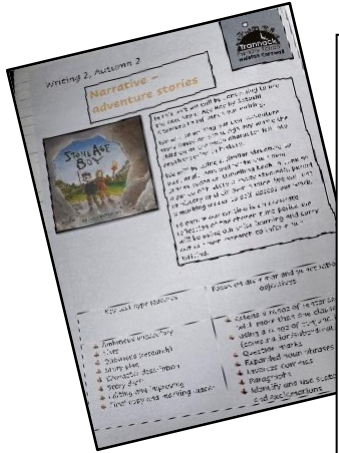
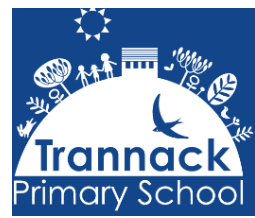


Trannack Primary School writing sequence



1. Front cover

Each unit of writing begins with a new front cover which is discussed with the children. Each front cover includes;

- ✚ A brief overview of the genre of writing to be covered.
- ✚ The text that will be used to support learning.
- ✚ Grammar and punctuation objectives to be covered.
- ✚ Key text type features to be covered.

2. Input

All units are based on the class text as their primary context. High quality models are used in each lesson. These may come from the class text, non-fiction text example or from teacher written models (which may be done live in the lesson).

When beginning the teaching sequence of a new writing unit, the first lesson is always a lesson on 'identifying the features of'. This is to ensure children become familiar with the text type that they will be writing straight away.

4. Draft

Children then write their draft copy. The drafting process can take place over a single or number of sessions if needed. Children are given verbal and written (in UKS2) feedback throughout the drafting process, including live 1:1 marking, whole class feedback, group feedback and marking work on the IWB. To support children in drafting their writing, they are given a marking ladder. Teachers discuss the marking ladder with the children before they begin to write. All features on marking ladder (success criteria) will have been taught during 'input' stage of writing unit.

| I think... | Success criteria | Mrs B thinks... |
|---------------------|---|-----------------|
| | Written in first person as yourself | |
| | Capital 'I' | |
| | Events told in chronological order | |
| | Paragraphs (for each event) | |
| | Adjectives | |
| | Expanded noun phrases to describe settings and characters | |
| | Co-ordinating conjunctions (FANBOYS) | |
| | Subordinating conjunctions (because, although, since) | |
| | Capital letters | |
| | Full stops, question marks, exclamation marks, ? ! | |
| | Direct speech with inverted commas " | |
| | Finger spaces | |
| | Best handwriting | |
| | Interesting historical character | |
| | Challenge: historical detail in story | |
| | Challenge: some use of subordinating conjunctions/subordinate clauses to begin sentences. | |
| I have done well... | | |
| Target: | | |

3. Plan

When all input for the writing unit has been completed children are then given the opportunity to plan for their independent write.

5. Edit

Children are then taught to edit their writing using;

- ✚ Revisit – checking for punctuation and spelling errors.
- ✚ Revise – uplevelling language.
- ✚ Reimagine – rewriting sentences or sections using 'editing flaps'.

Each time children are at the 'editing' stage of a writing unit, teachers re-teach the children how to edit effectively using the three steps above.

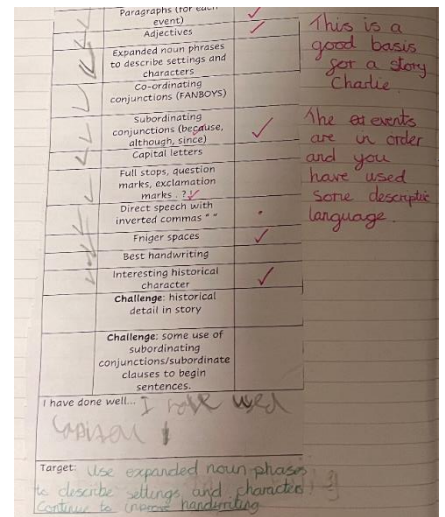
Children edit their own work with a purple pen when the improvements are made without direct teacher input. They also use redrafting/editing strips where they wish to change and improve a longer section of their writing.

6. Final copy/target setting

After editing children are given the chance to write up a 'final best copy' on bordered paper in their best handwriting. This may be the whole piece or just a section of writing. In UKS2 children can choose their best section to write up.

Children then read through their work and tick the features in their marking ladder that they have included in their writing. They also get the opportunity to say what they have done well.

Teachers then mark the other side of the marking ladder and give feedback to the children. Teachers set targets for the next unit of writing which are personal to each child and makes time to discuss these with the children.



Trannack Primary School writing sequence



Grammar and punctuation

Grammar and punctuation is taught discreetly once a week in each class, usually on a Monday. However, there are time when it may fit into the teaching sequence more appropriately on other days. This should link to the writing unit being studied at the time and will be included in the final marking ladder at the end of a unit.

Each English lesson begins with a recap of the grammar taught on Monday, plus a reactivation of grammar taught in previous weeks.

Handwriting

Handwriting is taught daily in school following the 'letter-join' programme.

To plug the gaps in handwriting we are following 'stage not age'.

Children are taught how to sit properly in the 'ready to write position' and how to hold their pencil properly using 'nip, flip, grip' – these are revised at the start of each handwriting lesson.

Spelling

Spelling shed is used to support teaching of spelling.

Spellings are introduced on a Friday for the coming week. In these lessons spelling rules are taught and children are taught to use strategies such as counting syllables and phonemes.

Spellings are practiced every day in school and are sent home for homework each week.

Poetry

Poetry is taught at the beginning of each half-term with a different genre being covered.

Poetry units should last one week with no discreet grammar lesson taught that week.

Marking

Pink – 'tickled pink' indicates success.

Green – 'green for growth' indicates further work to be done. Children respond to this in green pen.

Purple – used for independent editing.