

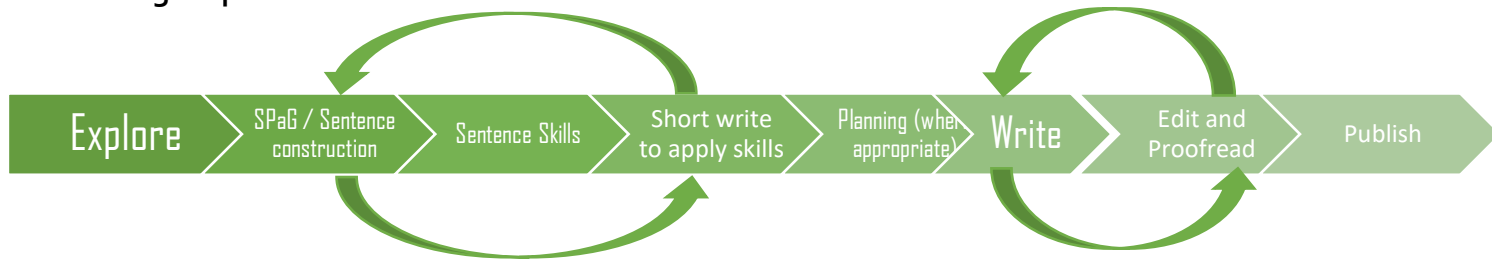
LSP Writing Sequence



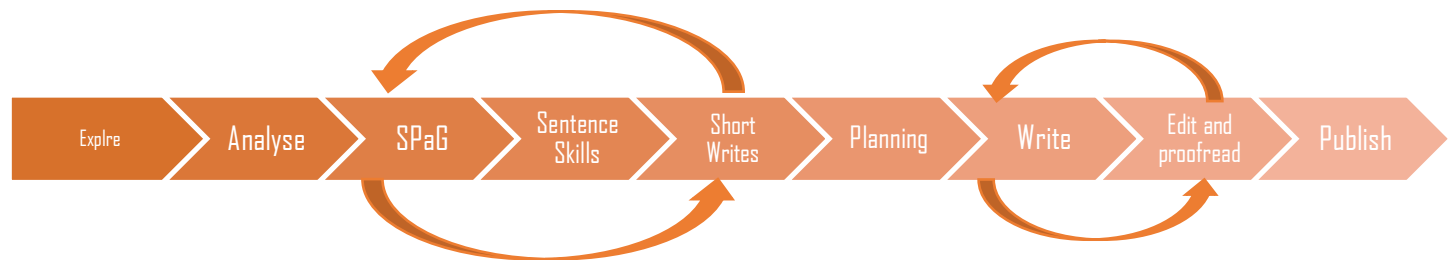
The Writing Sequence – Reception and Year 1



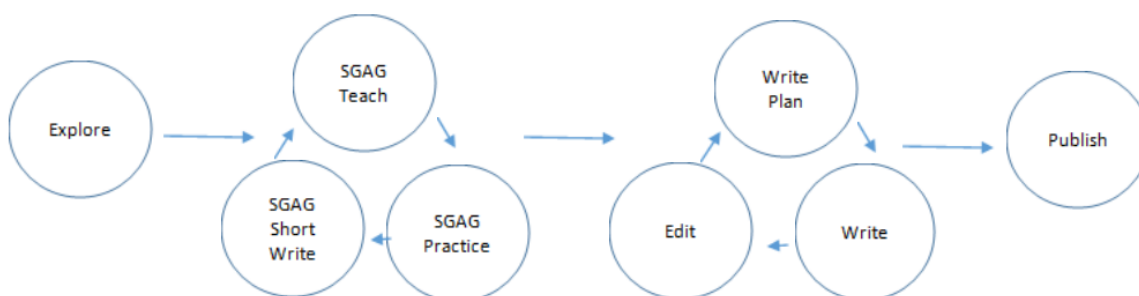
The Writing Sequence – Y2



The Writing Sequence – KS2



Our writing sequence will be delivered in a cycle where children will receive explicit instruction for each skills they are being taught with time to practice and apply both as a discrete skill as part of a more sustained write.



Within each stage of the writing sequence we will see some of the following techniques being used:

Writing Sequence		
Explore	Practice	Write
Reading quality texts Hooks: Books Videos Pictures Films Events Drama Text features Writing purpose Wagolls Trips and experiences Text extracts	Modelling Paired Shared Modelled Slow writing Short burst Guided writing Free writing Grammar practice Vocabulary development Spelling practice Oral rehearsal	Drafting Independent Paired Planning Proof reading and editing Publishing

Explore	<ul style="list-style-type: none"> - Exploration of high quality text or other stimulus. - Use of drama to identify with the text and/or characters. - Use of videos or real life situations to engage and inspire.
Analyse	<ul style="list-style-type: none"> - Exploring the text and identifying the language features of focus genre.
SPaG	<ul style="list-style-type: none"> - Direct teaching of SPaG from National Curriculum and appropriate for chosen genre. - Retrieval of previously taught skills.
Sentence Skills	<ul style="list-style-type: none"> - Lessons broken up into small manageable chunks with high quality modelling of a SPaG focus or sentence construction. - Following an initiate (gathering ideas and vocabulary), model (teachers modelling a sentence of sentences) and enable phase (children to use the model to create their own high-quality sentences).
Short writes	<ul style="list-style-type: none"> - Opportunity to practice and apply skills taught through SPaG and sentence skills sessions.
Planning	<ul style="list-style-type: none"> - Linked to independent version of writing focus. - Planning could be shared, through a story map or flow charts.
Write	<ul style="list-style-type: none"> - Initial independent draft based on focus writing genre and objectives of the unit
Edit and proof	<ul style="list-style-type: none"> - Teacher taught review process which could include editing slips for re-write.
Publish	<ul style="list-style-type: none"> - Final publication of part or whole piece of writing