

Engaging stimulus for writing

A visit, visitor, response to fiction, non-fiction or poetry, film, real event or problem, picture

Reading as a writer

Identify purpose and audience, structures, organisation, effect on the reader, language features, vocabulary, writerly techniques.

Capturing ideas

Speaking and listening activities, role play, hot seating, freeze frame, 'the expert' visualisation, planning, story maps, puppets, debate, sequencing events...

Learning the skills

Explicit teaching of grammar and punctuation needed for a successful written outcome and relevant to the year group.

Exploring the **vocabulary** needed to express ideas, thoughts and concepts appropriate to the written outcome.

Modelled writing

Teacher as the 'expert' includes the spelling, phonics, grammar and punctuation that will have been taught discretely as well as the specific features of the text.

Helps the children understand all the decisions and choices a writer makes

Shared writing

Teacher involves the children in the composition, refining their ideas before scribing.

Helps the children focus on the compositional rather than the transcriptional

Supported writing – children work in pairs on a whiteboard allowing for assessing

Guided writing – children grouped based on a writing target

Independent Writing

Draft, Edit, Publish and Assess