

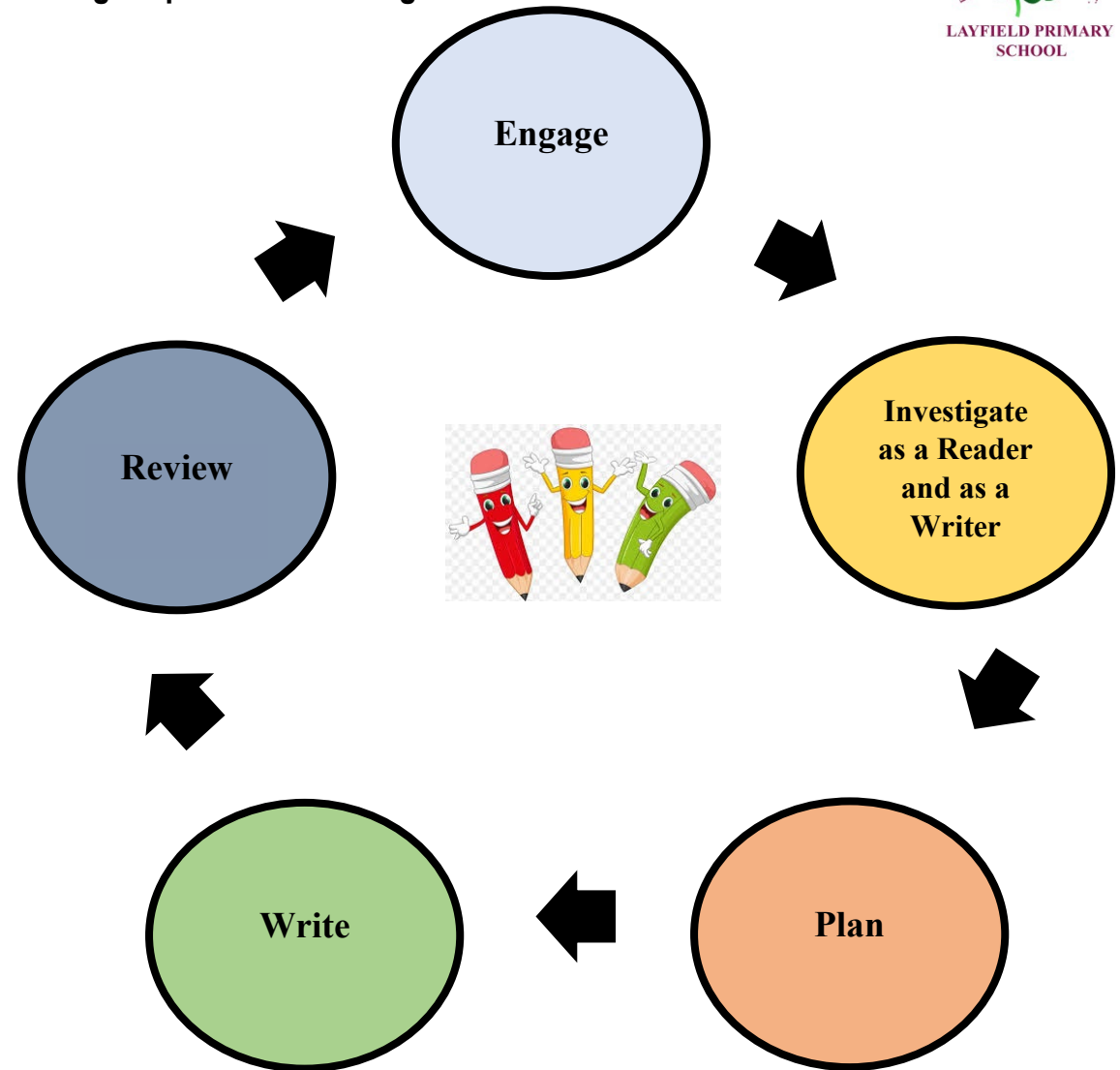
Layfield Primary School

The Teaching Sequence for Writing



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The Teaching Sequence	
Engage	<p>After having gathered assessment information (gaps, current level etc.) :</p> <ul style="list-style-type: none"> • Include a 'Hook', such as an experience or new text. • Activities may include: art, drama, music, debate, book talk • Establish a clear purpose and audience • Genre of writing established
Investigate as a Reader and as a Writer	<ul style="list-style-type: none"> • Share and read quality texts • Use VIPERS to make links between reading and writing • Explore the meaning of new vocabulary • Magpie ideas • Discuss the features of the genre (Sue Palmer) • Looking at WABOLLS and WAGOLLS • Mini writing tasks (eg. practising the genre in a different context) • Shared writing • Use a selection of activities and practise using features correctly - slow writes, SPaG activities etc.
Plan	<ul style="list-style-type: none"> • The introduction of success criteria for the planned writing • Develop planning collectively and independently • Planning
Write	<ul style="list-style-type: none"> • Demonstration (modelling), teacher scribing and supported composition. • Self and peer assessment • Shared writing • Proofread
Review	<ul style="list-style-type: none"> • Editing and redrafting • Modelling • Clear feedback from teacher linked to success criteria • Opportunities to respond to feedback • Cyclical approach rather than linear (an ongoing approach to evaluation which allows the pupils to improve and reflect at regular stages of the writing process) • Referring back to purpose and audience. • Discussion about the effectiveness of the writing produced
<p>. Celebrating - This may involve a variety of things:</p> <ul style="list-style-type: none"> • Reading aloud to a peer or adult • Creating a class anthology • Publishing a piece for a specific purpose (eg. leaflets for another class) • Tweets, Seesaw and Tapestry posts to parents • Posting letters and other examples of work home. • Displays in class. 	



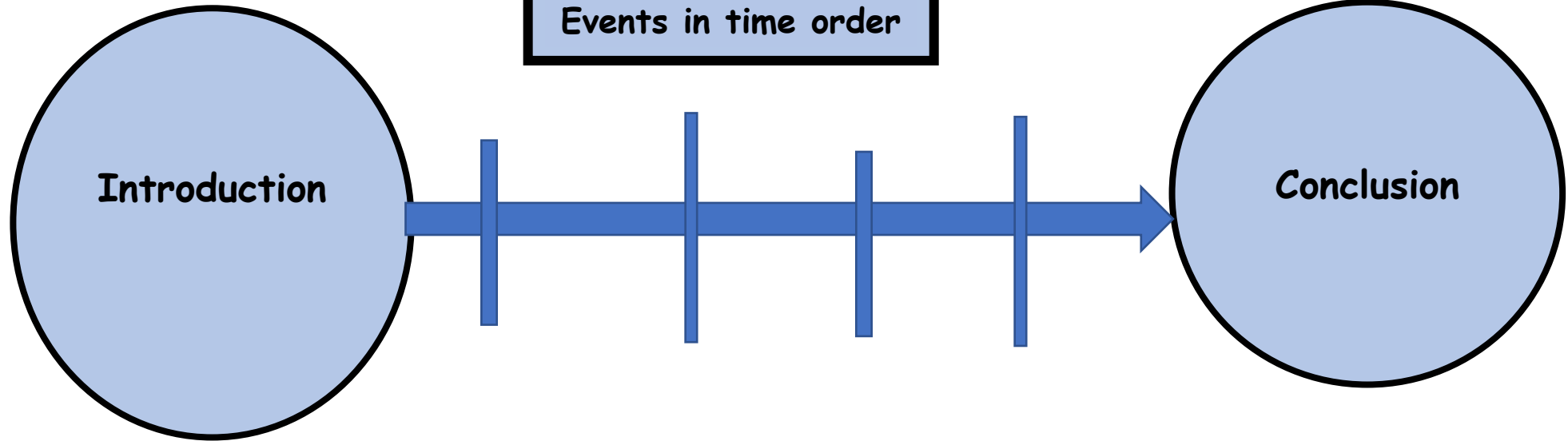
Teaching Sequence		Teachers:	Pupils:
Engage	<p>After having gathered assessment information (gaps, current level etc.)</p> <ul style="list-style-type: none"> • Include a 'Hook', such as an experience or new text. • Activities may include: art, drama, music, debate, book talk • Establish a clear purpose and audience • Genre of writing established 	<p>Establish a clear purpose and audience and discuss this with the class. Choose quality challenging 'hooks'.</p>	<p>Ask questions Participate Identify purpose and audience Identify and discuss the genre of writing to be written.</p>
Investigate as a Reader and as a Writer	<ul style="list-style-type: none"> • Share and read quality texts • Use VIPERS to make links between reading and writing • Explore the meaning of new vocabulary • Maggie ideas • Discuss the features of the genre (Sue Palmer) • Looking at WABOLLS and WAGOLLS • Mini writing tasks (eg. practising the genre in a different context) • Shared writing • Use a selection of activities and practise using features correctly - slow writes, SPaG activities etc. 	<p>Model reading strategies, writer's use of language, inference and deduction. Make links to VIPERS question. Make links between shared, guided and independent work Start to unpick the writer's craft (differentiated texts for different abilities and SEN children) Begin to gather ideas for writing (working walls and word mats etc.) Use the 'Progression within expected Writing outcomes across different genres' guidance. Are secure in knowledge and understanding of structure and language features of the genre. Prioritise which features the children need to learn - sentence, text, word Provide interactive, investigative activities to meet learning intentions e.g. construct, classify 'Active Marking' and feedback during class lessons.</p>	<p>Enjoy reading a range of quality texts of different genres. Ask questions. Link to own experience Visualise Evaluate Talk about how they are thinking and learning. Role Play, improvise Identify key features of genre and agree success criteria. WABOLL/ WAGOLL Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities. SPaG activities Involvement in shared writing activities</p>
Plan	<ul style="list-style-type: none"> • The introduction of success criteria for the planned writing • Develop planning collectively and independently • Planning 	<p>Provide stimulus for gathering ideas eg. visual literacy, integrated technologies, drama activities Modelled and shared planning (supported/ group plans for SEN children) Provide and/ or help children to develop success criteria for the writing to be completed Assessment and feedback – in depth and quality feedback</p>	<p>Talk about ideas and begin to map them out on a plan e.g. writing skeleton or story map. Refer to check list of success criteria.</p>
Write	<ul style="list-style-type: none"> • Demonstration (modelling), teacher scribing and supported composition. • Self and peer assessment • Shared writing • Proofread 	<p>Are secure in understanding and use of shared writing techniques. Are secure with how to model:</p> <ul style="list-style-type: none"> • They model the use of success criteria developed from the reading/ writing stage to inform and provide ongoing evaluation of writing. • They integrate word/ sentence level with text level to exemplify their application. <p>Prepare pieces of text to model to with the children and use the Layfield script when doing so. Provide stimuli and resources to support and enhance the writing process (word mats, lists, scaffolding where needed, for example for SEN children) Teach and then provide children with the opportunities to proofread their work at various stages of the writing process They assess and provide feedback at all stages of the writing sequence. They carry out 'Active Marking' whilst the children are writing to 'clear up' misconceptions and share exemplar work. (Y6 provide an element of choice)</p>	<p>Are fully aware of the purpose and audience and write accordingly. Are fully aware of the features of the genre of writing and apply these to their writing. Develop a piece of writing over a number of sessions Refer to success criteria Proofread and review their writing as they write making simple amendments to spelling and grammar. Check their writing for cohesion. Respond to dynamic feedback from the 'Active Mark'.</p>
Review	<ul style="list-style-type: none"> • Editing and redrafting • Modelling • Clear feedback from teacher linked to success criteria • Opportunities to respond to feedback • Cyclical approach rather than linear (an ongoing approach to evaluation which allows the pupils to improve and reflect at regular stages of the writing process) • Referring back to purpose and audience. • Discussion about the effectiveness of the writing produced 	<p>Are effective in linking written feedback to the success criteria. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing. Confidently explain and set 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose (distance from learning / next topic) Provide SEN children with support (simplified lists of Success Criteria, adult support, visual prompts)</p>	<p>Can reflect on their successes and areas for development. Can identify features contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose. Are able to discuss / recognise why the genre used for a particular task was the most appropriate vehicle.</p>
<p>Celebrating - This may involve a variety of things:</p> <ul style="list-style-type: none"> • Reading aloud to a peer or adult • Creating a class anthology • Publishing a piece for a specific purpose (eg. leaflets for another class) • Tweets, Seesaw and Tapestry posts to parents • Posting letters and other examples of work home. • Displays in class. 			

Recounts

When?

Where?

Events in time order



Who?

What?

Why was it significant?

When you have made your timeline skeleton, chop into paragraphs.

Sue Palmer

Instructions

Title:
What's to be
achieved

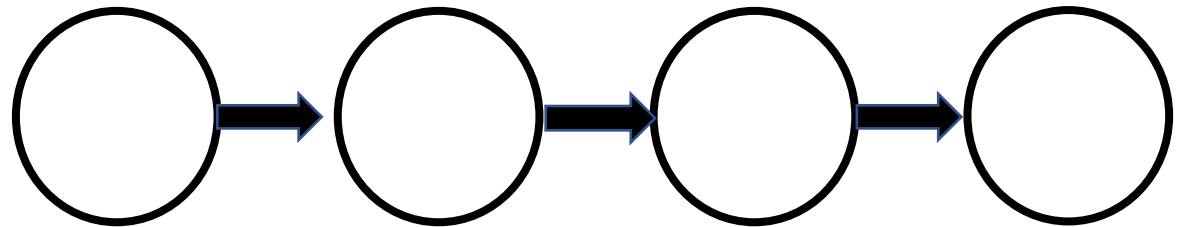
What you need

- -----
- -----
- -----
- -----

Maybe ...

Labelled diagram (s)

What to do, one step at a time



When you have made your flow - chart skeleton, each section of the flow-chart can become one paragraph or section of writing.

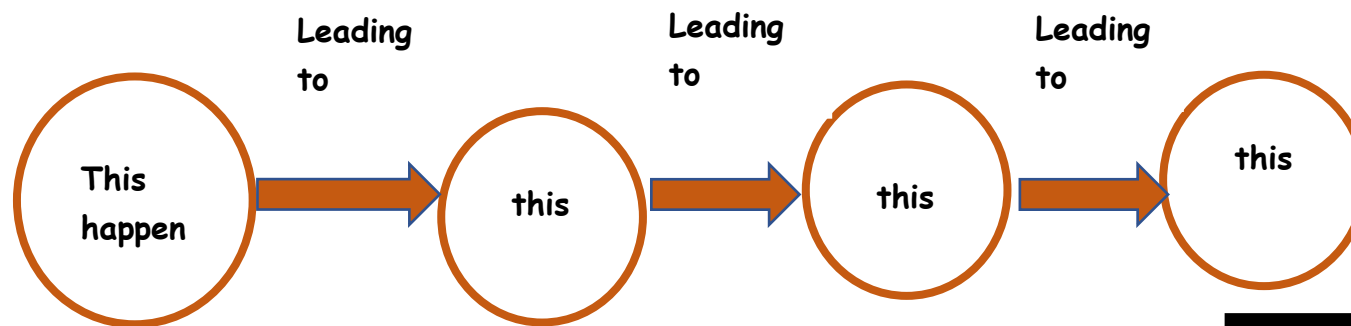
Sue Palmer

Explanations

Simple explanation:
a series of logical steps

Probably . . .

Labelled diagram (s)



Possibly - - - other cause or effects at each stage

When you have made your flow - chart skeleton, each section of the flow - chart can become one paragraph or section of writing.

Sue Palmer

Our Writing Sequence

