

Explore



Firfield Primary School

Plan



Writing

Draft



Routine

Edit



2024-2025

Publish



Introduction

Vision

At Firfield Primary School, we aim to inspire our pupils to write with confidence and passion, to embrace their creativity and take pride in sharing their writing with others.

Intent

We want to explicitly teach our pupils the disciplinary skills of writing so that they believe that everyone can be a writer. Pupils will learn to write for different purposes across a range of text types and for a variety of different audiences.

We want our pupils to be able to write with grammatical accuracy, a high standard of spelling and a neat, legible handwriting style. Pupils should embrace making mistakes as part of the learning process and in turn be motivated to improve their work to make it the best it can possibly be.

We aim to expand pupils' vocabulary through the exploration of high-quality texts and through explicit teaching of new words. We believe that competent speakers make confident writers and so our aspiration is that pupils will use learned vocabulary to develop their spoken language.

The aim of our writing routine is to develop consistency in the planning and delivery of our Literacy curriculum across the school. Our pupils will experience a writing structure that they are familiar with regardless of year group or teacher. Through the writing routine, pupils will understand that writing is a process made of many stages. As they progress through the school, they will become more familiar and confident in using each stage of the process in order for them to become independent writers.

Our approach is underpinned by quality first teaching and consistently high expectations across the school, both for our pupils and our teachers.

Implementation

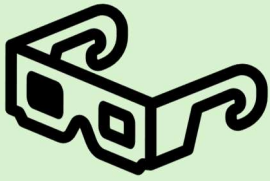
Pupils will use the writing routine to learn to write a wide range of texts over the year, and over the course of their time at Firfield. Each writing journey is inspired by a high-quality children's text that will inspire pupils' imagination. Texts are researched and chosen by teachers on the basis of literary merit and their ability to inspire creativity.

Our writing routine has a level of flexibility. Not all units of writing will take the same amount of time and not all units will involve certain stages. Some pieces may not be published for example, pupils may just create a draft and practise the editing process.

Whilst the writing routine is made up of 5 core stages and smaller sub-stages within that, younger year groups may only focus on the core stages. As pupils progress through the school, they will begin to explore and use the substages, with the oldest pupils in the school utilising every stage at some point across the year. Pupils will become familiar with each stage through the use of symbols. These symbols will be used on all teaching resources and displayed in classrooms for teachers and pupils to refer to.

Miss Tomlinson

Literacy co-ordinator



Explore

Read and understand

Through the use of video, rich texts, images, props or real-life experiences, pupils are propelled into the world in which they will be writing about.

Teachers will choose a high-quality text, image or video to share with pupils to inspire ideas for writing. Teachers will then create opportunities for open discussion about the subject matter as well as the opportunity to present, explain and ask questions to develop pupils' spoken language around this topic. Through the text, and related extracts, pupils will explore and learn new words in order to develop a wide and rich vocabulary that they can apply to writing.

Pupils will then move on to exploring high-quality model texts that demonstrate the focus genre. Teachers will provide or create modelled versions of the text that pupils will be writing in order for them to understand what their finished piece should look and sound like. Through this exploration, pupils will identify key features of a text type to support them in their planning stage.

Activities in this stage may include, but are not limited to: reading for meaning, drama, building vocabulary banks and feature find tasks.

Research

In order to write with confidence, pupils need to have a good level of knowledge about their intended subject. During the research stage, teachers will provide pupils with a range of carefully curated sources so that they can build their domain knowledge around the subject that they are writing about. This stage is particularly relevant to writing non-fiction but may be less important when writing fiction. Teachers will explicitly teach pupils the skills needed for note-taking so that they can become more independent when undertaking research as they move through the school.

Activities in this stage may include, but are not limited to: researching from sources, gathering new facts and key information, making notes and creating mind maps.



Practice

In this stage, pupils will be building up use of more sophisticated sentence styles and new grammatical features through shorter writing tasks. This stage is essential in teaching pupils how to write. Regular practice of crafting and combining sentences, as well as learning and applying grammar objectives will make pupils confident and effective writers. During this stage, pupils should also have the opportunity to develop their spoken language skills.

Activities in this stage may include, but are not limited to: creating individual sentences, sentence combining, presenting research, drama and grammar tasks (grammar linked to text type).



Organise

Steps to success

During this stage, pupils will identify their purpose for writing and the intended audience. Depending on year group, teachers will either make this explicit to pupils, work with them to decide as a class or encourage them to do this independently.

Using research gathered in the explore stage, pupils will create a checklist of text features and success criteria for making their individual work successful. As children progress through the school, they will take on a greater responsibility for creating their own success criteria for writing. Teachers should support pupils in setting personal goals for writing that will enable them to make progress. This can be adapted for each year group.

Activities in this stage may include, but are not limited to: creating a feature checklist, creating success criteria and setting personal goals for writing.



Key ideas

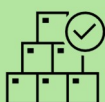
This stage is relatively short and may be combined with other stages. This is an opportunity for pupils to share key points to be included in plans and final texts. An emphasis on collaborative learning and high-quality classroom talk will enable pupils to embed new learning and encourage participation from all pupils.

Activities in this stage may include, but are not limited to: mind mapping, talking through a text, drama, group sharing of key ideas and presentations.



Plan

Pupils should now be at a stage where they can organise their ideas and research into a written plan. Teachers will share different planning formats with children and guide them into making a decision as to which format will suit each text type. As pupils move through the school, they will become more independent in choosing a planning format for themselves. Teachers will model how to create an effective plan for writing. At the end of this stage, pupils should be able to confidently talk through their plan with an adult or peers. Pupils should also be able to check their plan against feature checklists and success criteria created in an earlier stage.



Draft

Model and learn

Before pupils begin their first draft, teachers will make a choice about whether they need to further practise desired grammar and sentence styles through shorter writing tasks. This is an opportunity for teachers to model high quality writing as well as develop writing skills through guided and shared writing tasks. Pupils can build their writing stamina as well as practise their writing in a low-risk context. Effective writing at this stage can then be transferred to first drafts. Teachers can also use these tasks to provide effective feedback and plan for interventions.

Activities in this stage may include, but are not limited to: short writing tasks, genre specific writing, grammar tasks, individual sentence building and sentence combining.

Draft

Pupils should now be at a stage where they are able to create a first draft of their writing. Although teachers should encourage high standards of spelling, grammar and handwriting at all times, it is less important for this to be the focus at this stage. Pupils should be encouraged to get their initial ideas down, knowing that they will have the opportunity to revise, redraft and edit their work. Pupils should enjoy being creative and immersing themselves in their writing without the fear of their work being 'perfect'.

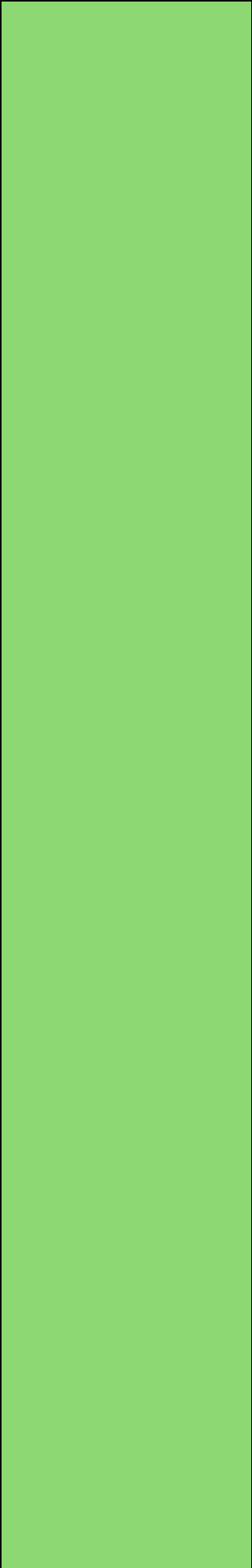
Pupils need to be taught how to write. Therefore it is essential that at this stage, teachers are confident in modelling how to turn ideas from a plan into a cohesive piece of writing. Teachers should be conscious of year group writing objectives when modelling the writing process.

During this stage, teachers will make choices about which children need extra support in crafting their sentences coherently and provide this through in-class intervention. The most able writers should be identified and challenged to consider, make and explain different choices within their writing that go beyond the expected criteria.

Share

At Firfield we want our pupils to be proud of their writing. At this point, their writing will be in its most vulnerable stage. However, we want our pupils to embrace the concept of sharing their ideas to celebrate success but also identify common errors. At this stage, rereading their writing several times over will help children to understand if it makes sense. Teachers will also plan in opportunities for pupils





to read their work aloud, either to the whole class, in small groups, pairs or to an adult as this is a proven strategy for identifying and correcting simple mistakes.

Activities in this stage may include, but are not limited to: pair share writing, reading aloud to whole class, 1:1 writing workshops and paired support



Edit



Identify

Editing needs to be carefully broken down into stages, with each stage being taught explicitly, appropriate to year group expectations. Pupils will begin by checking the content of their writing against their plans and success criteria. They will then be able to identify key points or features that are missing as well as spot any grammatical errors.

Depending on the ability of the children, or individual needs, some children may need support in doing this. This stage can also take the form of teacher marking/feedback. Once this stage is complete, pupils will have highlighted sections of their writing that need improving or changing.



Re-draft

Once pupils know which parts of their writing need improving or changing they are able to either:

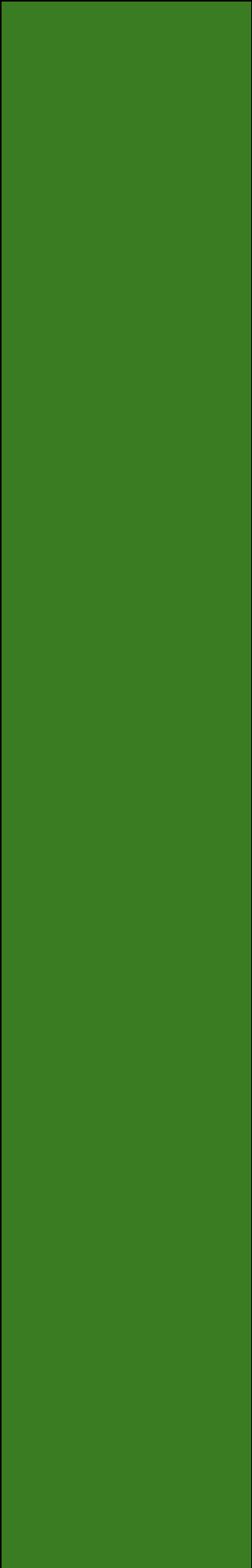
- Improve word choices to uplevel work (green pen)
- Remove unnecessary words or information (green pen)
- Add in missing words (green pen)
- Re-write sections or sentences that need improvement or are missing key points or features (pencil/handwriting pen)
- Add in new sections or sentences that will improve the overall quality of their work (pencil/handwriting pen)

This is a new and challenging skill for children to master. Therefore, the different elements listed above will be taught at an appropriate age when children are ready. All pupils should be explicitly taught how to re-draft writing, particularly in younger year groups. As pupils move through Key Stage 2, they should become more independent in understanding how to do this.

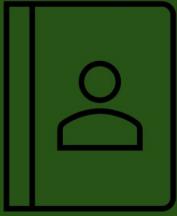
Proofread

The final stage of editing is where pupils are taught to proofread. This is where their writing contains all of the information it needs to and any missing ideas or incoherent sentences have been re-drafted. Pupils can now identify and edit any spelling or punctuation errors. This stage should come after re-drafting as new information may have been added since the draft stage. Again, this is a skill that needs to be taught explicitly and practised regularly in order for pupils to master it.





Encouraging pupils to proofread all writing, including writing across the wider curriculum will help build a culture of improvement and pride.



Publish

Handwriting

We want all pupils to take pride in their finished piece of writing. When publishing work, handwriting takes a higher priority than previous stages. Whilst this is in itself not an explicit stage, it is important for teachers to make high standards of handwriting explicit to the pupils. At this stage, pupils' cognitive load will not be taken up with formulating ideas for writing, as this has already been done. Therefore, they are able to focus their full attention on their presentation.



Pupils will already be aware of the handwriting style that is expected of their year group through regular handwriting lessons. This will be recapped and utilised during the publishing stage. Pupils from Year 4 onwards have the opportunity to write with a handwriting pen, dependent on their individual ability.

Presentation

Depending on what text type pupils are writing, they may have the opportunity to choose and use presentational devices to appeal to the reader and improve layout. For example, when presenting a non-chronological report, pupils may wish to emulate a model text by choosing border designs, pictures and the placement of their paragraphs. In this stage, pupil can unleash their creativity and take ownership over their published writing. Teachers may create opportunities for pupils to publish their work in unique and creative ways that inspire and excite them, such as: use of electronic devices, additional art work or creation of an individual or class book.



Audience

Effective writing is supported by giving pupils someone to write for. It allows pupils to carefully consider their choices when writing and take pride in sharing their work. The intended audience will be made clear to pupils at the beginning of their writing journey and so at this stage they can check that it is ready to be shared. Teachers will create opportunities for pupils to share their work in a range of ways, such as: putting work on display, inviting parents into school or sharing with parents on Class Dojo, sending writing to outside audiences, creating videos, publishing work on the school website or any other techniques that capture the pupils' interests. Not all writing throughout the year will be published and teachers should make choices about the appropriateness of this stage when planning units of writing.

