



Stage 1 - Stimulus for Writing

Each unit of writing will begin with a 'hook' (stimulus) which is intended to inspire and attract the pupils' interests. This will be in the format of:

- A book (Fiction / Non-fiction)
- An event (real or dramatized)
- A visitor or school trip
- A video clip or picture

These will be used to stimulate the children's thinking and provide chances for the pupils to engage in talk about the 'hook'. In this phase, there is opportunity for the children to engage in talk for writing activities and short writing tasks.

In this phase role play and drama activities (e.g. conscience alley / hot seating etc.) may be used to further stimulate talking.

Finally, at this stage the teacher will **clarify with the children the purpose and audience for the texts** they will create in this unit of work.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 2 – Analysis and Planning

During this phase, pupils will **see what a good example of the specific text type looks like**, and will, with the support of the teacher, **create their own success criteria** by analysing how it is written.

The children will explore the structure of the text by either creating story maps or using planning frames. This will involve talk for writing activities.

Planning will focus on three areas:

- **Text Structure** – Using a planning frame (story map) the children will plan the structure of their own text.
- **Sentence Structure** – Age appropriate grammar activities will be planned for the children to undertake which link to the success criteria for the text.
- **Vocabulary** – The children will be asked to generate examples of higher order vocabulary and will seek to magpie ideas off each other.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 3 – Writing Composition

Drawing on previous planning work, **the teacher will explicitly model the writing process**, throughout providing an oral 'running commentary' on their thought processes and the language choices they make. Here the aim will be to model the fact that writing is a highly discerning activity where success is dependent on the compositional choices that are made by the writer. An important element to model here will be oral rehearsal of sentences.

The children will then compose their own written pieces with, as deemed appropriate, opportunities for the children to engage in shared, guided and scaffolder writing activities.

- **Mini plenaries** - these will be used to share ideas, share good practice, emphasise the importance of oral rehearsal of sentence and to help the teacher address misconceptions.
- **Marking** – During the writing process, as deemed appropriate, feedback will be given to the children during lessons on their compositions and sentence constructions.
- **Success Criteria** – The children will self (or peer) assess their written work using the agreed success criteria for the specific text in question.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 4 – Edit and Improve for children able to read their own writing.

For children from Y2 upwards that are able to confidently read and understand their own and other children's work, once they have completed a first draft, they will sometimes be given the opportunity to edit and improve their work. This will be carried out using peer and teacher feedback. Here the schools marking and feedback policy should be followed.

Here the **success criteria will be referred to by the teacher to** guide the pupils in their compositional choices.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 5 – Independent Writing - Orchestrating what has previously been learnt.

In Y2 and above, when the child is able to independently and confidently read and understand their own written work, opportunity will be given for the children to use all the knowledge and skills they have acquired during previous stages to produce an independent piece of writing.

At this stage, a **new stimulus** for writing will be given and the **purpose of the writing discussed** and clarified.

Phase 1 – Here the children are given the **opportunity to talk and share ideas and generate vocabulary** for their written piece. This may take place as a whole class, in groups or pairs. Here there should be no teacher input beyond introducing the stimulus, clarifying the purpose and classroom management considerations. **There should be no specific teaching about text structures.**

Phase 2 – Following the sharing of ideas as above, **children up to Y4 plan the structure and content of their own piece of writing using given planning structures e.g. creation of a story map**

Phase 3 – The **children independently write their compositions**, with feedback from the teacher provided regarding possible areas for improvement.

There should be no modelling provided by the staff at this stage. This independent work is used to assess the children's writing attainment.

Learning How to Write at JEB in KS2

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Each unit of writing will begin with a 'hook' (stimulus) which is intended to inspire and attract the pupils' interests. This will be in the format of:

- A book (Fiction / Non-fiction)
- An event (real or dramatized)
- A visitor or school trip
- A video clip or picture

These will be used to stimulate the children's thinking and provide chances for the pupils to engage in talk about the 'hook'. In this phase, there is opportunity for the children to engage in talk for writing activities and short writing tasks.

In this phase role play and drama activities (e.g. conscience alley / hot seating etc.) may be used to further stimulate talking.

Finally, at this stage the teacher will **clarify with the children the purpose and audience for the texts** they will create in this unit of work.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 2 – Analysis and Planning

During this Phase pupils will **see what a good example of the specific text type looks like**, and will, with the support of the teacher, **create their own success criteria** by analysing how it is written.

The children will explore the structure of the text by either creating story maps or using planning frames. This will involve talk for writing activities.

Planning will focus on three areas:

- **Text Structure** – Using a planning frame (story map) the children will plan the structure of their own text.
- **Sentence Structure** – Grammar activities will be planned for the children to undertake which link to the success criteria for the text.
- **Vocabulary** – The children will be asked to generate examples of higher order vocabulary and will seek to magpie ideas off each other.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 3 – Writing Composition

Drawing on previous planning work, **the teacher will explicitly model the writing process**, throughout providing an oral 'running commentary' on their thought processes and the language choices they make. Here the aim will be to model the fact that writing is a highly discerning activity where success is dependent on the compositional choices that are made by the writer. An important element to model here will be oral rehearsal of sentences.

The children will then compose their own written pieces with, as deemed appropriate, opportunities for the children to engage in shared, guided and scaffolder writing activities.

- **Mini plenaries** - these will be used to share ideas, share good practice, emphasise the importance of oral rehearsal of sentence and to help the teacher address misconceptions.
- **Marking** – During the writing process, as deemed appropriate, feedback will be given to the children during lessons on their compositions and sentence constructions.
- **Success Criteria** – The children will self (or peer) assess their written work using the agreed success criteria for the specific text in question.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 4 – Edit and Improve

Once the child has completed a first draft, as appropriate to age, they will be given the opportunity to edit and improve their work. This will be carried out using peer and teacher feedback. Here the schools marking and feedback policy should be followed.

Here the **success criteria will be referred to** guide the pupils in their compositional choices.

We believe that **high quality modelling** of all tasks at this stage is necessary to ensure positive learning outcomes.

Stage 5 – Independent Writing - Orchestrating what has previously been learnt.

This is opportunity for the children to use all the knowledge and skills they have acquired during previous stages to produce an independent piece of writing.

At this stage, a **new stimulus** for writing will be given and the **purpose of the writing discussed** and clarified.

Phase 1 – Here the children are given the **opportunity to talk and share ideas and generate vocabulary** for their written piece. This may take place as a whole class, in groups or pairs. Here there should be no teacher input beyond introducing the stimulus, clarifying the purpose and classroom management considerations. **There should be no specific teaching about text structures.**

Phase 2 – Following the sharing of ideas as above, **the children plan the structure and content of their own piece of writing. This is completed independently of other children and the staff.** No scaffolding is provided unless a child has a particular need due to their SEND.

Phase 3 – The **children independently write their compositions**, with feedback from the teacher provided regarding possible areas for improvement.

There should be no modelling provided by the staff at this stage. This independent work is used to assess the children's writing attainment.