

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

An Overview of the Laceby Acres Writing Process

Metacognition

**5. Interdependent writing at table stations takes place. The children collaborate to combine their sentences to create paragraphs. Shared writing is not taking turns and should be differentiated according to the type of writers in your class (eg. Those who prefer to write independently and then have collaborative feedback and discussion).**

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

**6. The children independently complete the writing ‘Now Do!’**

**2. The teacher produces a modelled high quality piece of writing for the children to follow. This could be previous work or constructed by the teacher/class and should include the focuses you will have for the piece of writing, such as vocabulary, grammar and sentence types.**

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

**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.

The children identify vocabulary; subject specific vocabulary and universal vocabulary. These words are recorded in the writing journal (the classroom walls!) and the aim is to embed the words in the long term memory.

**3. The children deconstruct (interrogate) the model to identify the success criteria (skills). This should be planned in advance and focus on what you want the children to understand and apply into their independent writing.**

**4. The children independently write sentences on their white boards (KS1 first draft sheet). The sentences are proof read by a peer and editing takes place. Work can be photocopied and put onto A3 as editing should be on the children’s initial work.**

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.

**7. The children peer and self -assess against the success criteria identified earlier in the process. Further editing takes place.**