


St Oswald's Writing Journey

High quality Text and Hook.	WAGOLL	Vocabulary & SPAG	Plan	Write	Edit Improve and Publish
<p>Can be done at beginning of writing sequence or half term.</p> <p>Engage the children with an exciting starter activity to introduce them to their new class book. And inspire writing.</p> <ul style="list-style-type: none"> video, imagery, drama, educational visit, outdoor learning, theme day, classroom decoration, etc. <p>Consider your purpose and audience for writing, include the children in this process for a clear understanding of audience and outcome of writing.</p>	<p>Children given the opportunity to read a good example of what their piece of writing will look like. This will resemble style, genre, audience and grammatical features, but will be written regarding a different topic, to avoid over-scaffolding.</p> <p>WAGOLL should be written by class teacher where possible and should show clear examples of spag outcomes with no errors.</p> <p>Opportunity should be given to read and analyse the features of the WAGOLL.</p>	<p>Children should be clear on the grammatical tools they will need in order to be successful in this piece of writing by creating success criteria.</p> <p>Explicit grammar skills to be taught/consolidated taken from the LTP progression map.</p> <p>Children should be clear on the grammar and punctuation they need to include in the genre/ style of writing.</p>	<p>Support for children to structure their ideas coherently.</p> <p>Use story maps and other graphic organisers.</p> <p>Research (eg characters, settings, the focus of their text).</p> <p>Create word banks (magpie from the model text, share ideas, use other linked texts)</p> <p>Draw and label (eg characters, settings) .</p> <p>Focus on writing for purpose and audience.</p>	<p>Teacher to clearly model how to use planning and vocabulary tools to translate ideas into writing.</p> <p>Model, shared and guided writing should be included in this step.</p> <p>Children to be given adequate and structured time to write independently.</p> <p>Using target children and reflections to generate next steps to be used in edit and improve session.</p>	<p>Using next steps highlighted in marking and reflection, allow children to have structured time to correct errors in spelling, punctuation and grammar as well as to make changes and improvements to their writing.</p> <p><u>THIS SHOULD BE DONE IN PURPLE PEN</u></p> <p>Where appropriate children should be given the opportunity to publish their writing.</p>

Assessment: Each half term one piece of independent writing is assessed for each child against their year group's writing assessment objectives. After each piece of writing is assessed, feedback and targets should be shared with that child so they are aware of their next steps. Over the year, each child will have six pieces of independent writing assessed on their writing assessment grid.

Every lesson to:


- be clear and explicit that it is a English/Writing lesson
- share expectation and non negotiables
- begin with 5 minute handwriting focus (penpals)
- share audience, purpose and text type the unit of work is building up to.
- include high quality teacher modelling
- oracy strategies and opportunities for meaningful talk.



St Oswald's
C of E Primary School, Guiseley


This lesson is:

Tags:



Wonder
Kindness
Excellence
Courage
Perseverance

key vocabulary for the lesson



Inspire & Flourish

We are 'one body, many parts' (1 Cor 12)

We take pride in each other, learn with awe and wonder, dare to dream and help each other flourish. We are a body of unique individuals who come together to trust, inspire, smile and serve one another and our community.

Non - Negotiables

- Date
- Tag in
- Underline subheadings
- Capital letters for a new sentence, a name or a place.
- Your best handwriting every day, every time
- Underline a spelling if you aren't sure and write it on your sheet.
- Tag out

English

We are working towards a piece of _____ writing.

The audience will be:

The purpose is: inform
entertain
discuss

Our handwriting joining focus is:

Talking Strategies
Which ones will we be using today?

THINK PAIR SHARE

RoundRobin

Talking Chips
Support for Productive Classroom Discussions