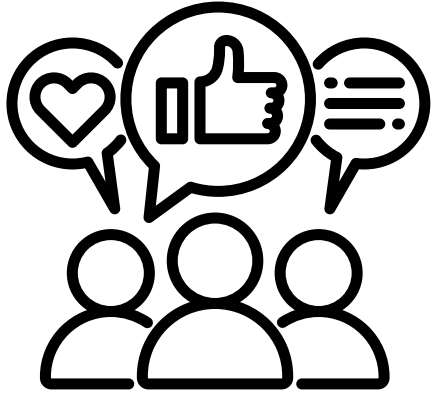


NANSLEDAN

WRITING APPROACH

1 IMMERSE & ENGAGE

Each cycle begins with an engaging 'WOW!' opportunity to inspire children for their writing genre. This might be a visitor, a mysterious experience or simply trying something new! Children are also able to orally retell all, or part, of a model text, with a focus on vocabulary development and oracy.



2 ASSESS (DIAGNOSTIC)

Children are assessed on the key writing skills required for the text type using diagnostic tasks. Diagnostic tasks are analysed to inform future planning.



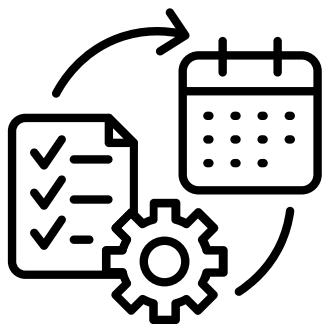
3 EXPLORE (PURPOSE/FEATURES)

The intended audience and purpose of the text is identified. Presentational features of the text type are analysed, using a model text to support. Language features are analysed, using a model text to support. The text may be adapted to suit all learners in the classroom. The working wall is used to display these features to support understanding and independent application later on.



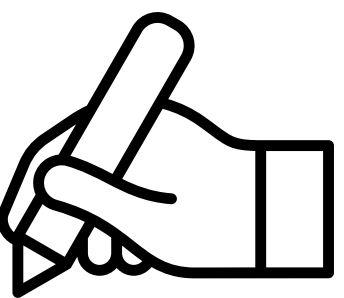
4 PLAN

Text deconstruction models (such as a story mountain for fiction, or burger model for non-fiction) are used to identify the structure of the model text. Planning structures are then used to organise ideas for shared writing in week two and independent writing in week three. Planning happens using an 'I do, we do, you do' model, as children are shown how to use these planning structures effectively. Children may plan a text which is similar to a model, or may make adaptations depending on their stage of learning and the nature of the task.



5 WRITE (SKILL)

This phase typically happens in the second week of the teaching sequence. Teachers will introduce the first section of the text and explain its purpose. Key content and the focused writing skill is identified for each section of the text. Writing skill (grammar focus) may be revisited, either as a starter or within the grammar meeting. 'I do, we do' approach is used to model each section and assess understanding. Children then apply the skill during sentence work (you do).



6 WRITE (DRAFTING)

Drafting is the stage where pupils transform their ideas or plans into writing. Children begin to write their first independent piece. Children who find it challenging to apply their skills at this level may continue to work within a focus group. Although accurate spelling, punctuation and handwriting are important, they are not the main focus at this stage. Verbal feedback is given to support children.



7 WRITE (REVISING AND EDITING)

The revising stage involves pupils improving their writing to meet the goals of the audience and purpose of the writing. Peer feedback may be given, or pupils may be at the stage that they can independently revise. Children are shown that first attempts at writing are seldom polished, even for expert writers and that when ideas are transcribed, the words can be revised and improved.



8 PUBLISH AND SHARE

Pupils write the whole, or some, of their independent work in their independent writing books. Writing is shared, either in school, with parents or is displayed in the school. Writing is assessed against the year group assessment criteria. Assessments are used to inform planning for the next unit of work.



