

Writing Cycle



Alexandra Park Primary School
Care. Aspire. Achieve.

Example unit of work

Start

Planning: 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 purpose and audience.

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.

Explicit instruction of skill(s) (e.g. SPaG or composition)

Modelling of learned skill

Guided practice

Independent practice

Extended writing - opportunity for application of new skill(s) - Writer's toolkit

Consider additional resources e.g. word banks, scaffolding and stem sentences

Feedback embedded

Repeat the above process for additional new SPaG and/or composition skills + application

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.

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

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, writing for external companies, sending copies to parents and carers and exhibitions.

Modelling and editing is continuous at each stage of writing

End

Gradual release of responsibility

- Finding the balance between achieving high success rates and developing children's independence and thinking skills.

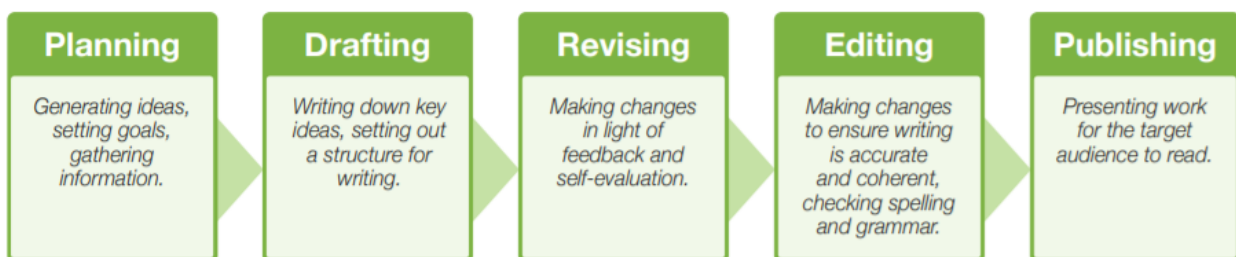
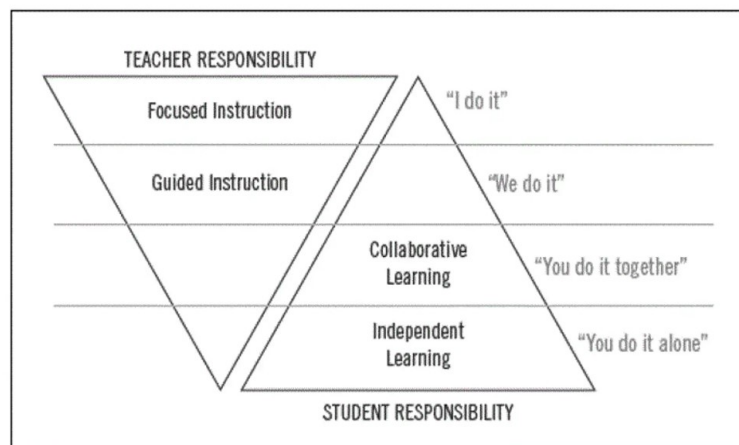
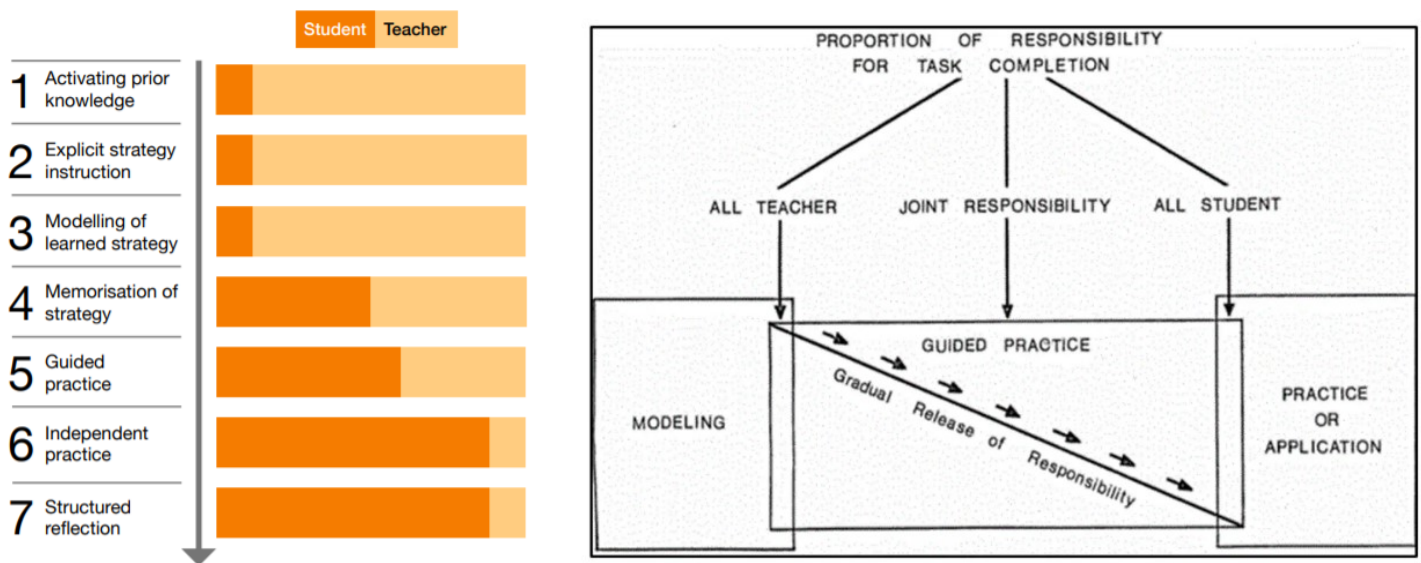


Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).⁵⁶

Writing is a complex task because it requires pupils to coordinate a number of different processes at once. When writing, pupils must coordinate these processes in their working memory (the brain's system for holding and using information while completing a task). Working memory has a limited capacity so many children find this challenging. However, with extensive practice, explicit instruction, and encouragement pupils can become more adept at using these three overarching elements of writing and coordinating them in working memory can become less effortful.

