

# Berrycoombe Primary School

## *The Writing Process Structure*



Our intention is for all pupils to be able to plan, edit and evaluate their writing, using a range of real-life writing contexts and to be able to write at length, building writing stamina. These skills are woven into the teaching structure at Berrycoombe School. We believe learning from the wider curriculum, gives purpose and context to children's writing.

At Berrycoombe, we use our tailor-made approach across the school to ensure a consistent and systematic approach to writing from Year 1 through to Year 6. Each piece of writing is thematically linked to the topics taught in the wider curriculum.

The desired outcome of the writing process is that the pupils produce well written texts that are within the agreed word count for their year group and includes all grammar taught (if relevant) to them up to that point in their journey through Berrycoombe, the new grammar introduced within the unit, common exception words/statutory words, READ session vocabulary and topic vocabulary.

### Agreed Word Count By Year Group

Year 1 Up to 100	Year 2 100 - 200	Year 3 200 - 300	Year 4 200 - 300	Year 5 300 - 400	Year 5 300 - 400
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# Daily Transcription

This occurs at the beginning of each English session. The time given is specific and progressive from Year 1 through to Year 6.



Following the Excellence in Handwriting scheme, handwriting is modelled daily by the teacher using a visualiser and then practiced by the pupils.



Pupils have the opportunity to practice words that include the spelling rule they learned in the previous standalone spelling lesson using the whole school spelling strategy.



Pupils have the opportunity to practice grammar questions in the style they will encounter in SATs. The grammar will mirror the grammar learning from the Grammar for Writing policy.



Pupils in KS1 and LKS2 experience daily dictation that includes grammar taught and words that include the spelling rule being learned. These both mirror the grammar and spelling being taught within the same week.

# Dictation

This occurs during the beginning of each English session from Year 1 through to, and including, Year 4.



What is dictated to pupils includes various elements of the English curriculum at different points in the week. It is as follows:

## ***Monday***

The sentence will include the previous grammatical feature taught from the Grammar for Writing Policy.

## ***Tuesday***

The sentence will include a word from the current weekly spellings' rules list being taught.

## ***Wednesday***

The sentence will include a word from current list on the Common Exception Words/Statutory Words progression.

## ***Thursday***

The sentence will include the current grammatical feature being taught from the Grammar for Writing policy.

# **Narrative Unit Structure**

# Narrative Unit Structure

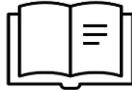
## Hook/Stimulus



This part of the process includes captivating the pupils with videos, visits or other wider curriculum activities.



## Sharing of Text



The AI generated narrative is shared with the class and the pupils have opportunity to read it out loud in pairs and by themselves.



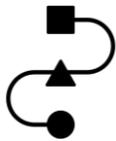
## Comprehension



This part of the process includes developing the pupils' understanding of the narrative through comprehension activities, including drama



## Sequencing



This part of the process includes developing the pupils understanding of the structure of the narrative being studied.



## Vocabulary



This part of the process includes developing the pupils understanding of the topic, reading and statutory vocabulary included in the text example.



## Stand Alone Grammar



This part of the process gives the pupils opportunity to learn and practice the new grammatical features expected within context, linked to the text example.



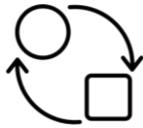
## Feature Finding



This part of the process includes identifying grammatical features in the text example. These will include important grammatical features from previous year groups, grammatical features already covered within the year and the new grammatical features to be included.

# Narrative Unit Structure *continued*

**Innovate**



This part of the process gives the pupils opportunity to innovate characters, settings and elements of the plot of the text example



**Plan**



This part of the process gives the pupils opportunity to collect and collate their ideas coherently.



**Draft**



This part of the process gives the pupils opportunity to take their planned ideas and create sentences/paragraphs from them.



**Revise**



This part of the process gives the pupils opportunity to consider the coherence of their sentences/paragraph and ensure they are so.



**Edit**



This part of the process gives the pupils opportunity to identify and remedy grammatical and spelling errors.



**Improve**



This part of the process gives the pupils opportunity to add more learnt grammatical features and vocabulary/spellings words to enhance their text.



**Publish**



This part of the process gives the pupils opportunity to re-write their edited and improved text and present it in their best handwriting.

# **Non-Fiction Unit Structure**

# Non-Fiction Unit Structure

## Hook/Stimulus



This part of the process includes captivating the pupils with videos, visits or other wider curriculum activities.



## Sharing of Text



The AI generated narrative is shared with the class and the pupils have opportunity to read it out loud in pairs and by themselves.



## Vocabulary



This part of the process includes developing the pupils understanding of the topic, reading and statutory vocabulary included in the text example.



## Stand Alone Grammar



This part of the process gives the pupils opportunity to learn and practice the new grammatical features expected within context, linked to the text example.



## Feature Finding



This part of the process includes identifying grammatical features in the text example. These will include important grammatical features from previous year groups, grammatical features already covered within the year and the new grammatical features to be included.



## Innovate



This part of the process gives the pupils opportunity to innovate elements of the non-fiction text e.g. changing areas covered in reports/elements to discuss/experiences recounted/processes for instruction etc



## Plan



This part of the process gives the pupils opportunity to collect and collate their ideas coherently.

# Non-Fiction Unit Structure

*continued*

**Draft**



This part of the process gives the pupils opportunity to take their planned ideas and create sentences/paragraphs from them.



**Revise**



This part of the process gives the pupils opportunity to consider the coherence of their sentences/paragraph and ensure they are so.



**Edit**



This part of the process gives the pupils opportunity to identify and remedy grammatical and spelling errors.



**Improve**



This part of the process gives the pupils opportunity to add more learnt grammatical features and vocabulary/spellings words to enhance their text.



**Publish**



This part of the process gives the pupils opportunity to re-write their edited and improved text and present it in their best handwriting.