



Dallimore Primary and Nursery Writing structure

KSI	LKS2	UKS2
Step 1 Genre exploration and text familiarisation	Step 1 Genre exploration and text familiarisation	Step 1 Genre exploration and text familiarisation
<p>Children become familiar with the genre they will be writing. They may learn about a certain theme or topic and blueprint or plant their own text during this stage.</p> <p>Drama techniques are used during fictional writing with word banks provided to extend and develop children's vocabulary. Blueprinting is used as a technique to allow children to identify the key parts of a text and allow children to adapt and plan their own.</p> <p>Teachers draw attention to the structure of the writing, plot points of a text and words and sentences that are effective within the chosen genre.</p>	<p>Genre exploration and text familiarisation</p> <p>Children become familiar with the genre they will be writing. They may learn about a certain theme or topic and blueprint or plant their own text during this stage.</p> <p>Drama techniques are used during fictional writing with word banks provided to extend and develop children's vocabulary. Blueprinting is used as a technique to allow children to identify the key parts of a text and allow children to adapt and plan their own.</p> <p>Teachers draw attention to the structure of the writing, plot points of a text and words and sentences that are effective within the chosen genre.</p>	<p>Genre exploration and text familiarisation</p> <p>Children become familiar with the genre they will be writing. They may learn about a certain theme or topic and blueprint or plant their own text during this stage.</p> <p>Blueprinting is used as a technique to allow children to identify the key parts of a text and allow children to adapt and plan their own.</p> <p>Teachers draw attention to the structure of the writing, plot points of a text and words and sentences that are effective within the chosen genre.</p>
Step 2 Sentence and word level sessions.	Step 2 Sentence and word level sessions.	Step 2 Sentence and word level sessions.
<p>Key SPAG/authorial techniques are identified from model text.</p> <p>Children focus on 1 or 2 techniques - either SPAG-based or an authorial technique. Emphasis is placed on mastering the basics whilst practising these techniques.</p> <p>A my turn/your turn approach is used.</p>	<p>Sentence and word level sessions.</p> <p>Key SPAG/authorial techniques are identified from model text.</p> <p>Precise points of the text that will be written are practised and rehearsed. Word banks are used to extend and develop children's vocabulary and these are provided by the teacher.</p> <p>2 techniques per session are practised.</p>	<p>Sentence and word level sessions.</p> <p>Key SPAG/authorial techniques are identified from model text.</p> <p>Precise points of the text that will be written are practised and rehearsed. Word banks are used to extend and develop children's vocabulary and these are provided by the teacher. Children are encouraged to find their own synonyms of word bank words.</p> <p>2/3 techniques per session are practised.</p>
Step 3 Drafting writing	Step 3 Drafting writing	Step 3 Drafting writing
<p>Children draft a section or a paragraph. The teacher writes a live model using purple prompts which identify the key parts to include. A large emphasis is placed on the teacher modelling aloud the thought process behind their writing choices.</p> <p>Children then have their turn - purple prompts provide a structure, word banks encourage wider vocabulary and ideas for starting sentences are provided.</p>	<p>Children draft a section or a paragraph. The teacher writes a live model using purple prompts which identify the key parts to include. A large emphasis is placed on the teacher modelling aloud the thought process behind their writing choices.</p> <p>Children then have their turn - purple prompts provide a structure, word banks encourage wider vocabulary and ideas for starting sentences are provided.</p>	<p>Children draft a section or a paragraph. The teacher writes a live model using purple prompts which identify the key parts to include. A large emphasis is placed on the teacher modelling aloud the thought process behind their writing choices.</p> <p>Children then have their turn - purple prompts provide a structure, word banks encourage wider vocabulary and ideas for starting sentences are provided.</p>
Step 4 Publishing	Step 4 Publishing	Step 4 Publishing
<p>Occasionally, children have the opportunity to publish their writing.</p>	<p>Occasionally, children have the opportunity to publish their writing.</p>	<p>Occasionally, children have the opportunity to publish their writing.</p>
Step 5 Independent writing	Step 5 Independent writing	Step 5 Independent writing
<p>Children write an independent piece based on the same genre as in the previous 4 steps.</p>	<p>Children write an independent piece based on the same genre as in the previous 4 steps.</p>	<p>Children write an independent piece based on the same genre as in the previous 4 steps.</p>