



# St Michael's Approach to Writing

## Exploring texts

Children study a high-quality text (or texts) which models 'what a good one looks like'. Activities are set which lead children to read, analyse, discuss, interrogate and sometimes compare texts, specifically looking at key features, skills and techniques.



## Features

The high-quality text should be added to the working wall and a writer's 'tool kit' devised (a list of features needed for the particular genre of writing). This work can then be referred to during the unit to support children's writing and ideas. The list of features will also support children in what they need to include to create a successful piece of writing.



## Drama and Oral Work

Time is given to the children to ensure that they are able to discuss their learning before putting pen to paper. This may be through talk partners, as a class or participating in drama activities. Children are able to magpie ideas from the class teacher or other children to include in their own writing.



## Skills sessions

The children will have some direct teaching of the skills/techniques required for the particular genre of writing e.g. using inverted commas for direct speech in story writing. Skills sessions will be focused on skills relevant to the child's stage of development. Skills teaching will require explicit modelling in order to move pupils' learning forward.



## Planning, drafting, editing and improving

The children will be given an engaging context/purpose for their writing and their own ideas for writing should have been generated throughout the previous lessons. The planning session provides children the opportunity to pull together their ideas into a structure which will support their drafting. Teachers will ensure that they explicitly model the planning stage to the children. Children will then have the opportunity to plan each section of their writing following on from the teacher's model. Children will refer to their plans when drafting. Children will draft one section at a time followed by editing and improving. Explicit teaching of how to successfully edit and improve must be modelled to the children prior to them having a go. Modelled, shared and guided writing sessions are of paramount importance as is the use of the working wall, word banks, dictionaries and thesauruses.



## Publishing and sharing work

Children will then incorporate their learning over the unit to create a final piece of writing (their published piece). Children should refer to their plans and to the skills they have learnt through the unit. Children will refer to their drafts, taking note of any editing they have done. Children will publish and share their work for the target audience. The children will then complete an independent revisit later in the year.