Cusgarne School Writing Process

Immersion & Deconstruction		
Stage 1 Immerse (Engage)	-Use core high-quality texts to captivate and immerse children in the theme for the unit of work. -Introduce specific text type and explain the intended writing outcome for the unit.	➢ Plan a WOW moment to engage them into the theme. ➢ Ensure high-quality text to inspire writing. ➢ Give children information needed to write through immersive activity.
Stage 2 Explore (Purpose/Features)	-Identify the intended audience and the purpose of the text. -Analyse the presentational features of the text type, using the model text. -Analyse the language features of the text type, using the model text.	➢ Choose a text that exemplifies writing skills. This will be read in reading lessons this week (Mon, Tues, Weds) for extra exposure. ➢ Use the Text Deconstruction element of the unit guide. ➢ Add the text, features and purpose to the working wall. This will be referred to throughout the unit. ➢ Stick the model text (and any adapted versions) in the books to show the features and the purpose. The children will refer to this throughout the unit.
Construction & Reconstruction		
Stage 3 Practice skills and teach vocabulary (3 days)	-Identify key content and focused writing skill. -Teach the writing skill using the 'I do, we do' approach to model the skill and assess understanding. -Children apply the skill during sentence work, ('you do'). -Teach each skill separately (no more than three) and give chance to practise. -Explicitly teach key vocabulary and give children a chance to practise using it in context.	➢ Model at sentence level first. Ensure they are able to apply to individual sentences before moving on. You may need to do lots of the 'I do' to embed. ➢ Then, model applying that skill to the type of text you are writing e.g. writing sentences in the style of writing you will be doing e.g. non-chronological report. ➢ Children to write sentences using skill that could be used in their writing later. ➢ Children can revise these and make them better e.g. using a more engaging synonym. ➢ Key vocabulary to be used in sentences to show understanding.
Stage 4 Planning	-Model how to create a plan, using previous work, model text and research. -Children use planning models to organise ideas for independent writing. -Encourage children to look back at taught writing skills and incorporate these, as well as key vocabulary into plan.	➢ Use your model text to deconstruct back into the planning template. Show the children how to use the planning template. ➢ Use the planning templates for the children to plan each section. Notes only. These notes will be used throughout the writing process. ➢ Children to go back and upgrade plans with key vocabulary they want to use in writing.

Stage 5 Drafting and oral rehearsal	-Model how to orally rehearse parts of text using plan. -Use dictation to support children's ability to do this. -Ensure key writing skills and vocabulary are in modelled sentences. -Allow children time to rehearse and sentence and write it down. -Model upgrading sentence and allow children time to do this as well.	➢ Plan drama activities to support oral rehearsal e.g. if writing a letter of complaint, the children could have a pretend phone call to practise what they might say. ➢ Model rehearsing, writing and upgrading and then let children have a go. ➢ Ensure word banks and sentence starters are there to scaffold. ➢ Children to draft start of writing in book.
Stage 6 Writing and revising (2 days)	-Children start by looking at draft of writing in book and upgrading. This gets written into independent write book. -Children write their piece. This will look different depending on child and year group but there will be clear opportunities for independent work. -Focus on basics (handwriting and sentence structure) before building stamina over longer pieces. -Encourage children to draft and revise sentences in English book before writing into independent write book.	➢ Modelled writing and WAGOLLS to support children to understand what good writing looks like. ➢ Sentence starters and word banks to scaffold for those that need it. ➢ Whole class feedback book used to identify children who need more support. ➢ Guided writing for those that need support, with the aim of increasing independence each week. ➢ Through metacognitive modelling, dictation and scaffolds, children learn how to write and revise independently.
Revising and editing		
Stage 7 Editing and performing	-Model the editing process using deliberate errors. -Encourage peer editing. -Ensure children understand that revising and editing is part of the writing process and writing doesn't have to look 'perfect'. -Read written work out to the class, share the finished piece with other peers in school, share with parents/carers or display on classroom walls. -Assess the independent piece against the year group assessment criteria. -Use assessment to inform planning for the next unit of work.	➢ Editing is different from revising and involves identifying and correcting errors in grammar, punctuation and spelling. Pupils will need support to edit their own and others' writing. ➢ Explicit practice using an example of a text which contains deliberate errors that are commonly made by the class can improve editing of pupils' own work and can be a useful activity when teaching specific punctuation and spelling. ➢ Children may revise/edit/ rewrite words, sentences or whole paragraphs.

This writing process takes 2 weeks on average, but may be shorter or longer depending on type of writing, year group and length of piece.

Modelled Writing 'I do'	The teacher takes the lead while pupils observe the expert writer. This provides the opportunity for the teacher to show, in small steps, how to apply new knowledge.
Shared Writing 'We do'	Shared writing involves pupils constructing texts with the teacher. This provides the opportunity for them to share ideas in a supportive and safe environment while the teacher can control the focus as the expert writer and focus pupils' attention on specific elements. The modelled and shared writing should allow pupils to gain confidence when writing independently.
Independent Writing 'You do'	In independent writing, pupils write individually and independently practise what they have observed.
Guided Writing	Guided writing involves the teacher working with a selected group of pupils, who share a similar need for challenge or support, to help them to draft their writing. This can take place while the rest of the class writes independently.

Coherence and Cohesion	Cohesion relates to the links within and between sentences and paragraphs, employing grammatical devices to connect ideas. Coherence involves the logical arrangement and progression of ideas throughout the text, ensuring that the reader can understand the content.
Feedback	Pupils require regular, frequent and timely feedback about their writing, with an opportunity to review and edit it. The more frequent the feedback is and the closer it is to the opportunity to edit writing, the more it improves writing.