

Oakfield Primary Academy's English Process

Edit

Additions and revisions

Throughout the process, successes are celebrated and feedback is given to children on how to develop their writing further. Children are encouraged to read their own writing, as well as their peers', and independently suggest additions that could be made to enhance the content. Revisions will clarify meaning and accuracy.

The skill of editing is taught through 'The 'Write' Tools' approach and children are expected to make revisions to their writing as they go.

There will be some whole-class issues that can be addressed but the majority will be individualised to the child. The use of editing stations, spelling bookmarks, adult support and peer support will be essential in this phase.

Write – 'The 'Write' Tools' Approach

Using their plans, the children are ready to write.

The teacher will model how to draw upon the original immersion texts, and modelled texts, for inspiration and use their plans to make the piece their own.

The teacher will model small chunks of writing, as per 'The 'Write' Tools' approach, whilst ensuring that children are given the opportunity to develop their own author voice.

For some GDS children, they may not need to follow this approach; instead, they may have more creative freedom to make the piece their own.

Immersion

Immerse the children in a quality text that will lend itself to rich writing opportunities. These texts are used as the basis of our English lessons – reading and writing opportunities stem from this text as a stimulus. Children are provided with opportunities to develop their reading skills whilst being absorbed in the text. A range of texts should be drawn upon, including comparative texts, to highlight similarities and differences in: themes, genres, styles and features. Children should be exposed to diverse texts which promote a range of authors, cultures, ethnicities, backgrounds, themes and settings.

There is no expectation for extended pieces of writing to take place on the same day every week. Instead, children should build their writing stamina through smaller writing tasks and only write an extended piece when they are ready and equipped to do so.

There should be at least one extended piece every fortnight.

Plan/Structure

Children are given opportunities to plan their independent piece so that they feel equipped to write. Creative freedom is encouraged and children are able to make the piece their own!

Planning can take the form of: templates, discussion, a story map that uses pictures, role play etc. Variation of planning should be encouraged and differentiation evident.

Opportunities for GPS are taught and explored at this point in the process in order to ensure that the children are well-equipped to structure their writing appropriately and include grammatical features needed.

For some learning experiences, planning will be a small phase as the children are keen and ready to write 'in the moment'. In these cases, the opportunities for GPS might be addressed after the children have produced their first drafts.

Working walls should reflect the current learning and be used by teachers and pupils within the lessons. Teaching resources are most effective when they are referred to, are interactive and relevant!

Audience and Purpose

Based on the content of the immersion text, children are exposed to a range of model texts – one of which is created by the class teacher and used as a WAGOLL. Through this, the audience and purpose of these texts are explored. This is a crucial stage of the writing process as it will allow children to consider their word choices and writing style to ensure that their piece is suitable.

Having identified the key features of the text, a scaffolded Success Criteria will be created to provide reminders about what is required.

Spoken Language domains should be displayed and referred to. Teachers should use the vocabulary regularly across the curriculum to promote high levels of oracy.