

The Writing Journey

Initiate - An engaging activity e.g. mini drama, powerful photograph, evocative music, analysing an illustration to provide a shared activity, which provides a rich backdrop to generate language activity and begin to collect ideas for their own writing (e.g. photograph of storm).

Model and Enable – These two aspects of the writing journey are intrinsically linked and will often appear in lessons together.

Modelling provides a clear clarity of commentary, which moves the children through a pathway of how to build sentences: holding the writing hand. It exemplifies the internal process of writing as an external viewable experience; narrating ones thoughts as one writes.

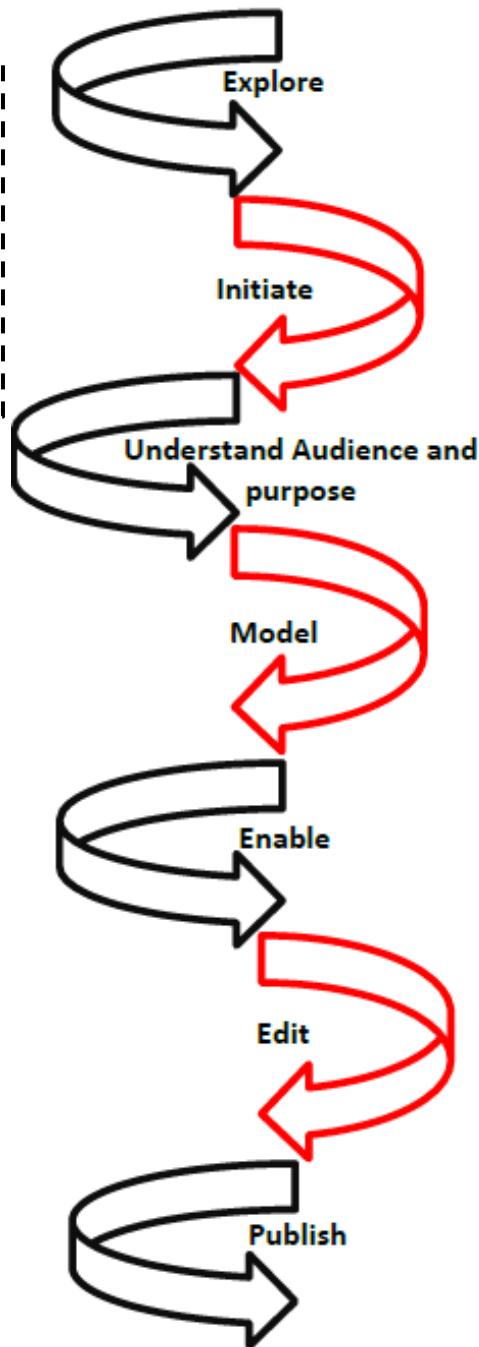
Enabling can appear in a various parts of the lesson and in a variety of ways:

Shared writing- Pupils and teacher take part in writing together

Supported composition- Pupils and teacher experiment with writing together

Guided writing- Teacher supports pupils in their own writing, offering support and guidance

Independent writing- using the skills, knowledge and confidence gained from accessing a range of teaching strategies



Explore - In-depth exploration into the text to provide an understanding of the stimulus and gives children the time to make meaningful connections between reading and writing. Reading skills might include inference, prediction, summarising and explaining and should allow children to practice skills or extract information that will be useful to their writing.

Understand Audience and Purpose- Focus the thinking of communication and effect, not just the performance of skills, in order to engage a reader and create a cohesive text that is identifiable as a specific genre.

Provide the children with opportunities to explore example texts that are of a high standard in order to expose them to appropriate features.

Edit-Take the time to stop and read the writing. Does your writing fit the audience and purpose? Is the meaning being made clear for the reader? Model the process of editing and use “editing stations” to allow the children to focus on specific aspects of writing at a time to limit cognitive overload.

Publish- The writing is displayed in a meaningful way that allows the ideas to be read by the readers. It should – where possible – lend itself to a “real world” context where the children might encounter the text type and can allow for specific formats (e.g. newspaper article in columns). The children should see this as a very tangible opportunity to take pride in their presentation.