

Writing Sequence

Day 1: Immersion: – Use of hook/stimulus to engage children (video/extract of text/object)

- Teacher written WAGOLL
- Children engage with text type using WAGOLL
- Annotate features/language
- Read aloud as a class, pairs, groups
- Not marked in books.

Day 2: Comprehension – Further discussion and modelling of how of comprehension questions

- Focus on structure language features
- Hotseating, role on the wall, how much do you agree activities to deepen understanding
- Use domains from GR to build questions
- Variety of question types and stems
- Marked in books

Day 3: SPAG - Teaching of one or more Age-Related sentence level objective relevant to text type

- Teacher modelled and then children imitate before independently applying
- Support for children for whom this is a target
- Marked in books – individual feedback in books for children to respond to in next lesson.

Day 4: Planning

- Response to SPAG feedback
- Use of stimulus/hook again
- Teacher to model how to plan and get children to verbally rehearse what they will use in each part of text
- Children to complete plan
- **Creation of writer's toolkit as a class using WAGOLL to select skills**

Day 5: SPAG (15mins) and Application (45mins)

- Teaching of an Age-Related sentence level objective relevant to text type and **taken from writer's toolkit**
- Teacher modelled and then children imitate before independently applying
- Support for children for whom this is a target
- **Live marked where possible**

Application

- Teacher to model using this SPAG skill and other skills from Writer's Toolkit
- Application of this objective into a part of a piece of writing – children imitate teacher's good example.
- Teacher must make reference specifically to writer's toolkit
- Marked using Feedback Sheet

Day 5/6: Writing/Editing

- Teacher uses modelled plan and models writing for first 10-15 minutes of lesson – children then go away to independently write
- Writers toolkit stuck in books before the write
- Teacher could use focus group potentially identified in previous feedback sheet
- Once editing practise is understood by the children this should be built into the lessons rather than having a standalone lesson in the writing process for editing.
- Teacher to stop at increments using a visualiser to model how to edit as we go – encouraging children to do the same
- Marked after Day 6 using Feedback sheet
- Children to assess themselves at the end of the writing process and suggest targets to be taken forward based on Year Group Expectations

Day 7 – Evaluation: Target Setting/Publishing Celebrating

- Children to spend time with a copy of the success criteria they created in Writer’s Toolkit
- Evidence of what they did well and identification of their own next steps – discussed
- Target sheet bookmark updated
- Publishing if applicable
- Celebrating work
(Writer’s chair, Reading aloud to the class, Sharing work with another, Vocab work, selecting takeaways to go on English Working Walls, picking best vocab – group activities to follow up – class misconceptions etc)

Day 8 – Inventing - Using the same stimulus children to be asked to ‘show-off’ their skills of a different text type using the same context.

- Teacher model 10 mins
- Pupils invent 50 mins