



The Nevill Road Way to Writing – revised 2024



| Step | What this looks like |
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| Decide what you need to cover A unit of work should last no longer than 3 weeks. | <ul style="list-style-type: none">● Set up to 3 adapted targets based on KPIs, to meet children’s needs and stick into books (see templates)● Discuss targets with the children.● Refer to list of which genres should be covered in each year group.● Which children are your focus – PP? Under achievers? GDS? |
| Hook | <ul style="list-style-type: none">● Stimulus –either text, picture book, movie, scenario.● Bring it to life for children – dressing up, DEAL strategies, visitors etc.● Reference texts used on year group texts sheet |
| Interrogate text/WAGOLL (link to reading objectives) | <ul style="list-style-type: none">● Purpose and audience● Look at a WAGOLL and discuss layout and genre features● Sentence level features – links to SPaG● Build up your learning wall/ flipchart with examples, vocabulary, features etc |
| Modelling discrete sentence level grammar. Use punctuation linked to text types. | <ul style="list-style-type: none">● Modelling sentences based on KPI targets● Editing and uplevelling sentences which children have written at the modelling stage in purple pen. |
| Planning | <ul style="list-style-type: none">● Retell / Capture ideas through DEAL strategies.● Oral rehearsal of ideas in pairs and groups ORACY – DEAL opportunities● Use boxing up, story mountains and other planning tools |



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| Drafting | <ul style="list-style-type: none">● Writing in parts/paragraphs/ small part of big piece ensuring children use the skills learnt and developed in sentence work stage.● Modelled writing focussed on target children (use examples of children’s writing to edit and improve)● Examples onto learning walls/ flip charts.● Use of success criteria● Adapted expectations.● Scaffolding made available for children.● Guided writing for target groups● Self and peer assessment opportunities |
| Editing | <ul style="list-style-type: none">● Explicit modelling of the editing process using children’s work on the flipchart/visualiser● Spelling class feedback sheet (Y6)● Progression of expectations of editing throughout school – see below● Self and peer editing opportunities.● Refer to BN & HFW. |
| Final piece | <ul style="list-style-type: none">● Publish final piece ensuring children include edits – as a real life outcome e.g. leaflet / booklet. Can be written or typed.● Assess against KPIs.● Opportunities to share and celebrate – parents, other teachers or children. |
| Feedback throughout a unit of work | <ul style="list-style-type: none">● 1:1 conferencing● Pink and green marking with comments if necessary (target focussed and Bear Necessities)● Self / peer assessment |



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| | <ul style="list-style-type: none">● Editing and improving (see year group progression) |
| Notes | <ul style="list-style-type: none">● Please note: Depending on your year group and what genre you are focussing on, you may need to chunk the final piece |

Editing and improving progression:

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| Year 3 | <ul style="list-style-type: none">● Editing - focus on BN and spelling (Y1/ Y2 / Y3)● Pairs / independent● Redraft sentences (direct using numbers) |
| Year 4 | <ul style="list-style-type: none">● Editing - focus on BN and spelling (Y2 /Y3 / Y4)● Pairs, trios, independent.● Redraft two sentences (direct using numbers / GDS independent) |
| Year 5 | <ul style="list-style-type: none">● Editing - focus on BN and spelling (Y3 /Y4 / Y5)● Pairs, trios, independent.● Redraft one paragraph (direct using numbers / independent by the end of the year) |
| Year 6 | <ul style="list-style-type: none">● Editing - focus on BN and spelling (Y4 / Y5 / Y6)● Pairs, trios, independent.● Redraft paragraphs (direct using numbers, SEND only) |