

Poulton Lancelyn's Writing Process

At Poulton Lancelyn, pupils record all of their written work in English in one book, which allows children to look back upon their writing journey to support them in the composition of their final pieces. The writing process involves three stages of planning, drafting and editing. Within these stages, pupils have the opportunity to practise and apply their grammatical understanding. The process also includes the opportunity to unpick and understand specific genre structures and features. Teacher modelling of writing will take place to ensure that pupils are exposed to correct modelling of handwriting, composition and spelling. All extended pieces of writing are assessed by staff, who are supported in their judgements by assessment frameworks and exemplification materials.

A suggested two-week approach to the writing process would be:

Week 1

Day 1 - hook lesson/speaking and listening activities - collaborative approach

Day 2 - group work to generate vocabulary that will support their piece of writing (for a setting description, it may be expanded noun phrases/adjectives) - have an opportunity to write vocab into books independently

Day 3 - focus grammar teaching (e.g. present progressive tense and subordinate clauses) writing these into sentences independently (to show application of the grammar)

Day 4 - short writing task (this could be writing some sentences that involve the grammatical teaching and may end up being combined with Day 3) to apply vocabulary and grammar teaching

Day 5 - Investigate a model/develop a success criteria

Week 2

Day 1 - Plan writing - using grammatical elements from previous week and model to support

Day 2/3/4/5 - write, edit, evaluate using feedback sheets

This is a flexible approach dependent on the genre, timetabling and individual needs of the class.