

Lent Rise Writing Journey

Stage 1: Immersion

Learners are immersed in an aspect of the stimuli (book, poem, film) which is most relevant to the final writing outcome e.g. a specific event, particular character. They should be engaged with the text and have gained the knowledge about the text needed to be successful in their own independent write.

- Introduce the **end point**, **purpose** and **audience** of the writing the children will undertake (either at the very start, or at the end of the first lesson after pupils have explored example texts and suggested these themselves) e.g.
 - End point – writing a formal persuasive letter to Mrs Watson to shorten the school week to 4 days
 - Purpose – to encourage the reader to act and make a change
 - Audience - headteacher
- Explore **relevant** texts – these may be existing texts or pieces written by the teacher to ensure it suits the end task
 - E.g. letters persuading headteacher to abolish school uniform, to extend break time, to invest in computers for each pupil rather than books
- Will only cover one or two lessons
- Skills involved: shared reading, comprehension, drama

Stage 2: Analysis

Learners analyse good examples of the writing outcome, generating the 'skills set' as a class, considering the impact on the audience. Pupils will have the opportunity to practice using the features of the skills set e.g. writing an effective opening for a narrative, writing an orientation for a newspaper etc.

- Class discussions about the purpose: how does the writing make you feel? How does the author do this?
- Analysis of each section of the text at a time – what's the purpose of this specific section? How is language, sentence structure, grammar etc used in this specific section and why?
- All notes to be displayed on the working wall to be referred back to in future lessons
- Specific grammar and/or punctuation lessons may be needed here so the children know exactly how to use certain skills effectively in their own writing (refer to writing genres tool kit to ensure all areas are covered, either as a speedy starter or as whole lesson, depending on the needs of the class, to ensure all pupils are confident)
- Skills involved: shared reading, understanding of key vocabulary and grammar, analysing effectiveness of writing

Stage 3: Planning

Learners are given opportunities to explore different planning structures according to text type, confidence and experience, with planning becoming more independent as pupils move into upper KS2.

- Explore a range of planning structures suitable to the genre (story mountain, mind map, journey, bullet points) – a key focus in the autumn term so pupils can use these for future planning
- Plan each section at a time, which can take multiple lessons
- Constantly refer back to the skills set on the working wall
- Lots of teacher modelling, with good vocabulary, phrases and whole sentences being added to the working wall for pupils to adapt in their own planning
- Scaffolding is provided to support pupils in their planning, which can vary according to specific individuals and groups
- Skills involved: note taking, oral rehearsal, adapting, innovating and creating

Stage 4: Writing

Learners use the knowledge they have gained to write their first draft, being provided with the opportunity for sustained periods of writing. They proof read for errors throughout this phase. Learners are then guided through the editing and redrafting phase, always having the audience in mind. Teachers identify common misconceptions and teach accordingly. Learners celebrate what went well and what could be even better. Depending on the task, there may then be an opportunity to publish their work.

- Whole class guided writing
- Shared writing with a specific group of children
- Writing in stages – ‘chunking’ the different sections of the text so the expectation is for the piece to be completed over many lessons (just add the short date in the margin to show that day’s work)
- Editing and re-drafting each section, either as each section is written, or at the end once the whole first draft has been completed
- Option to publish the writing if appropriate
- Skills involved: shared writing, proof reading, sustained writing, peer support, evaluating impact of own writing

The whole writing journey should take 2-3... even 4 weeks!

Teachers and children should be able to clearly state which stage of the writing journey they are on – the stages can be displayed on the working wall and on PowerPoints