



Modelled Writing

(Writing **for** the children)

Shared Writing

(Writing **with** the children)

Independent Writing

(Writing **by** the children)

Definition

A teacher writes a passage of text in front of the class. A teacher will carry out a process of 'thinking aloud' when they are **modelling writing**.

Adult writes with the children either in a small group with similar writing needs or with the class. They learn about writing through writing. The process is demonstrated through a 'write aloud' process. The teacher acts as a scribe while the children contribute the ideas with careful guidance/ facilitating by the teacher.

An individual or paired approach, involving the children applying their skills gained from modelled/ shared writing processes.

EYFS

- ⇒ Teacher shares success criteria
- ⇒ Teacher says and 'holds a sentence' in their head.
- ⇒ Teacher writes sentence word by word, modelling how to decode each word using phonics and a grapheme chart to support. Correct letter formation to be modelled.
- ⇒ Teacher verbalises use of capital letter, full stop and finger spaces.
- ⇒ Teacher re-reads work to check it makes sense, editing if necessary

- ⇒ Teacher shares success criteria
- ⇒ Teacher and children create sentence together and 'hold it' in their head.
- ⇒ Teacher writes each word one at a time, asking children to contribute to sounding words out or writing them on white boards, actively using phoneme chart, including letter formation.
- ⇒ Children identify missing punctuation
- ⇒ Everyone re-reads their sentence and edits if necessary.

- ⇒ Children begin to refer to success criteria with oral support from an adult.
- ⇒ Children create sentence & either say it orally to an adult or to themselves and 'hold it' in their head.
- ⇒ Children write one word at a time, sounding out words phonetically and use grapheme chart and word mat.
- ⇒ Children include punctuation with reminders from an adult.
- ⇒ Children re read their sentence in turn and edit with support if necessary.

KS1

- ⇒ Teacher tells children focus for the lesson, shares success criteria and talks through one sentence at a time.
- ⇒ Teacher writes one sentence at a time focussing on key words to sound out using phonics or referring to the word wall for correct spelling.
- ⇒ Teacher ponders on vocabulary, considering different options and discussing reasons for choices.
- ⇒ Teacher verbalises use of correct punctuation, re-reading to check effect on reader.
- ⇒ Teacher refers to Success criteria throughout.
- ⇒ Teacher re-reads work to check it makes sense, editing if necessary.

- ⇒ Teacher tells children focus for the lesson , shares success criteria and talks through ideas and creates text one sentence at a time.
- ⇒ Teacher writes one sentence at a time focussing on key words and asks children to sound out using phonics or referring to the word wall for correct spelling, writing the words on white boards.
- ⇒ Teacher takes suggestions for appropriate vocabulary, the children consider different options and what effect they may have on the reader. Decisions are made together.
- ⇒ With prompting, children check use of correct punctuation, re-reading to check effect on reader.
- ⇒ Teacher refers to success criteria and children look for examples in text.
- ⇒ Everyone re-reads work to check it makes sense, editing if necessary.

- ⇒ Use of Modelled/ shared writing as a scaffold.
- ⇒ Children begin to refer to success criteria and ideas are shared.
- ⇒ Children write one sentence at a time focussing on key words and sounding out using phonics or referring to the word wall for correct spelling, writing the words on white boards to test out phoneme choices.
- ⇒ Children consider different vocabulary options and what effect they may have on the reader. Decisions may be made with support.
- ⇒ Children tick off success criteria as they go.
- ⇒ With prompting, children check use of correct punctuation, re-reading to check effect on reader.
- ⇒ Re-reads work to check it makes sense, editing if necessary.

KS2

- ⇒ Teacher tells children focus for the lesson, shares success criteria and talks through content ideas.
- ⇒ Teacher models strategies for unknown spellings e.g. underline and come back so as not to disrupt flow.
- ⇒ Teacher verbalises use of sentence structure, composition, vocabulary choices and correct punctuation, justifying choices and explaining the effect on the reader.
- ⇒ Teacher refers to Success criteria throughout.
- ⇒ Teacher models spelling of unknown words using phoneme charts, spelling banks and dictionaries.
- ⇒ Teacher re-reads work to check composition, reviewing, changing and improving as they go.
- ⇒ As an alternative, teachers may show children extended pieces that are already written and model how to check according to Success Criteria, model and revise.

- ⇒ Teacher tells children focus for the lesson, shares or creates success criteria with children and talks through content ideas.
- ⇒ Teacher takes suggestions on sentence structure, composition, vocabulary choices and correct punctuation, considering the effect on the reader. Decisions are made together
- ⇒ Teacher refers to Success criteria throughout.
- ⇒ Children provide suggestions for spelling of unknown words using phoneme charts, spelling banks and dictionaries.
- ⇒ Everyone re-reads work to check composition, reviewing, changing and improving as they go.
- ⇒ As an alternative, teachers may show children extended pieces that are already written and together check according to Success Criteria, model and revise using children's ideas.

- ⇒ Success criteria is referred to throughout the writing process.
- ⇒ Considers sentence structure, composition, vocabulary choices and correct punctuation, considering the effect on the reader. Decisions are made independently, with a partner, or in discussion with an adult.
- ⇒ Children are the scribes.
- ⇒ Children provide suggestions for spelling of unknown words using phoneme charts, spelling banks and dictionaries.
- ⇒ Children re-read work to check composition, reviewing, changing and improving as they go.
- ⇒ Editing/ revising may take place after drafting with the support of a partner of a similar writing ability.
- ⇒ Opportunities for redrafting after editing/ revising process.