

A Guide to the 2 Week Writing Process 2022-2023

Week 1	Mon – Input Hook	Tues – Input Features & GPS	Wed – Input Form, Content & GPS	Thurs - Plan	Fri – 1 st Draft
Intention	<ul style="list-style-type: none"> Engage children in forthcoming writing style and provide a motivation to write through a memorable experience. Generate vocabulary. Introduce new feature(s)/convention(s). 	<ul style="list-style-type: none"> Briefly recap previous learning and then build knowledge of new feature(s)/convention(s). GPS – creative, practical and engaging input. 	<ul style="list-style-type: none"> Examine high quality texts in close detail to gain an understanding of application of feature(s)/convention(s). GPS – creative, practical and engaging input. 	<ul style="list-style-type: none"> Create a plan divided into 3 or 6 sections. 	<ul style="list-style-type: none"> Create a first draft with 3 or 6 distinct sections/paragraphs/short poems.
Starter	Hook – Interactive experiences such as: <ul style="list-style-type: none"> Literacy Shed videos Drama/role play Music Sensory experiences Nature/outdoor experiences Scenarios (e.g. a crime scene) 	Flashback – relevant learning from previous years or earlier terms.	Fun, engaging activity which practices the introduced skills from the previous day.	Dependent on stage of learning of class/individual groups. Further practice may be needed of introduced concepts or it could be an opportunity for an activity to support upcoming writing e.g. hot seating in role.	Dependent on stage of learning of class/individual groups. Further practice may be needed of introduced concepts or it could be an opportunity for an activity to support upcoming writing.
Main Lesson	Vocabulary – gather vocabulary generated by hook experience. Introduce new feature(s)/conventions(s) with a short activity. Generate an understanding of audience and their purpose for writing.	Develop a deeper understanding of introduced feature(s)/convention(s) and how to apply them in writing using quality examples that will best support outcomes (topic-based).	Examine high quality (topic-based) texts in close detail to gain an understanding of the application of features/conventions and GPS.	Create a plan that clearly sets out the structure and content of each section/paragraph. Allow ‘dream time’ and opportunities to talk through each section of the plan. Set targets using writing progress plans.	The draft should be divided into 3 or 6 sections/paragraphs to enable clear re-drafting opportunities in week 2. The 1 st draft should expand upon, clarify, and modify their initial plans and ideas, and organise their content into a meaningful sequence or flow (without the extended detail of further drafts). Write a line, leave a line not necessary. Work should be checked by an adult to ensure there are no obvious misconceptions – mainly greens to boost self-esteem and motivation.
Tips & Ideas	<ul style="list-style-type: none"> Be as creative as possible and provide children with ‘a reason to write’. Use quality texts to inspire. Teach through emotions wherever possible – if you get them to ‘feel something’, this will become the driving force behind their writing as they try to recreate that feeling in their reader. 	<ul style="list-style-type: none"> Use the ‘I do, we do, you do’ model when introducing new features/conventions and GPS objectives. Pause – reflect – comment 	<ul style="list-style-type: none"> Annotate a section of text. Explode quotes. Deconstruction of a text (topic-based). Deconstruct the work of a child from the previous year group. Compare texts for effectiveness & discuss the specific techniques used by the authors for effect. 	<ul style="list-style-type: none"> Text mapping Box plans/graphic organisers Ping-pong approach Collaborative planning Role on the wall Labelling a scene Spider diagrams or mind maps Story road/mountain Stepping out 	<ul style="list-style-type: none"> Model the process of selecting developing a plan into a first draft. Allow opportunities for children to talk through how they intend to create each section of their draft. Draw attention to the structure of the entire piece once finished so children have a clear understanding of how their text will begin, progress and end. If needed, use writing frames and extended box plans/graphic organisers to help with paragraphing. Some children may need support in the form of extra modelling or resources such as communicate in print or prompt sheets.

Week 2	Mon – Share and Redraft	Tues – Evaluate and Redraft	Wed – Revise and Redraft	Thurs - Edit	Fri – Publish
Intention	<ul style="list-style-type: none"> Share first drafts and receive peer feedback and support. Create a collaborative classroom environment in which ideas, contributions and feedback are celebrated and encouraged. 	<ul style="list-style-type: none"> Evaluate work by checking that the writing goals are being achieved throughout the process. 	<ul style="list-style-type: none"> For children to ‘take responsibility’ for their own learning and develop their writing as much as possible based on the feedback and self-evaluation experienced over the past two days. 	<ul style="list-style-type: none"> Editing work to make sure it is accurate and coherent. For children to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it. 	<ul style="list-style-type: none"> For children to publish their work and celebrate their successes.
Starter	<p>Example: In pairs, ask partner 1 to read aloud their writing while partner 2 draws what they hear. What is missing? What could partner 1 add to create a more effective description?</p>	<p>Example: Select a child’s redraft from the previous day and evaluate it as a class. Questions to ask: Has this writer used effective imagery? Can you pick out an example? How could they improve this noun phrase? Re-write this sentence for them with your partner. What development points would you give them when re-drafting their second section today?</p>	<p>Example: Provide children with an example of a section of a 1st draft. Challenge them to: DARE to revise it... Delete unnecessary information. Add more important detail and transition words. Rearrange text to be logical & effective. Exchange words for clearer and stronger vocabulary.</p>	<ul style="list-style-type: none"> Editing stations <ul style="list-style-type: none"> Station 1: Spelling Station 2: Grammar and Punctuation Station 3: Vocabulary Station 4: Selected Feature/Convention Set pink challenges for children suffering with low resilience or self-esteem. Race children to a mistake. Be fussy! Never drop your high expectations. 	<ul style="list-style-type: none"> Children to focus on publishing their work to the best of their ability (for which they will need sharp pencils!) Practice a mindful atmosphere where a zero voice is encouraged. Ideas for published pieces: <ul style="list-style-type: none"> Displays Copied and sent home Filmed being read aloud for the website Shared with another year group Shared in assembly
Main Lesson	<p>Teacher to model writing by ‘thinking aloud’ and sharing their thought process for each strategy with pupils.</p> <p>Children to redraft the 1st section of the 1st draft.</p> <p>Write a line, leave a line.to allow for amendments. Every child should have their work live-marked by an adult.</p>	<p>Teacher to model writing by ‘thinking aloud’ and sharing their thought process for each strategy with pupils.</p> <p>Children to redraft the 2nd section of the 1st draft.</p> <p>Write a line, leave a line.to allow for amendments. Every child should have their work live-marked by an adult.</p>	<p>Teacher to model writing by ‘thinking aloud’ and sharing their thought process for each strategy with pupils.</p> <p>Children to redraft the 3rd section of the 1st draft.</p> <p>Write a line, leave a line.to allow for amendments. Every child should have their work live-marked by an adult.</p>		
Tips & Ideas	<ul style="list-style-type: none"> Use Google Classroom to group edit an example of a 1st draft. Performing for their partner – works well for poetry & persuasive writing. Peer to put a question mark next to 3 things they don’t understand and ask their partner to explain it to them then fix it as a pair. 	<ul style="list-style-type: none"> If you feel children are largely secure with the features you have introduced to them, this is now an opportunity to accelerate learning by adding further techniques they can incorporate into their writing. If there are children who need further support after 1st redraft – these become your focus children for today. Encourage self-monitoring and evaluation with questions such as: ‘Have I met my goals?’ and ‘Have I used appropriate vocabulary?’ 	<ul style="list-style-type: none"> Set Linky-thinks/thesaurus challenges. Remind them of their reader/audience and the effect they want to generate within them. Think ‘narrowing the gap’, who needs your support the most? Who have you conference marked with this week? Are they focussed on your discussed targets? Draw attention to effective adaptations as you move around the room. Praise resilience and determination to improve. 		