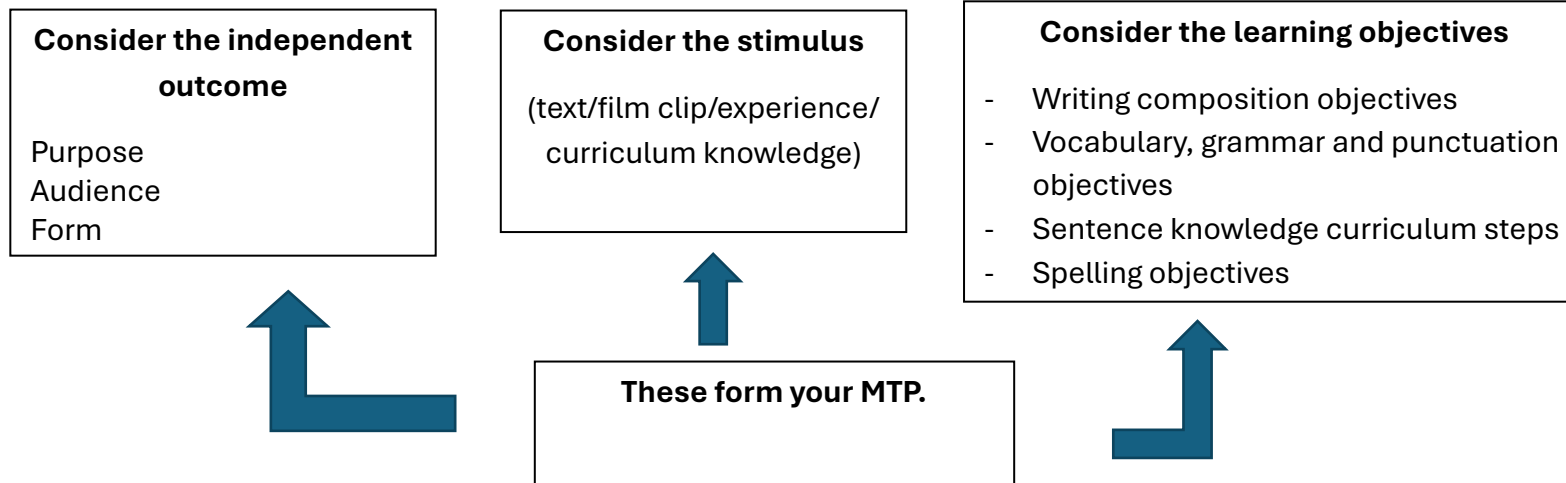


Skegness Junior Academy Writing Journey

The starting point of each unit of work:



The teaching sequence:

| | Part 1 | Part 2 | Part 3 |
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| Focus | <p>Sentences</p> <p>Sentence level work from the Sentence Knowledge Curriculum. Modelling on a sentence level.</p> | <p>Scaffolded writing</p> <p>Modelling on a paragraph and whole text level. Teaching of text features and text structure. WAGOLL.</p> | <p>Independent writing</p> <p>Pupils write their own piece of writing, similar in structure to the teacher scaffolded writing.</p> |
| Reason | <p>Pupils are learning to develop automaticity in writing sentences. Pupils need extensive deliberate practice of sentence construction to master the skills and achieve increasing automaticity. For all pupils to reach automaticity when using grammar and punctuation to reduce the cognitive load when they are composing independent writing.</p> | <p>Pupils are learning how to construct a coherent, longer piece of writing and learning how to use the sentences taught in an effective way. To bridge the jump between sentence level and writing whole pieces independently. Scaffolded application of the sentence knowledge from previous teaching. Pupils have an opportunity to see good examples and to understand why it is good. Explicit teaching of text features and text structure.</p> | <p>An opportunity for pupils to focus on composition in longer pieces of writing, having previously rehearsed the types of sentences they will be including.</p> |

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| <p>Structure</p> | <p>Daily sentence level work. Lesson structure:</p> <ol style="list-style-type: none"> 1. Explicit teacher modelling 2. Sentence level activities (2 – 4 activities per lesson, slowly removing scaffolding) <p>Methodical, formulaic lesson structure – “my turn, our turn, your turn”</p> <p>Sentence level work to be set in the context of the writing stimulus and, when possible, the independent outcome.</p> <p>Extensive deliberate practice – the form being studied will often remain the same for a sequence of lessons.</p> | <p>Writing needs to begin with a discussion about purpose and audience and what effect is needed on the reader (boxed up success criteria).</p> <p>Modelled text to follow the same structure as pupils’ independent piece, but to have a different content.</p> <p>Ideas about how pupils can structure their writing will be introduced in the modelled writing weeks. Teachers can take this opportunity to show pupils their planning and ‘think out loud’ about the processes they went through to plan the model text. While this is something that will be drip-fed throughout the block of modelled writing, the first lesson in this sequence should initially focus explicitly on how the model text is structured. Where possible the plan should be displayed and referred to you move through the structure. Blank versions of these planning formats can then be given to pupils during the independent writing weeks to help them plan in the same structure that they have used in the modelled writing phase.</p> <p>Teachers to model to pupils how to choose the best sentences and vocabulary to clearly express what they want to say. Teachers to model their thought processes and the choices they make when writing referring to purpose and audience.</p> <p>In a lesson, the teacher models each small chunk of writing. Pupils may then try writing their own version similar to the teacher’s. The structure of a scaffolded lesson may be adapted</p> | <p>Process: Talk, plan, draft, edit, revise.</p> <p>Editing – Correcting. Fixing mistakes and correcting errors to ensure the text is accurate and coherent.</p> <p>Revising – Improving. Making quality changes to the content of the writing to meet the needs of your audience and purpose.</p> |
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| | | <p>for different year groups and different pieces of writing. For example, UKS2 may begin to model whole paragraphs rather than individual sentences.</p> <p>During this phase of the sequence, teachers explain the writing process and exemplify the sort of things that writers think about as they write. E.g. why certain sentences are needed, why specific words and phrases are being chosen carefully, and the big picture of what they are trying to achieve across the whole piece. Teachers should ‘think out loud’ and ask rhetorical questions such as –</p> <ul style="list-style-type: none">● “What do we need to do next?”● “Which word could I use to show how angry the character is?”● “Have I forgotten anything?”● “I need to remember to...”● “I can’t use this word again – I’ve already used it once in the last sentence”● “I want to use the show-not-tell technique here.”● “I’m going to repeat this word for effect here.” | |
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