



Teaching Writing:

At The Hawksmoor Learning Trust, we teach writing through 3-4 weeks units which are delivered through the following format.

Immerse in the Model Text:

Begin a writing unit by sharing a quality model text with the children. Draw attention to the **text type, audience and purpose** of the text and consider their importance.

Analyse the Model Text:

Identify the key features of the model text in line with the end of unit expectations. This should outline the writing tool kit used to assess the children's hot writes at the end of this unit. **Annotate the Model text and add to working wall.**

For example: identifying imperative verbs, numbered instructions and adverbs in KS1 instruction writing.

Teach, Model, Practise and Apply:

Take the time to learn about, practice and apply the writing features identified in the Explore phase. It is important that this phase is not rushed and that the children have plenty of opportunity to practise and apply these skills in order to succeed in their hot write. These practice activities should be relevant and related to the theme of the model text. Practise each skill in the tool kit and **annotate the working wall with key learning and examples.**

*For example: **Imperative verb** - An imperative verb is a verb which tells someone what to do. (Add quality/relative examples of imperative verbs to working wall).*

Plan:

Children to plan their hot write. All of the children should have the writing tool kit available to refer to and be encouraged to use the working wall for support.

Write:

Using the tool kit and teacher feedback for support, the children should have the opportunity to edit and re-draft element(s) and section(s) of their writing. Encourage the children to refer back to the working wall to self-assess tool kit skills when editing, improving and redrafting.

Edit and improve:

Children return to work to make addition, improvements and corrections.

Editing – punctuation focussed and ensure it makes sense.

Improve – developing more ambitious language choices (thesaurus use) and adapting sentence structure to engage the reader.

Think GRASP – *grammar, re-write, add more, spelling and punctuation.*

Self and peer assess against toolkit. Celebrate successes of writing unit.