



Exploring

Children look at a high quality text (or texts) which shows them 'what a good one looks like'. Activities are set which lead children to read, analyse, discuss, interrogate and sometimes compare texts, specifically looking at key features, skills and techniques. The text should be added to the working wall and a writer's 'tool kit' devised. This work can then be referred to during the unit to support children's writing and ideas.

It is important that purpose, audience and structure are defined and understood and that language is discussed.

Shield Row approach to writing



First Draft

The children will be given an engaging context/ purpose for writing. Using the knowledge and information they gathered through the exploration lesson, they will write an initial draft. This will be marked using a 'skills focus' label to identify skills which need further teaching. These labels will be differentiated.

Skills Sessions ↔ Drafting ↔ Editing and Improving

Children will be grouped according to need. Their writing journeys will be made up of direct teaching of skills/ techniques, opportunities to apply/ develop their skills through drafting sessions and chances to review, edit and improve their writing supported by verbal feedback and marking. Some pupils will require more direct teaching of skills, whereas others will benefit more from drafting and editing. Skills sessions will be focused on skills relevant to children's stage of development. I.e. children working 'well below' will have red skills labels and will be securing skills from the PoS they are working at with the aim of closing gaps. Skills sessions, drafting sessions and editing and improving lessons will all require explicit teaching and modelling at times in order to move pupils' learning forward. Modelled, shared and guided writing sessions are of paramount importance as is the use of the working wall, word banks, spelling dictionaries and thesauruses.



Pause to Plan

Ideas for writing should have been generated throughout the writing journey. The planning session gives children the opportunity to pull together these ideas into a structure which will support their final draft. Think carefully about the planning format you use and ensure planning is a skill you model.

Developing ideas for writing..

- Pose questions for discussion
- Group/ class debate
- Use drama techniques
- Modelled/ shared writing
- Video clips, images, audio



Final Draft



Children then have the opportunity to create a final draft. This will incorporate all of the skills looked at within the unit and everything they have learnt along their writing journey. Children should be shown how to use their plans effectively and to refer to their 'Skills Focus' labels.

Greater Depth Writers - Evaluating Writing

More confident writers should be encouraged to reflect on the impact of their writing and any editing they carry out. Opportunities to 'Self Reflect' and take part in 'Peer Assessment' will allow this. These tasks will be done at appropriate points along their writing journey. The children will use the designated stickers and carry out these tasks in purple pen.



Skills Focus labels allow a unit of work to have skill development at its centre as well as set 'non-negotiables' to ensure prior learning is retained and secured.

Skills Focus	
<p>Skills to Develop</p> <ul style="list-style-type: none"> • Use 	<p>Expected Skills</p> <ul style="list-style-type: none"> • Use



Remember to encourage the use of Spelling Dictionaries and Reading Journals!