

What writing looks like at Broadstone Hall...

1. Immersion/hook

Anchor to a quality text and/or meaningful experience. This will be real or imagined.

2. Who are we writing for and why?

Identify audience and purpose of writing.

3. Build

Collect and organise relevant vocabulary.

4. Explore

Analyse features of text type and relevant success criteria.

5. Writer's toolkit

Teach specific spelling, punctuation and grammar linked to text type.

6. Plan

Children start to plan their initial working draft.

7. Model

Teacher models the 'craft' of writing, incorporating the success criteria.

8. Draft

Children write their first drafts (in Key Stage 2 only).

9. Assessment

Teachers provide feedback to redirect learning.

10. Re-read, revise & edit

Children re-read their writing aloud and edit it appropriately, using the success criteria.

11. Write and presentation

Children write their final drafts, and present to an audience (Key Stage 2 only).

Spelling/phonics

Spelling/phonics will be taught discretely throughout.

These elements occur throughout each sequence:

- planned opportunities to write at length
- specific grammar revised and/or introduced
- co-operative learning
- explicit teaching of vocabulary, including tier 2 in KS2
- drama conventions
- working wall and classroom environment evolves linked to the learning sequence

- English sequences of learning at Broadstone Hall incorporate each of these steps.
- The order in which they are taught and what they look like will vary depending on the year group and text types.