



### Part One-Text and Task

Children introduced to task and text type.

When can they remember writing something similar before? Retrieval of previous learning- what features can they recall?

Who are they writing for and what is the purpose?

In KS2- along with the objective- children to have TAP on the board. Text, Audience, Purpose.

In Y6, this should also be written in their books.

Read example texts and identify features of the text, creating a success criteria.

The children should continue to read other examples of this text type over the next few days- analysing the text and identifying features/adding to the success criteria.

You may need to re-visit texts as you continue to work through the writing cycle.

### Part Two-Grammar, Punctuation and Sentence Structures.

As you complete the following activities, continue to look at the text types so the children are actually seeing the features in an actual text and not in isolation.

Grammatical features- teach the children how to use a grammatical feature of this type of text. Children to practise this in their books- linked to what they are going to write about.

Punctuation features-if there are particular types of punctuation that should be used in this type of text-teach the children how to use it. Children to practise some sentences in their books using the punctuation, linked to the text.

Sentence Structure- choose a particular sentence type that fits for the text style you are teaching. Teach the children how to use it and practise in books- linked to text.

Some of this may take place on white boards and with paired work, etc, however, evidence also needs to be in books. (3 pieces a week). Retrieval of GPS should also be evident in books.

### Part Three- Planning

Review task and possibly another text example and review what you have worked on so far. Discuss children's ideas.

Children to complete a plan for their text, sharing ideas, vocabulary, sentence examples, etc.

Look at the appropriate year group spelling list and identify which words could be used for the piece of writing- and discuss how. Add these words to the plan as well as words from the texts studied so the children have a range of vocabulary to draw upon.

Ensure spellings etc on the plan are accurate to help the children through the writing process.

### Part Four- Short Paragraphs

Drawing from the work completed so far model writing a short paragraph, talking through your choices. Model re-reading your work, checking for simple errors and making some improvements to vocabulary/sentences, etc.

Children to write their own paragraph using the sentences, punctuation and grammar taught. Before the end of the session, children to be given the opportunity to re-read their work and correct non-negotiables. Also remind them of their targets from their last piece of writing.

During the session, when not working with a group, provide feedback for individuals and teach anything you notice the class is finding tricky.

Ensure you check some books as they hand them in, hand back any that have errors that they should be able to self-correct.

### Part Five- Writing

Over a number of days, children to write their text, following their plan, using the success criteria and ensuring they include what has been taught. Children should be writing at a high standard at all times and the amount they write should be monitored. Quality over quantity.

Before the end of each writing session, provide some time for the children to re-read and check their work- they should use this time to ensure they are meeting their target and they have corrected what they should be able to do. We must have high expectations and we must hold them to account. Again, at the end of each session, check some books for errors and hand them back if there are punctuation/spelling errors that they should be able to correct. The children need to know this will happen so they ensure their work is always at a high standard.

In between writing sessions, mark their work- focus on the main thing you want them to improve. Take note of issues a number of your class are finding difficult and teach it at the start of the next session (feed forward sheets).

Children should be given a target which is achievable, specific and will lead to an improvement in their work. When setting targets, you may also want to consider the next piece of writing they will be doing- there is little point setting a target which will not be possible to achieve next time they write.

Improvements should be done in green pen.

During the writing stage, working with peers to improve their writing would be beneficial too.

### Part Six- Editing

Ideally, editing will take place at the end of each writing session, however, please ensure you have a focussed editing session at the end of each piece of writing.

Using Surprises editing, as appropriate for your class, teach each of the different aspects and the children should then become more independent in using this.

Editing should start from year 2 and may just start with one sentence. As the children develop and progress through the school, this may then be one paragraph and eventually, for some, the whole piece of writing. Editing flaps and other forms of editing may be used, including peer editing.

### Handwriting

Handwriting should be taught discreetly at least three times a week in KS1- this may change to once a week as the children progress through the school. Some children in Y5/6 may not need to practise their handwriting- this time should be used to consolidate other areas of English depending upon the child's need. Handwriting/Presentation expectations in all books should be consistent and high.