**Writing**

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**Sequence**

**Vision**

At OAHA, our writing lessons are structured to give our children the skills to write clearly, accurately and coherently for a range of contexts and purposes. The writing sequence gives time to ensure skills are taught and practised in line with the National Curriculum and children’s development. They build a knowledge and skills base to allow our children to become independent learners, as well as fuelling children’s imagination and building a passion for literacy.

Our writing sequence fully immerses the children in the text or genre they are covering, as well as teaching the skills to acquire a wide vocabulary. It explicitly teaches the strategies and skills children need in order to be able to fully engage with texts, learn and practise grammatical skills, plan and independently write.

**The OAHA Writing Sequence**

Phase 1 – Immersion and vocabulary

Phase 2 – Analysis and skills

Phase 3 – Plan and write

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| **PHASE 1** | **IMMERSION AND VOCABULARY** |
| **INTENT** | |
| * Real audience and purpose with a clear outcome – shared with the children and made explicit. * Broad, rich and engaging reading curriculum. * Planned drama, speaking and listening opportunities. | **The intention of this phase is:**  **for teachers to:**   * Establish clear purpose and audience. * Choose quality challenging texts. * Model reading strategies, i.e. searchlights, inference and deduction, writer’s use of language. (Assessment focuses). * Make links between shared, guided and independent work. * Start to unpick the writer’s craft. * Begin to gather ideas for writing   **For children to:**   * Enjoy reading a range of quality texts and stimuli. * Ask questions. * Link to own experience. * Identify audience and purpose. * Talk about how they are thinking and learning. * Role play, improvise. |
| **IMPLEMENTATION** | |
| **Differentiation**  **SEND** – support for reading  **MAC** – challenge links with other texts, looking for themes and conventions | **During this phase:**   * Daily read of the story. * Focus on vocabulary – give them the vocabulary you want them to use. Don’t expect them to know the words you are wanting. Tier 3 words - subject specific linked to that piece of writing e.g. beanstalk, camouflage, warfare. Tier 2 words – words that can be used over and over again e.g. brave, courageous, magnificent.   Opportunities in this phase for:  Role-play Videos Story sacks Visual images  Puppets Oral retelling Sequencing Hot-seating  Visitors Artefacts Letters Newspapers  Art (Drawing/Painting – label) Labelling pictures |
| **IMPACT** | |
| **Outcome of this phase:**  Vocabulary – definitions, meanings, vocab four square  Labelled pictures/diagrams  Picture sequencing  Photos of children role-playing  Art/Sketches  Questions for visitors  Character description  Setting description  Character thought/speech bubbles  Character pockets (What might this character have in their pocket?)  Predictions | |

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| **PHASE 2** | **ANALYSIS AND SKILLS** |
| **INTENT** | |
| * Define features and characteristics of text/genre. * Agree and understand the success criteria. * Teach the aspects of the success criteria that the pupils have not met or find challenging. * Focus on grammar / punctuation / vocabulary. | **The intention of this phase is**  **For teachers to:**   * Secure knowledge and understanding of structure and language features of text type. * Prioritise which features of text children need to learn – sentence, text, word. * Provide interactive, investigate activities to meet learning intentions e.g. construct, classify * Prioritise which grammar features need to be specifically taught – differentiating where necessary e.g. past tense verbs / specific vocabulary   **For children to:**   * Identify key features of text type/genre and agree success criteria. * Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities. * Investigate the skill needed for the specific text type. * Practise writing / using the skill taught in order to be able to apply this in their main writing. |
| **IMPLEMENTATION** | |
| **Differentiation**  **SEND** –  BAR chn – simple sentences e.g. It is Traction Man  Give them a picture \_\_\_ \_\_\_ Traction Man. Give them the trickier words but they have a go at writing the first two words.  **MAC** – Developing choice of grammatical structures (which is appropriate to writing style?) | **During this phase**:   * Show them what they are going to write. (WAGOLL – What a good one looks like) Moving away from the text and writing an appropriate version for your year group. Verbs – orange, Adjectives – purple, Conjunctions – blue, High frequency words/common exception words – red – Always have these highlighted (WAGOLL, sentence work etc) * Any writing elements you want the children to write you need to put in the WAGOLL so they can see how to do it. * As a class come up with success criteria for writing. * Shared reading/discussion of the WAGOLL – together picking out success criteria. * Skills lessons must link to the story you are teaching. * When teaching grammar do it in the context of the story. * Skills need to be taught. At least one lesson on every skill you want them to use in their writing. * Sentence structure/teaching sentences @ least a week * Always have at least one skills lesson on spelling (red words) * Skills lesson are guided writing time.   E.g. writing simple sentences/captions for pictures. Look at 1st picture together and do this as a guided sentence. Come up with a sentence together. Model using word bank to help with spellings. Say the sentence over and over again. Write the verb in orange or at least identify which word is the verb so children are aware they need to include one. 2nd picture – come up with the sentence together but  they write the sentence with no modelling. Children need to repeat the same structure as you did as a class for picture 1 |
| **IMPACT** | |
| **Outcome of this phase:**   * picking out verbs – past tense. From the beginning teach them it is –ed not –t. * changing present tense verbs into past tense * Text marking the WAGOLL * Synonyms/Zone of Relevance, Verb arrow. * If adjectives/conjunctions have been taught put these on different colour paper for AAR children to try and put in. * Rainbow sentence – short piece from WAGOLL (possibly 2 sentences) with no punctuation. Change colour of sentence when it is the start of a new sentence. Chn add in the punctuation.   **EYFS/KS1**   * Teach them all sentences need a verb (not always action words but there are 2 special verbs – when you see them (in orange) you just need to know they are verbs. (Don’t need know why they are verbs just that they are verbs) * Sentence work - keep it simple to start. Just focus on the basics of capital letter, finger spaces, full stop. * Cut up sentences – which word goes first? How do we know? It starts with a capital letter. Which word comes at the end? How do we know? It has the full stop. * Sentences with capital letters missing. * Sentences with a word missing – what word could it be? Why?   **KS2**   * Recap grammatical skills from previous years, which are going to be necessary (and marked) in the unit. * Lessons practising the skills needed: sentence writing lessons, clause writing lessons, editing, up-leveling, correct the teacher’s writing, * Finding features in given texts | |

**Year groups must teach all the grammar elements for their year group in the course of the year, plus revisiting prior learning.**

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| **Year 1** | letter, word, singular, plural sentence –s -es, full stop, question mark, exclamation mark, leave spaces between words, capital letters for start of sentences, names, places, days of the week and pronoun ‘I’, join sentences using ‘and’, adjectives, prefix un-, suffixes *–*ing, *–*ed, *–*erand *–*est |
| **Year 2** | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) possessive apostrophe, comma, contraction, co-ordinating and sub-ordinating conjunctions |
| **Year 3** | preposition, conjunction, adverbs, word family, prefix, suffix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, paragraphs, determiner |
| **Year 4** | determiner, pronoun, possessive pronoun, adverbial, verb forms (past, present, progressive and perfect) adverbs, prepositions, correct form of homophones |
| **Year 5** | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity |
| **Year 6** | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |

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| **PHASE 3** | **PLAN AND WRITE** |
| **INTENT** | |
| * Use the success criteria. * Planned drama, speaking and   listening opportunities.   * Demonstration, teacher scribing and supported composition. * Self and peer assessment. * Use knowledge of reading to help compose and make informed choices in writing. * Structured, visual and dynamic Literacy environment. | **The intention of this phase is**  **For teachers to:**   * Provide stimulus for gathering ideas e.g. visual literacy, integrated technologies, drama activities. * Shared writing techniques. * Model the use of success criteria developed from analysis to inform and evaluate writing. * Integrate word/sentence level with text level to exemplify their application. * Provide stimuli and resources to support and enhance the writing process. * Provide an element of choice.   **For children to:**   * Talk about ideas and begin to map them out on a plan e.g. writing skeleton, or story map. * Refer to checklist of success criteria. * Be fully aware of the purpose and audience and write accordingly. * Develop a piece of writing over a number of sessions. * Refer to success criteria, review their writing and edit in response. * Respond to feedback. |
| **IMPLEMENTATION** | |
| **Differentiation**  **SEND** – pictures to write about, word banks, access to the grammar work from the previous week.  **MAC** – separate audience, purpose or perspective. Chance to choose the grammar required to enhance their writing. | * This is thinking time * Collaborative planning – big pieces of paper, shared planning * Story maps. Very simple version. Do as a class & photocopy for them. Do a group one (good for differentiation) Can be individual (if changing part of the story) Does not have to be them drawing. * Different ways to do a story map - stick pictures on from the story, done together and the adult draws (copy and stick in books) they can draw and keep retelling as they go * Give children word mats with the words on you want them to use - should include high frequency/exception words as well (all colour coded) Need to be taught how to use a word mat correctly. * Writing sessions are not guided writing sessions. No one should be copying sentences from the board. * If the children have been thoroughly immersed in the text and enough work has been done on the skills then they should be able to produce a piece of independent writing. * Beginning of every lesson children need to talk through the plan & repeat & repeat. * Every writing session adults model how to write a sentence using the skills lesson on sentence structure (Say out loud, think out loud, count how many words on fingers, use word mat, read the sentence back to check it makes sense) |
| **IMPACT** | |
| **Outcome of this phase:**  Children should then write independently – adults are there to float around groups and support individual children with spellings, better words, handwriting etc. | |