The Writing Sequence

Over the course of each academic year, in addition to completing 3-4 independent PIXL diagnostic tasks to support the identification of strengths and areas for development, children in **Key Stages 1 and 2** will complete between 8-12 writing units which follow the sequence below. Books and end outcomes have been carefully chosen and planned to align and complement our wider curriculum and appeal to the interests of our pupils.

The units lead to a number of independent written outcomes for a variety of different audiences and purposes. (See main writing outcomes map). Please note, the length of time spent at different stages of the sequence will vary depending on the needs of the children.

Mark making and early writing begins in the **Early Years** and opportunities to develop movement, fine and gross motor skills are provided in an enabling environment. EYFS also follow a rich 'Book Led' curriculum but use principles of the writing sequence much more flexibly to meet the needs of their children. Our EYFS staff also recognise the importance of developing pupils' oracy skills as a tool to support their journey to becoming confident, independent writers. Therefore, regular opportunities to develop speech and language skills are planned within sequences..

The Book Hook		Imitation		Innovation		Cross-curricular application
Engage children in a high-quality book as the context for their writing. *e.g. summarising, predicting, drama, character studies, vocabulary exploration etc.*	Share the end of unit 'Writing outcome' by identifying a clear purpose and audience.	Analyse features in the model text/WAGGOIL (e.g. text maps, annotating features, boxing up structure) Read as a writer to co-construct a **'toolkit'** or success criteria.	Explicitly embed, teach and practise relevant grammar, vocabulary and punctuation (from TAFS/NC Appendix 2) in the context of the genre being studied. Children note the impact it will have on the reader. Evidenced in 'Short burst writes'	Generate/capture ideas for writing outcome Shared Write – planning (using boxing up where appropriate), drafting and editing by innovating the model text/WAGGOL.	Pupils plan, draft. edit and improve their own end 'Writing Outcome' as independently as possible. (NB. More able writers encouraged to innovate in more inventive/imaginative ways.)	Application using skills taught in a different cross-curricular context. (Termly cross-curricular application) Edit and publish.