



Phillimore Community Primary Teaching Sequence of Writing



IMMERSE

This is the first and in many ways the most important part of the Teaching Sequence for Writing. This is where we separate the WHAT to write from the HOW to write. Very often we give pupils exciting, interesting writing contexts but ultimately they fail because the children do not have enough knowledge of what to write about.

During the IMMERSION stage the teacher's role is to give the pupils the context for writing - the vocabulary, phrases, facts etc. The immersive activities can involve the following:

- Reading for research purposes
- Drama to develop vocabulary / empathy
- Visual literacy to enhance and bring the topic to life
- Writing as much as they can with tasks that help to understand the context for the writing
- Purpose and audience

The ultimate goal of the IMMERSION stage is for the pupils to TALK through the context for writing. Oral rehearsal is vital for successful writing. If we want pupils to use a better word for scared in their writing, then we have to give them as many opportunities to say improved vocabulary out loud.

Give children the vocabulary – don't ask them if they can think of any words (if they could they would have used them in the first place) and don't use a thesaurus. These can lead them down all sorts of misleading avenues. Provide the children with the enhanced vocabulary in the drama session and ensure the pupils use them. Hearing themselves saying sentences with better words in them will improve confidence and increase the chances of the children writing them in their own writing later on.

ANALYSE

The National Curriculum states that children must

‘evaluate writing similar to that which they are going to write’ NC 2014

The analysis stage may also be known as ‘deconstruct’ and it is where we introduce the concept of the WAGOLL – What A Good One Looks Like.

The WAGOLL should be the same text type that is going to be written and on a similar theme.

Through the analysis phase, the teacher can skilfully lead the pupils down the SPAG road and identify the features of the writing that the pupils need to learn in order for the writing to be successful and meet the year objectives for Appendix 2 of the National Curriculum. It is here that the pupils identify the SUCCESS CRITERIA for the next phase of the Teaching Sequence for Writing.

Analyse does not take long. One session is often sufficient to identify the language features and the structure of the text that you are going to ask the children to write. An analyse session involves the children identifying some of the features they already know and some that they do not – e.g. the fronted adverbial.

During this stage, you will also need to discuss the composition and effect. Children should be shown and given a chance to discuss the authorial intent. Why did the writer do that? What does he/she want the reader to think? When completing the Analyse stage consider the following.

- Context and structure should be equal when analysing a WAGOLL
- The WAGOLL illustrates the end goal of the writing and should be referred to throughout the teaching sequence
- Success criteria work better when negotiated with the pupils
- WAGOLLS on learning walls should be easily visible – perhaps only display the first part, large enough to see from the back of the classroom
- WAGOLLS can be differentiated – Greater Depth children can be challenged by analysing a challenging text
- Pupils writing makes the most accessible WAGOLLS

SPAG

SPAG is an unavoidable, essential part of the National Curriculum and should be taught within context in the Teaching Sequence of Writing. The following this should be considered.

- Correct terminology should be used by teacher / TA and pupils as a matter of routine
- No more than 4 lessons of grammar should be taught in a teaching sequence but more can be included if there is the need and gaps have been identified.
- Grammar must be taught in the context of the writing

- Try to avoid '1 – 10' exercises – do not re-write a worksheet
- Emphasis should be given to the effect the grammar has on the writing
- Remember punctuation has equal weighting and should be taught
- Grammar sessions should be differentiated - especially for SEND and GD pupils where needed.
- Spelling lessons should include words taken down during the immersion stage. Looking at spelling rules and patterns

Plan

Planning should be a working document that help pupils to organise / sequence their writing.

It would seem that pupils are more confident with non-fiction planning as this follows the clear structure of the text type. The following suggestions are therefore related to narrative planning:

- There is no need to use a planning format – this has been too rigid in the past
- Planning can be notetaking
- Talk is planning - oral rehearsal is vital
- Planning must be modelled
- Plan a paragraph – **write a paragraph cannot be the format for the whole year** – pupils must plan a whole narrative by the end of the year
- Planning a story should consider the whole story
- Does a story need all the parts? Opening / build up / problem / climax / resolution. Is this too much to think about?
- Stories could start 'in the middle' and be limited in actions. Keep it simple. Story snap shots are much better.
- Planning works best if it is collaborative – even if writing is not

Write

The write part of the Teaching Sequence for Writing should be the most straightforward if you have done the following:

- Immersed them in the WHAT to write (displayed on the learning wall)

- Analysed the text type that is to be written and the types of words / phrases / sentences that should be used.
- Reinforced the SPAG objectives appropriate to the year group AND introduced them to new learning.
- Planned the piece with the pupil knowing exactly what each paragraph is going to contain.

Writing and the Learning Wall

Learning walls are **invaluable** to the success of the teaching sequence. Their intention is to support the child when it comes to the writing stage and to answer any question that they may, ordinarily, feel that they have to ask you. They come in to their own particularly when you employ the three strategies for teaching writing.

Modelled

Shared

Guided

A good writing lesson would incorporate all three of these techniques.

Modelled writing

When we teach using modelled writing we are wanting to express the thought process that occurs, innately, in our heads when we write and that we want our pupils to explicitly articulate in their heads. Modelled writing involves the teacher writing a sentence or two on the board and as she / he does so they tell the children everything they are thinking.

The learning wall is invaluable 'stroke your learning wall'. Children will see you using it and start to value it as a learning tool. When you are modelling the writing, walk over 'stroke your wall' take a word from the vocabulary section and go back to the board to use it. Keep doing this modelling the process and the resources the children can use in the classroom to help them.

They are following your every movement and have reengaged with the learning wall that you have developed over the last few weeks.

Shared Writing

Shared writing can be done in the same session as modelled writing as it allows the children to have a voice. After modelling the first sentences it may be wise

to open up the next sentence to the floor. Ask the children what it is they would write next, taking suggestions etc. from the class. This is a more common approach to writing and is enjoyable for the pupils as well as the teacher, but it cannot do what modelled writing does. Shared writing can be quite chaotic whereas modelled writing is deliberate and teaches the process. Shared writing can develop ideas.

Guided writing

Once the whole class strategies of modelled writing and shared writing have shown the whole group what to do the teacher can release some of the pupils to write independently. The teacher may then decide to keep a group of children to further reinforce, teach a new skill not appropriate to the group as a whole, monitor their writing more closely. This should be a group that has been identified through AFL practises and not simply a whole ability group.

Edit and Review

This should take place constantly from the planning stage onwards. Children, from the earliest stage must be encouraged to re-read their writing for sense, making corrections constantly. Pupils have, for too long, been given the message that the first draft is the finished piece and therefore are reluctant to make changes to their writing. We need to foster an ethos in our classrooms that the best writing is edited over and changed. Published pieces with super handwriting will be produced at the very end.

Children should be allowed the time to complete the finished text to a high standard for them – presenting it as a finished, complete piece of writing that they are proud of.

Independent writing

Phillimore values the importance of independent writing and how much it can empower children's writing. The children will be asked to write independently every fortnight from year 1 (starting spring 1).

Independent writing activities do not have to link to the topic and can be from a variety of stimuli.

SPaG

See the phonics handbook for more information about how we teach phonics.

SPag is taught throughout all year groups in school from year 1. Spelling Shed (an online programme for spelling) is used to support learning of the common exception words, which are tested every week. Spelling rules are taught in the relevant parts of the teaching sequence of writing and separate SPAG lessons.

Grammar is taught as part of the teaching of writing where applicable. There are also times when individual grammar lessons are planned to ensure all the curriculum is covered. In year 2 those children who have passed the phonics screening in year 1, have daily SPaG lessons. (This will happen during the spring term after the phonics screening)

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