

Activity 1b: Independent writing

Now think about how independent writing can be successfully facilitated, allowing pupils to apply and demonstrate their writing skills. What strategies and approaches could be engaged to enable pupils to **independently** write in a sustained way?



Successful facilitation of independent writing

Activity 2a: Gathering evidence from writing

Refer to Pupil B, pieces A, B and C

Drawing on your understanding of the first greater depth 'pupil can' statement, make detailed notes, including examples, on the following points:

How Pupil B's writing:

- uses the key aspects of **coherence** and their increasing understanding of **purpose** to communicate effectively and have an impact on the reader
- draws on their **reading** to inform the **vocabulary** and **grammar** of their writing, demonstrating how they are meeting the first greater depth statement.

Can you identify how the first statement for greater depth has been demonstrated collectively from these three pieces of writing?

Piece A – a letter



Piece B – a story



Piece C – an extract from a newsletter



Activity 2b: Collating and considering evidence

Now read and **make notes or annotate** the commentary for Pupil B.

Can you identify how the three pieces from Pupil B have collectively evidenced the first statement for greater depth?

‘The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.’

Commentary – Pupil B

Notes

