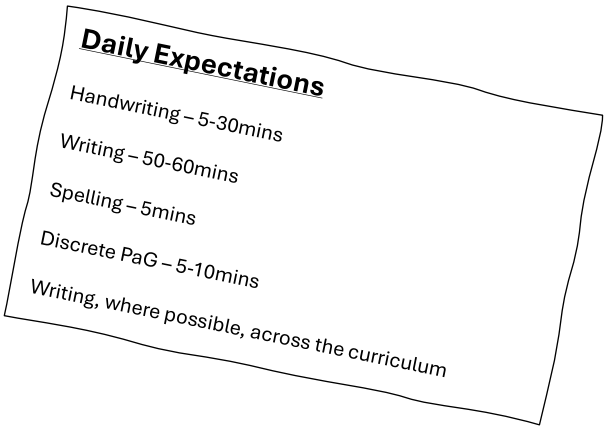
Sequence of a Birkwood Writing Lesson

KS2

Birkwood Writing Lesson Structure

Handwriting

- Handwritten date & learning objective
- 4Ps – review / focus on 1 each week
- Recall prior learning
- Handwriting warm up
- Handwriting practice
- Handwriting reflection



Writing

1. Recall prior knowledge appropriate for lesson
2. Discuss and share answers from recall of prior learning
3. Emphasise purpose and audience of process of writing
4. Introduce new learning
5. Models, vocabulary and aims displayed
6. 'I do' - teacher models strategy including steps to success / components
7. 'We do' - opportunities for paired talk and practice
8. 'You do' - independent work including scaffolds and adaptations for all to master
9. Check in – support or intervention where needed to achieve

How far have we got with the strategy and model?

Share good examples.

10. Complete or extend
11. Check / revise / edit / improve

Link back to planning to focus improvements and make stronger

Reflection on purpose and audience

12. Publish!

Strategies

Pupils are taught the background knowledge and strategies needed to become an effective writer. Our aim is to model effectively at all stages.

1. Teacher explicitly describes and discusses the purpose and benefit of the strategy.
2. Teacher models how to use the strategy.
3. Pupils memorise the steps/components of the strategy.
4. Teacher supports and scaffolds pupils' mastery of the strategy.
5. Pupils use the strategy independently.

Sequence of a Birkwood Writing Lesson

KS2

"The focus is on writing for different **purposes**: to describe, narrate, explain, instruct, give and respond to information, and argue," DfE English Review

Lesson Sequence 1 – 3 weeks PLAN – DRAFT – REVISE – EDIT - PUBLISH

End with Publishing

Consider:

- memorable experiences
- link with high quality text
- familiarity / context (experience may well be further in to or towards the end of the sequence)

1. **Introduction**

Introduce the purpose for the writing

New text type - why this is important and pertinent features based on the purpose

Initial Task

2. **Features & PAT**

Discussing and motivating to write

Share and look at lots of examples

Models - read, discuss, deconstruct, analyse for compositional, vocabulary, language features & structural elements. Ensure clarity on:

P – **purpose** – what's the point of this writing?

A – audience – who are we writing for?

T - text - what are the most pertinent features we will keep in mind for our **purpose**?

Deconstruct using frames (ideally, use bespoke examples)

Assessment – share assessment criteria specific to that piece

Consider creating mark schemes with children - make grids from model

Use frames or rubrics to plan for self-assessment

GOALS = MOTIVATION

3. **Model/Support/Plan/Practice**

- Language first – introduce and apply vocabulary
- Use models to learn from, reword, emulate, inform, and create
- Word / sentence / paragraph / section level practice
- Specific grammatical practice
- Planning using models & skeleton plans & success criteria / mark scheme

Sequence of a Birkwood Writing Lesson

KS2

- Consider process – revise & improve & be ambitious with content (model how to revise)
- Consider process – check & edit spelling & punctuation (after writing and revision so as not to be a barrier to writing) (model how to edit)
- Always keep PAT in mind
- Maximise oracy opportunities (full sentences, pairs, all children involved and joining in)
- Adapt work so that all children can write at their level - consider transcriptional elements

4. Model/Extend/Detail/Build/Stamina/Plan

Tasks to embed and improve

Consider process – check/edit/improve/revise/proofread

Link back to Purpose and Audience motivations

Eventually, models, scaffolds, success criteria and adult direction is slowly faded out

In Y5/6 children to begin to create own planning models

Maximise oracy opportunities (full sentences, pairs, all children involved and joining in)

Experiences – Trips / Activities / Drama / role play = cultural capital = immersed in the process

5. Independent Writing

Children write independently – ensure purpose and audience strongly in mind

Have they checked / edited / proofread?

6. Share/Publish

This can be a simple as reading aloud to others and having someone else read work aloud

Publish for target audience