

Purpose: TO ENTERTAIN TO INFORM TO PERSUADE TO DISCUSS		Audience: Consider the level of formality
Stage of teaching	What this might look like...	
Hook Immersion in the text Expose the structure, language and features.	Hook can include an experience, event or exposure to engaging content (e.g. film clip, letter to class, extract). Immersion- read a range of texts with the intended purpose (e.g. 'to persuade') Focus in on the model text which will inspire the finished piece and identify the language, structure and grammatical features (e.g. formal language in a letter of complaint, prepositions of time in a recount) Underlying structure of the text should be exposed via boxing up/mapping out/annotating/colour coding.	
Teaching of grammar/ punctuation Must be specific to year group 'I do, we do, you do' Sentence level <i>This section can move until after planning, in the drafting section</i>	These sessions should focus on the NC objectives from the MTPs that would best be applied in this piece of writing, fitting the text type. All activities should link to the text. Teacher must guide and model at every opportunity, using the 'I do, we do, you do' approach to structure the lesson. The application of skills should initially be through sentence-level work, and then move towards children applying them in a paragraph or short piece of writing.	
Planning Choose appropriate planning format Finalise and rehearse orally	Choose appropriate planning format for the text type e.g. boxing up, story map, story mountain, stepping out, mind-map (see Sue Palmer The Six Text Type skeletons). All plans need to be checked by teachers and feedback given before the children begin.	
Drafting Application of skills learned Teacher model first	The drafting stage may take place over a number of sessions, depending on the length and type of text. Teacher should be live-modelling before pupils begin. You may need teacher written model texts to demonstrate specific grammar and punctuation. Marking and feedback is essential during this process in order to ensure that the children are successfully applying the grammatical skills taught, and conforming to the text type. Lessons in this stage may begin by addressing common misconceptions or errors that have been identified in marking.	
Revise Children revise and improve/re-write a section of their piece with a particular focus.	In KS1 this should be modelled by the teacher and done as a class. In KS2, pupils can begin to be guided in selecting a section of their work and improving it with a certain focus in mind e.g. tone, formality, sentence structure, plot cohesion.	
Edit Children edit their writing for spelling/ grammar/ punctuation	All edits to be made in blue. Children to edit and improve their spelling, punctuation and grammar following some input and direction from the teacher. This stage can be done at the end of each drafting lesson, or as one lesson following the completion of the draft.	
Sharing Can include publishing, performing and sharing with appropriate audience	This stage of the process should link back to the purpose and intended audience for the children's work. It should validate their hard work and encourage them to show their highest possible standard. If work is being published, ensure that the amount children are re-writing is appropriate to their age and stamina (an extract of their story, for example, is fine). Publishing does not need to happen for every piece, but in cases where the text suits performance (such as poetry or advertisement), the children could have an opportunity to perform or share their piece to a group or audience (parents, assembly, another class etc).	