

An Overview of the Laceby Acres Writing Process FS

Metacognition

The main text is the driver for the term’s curriculum. The themes for the terms are History, SMSC and Geography.

The children hear the story read multiple times and act out scenes and parts through role play.

1. The teacher chooses a main text and a selection of supporting texts (including poetry) and decides upon/plans the writing activity.

The texts are about a similar theme. This is to allow the children to make links between the texts and develop their own schema.

2. Teacher and TA model paired writing which is related to the chosen text and is a recall of a repetitive part with a small change for ownership where the children have a base to work from and choose their own ideas to change it.

Teachers must bear in mind the ELT document for data input into SIMS in order to ensure that the children are working on ARE.

5. Both children read and copy their sentences into their book or a template depending on the focus or the type of writing being completed.

Clarifying, proof reading and editing take place throughout the writing process.

The children focus on saying their ideas or sentence orally to be able to begin to think about whether it makes sense and is that they want to say. The focus of the writing is to make sure phonics is being used to aid spelling during the children’s discussion and is being modelled by the teacher.

3. Now Do. The children used coloured felt tip pens (1 each) and take it in turns to say orally their idea and write their sentence. They talk with their partner, count the words and support each other to spell using the sounds they know and with sound mats or adult support.

4. The teacher or TA edits the writing with them. Children again say orally what their ideas was and what they wanted to say and the adult talks through corrections with them encouraging the children to help identify them too with the adult scribing.

For SEN children the editing process can be done as you go along, talking through sentences, ideas and punctuation depending on the objective the child is working on.

The teachers of younger children and SEND children may need to develop a pictorial story in order to reinforce the order of the story/piece of writing.

6. This process is used from the beginning and then repeated so the children develop the skills to become more independent requiring less adult support initially during the now do independent writing part of the process.

Before this process is possible, children have been immersed in stories, started systematic phonics teaching (phase 2) and began to develop pencil control, fine motor skills and letter formation.