

## The Town Field writing sequence

At Town Field, we believe that purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Our writing curriculum is based on the strategies for composition, modelling and supported practice as set out in guidance from the Education Endowment Fund *Improving Literacy in Key Stage 1* and *Improving Literacy in Key Stage 2*.

At Town Field, successful writing outcomes are achieved by following a structured process. Through this process, responsibility for writing is transferred to the pupil via the application of a range of writing strategies. The key components of this process are:

1. *Planning - 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.*
2. *Drafting - The drafting stage enables pupils to fully get to grips with the grammar, punctuation and spelling 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).*
3. *Writing - 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.*
4. *Revising and Editing - 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.*
5. *Publishing - Publishing is the process by which pupils produce their final version of the text. 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*

Each stage of the process includes a number of strategies to support pupils. Pupils learn how, when, and why to use each strategy, for example, goalsetting and activating prior knowledge. Strategies are modelled before pupils practise them with feedback. Support is then gradually reduced as pupils take increasing responsibility.