



Writing Process at Amotherby

CORE TEXT TYPES TAUGHT ACROSS YEAR 1 TO YEAR 6

Narrative, Non-Chronological Report, Recounts/Diaries, Instructions, Letter Writing, Poetry, Explanations (Y5, 6)

Immersion and Knowledge

- Read texts—look at features, look at tone of writing (formal/informal), layout. Share WAGOLL
- Look at vocabulary used—teach tier 3 vocabulary (subject specific) that will be required for writing
- Ensure children have the knowledge required to write (through topic sessions, guided reading etc)

Grammar, Vocabulary and Spelling

- Use Clever Writer to determine grammatical elements required for writing and for progression.
- Write in and out of context—ask them to use all elements in other lessons e.g. maths explanation, science prediction, art/DT.
Play with sentence structures and taught punctuation to help it transfer from short-term to long-term memory.
- Develop to passages (if appropriate) in text type - rehearse using the skills within different contexts.
- Step outs—assess constantly for understanding. Form small pre-teach or booster groups led by teacher/TA to secure knowledge.
Introduce new to GD if appropriate to extend using teacher/TA.
- Pick out Tier 2 vocabulary required writing—teach and use , use throughout the day in other contexts and in speech.
- Add anything taught to the Clever Writer checklist displayed on learning wall.

Model, Model, Model

- Model planning writing—mainly teacher led.
- Model writing—model adapting writing from planning, making mistakes, going back and improving, what happens when we get writers block, model including elements on current Clever Writer checklist and highlight when using something taught previously.
- Model including elements from the Clever Writer checklist for the task and those elements taught previously.

Feedback

- During writing, highlight areas with tickled pink and growing green (success criteria as base)
- Create step-out groups to work with teacher or TA
- End of session read writing—create whole class feedback—what is going well, what is the focus going forward
- Use this as basis for teaching for next session—step out groups to identify issues raised—mixed ability pairings

Improve and Polish

- Allow time for editing—it is important
- Guide the editing process at first and base on success criteria