




Reading to Writing Process

<p>1. <u>Introduce the text</u></p> <ul style="list-style-type: none"> - Through front cover image - Through blurb - Through a character description - Through a quote <p>Don't stick to the same format each time.</p> <p>VIPERS: predict, infer, retrieve, vocabulary</p> 	<p>2. <u>Vocab</u></p> <p>Pull out tricky vocabulary that the children will encounter in the text.</p> <p>Children to clarify meaning, but don't just make this a dictionary task. Look at synonyms, antonyms, shading of the word, picture clues, context clues, matching and sorting activities.</p> <p>VIPERS: vocabulary, predict, explain, infer</p> 	<p>3. <u>Introduce the model text (linked to genre)</u></p> <p>Should be an example of the genre of writing the children will be expected to produce at the end of the unit. Ensure it is appropriate in content for the year group. Children must be aware of purpose, audience and form.</p> <p>Pick out the features while reading to pupils. What features do they notice?</p> <p>VIPERS: vocabulary, explain</p>
<p>4. <u>Interrogate the text</u></p> <p>Children to annotate the text, identifying features. Use this to create a success checklist.</p> <p>VIPERS: vocabulary, infer, predict, explain, retrieve, summarise (sequence KS1)</p> 	<p>5. <u>Skills Practice</u></p> <p>Children to take the time to practise skills required in the final piece. For example:</p> <p>Newspaper article</p> <ul style="list-style-type: none"> - headlines/by-lines - reported and direct speech - sequencing <p>Look at structures of the text alongside grammatical features and vocabulary.</p>	<p>6. <u>Plan for writing</u></p> <p>Children to use a planning frame such as story mountain, chunking sections of writing or boxing up. This must be modelled by the teacher before children can be expected to do it. Children to refer back to success checklist and purpose, audience and form throughout this process.</p> <p>Continue to focus on structures of text and grammatical features and vocabulary.</p>
<p>7. <u>Write first draft</u></p> <p>Teacher to model first draft from their plan before children attempt their first draft, using their plan throughout. Ensure success checklist is visible to children. Focus on particular sections at a time so that children don't rush through.</p> <p>Continue to focus on structures of text and grammatical features and vocabulary.</p>	<p>8. <u>Edit and revise</u></p> <p>Share and display examples of high quality writing from the class (written accurately). Children to have specific editing focus such as punctuation, spelling, adding more detail and to focus on one section of their work at a time.</p> <p>Focus will be coherence, spelling and grammar.</p>	<p>9. <u>Final write</u></p> <p>Children to complete their final version which includes all of their edit changes.</p> 