






INTENT

	<p>Love for Learning: Children will develop a love for literacy. They will use their reading to become confident writers, who plan, write fluently and edit with purpose. Children will enjoy learning new vocabulary and use it in their own writing as they develop as authors. They will learn to write to entertain, to inform, to explain and to persuade a reader. Children will develop the skills to be competent writers that can write for different purposes.</p>		<p>Enquiring Minds: Children will build a strong understanding of different text types and grow a wide vocabulary to enhance their own writing and to communicate effectively. Children will question what makes a good piece of writing, the impact it has on the reader and develop their own styles. Children will have the knowledge and skills they need to be able to write with purpose.</p>		<p>World Wise: Children will have opportunities across all curricular areas for the development of writing skills to help all pupils know more, remember more and understand more. Children will understand why writing is important to support their development throughout their lives. We will inspire curiosity and fascination about different authors, writing styles and techniques which will remain with children for the rest of their lives.</p>
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Sequence for Writing

1. Reason for writing
2. Cold task
3. Raiding the reading
4. Sorting and sequencing the SPaG
5. Warm Task
6. Planning the piece
7. Hot task
8. Editing for excellence
9. Publishing for perfection

Reason for writing

This is the starting point, the 'why' behind the writing. It could be to inform, entertain, persuade, or any other purpose. Establishing the reason for writing helps set the tone and direction for the piece. This is the hook to the text or writing opportunities. Establish what the outcome for the sequence will be.

Cold task

Assess what they know: The fundamental purpose of this activity is for the children to demonstrate their initial knowledge, skills and understanding of a given text type or genre.

Raiding the reading

This step involves exploring existing texts related to the topic or genre. It helps pupils understand the features, language, and style used in similar pieces. They can draw inspiration and learn from the works of other authors.

Sorting and sequencing the SPaG

SPaG stands for Spelling, Punctuation, and Grammar. In this phase, the focus is on planning and teaching specific objectives related to these elements. It lays the groundwork for using correct and appropriate language in their writing. In the 'Sorting the SPaG' phase, the emphasis is on breaking down the intricacies of spelling, grammar, and punctuation in a systematic and interactive manner. The process involves 'live' modelling and 'explicit narration' to provide clear examples and guidance. It includes incidental writing opportunities to practice the skills.

Warm Tasks

An opportunity to apply skills in a peer or guided session and to redraft to improve. A shared class write is a collaborative writing activity where the entire class works together on a particular piece. It serves as a practical application of the spelling, grammar, and punctuation objectives learned during live modelling and explicit narration. The teacher guides the pupils through the process, ensuring that they understand how to craft the specific genre of writing they are focusing on.

By engaging in a shared class write, pupils not only observe the application of SPaG objectives but actively participate in the crafting of a piece, applying their newly acquired knowledge. This collaborative approach fosters a supportive learning environment where pupils can learn from each other and receive immediate feedback.

❖ *Guiding Through Peer Writing opportunities: Children have the opportunity to work with a peer to

apply their skills during the sequence. This will enable children to work collaboratively and work from each other's ideas. This is also an opportunity to encourage mixed ability groups to support vocabulary and develop creativity.

- ❖ Dictations: Key stage 1 Dictated sentences to support the cognitive demand and workload.
- ❖ Use AfL during the process to inform planning and decide if any further teaching is required of the elements taught.

Planning the piece

Pupils outline their ideas, organise thoughts, and structure their writing. It could involve creating mind maps, outlines, or storyboards to ensure a logical flow and coherence in their piece.

- ❖ Grammatical Features: During the planning process, pupils deliberately consider and incorporate grammatical features into their writing. This includes the use of varied sentence structures, appropriate verb tenses, and the application of grammar rules. Planning allows them to strategically integrate these features, ensuring that their writing reflects a command of language conventions.
- ❖ Literary Devices: In addition to grammar, literary devices play a crucial role in creating a rich and engaging piece of writing. Pupils, during the planning phase, can identify and plan for the use of literary devices such as metaphors, similes, imagery, or dialogue. This intentional inclusion enhances the depth and creativity of their writing.
- ❖ Spelling and Punctuation: Attention to detail in terms of spelling and punctuation is a key aspect of the planning stage. Pupils carefully consider where specific punctuation marks should be placed for clarity, and they plan for accurate spelling throughout their piece. This ensures that their writing not only communicates effectively but also adheres to language conventions. This could be collecting vocabulary from the reading and placed on working walls, mini dictionaries or planning format.
- ❖ Logical Flow and Coherence: Creating mind maps, planning grids, text maps or storyboards is a method employed during planning to ensure a logical flow and coherence in the writing. This helps pupils organise their thoughts, sequence ideas, and maintain a cohesive structure throughout their piece.

By addressing these aspects during the 'Planning the Piece' stage, children are not only preparing for the act of writing but are strategically setting themselves up for success in the assessment process. This thoughtful and intentional approach to planning contributes to the overall quality and effectiveness of their writing.

Hot task

The independent writing happens here. Armed with a plan and an understanding of language conventions, pupils bring their ideas to life. This is the creative and expressive stage where they use their imagination and taught language skills to craft the piece. To support pupils on this independent writing journey, it is advisable to allocate timed slots. This not only encourages focused writing segments but also serves as a motivating factor for pupils to complete their work efficiently.

Editing for Excellence

After the initial draft, it's time to review and refine. This step focuses on editing for clarity, coherence, and overall improvement. Pupils may revise sentences, check for errors, and ensure that their writing effectively communicates the intended message.

When it comes to editing their independent pieces of writing, pupils are guided through a structured approach that involves focusing on specific components to refine and enhance their work.

Use the 'Editing Writing' document as a guide.

Publishing for Perfection

In the 'Publishing for perfection' stage, pupils get the chance to transform their edit drafts into polished pieces. This step is all about refining their handwriting skills—making sure that every letter is formed correctly, mastering the art of smooth connections between letters (joining), and getting the spacing just right. By concentrating on the transcription aspect, they can hone these essential skills without the distraction of composing new content. It's like giving their writing a makeover to make it not just great in content, but visually pleasing too!