

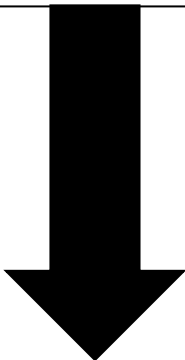
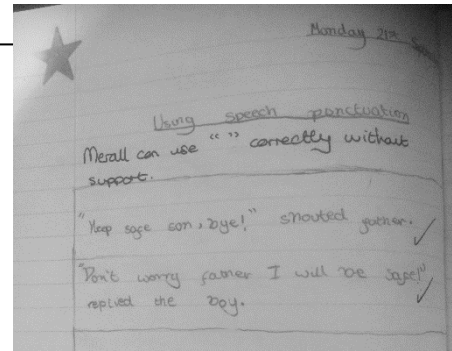
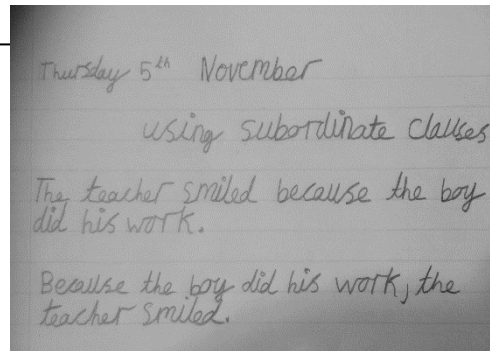
Key Stage 2 Writing process (3 weeks)

Please note: all stages are to be completed in the pupil's writing book

Part 1: Teaching writing skills (1 ½ weeks)

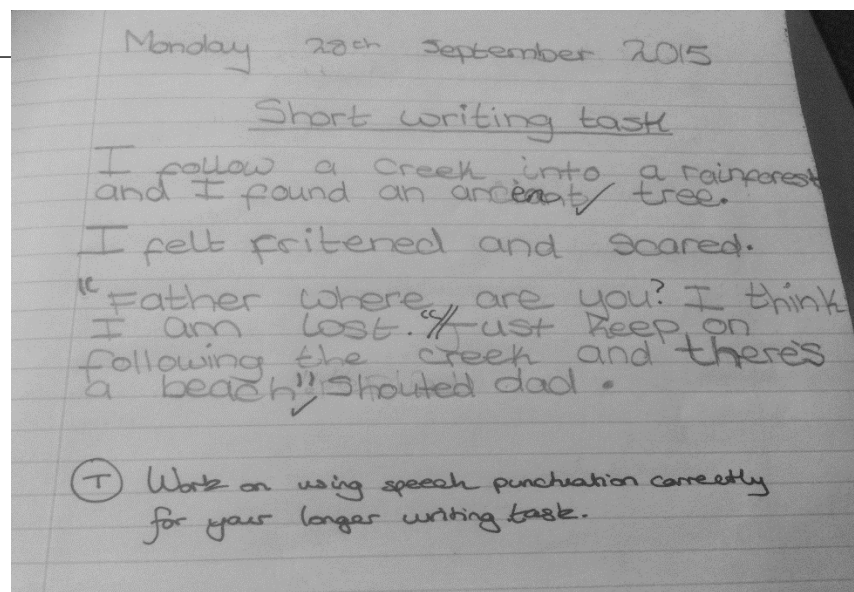
- a) Grammar skills are taught through the teaching of the topic picture books.

These skills should link to the extended piece of writing at step 5.



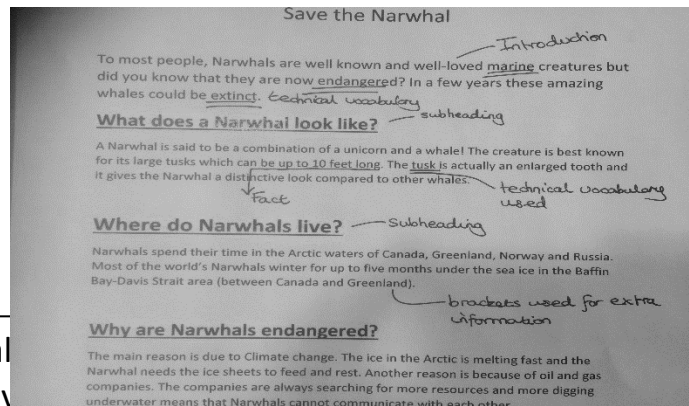
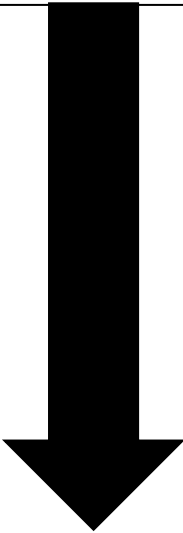
- b) Application of grammar skills in shorter pieces of independent work.

Use this as a chance to see what the children have learnt and what they need to work on for the extended piece of writing.

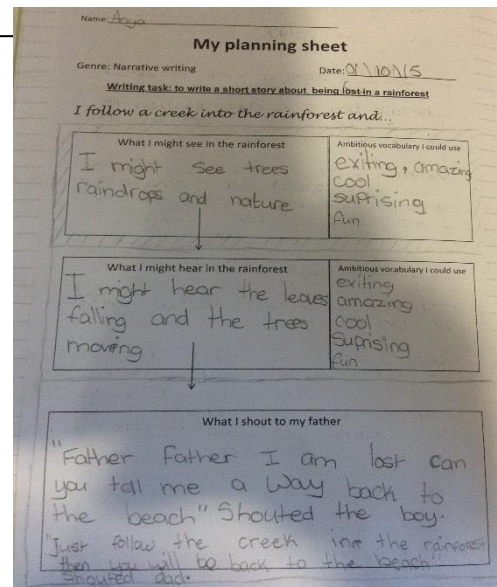


Part 2: Planning and writing (1 week)

- a) Exposure to high quality model.
Children to read through and pick out the features previously taught.



- b) Planning is usually modelled first by the teacher.
For higher ability children think about if they could devise their own planning format. If a child can form their own planning then this would help to suggest they are secure or even have mastered this objective.



- c) Extended piece of writing.
Provide a high quality example through teacher modelling. Writing is then to be done independently where possible.

Part 3: Evaluation (1/2 week)

a) Self-evaluation of writing.

Start by evaluating an example piece of writing so they know what they are looking for (this could be the example piece used in part 2). Then self-evaluate their own writing using the skills taught previously. Lower ability children could use a slightly different grid focussing on just a few basic targets. At the end of the process the children should pick an area that they think they should work on for the rewrite.

Do you agree with their evaluation?
Is their target realistic?

Evaluating my own writing			
Key writing skills	Yes	No	If yes, give examples here
Have I used capital letters correctly throughout my writing?	✓		
Have I used full stops to show the end of a sentence?	✓		
Have I used simple sentences somewhere in my writing?	✓	✗	
Have I used compound sentences with conjunctions like 'and' 'but' 'so'?	✓		I follow a creek into the woods and suddenly I found I was surrounded with big tall trees.
Have I used inverted commas/speech marks to show speech?		X	
Have I started a new line for a new speaker?		X	
Have I used a range of ambitious vocabulary in my writing?	✓		wisping, gushing,

Pupil target(s):
When I rewrite my work I will...
Use speech marks to show speech. " " "

Teacher comments:
Well done for using some ambitious vocabulary.
Always use " " to show speech (see previous target). Rewrite this part using " " (see rewrite above page).

b) Teacher marking - Highlighters used to indicate strengths and areas of development.

Pink to show strengths, Yellow indicating next steps and Blue to highlight up to 3 incorrect spellings.

c) Opportunity to act on feedback and re-write a section of the work. Children could highlight/underline the part they have improved.

