

How we teach writing at Blewbury School

Text:	Hook: Anything to excite and inspire the children! (See Julie Sargent's Hook ideas document below for inspiration)	Outcome: Form: type of writing Audience: Who it's for Purpose: To inform/discuss/persuade etc Skills: Success criteria for writing See Julie Sargent's progression papers
This should be shared with the children at the start of the unit – on the working wall and as a front sheet in the children's books (Working wall should show the journey – see examples below)		

Ensure that Purpose and Audience are continually referred to throughout the unit	Part 1	
	Exploring the theme and context for writing. <ul style="list-style-type: none"> Use a range of stimulating resources to generate excitement and interest Exploring the text for ideas for writing Use talk, drama, role play etc to explore and develop ideas and vocabulary for writing Introduce, develop and collect relevant vocabulary Opportunities for research. Viewpoint 	Consolidation write Revision of a known text type to consolidate and apply learning (could be linked to the theme eg instructions for a character in the book)
	Part 2	
	Skills for writing <ul style="list-style-type: none"> Using a model text to explore structure, organisation and grammatical features Modelled, shared and guided writing (use a WAGOLL) Exploring the writer's craft Explicitly teach the grammar relevant to the text type (See progression papers) Build on vocabulary to develop writing further Have opportunities throughout for children to complete mini writes to practise taught skills	
Part 3		
Planning, drafting, refining and publishing <ul style="list-style-type: none"> Model the writing process (using modelling, scaffolding, shared writing and referring back to the skills taught) Using different planning structures and strategies to suit the purpose Teach editing and proof reading skills Use of peer and self-assessment Where appropriate, allow time for publishing 		

This process can take 1 week, 2 weeks or whatever works for your class

Hook for reading
(Getting the children interested)

Use words from the text to predict, explore and play with. Or use relevant pictures or objects to stimulate new vocabulary.

Mystery box: use objects linked to the text to promote discussion/prediction/word generation - play with the words/ideas.

Mystery book: have a book wrapped up and speculate as to what it might be, what themes it might have etc.
The wrapping paper could be a page from the book. With younger children you could play pass the parcel, placing clues in each wrapper.

Page 99 – Take a page from the book to read, speculate and explore.
What do you know?/What do you think you know and why?/What questions do you have?

Slow reveal – have a hidden stimulus gradually revealed.

Put words/phrases from the first page of the book around the room. Get children to write questions, thoughts, feelings or draw pictures in response. Challenge children to 'write' the first page of the book using the words/phrases.

Present a question related to the text for debate. Get them thinking about the theme?

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We are here

WALT: Write a biography about Charles Darwin

Conjunctions and fronted adverbials

Relative pronouns
Who
Where
That
Whose
Which
When

Relative clauses

Charles Darwin

Lasting Legacy
Legacy: David Attenborough
Died: 19th Apr 1882

Early Life
Born: 12.02.1809
Father: doctor
Studied at the university of Edinburgh then Cambridge
Grandfathers both promoters of freedom of speech

Natural Discoveries
Finches
Biggest scientific discovery of the Victorian Era
Theory of Evolution
Book: On the Origin of the Species
scientific method

Venturous Voyage
Expert in nature: Naturalist
Galapagos islands
5 year voyage on HMS Beagle

(Parenthesis)
brackets, dash, comma

Competitions and other Connective Devices

Using subheadings

Using relative clauses

Using brackets

Variety of conjunctions

Draft, edit and publish