St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson

The Teaching Sequence for Writing

Each unit adapted accordingly, based on gap analysis undertaken from half termly writing assessments. This will focus on the needs of the cohort and individual groups within that cohort.

Please note: The Plan, Write and Edit section work as a continuum together. Plan a section, write a section and edit it. Repeat for the next section of the plan until the writing is complete.

Hook/Read (1 day)

- Real audience and purpose with a clear outcome
- Broad, rich and engaging reading curriculum
- Drama, speaking and listening opportunities
- Explore the context and vocabulary to ensure reading as a 'reader'
- LI taken from reading TAF

Immerse/Analyse (3 days)

- Define features and characteristics of text/genre (Reading as a writer)
- Create checklist based on these features
- Agree and understand the success criteria
- Identify sentence level features
- Explore vocabulary and word level features
- Identify level of formality
- **Practise and refine features (i.e. practise using inverted commas, practise verb forms, use of adverbials at sentence/word level)**

Plan (2 cycles for 2 week unit. 3 cycles for 3 week unit)

- Modelling planning process – using key words/images to support composition
- Use the success criteria
- Drama, speaking and listening opportunities
- Clarify audience and purpose
- Use a visual organiser planning format
- Narrative – use of a story board. Opening/build up, problem, resolution and ending

Drafting (2 cycles for 2 week unit. 3 cycles for 3 week unit)

- Write drafts based on the plan created
- Demonstration how to move from the plan to write a first draft. Referring to success criteria.
- Model clear learning intentions informed by AfL,
- Teacher modelling thought process and composition
- Use knowledge of reading to help compose and make informed choices in writing
- Self and peer evaluation against checklist produced during analyse stage

Revising/editing (2 cycles for 2 week unit, 3 cycles for 3 week unit – to be incorporated into final edit/publish)

- Modelling revision from common errors identified within WCF
- WCF/Checklist
- Editing SPAG non-negotiables
- Revising effectiveness of vocabulary and sentence construction linked to audience and purpose
- Clear feedback given and next steps linked to success criteria/checklist

Final edit/publish

- Final proof read and finalised edit – writing partners
- Create a final published piece of writing with a clear purpose/display option. Selected units, on the LTP, to produce a recorded performance/reading as their published piece.
- Piece added to child's portfolio
- Completed outside of the English planning cycle

KS2 Marking and Feedback

Hook/Read	Analyse	Plan	Write and Edit
• Verbal feedback, where necessary • Praise and improvement points given to whole class/individual • LI highlighted against achievement for any items stuck in books	• LIGHT TOUCH MARKING: • Verbal or written feedback may be given, linked to LI and/or NN, spelling mistakes	• LIGHT TOUCH MARKING: • Feedback provided to pupils before the writing stage: • NN/Sp. Highlighted for corrections • Verbal whole class feedback may be given • Next steps identified if needed (e.g. addition of adjectives, conjunctions etc)	• DEEP MARKING • Written whole [illegible]eedback to share examples of high quality writing and address common misconceptions – whole class feedback sheets to be stuck in books • Individual written feedback to address specific errors/misconceptions and improvements in blue pen. • NN errors highlighted to pupils, either verbally or through written feedback – highlighted blue • SEN pupils may be given the correct spelling to correct, others to use word mats • LI highlighted blue/pink according to level of achievement