WRITING UNIT SEQUENCE

HOOK

- This is a way to engage the children into the writing unit, enthusing them about what they will be doing.
- At this point, you may wisk to introduce the text for the unit.
- Teacher to explain that this text will be used throughout the unit to inspire us in our writing and, sometimes, to demonstrate examples of good writing.

PURPOSE

- Establish the purpose for the unit using the Writing Purpose Poster.
- Display the Writing Purpose Poster on the working wall and identify the audience.
- Children may also have a copy of this in their books.

- Read and share examples of the text type.
- This may include becoming familiar with the text through mapping the story and using the map to learn the story with actions.
- ANALYSE Set activities which lead children to read, analyse, discuss and annotate key features, content and style.

LEAD-UP LESSONS

- Weekly lessons to introduce, practise and develop key writing features of the writing purpose and elements of grammar in context.
- This may include Shortburst writing to generate ideas and powerful language or sentence stacking techniques to focus on high quality sentence-writing.
- Teacher to use Model Texts to demonstrate good practice.

PLAN

Children to use a planning format appropriate to the task and writing purpose. Teacher to model the planning process using shared ideas from the class.

DRAFT

- Teacher to use the collaborative planning format to model how to write their own model text.
- Children write their initial draft with access to year group Writing Mats.

CHECK

- Children should check their work during and after the drafting process using a range of strategies
- For example: dictionary, thesaurus, spelling lists, working walls, editing stations.

EDIT

- Editing should be evident in the child's book through a range of strategies.
- For example: use of different coloured pen/pencil, re-writing, editing flaps.
- Adult input should be minimal at this stage and mainly of a 'guidance' nature.

RE-DRAFT /PUBLISH

- If the work is going on display, children will re-write the final edited version.
- The teacher will place a great emphasis on the children having pride in their work and the child's best handwriting must be used.