

Dallimore Primary and Nursery Writing structure

KSI	LKS2	UKSQ
Step Genre exploration and text familiarisation.	Step 1 Genre exploration and text familiarisation	Step Genre exploration and text familiarisation.
Children become familiar with the genre they will be writing.	Genre exploration and text familiarisation	Genre exploration and text familiarisation
They may learn about a certain theme or topic and blueprint or	Children become familiar with the genre they will be writing.	Children become familiar with the genre they will be writing.
plant their own text during this stage.	They may learn about a certain theme or topic and blueprint or	They may learn about a certain theme or topic and blueprint or
	plant their own text during this stage.	plant their own text during this stage.
Drama techniques are used during fictional writing with word		
banks provided to extend and develop children's vocabulary.	Drama techniques are used during fictional writing with word	Blueprinting is used as a technique to allow children to identify the
Blueprinting is used as a technique to allow children to identify	banks provided to extend and develop children's vocabulary.	key parts of a text and allow children to adapt and plan their own
the key parts of a text and allow children to adapt and plan	Blueprinting is used as a technique to allow children to identify	
their own	the key parts of a text and allow children to adapt and plan their	Teachers draw attention to the structure of the writing, plot points
	own	of a text and words and sentences that are effective within the
Teachers draw attention to the structure of the writing, plot		chosen genre
points of a text and words and sentences that are effective	Teachers draw attention to the structure of the writing, plot points	, and the second
within the chosen genre.	of a text and words and sentences that are effective within the	
	chosen genre	
Step 2 Sentence and word level sessions.	Step 2 Sentence and word level sessions.	Step 2 Sentence and word level sessions.
Key SPAG/authorial techniques are identified from model text.	Sentence and word level sessions.	Sentence and word level sessions.
	Key SPAG/authorial techniques are identified from model text	Key SPAG/authorial techniques are identified from model text
Children focus on 1 or 2 techniques - either SPAG-based or		
an authorial technique. Emphasis is placed on mastering the	Precise points of the text that will be written are practised and	Precise points of the text that will be written are practised and
basics whilst practising these techniques.	rehearsed. Word banks are used to extend and develop children's	rehearsed. Word banks are used to extend and develop children's
	vocabulary and these are provided by the teacher.	vocabulary and these are provided by the teacher. Children are
A my turn/your turn approach is used.		encouraged to find their own synonyms of word bank words.
	2 techniques per session are practised	
		2/3 techniques per session are practised
Step 3 Drafting writing	Step 3 Drafting writing	Step 3 Drafting writing
Children draft a section or a paragraph. The teacher writes a	Children draft a section or a paragraph. The teacher writes a live	Children draft a section or a paragraph. The teacher writes a live
live model using purple prompts which identify the key parts to	model using purple prompts which identify the key parts to	model using purple prompts which identify the key parts to include
include. A large emphasis is placed on the teacher modelling	include. A large emphasis is placed on the teacher modelling	A large emphasis is placed on the teacher modelling aloud the
aloud the thought process behind their writing choices.	aloud the thought process behind their writing choices.	thought process behind their writing choices.
Children then have their turn - purple prompts provide a	Children then have their turn – purple prompts provide a	Children then have their turn - purple prompts provide a structure,
structure, word banks encourage wider vocabulary and ideas	structure, word banks encourage wider vocabulary and ideas for	word banks encourage wider vocabulary and ideas for starting
for starting sentences are provided.	starting sentences are provided.	sentences are provided.
Step 4 Publishing	Step 4 Publishing	Step 4 Publishing
Occasionally, children have the opportunity to publish their	Occasionally, children have the opportunity to publish their	Occasionally, children have the opportunity to publish their writing.
writing.	writing.	The second secon
Step 5 Independent writing	Step 5 Independent writing	Step 5 Independent writing
Children write an independent piece based on the same	Children write an independent piece based on the same genre	Children write an independent piece based on the same genre as
genre as in the previous 4 steps.	as in the previous 4 steps.	in the previous 4 steps.