

Writing process – St Mary's Primary School

This process has been created using research from the EEF (Education Endowment Federation) and the Accelerated Learning Cycle from Alastair Smith.

The writing process is used from KS1 through to KS2 with age-appropriate adjustments. Our writing process takes on average 2-3 weeks however this may vary in length due to the text type, pupils' age or needs.

Explore and Gather

Pupils are exposed to and read a range of texts based on the genre taught. Children analyse a model text written to identify genre features including language and structural features and to see an example of a WAGGOL (what a good one looks like). Pupils explore and gather vocabulary used and discuss the impact of word choices.

Skills (select only 2-3 skills to focus on)

Children will develop new, or refine existing skills linked to the text type and their relevant year group objectives. Pupils are explicitly taught the skills required to enable them to become successful and independent writers. A specific skill may be taught over a number of lessons to ensure that pupils are able to read, identify then apply the specific writing skill in word, sentence and paragraph level.

Planning

Pupils gather information and generate their own ideas for their own piece of writing. Pupils plan their own piece of writing using a clear frame to help prompt and structure it.

Drafting

Pupils write out a draft of each section / paragraph of the text. Pupils use checklist to revise and check their own writing e.g. *Does my introductory paragraph explain what topic I'm writing about?* Over time, pupils will writing their own checklists.

Revising (content)

Pupils make changes to the content of writing in light of self-evaluation and feedback given. Pupils can be given prompt questions to support their changes e.g. Are there any places it would be helpful to add more information? Is there any repeated phrasing?
Focus on vocabulary and word choices, varied sentence structures etc

Editing (spelling and grammar)

Pupils make changes to ensure the text is accurate and coherent. A high emphasis on spelling, grammar and punctuation. Pupils correct spellings using dictionaries or word banks given.

Publish (write up)

After drafting, editing and redrafting, pupils write up their piece of writing as a published piece. Pupils are presenting work so others can read it so a high focus on presentation and handwriting. Pupils regularly are given a purpose to publish their writing e.g. displaying work, creating a class book or book for the school library, sending copies to others to read (parents/ other classes / authors / companies / other professionals)

Drama / S&L

Pupils use a range of drama or speaking and listening activities to explore the genre / characters / dilemmas further.

The use of focus groups is utilised to support individual pupils through guided, modelled or group writing, scaffolded support or targeted questioning.

S&L / Oral rehearsing

Pupils in KS1 (and KS2 if appropriate) use **Think it- Say it – Write it – Check it** to orally rehearse sentences. They will become less reliant on this as they become more proficient writers.

Pupils are frequently given opportunities to read and share their ideas and work with others and learn to give clear and constructive feedback.

Modelling

Effective and clear teacher modelling is used throughout the whole writing process and is key to ensuring pupils become confident, independent, and successful writers.

Star writer

Weekly, pupils are chosen as a star writer in celebration assembly trying hard or showing improvement in their literacy lessons.

Published writer

At the end of every genre/half term one writer will be chosen from each class to be 'published' on the school display. Staff will explain why they have been chosen.