

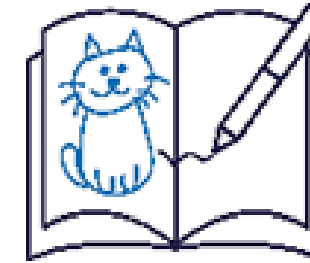
Rehearsing

Through oral rehearsal – whole class, paired, individual – support pupils to absorb the structure and language of quality writing so they can recreate it independently. Do their oral examples fit the text type?

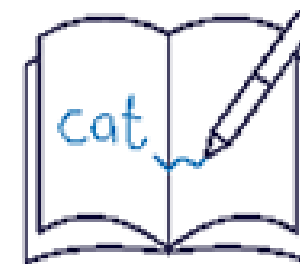
1. Say their sentence aloud, counting on fingers.
2. Say their sentence aloud again (this may need repeating a number of times)
3. Say it a final time (with expression).



We talk



We draw



We write



We share



The Writing Process

Drafting

Oral composition of sentence, using phonics/Little Wandle strategies, recording first through drawing, then a focus in transcription before building fluency when writing a sentence.

The sentence is written directly onto lined paper or books.

Publish and evaluate writing against the success criteria.



EYFS



EQUA Mead
Learning Trust



Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. Children practice and build on Strong Foundations for writing.

Identify the **context, purpose and audience** to provide motivation and agency.
Where is this writing set? Why am I writing it? Who am I writing it for?

Immerse pupils in **quality models** – reading and exploring.
These should exemplify each of the concepts (vocabulary, sentence structure and layout) that they will learn in context.

Grammar and punctuation revisit

Idea Generation

Planning

Planning
Through oral rehearsal – whole class, paired, individual – support pupils to absorb the structure and language of quality writing so they can recreate it independently. Do their oral examples fit the text type?
1. Say their sentence aloud, counting on fingers.
2. Say their sentence aloud again (this may need repeating a number of times)
3. Say it a final time (with expression).

Drafting

Drafting
Oral composition of sentence, using phonics/Sounds+Syllables strategies, recording with a first focus on transcription, and then on fluency of sentence. The sentence is written directly into their book.

Editing

Editing
Ensure time is given for pupils to reflect on and refine their writing. This should be done:
• As they go.
• For meaning.
• Secretarially.
• For impact.
This needs to be modelled and there should be teacher presence in this process.

Sharing / Publishing



Proof-reading



Publish and evaluate writing against the success criteria.

Proof-reading
Reading aloud to themselves, a partner or an adult will support sense, flow, spotting errors or awkward phrasing and develop awareness of rhythm, tone and punctuation.

The Writing Process

Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. LKS2 children practice and build on Strong Foundations for writing.

Identify the **context, purpose and audience** to provide motivation and agency.
Where is this writing set? Why am I writing it? Who am I writing it for?

Immerse pupils in **quality models** – reading and exploring.
These should exemplify each of the concepts (vocabulary, sentence structure and layout) that they will learn in context.

Grammar and punctuation revisit

Idea Generation

Planning

Planning
Through oral rehearsal – whole class, paired and individual – support pupils to organise, develop and refine their ideas before writing. Encourage pupils to draw on the structure, vocabulary and language features of quality examples and adapt these to suit their own writing. Can they explain what they intend to write and why? Does their plan reflect the purpose, audience and text type?

Publish and evaluate writing against the success criteria.

Sharing / Publishing

Drafting

Drafting
Children make first draft of writing with a focus on each sentence, using phonics/WordLAB strategies, recording with a first focus on transcription, and then on composition and order of text. These sentences are written directly into their book.

Proof-reading
Reading aloud to themselves, a partner or an adult will support sense, flow, spotting errors or awkward phrasing and develop awareness of rhythm, tone and punctuation.

Proof-reading

Editing

Editing
Ensure time is given for pupils to reflect on and refine their writing. This should be done:

- As they go.
- For meaning.
- Secretarially.
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This needs to be modelled and there should be teacher presence in this process.

The Writing Process

