

The Writing Process		
Stage 1	Stage 2	Stage 3
Introduce the topic and the genre	Practise and plan	Write, review and edit
What am I writing? Who is it for? Why am I writing it?	How can I use those skills? What will I write about?	Can I write a good one? What would make my writing better?
<ul style="list-style-type: none"> • Provide a hook for writing (this could be a book, chapter, object, picture, animation etc). • Establish clear purpose and audience. • Children must be exposed to quality examples and models of the genre and this may require you to write your own version these models need to contain all of the features that you expect the children to use in their writing. • Read the example text and model how to answer focused questions (VIPERS). Focus on identifying key language and vocabulary, grammar and punctuation and organisational features. (This will be done through WAGOLLS and WABOLLS) • Success criteria should be created at this stage, this can be done as a whole class or individually. 	<ul style="list-style-type: none"> • This stage is all about preparing for writing and is an opportunity to discreetly teach SPAG objectives relevant to the genre of focus (these should link with national curriculum year group expectations). • Teacher to model the writing during a guided writing session, stressing the skills that are expected to be included. The children then need to complete some writing of their own based on the model. <ul style="list-style-type: none"> - In fictional genres, children can practice their skills of describing characters and settings as well as the creation of word banks. - In non-fiction genres, children may need to research and write notes. • Share examples of good writing, focusing on expansion of vocabulary and application of skills. • Children may use relevant planning sheets, for example, box it up, story maps, story mountains, create word banks etc if required. <ul style="list-style-type: none"> - These must be in books to provide support and structure. 	<ul style="list-style-type: none"> • By the end of this stage the children will have produced a final copy of the genre. • Encourage the children to magpie good ideas and ensure they are referring to the success criteria grid. • Allow opportunities for writing a first draft with opportunities for editing and improving. A shared first draft is also an option to model the skills expected- up levelling together. • You may want to edit a shared piece that includes errors from a target group of pupils. Explicitly teach how to edit the piece of learning. • Writing may be presented as a final version and presented appropriately perhaps with pictures or diagrams.

Each writing process is expected to take around two weeks, although we understand this may vary depending on the genre. All of this writing must be completed in English books. Marking must adhere to the policy and comments need to move the learning on and relate to the learning objective.

Alongside the children's English books there will be a separate English assessment book. The reason for this is so children are assessed accurately based on their independent writing ability. Every half term the children will produce a completely independent piece of writing connected to the genres that have been taught. This independent writing will go in the English assessment book and will be used to support assessment judgements. Children will be able to access their previous learning to support their writing, however there will be no success criteria or planning sheets in this assessment book. The new writing level assessment sheets need to be stuck into the front of the assessment books.

