

Writing Rubicon

Learning Phase	Activities	Opportunities for Assessment Focus (use checklists for your year group)
Immersion	<ul style="list-style-type: none"> Read a selection of high-quality exemplar texts (written or visual). 	<ul style="list-style-type: none"> Highlight the author's techniques and compare styles used
Deconstruction	<ul style="list-style-type: none"> Explicitly teach key vocabulary, sentence structures and punctuation. Analyse the structure of the text and key features. 	<ul style="list-style-type: none"> Grammar focus - use of devices to build cohesion highlighted at sentence and text level
Planning	<ul style="list-style-type: none"> Model the planning stage. Using the deconstruction of the example text, make a planning template. Children add the key points they would use in their own texts. Link to their own knowledge or theme. Carry out any research or learning. 	<ul style="list-style-type: none"> Plan vocabulary to reflect the form Developing the children's knowledge of Tier 2 vocabulary should be integral to each unit of writing Discuss tenses needed in the text Use of paragraphs / headings planned at this stage
Application	<ul style="list-style-type: none"> Model each section e.g. introduction before the children write their own. Children write their own version of the text type being studied. Constant re-reading and sharing of good examples as we move through this stage. Refer back to original text (use of working wall). 	<ul style="list-style-type: none"> Dialogue in narratives is integrated Description in narratives of characters, settings and atmosphere
Refinement and Publication	<ul style="list-style-type: none"> Opportunity for children to read their own work and the work of others. Encourage reading aloud of the text. Use of word mats, dictionaries and punctuation grids to support editing. Time to refine and focus on handwriting if appropriate. Consider publishing for a real audience e.g. send your letters, create a book for younger children, perform your poems for the website / parents... 	<ul style="list-style-type: none"> Write for a range of purposes - awareness of the reader Editing of spelling and range of punctuation Opportunity to show handwriting skills if appropriate

Top Tips for planning a unit of writing

- Each phase may be covered within one lesson or several lessons depending on the needs of your class.
- Children should not be writing at length - beyond two sides of A4 and the majority of texts will be far less.
- Opportunities to practise and apply writing skills should be frequent and from across the curriculum.
- Be clear about your purpose of the writing. As the children progress from writing to ENTERTAIN and INFORM in Key Stage 1, by the end of Key Stage 2 they will evidence a growing range of writing to ENTERTAIN, INFORM, PERFORM as well as to PERSUADE.
- Children should be given opportunities to show progression within each genre. Eg At the beginning of Year 1 children will progress from constructing noun phrases to simple and compound sentences. By the end of Year 2 children will be introduced to complex sentences. In Lower Key stage 2 children may write a persuasive leaflet whilst in Upper Key Stage 2 they will show increasing awareness of formal language in the context of a discussion text.
- Writing units should include explicit teaching of carefully chosen Tier 2 words to develop a wider active vocabulary.
- Teach grammar in context during the writing unit. If you are writing a model text or choosing one to support your writing unit, ensure that examples of the grammar theme are included.
- Children should be given regular opportunities to rehearse grammar orally through drama or speaking games and activities before independent writing.
- In addition to taught writing units, the children should be given opportunities for incidental writing drawing on their experiences in and out of school beyond the English curriculum in school.
- Reference should be made to the National Curriculum to inform the grammar and spelling which needs to be taught in the year group/s you are teaching.