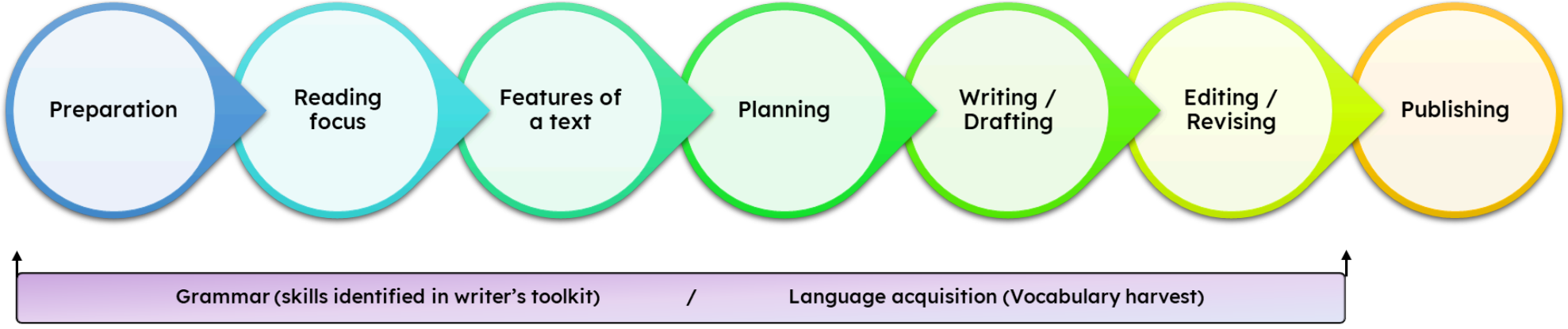
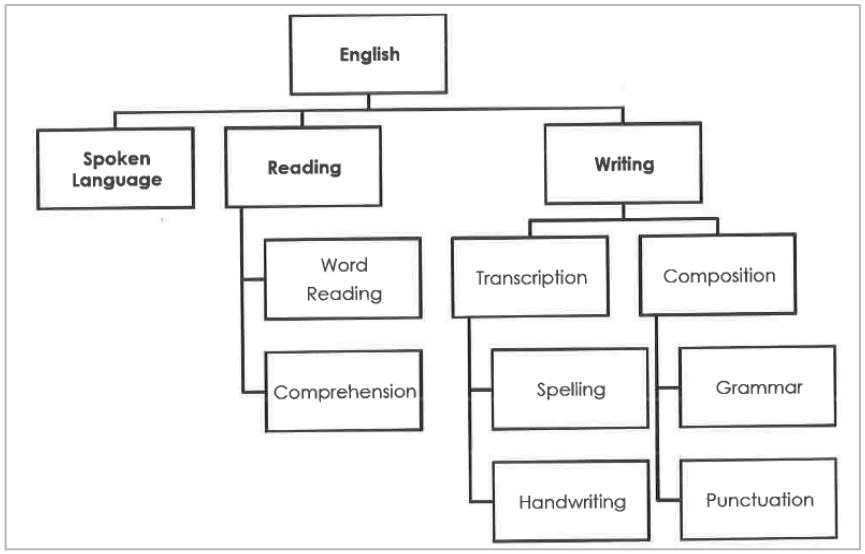
# Sequencing Writing at CTPS

## Writing Purpose

| | Entertain | Inform | Persuade | Discuss |
|---|---|---|---|---|
| KS1<br>Year 1 & 2 | • Narrative<br>• Description<br>• Poetry | • Non-chronological report<br>• Recount (diary, recount of an event eg. trip)<br>• Letter<br>• Instruction | • Poster<br>• Letter<br>• Leaflet/Flyer | |
| LKS2<br>Year 3 & 4 | • Narrative<br>• Description<br>• Poetry | • Non-chronological report<br>• Recount (diary, retelling of an event eg. trip)<br>• Explanation<br>• Biography<br>• News report<br>• Leaflet/Flyer | • Advert<br>• Letter<br>• Leaflet/Flyer | |
| UPKS2<br>Year 5 & 6 | • Narrative<br>• Description<br>• Poetry | • Non-chronological report<br>• Report (diary, retelling of an event eg. trip)<br>• Biography<br>• Explanation<br>• News report<br>• Leaflet/Flyer | • Advert<br>• Speech<br>• Leaflet/Flyer | • Balanced argument<br>• Review |






# Transcription

**Handwriting policy:**

The school follows the Nelson handwriting scheme. Handwriting should be taught at least twice a week for 15mins and children should be expected to use this style of handwriting in all their work. Teachers should model this in their own writing.

Children are given a pen (awarded with a pen licence) to use in writing lessons if they are able to write legibly and fluently in cursive following the Nelson handwriting scheme.

*Each teacher has access to the online platform.*

**Spelling:**

Spelling should be taught up to three times a week for 10-15 mins. Use https://spellingframe.co.uk/ and the No-nonsense spelling guide to support the planning of spelling sessions.

Suggested sequence of spelling sessions:

1. Introduce spelling rules and practice application of rules using games (found on spelling frame website).
2. Application of spelling rule in class discussions, written words and sentences.
3. Test – use the test to inform future planning of spelling.

# Composition

**Grammar:**

Each English lesson should have a grammar focus. This should be purposeful and linked with the anchor text as well as supplementary texts to support with identifying a visualising key concepts. Students should be taught to 'read like a writer' and identify tangible examples to support their understanding to strengthen their understanding.

Refer to your highlighted grammar outcomes for each writing unit located on your writing overview.

**Sentence work:** Sentence structures should be taught progressively to students so they are able to confidently manipulate vocabulary and phrases within sentences for a desired impact.

**Punctuation:** Teachers should refer to the writing overview for each year group. This will highlight what skills to focus on for SPAG.

Ideas can be taken from the Grammar Jumpstart book to support planning. Sessions should display a range of application activities to help embed grammar concepts.

*Please see the writing lead if you would like a copy of Jumpstart Grammar.*

## 1 Preparation

Before starting to engage with a new text in class:

- Read and get familiar with the text, check that you have enough copies for the students, do you need to scan for digital access, do you need an adapted version for students with SEND? Additionally, please ensure each team member has read the book.
- Know your timeframe- how many lessons are you planning for?
- Discuss with your team and identify the text type, audience and purpose
- Identify your SPAG skills for that will generate the **writing toolkit** – these will act as your steps to success
- Map out your lesson outline before planning in detail. A working backwards approach will provide a rough guideline of where you are going with the text

## 2 Reading Focus

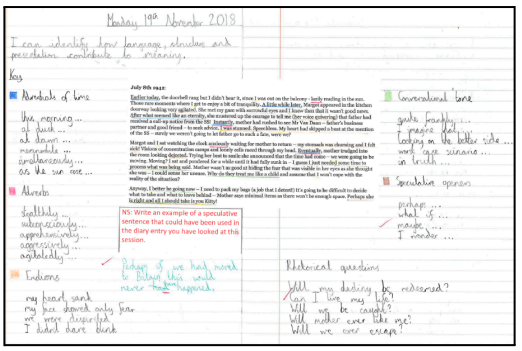
Your initial sessions should be spent immersing the students with using the anchor text. Use the text as a vehicle to organically build on reading skills - predicting, questioning, visualising, empathising, summarising, inferring, making links and monitoring their own understanding.

Students can produce a range of written responses based on their comprehension. Once students have understood the text reading should be directed towards a text analysis: looking at structural and language features, including grammar. They should be given the opportunity to 'read like a writer'. To understand the author's intent.

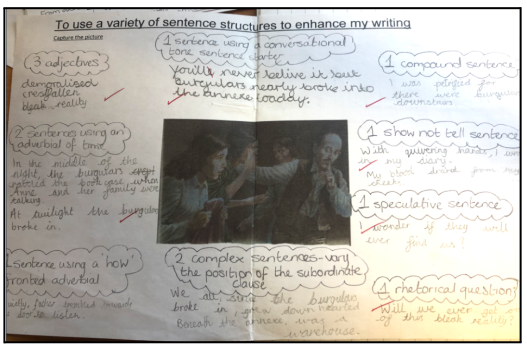
Keep the final written outcomes in mind this will help you decide on the reading focus For example, discussing a character's thoughts, speech and actions can be beneficial when preparing to write a diary entry from the perspective of a particular character.

## 3 Features of a text

Analyse an example (or several examples) of the text outcome that the students will produce. This should include good language, grammar and structural features that make up a solid model for students to explore. As well as the anchor text, supplementary texts will help expose students to more high quality writing, embedding key features you will want them to utilise in their own writing.




Students should analyse the same high quality examples in order to continue developing their language acquisition for oracy, reading and writing. Students that require support in accessing a text, scaffolding should be provided through *additional* tasks and resources such as pre-reading and vocabulary mats.



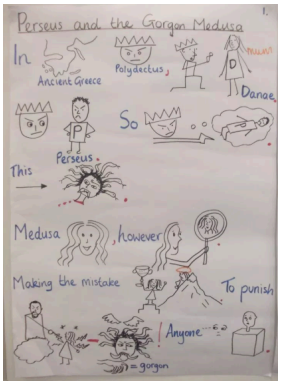

Vocabulary and features identified will generate the **writing toolkit** to support independent writing. Explore and expand student vocabulary for the purposes of this specific writing outcome building this on to the working wall.

4 Planning

Use a planning template appropriate for the given text outcome and writing genre.

Students should be given the opportunity to outline the content of each paragraph and decide on sentence openers, vocabulary and other language features identified in the previous steps (from the writers toolkit) as this frames their steps to success. This will allow them to focus on writing for the specific writing purpose, therefore helping them deliver cohesive sentences, paragraphs.

It is crucial that this stage is modelled to students so that they are able to plan confidently with an awareness of what they want the final outcome to look like.




Use "Talk for Writing" to support writers in KS1 and for those who will need planning templates adapted to meet their needs. This can apply to both fiction and non-fiction writing. In addition, students can be provided with widgets, sentences openers and vocabulary to help support their writing.

5 Writing/ Drafting

Use the modelled plan and the **writing toolkit** to form examples that you can display on the working wall. Additionally, it is key to incorporate vocabulary generated with the class from all the previous steps/lessons. Carefully model how to use the text's plan to form cohesive sentences and paragraphs. Use a 'think aloud' structure to model the process thoroughly to students. This can be done in the style of modelled writing (teacher individually demonstrates-best for new concepts), shared writing (teacher writes in collaboration with student ideas).

Any examples displayed on the working wall should be reviewed and corrected if needed to show effective use of grammatical elements that have been taught. This will also provide an example of how to edit and refine writing.

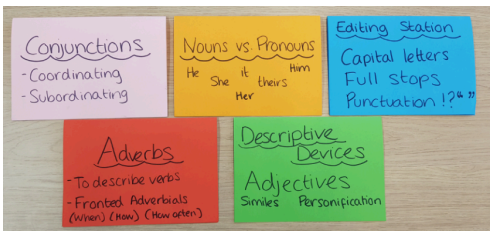
Note: Sometimes it may be appropriate for more proficient writers to skip the modelling process to move on to the independent writing stage – they can use the **writing toolkit** created in step 3. This will allow them to develop a more unique and independent writer's voice.

This process may take *up to* 3 sessions, depending on the year group, cohort and outcome.

6 Editing/ Revising

**Editing**- correcting writing for the accuracy of the reader (tend to be more technical elements - spelling, capitals, punctuation)

**Revising**- improving vocabulary and sentence choices based on the impact on the reader and purpose of the writing




Verbal and/or written feedback should be given throughout the process to support them. This will help them identify what they need to improve to move towards writing as an expected writer. The **writing toolkit** should be used to support your feedback on writing.

This session should be treated like a writer's workshop where students collaborate to support and assist each other's writing. It is paramount that this process is modelled to them so that they can take on the role

of mentor and mentee effectively, additionally consider how you are pairing students, as some students may not be in a peer group due to attainment and therefore directly working with you for support.

Example lesson structure:

- Students read each other's work
- Working on one pupil's book at a time, students work together to 'edit' writing
- Using the **writing toolkit** they identify if all the features are added, are they effective?
- They discuss what changes can improve the quality of writing
- Students make appropriate changes to their writing

*These sessions should not be used to redraft pages and pages of work but rather to edit focused points within the writing that need improvement. However, sentences and paragraphs could be rewritten to clarify changes made if a lot of editing has taken place.*




One writing outcome per half term should be written up in "best" to publish and add to their writing assessment book. Handwriting and presentation is a key focus in this process. This work will also be used for monitoring and moderating purposes and should showcase a range of text types completed.




Children should be encouraged to type up at least *one piece of writing* throughout the academic year. This is an opportunity to teach children word processing skills in Word (google docs) or PowerPoint (google slides).




Pupils will be given the opportunity to take part in termly 'creative writing' opportunities where they can present their independent writing skills. They will be provided a stimulus that will form the basis of a given writing outcome (this will be linked to writing outcomes they have previously written). This will provide teachers with a clear indication of student abilities, therefore supporting and informing teachers of what targets individual students need. Planning will also be able to adjust based on trends identified.