



The Nacton writing learning journey

Phase 1: Explore a text

Enjoying and exploring the text type

Drama and speaking and listening activities

Developing comprehension skills

Reading as a writer

Identifying language and text type (genre) features

Building knowledge for non-fiction

Phase 2: Plan a text

Capturing ideas

Oral rehearsal

Using planning tools and techniques (story arc/ mountains, paragraph planners, boxing up, graphic organisers e.g. flowcharts for instructions)

Use Sue Palmer's skeletons for Non Fiction

Introduction to Success Criteria for the independent write and used to aid planning

Phase 3: Write a text

WAGOLL/ WABOLL

Writing paced out over time

Delivered in chunks

Skills based learning intentions

Teacher modelling – shared writing- paired composition

In silence to build stamina

Phase 4: Publish

Edit and improve

Final draft

Optional publishing

Celebrate the final piece

Short writing opportunities throughout based around 2/3 key skills being taught

Example phase 1 activities:

- Sequencing pictures or the text
- Making predictions
- Comprehension questions
- Drama activities around thoughts and feelings – hot seating and thought tapping
- Character exploration – feeling timelines, speech bubbles, thought bubbles,
- Setting exploration
- Drawing out a story map
- Contrasting texts
- Character profiles
- Conscience alley
- Debates
- Zone of relevance
- Summarising
- Story innovations

Phase 3 - An overview of writing composition

Teacher modelling – The teacher composes and writes in front of the pupils. This helps them to appreciate the processes that a writer goes through when constructing sentences. The teacher composes aloud, demonstrating oral rehearsal and making apparent their thought processes. The teacher 'weighs up' different alternatives and explains the choices and decisions they make, at the point of composition. The teacher re-reads and considers possible changes, audibly. Corrections and amendments may be added. This demonstrates an essential teaching point: writers reflect, check and sometimes make changes.

Shared writing – After re-reading the text together the teacher asks pupils to discuss what might come next. They compose orally – discussing possibilities in pairs -and the teacher scribes an example after joint discussion about the merits of different alternatives. The teacher may start a sentence for the pupils to finish. There is discussion between the pupils and the teacher before writing words and phrases, and possible adaptations.

Paired composition – after rereading the text – from the start – in pairs the pupils continue by writing the next section on a whiteboard (this may be just one sentence, or a couple). If working in pairs, the pupils discuss and follow the same process as modelled by the teacher in the teacher demonstration.

Children are now ready for independent writing – the teacher may plan to work with a 'guided group.' This enables them to offer constructive feedback to individuals at the point of composition. Misconceptions can be addressed in real time as and when they arise.