



## Overview of The Teaching Sequence for Writing

Sequence	Purpose:	Teachers:	Pupils:	Assessment for Learning	Dynamic and supportive writing environment	Talk	Empowering children to become successful Writers
<b>Immerse</b> 	<ul style="list-style-type: none"> <li>o Real audience and purpose with clear outcome</li> <li>o Planned drama and speaking and listening opportunities.</li> <li>o Explicit vocabulary instruction.</li> <li>o Vocabulary generation</li> <li>o Use of rich texts including visual texts such as film.</li> <li>o Short writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>o Establish clear purpose and audience.</li> <li>o Explain the 'Big Picture'.</li> <li>o Choose quality resources.</li> <li>o Introduce new vocabulary - <i>examples in context, word class, definition.</i></li> <li>o Provides explicit teaching of new vocabulary.</li> <li>o Retrieve previously learnt vocabulary that would be useful for the text type.</li> <li>o Plan speaking and listening and drama activities.</li> <li>o Gather ideas for writing.</li> <li>o Set interesting short writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>o Enjoy a range of written and visual texts.</li> <li>o Ask questions.</li> <li>o Link to own experiences.</li> <li>o Visualise.</li> <li>o Identify audience and purpose.</li> <li>o Talk about what they are thinking. Encouraged to use full sentences and the unit vocabulary.</li> <li>o Discuss their learning.</li> <li>o Role play, discussion.</li> <li>o Work together.</li> <li>o Produce short pieces of writing based on the stimulus.</li> <li>o Language banking.</li> </ul>				
<b>Analyse</b> 	<ul style="list-style-type: none"> <li>o Define the key features and characteristics of the text/genre.</li> <li>o Identify purpose.</li> <li>o Deconstruction of a text</li> </ul>	<ul style="list-style-type: none"> <li>o Have secure subject knowledge and understand the structure and language features of the text type.</li> <li>o Supply a WAGOLL.</li> <li>o Prioritise which text features children need to learn - sentence, text, word.</li> </ul>	<ul style="list-style-type: none"> <li>o Identify key features of text type.</li> <li>o Identify how author has achieved their purpose.</li> <li>o Can deconstruct a text.</li> </ul>				
<b>Skills</b> 	<ul style="list-style-type: none"> <li>o Teach the grammar/punctuation/vocabulary that pupils need or find challenging.</li> <li>o Main focus to teach 'new skills'</li> <li>o Retrieve relevant skills from previous years/units which have been identified as needing further consolidation.</li> <li>o Transcription.</li> <li>o Spelling (low stakes) of key vocabulary for the unit.</li> </ul>	<ul style="list-style-type: none"> <li>o Have secure subject knowledge and knowledge of the cohort in order to deliver quality-first teaching.</li> <li>o Prioritise the teaching of skills which will enhance the specific piece of writing.</li> <li>o Adaptive teaching methods used so all children can access the lessons</li> <li>o Examples and tasks all link to the final text type.</li> <li>o Focus on grammar and punctuation.</li> <li>o Incorporates spelling (of key vocabulary) and transcription task).</li> </ul>	<ul style="list-style-type: none"> <li>o Practise activities using the skills taught.</li> <li>o Sentences can be easily applied to the main written task.</li> </ul>				
<b>Plan</b> 	<ul style="list-style-type: none"> <li>o Use the success criteria.</li> <li>o Structured planning sessions.</li> <li>o Speaking and listening activities.</li> </ul>	<ul style="list-style-type: none"> <li>o Provide a framework for planning e.g. mind maps, boxed up plans</li> <li>o Teacher to use different planning formats as appropriate to the task/purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Able to talk about ideas and map them out using a plan.</li> </ul>				
<b>Write</b> 	<ul style="list-style-type: none"> <li>o Opportunity for modelled writing and shared writing</li> <li>o Expert (teacher) showing/supporting the novice (pupils) in writing.</li> <li>o Opportunities for speaking and listening, pair work etc</li> <li>o Refer back to WAGOLL, skills, immerse sections of the sequence</li> <li>o Independent writing of the main task for the unit.</li> </ul>	<ul style="list-style-type: none"> <li>o Are secure in understanding of modelled and shared writing.</li> <li>o Produces a success criteria.</li> <li>o Model the use of the success criteria.</li> <li>o Refer back to immerse, skills etc whilst modelling.</li> <li>o Use small group guided writing to target support or challenge for particular groups of children.</li> <li>o Teacher will act as a scribe for any identified children.</li> <li>o Planning and success criteria act as scaffolds.</li> <li>o Adaptive teaching used so all can access the writing e.g. sentence stems, use of widget, colourful semantics, word mats etc.</li> </ul>	<ul style="list-style-type: none"> <li>o Fully aware of purpose.</li> <li>o Fully aware of task.</li> <li>o Use all the sections of the writing sequence to support their writing.</li> <li>o Develop their writing over a number of lessons.</li> <li>o Respond to feedback.</li> </ul>				
<b>Review</b> 	<ul style="list-style-type: none"> <li>o Clear feedback.</li> <li>o Linked to Success Criteria and basic skills.</li> <li>o Reflect on outcome against <b>task, audience and purpose.</b></li> </ul>	<ul style="list-style-type: none"> <li>o Effective in linking feedback to success criteria.</li> <li>o Able to set clear 'next steps' to improve writing.</li> <li>o Use outcomes to support planning future units of work.</li> </ul>	<ul style="list-style-type: none"> <li>o Can reflect and review work and redraft where needed.</li> <li>o Respond to feedback.</li> </ul>				
<b>Publish</b>	Finished writing is published in a 'Best Writing' book.						

