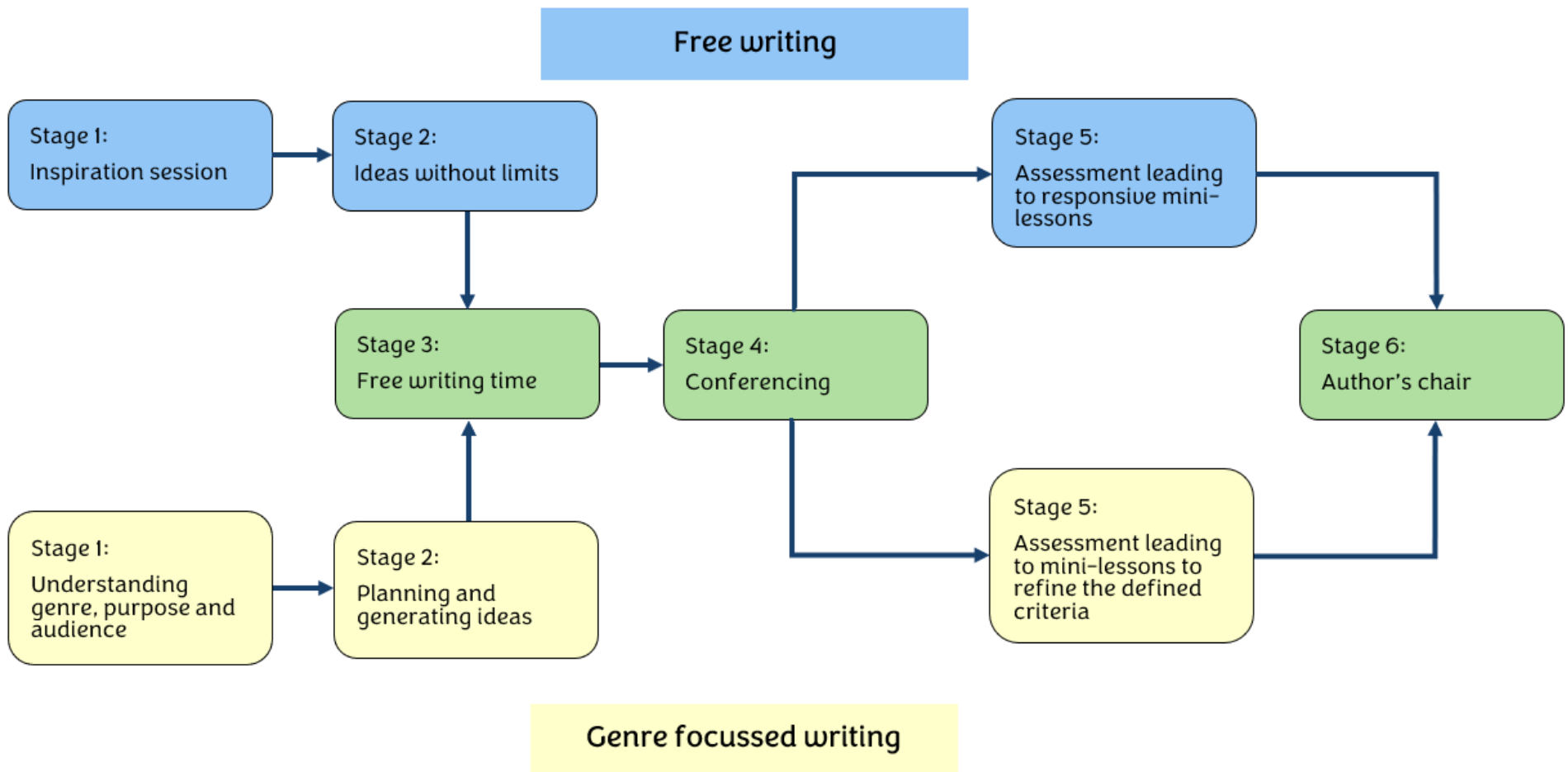


# Writing at Nanstallon

## Structure

The teaching of writing is split into two different types of unit. **Free writing** allow children complete choice and autonomy over what they write about, how they do it and who they do it with. **Genre focused writing** brings the whole class together on one genre, such as writing a story. Children are still free to make choices over the topic/themes of their story.

The process for each type of unit is shown below:



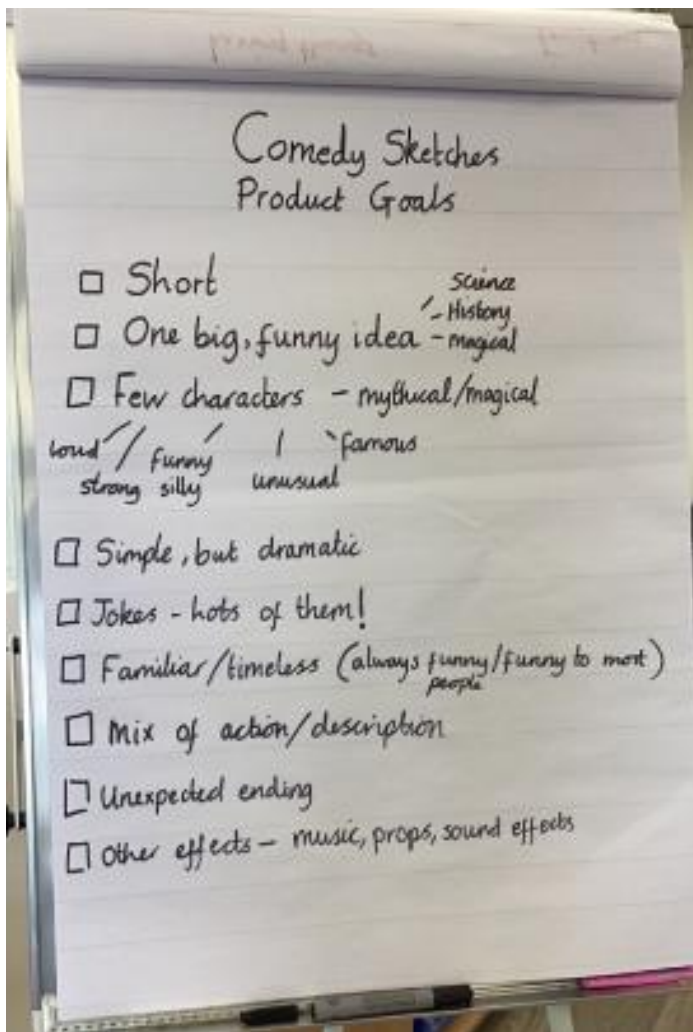
## Stage I

### Free writing

**Inspiration session:** aims to capture interest and inspire. It could be a discussion or a hook, like an experience, video or picture. It does not need to link to a topic.

### Genre-focused writing

**Understanding genre, purpose and audience:** a series of lessons are used to introduce the genre. Children spend time identifying purpose and audience, key features and good/bad examples. A list of product goals are produced together as a class. This **MUST** be made by the children, not the teachers, based on what they have picked up from the examples they have looked at.



Working in pairs to watch good comedy sketches and pick out what makes them successful.

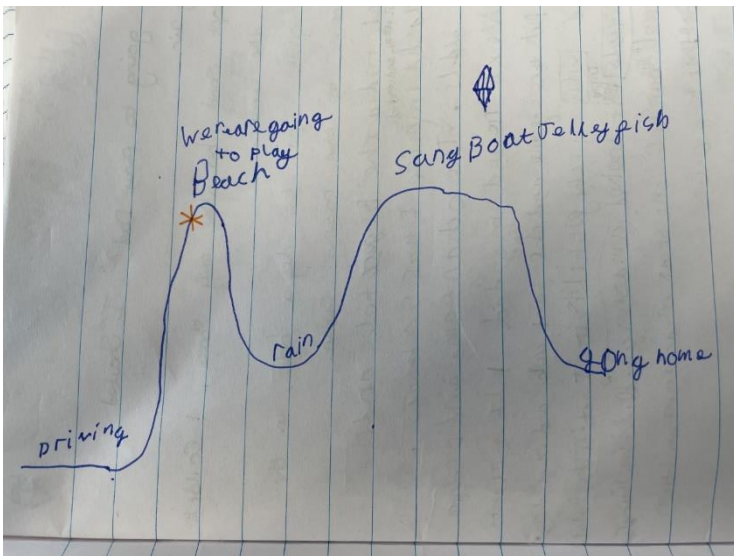
## Stage 2

### Free writing

**Ideas without limits:** The class learn different ways to generate ideas and share them with each other. They don't have to be linked with the inspiration session. This can last as long as is needed! Adults can guide but not dictate what a child's idea will be and where it will lead.

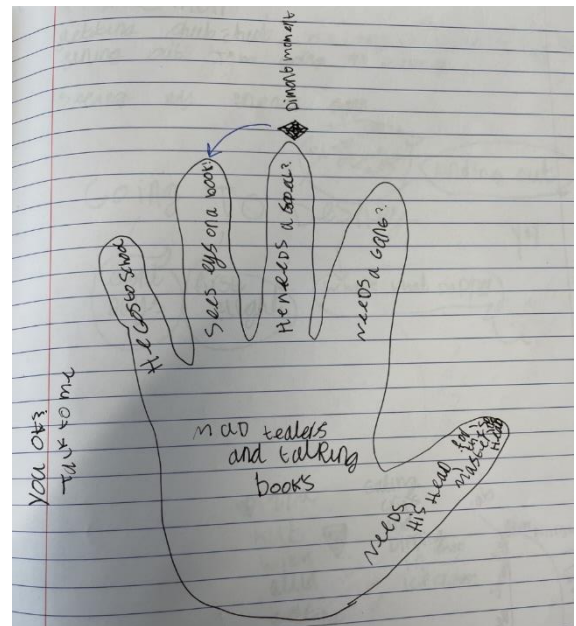
### Genre-focused writing

**Planning and generating ideas:** Together, you discuss different ideas for their writing. All of them will be centered on the focus genre, e.g. a memoir could be a funny, gruesome or sad event from the child's life. Once they have decided on an idea, they then move onto planning. This could be another lesson, with teacher input providing planning strategies and/or examples.



#### **Memoir planning**

The child's idea was a memorable trip to the beach. They chose this as their planning method following teacher



#### **Free writing planning**

The child decided they wanted to write a story. They came up with an idea after discussion with a partner and then used a previously taught planning method to plot the structure of their story.

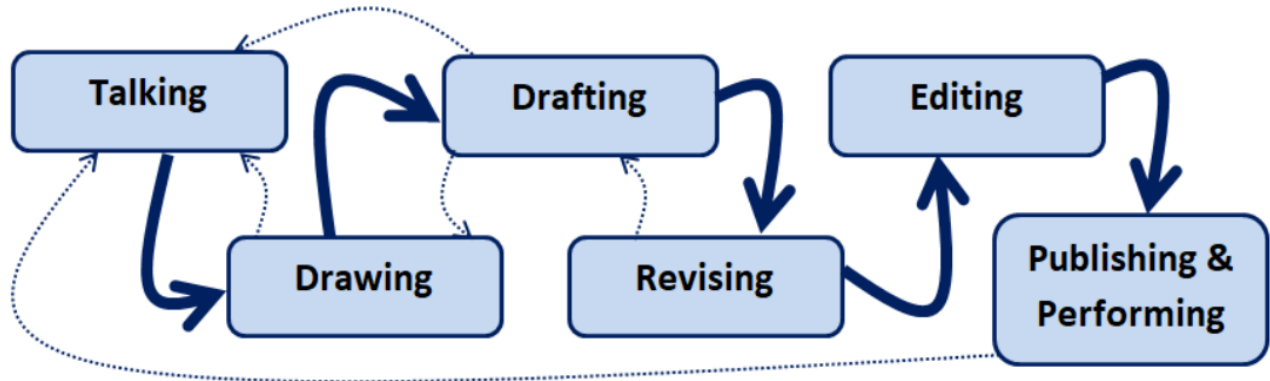
## Stage 3

### **Free writing time**

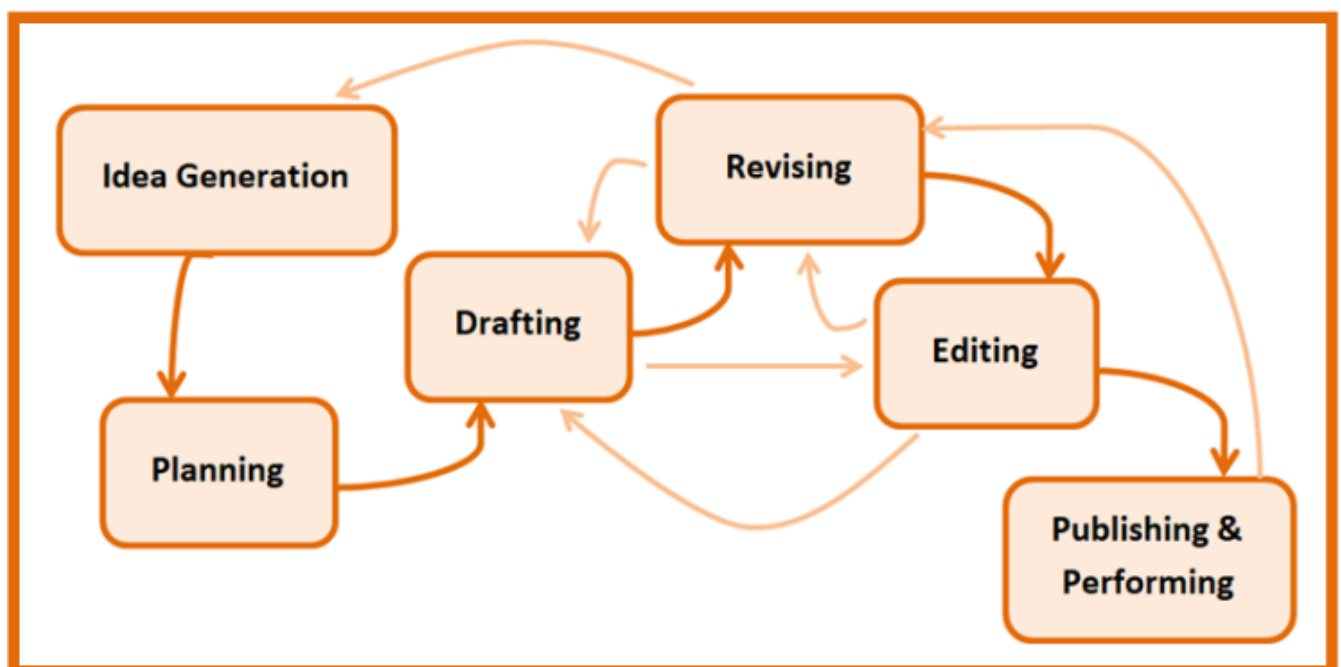
Children begin writing, following their own ideas and plan. Everyone writes at the same time and it is a collaborative process where they are free to seek advice from their peers. Throughout the course of the unit, whether it's free writing or genre-focused writing, children follow the writing process (see below). Specific mini lessons are used at key moments to teach skills related to each part of the process.

This time should be PROTECTED! Children need to be given regular and sustained periods to engage with their pieces of writing. Aim for 30-50 minutes, depending on their age.

### **KSI Writing Process**



### **KS2 Writing Process**



## Stage 4

### **Conferencing**

Whilst children are writing, adults are going to them and providing 1:1 pupil conferencing to those most in need. This involves asking the children what is going well and not so well so far, giving guidance and teaching mini-lessons personal to that child's current needs. For example, a child might need guidance on how to start their next sentence or need a mini-lesson on how to write effective dialogue. This could be done then on a 1:1 basis or may be noted down as something to cover with the class in an upcoming mini lesson.

Conferencing should meet children *where they are* and should feel like two fellow writers sitting side by side talking about how their book is coming along.

## Extended stage directions

Use adjectives, adverbs and prepositions to give the actors more instruction.

**Ted:** (slumps down onto a chair and huffs loudly) I'm bored!

This gives the actor more information on how to act out the part. Don't *overdo* it though – you don't need a stage direction for every line!



### **Mini lesson**

A mini lesson that was responsive to the needs of the class.

Following pupil conferencing, a lack of stage directions/detailed stage directions was noticed and taught the following day as a result. Good examples from the children's writing were shared and they were all challenged to have a go themselves during writing time.

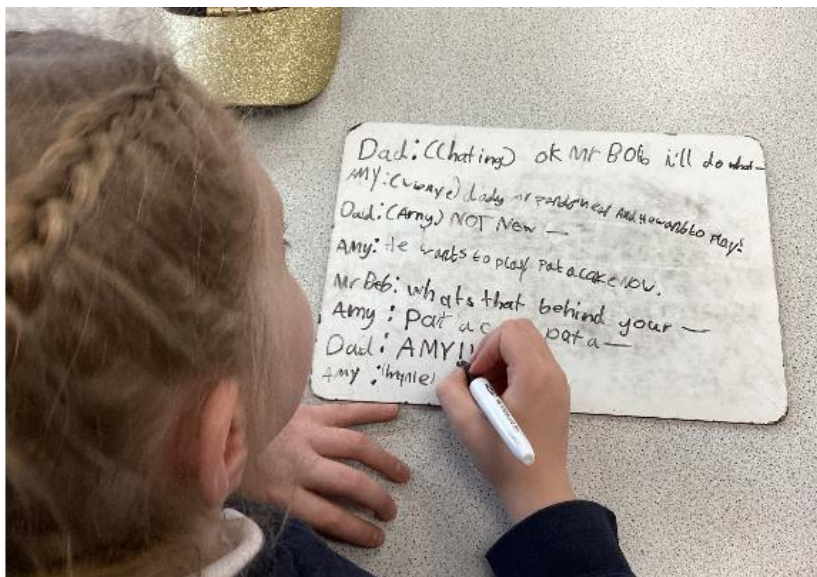
## Stage 5

### **Assessment leading to responsive mini lessons**

Mini lessons are taught for 10-15 minutes at the start of every writing session. They address the current needs of the class and are short, sharp and focused. They may focus on an aspect of the writing process or a grammatical aspect of writing.

The session is split into teacher input, shared examples from writers (published authors or children in school) and guided practice with a partner. They are then challenged to try it out in their writing. Pupil conferencing during the lesson may link back to the mini lesson or previous mini lessons taught.

During **genre focused units**, the agreed product goals will be referred to throughout. E.g. this mini lesson will help you make your play script more dramatic!



### **Guided Practice**

Pictures taken following a mini lesson teach on how to use dashes for interruptions in a play script. The children practiced the technique with a partner before being challenged to use it within their own writing.

## Stage 6

### Author's Chair

This is the opportunity at the end of a lesson to share how their writing pieces are coming along. This could be done in pairs, groups or with the whole class. It is opened up for children to come up and share their writing with an audience. However it is run, it should feel like a writing community coming together to support and celebrate one another's work.

#### **General structure:**

- A child is invited to sit in the chair after having considered what extract they might like to share.
- They 'warm up the text' by giving a little explanation about the background behind it.
- The adult asks the child if there's anything in particular they want advice on, for example if they need an idea or are feeling stuck.
- They read their extract aloud.
- The class is invited to explain what it was about and give feedback.



#### **Author's Chair**

This child sat in the chair to seek advice for how to make his opening more exciting.

The class were 'active listeners' and suggested starting with a thought or feeling like 'I was bursting with excitement'.