



The Teaching Sequence for Writing at Sleights

Unit Overview

Share the teaching sequence with the children, including the focus GAPP. The children should also know what the intended writing outcome will be. Teachers should have a bank of effective, high level examples of the focus text that show the genre features and the characteristics of the chosen form.

Familiarisation

Promoting effective, examples of the focus genre should start the teaching sequence. Children should see the examples; explore what makes them effective; identify structural elements and genre features. Writers must engage in 'magpie' activities to analyse the characteristics of the genre. This activity should lead to the creation of a genre/form checklist. The checklist will then be explored further when the building of the writer's toolkit.

Building the 'Writer's Toolkit'

Children should be fully immersed here. They should explore key ideas through games, practical tasks, role play etc. Tasks within this stage should be equipping children with the necessary tools they need to effectively write in the genre/form, and to the level of the work that was shared in the familiarisation process. This will not simply be knowing the features of the genre, but also the features of the intended form. Fun is key!

Preparing to write

This stage should put what has been learnt into practise. Writers should feel equipped, ready and keen to write if their toolkit has been sufficiently filled! The stage should involve group / shared writing tasks, involving modelling by members of staff. Children should be encouraged to draft, edit and improve their own writing, and others, during this process.

Independent writing opportunities

At this stage, children should be in a position to put everything together to create pieces of independent writing. After seeing effective, high level examples; immersing themselves with the features and style of the genre/form and applying all of this in group/modelled tasks, writers should now create their own piece, in the form and style they have (hopefully) become very familiar with.

Celebrate!

Writers need an opportunity to celebrate their work with others – the bigger celebration, the more bigger the status we are giving to writing. Children should be given opportunities to celebrate their writing in agreed formats, e.g. publish a class poetry collection, devise a group newspaper etc.