

# Ravensdale Junior's Writing Process



## Our Writing Journey

At Ravensdale Juniors, we follow a three-stage structure which includes Exploring, Experimenting and Engaging.

During the Explore 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 and explore the features.

This will then blend into an Experimenting stage where children begin to dabble with these features and begin composing some short pieces of writing using these features to become familiar with the tools needed to be successful in their final piece of writing.

During the Engage phase, children will have the opportunity to plan their writing using a supporting framework which is consistent across school. The children will then slowly write their final piece of writing with a focus on modelling by the teacher and finally edit 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 Explore and Experiment stage with daily short starters related to the activity using activities suggested in The Writing Revolution.

## 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 in these 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

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

Suggested Activities for each stage of the writing journey

Week 1		Week 2			Week 3	
Engage	Dabble		Compose		Review & Evaluate	Publish
HOOK / PURPOSE / AUDIENCE	SATURATE & DECONSTRUCT	DABBLE	PLAN	DRAFT	REVISE & EDIT	PUBLISH
<ul style="list-style-type: none"> <li>✓ Trip, drama, high quality text, video stimulus etc</li> <li>✓ Intended effect on reader - Create success criteria</li> </ul>	<ul style="list-style-type: none"> <li>✓ High quality extracts to <b>exemplify purpose</b></li> <li>✓ Research to develop subject knowledge</li> <li>✓ Read as writers- explore text including paired through drama</li> <li>✓ Explore layout and organisation</li> <li>✓ Create word banks – understand and develop vocabulary</li> <li>✓ Summarise</li> <li>✓ Compare and contrast - analyse authorial intent, identify similarities/differences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop sentences using required features.</li> <li>✓ Short, focussed <b>writing</b> activities using the features identified in the success criteria</li> <li>✓ Vocabulary sessions – up-level</li> <li>✓ Grammar taught in <b>contextual writing</b>.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create outline of text structure using story mountain or writing skeleton</li> <li>✓ Practise organising ideas within paragraphs</li> <li>✓ Write ideas as notes into a boxed-up plan</li> <li>✓ Write introduction and conclusion</li> <li>✓ Write topic sentences for paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shared and guided write paragraphs – key features</li> <li>✓ Model converting plan</li> <li>✓ Children given opportunity to draft their paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvement flaps, tracing paper over draft, photocopied draft, coloured pens, highlighters etc.</li> <li>✓ Peer assess</li> <li>✓ Respond to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Present in best with pictures/typed etc.</li> <li>✓ Celebrate writing – share.</li> </ul>

Agreed formats

Week 1		Week 2			Week 3		
Engage	Dabble			Compose		Review & Evaluate	Publish
HOOK / PURPOSE / AUDIENCE (1 Day) →	SATURATE & DECONSTRUCT (4 days) →	DABBLE (3 days) →	PLAN (1-2 days) →	DRAFT (2-3 days) →	REVISE & EDIT (1 day) →	PUBLISH (1 Day)	
		The Writing Revolution – 4 sentence activities and 5 sentence activities	Boxed up plan for narrative  Non- fictions genres specific plans using boxed up structure.	Editing daily during drafting process before writing	Thorough editing and revision using COPS and ARMS  Revise - COPS: Capital letters Organisation Punctuation Spellings  Edit – ARMS Add Remove Move Substitute  Self- assessment using checklist	All published work to be put in Writing Progress books and assessed using Transform Target sheet.	

- ✓ Shared Reading and Topic support knowledge of subject and vocabulary where appropriate.
- ✓ Spellings taught in daily for 10 minute using No-Nonsense spellings in Year 3.
- ✓ Handwriting – weekly sessions as required – see handwriting policy