The Writing Process

Ensure each stage is explicitly modelled, with gradual release of responsibility. Ongoing teacher assessment with formal assessment at end.

Teacher planning

Prior Assessment

What skills do the children need to develop? What are the gaps in learning? Which writing objectives do I need to focus on?

Purpose and Audience

Engage the children. Hook in to writing – a picture book or first hand experience. Purpose and audience should be clear at the outset, and continuously referred to throughout the writing process. Language and vocabulary is driven by the purpose. Exemplify this with a model.

Engagement with the text

Model text

Unpick the model. How does it achieve the purpose, and how relevant is it to the audience?

Consider SpaG, vocabulary and other language features.

Consider content and deconstruct the model onto a plan.

Inspiring writing

Planning

Organising ideas

Speaking and listening activities:
Drama/role play/oral rehearsal
Children begin to organise their ideas using a planning format: grid, chart, graphic organiser, story mapping etc
Provide feedback on children's ideas
Experiment with vocabulary
Develop ideas for character, setting, plot, layout etc
Specific literary devices are taught and attempted, appropriate to text type.

Model mapping

Writing

Writing: including sharing and evaluating

Lessons have a specific focus linked to skill (GPS)
Writing strategies are modelled through shared writing and 'think aloud' approaches.
Taught skills are applied and evaluated in writing sessions.
As children write, they are supported in checking that the writing goals/success criteria are being achieved.
Children are taught to evaluate their own and others writing (with adult support).
Teachers are explicitly modelling new skills or misconceptions identified through formative assessment.

Writing stage

Revising

Making changes to the writing in response to feedback and peer/self evaluation. With pen and paper, it should be accepted that work may become untidy.

Editing

Focused time making sure that the text is grammatically accurate and coherent. At this stage, spelling and grammar assume greater importance. Example strategies: checking capital letters and full stops,

Publishing

Presenting work so that others can read it. This may not be the outcome for all pieces of writing, but when used appropriately, it can provide a strong incentive for pupils to produce high-quality writing and encourage them to carefully revise and edit.