How we teach writing at Blewbury School.

What main outcome will exemplify independent application of skills learned?
What skills do the children need to learn next? Which genre of writing will support the independent application of these skills? Remember, every piece of writing needs **a purpose** and **an audience** – children need to know why they are writing and who they are writing for. This makes the process more meaningful. Wherever possible, the writing should be linked to your class inquiry question.

Shine your light and share it with the world!

STIMULATE & GENERATE (HOOK)	CAPTURE, SIFT & SORT (PLAY)	CREATE, REFINE & EVALUATE (PUBLISH)
Writers write best when they are stimulated to write. This phase is all about inspiring the children and immersing them in the chosen text. **Focus on engagement, building vocabulary and contextual knowledge**	Explicit skills teaching and 'practise and play'. What skills do pupils need to learn in order to be successful in the next phase? **Focus on teaching, modelling and developing key skills and processes linked to success criteria**	Application of learnt skills in a sustained write with growing independence. Self, peer and adult review happens throughout this phase. **Plan extended pieces, draft, edit and refine work**
Immerse pupils in the theme and context of the unit **What happens in this phase?** Pupils respond personally to, and are inspired by: ☐ 'hooks' to stimulate to generate excitement and interest eg historical sources, trips, visiting speakers, images, photographs, video clips ☐ 'reading as a reader' - immersion into rich texts - fiction, non-fiction, poetry etc to generate deeper understanding ☐ developing spoken language eg discussion – whole class, group, paired; drama/props and oral rehearsal ☐ making links to cross-curricular topics, personal experiences, news, current affairs, themes, background knowledge, context ☐ strategies for developing pupils' vocabulary 'warming up the words' ☐ exploring audience, purpose, form/viewpoint of final writing outcome	**Use rich texts as models for the pupils' own written work. Key focus is modelling the processes of reading and writing** **What happens in this phase?** ☐ exploring rich texts and extracts that provide good examples of the reading/ writing skills or grammatical constructs that are being taught ☐ exploring high quality examples of genre and form ☐ modelled, shared and guided writing ☐ discussing and orally rehearsing writing ☐ 'reading as a writer' – noticing the author's conventions and craft - 'Practise and play', manipulating language at every layer ☐ experimenting with different writing techniques through apprentice application – building confidence as a writer / thinking like a writer ☐ writing collaboratively in groups and as a class ☐ generating success criteria together as a class and independently ☐ opportunities to plan in appropriate format for age/attainment/genre and form	**Producing outcomes that demonstrate progress and pride taken in work** **What happens in this phase?** Pupils apply skills learnt with greater independence and fluency. They are supported in this phase through: ☐ modelling of the writing process, including editing, refining and proof-reading ☐ the crafting of writing – pupils transfer acquired knowledge and skills in context. (This could be very supported and guided, or independent. It could be carried out over several lessons as necessary) ☐ using plans and drawing upon prior learning ☐ further exploration of WAGOLL's as necessary ☐ using work generated together previously, supporting independent work ☐ use of peer and self-assessment. Model this process as a teacher. ☐ use of resources to support technical accuracy, editing, proof-reading ☐ time and space for reflection and reading work aloud ☐ peer and self-evaluation of writing against success criteria
Site of Application Writes – A time to Shine **Independently apply prior learning to new context**	**Apprentice Writes – A time to Shine** **Apply new learning to task with clear and precise learning focus**	**A time to Shine** **End of unit writing applying the learning from the learning journey**
What will evidence look like (to support formative feedback and summative assessment)? ☐ a record of verbal responses ☐ creative responses in reading journals (showing application of key reading strategies and skills such as asking questions, inferring, making connections) including responses to comprehension tasks. Tasks could include role on the wall, Venn diagrams, think-alouds eg annotating an extract/image with questions ☐ photographs from drama activities with key vocab & phrases captured ☐ writing in role ☐ vocabulary building tasks – identify key new vocabulary, build glossaries, record on working wall ☐ site of application 'drop in' writes	**What will evidence look like (to support formative feedback)?** ☐ sentence level work ☐ relevant transcription, grammar and punctuation skills taught in context for meaningful application ☐ apprentice writing that demonstrates use of specific reading/ writing skills (shorter responses applying the specific skill taught) ☐ ongoing self-assessment/peer-assessment against success criteria, leading to effective editing ☐ reading work aloud ☐ annotated WAGOLLs identifying features and conventions ☐ planning methods ☐ further evidence of drama/role play to support written outcome **ASSESSMENT:** Use formative marking of apprentice pieces to identify any gaps in learning and teach to these gaps (this may need to be done as a whole class, small group work or more personalised teaching – record these gaps and intervention strategies in mark book as evidence of support given).	**What will evidence look like (to support formative feedback and summative assessment)?** ☐ extended writing, including creative presentation – this could be carried out over several lessons, as necessary ☐ self-assessment/peer-assessment against success criteria eg end of unit evaluation ☐ effective editing and redrafting in response to feedback eg use of editing 'flaps' and editing pens to make improvements ☐ reflection outcomes ☐ reading/presenting work aloud ☐ publication of work (including real audiences - publication, writing to a local business, authors, blogs, competitions etc) This provides a good opportunity to further assess handwriting or for pupils to type.

Adapted from the Hampshire model for writing.