

Ravensdale Junior School's Writing Process



Our Writing Journey

At Ravensdale Juniors, we follow a three-stage writing structure which includes Immersing, Dabbling and Writing.

During the Immersing stage, children engage with a quality text and become familiar with the purpose and outcome of the unit. Within this stage they will look at examples of the text type they will be writing and explore the features.

This will then blend into a Dabbling stage where children experiment with these features and begin composing some shorter pieces of writing using these features, to become familiar with the tools needed to be successful in their final piece of writing.

During the Writing phase, children will have the opportunity to plan their writing using a supporting framework. The children will then slowly write their final piece of writing with a focus on modelling by the teacher and finally edit their independent writing using an agreed editing system, which is consistent across school.

All edited pieces of work will be published to ensure that the purpose of the writing is achieved.

Grammar

Grammar is taught throughout the process in context of the writing process.

Coverage and Progression

Ravensdale Skills Progression document ensures full coverage of writing skills are being taught in accordance with curriculum guidance and that there is progression throughout year groups. This also allows a clear opportunity to ensure objectives are revisited and retaught several times throughout the year.

Genres and writing outcomes are documented for each year group on the Writing Outcome Overview to ensure progression throughout year groups and that children have the opportunity to produce a range of writing outcomes explore a wide variety of texts.

Short Bursts

During the Explore and Experiment stage, there will be opportunities for extended pieces of writing, where children will put into practice the skills they are learning with a related piece of writing and picture prompt from the quality text to support ideas.

Vocabulary

Vocabulary is developed throughout each unit with a focus on collecting and teaching tier 2 vocabulary through dual coding as well as incorporating dictionary and thesaurus work within each unit to develop language.

Oracy

Oracy is explicitly taught and developed through a range of collaborative tasks and drama activities. Speakwell sentence stems are used to support discussion and, in particular, our EAL learners.

Creative Writing

Where possible, creative writing sessions are factored in at the end of units to allow children to write purely for enjoyment and to build stamina. Suggestions are provided to guide children however this is an opportunity for creativity as well as to informally assess how skills are transferred to independent writing and to identify gaps that are common without editing.

The Writing Journey structure

Approximately 2 weeks – Immersion can continue throughout the dabble stage			Approximately 1 week			
Reading	Gain writing skills through exploring and experimenting with text features		Compose		Review & Evaluate	Publish
HOOK / PURPOSE / AUDIENCE	SATURATE & DECONSTRUCT	DABBLE	PLAN	DRAFT	REVISE & EDIT	PUBLISH
<ul style="list-style-type: none"> Engage children through a launch activity Identify purpose of writing and share outcome Identify authentic audience 	<ul style="list-style-type: none"> Immerse in a range of high quality texts that: <ul style="list-style-type: none"> exemplify the purpose of the writing provide expert knowledge of the subject Analyse texts by exploring the organisation, text and language features 	<ul style="list-style-type: none"> Rehearse ideas through short, focussed activities: <ul style="list-style-type: none"> experiment Choose Practise play with the language features 	<ul style="list-style-type: none"> Outline organisation of main ideas Create a boxed plan of paragraphs Plan introductions, conclusions and topic sentences. 	<ul style="list-style-type: none"> Draft ideas after sufficient modelling and worked examples provided through shared and guided writing. 	<ul style="list-style-type: none"> Revise - improve the way the writing sounds: ARMS Edit - improve the way the writing looks: COPS 	<ul style="list-style-type: none"> Fulfil the purpose of the writing.

Suggested Activities for each stage of the writing journey

Reading	Dabbling		Compose		Review & Evaluate	Publish
HOOK / PURPOSE / AUDIENCE	SATURATE & DECONSTRUCT	DABBLE	PLAN	DRAFT	REVISE & EDIT	PUBLISH
<ul style="list-style-type: none"> ✓ Trip, drama, high quality text, video stimulus etc ✓ Intended effect on reader - Create success criteria 	<ul style="list-style-type: none"> ✓ High quality extracts to exemplify purpose ✓ Research to develop subject knowledge ✓ Read as writers- explore text including paired through drama ✓ Explore layout and organisation ✓ Create word banks – understand and develop vocabulary ✓ Summarise ✓ Compare and contrast - analyse authorial intent, identify similarities/differences 	<ul style="list-style-type: none"> ✓ Develop sentences using required features. ✓ Short, focussed writing activities using the features identified in the success criteria ✓ Vocabulary sessions – up-level ✓ Grammar taught in contextual writing. 	<ul style="list-style-type: none"> ✓ Create outline of text structure using story mountain or writing skeleton ✓ Practise organising ideas within paragraphs ✓ Write ideas as notes into a boxed-up plan ✓ Write introduction and conclusion ✓ Write topic sentences for paragraphs 	<ul style="list-style-type: none"> ✓ Shared and guided write paragraphs – key features ✓ Model converting plan ✓ Children given opportunity to draft their paragraphs 	<ul style="list-style-type: none"> ✓ Improvement flaps, tracing paper over draft, photocopied draft, coloured pens, highlighters etc. ✓ Peer assess ✓ Respond to feedback. 	<ul style="list-style-type: none"> ✓ Present in best with pictures/typed etc. ✓ Celebrate writing – share.

Agreed formats

- ✓ COPS and ARMS for editing
- ✓ All published pieces to go in Writing Books
- ✓ Boxed up draft
- ✓ Shared Reading and Topic support knowledge of subject and vocabulary where appropriate.
- ✓ Spellings taught in daily for 10 minute using No-Nonsense spellings.
- ✓ Handwriting –daily handwriting through Autumn 1 and then weekly sessions as required – see handwriting policy.
- ✓ Ravensdale Learning Cycle to be adhered to within teaching