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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 |
| **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) |