



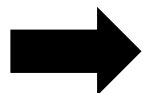
### The Extended Writing Process 2020 - 2021

- Choose one or two genres for extended writing for each theme – depending on term length and genre length
- Plan other 'short' writing activities each week to include within theme work and a specific writing session weekly using all skills that have been taught that week
- Plan how many 'sections' of writing you want for the whole piece and consider if a presentation piece will be created
- Consider how to complete each stage of the writing so that marking/response to marking takes place for each section before moving on to the next section
- Use separate (decorative) paper for any presentation pieces to make it more appealing and colourful- give it a purpose and audience
- Record all stages of the writing process eg plans, drafts, edits, final presentation then checklists /assessments in extended writing books
- Keep skills work and immersion lessons in literacy skills book



#### Stage 1 : Introduce the text type

- Real life context / relevance
- Read a range of examples
- identify features/deconstruct text
- explore effect/tone/language
- identify purpose and audience
- Questioning/Talk/ drama
- Put prompts on class working wall



#### Stage 2 : Planning for writing

- Children to generate/thought shower ideas for their writing – alone/partner/ class
- Explore other stimuli/ photos/ vocabulary banks
- Model use of the chosen planning format
- Children complete a plan in extended writing books
- Teacher marks planning and pupils respond before children start their writing task



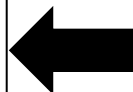
#### Stage 3 : Writing and Editing

- Teacher models writing before each stage of the text in a shared writing session
- Checklists are shared (longer pieces may have a checklist for each section of writing) on sheets but they are not stuck into books
- Teacher records support provided for different ability groups in books (spelling/ vocabulary bank; writing frames; sentence starters: adults...)
- Children record context codes in books
- Teacher marks at the bottom of each section guiding children on how to make improvements using our M4I codes
- Y2 and Y6 teachers record more detailed instructions on how to improve written on post it notes which once responded to are removed from books
- Children respond to teacher marking by editing and improving their work
- Teacher acknowledges pupil responses by initialling them.
- If required, a presentation copy is produced at this stage. If a presentation piece is created how will it be shared with others?



#### Stage 4 : Reviewing, assessing and evaluating writing

- Teacher provides a new copy of the checklist to cover all skills expected to be found in the whole piece of writing and children glue this at the end of their work. The checklist has 2 columns to tick or smiley face if evidence of skills can be found in the writing.
- Children self assess the content of their writing and complete pupil column on checklist. (Children can work independently or in pairs to do this)
- Teacher uses second column on checklist to evaluate pupil work and show where gaps in application of skills are



#### Stage 5 : Finalising the writing process

- Teacher uses checklist ticks to phrase final marking comments.
- Positives should be explicit and marking for improvement comments should get children to do something underneath this final marking comment that was missing from their work eg – you forgot to include similes so write 2 sentences below that contain them
- Teacher provides the time for children to read their final marking comments, children respond to them for the last time.
- Teachers initial pupil responses and the extended writing process is complete.

