



Honeybourne Primary Academy

The Writing Sequence

At Honeybourne, we believe that writing is a fundamental life skill for all children. Our writing offer is based on the National Curriculum and is designed to motivate children to become enthusiastic and accomplished writers. Our curriculum gives all children the opportunity to become successful learners, enabling them to communicate by expressing opinions, articulating feelings and formulating responses to a range of fiction and non-fiction texts (and other visual stimuli). Our principles for writing have been developed considering what we know of our children and community as well as the latest research. Our writing sequence – immerse, rehearse, create, publish – guides children through the exploration of text types and helps them work towards becoming confident and independent writers.

The first stage is designed to immerse children in the text type and develop their speaking and listening skills, alongside reading comprehension. This stage often involves: extracting vocabulary and clarifying meaning, debating, role playing, hot seating, incidental writing, creative tasks and discussions around characters, settings and plot or developing their knowledge around a particular subject for non-fiction texts. They will look at examples of effective writing, identifying key features and recalling prior learning. During this phase, the children will also complete a 'Time to Shine' writing task, using a previously taught text type to further immerse them in the text being shared.

The second stage of planning is 'rehearse'. During this phase, children are explicitly taught the knowledge and skills needed to be able to write in the style of the chosen text type. All activities within the 'rehearse' phase are taught through the context of their class book or visual stimulus to support understanding and maintain continued high levels of engagement. This stage will often include developing understanding of: sentence structures, vocabulary, punctuation, spelling and grammar. Teachers will model effective writing and these examples will be used to support children's own writing. Opportunities are exploited to revisit, revise and deepen children's understanding of previously taught vocabulary, punctuation and grammar. Shorter pieces of writing, using text types that have been previously taught, will also be completed during this stage of the process.



The next phase is 'create', where children plan, draft and write their 'extended' piece of work. This phase enables all children to apply everything that they have been learning during the course of their 'journey'. Children are always given an audience and purpose for writing, heightening engagement.

The sequence is completed when children are given the opportunity to edit and improve their writing before publishing in their 'Best Books'. They edit and check their writing, referring back to success criteria and the skills learned during the rehearse phase. There is a high focus on presentation and accurate spelling. They evaluate their own writing and identify targets for further improvement in future writing.

A sequence will typically take three weeks to complete, with children usually exploring four text types per term.

Immerse

- Introduce the text, discussing the author and the text type. Where possible, other books by the same author should be displayed in the classroom. Visual texts may be used – films, shorts, trailers, documentaries.
- A meaningful hook should be shared with children. Link this to the final written outcome that children are working towards. This will captivate the children's interest, frame their thinking and give the learning objectives context. This may include a trip/visit or a special launch event to familiarise children with content.
- Audience and purpose for the final written outcome must be identified at the start of each unit. These must be displayed throughout the unit on the learning wall and be regularly revisited throughout the unit.
- Identify the parts of the book that provides enough stimulus for the desired outcome.
- When reading the text, model decoding when reading unfamiliar words. Application of phonics – use of sound buttons and sound charts where appropriate.
- Extract vocabulary throughout reading – add to learning walls and use visual/auditory stimulus to demonstrate meaning. Sound buttons must be used on displayed vocabulary with visual clues where appropriate.



- Use of tiered vocabulary approach should be in place. (Tier 1 – everyday words that are commonly used in spoken language, Tier 2 – academic vocabulary appearing frequently across content areas, Tier 3 – low frequency words that occur within specific subject domains.)
- Use 'visualise it' strategy to associate word or phrases with something they have experienced.
- Use 'thinking out loud' strategies when reading the text.
- Lesson starters to include vocabulary check - focus on previously taught vocabulary that is displayed on the learning wall throughout the unit.
- To develop oracy and reading skills, the immerse stage should focus on spoken language objectives and reading objectives. This should be evidenced in an appropriate way in children's English books.
- To enhance our revisit and revise pedagogies, children will have a 'Time to Shine' (consolidation write) – this is a contextualised extended write linked to the text being read to provide further immersion.
- 'Time to Shine' provides opportunities to revisit writing genres that children have previously been taught in their current year group and previous year groups. Success criteria can be created collaboratively and teachers should recap the expected punctuation, grammar, vocabulary and text specific features.
- Planning tools and writing scaffolds should be provided, for example word mats, picture prompts and checklists.
- Opportunities to verbally explore the text should be created - role-play, hot seating, conscience alley, drama.
- Debates/discussions may be used to explore key themes or issues.
- A WAGOLL (what a good one looks like) should be created by the teacher (or other age-appropriate writing used as an example). It must be contextualised to the genre and text being used to support the final outcome. Revise audience and purpose.
- The WAGOLL must be pitched at ARE and exemplify the intended features you expect children to produce in their final written piece.
- Extract any useful vocabulary – display on the learning wall/slides as a word bank.
- Clarify the meaning of any new and unfamiliar vocabulary.
- Read the WAGOLL together.
- Children will explore the WAGOLL to identify punctuation, grammar and genre features.
- Revisit and revise – children should be recalling prior learning where they have studied this genre before.



- Assessment of children's existing knowledge and gaps in knowledge and skills should be used to inform explicit teaching in the next phase of the teaching sequence.
- Take feedback from children, annotate and display the WAGOLL on the learning wall/stuck into their books with identified features.

Rehearse

- During this phase, children are taught the knowledge and skills needed to be able to write in the style of a chosen text type.
- Examine the quality text in further detail, focusing on specific features and examples.
- Children will now develop and deepen their understanding of sentence structures, vocabulary, punctuation, and spelling and grammar. Secure topic spellings and key grammatical words (their/they're, past tense endings, suffixes, etc).
- All activities in this phase are taught through the context of their class book/text to support understanding and maintain continued high levels of engagement.
- Everything must be practised in context. Think of the final outcomes at the end of the unit. The children are now preparing for application into writing.
- Provide opportunities for children to rehearse independently with specific aspects and/or sections of a text.
- Continue to identify vocabulary and phrases from your reading.
- Revise audience and purpose.
- Seek opportunities to revisit, revise and deepen understanding of previously learnt vocabulary, punctuation and grammar.
- Lesson starters to include vocabulary check - focus on previously taught vocabulary that is displayed on the learning wall/ readily available to the pupils (e.g. individual vocabulary books) throughout the unit.
- Graduated release – teacher models, shared/partner work, independent application.
- Model writing on lined flip chart paper/ IWB, exemplifying expected handwriting. Display on the learning wall/ IWB as models for final outcomes.



- Allow time for research if needed for non-fiction outcomes.
- Shorter pieces of writing, using text types that have been previously taught, will also be completed.

Create

- Plan and draft writing, bringing together all of the learning in this unit of work.
- Revise the learning journey so far.
- Revise audience and purpose.
- Success criteria should be linked to skills practised in the rehearse phase.
- Each stage of planning and drafting must be modelled by the teacher in collaboration with the children.
- Revisit and revise prior learning by drawing on all learning in the sequence so far. Refer back to the WAGOLL, content created on the learning wall and in children's books.
- Children should have opportunities to orally rehearse what they want to write.
- Children independently draft their writing but teachers should be modelling and facilitating shared writing.
- Share good examples of children's writing.
- Proof reading for spelling, punctuation and grammar is a key part of the drafting process.
- Consider careful deployment of adults to meet the needs of specific pupils.
- Their final written piece at this stage should then be independently completed. If scaffolds are used, this needs to be made clear. Where sections of their writing are heavily based on teacher modelling, this should also be identified. These sections should not be considered for assessment purposes.

Publish

- Children will now edit and check their own writing. This process must be modelled by the teacher so that children know how to complete this process. (See marking guidance for advice on appropriate levels of support)
- Remind the children of the audience and purpose.



- Editing should focus on gaps in the success criteria from the create phase – this must relate to the outlined curriculum expectations on the medium-term plans.
- Refer back to success criteria and skills learnt during the rehearse phase.
- Basic skills and expectations from prior year groups should be addressed and secure but priority should also be given to editing and checking to ensure the greatest impact on writing standards e.g. coherence, grammar, vocabulary choices.
- Teacher models checking and editing using 'thinking out loud' strategies.
- Editing should be done on the page in a different colour – purple.
- Editing flaps must be used to edit larger sections of writing.
- Publish final piece of writing in 'Best Books'.
- Teachers should model how to publish the edited piece without copying the errors.
- High focus on handwriting, overall presentation, grammar and accurate spelling.
- Evaluate the success of their own and others' writing.
- Provide opportunities to 'perform' their final compositions.
- Where more structured and individual feedback has been provided (e.g. a shared paragraph such as the opening), this part of the published piece should not be used for assessment purposes.
- Where children have independently edited and improved their work, the published piece can be used for assessment.