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**Writing Development Guidance**

**Inspire**

Teachers select a motivational stimulus to engage children on their learning journey. This could include:

* A Power of Reading text
* A creative curriculum link
* Visual stimuli – Images / Video clips
* Physical objects
* An experience such as an educational visit
* A stimulus /question/topic suggested by the children

**Build Up**

Children become familiar with the genre they are going to write in, to enable them to become successful and confident writers. This could include many ‘build up’ activities, such as:

* Discussions
* Questions
* Deconstruction of features and content
* Text marking
* Drama – hot seating/freeze frames/play (Talk for writing)
* Illustrations
* Vocabulary building – technical vocabulary understanding
* Prediction
* Planning/Mapping
* Specific grammar lessons – applying to genre
* Sentence rehearsal

**Write**

After lots of discussion and idea building, children are then provided with the opportunity to write independently. This could include elements of the following in the lead up:

* Modelled writing by the teacher
* Shared writing – using visualiser
* Guided writing
* Independent writing - annotated to make clear

**Teach to Improve**

After the children have had the opportunity to write independently, a form of assessment must take place. This could include:

* Modelled assessment against success criteria
* Peer assessment against success criteria
* Self-assessment against success criteria

The teacher then selects a focus for improvement by teaching, for example:

* A specific grammar element that relates to the genre
* Sentence structure
* A key feature from the success criteria

**Improve**

Children then have the opportunity to improve their own writing, keeping the specific teaching point in mind.

* Improvements made with specific vocabulary/grammar/content input

**Edit**

* Individual changes made using red pen

**Present**

* Final copy (Portfolios?)

**Apply**

* Children are given the opportunity to apply their learning to a different context (cross-curricular links)