

A



# The Writing Journey



B



## Reading focus

### Learning Objective:

#### Word Reading

#### Comprehension

**Spoken Language**  
Be clear about the LOs in the learning sequence and which **skills** you are focussing on. Start with reading where appropriate, e.g. predicting / author's use of language / inference / developing positive attitudes to reading. This will include rich dialogue and questioning about the text. (This may be within Guided Reading or sharing a class text) Make use of strategies such as 'read aloud, think aloud'; text marking, inference sums; continuum line to explore language in the text; going deeper with images using questions. (Refer to school training materials).

Consider how you will support / extend for the different needs within your class, e.g. pre-reading of the text / unpicking key vocabulary / use of images to support EAL learners / use of bubbles to reflect / justify.

## SPAG skills

### Learning Outcomes:

#### Vocabulary, Grammar & Punctuation

Start with a cold write to identify and **assess** which skills your children need to focus on. (See NC Grammar Appendix for skills appropriate to the year group) This needs to be explicitly taught within the context of your learning journey, focussing on a skill you want pupils to explicitly apply to their next piece of writing. Children should have a clear understanding of the grammatical skill and its purpose. There should be evidence of previously taught skills being applied across the curriculum (this may be presented as non-negotiable).

This may include finding examples in the text you are reading; children having a go at using the correct SPAG in sentences linked to the topic; use of bubbles to justify use in correct / incorrect examples, use of the continuum line to explore formality of language.

(At this stage, these skills should be applied only in **short burst writing**, where only one or two skills is the focus. This is to stop the learner from becoming overwhelmed by text structure).

## Vocabulary development

### Learning Objectives:

#### Spelling and Vocabulary

This is an opportunity to focus on the vocabulary that children will need to enable them to write effectively. This links to the reading and can be supported through the use of a thesaurus / descriptosaurus / word bank.

This should be multi-sensory and as practical as possible. It may include the use of other technologies (Now Press Play, VR etc.) or a trip or experience. Make the learning as real as possible.

During this time, you can look at synonyms and their appropriateness. It is also an opportunity to introduce a new words from the vocabulary list of the week and link this to spelling (etymology / homophones etc.). Investigate spelling patterns and link to relevant NC objectives.

Use Widgets and other appropriate tools to make this useful for SEN and EAL groups of learners.

## Model/Write (I do/We do)

### Learning Objectives:

#### Composition

Unpick an example by presenting a model of the writing (this may be from a child's work from the previous year). Unpick the features of this and where appropriate justify why the features have been used and their effectiveness. Specifically focus on the grammar skills previously taught and **why** the author has included these. Use this to produce a toolkit for writing – this will be your success criteria for the rest of the writing in the unit (but may be added to).

Now model each section of the text. Focus on verbalising your thinking and **why** you are including specific features and vocabulary. Always come back to the reader. Annotate your model to include this.

After each small section (possibly every sentence but never more than a paragraph at a time), allow the children to write their own versions. Consider carefully how this will be scaffolded for the less able and how challenge will be increased for the more able (different audience, narrative perspective etc.)

## Planning

### Learning Intentions:

#### Planning

Depending on the genre of writing, this may be presented differently. Where appropriate you may provide a frame e.g. for role on the wall or an S Map; however, ensure this does not cap or overly structure the pupils independent planning. Again, this will need some explicit modelling and some groups may consider greater support than others. (eg: through oral planning or further scaffolding)

At this stage, remind the children of all the previously discussed skills.

You may wish to photocopy pupil's plans to ensure they use them to support their writing. Alternatively, pupils may wish to plan on paper and stick this in their book once they have used it to support their writing.

Planning should include drama, and/or tasks that include oral rehearsal so that pupils can verbalise their thinking. This can be captured through photos and videos on Seesaw.

## Independent Writing (You Do)

### Learning Objectives:

#### Draft and Write

Some learners will require additional intervention before they are ready to write independently. These should be identified through assessment of the short burst tasks and ongoing AfL within and between the next series of lessons. (Children can only apply skills independently when they have reached an 80%+ success rate within the short burst tasks) which will form part of the teachers' ongoing assessment.

Pupils write on a line and then miss a line. They can then use the space in between to respond to feedback. Additional modelling may be required to pick up on wider misconceptions, alongside cut back groups and individual support.

Mini-plenaries throughout the lessons should be used to share strong practise and to support ongoing editing. These should be focussed on the success criteria and overall composition and effect. (As ever, consider the impact on the reader).

## Evaluate

### Learning Objectives:

#### Evaluate and Edit

#### Proof read

Pupils should either self reflect on their writing or reflect on a peers' writing then edit / improve where appropriate. You may wish to look at a pupil's work together as a class to identify strengths / next steps, using the visualiser. Link this back to the writers' toolkit / compare the effectiveness to the models.

#### Publishing

This does not need to be done for every piece of writing or all of the writing. Consider the purpose of publishing – is it to display in the classroom so as to motivate and increase pupil pride / allow pupils to demonstrate handwriting and transcription ability / correct layout for the form?

There should be an improvement from the draft / write to the published work and learners should be able to identify what this is.

Consider using collaborative technologies (eBooks, shared docs) to publish so that learners can contribute to a complete piece whilst only focussing on one section themselves.

Whilst this is the final step of the learning journey, pupils should be supported to edit and re-draft throughout the writing process.

## Spelling

Spelling lessons using the Essential Spellings scheme are taught throughout the journey, at least three times per week. This covers the NC objectives and reinforces previous teaching in phonics. Pupils who fall behind will be rapidly caught up through Same Day Intervention, using the small gaps materials in the Essential Spelling programme.

**Supplementary notes:**

- The length of each stage will depend on the needs of the class but each unit should last for around three weeks.
- In the half term following each unit, learners should have a chance to write in this style independently within the wider curriculum. This will act as a post-assessment.
- The writing overview shows which genres and purposes should be covered each half-term. Grammar skills should be identified through cold writes but year teams need to keep track of what skills have been covered and which need further work within Planning Morning and PPA discussions (This should be evidenced by highlighting and annotating the relevant section of the National Curriculum).
- Annotated models and vocabulary should be available on learning walls and accessible to all learners.
- Successful outcomes should be displayed in shared areas and updated half-termly (this may be as part of wider topic displays).