



Planning a unit of writing

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| What children need | <p>Something to write about</p> <p>A lively and interesting context that can be sustained over a number (1-3) weeks</p> <p>An engaging and motivating experience that immerses the children in the unit of work</p> <p>Authentic audiences and purposes for their writing</p> <p>Oracy and reading at the heart of the unit</p> |
| What teachers need to do | <p>Identify the purpose of the writing: To entertain; to persuade; to inform to argue or debate</p> <p>Identify the outcome along with the authentic audience</p> <p>Identify any incidental writing opportunities</p> <p>Establish the context and plan the opening experience</p> <p>Establish what needs to be taught explicitly and what the children can already do</p> <p>Identify learning objectives</p> <p>Create short term plan but be prepared to be flexible and acknowledge the need to adapt teaching.</p> |

| Immerse and Gather | Write | Revise and Evaluate |
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| <p>The purpose of this stage is to capture the children's interest and help them get to know the text type really well. This is through both 'reading as a reader' - exploring and sharing personal responses to what they read - and through 'reading as a writer' - recognising and investigating the features the writer uses to engage and manipulate the reader.</p> | <p>During the writing stage, children need to try out the elements of writing they are less sure of so that they can use this experience when writing independently. This means they need opportunities, supported by their teacher, to experiment with the language and structures they have introduced to</p> | <p>During this stage the children should be taught to think about and evaluate the effect their writing has on reader...Does it meet the purpose; is it suitable for the audience? Reference back to the tool kit.</p> |
| Teacher's Role | | |
| <p>This sequence will include the following:</p> <ul style="list-style-type: none"> • Introduction of the writing outcome and the audience and purpose. | <p>This section will include the following:</p> <ul style="list-style-type: none"> • generation of ideas to write about • shared activities to generate content for the writing task | <p>This section will include the following:</p> <ul style="list-style-type: none"> • Whole class feedback • Individual feedback • Peer to peer marking |



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| <ul style="list-style-type: none"> • a hook into the text (film clip, music, picture, drama) • reading and responding to the text - reading as writers • identifying features and structure of the text to build tool box • Identifying and drawing out features of characters and setting • Developing and improving vocabulary and creating word banks. • Discussing and comparing versions of the text type • Purposeful teaching, practising and developing grammar in context • Planning the environment and building the working wall | <ul style="list-style-type: none"> • The modelling of a variety of planning and or story mapping formats. • Shared and modelled writing demonstrating learning from the first phase • Support the development of characters through interaction and reaction / speech and action | <ul style="list-style-type: none"> • Individual target monitoring • Specific teaching and focus on the vocabulary of writing • Use of Oracy strategies to talk about writing – vocabulary, stem sentences etc • Use of modelling and scaffold to evaluate writing • Writing about writing |
| Pupil's will | | |
| <ul style="list-style-type: none"> • Participate in the generation of vocabulary and sentence construction (Displayed on the working wall) • Practice aspects of the text type through "short burst writing" • Identify good examples from what they have written. • Design characters and setting for story writing. | <ul style="list-style-type: none"> • Plan and draft their writing using the tool kit • Write their own version of the text type • Apply learning from the first phase: sentence structure, grammatical techniques, vocabulary choices | <ul style="list-style-type: none"> • Compare their work to the tool kit; does it fit the audience and purpose? • Take part in peer and self-review • Improve their writing following whole class and individual feedback. • Edit their work to correct grammar, punctuation, spelling and handwriting errors. |
| Links to Learning policy | | |
| Challenge <ul style="list-style-type: none"> • Appropriate text | Quality instruction <ul style="list-style-type: none"> • Review previous learning Modelling | Challenge <ul style="list-style-type: none"> • Targets • Success criteria |



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| <ul style="list-style-type: none"> • Scaffold tasks to provide challenge for everyone <p>Quality instruction</p> <ul style="list-style-type: none"> • Review previous learning • Place learning in context • Introduce new material in small steps <p>Modelling</p> <ul style="list-style-type: none"> • Provide models • Shared writing <p>Questioning</p> <ul style="list-style-type: none"> • Check understanding • Promote metacognition <p>Practice</p> <ul style="list-style-type: none"> • Shared, guided and independent pupil practice • Clear and detailed instructions and explanations | <ul style="list-style-type: none"> • Think aloud and explaining steps. • Scaffold tasks <p>Questioning</p> <ul style="list-style-type: none"> • Check understanding • Promote metacognition <p>Practice</p> <ul style="list-style-type: none"> • Shared, guided and independent pupil practice • Clear and detailed instructions and explanations • Reteach examples where necessary | <p>Feedback</p> <ul style="list-style-type: none"> • Provide systematic feedback • Give clear and detailed instructions and explanations • Ask pupils to explain what they have improved and why <p>Practice</p> <ul style="list-style-type: none"> • Shared, guided and independent pupil editing • Clear and detailed instructions and explanations • Evaluation of writing |
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