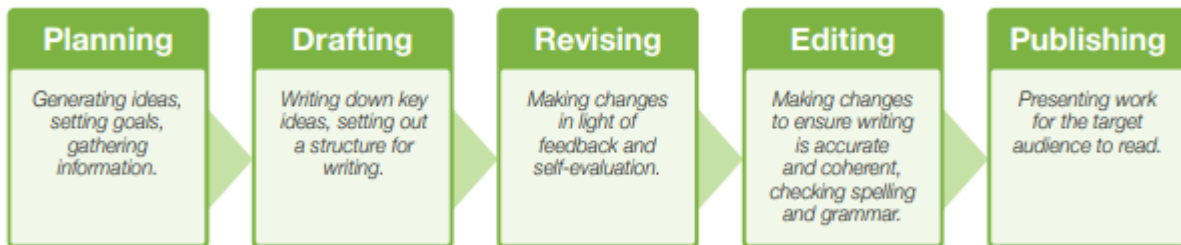


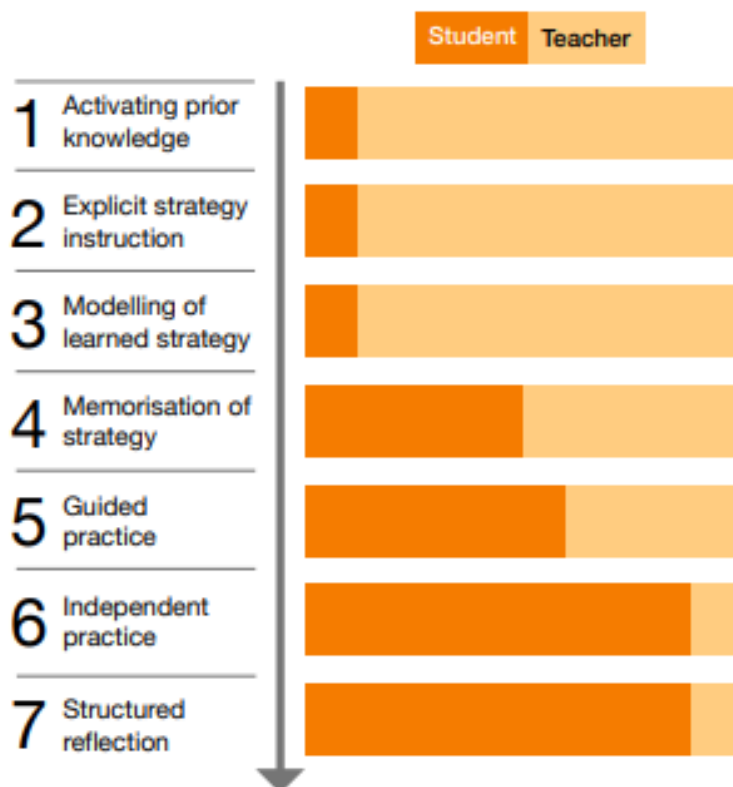
The Writing Process


Introduction

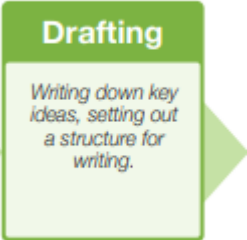
At Katherine Semar School we understand that writing is a process. made up of 5 stages

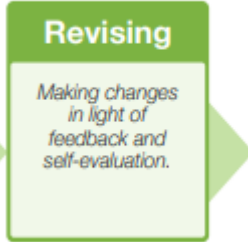


Children are taught each of these components and the underlying strategies. The strategies are explicitly taught using the 'gradual release of responsibility (see diagram below). However, pupils will inevitably learn the strategies at different rates, so it is important to recognise that the model is not a linear process. For example, based on observations of pupils' guided practice it may be beneficial to provide repeated modelling, emphasising different aspects of the strategy.

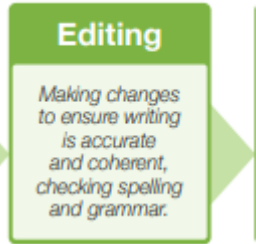


	EY	Y1	Y2	Y3/4	Y5/6
	Target audience and purpose				
 <p>Planning Generating ideas, setting goals, gathering information.</p>	<ul style="list-style-type: none"> ✓ Talk for Writing- book talk, drama and role play, ✓ Vocabulary ✓ Short burst writing ✓ Text maps and scrolls, including the 's' plan ✓ Story mountain 	EYFS plus: <ul style="list-style-type: none"> ✓ SPAG games ✓ Introduction of writer's toolkit ✓ Key features of a genre ✓ Introduction of learning labels 	Y1 plus <ul style="list-style-type: none"> ✓ Introduce boxing up ✓ Non- fiction text structures e.g. non chronological report ✓ Writer's toolkit ✓ Learning labels 	Y2 plus: <ul style="list-style-type: none"> ✓ Embed Boxing up ✓ Range of non -fiction text structures 	Y3/ 4 plus:

	EY	Y1	Y2	Y3/4	Y5/6
 <p>Drafting Writing down key ideas, setting out a structure for writing.</p>	<ul style="list-style-type: none"> ✓ Whole class modelling through to independent writing- small groups ✓ Holding and composing sentences ✓ Focus on phonetically plausible sentences. ✓ Picture scaffold /strips as appropriate for individuals ✓ Reference to writing checklist and new vocabulary ✓ Use of phoneme and tricky word mats ✓ Adult to model using the feedback policy (stars/ arrows) with reference to writing checklist. 	EYFS plus: <ul style="list-style-type: none"> ✓ Move from small groups to whole class writing ✓ Reference to writer's toolkit ✓ Reference to the key aspects of the genre ✓ Introduce learning labels – teacher to tick, star or arrow each expectation. ✓ Introduction of self- assessment on learning labels 	Y1 plus: <ul style="list-style-type: none"> ✓ At the start of the year, teacher identification of specific errors (as per Y1), moving rapidly towards the teacher indicating an aspect needing editing e.g. full stops (arrow on the learning label) ✓ Self- assessment on learning labels ✓ 	As Y2 plus: <ul style="list-style-type: none"> ✓ Introduction of peer assessment on learning labels ✓ Written scaffolds as appropriate for individuals e.g. sentence stems, phrases to activate thinking ✓ Child to put ... under unknown spelling in writing - to check later in dictionary 	As Y3/4 plus:

	EYFS	Y1	Y2	Y3/Y4	Y5/Y6
	<p>Whole class modelling through to guided practice:</p> <p>Evaluation</p> <ul style="list-style-type: none"> ✓ Practice reading aloud what has been written. ✓ Possible questions to pose/ consider: ✓ What were you writing? ✓ Have you done this? ✓ Do you think this is good writing? Why? 	<p>Whole class modelling through to independent practice- making reference to word choices/writing tool kit/ purpose /audience:</p> <p>Evaluation</p> <ul style="list-style-type: none"> ✓ Reread writing aloud to check it makes sense. ✓ What were you trying to do? Have you done this? ✓ Introduce peer to peer verbal feedback related to effectiveness <p>Add, Remove, Refine</p> <ul style="list-style-type: none"> ✓ Children begin to identify if words have been missed out and add these in. ✓ Teacher identification of a word which could be refined. Children select the best-fit from options given by the adult e.g. trying out different synonyms ✓ Children to begin to identify their own words which could be refined. 	<p>Whole class modelling through to independent practice- making reference to word choices/writing tool kit/ purpose /audience:</p> <p>Evaluation</p> <ul style="list-style-type: none"> ✓ Verbally evaluate the effectiveness of their writing with the support of the teacher and other pupils and begin to identify areas where they could make their writing more effective. <p>Add, Remove, Refine</p> <ul style="list-style-type: none"> ✓ Children to begin to refine a sentence in purple pen at the bottom of their work. ✓ Teacher to gradually transfer responsibility for identifying the sentence to revise to children throughout the year- as appropriate 	<p>Whole class modelling through to independent practice- making reference to word choices/writing tool kit/ purpose /audience:</p> <p>Evaluation</p> <ul style="list-style-type: none"> ✓ Identify areas within own and others writing which are not as effective (i.e. do not meet the purpose, not easy to read, irrelevant) to revise or remove. <p>Add, Remove, Refine</p> <ul style="list-style-type: none"> ✓ Children to refine sentences as appropriate in purple pen at the bottom of their work. ✓ Children to start to learn to revise a section as appropriate at the bottom of the work (if an addition) or as a flap in purple pen (if refined). ✓ Teacher to gradually transfer responsibility for identifying the section to revise to children throughout the year. 	<p>Whole class modelling through to independent practice- making reference to word choices/writing tool kit/ purpose /audience:</p> <p>Evaluation</p> <ul style="list-style-type: none"> ✓ Identify areas within own and others writing which are not as effective (i.e. do not meet the purpose, not easy to read/ fluent, does not flow from previous section, irrelevant, is not concise or clear enough) to revise ✓ Begin to identify inconsistency across the whole text and coherence between sections. <p>Add, Remove, Refine</p> <ul style="list-style-type: none"> ✓ Children to revise within sections, across paragraphs and throughout whole texts to ensure coherence, clarify meaning, enhance effects and maintain formality. ✓ Children to refine sentences as appropriate in purple pen at the bottom of their work.

					<p>✓ Children to start to learn to revise a section as appropriate at the bottom of the work (if an addition) or as a flap in purple pen (if refined).</p>
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	EYFS	Y1	Y2	Y3/Y4	Y5/Y6
	<p>Whole class modelling through to guided practice:</p> <p>Children to practise:</p> <ul style="list-style-type: none"> ✓ Spelling of incorrectly spelt tricky words/simple words they have been taught ✓ Letter formation ✓ Rewrite a short sentence remembering finger spaces 	<p>EYFS plus: Whole class modelling through to independent practice:</p> <ul style="list-style-type: none"> ✓ Teacher identification of specific errors to be corrected (as per feedback policy) ✓ Teacher to use professional judgement regarding the number/ focus of identified errors to correct <p>Children:</p> <ul style="list-style-type: none"> ✓ Using phonic knowledge to edit spelling ✓ Using word mats to edit spelling of CEW/ tricky words ✓ Insert missing full stops as directed by teacher ✓ Correct errors in capital letters, as directed by the teacher. 	<p>Y1 plus Whole class modelling through to independent practice:</p> <ul style="list-style-type: none"> ✓ At the start of the year, teacher identification of specific errors (as per Y1), moving rapidly towards the teacher indicating an aspect needing editing e.g. full stops (arrow on the learning label) ✓ Children to use support tools to help them in finding their errors within the teacher identified aspect: e.g. phonic word mats, CEW word mats, displays, topic mats, punctuation mats. 	<p>Y2 plus: Whole class modelling through to independent practice:</p> <ul style="list-style-type: none"> ✓ Children refer to any aspects on the learning label needing editing or not included (arrow on the learning label). ✓ If an aspect is not included, children will incorporate it into a sentence in purple pen. ✓ Children will read their writing aloud as appropriate, to check that it makes sense, editing to improve accuracy of grammar. punctuation and spelling. 	<p>Y3/Y4 plus: Whole class modelling through to independent practice:</p> <p>Proof-read their own and others work to check for errors linked to the year group writing checklist of previous and new learning.</p>

	EYFS	Y1	Y2	Y3/Y4	Y5/Y6
<div data-bbox="116 220 266 402" style="border: 1px solid green; padding: 5px;"> <p>Publishing</p> <p><i>Presenting work for the target audience to read.</i></p> </div>	<p>Summer 1 Minibeast riddles</p>	<p>Autumn 2 Toy Museum- NF</p>	<p>Autumn 1 The zoo -poem</p> <p>Spring 1 Dairy of Great Fire of London</p>	<p>Y3 tbc</p> <p>Y4 Spring 1 Michael Rosen Poems</p> <p>Summer 1 Newspaper article- dragon</p>	<p>Y5 Spring 1 Victorian Diaries -recount</p> <p>Summer 2 Persuasive text- theme park</p> <p>Y6 Spring 1 Holes – narrative</p> <p>Summer Emperor Penguins -NF</p>