‘We Are Writers’ at Ormskirk Church of England Primary School

Create Interest	Reading	Gathering Content	Writing & Presentation
Why are we writing?	*Reading & Responding* *Reading & Analysing*	*Map out the writing*	*Create the initial piece of writing* *Uplevel and edit the writing*
Share the purpose/ stimuli to promote engagement with writing: what is the purpose of the task?	*Introduce what a good one looks like.* *Create checklists as a class* *Create / define vocabulary banks* *Accumulate subject knowledge through wider reading and discussion*	*Discuss what is needed to be successful* *Map out the writing (this includes story mapping)* *If you can’t say it, you can’t write it: generate sentences in groups / pairs & orally rehearse.* *Draft out the writing with reference to checklists, vocabulary banks, sentence stems* *Adults to model drafting and crafting alongside making mistakes* *Ongoing editing is required* *Pause at opportunities to read aloud / swap books and critique*	*Use innovated story map/planning to create their own piece of writing.* *Continue to model how to improve sentences.* *Peer-critique and give feedback linked to checklists (When appropriate)* *Editing in purple pen following self/peer-critique and feedback.* *Give opportunities to present work to an audience.*

Celebration and further application

Publishing & Performing: Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain another year group, then arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website or in assemblies.

Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit,

e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, there should be no adult modelling of writing to support the completion of this second outcome. This outcome is also very useful to inform assessment and next steps in teaching and learning.

Further application: through wider writing opportunities across the curriculum, such as RE and science

Assessment and impact

Assessment: Children in KS1 will be assessed using the phonics screening tests. Years 1 – 6 will complete independent writes at the end of each writing unit and this will be used by teachers to inform termly teacher assessments.

Impact: progress will be tracked through data and pupil progress meetings. Children may share their writing with their parents / carers via Earwig and in books at Parent Evenings.