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| **Aim** | **All children are effective communicators** |
| **Rationale** | To enable***all children***to develop a repertoire of ***knowledge***and***skills***in order to write ***creatively***and ***academically***for a range of***audiences*** and***purposes.***  |
| **Process** | * allows children to write creatively: might take one lesson or a series of lessons depending on the complexity of the writing task.
* is not linear i.e. editing happens during writing and at the exploration stage where ideas are generated.
* builds on reading like writer; reciprocal reading supports the understanding or written word: “Why did the author do that?”
 |
|  | **What will this look like:** | **Teacher will**  | **Children will**  |
| **Read****or****Launch\***\*if non text based starting point | * Engage interest
* Read text, develop stimulus
* Clarify/Question
* Understand context
* **identify audience/ Purpose:**

**who, what, why*** Discuss style/formality
* Exploring words, format, presentation
 | * Sell the text
* Build the excitement
* Set the context
* Explore language and meaning
* Explore the purpose and audience
 | * Question
* Clarify
* Record thinking
* Discuss meaning
 |
| **Explore** | * Agree style/formality
* Develop vocabulary
* Develop grammatical structures/skills
* Use drama - Role play, Hot seat, conscience alley
* Dictionary/thesaurus
* Play with different ideas
* Try out ideas/structures orally and in writing
* Changing register – words, format, grammar, presentation
 | * Teach new relevant skill(s)
* Facilitate discussion
* Promote precision in word selection – vocabulary
* model new structures
* use semantic building
* reference detail grid
 | * Work in pairs/groups
* Try out different sentences/phrases/vocabulary
* Take different roles within a group
* Express a point of view (their own or another’s)
* Collect ideas
* Make notes
* Summarise
* Evaluate effects
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| **Plan** | * Model use of planning- oral and written
* Vocabulary enrichment
* Rehearsal of ideas
* Experiment with organisation
 | * Model planning and organisation of ideas
* Model planning structures
* Model changing order
 | * Ordering ideas
* Saying sentences out loud
* Use modelled planning to independently plan structure
 |
| **Write** | * Teacher writes
* Children write
* Quiet environment
* Resources to support accessible, visible
 | * Model thinking process- word choices, sentence construction, punctuation
* Model real-life editing/revising
* Modelling self-correction
* Model re-reading to make sure it makes sense
* Modelling ‘using the environment’ resources
* Allow the struggle of thinking and reworking
* Ensure environment to concentrate and write
* Have all writing resources available
* Give feedback on success and improvement points
* Respond as a reader to the writing
 | * Have sufficient time for independent writing
* Be improving as they go
* Revising and editing applied throughout
 |
| **Improve** | * Revise - improve sense, meaning, impact
* Edit – accuracy
* Use ARMS and CUPS
 | * Model editing process and thinking – why I am reordering or changing a word/phrase etc
 | * Read in different ways
* Use peers/audience
* Sense and accuracy review
* Use ARMs and CUPS
 |
| **Present** | * Deliver to audience
* Record and share
* Orally, in writing, digitally.
* Perform
* Review effectiveness
 | * Model re-reading – is it fit for purpose?
* Revision of who, what, why?
 | * Perform/publish
* Evaluate (own and others)
* Respond and review (own and others)
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