

Claypole Church of England Primary School



Stage One – Initiate Ensuring that children understand that writing has an audience and purpose				
Children read, write, speak and listen best when background knowledge is developed and ideas are stimulated. This stage is all about inspiration, content generation and immersion into the world of the text.				
Provide an engaging ‘hook’ to draw the children in and build excitement around the chosen text. Examples inc. <i>role play; drama; trip; picture; film; artefacts...</i> Assessment & prior learning: deciding on ‘MNK: My New Knowledge (objectives); decide on order & length of teaching sequence/process.	Develop spoken language through: Oral rehearsal of the focus text. Reading as a reader to develop comprehension and identify the purpose and audience (inc. examining texts & their construction). Maintain a ‘love of reading.’	Frontloading of new vocabulary from the text with a focus on spelling. Grammar and effects, enabling them to consolidate their understanding and knowledge of the text type.	Understand the literary devices that the author has used in the text type and why they have used them. See genre progression map see poetry progression map	
Stage Two – Model Ensuring children have the knowledge and skills they need to be successful writers.				
Use the focus as a model for the pupils’ own written work: focus on teaching, modelling and developing key skills and processes linked to success criteria and individual next steps (from assessment of children).				
Expectations of application of letter formation whenever children write. Direct teaching of new and previously learned specific spelling rules within context. Deconstruction of sentences to understand new and previously learned grammar knowledge.	‘ Modelling & Generating ’ will provide opportunities for children to: Stack sentences to build composition (with the audience and purpose in mind eg. manipulation of clauses, conjunction choices, why is it being used?) Apply knowledge to ‘short writes’ with a clear expectation of applying phonics, spelling rules, common exception words and statutory word lists when writing independently. Apply expectations of age-appropriate handwriting objectives, e.g. letter formation, sizing, joining. Extend into paragraphs.		‘ Adaption & Scaffolding ’ will provide opportunities for children to: Feedback & Marking Proofread for age-appropriate spelling, punctuation and individual targets. Address errors/misconceptions. <ul style="list-style-type: none"> Feedback from the teacher to move the learning on – eg, <i>can you start your sentence with a subordinating clause? Can you use a different coordinating conjunction?</i> 	
Stage Three – Enable Children plan extended outcomes, draft, proof-read, edit and refine.				
Pupils apply skills learnt with greater independence and fluency. Application of learnt skills and knowledge in a sustained task with growing independence. Self, peer and adult review should happen throughout this stage.				
Construct a <u>plan</u> using an age-appropriate format.	Use of plans and draw upon prior learning (the knowledge and skills taught throughout stage 2).	<u>Draft</u> an extended piece of writing (adapted, scaffolded and guided, or independent work according to need). Range of interactive strategies inc: <i>paired talking; response partners; whiteboards...</i>	Self-assess writing against success criteria. Act on feedback to improve <u>edit</u> /up-level & <u>revise</u> their writing.	Reflect and share: targets/gaps identified & shared (with children & TA if applicable for intervention). <u>Publish</u> and present work (where appropriate and linked to purpose).

Teaching sequence for a writing unit*

*Stage lengths will vary depending on the unit of writing being studied, the age/stage of the class and the needs of the class.