sentence formation, vocabulary, direct speech, expanded noun phrases).
- Opportunities to practise constructing different sentence types
- Opportunities to apply learning in different genres e.g. modal verbs to change the level of persuasion

Evidence on working walls:
 Examples of high-quality work from children e.g. sentence and paragraph construction
 Aspirational examples of shared writing
 Explanations of specific features

<p>Analyse (Feature find)</p> <p>1 lesson</p>	<ul style="list-style-type: none"> Define features of text/genre. Understand and agree to success criteria – displayed on working wall. Can be teacher led. Explore several WAGOLL examples of the genre (these need to be tailored to your genre/purpose), children identify features that are common throughout (these become success criteria supplemented by the genre checklist from the progression through genres) 	<ul style="list-style-type: none"> Teachers are secure in their knowledge and understanding of structure and language features of text type to write their own WAGOLL Link the feature find to the skills that the children have been taught. Provide interactive, investigative activities to meet learning intentions (e.g. construct, classify, select, match) 	<ul style="list-style-type: none"> Identify key features of text type/genre and agree success criteria. Gain a deeper understanding of different features e.g. paired work, through speaking and listening activities.
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Evidence in books:

- Toolkit for the children to reference - key features (layout, language features, text structure)
 Annotated text highlighting the features the children have learned in their SPAG lessons.

Evidence in books/learning wall:

- Annotated WAGOLL
- Pupil generated success criteria
- List of genre features created by children

<p>Plan Up to 2 lessons</p>	<ul style="list-style-type: none"> • Use the success criteria to influence planning. • Planned drama, speaking and listening opportunities for oralrehearsal. • Plan each paragraph 	<ul style="list-style-type: none"> • Provide stimulus for gathering ideas e.g. images • Provide structure for gathering ideas e.g. writing structure strips, story map etc. • Model creating a plan 	<ul style="list-style-type: none"> • Talk about ideas and begin to map them out on a plan e.g. writing skeleton or story map. • Refer to checklist of success criteria.
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Evidence:

- Copy of plan to refer to when writing.
- Sign posts of where to use features taught in skills lessons.
- Planned grammatical features in each paragraph
- Clear structure for writing with key vocabulary identified.

Evidence on working wall:

- Copy of plan to refer to when writing (modelled).

<p>Draft 1 - 3 lessons</p>	<ul style="list-style-type: none"> • Shared, guided and modelled writing • Self and peer assessment. • Use of WAGOLL to helpcompose and make informed choices in writing. • Structured, visual and dynamic Literacy environment. 	<ul style="list-style-type: none"> • Teachers are secure in their knowledge and understanding of guided, shared and modelled writing. • Model the use of success criteria developed from analysis to inform and evaluate writing. They include drafts of this on whiteboard. • Integrate word/sentence level work with 	<ul style="list-style-type: none"> • Children are fully aware of the purpose and audience and write accordingly. • Develop a piece of writing over a number of sessions. • Refer to success criteria, review their writing and edit in response. • Respond to immediate feedback.
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		<p>text levelwork to exemplify their application.</p> <ul style="list-style-type: none"> • Provide stimuli and resources to support and enhance writing process. • Provide an element of choice (so not all writing looks the same) 	
<p>Evidence in books:</p> <ul style="list-style-type: none"> • Sustained written work with any feedback or improvements. 			
<p>Evidence on working wall:</p> <ul style="list-style-type: none"> • Modelled example of writing. 			
<p>Review 1 lesson</p>	<ul style="list-style-type: none"> • Clear feedback linked to success criteria and LO. • Understand next steps in developing writing. • Reflect on outcome against audience and purpose. 	<ul style="list-style-type: none"> • Teachers are effective in linking feedback to the success criteria. • They are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear next steps. • Clear marking and feedback evident in books for children to act upon. 	<ul style="list-style-type: none"> • Children can reflect on their successes and area for development. They identify factors contributing to success and those causing barriers in their work. • Children are clear in their next steps in learning and actively engage in addressing them. • Children are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.

Evidence in books:

- Edited and improved writing with corrections/edits.
- Peer marking.
- Redrafts where applicable

Evidence on working wall:

- Edited and improved writing with corrections/edits.

<p>Publish/Perform</p> <p>1 lesson</p>	<ul style="list-style-type: none"> • Opportunity to neatly present a final version with corrections and improvements from review. • Use 'snazzy' paper/ creative presentation for children to take pride in learning 	<ul style="list-style-type: none"> • Teachers provide opportunity for children to perform writing modelling appropriate intonation and actions 	<ul style="list-style-type: none"> • Children carefully publish writing in neat handwriting with layout and presentation appropriate to audience and purpose evidenced in writing anthology (9 pieces per year for KS1 and KS2) • Writing can also be published in enquiry books if cross curricular link is present
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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.
Analyse (Language choices)	I know why author's choose certain vocabulary I know why texts are presented in different ways I know why vocabulary is powerful
SPAG Skills	*Refer to Progression documents and KCPDs when available
Analyse (Feature find)	I know which features to include in a I know how to identify features of a...
Plan	I know how to plan....
Draft	I know how to draft (genre)
Review	I know how to edit and improve a text I know how to redraft a text
Publish and Perform	I know how to publish a text I know how to perform a genre of writing I know how to write a (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 use • 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
Analyse (author's choices)	<ul style="list-style-type: none"> • Annotate a WAGOLL • Analyse quotes from the text. • Vocabulary lists • Glossaries.
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.
Analyse (feature find)	<ul style="list-style-type: none"> • Annotate a WAGOLL • Write own success criteria • Annotate a real-life example • Sort features • Order pieces of a text (instructions, chronological pieces)
Plan	<ul style="list-style-type: none"> • Oral rehearsal • Story maps • Boxing up • Mind maps • Planning grids • Plan out what will happen at each point in the text (introduction will include who, what, where, when, why) • Plan in SPAG • Plan in genre features
Write	<ul style="list-style-type: none"> • Shared or guided writing • Independent write • Cross Curricular opportunities

Review	<ul style="list-style-type: none"> • Edit and improve – independently, peer, with teacher or TA • Redraft own work • Redraft work of others • Refer back to audience and purpose
Publish and Perform	<ul style="list-style-type: none"> • Publish pieces on learning wall/ in Anthology/ on 'fancy' paper • Make books/diaries • Make leaflets/letters • Visit another class to read out their learning • Share writing with HT • Share with audience