

Edale Rise Writing Approach

Core Principles

- Writing is taught through a **consistent, structured** process across school.
- Units are built around a **clear purpose and authentic audience** (entertain, inform, persuade, discuss).
- **Reading, talk and vocabulary** are the foundation of all writing.
- Teaching prioritises **quality over quantity**, with a clear focus on securing transcriptional fluency through strong modelling and scaffolded independence.
- All pupils are supported through **oral rehearsal, explicit instruction and adaptive teaching**.

Intended Impact

- Pupils write with **clarity, accuracy and purpose**.
- Writing demonstrates **secure transcription, rich vocabulary and control of structure**.
- Pupils understand writing as a **process of drafting, improving and publishing**.
- **Outcomes are consistent across classes and year groups** through shared expectations and moderation.

The Writing Process

1. ENGAGE (Hook, Purpose, Audience)

- Launch each unit with a **high-quality stimulus** (text, drama, trip, video).
- Make **purpose, audience and success criteria explicit** from the outset.
- Map the **learning journey** so pupils understand how their writing will develop.

2. DISCOVER (Immerse, Analyse, Practise)

- **Immerse**
 - Saturate pupils in **high-quality model texts** (read aloud, discuss, perform).
 - Build **deep subject knowledge and vocabulary** (word banks are essential).
 - Use **oral rehearsal, drama and oracy** to develop ideas and language.
- **Analyse**
 - Read **as a reader**: effect, meaning, response.
 - Read **as a writer**: identify and understand how writing works (word → sentence → text).
 - Focus on impact on the reader, not just feature spotting.
- **Practise (“Dabble”)**
 - Teach key skills explicitly through **short, focused activities**.
 - Use **modelled and shared writing daily**.
 - Practise **sentence construction and grammar in context**.
 - Provide **frequent feedback** and opportunities to refine.

3. COMPOSE (Plan and Draft)

- **Plan**
 - Teach and **model planning explicitly** (e.g. boxed-up plans, story maps, graphic organisers).
 - Break writing into **clear, manageable components**.
- **Draft**
 - Combine **shared, guided and independent writing**.
 - Model **how to translate plans into sentences and paragraphs**.
 - Use **live feedback** and encourage editing during writing.



- Promote **independence while providing targeted support and challenge**.

4. EVALUATE (Revise and Edit)

- Teach the difference between:
 - **Revising** (improving content and effect – ARMS)
 - **Editing** (correcting accuracy – COPS)
- Use strategies such as:
 - Reading aloud
 - Peer feedback and conferencing
 - Checklists and highlighting success criteria
- Gradually build pupil independence in improving their work.
- Use some curriculum time to provide children opportunity to practise editing and revising in discrete sessions.

5. PUBLISH

- Produce a **final ‘best’ piece** following drafting and editing.
- Celebrate and share writing with **real audiences** (displays, books, competitions, etc.).

Key Teaching Practices Across All Phases

- **Model constantly:** make the writing process visible through “thinking aloud”.
- **Use word banks and vocabulary** teaching to drive quality.
- **Prioritise oral rehearsal** before writing.
- **Chunk learning** to manage cognitive load.
- Provide **scaffolds and adaptations** (sentence stems, visuals, Widget, technology, reduced volume where needed).
- Ensure **frequent opportunities for success and feedback**.

Early Writing (F2/KS1 emphasis)

- In F2 and KS1, writing is taught **through a structured, carefully sequenced** process that **prioritises oral language, transcriptional fluency and gradual independence**.
- Pupils begin by becoming **fully immersed in high-quality texts**. Through reading aloud, drama, talk and vocabulary work, they develop a **rich understanding of language** and build secure word banks to support writing.
- Writing is **initially highly scaffolded**. Pupils **orally rehearse sentences, engage in shared writing with the teacher, and practise transcription** through carefully structured dictated sentences. This secures accuracy in spelling, punctuation and sentence formation.
- Over time, **scaffolding is gradually reduced**. Pupils **move from transcription of modelled sentences to independently composing their own ideas**, supported by clear success criteria and adaptive teaching.
- By the end of each sequence, **pupils produce a complete piece of writing that reflects both supported practice and independent application**. This ensures all pupils develop confidence, accuracy and increasing independence as writers.

