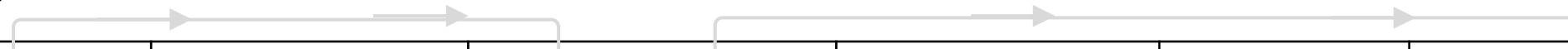


Writing sequence with progression



	Identify	Explore and Analyse	Plan	Write	Evaluate	Revise	Edit
Year 1 and 2	<p>Introduce the context, audience and purpose of the writing project.</p>	<p>Pupils to respond to example texts, picking out, identifying with guidance and giving examples of structural features.</p> <p>Children explicitly taught and given time to practise these features in isolation.</p> <p>Allow time for vocabulary discussion as class.</p> <p>Reference Writer's Toolkit including personal learning target</p>	<p>Orally rehearse sentences, hot seating, text maps, images to support, cartoon strips, story mountains, sequencing and ideas discussion.</p>	<ul style="list-style-type: none"> I do, we do, you do Rehearse sentences <ul style="list-style-type: none"> Slow writes Shared writes Informed by writer's toolkits <ul style="list-style-type: none"> Use plans Opportunities to draft 	<p>Use oracy and sentence stems to explain successes and areas for development.</p> <p>Colour code/underline key elements of the writing, e.g. looking for adjectives they have used.</p> <p>Teacher to take general class feedback to guide mini lesson for revision.</p>	<p>Teacher to deliver mini revision lesson and pupils attempt to make changes/ improvements as per the whole class feedback.</p>	<p>Secretarial changes to grammar, punctuation and spelling.</p> <p>Emphasis on capital letters and full stops.</p> <p>Publish when ready.</p>
Year 3 and 4	<p>Introduce the context, audience and purpose of the writing project.</p> <p>Show pupils and discuss where they have seen/used these before.</p>	<p>Pupils to respond to example texts, picking out, identifying with guidance and giving examples of structural and language features.</p> <p>Children explicitly taught and given time to practise these features predominantly in isolation.</p> <p>Allow time for vocabulary discussion and generation for the genre.</p> <p>Children to help build Writer's Toolkit and choose their learning target.</p>	<p>Offer a variety of planning, including:</p> <ul style="list-style-type: none"> Boxing up Story mountain Tables Cartoon strips Spider diagrams Minda maps Text maps 	<ul style="list-style-type: none"> I do, we do, you do Rehearse sentences <ul style="list-style-type: none"> Slow writes Shared writes Informed by writer's toolkits <ul style="list-style-type: none"> Use plans Opportunities to draft <p>Pupils to draw on classroom resources to support independence.</p>	<p>Pupils to use Writer's Toolkit to indicate with numbers/ colours/ symbols where they have used the criteria.</p> <p>Pupils to reflect on the effectiveness of their writing – is it suitable for the context, audience and purpose? What are they proud of? What is their next step?</p> <p>Teacher to mar against these evaluation choices.</p>	<p>Adult intervention or lesson for pupils who had difficulty identifying what comes next – missing features.</p> <p>Carousel of improvement stations for all pupils.</p> <p>Resources available for pupils to access with prompts to challenge (GD).</p>	<p>Secretarial changes to grammar, punctuation and spelling.</p> <p>Emphasis on commas, vocabulary choices and spelling conventions.</p> <p>Publish when ready.</p>
Year 5 and 6	<p>Introduce the context, audience and purpose of the writing project.</p> <p>Share examples of text type beforehand for pupils to determine these aspects themselves.</p>	<p>Pupils to respond to example texts, picking out, identifying with guidance and giving examples of structural and language features.</p> <p>Children explicitly taught and given time to practise these features in isolation and in context of the genre.</p> <p>Allow time for vocabulary discussion and generation for the genre.</p> <p>Reference Writer's Toolkit</p> <p>Children to help build Writer's Toolkit and choose their learning target relevant to challenge or apply previously taught grammar.</p>	<p>Pupils to derive their chosen form of planning based on the genre, their own preferences, how secure they are with the features needed and how to consider structure of the text type.</p> <p>Blank Kos provided.</p> <p>Teachers to still provide scaffolds and supporting ideas.</p>	<ul style="list-style-type: none"> I do, we do, you do Shared writes Informed by writer's toolkits <ul style="list-style-type: none"> Use plans Opportunities to draft <p>Pupils to draw on classroom resources to support independence.</p> <p>Pupils to experiment with style, formality, viewpoint and sentence structure.</p>	<p>Pupils to use Writer's Toolkit to indicate with numbers/ colours/ symbols where they have used the criteria.</p> <p>Pupils to reflect on the effectiveness of their writing – is it suitable for the context, audience and purpose? What are they proud of? What is their next step?</p> <p>Teacher to mar against these evaluation choices.</p>	<p>Adult intervention for pupils who had difficulty identifying what comes next – missing features.</p> <p>Carousel of improvement stations for all pupils.</p> <p>Resources available for pupils to access with prompts to challenge (GD).</p> <p>Applying prior learning as well as the sequence's foci.</p>	<p>Secretarial changes to grammar, punctuation and spelling.</p> <p>Emphasis on a range of punctuation, vocabulary choices and sentence structures.</p> <p>Publish when ready.</p>