

Tickhill Estfeld Primary School – Teaching Writing (2026)



Our writing cycle provides a consistent, research-informed structure for the teaching of writing across school. It enables pupils to build secure transcriptional and compositional skills while developing confidence, independence and authorial intent.

1. Hook – Inspire and Engage

Purpose: To motivate pupils, activate prior knowledge, and immerse them in the purpose and audience for writing.

- Introduce an engaging stimulus — e.g. a high-quality text, image, artefact, question, video, or piece of music.
- Explore themes, vocabulary and emotions through talk, drama and reading.
- Clarify the writing purpose and audience: Who are we writing for? Why are we writing this?
- Use questioning and discussion to generate curiosity and vocabulary.
- Build background knowledge and contextual understanding before writing begins.

2. Planning – Read as a Writer

Purpose: To explore how effective writing works and to plan purposeful, structured ideas.

- Study a model text to understand structure, voice and effect.
 - Discuss the writer’s choices: vocabulary, grammar, cohesion and structure. —
- Pupils dissect a model text to identify key features for the genre.
- Co-construct a Success Criteria (Steps to Success) or class toolkit for the genre.
 - Model and support planning at sentence and text level — mind maps, boxing-up, flow charts, or story mountains.
 - Encourage pupils to plan using the appropriate organisational features and vocabulary for their purpose.
 - Maintain visible learning walls with key vocabulary, structure examples and focus grammar objectives.

3. Drafting – Modelled, Shared, Guided and Independent Writing

Purpose: To teach and apply writing skills through explicit, scaffolded practice.

Modelled Writing (I do)

- The teacher writes in front of pupils, verbalising the thought process of a writer.
- Demonstrate how to structure sentences, make vocabulary choices and apply grammar purposefully.
- Make the writing process visible — thinking aloud, rereading, self-correcting, and improving clarity.

Shared Writing (We do)

- Teacher and pupils compose together.
- Pupils contribute ideas while the teacher scribes, shaping and refining collaboratively.
- Focus on teaching composition, cohesion and effect, reinforcing key vocabulary and structures.

Guided Writing (You do, with support)

- Targeted support in small groups to address specific needs.
- Scaffolded opportunities for pupils to apply recently taught skills with guidance.
- Opportunities for reinforcing sentence structure, cohesion or genre conventions.

Independent Writing (You do)

- Pupils apply learning independently using the success criteria and model text for support.
- Focus on writing for real purpose and audience.
- Emphasise fluency, stamina, and accuracy.
- Encourage self-assessment and reflection throughout.



4. Revising – Develop Voice and Effect

Purpose: To refine writing beyond accuracy — improving tone, precision, and impact.

- Teach pupils to revise for audience and effect — Does this say what I want it to say?
- Model vocabulary and sentence-level refinement.
- Encourage pupils to experiment with word choice, sentence variety, cohesion and figurative language.
- Guided revision may include working in small targeted groups, or focusing on identified areas for development through formative and summative feedback or pupils' work.
- Promote rereading for fluency and flow.



5. Editing – Refine and Improve

Purpose: To identify and correct errors in grammar, spelling, and punctuation, ensuring clarity and accuracy.

- Model editing explicitly using examples from class writing.
- Provide focused editing tasks (e.g. checking tense consistency or punctuation).
- Pupils edit their own and peers' writing using coloured pens or editing stations.
- Teach pupils to read aloud to check flow and meaning.
- Emphasise that editing is about clarity and correctness rather than rewriting entire sections.



6. Sharing – Publish and Reflect

Purpose: To celebrate writing, develop confidence and reinforce pride in achievement.

- Provide meaningful opportunities for pupils to share writing with authentic audiences (other classes, displays, newsletters, performances).
 - Publish or present writing in creative ways (e.g. digital books, displays, anthologies).
 - Encourage peer review and self-reflection: What am I proud of? What will I improve next time?
 - Use success criteria to evaluate progress.
- This is a **non-linear** cycle – teachers and pupils may move back and forth between stages and sharing can happen throughout, not just at the end.

Assessment and Feedback

- Formative Feedback – verbal or written, focused on key teaching points to take place at every opportunity for live marking.
- Performance Task (“Sharing Piece”) – at the end of a unit to demonstrate progress and independence.
- Summative marking responds as both reader and writer – highlighting strengths and identifying precise next steps.
- Pupils are taught to act on feedback promptly, showing immediate improvement.

Consistency and Progression

- Grammar, punctuation and vocabulary are taught in context – avoiding, where possible, discreet grammar teaching.
- Oracy and reading are central to developing confident writers.
- Teachers ensure every pupil experiences success, using high-quality modelling and responsive teaching.
- Relentless routines underpin every stage: clarity, consistency, and pride in writing.

Golden Threads

- Throughout the writing cycle the Golden Threads that underpin the teaching of English are woven into the lesson.

