

Writing at Alexandra Park Primary School



Alexandra Park Primary School
Care. Aspire. Achieve.

Start

Pre-unit: What is the writing stimulus? What is the intended outcome? What steps are needed to achieve this? What new vocabulary will you introduce, model and provide opportunities for? How will you ensure all learners succeed? Consider the purpose and audience. Which KPIs would you expect to see in this unit of work?

Title page and introduce the **audience** and **purpose**

Inform Persuade Entertain Discuss

Activating prior knowledge and making connections to previous learning, e.g. Y3 look at Y2 narrative

WAGOLL– Exploring exemplar text for typical language and layout features. Unpicking the author's use of language, style and intended impact. New vocabulary added to the start of a working wall.

Model: Explicit instruction of skill(s)
(Year group KPIs)

Visualisers - modelling and narrating the writer's thinking and metacognition

Oral composition to practice grammatical conventions, sentence structures and the use of new vocabulary.

Guided practice

Independent practice

Sentence level - opportunity for application of new skill(s)

Independent practice: Extended writing with opportunities for application.

New skill(s)

Consolidate and reinforce
previous learning

Magical monitoring checkpoints

Live feedback

A

B

C

Consider additional resources e.g. word banks, writer's toolkits, scaffolding, stem sentences and technology

Planning:

Generating ideas and gathering information. Examples include graphic organisers, boxed up plans, story maps, drama, talk for writing and timelines. Purposeful collaborative speaking and listening activities to support pupils' language development and thought processes prior to writing. Planning may also take the form of experiences, exposure to rich texts, drama activities and trips/visits to build their knowledge before writing.

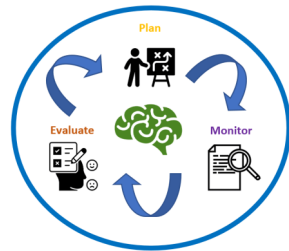
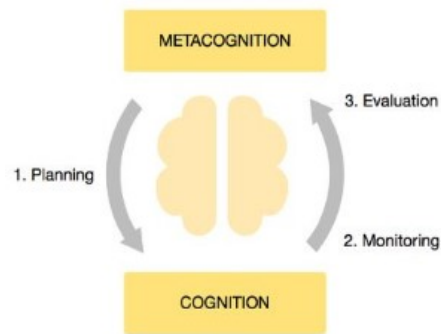
Drafting:

Writing down key ideas, setting out a structure for writing as an initial attempt. Use of a writer's toolkit.

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Magical Monitor



Celebrated authors

Feedback embedded - whole class, individual, structured peer and self reflection. Individual writing targets.

Modelled writing + application of feedback

Metacognitive strategies modelled and applied

Magical monitoring checkpoints

Purple polishing — Focusing explicitly on two stages:
editing to improve and **editing to correct**.

Revising:

Making changes in light of **feedback** and self-evaluation. Using prompt questions e.g. 'Is any of the phrasing repetitive?', 'Can we make some vocabulary changes using your word bank? Are there any places where it would be helpful to add more information in your opening paragraph? Live feedback, feedback against a writer's toolkit, 1-1 conferencing and peer editing helps supports learners improve their writing.

Editing:

Making changes to ensure writing is accurate and coherent, checking spelling and grammar based on feedback from adult and self-reflection. Use of **worked examples** on IWB to discuss positives and areas for development.

Publishing and Celebrating:

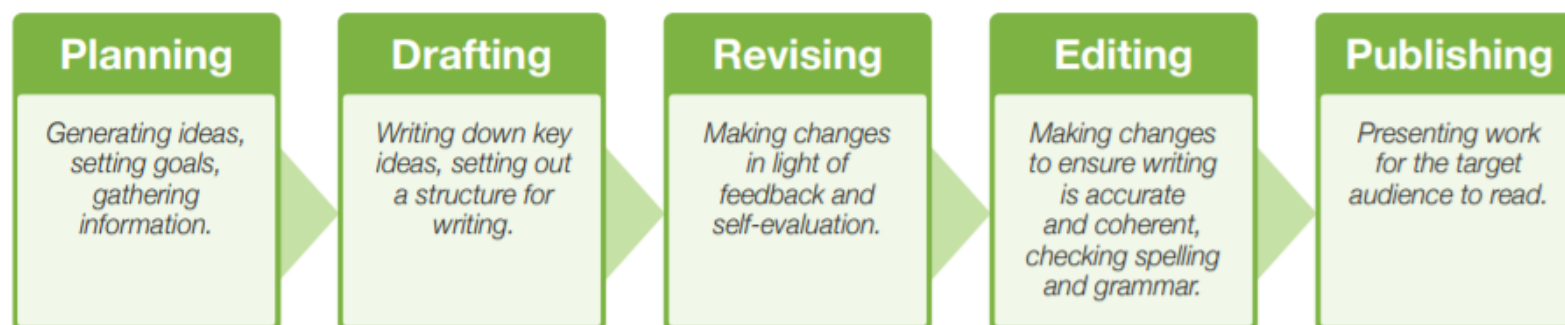
Presenting work for the target audience to read. Further feedback is provided during this stage for further writing progress.

Further publishing and celebration examples for different audiences/purposes:

displaying work, presenting to other classes, published books, writing for external companies, sending copies to parents and carers, exhibitions and presenting writing through foundation subject COLAs.

End

The Writing Process



Stages of independence

