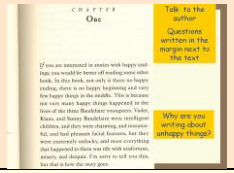
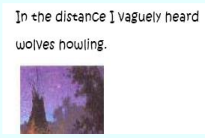
The Teaching Sequence for Writing

Teaching sequence		Teachers:	Pupils:	Assessment for Learning	Dynamic and supportive writing environment	Talk	Empowering children to become successful writers
Immerse	• Real audience and purpose with a clear outcome. • Broad, rich and engaging reading curriculum. • Planned drama, speaking and listening opportunities. 	Establish clear purpose and audience. Explain the 'Big Picture'. Choose quality challenging texts. Model reading strategies, i.e. searchlights, inference and deduction, writer's use of language. (Assessment focuses). Make links between shared, guided (book study) and independent work. Start to unpick the writer's craft. Begin to gather ideas for writing	Enjoy reading a range of quality texts. Ask questions. Link to own experience. Visualise. Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play, improvise.				
Analyse	• Define features and characteristics of text/genre. • Agree and understand the success criteria.	Are secure in knowledge and understanding of structure and language features of text type. Prioritise which features of text children need to learn – sentence, text, word. Provide interactive, investigate activities to meet learning intentions e.g. construct, classify	Identify key features of text type/genre and agree success criteria. Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities.				
Skills	• Teach the aspects of the success criteria that the pupils have not met or find challenging. • Focus on grammar / punctuation / vocabulary. •	Are secure in the subject knowledge in order to deliver quality first teaching. Prioritise which features need to be specifically taught – differentiating where necessary e.g. past tense verbs / specific vocabulary	Investigate the skill needed for the specific text type. Practise writing / using the skill taught in order to be able to apply this in their main writing.				
Plan	• Use the success criteria. • Planned drama, speaking and listening opportunities.	Provide stimulus and structure for gathering ideas e.g. visual literacy, integrated technologies, drama activities. 	Talk about ideas and begin to map them out on a plan e.g. writing skeleton (Sue Palmer) or story map. Refer to checklist of success criteria – ensure pupils include taught grammar, punctuation and vocabulary skills.				
Write	• Demonstration, teacher scribing and supported composition. • Self and peer assessment. • Use knowledge of reading to help compose and make informed choices in writing. • Structured, visual and dynamic Literacy environment.	Are secure in understanding and use of three shared writing techniques. Model the use of success criteria developed from analysis to inform and evaluate writing. Integrate word/sentence level with text level to exemplify their application. Provide stimuli and resources to support and enhance the writing process. Provide an element of choice.	Are fully aware of the purpose and audience and write accordingly. Develop a piece of writing over a number of sessions. Refer to success criteria, review their writing and edit in response. Respond to purposeful feedback. 				
Review	• Clear feedback linked to success criteria. • Understand next steps in developing writing. • Reflect on outcome against audience and purpose.	Are effective in linking feedback to the success criteria. Provide planned opportunities for self and peer assessment. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.				
PRESENT							