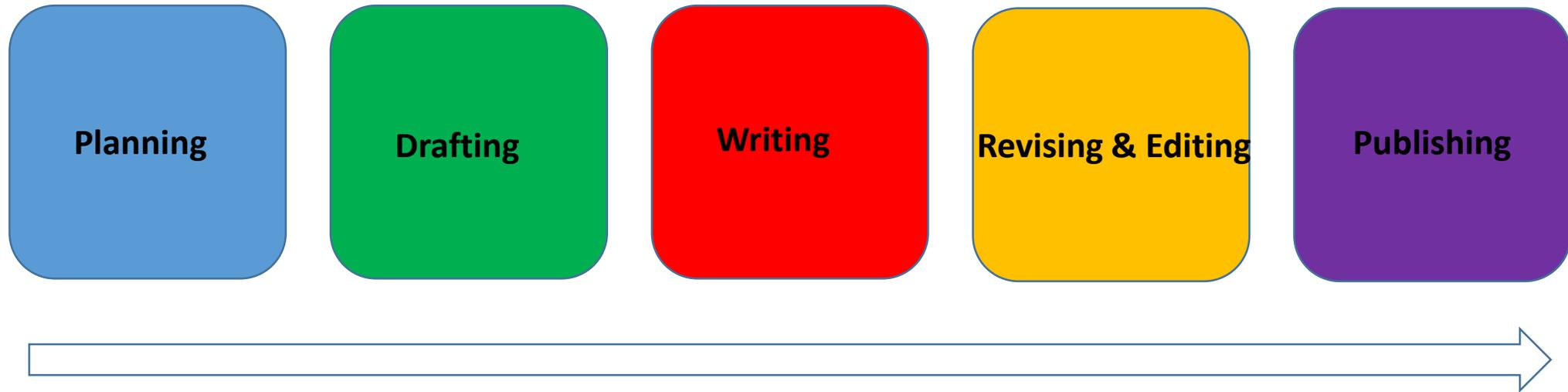


## The Town Field writing sequence



The teaching structure for each stage of the writing sequence is broken down in to smaller steps on subsequent pages.

Each step is essential and should be planned for and taught with in each writing unit.

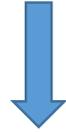
**Spelling focus identified at each stage.**

## Planning

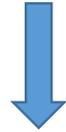
Approximately 4-5 sessions

*The planning stage enables children to understand the writing task they are being set, consider what skills they already have to be able to achieve this as well as consider what skills they will need to develop. Pupils will begin to form some early ideas which can be developed through discussion, notes taking, role play, etc.*

Share stimulus (text, image, video clip, etc.)

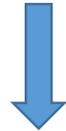


Set expectations for audience, purpose and outcome at the beginning of the unit.



Pupils to consider what skills and knowledge they already have in their toolkit as well as reflecting on their own personal targets. Set class targets based on formative assessment.

- Pupils should reflect on their spelling and consider a personal target



Begin to explore some early ideas – E.g. role play, text exploration, questioning, vocabulary acquisition, etc.

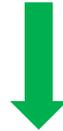
- Draw attention to/ unpick structure of new words.
- Add to working wall.

## Drafting

Approximately 4-6 sessions

*The drafting stage enables pupils to fully get to grips with the EGPS skills and the structure of the texts they will write. It is essential that children have ample opportunity to explicitly learn the skills they will go on to use in the same context as well as seeing them in an exemplar text (WAGOLL).*

Briefly share WAGOLL to showcase what you are expecting.



Teach, practise and apply the EGPS skills/ literary devices/ vocabulary pupils will need (multiple sessions).

- Model application of new vocabulary.
- Check these words in written work.



Unpick the WAGOLL closely, identifying the literary devices and explicitly linking to the audience and purpose.

- Draw attention to key spellings



Pupils to plan / organise their ideas for writing. Graphic organisers can be useful for this.

- Model planning
- Check plans for spelling errors.

## Writing

Approximately 4-5 sessions

*This stage begins with modelled and shared opportunities to practise writing prior to the actual writing task itself. It is essential that all writing tasks are modelled in 'real time' by the teacher and that teachers describe and explain their thought processes as they write.*

Model the actual writing task in detail, articulating your thought processes as you write .

- Model application of new vocabulary



Invite pupils to do some 'shared' writing with you and/ or some shared writing with a peer.

- Key spellings should be accessible for all pupils to refer to.



Children begin their writing task over multiple sessions.

- Key spellings should be accessible for all pupils to refer to.
- Some pupils may need additional scaffolds.



Some children may benefit from further guided work individually or in small groups.

## Revising & Editing

Approximately 2 sessions

*Revision is the process by which children make significant changes to the overall quality of their writing. This could mean making substantial changes to the whole piece; making changes to a paragraph or section; developing a specific skill throughout the whole piece e.g. improving cohesion by using conjunctions and adverbial phrases. Editing is the process by which transcription errors, basic punctuation errors, and other 'minor' errors are addressed.*

Before marking writing, give pupils opportunity to independently edit work. Provide prompts to support this e.g. *Check you have accurately punctuated your speech/ dialogue.*

- Self-correction opportunity
- Spelling buddies/ peer check

Mark work and discuss whole class feedback, drawing out common strengths and areas for development.

- Prompt/ identify spellings

Model how to revise and edit using real examples of work where possible. Give pupils opportunity to 'practise' making changes before they do it with their own writing.

- Model spelling corrections (think-alouds)

Children begin to edit and revise. Some pupils may need support.

- Spelling buddies

Pupils will finish editing/ revising at different times. Children who finish should undertake 'consolidation' activities to enable pupils who need more time to have it.

## Publishing

Approximately 2 sessions

*Publishing is the process by which pupils produce their final version of the text they have been drafting and redrafting. It enables pupils and staff to observe the progress made within and across pieces. Publishing is most effective when pupils are writing for a purpose E.g. a letter that is sent to its intended recipient, a story that is read to its intended audience, etc. Final writing outcomes should be displayed and celebrated where possible.*

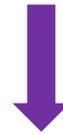
Set expectations for the final published piece – how you want it to look, expectations for handwriting and overall presentation, etc. Model if necessary.

- Opportunity for final check



Check throughout that the highest standards are achieved and challenge where this is not the case.

- Challenge copying errors



Display and celebrate work at the conclusion of the unit.

- Celebrate individual pupils for efforts with spelling.