

The Writing Process



A piece of writing should be enjoyable for the writer and reader. Don't be afraid to go off what you had planned if something else grabs your attention.

There is no time limit for a piece of writing – if longer is needed, then take it.

There is no specified number of pieces expected but aim for a number of age-appropriate pieces per term; focus on quality rather than quantity.

Lower year groups can focus on smaller pieces of writing.

Look for opportunities to support SEND pupils – can they write just one paragraph?

This process should be visible to anyone in your classroom and the children should be able to explain their steps.

Not everything needs to be stuck in books – use folders and seesaw.

1. Context for Writing

- Why are they writing this piece? **Audience. Purpose.**
- How does it all link together/ to their topic/ to previous curriculum lessons?
- Explore **facts** which will be used within the text which may link with non-core subjects.
- Remind them of lessons which will be helpful and add this information to the working wall.

2. Introduce

- Introduce the **genre** and **end goal** to the children.
- Look at **modelled text** (usually written by teacher – it **MUST** include all appropriate grammatical features from the current and previous year groups).
- Identify **tense, person** and **formality** and add to working wall.

3. Identify: structure, genre features and grammar

- Look at genre features specific to text type and add to working wall (annotate modelled piece or as a list).
- What is the purpose of each paragraph?
- Magpie any **vocabulary** and add to working wall – discuss synonyms and definitions and add these too so that they are relevant.
- Look at previous grammatical features and any punctuation – can children highlight key elements (with a given checklist?) What should they know already? What new teaching is required?

Reading for Writing

Grammar for writing

- Use GrPS progression and new writing grids to guide this.
- Teach any **new grammar** that is required for this piece of writing (consider limiting this to one new concept per piece of writing).
- Don't be afraid to recap any previous year objectives.
- Can you link the grammar lesson to your written piece to provide more of a context and purpose?
- Does it require more than one lesson to embed it?
- Address **any misconceptions** that have arisen.
- The grammatical features identified in the modelled text and taught here should form your success criteria.

UKS2 – children structure own plans guided by teacher.
LKS2 – provide structure for children to write on.

Plan should:

- Provide **structure for planning** – DO NOT use heavily prescribed planning or label sections for children. (see modelled planning grids).
- Clearly reflect the order in which things will be written.
- Be an overview of each paragraph, key facts, vocabulary, ideas and phrases created by the children.

Plans should NOT:

- Be a place where children draft their final piece
- Be confusing in structure (and not follow what you expect when writing up) e.g. title in the middle and then ideas around the outside.
- Be full sentences.

The plan can be completed in stages during the first two steps of the process as well as planning stage

This needs to be explicitly taught through a shared model e.g. 'What three words do I want to include here?'

Planning

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drafting</p>	<ul style="list-style-type: none"> ■ Focus on smaller sections (one or two paragraphs a day). ■ Include some shared writing (model making mistakes, improving vocabulary etc). ■ At end of each session, focus on proof-reading the section written that day. <ul style="list-style-type: none"> - Spellings/homophones (dotted line underneath if unsure) - Capital Letters - Full stops between main clauses - Check it makes sense - Commas after phrases and clauses ■ These should NOT be marked by the teacher – if they are marked as a final piece for children to copy up, then independent writing has been lost. You can read through quickly and question children to help them identify their own errors (reading aloud with them will help them to identify any errors). e.g. 'I think there may be some missing punctuation in this sentence.' <p>**It may be worth considering writing on every other line when drafting to make editing easier**</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Proof Read and Editing</p>	<p>This needs to be modelled to pupils and they will need to understand the difference between both.</p> <p style="background-color: yellow; display: inline-block; padding: 2px;">Provide success criteria at this point.</p> <p>This can be done with learning partners through peer review too.</p> <p>To be completed in green pen.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;"> <p style="text-align: center;">Step 1: PROOF-READ to check</p> <p style="text-align: center;">Children to look through and proof read their work</p> <p>*Basic proof reading should have been completed through drafting process*</p> <ul style="list-style-type: none"> ■ Non-negotiables (this includes any grammar objectives from the previous year e.g. correct use of apostrophes). ■ Spellings (to be corrected using dictionaries or by breaking it down on whiteboards). ■ Punctuation (adding missing not improving). ■ Check it makes sense. ■ Structural features of writing style. </td> <td style="width: 50%; padding: 10px; vertical-align: top;"> <p style="text-align: center;">Step 2: EDIT to improve</p> <p style="text-align: center;">Improve by adding, replacing, taking away and reading aloud</p> <ul style="list-style-type: none"> ■ Improving vocabulary (using a thesaurus). ■ Children have success criteria to look for expected aspects of writing ■ Add missing expected aspects ■ Complete success criteria with examples. <p style="text-align: center;">Model this process to show children that it is okay to change and edit their work with green pen.</p> </td> </tr> </table>	<p style="text-align: center;">Step 1: PROOF-READ to check</p> <p style="text-align: center;">Children to look through and proof read their work</p> <p>*Basic proof reading should have been completed through drafting process*</p> <ul style="list-style-type: none"> ■ Non-negotiables (this includes any grammar objectives from the previous year e.g. correct use of apostrophes). ■ Spellings (to be corrected using dictionaries or by breaking it down on whiteboards). ■ Punctuation (adding missing not improving). ■ Check it makes sense. ■ Structural features of writing style. 	<p style="text-align: center;">Step 2: EDIT to improve</p> <p style="text-align: center;">Improve by adding, replacing, taking away and reading aloud</p> <ul style="list-style-type: none"> ■ Improving vocabulary (using a thesaurus). ■ Children have success criteria to look for expected aspects of writing ■ Add missing expected aspects ■ Complete success criteria with examples. <p style="text-align: center;">Model this process to show children that it is okay to change and edit their work with green pen.</p>
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		Finalise – proof read and edits.	
Write Up	<ul style="list-style-type: none"> Children to stick completed success criteria in. Reflect on their writing by traffic lighting each objective. Children publish their piece of writing in author books – ensure this includes any alterations made during the proof read and edit. Avoid giving stuck in sheets to write on – can children write up in the style of a newspaper without given structure? Focus on handwriting and presentation. Look for opportunities to share piece of work e.g. Can letters be sent? Twitter. Seesaw. 		
	<p>An author piece of work should always be finished with a comment from the teacher. This should be a comment based on genre specifics related to the text type rather than grammar covered in the success criteria.</p>		
Marking and Feedback	<p>Initial read-through check:</p> <ul style="list-style-type: none"> Non-negotiables (including grammar objectives from previous year groups e.g. apostrophes) Punctuation between main clauses Spellings/homophones <p>Where these things are missing or inaccurate, don't mark every single error and provide 1:1 feedback.</p>	<p>After initial check:</p> <ul style="list-style-type: none"> Mark against success criteria and year group expectations. Sign off anything in front of books. Tick success criteria to assess to which degree they have been achieved e.g. if a subordinate clause always starts with the same conjunction, can they be challenged further? Stick in appropriate challenge to move learning forward. 	
		<p>A perfect piece (within expectations of child)?</p> <ul style="list-style-type: none"> Highlight NO TARGET – this will be done in very few cases and should not include any structural or basic errors to improve – YOU MUST BE CONFIDENT. 	