

# The Writing Process at South Parade

Our learning journey follows this pathway -

## Assessment for Learning.

Take opportunities to understand what children already know. This could be done using diagnostic tasks and/or assessment of previous writing. Discuss, share and review prior learning. Focus on National Curriculum objectives over enhancements of curriculum.

## Understand (Immerse)

This involves the text deconstruction of model texts. Presentational and language features of the model text are examined. Look at the similarities and differences between the two texts in KS2. Possible experience days to support immersion of texts. Use working wall to create a checklist of features for specific text type. Opportunities to be provided to repeatedly read model texts as well as discussing effective features and impact of purpose and audience (share the goal).

1-2 lessons

## Build it up (Contextualised Construction)

Use checklist objectives, focussing on National Curriculum related objectives. Teach text-type specific features. Teach contextualised punctuation and grammar objectives. Teach spelling rules for the unit. For children that need it, incorporate paired and shared writing.

3-5 lessons

## Create (Reconstruction)

Model and scaffold during shared writing. Opportunity to apply skills independently. Collaborative editing using visualisers, feedback and paired editing. Independent write, edit and redraft.

1-2 lessons

## Assess & Feedback

Assess against standard. Feedback to pupils using written or verbal feedback including pupil conferences.

Not linear, these steps will be repeated

This plan follows the EEF's Writing Process, with each part of the process covered throughout the unit.

Planning

Drafting  
Editing  
Revising

Editing  
Revising  
Publishing/ Sharing

# Immerse - Understand

## Background Knowledge

- *Ensure that pupils have the knowledge needed to enable them to write well - if they are familiar with the content of the writing, they will be able to focus on the writing features more effectively.*
- *This can be achieved through recall of prior learning if the subject is something they have previously been taught - potentially through comprehension activities, mind-mapping, jotting, sequencing etc*
- *Experiences can be provided to enable children to be immersed in the subject and have the knowledge required to write about it - e.g. drama based on the story*



# Immerse – Understand

## Text Deconstruction

- Pupils deconstruct (unpick) two model texts that match the text-type focus of the unit guide (e.g. a diary) – one contextualised and one decontextualised.
- They analyse the following –

audience



purpose



language features



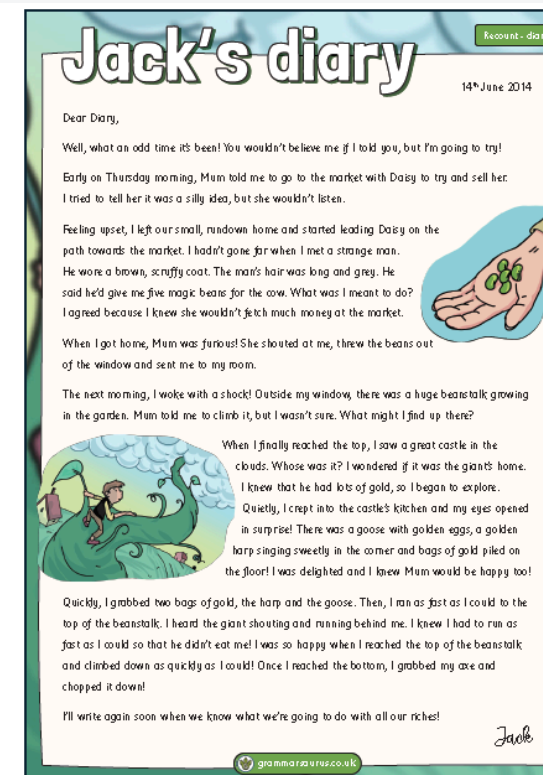
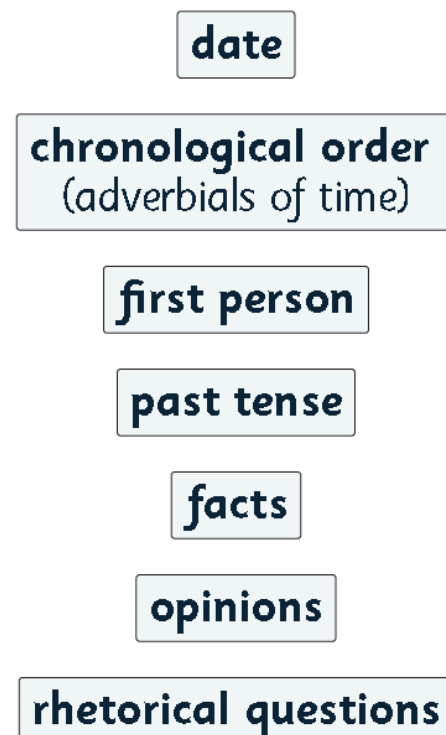
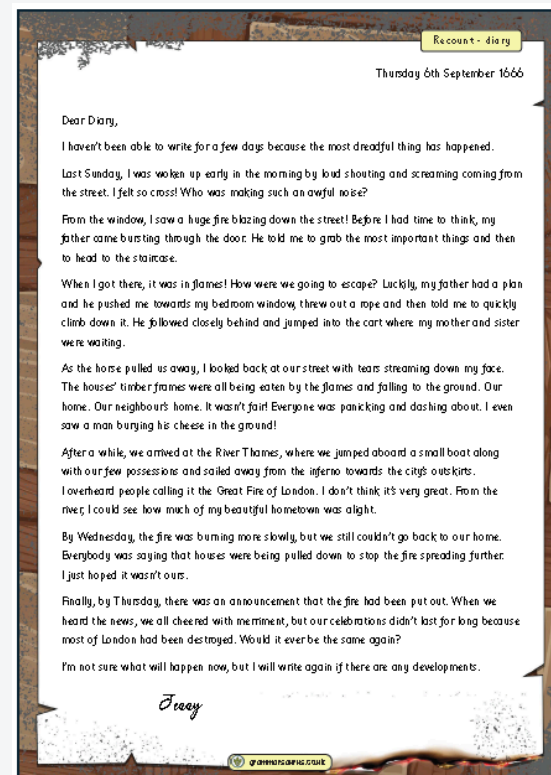
presentational features



# Immerse - Understand

## Text Deconstruction

- Text deconstruction supports pupils in identifying and understanding the key features of a text type so that they can successfully replicate it.
- By comparing more than one model text of the same type, pupils learn that the texts' features, and their purpose, are integral to the text type.



# Immerse - Understand

## Text Deconstruction

- Initially, read the model text with the pupils with minimal discussion to familiarise them with the text. This is an opportunity to use this text for guided reading e.g. echo and paired read. There are many available on Grammarsaurus or you can source/create your own.
- Two deconstructions take place, one modelled, one independent (although some children may need some support).
- Teacher led - the teacher models and leads the deconstruction of a contextualised model text that matches the text-type focus of the unit guide (e.g. a diary).
- Pupil led - pupils deconstruct a previously unseen decontextualised model text that matches the text-type focus of the unit guide (e.g. a diary) - this time, more independently. Particularly in KS2, this should be a text that is linked to a topic the children have previously learned about, e.g. a history topic from earlier that academic year or the previous year. This reduces cognitive overload as they have an understanding of the topic but also is an opportunity to make connections in learning.



# Immerse - Understand


## Text Deconstruction

- This can be done through a 'Spot the Difference' style game where appropriate, particularly in KS1. This makes the process of analysis active, visual and comparative, therefore the feature is easier to spot. Pupils can also directly compare what the text is like both with and without the feature, which means they are in a better position to reflect on its purpose.
- In KS1, or for D/SEN pupils, they could have extracts of the model text to find the features from, as the whole text may be inaccessible to these pupils.

**Spot that feature:**      What's the feature? What is the purpose of the feature?

<p>Recount - diary Thursday 6th September 1666</p> <p>Dear Diana, I haven't been able to write for a few days because the most awful thing has happened. Last Sunday I was woken up early in the morning by loud shouting and screaming coming from the street I live on! Who was making such an awful noise? From the window, I saw a huge fire blazing down the street! Before I had time to think, my father came bursting through the door. He told me to grab the most important things and then to head to the streets. When I got there, it was in flames! How were we going to escape? Luckily, my father had a plan and he pushed me towards my bedroom window, threw out a rope and then he told me to quickly climb down. He followed closely behind and jumped into the courtyard where my mother and sister were waiting. As the fire pulled us away, I looked back at the street with tears streaming down my face. The houses' timber frames were all being eaten by the flames and falling to the ground. Our home. Our right to our home. It wasn't fair! Even as we were packing and dashing about us, I even saw a man carrying his chest in the ground! After a while, we arrived at the River Thames, where we jumped aboard a small boat taking with our few possessions and sailed away from the bridge towards the city's outskirts. I've heard people calling it the Great Fire of London. I don't think it's very great! From the time I could see how much of my beautiful home town was left. By Wednesday, the fire was burning more slowly, but we still couldn't go back to our home. Ever so slowly, we were being pulled down to stop the fire spreading further. I just hoped it wasn't ours. Finally, by Thursday, there was no movement that the fire had been put out. We were back at the scene, we all cheered with joy, but our hearts were still broken. It wasn't the same.</p>	<p>Recount - diary</p> <p>Dear Diana, I haven't been able to write for a few days because the most awful thing has happened. Last Sunday I was woken up early in the morning by loud shouting and screaming coming from the street I live on! Who was making such an awful noise? From the window, I saw a huge fire blazing down the street! Before I had time to think, my father came bursting through the door. He told me to grab the most important things and then to head to the streets. When I got there, it was in flames! How were we going to escape? Luckily, my father had a plan and he pushed me towards my bedroom window, threw out a rope and then he told me to quickly climb down. He followed closely behind and jumped into the courtyard where my mother and sister were waiting. As the fire pulled us away, I looked back at the street with tears streaming down my face. The houses' timber frames were all being eaten by the flames and falling to the ground. Our home. Our right to our home. It wasn't fair! Even as we were packing and dashing about us, I even saw a man carrying his chest in the ground! After a while, we arrived at the River Thames, where we jumped aboard a small boat taking with our few possessions and sailed away from the bridge towards the city's outskirts. I've heard people calling it the Great Fire of London. I don't think it's very great! From the time I could see how much of my beautiful home town was left. By Wednesday, the fire was burning more slowly, but we still couldn't go back to our home. Ever so slowly, we were being pulled down to stop the fire spreading further. I just hoped it wasn't ours. Finally, by Thursday, there was no movement that the fire had been put out. We were back at the scene, we all cheered with joy, but our hearts were still broken. It wasn't the same.</p>
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**Date**  
**Purpose:** Writing a date on a diary entry helps the reader to track when each entry was written. In the future, when they're looking back at this time in their life, the dates on each diary entry will help them to accurately recall when the recounted events took place.





# Immerse - Understand

## Text Deconstruction

- If you are using a Grammarsaurus unit guide, there are pre-made text deconstruction presentations to support delivery of this. These have definitions and reasons for using the specific features and uses visuals to help pupils identify the feature within the text. At this point, these features should be added to your working wall to be referred back to throughout the unit.
- Use the 'Model Text Feature Spotter' sheets (or similar) to support layout of this task.

**Model text feature spotter**  
Discussion texts

A discussion text can have many different features, but the text-type specific features we've outlined below are essential.

Find the feature & fill the example boxes.

**Question as a title**  
Example in the text:

**Present tense**  
believe, choose, argue  
Examples in the text:

**Third person**  
they, he, she, the company  
Examples in the text:

Name: \_\_\_\_\_

**First person in the recommendation**  
I, my, our, we  
Examples in the text:

**Facts**  
Examples in the text:

**Opinions**  
Examples in the text:

**Emotive language**  
Examples in the text:

Place your model text here!

www.grammarsaurus.co.uk



# Build it up

## Contextualised Construction

- *These lessons focus on specific features that are integral to the unit's text-type focus (e.g. a diary) and the grammar, punctuation and spelling objectives that support and enhance it.*
- *Pupils learn and apply these objectives within a meaningful and relevant context - for example through a previously studied topic (e.g. the Romans), or a previously read book.*
- *Pupils should be provided with plenty of opportunities to engage with the context for the intended writing, so that they are able to focus on grammar, punctuation and spelling throughout.*
- *When planning units, please take this into consideration - some of the current units on the writing LTP/reading spine may need to be changed as appropriate.*



# Build it up

## Contextualised Construction

- *Assessment for Learning should drive the contextualised lessons. There are Grammarsaurus checklists if using the Unit Guides that list what the children need to include in a specific text type. Use previous writing (and diagnostic tasks if necessary) to help you plan out the unit. Unit guides are not to be prescriptive. If you know that your children can successfully use a feature, don't spend time teaching this. Instead, provide opportunities for children to apply this skill.*
- *Construct the text type in order that it will be written, e.g.*



# Build it up

## Contextualised Construction

- Objectives should be taught using modelled, paired, shared to enable independent writing.
- Objectives should be chosen on specific year group expectations. For example, if you are planning a unit that has features such as similes, personification, these can be taught alongside National Curriculum objectives but should not be at the detriment of NC objectives, For example, in Year 4, fronted adverbials and punctuating direct speech would take priority over these but they could be taught alongside or encouraged as a challenge for more capable writers.
- Throughout these lessons, working walls should be used to refer and add to, to enable children to have a bank of vocabulary, spelling and features they can apply into their writing.

High-quality, live feedback must take place throughout these sessions. Children should experience success at this stage to ensure they can apply their skills. Different children will need (and be ready for) different things at different times.



# Create

## Reconstruction

- *This is where children will use the ideas, sentences and paragraphs they have prepared throughout the contextualised construction lessons to create their own piece of writing in their writing journals.*
- *At this point, they can use previous work, working walls, personal encyclopedias, advice from peers etc to help them create an effective piece of writing.*
- *Some children may still need to create this as a paired or shared write, please ensure this is clearly labelled in their writing journals.*
- *Adult feedback should be provided but this should be evidenced in books, and where appropriate, use indirect prompts. E.g. if you notice a child has not put a comma after their fronted adverbial, remind the individual, class or group that commas are needed after fronted adverbials without directly pointing out where that comma needs to be.*

*High-quality, live feedback must take place throughout these sessions. Children should experience success at this stage to ensure they can apply their skills. Different children will need (and be ready for) different things at different times.*



# Create

## Reconstruction

- Use the working wall to complete the independent writing plan. ensuring that children know the expectations for their writing.

Independent Writing Plan		Date: _____	
<b>Purpose</b>	Why am I writing this?	<b>Text Type</b>	What will the format of the text be?
<b>Audience</b>	Who will read it?	<b>Success Criteria</b>	What features will make this an effective piece of writing?
<b>Title</b>		<b>Year 4 Non-Negotiables</b>	
<b>Vocabulary</b>	What are the keywords I will use and spell correctly?	<input type="checkbox"/> I will start sentences with capital letters.	
		<input type="checkbox"/> I will end sentences with full stops.	
		<input type="checkbox"/> I will join my letters correctly.	
		<input type="checkbox"/> I will use commas after fronted adverbials.	
		<input type="checkbox"/> I will use subordinating conjunctions.	
		<input type="checkbox"/> I will use adverbials.	



# Create

## Reconstruction

- Throughout this process, editing and redrafting should take place.
- Provide opportunities for pupils to share their writing with peers. This will give them the experience of reading it aloud and receiving targeted feedback.

### Redrafting - Progression

#### Key Stage 1:

Make simple revisions and additions.

#### Year 3:

Change sentences or some small sections.

Rewrite them to make content more effective or the meaning clearer.

#### Year 4:

Starting to redraft full paragraphs.

#### Year 5:

Redraft full sections – start to think about cohesion across the text.

#### Year 6:

Redraft and make full texts more effective – learning deliberate strategies around strengthening cohesion.



# Create

## Drafting.

- *Revisit the model text so that children know what they are aiming for.*
- *Break the plan into small sections, modelling each section at a time.*
- *Model how to use their exercise books to turn each section into a piece of writing, being careful to include all the writing features as you go along.*
- *Let pupils have a turn independently turning their plan into a first draft.*
- *Encourage them to use word banks, sentence stems and other scaffolds to support ambitious choices and sequencing in their work.*



# Create

## Revising.

- Having written their first draft - show them examples that highlight lots of revisions and edits. Try to help children understand that writing is an iterative process (repeated rules over and over).
- Share a 'strong' model and compare it to a 'weaker model' (teacher generated weaker model). Discuss the components of the stronger model and how they can be included in pupils' work.
- Model and give clear instructions how to revise the weaker piece, do this carefully and systematically - e.g. "I am going to improve this by joining two clauses together using a conjunction. I think that the most suitable conjunction is 'so' because the first clause is a reason as for the second clause.
- Let pupils apply this to their own writing. Whilst doing this, provide them with a selection of ideas from which they can choose to revise their own work - working walls, word mats, sentence stems, thesaurus.
- Encourage them to return to the ideas and word banks generated previously in the unit and ensure they are used appropriately.



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# Create

## Revising.

- \* Focuses on content, structure & organization
- \* Refines the overall message or argument
- \* Improves the clarity and coherence of writing

## Editing.

- \* Focuses on language, style & mechanics
- \* Eliminates errors in grammar and spelling
- \* Ensures correctness at the sentence level



# Create

## Publishing.

- *Pupils should be regularly provided with opportunities to publish their work, however this is not expected for every piece of work.*
- *This is a chance to write up a full, final version of the text they have been working on. This should be a very enjoyable experience, children must experience success and have their work honoured.*
- *This should be planned as appropriate for the text type, purpose and audience.*
- *Create a high-quality writing environment to enable success, e.g. silent writing, clear surfaces, no distractions.*
- *Presentation can be done through presenting to an audience either visually or orally.*



# Assess

## Feedback

- *Formal feedback is provided at the end of the writing unit. This can be in the form of written feedback or through pupil conferences.*
- *Pupil conferences are when a pupil and the teacher meets to verbally discuss the written piece of work. The pupil should read their writing aloud to the teacher and have opportunity to edit and revise after discussions. Often, pupils will independently notice revisions to be made when reading their work aloud - e.g. omitted or additional words. For further editing and redrafting, pupils may benefit from further levels of teacher support but this will be dependent on age and ability.*
- *Formal assessments using assessment grids should take place 6 times a year and begin no earlier than February half term. A child must be a secure fit, with evidence of all objectives, to be deemed as meeting the year group standards.*

