

Writing Short-Term Planning Cycle

Our Philosophy

At Christ Church C of E Primary School, our approach to writing is grounded in the belief that children become confident, independent, and *flourishing writers* through rich exposure to high-quality texts, explicit grammar teaching, and regular opportunities to apply and improve their writing.

We value both:

- **Substantive knowledge** (grammar, vocabulary, genre features), and
- **Disciplinary knowledge** (writing behaviours like planning, editing, and refining).

Writing follows a consistent two-to-three-week cycle built around:

- Quality texts and vocabulary-rich reading
- Rainbow Grammar-based explicit grammar teaching
- Regular sentence and paragraph-level practice
- A weekly extended piece: *Flourishing Writers*
- Editing, reviewing, and re-drafting with feedback
- Application across genres throughout the year

Typical Weekly Structure

This structure applies across the school, with adaptations for each phase.

- **Monday** – Reading session (with a writing focus – e.g: focus on text type or language for the genre, etc in order to gather ideas for writing).
- **Tuesday** – Rainbow Grammar Focus 1 (perhaps an introduction of a new skill).
- **Wednesday** – Rainbow Grammar Focus 2 (Extension of skill, such as application in writing).
- **Thursday** – *Flourishing Writers* This is a main piece of writing with a focus on quality. There is no expectation for this to be a full piece (e.g: a completed story) each week. For example, if the genre is horror writing in Year 4, then a paragraph or two just focusing on a segment of a story building suspense would have greater impact than children writing 5 or 6 paragraphs at length. The focus here is quality writing with an aim of equipping children with the skills to develop across a range of genres (this will obviously look different depending on the year group, etc). These pieces can be supported (recommended at the start of a new unit or skill) or can be independent (following a week or two of scaffolded support). The grammatical or writing objective needs to be highlighted in green. If there is an extended piece that you are planning in another subject (history / geography, etc), then this could merge with writing as your extended piece for that week.
- **Friday** – Editing process. Depending on age group, this could be responding to marking, working in peer groups or pairs to compare, contrast and up-level, or this could be the teacher selecting an anonymised piece of writing from a child to focus upon as a class (e.g: put it on the board or stick it in books, and then identify strengths and areas for development with a view to children sharing good practice).

What happens in week 2 or week 3?

In two-weekly cycles or three-weekly cycles, the 2nd and 3rd weeks will likely follow the same structure. The main difference is that there will be far more focus on examples of writing in week 1 with more scaffolding, etc. The latter weeks will focus on further developing skills, with higher expectations in order to ensure children are progressing (see grammatical progression documents for examples – see below).

Appositives

Describe a noun or noun phrase with an appositive, separating with commas

Dobby , a kind-hearted house elf , beamed admirably at Harry.

Co-ordinate 2 appositives, separating with commas

Voldemort's mansion , a place of untold terrors and a source of great evil , cast an eerie shadow over the village .

Co-ordinate 3 appositives, separating with commas

Dobby , a brave soul and a loyal friend or just an irritating elf , hid Harry's wand .

Spelling / Handwriting

These are also areas that require teaching within the writing framework. This will look different for different year groups, with some children accessing spellings through regular phonics and some children having discrete spelling sessions. This will be similar for handwriting. For both spelling and handwriting, children will need to be taught the spelling and handwriting rules and structures so that this can be applied to writing.

EYFS / Year 1 – Drawing Club and Curious Quests

Structure TBC, e.g:

- **Monday** – Story & Vocabulary
- **Tuesday** – Oracy & Drawing
- **Wednesday** – Mark Making / Early Writing
- **Thursday** – Story Innovation & Sentence Work
- **Friday** – Celebrate & Share