

The Writing Process

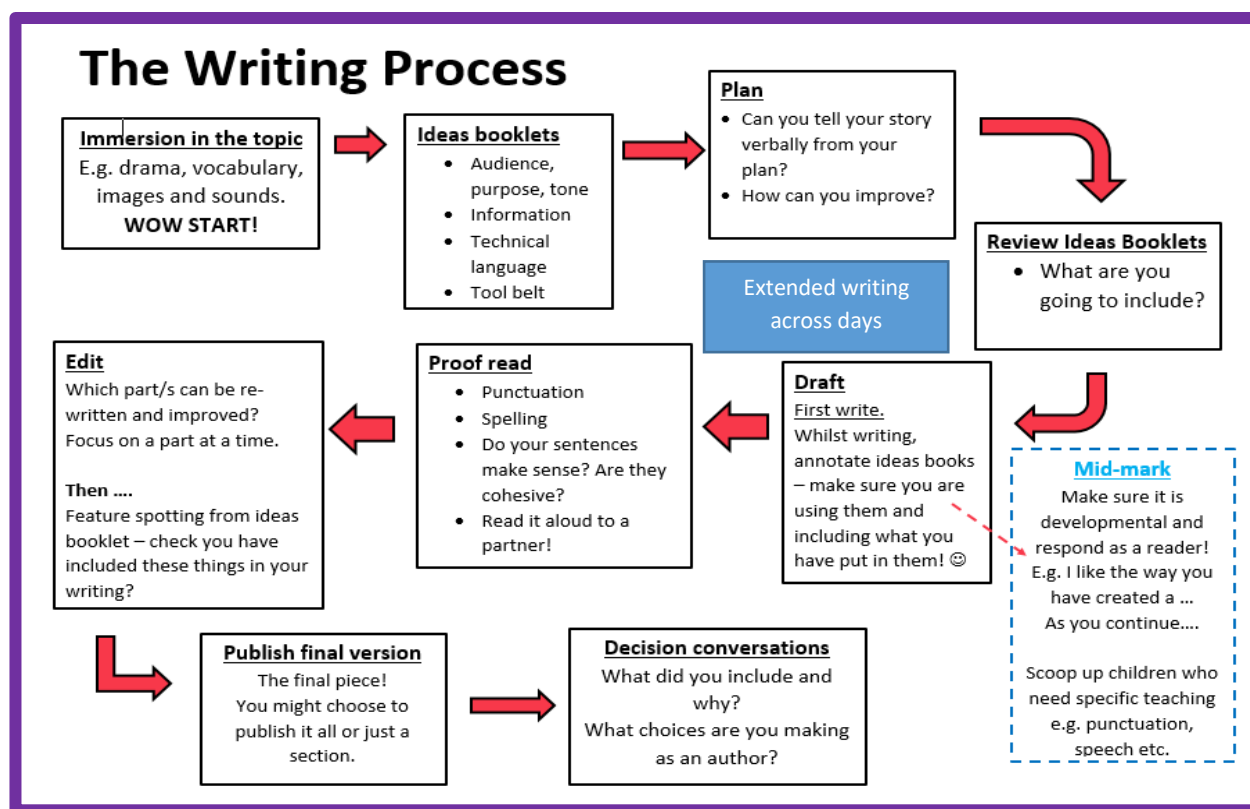
For children to become competent writers, they must understand the parts of the writing process, have a clear grasp of purpose and audience for writing and have the technical skills to write their ideas **clearly** and **effectively**.

As a child moves through the school, the decisions they make in their writing should increase and independence should grow. It is the aim that all children take pride in their work and are supported to be the best writers they can be by using consistent approaches and making clear links between learning.

The role of the teacher is to facilitate this by carefully timed interactions that help the children to develop a growing awareness of the reader and the effect of their writing on them.

By following the same approach throughout, children will become familiar with the process and be able to adapt it to lots of different types of writing; both within English sessions and foundation subjects.

The diagram below shows the writing process and supports the discussions we will be having.



Pride, Purpose, Audience

Before writing or collecting ideas, children should have a clear idea of the purpose for writing. The main purposes for writing are:

- To entertain
- To move
- To persuade
- To inform
- To discuss

The purpose of a piece of writing informs our language choices. As children get older, they will also realise that some pieces have more than one purpose. For example, a non-fiction information piece might also entertain or persuade.

In addition to this, the audience will dictate the level of formality and the 'voice' pupils use. A leaflet for Arundel castle designed for historians would be written using a different tone to one meant for foreign students. The more 'real' audience children have for writing, the more pride they will take in their work. *Children should be encouraged to take real pride in their work at all stages- especially with presentation and handwriting.*

Types of questions children will need to be able to answer, in discussion, are 'Why are we writing this? What is the purpose of this writing? Who will be my audience – how do I want them to feel as a reader? What choices am I making throughout the writing process? How does this affect my written work?'

It is expected, that for every unit of writing, planning and teaching is linked to the use of high-quality texts. This allows all children to access high quality vocabulary and writing structures which will then be used as models for their own writing. The balance of fiction, non-fiction and poetry needs to be carefully considered to ensure children are exposed to a range of genres and text types.

Each unit of work should link reading, writing, grammar and punctuation. The grammar and punctuation should be woven into the planning and not seen as discrete units of teaching. Carefully choosing a text will enable high quality GPS to be taught, using authors work as effective models.

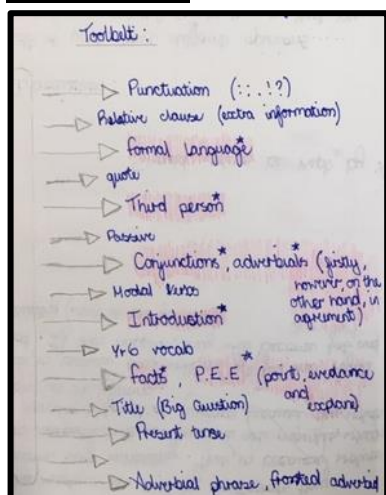
Immersion

For children to write well- they need to be experts in what they are writing. One of the biggest barriers to successful writing is not having enough or well-developed ideas. This mean that sometimes we get work that starts well but loses quality and cohesion as it continues.

Children should be immersed in what they will be writing about as the first stage. Not only will this support the building of vocabulary but should inspire the children to want to write and to be engaged. Immersion might be through the quality core text, a trip, drama, objects, visitors, teacher in role, art, music, the classroom environment and cross-curricular links

The purpose of starting an English unit by immersing the children is to make it feel as real as possible. It should be used as a stimulus to enhance the children's senses and give life to experiences. Capturing some of the immersion by film, photographs or annotation will support children in remembering aspects further on in their writing and is a useful reference point on a working wall. It should be evident in books what the immersion was.

Ideas books



Ideas books are used for each unit of writing. Their purpose is to enable children to gather their ideas and examples which will feed into their own writing. They will also give children an explicit writing process that will support the throughout the school. In year one, the ideas books will be a

The purpose of this writing is to:	Toolbelt:
The audience of the writing is:	
I would like my reader to feel:	
Ideas:	
My voice...	Vocabulary/phrases:

collaborative version on the working wall with only the strongest writers having their own versions. As children move into year two, more will have their own with the children whom require more support having the collaborative version. All classes should have a version on the working wall for collecting good examples and for teacher modelling.

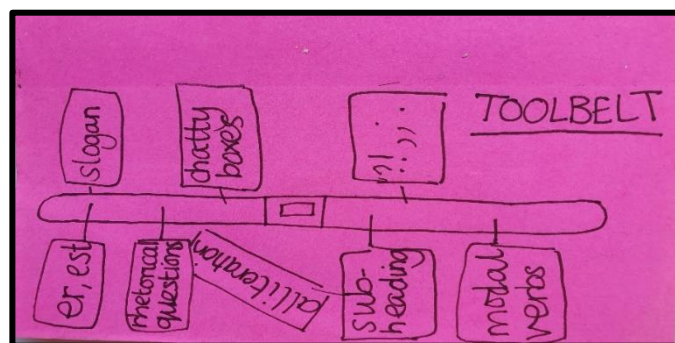
It is a 'live' working document. When a piece of writing is complete, the ideas books will be stuck in so that the whole writing process is evident. It helps the children as they can have the ideas book out in front of them and do not need to flick through their books- it is also very portable, to the hall, outside, in others lessons when children are getting initial ideas or as part of the immersion stage.

Once a child has been 'immersed', they will collect ideas and vocabulary on the front of their ideas books and establish purpose and audience. Here they should consider whether they will use their 'bowler hat' or 'baseball cap' voice; this will help to build an understanding of formality.

From this point, a vital part of the writing process is to consider what tools they will need on their writer's tool-belt to be able to do a good job with their writing. Looking at good quality texts and examples will help to support them in this. Some children will need more support than others and the teacher will always suggest specific elements. From this, the teacher will choose a couple of aspects to develop. For example, on the tool-belt below, the children all had passive voice as one of their 'tools'. There was some direct teaching of this, resulting in all children having some examples of passive voice related to the piece of writing they were going to do. Thus, the grammar is securely embedded, and children understand WHY they are using it.

It is important that the ideas books are constantly used and referred to throughout the whole process. Excellent examples of writing should be used to inform the tool-belt.

For example, if children are being asked to write a persuasive piece then they will have needed to have worked with multiple good models of persuasive examples/texts in order to identify what they need to include on their own tool-belts. It is expected that these tool-belts will look different depending on the level of the writer.

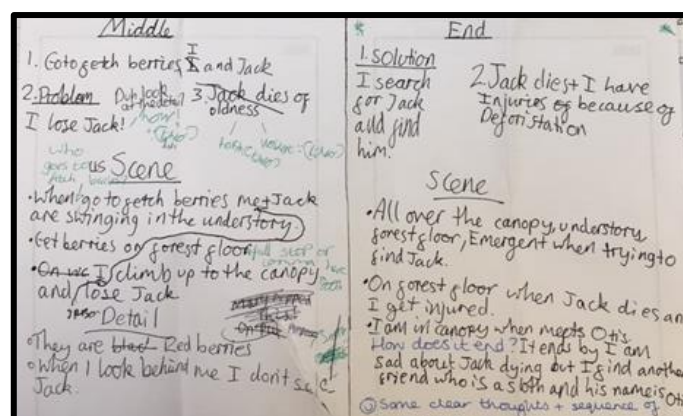
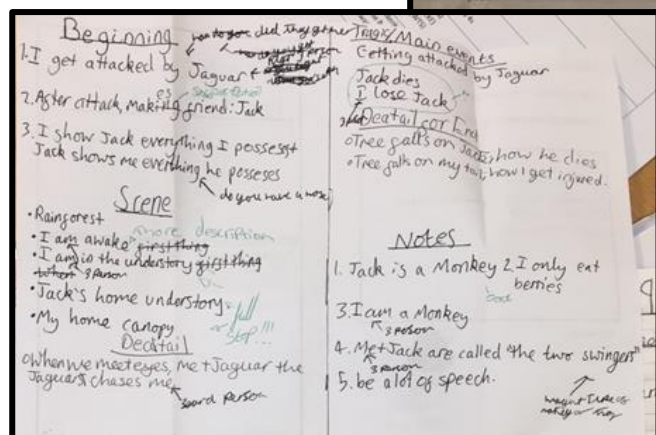
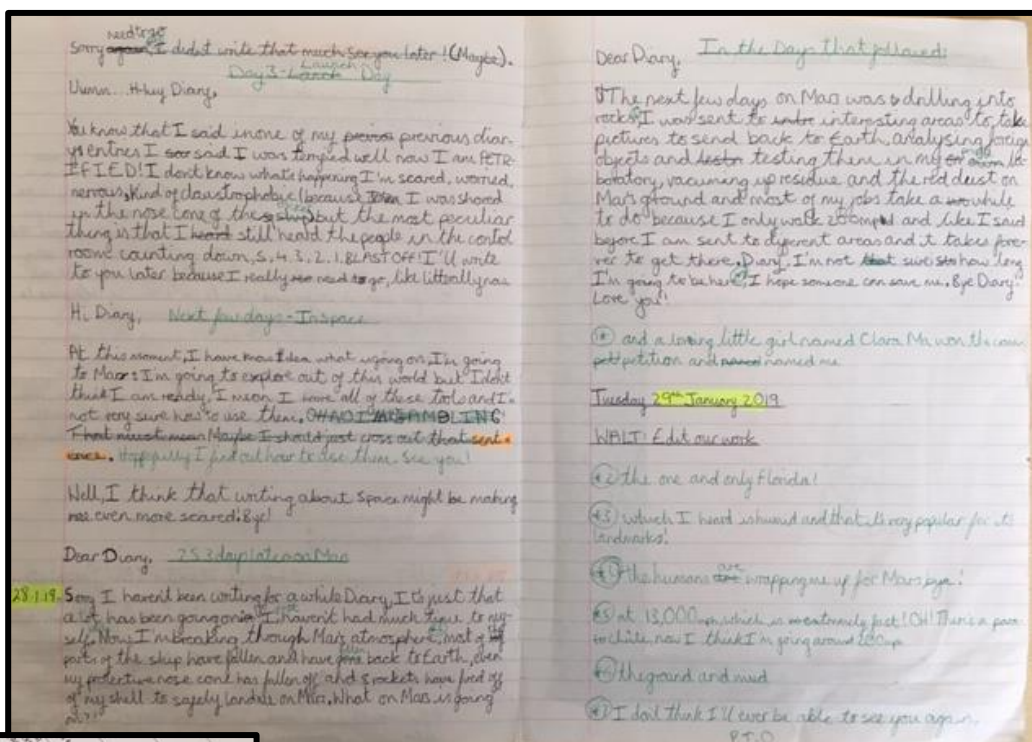


Following the creation of the tool-belt and the practise element of grammar/ punctuation comes the planning for writing. Initially children may need the support of a writing frame or a set way of planning. As children progress through the school, planning should be explored, with children designing their own planning systems. It is important that children can 'tell' their writing from their plan and that it can be added to and developed as children write- they can even ask each other questions at this stage or be supported by an adult in developing their ideas. By years 5/ 6 children should be able to generate their own plans, using ideas from further down the school which are further refined and developed according to need.

The planning phase encourages children to think for themselves about how they want their writing to look. For those children that need it, scaffolds and frameworks could be provided, or a joint ideas book could support pupils working below age expectation. Through carefully planned lessons children will be taught how to plan effectively for different types of writing.

These booklets may not be solely used in English lessons but brought out during a history or geography lesson to add additional information to. They are the children's working documents and by Year 5 and 6 children should be creating their own models of ideas booklets as they will be familiar with the process from previous year groups.

Drafting – Extended Writing

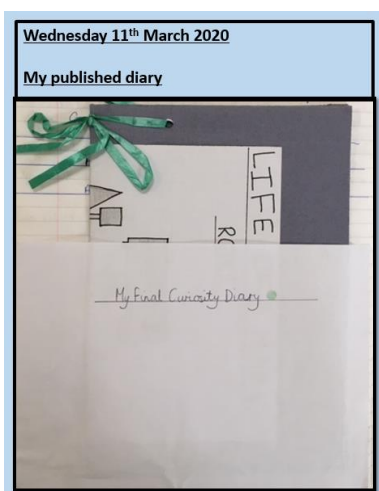


This part of the process needs to make use of the ideas booklets and the tool-belt. At all times, children need to be revisiting the purpose and audience for their writing because if children do not understand this then they will not be able to draft and edit their writing effectively. Before writing, children should look carefully at their ideas books, deciding which elements they want- real authors do not use ALL their ideas!

Children should be encouraged from year 2 to write across days- ensuring that enough time is given for children to develop longer pieces, to build writing stamina.

During the drafting process, for an extended piece of writing, there needs to be a purposeful **mid-mark** (written or verbal) provided by the teacher. This needs to respond to the writing as a reader and provide clear direction for how children can further develop their written work. Identified groups of children following the mid-mark should be identified as the 'swoop group'- those that need some further input, adjustment or discussion. This is the teaching that really makes a difference to the quality of writing. This cannot be planned for until the teacher has looked at the mid-mark. The expectation is that the children show where they have **responded** to the mid-mark.

Editing and proof-reading



Editing is two-fold. There is a difference between proof reading and editing and adequate time needs to be made for both.

Proofreading should include:

- Reading work aloud to an audience/partner - Do sentences make sense? Are they cohesive?
- Checking punctuation
- Checking spelling

Editing should include:

- Does my writing suit the intended purpose and audience?
- Do I keep the same 'voice' all the way through?
- Which part/s could be re-written and improved? Focus on a part at a time.

Then Feature spotting from ideas booklet – check ideas/tools have been included in the writing?

During the drafting and editing process it is important to encourage children to discuss the choices they are making in their written work. For example – why have you chosen that particular word? Why have you edited that paragraph in that way – how has it changed your writing? Children in years 4-6

Publishing for the audience

When publishing work, it is important to give children choice as to how they present their work. Remember, it may not always be appropriate to publish a whole piece of work – e.g. if children have written an extended narrative then they may choose to publish a chapter or one section of the writing.

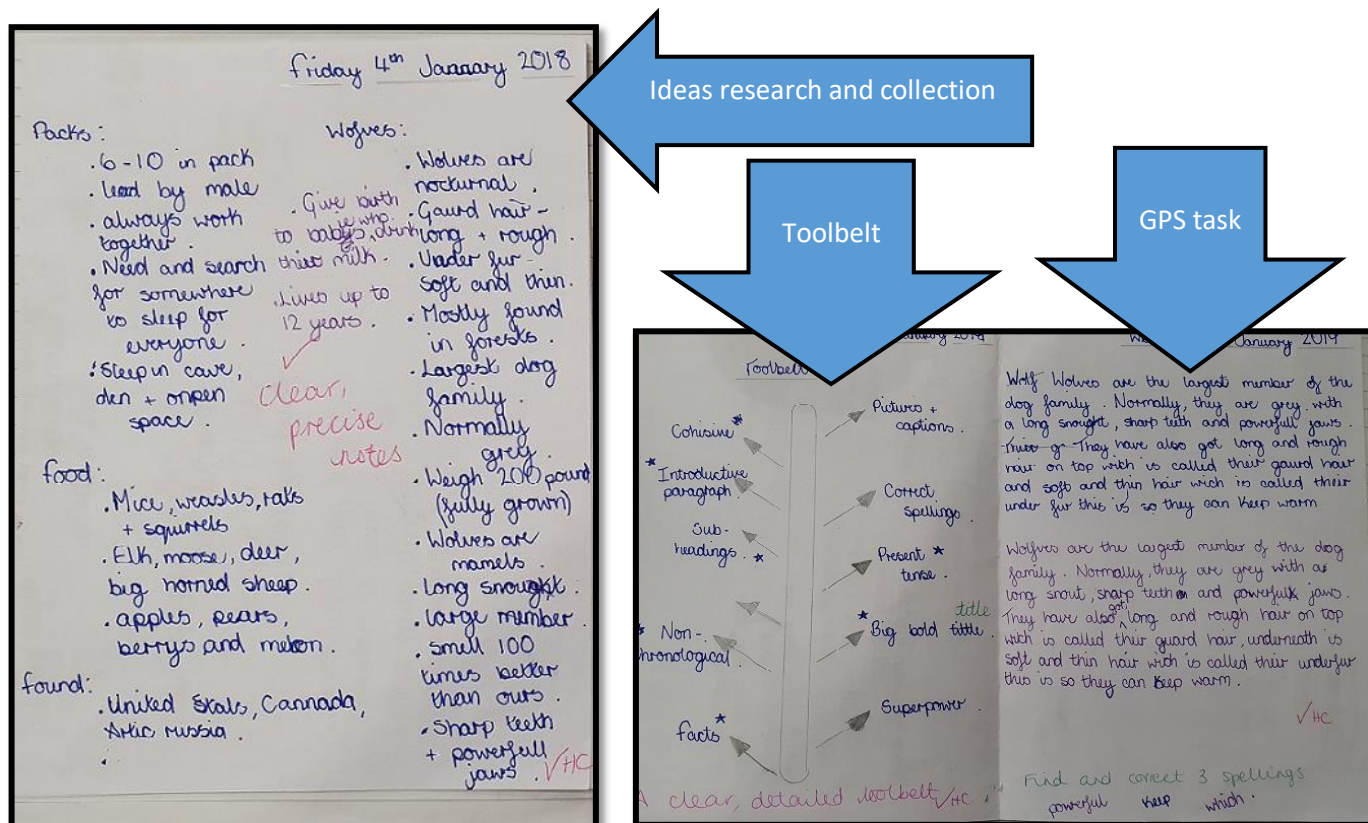
Time should be planned in to allow children to share their work with the intended audience. Feedback from the reader to the writer is an important part of this stage. Photographs/comments during this stage could be included in the English book as part of the writing process.

Example

Look at the example below to follow the whole process through.

This is a year 6 book where the child is used to using ideas books and can develop their own:

The work is based on the book Wolf wilder by Katherine Rundell- the children were also studying this in reading sessions and had been immersed by a visit to the wolf sanctuary and by watching David Attenborough clips. It linked with science work on habitats, evolution and food chains. The children had also researched Russia to understanding the context of the book. The example shown is from a middle ability learner.



Ideas research and collection

Toolbelt

GPS task

Planning

Friday 4th January 2018

Packs:

- 6-10 in pack
- led by male
- always work together
- Need and search for somewhere to sleep for everyone
- Sleep in cave, den + open space

Wolves:

- Wolves are nocturnal
- Guard hair - long + rough
- Under fur - soft and thin
- Mostly found in forests
- Largest dog family
- Normally grey
- Weight 200 pound (fully grown)
- Wolves are mammals
- long snout
- large number
- small 100 times better than ours
- Sharp teeth + powerful jaws

Food:

- Mice, weasels, rats + squirrels
- Elk, moose, deer, big horned sheep
- apples, pears, berries and nutmeg

Found:

- United States, Canada, Arctic Russia

clear, precise notes

Toolbelt

- Cohesive
- * Introductory paragraph
- Sub-headings *
- * Non-chronological
- Facts *
- Pictures + captions
- Correct Spellings
- Present *
- Big bold title
- Superpower

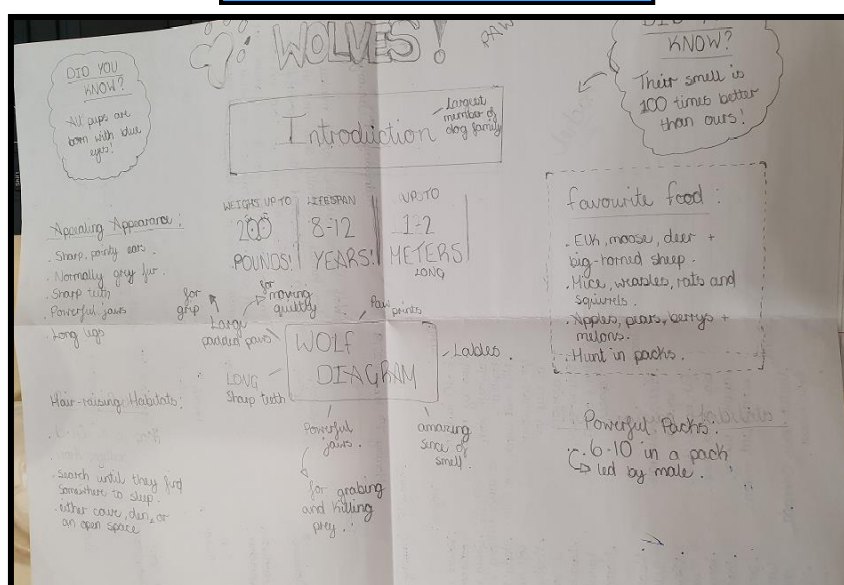
Wolf Wolves

Wolf Wolves are the largest member of the dog family. Normally, they are grey with a long snout, sharp teeth and powerful jaws. They have also got long and rough hair on top which is called their guard hair and soft and thin hair which is called their under fur this is so they can keep warm.

Wolves are the largest member of the dog family. Normally, they are grey with a long snout, sharp teeth and powerful jaws. They have also got long and rough hair on top which is called their guard hair, underneath is soft and thin hair which is called their underfur this is so they can keep warm.

Find and correct 3 spellings

powerful keep which



WOLVES!

Introduction

Weights up to: 200 POUNDS

Age span: 8-12 YEARS

Up to: 1-2 METERS

Favourite food:

- Elk, moose, deer + big-horned sheep
- Mice, weasels, rats and squirrels
- Apples, pears, berries + nutmeg
- Hunt in packs

Powerful Packs:

- 6-10 in a pack
- led by male

DID YOU KNOW?

- All pups are born with blue eyes
- Their smell is 100 times better than ours!

WOLF DIAGRAM

Labels:

- Long snout
- Sharp teeth
- Powerful jaws
- Amazing sense of smell
- for grabbing and killing prey

Special Appearance:

- Sharp, pointy ears
- Normally grey fur
- Sharp teeth
- Powerful jaws
- Long legs

Hair-raising Habitats:

- Search until they find somewhere to sleep
- either cave, den, or an open space

Extended writing- 1

10: To write for a specific purpose and audience.

Introduction:

Wolves are the largest members of the dog family; normally, they are grey with a long snout, sharp teeth and powerful jaws. Also, they have long two layers of fur: long the top is long and rough which is called their Guard hair and the bottom is soft and thin which is called their Under fur this is so they can keep warm in the winter.

Favourite Food:

These fierce animals, like hunting: Elk, moose, deer and big horned sheep but if they need to eat something small they track: mice, weasels, rats and squirrels but only if they can't catch the big animals. Also, if the wolves really like, they will eat fruit such as: Apples, pears, butyrs and melons.

These fierce animals, hunt in packs and eat: Elk, moose, deer and big horned sheep but if they need to eat something small they track: mice, weasels, rats and squirrels only if they can't catch the big animals. If they cannot find them, then they eat fruit: apples, pears, butyrs and melons.

✓ technical vocabulary
✓ sub-heading
✓ colon

When you continue, remember the APT and see if you can include some interesting punctuation.

Mid-mark

Extended writing 2

Edit in purple

Appealing Appearance:

Wolves have very long, strong and tough legs so that they can run fast enough to catch their prey. Their hearing is 10 times better than ours that's why they have sharp, pointy ears. In the wild, wolves have large padded paws for grip and moving quietly so they can catch their food without them seeing the wolf. Wolves have long, sharp teeth to rip apart their prey.

Wolves have very long, strong and tough legs so that they can run fast enough to catch their prey. Their hearing is 10 times better than ours; their sharp, pointy ears help with this. In the wild, wolves have large, padded paws for grip and moving quietly so they can catch their food without them seeing the wolf. Wolves have long, sharp teeth to rip apart their prey.

Powerful Packs:

These mighty animals, always have 6-10 wolves in a pack and led by a male. Wolves work and stay together. They are also nocturnal which means that they sleep all day and are awake at night. These powerful packs, are commonly found in United States of America, Canada and Arctic Russia in their forests.

Hair-raising Habitats:

Wolves have to find a place to sleep big enough for the whole pack: cave, den or any open space. They are a pack animal.

Desert and mountains. Wolves po around their territory to stop animals going into their habitat.

Did you know?

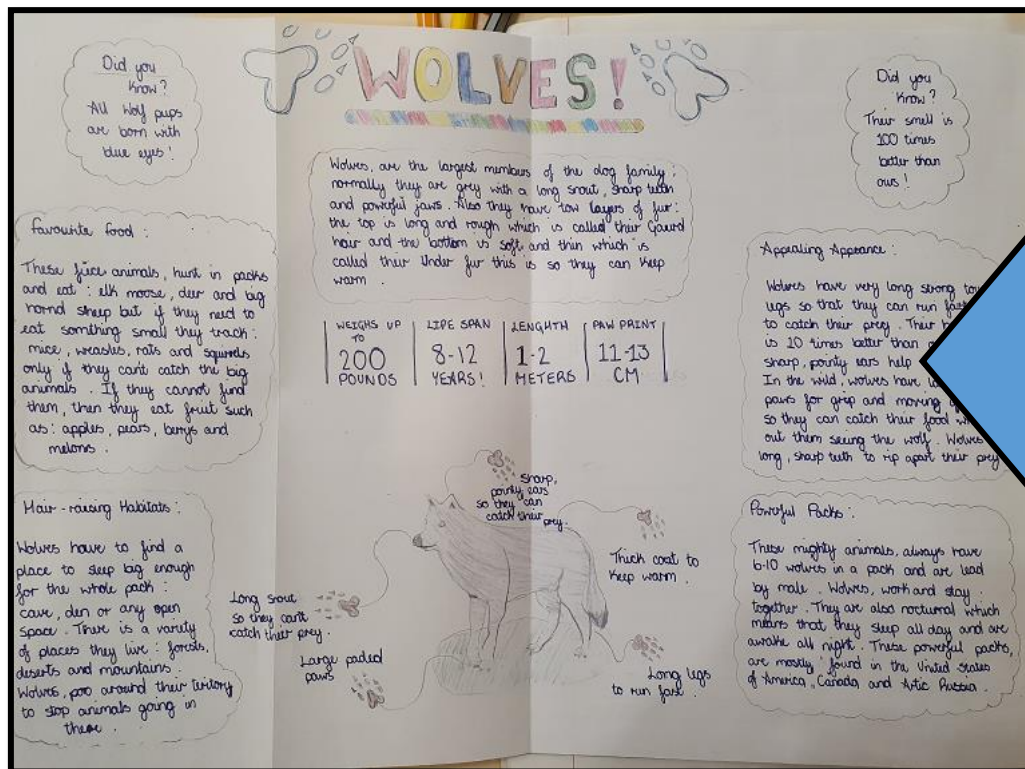
Their smell is 100 times better than ours!

Did you know?

All pups are born with blue eyes!

Well done for editing your work and including all the APT features.

✓/11



Presented piece- added to class book which

What should be seen in Teaching/Books – Agreed at staff meeting March 2020

- The purpose of the writing is clear – e.g. to inform/to persuade.
- All writing has an audience AND children receive feedback as a writer.
- Start ideas books at the very beginning of a unit of writing so that EVERYTHING linked to the planning stage is included.
- Ideas booklets to be developed to include different skills including the relevant GPS, planning and vocabulary. Each task needs to be clearly dated.
- Ideas Books - differences in the tool belt for groups of children. (Children need to look back through previous work – what do I need to work on)?
- Use the ideas booklet as success criteria at the end of each unit.
- Label the different stages of the writing process – immersion MUST be clear to someone looking at the books.
- Mid-marking to be developmental and specific in order to move children on. Remember to use: 'as you continue'
- Children to highlight their editing in response to teacher marking.
- Publishing – consider focusing on a short section of the writing that the children feel is their best section.
- Encourage children to be neat in their ideas books- if children write neatly all the time that will remain in their trace memory
- Laminated versions on the working wall allow for the writing process to be evident and as a helpful reference point
- If a child needs specific support, resources should be added to their ideas books e.g. a few common exception words they need to work on/include, some sentence openers for those who need more structure
- Before starting a new task, children should be encouraged to look back at previous ideas books for elements they may be able to use again or developments they could make.