

Our St William's Writing Journey

Stage 1: Immersion

Before starting a writing unit, teaching will focus on immersing the pupils in the text, and will build on the reading skills of predicting, questioning, visualising, empathising, summarising, inferring and making links.

The focus of the reading lessons will be determined by the written outcome. For example, if the children are building towards writing a diary entry, the focus of the reading lessons may be on inferring the characters' thoughts and feelings, based on what they say and do.

Where the reading lessons are a precursor to the writing unit, some of this work may be recorded in the pupils' English book, as opposed to the reading book.

Purpose

- To immerse the pupils in the text or stimulus for writing
- To engage and excite the pupils
- To promote a love of reading

Adaptations for SEND

- TA or T support
- Amended use of sentence starts
- Pre-reading and overlearning opportunities
- Use of a scribe/ video evidence of pupil's learning

If PKS:

- Children will pre-read the text
- Discussion into new vocabulary, inference and plot through visuals.

Stage 2: WAGOLL analysis (purpose, audience, tone and structure)

Pupils analyse an example (WAGOLL) of the text type that children will produce. This is written by the teacher, pitched slightly above what the children can achieve themselves, and focuses on the grammatical structures previously learnt or that will be learnt within that unit.

All pupils should analyse the same high-quality text. For children that require support, scaffolding and adaptations are provided.

In Year 2:

Pupils analyse the structural and organisational features used within the text type.

In KS2:

Pupils revisit (through daily pause-reflect-remember) the structural and organisational features of the text type. The new learning focuses on an analysis and evaluation of:

- The purpose of the text, the audience and the tone of formality involved
- The purpose of each paragraph and structure of the text, and how this links to the author's purpose and the relevant audience

Pupils use the sentence starts to support them with this analysis. GD pupils are encouraged to evaluate the author's choice and build towards suggesting alternatives.

Purpose

- Pupils know what they are writing, what the purpose of their writing is and who their intended audience is.
- Pupils understand the level of formality

Adaptations for SEND

- Pre-reading
- Use of visuals
- Analysis of part of the WAGOLL (e.g. a paragraph)

If PKS:

Adaptations for GDS

- More evaluation and justification.
- More independent analysis
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involved, and how this links to the audience and purpose	• Pupils understand the purpose of each paragraph and how the paragraphs build progressively, linked to the overall purpose	• Drawing pictures to describe the paragraph. • Chopped up sentences for the pupil to re-order. • Adapted WAGOLL • Pre-reading of text	
Stage 3: WAGOLL analysis (language and grammar)			
When revisiting the high quality model produced by the teacher, the pupils will analyse, discuss and evaluate:			
• The author’s use of language • The author’s use of grammar and sentence structure			
Purpose	Adaptations for SEND	Adaptations for GDS	
• Pupils understand why the author has chosen to use particular words and phrases and what impact this has on the reader. • Children are exposed to high quality, interesting and aspirational vocabulary that is used in context. • Children understand and analyse the impact of grammatical structures within the text. • Children are exposed to and discuss the genre specific language used in the WAGOLL.	• Pre-reading • Use of visuals • Analysis of part of the WAGOLL (e.g. a paragraph) • Teacher highlighted vocabulary <u>If PKS:</u> • Closed procedure activities, with pupils using language to complete the sentence. • Drawing pictures to describe the highlighted vocabulary.		
Stage 4: Imitate/Innovation			
Initially, children learn to imitate the writing content of the WAGOLL. This may be in whole or in part and is an opportunity for children to receive high quality and targeted feedback from the teachers/teaching assistants working with them. More able children, may move straight to the innovation state if this is deemed appropriate for them.			
After imitating the familiar content and structure of the text they have rehearsed with the teacher, most children will think creatively and note down their own ideas to innovate the writing. Using the original writing stimulus and the WAGOLL as a scaffold for their own ideas.			

This may be guided by the teacher with limited choices given for innovation so that oral rehearsal can be scaffolded and of a higher quality.

- Children learn from the language and structure of the original stimulus and rehearse their writing style in a familiar context. - To provide opportunities for children to receive high quality feedback (both oral and written) from the class teacher. - Children think creatively about their own ideas. - Children think about the cohesion of a piece of writing, how it's structured and lined together.	- Children to work in a supported group and work on a collective innovation plan. - Children may spend longer rehearsing familiar contexts in order to further apply the language and learning that have learned from the imitation stage.	More freedom to innovate their own ideas within the context of the unit.
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Stage 5: Collect It

Pupils use the resources given, as well as the Descriptosaurus and other carefully chosen extracts, to collect vocabulary that builds towards the purpose for writing. For example, if writing a diary entry from the perspective of the mouse, using The Gruffalo text as a stimulus for writing, the language might be collected using the headings:

- Language to describe what the Gruffalo looks like
- Language to describe the Gruffalo's behaviour
- Language to describe what the mouse did
- Language to describe how the mouse felt
- Language to describe the forest

Purpose	Adaptations for SEND	Adaptations for GDS
- To develop the pupils' vocabulary - To develop the pupils' understanding of the purpose for writing, based on the impact on the reader	- TA or T support - Select from a word-bank - Use of illustrations and visuals to expose children to unfamiliar settings If PKS: - Word sorts to extend limited vocabulary - Order vocabulary (e.g. when looking at synonyms for sad, they might organise heartbroken, devastated, miserable, unhappy,	- Lead class discussion - Evaluate and justify why they've selected specific language - Exposure to a wider selection of language and aspirational, including extracts and examples of high-quality texts that are relevant. E.g. When writing a narrative that is set in a rainforest, the pupils may read an extract from The Wonder Garden or the Great

	down etc depending on the scale of emotion involved) • Use of illustrations and visuals to expose children to unfamiliar settings	Kapok Tree in order to explore vocabulary and terminology on a deeper level.
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Stage 6: Sentence Level Composition (language and grammar)

Pupils apply new knowledge and skills to sentence level work. This could be a new grammatical focus or sentences that focus on language and tone that are relevant for the genre in which they are writing.

During this stage, teacher modelling, written and verbal feedback as well as oracy based activities allow the children to grapple with the new language collected in Stage 4, correct errors and misconceptions as well as up-level previously written sentences in order to meet the audience and purpose of the genre of writing they are working on. They might think critically about which sentences are more effective and why. They discuss the intended impact on the reader and how sentences contribute to the piece of writing.

In this stage pupils are immersed in the grammar that the teaching of the writing unit is focused on. These are identified on the whole school overviews. This aspect of grammar is taught holistically, within the context for writing and using the Collect It. Visuals and high-quality images are used in the pupil workbooks; the children then write sentences using the aspect of grammar taught.

Purpose	Adaptations for SEND	Adaptations for GDS
• Children think critically and about the words and grammatical structures they are using and their intended impact on the reader. • Children are able to rehearse and practise capturing the tone of their writing.	• Word banks • Sentence starters • T or TA support If PKS: • Colourful Semantics to scaffold sentence composition. • Closed procedures • TA or T support • Different grammar objects, as the pupil is accessing a bespoke curriculum based on their specific needs	• Pupils will work collaboratively and independently to carefully select and critique language choices and draw upon their own reading experiences.

Stage 7: Planning

Children use the ideas collated in their innovation stage and their knowledge of the structures discovered in the WAGOLL analysis to plan their own piece of writing. This process can be modelled by the teacher before the children write their own plan.

Planning should pay close attention to the sequence and purpose of each paragraph and its contribution to the whole piece as well as the language and grammar the children have selected to use in their own work.

Purpose	Adaptations for SEND	Adaptations for GDS
• Children think carefully about the content of their writing, continuously	• With adult support, children will be encouraged to draw more closely on the WAGOLL	• Children may be encouraged to change the point of view of their writing.

drawing upon the whole writing sequence so far (accessed via the Working Wall). Children plan for cohesion and making links across the piece of writing.	- T or TA support - Children may contribute to a shared plan with adult support. If PKS: - Use of visuals and text mapping	
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Stage 8: Oral Rehearsal

Children are given the opportunity to orally rehearse their newly acquired vocabulary and grammatical structures guided by their personal plans.

Purpose	Adaptations for SEND	Adaptations for GDS
- Children 'try out' the tone and the structure of their plan. - Children work with their peers to evaluate the effectiveness of their ideas and language.	- TA supports - Adapted sentence stems - Targeted feedback from an adult to address misconceptions in speech - Targeted support in each of the oracy strands (e.g. a child may need support with the physical aspect)	- Orally rehearse from a different perspective - Take a more dominant role in modelling and sharing of orally composed time

Stage 9: Guided writing/ independent writing

Using the modelled plan, teachers complete a guided writing session to complete the first paragraph. They explicitly model how to use the plan to form cohesive sentences and paragraphs. They 'think aloud' throughout this process and the pupils contribute. This modelling is then displayed on washing lines in the classroom, demonstrating the use of language and grammatical techniques expected of the children.

Some pupils will need more exposure to the guided writing activities than others. Different pupils can move on to the next stage when they are ready, based on the teacher's detailed knowledge of the children.

Throughout this stage, pupils receive ongoing verbal and written feedback. The teachers share successes from children's work throughout, using the iPad and the whiteboard. Pupils analyse shared pieces of work and identify why they are good examples.

Purpose	Adaptations for SEND	Adaptations for GDS
Children experience the fruition of the writing process and draw upon the whole journey to produce a piece of extended writing.	- Write based on the WAGOLL - Additional opportunities to engage in guided writing	Write from an alternate viewpoint or perspective

Children reflect on the purpose and the audience of the piece of writing at regular intervals during their extended writing.	- Support with engaging with their prior learning (collect it/Working Wall) If PKS: - Use of visuals - Writing may be chunked - Use of writing reminder cards for basic skills (e.g. punctuation and sentence composition).	
Stage 10: Edit & publish		
Marking will highlight to pupils what needs to be edited. Teachers will use a highlighter to do this as well as making comments at the bottom of a pupil's work. Pupils use editing strips to reorganise, recombine or re-write specific parts of their writing. Editing may also focus on the language and grammatical structures used, based on the purpose for writing and impact on the reader. Pupils work closely with their peers in order to identify errors. Pupils then publish their final piece. They can handwrite some and type up some; typing can include word processing as well as creating a PowerPoint. This will be determined based on the purpose for writing.		
Purpose	Adaptations for SEND	Adaptations for GDS
- Children assess the effectiveness of their writing and the writing of others. - Children propose changes to vocabulary, grammar and punctuation. - In publishing their work, children see their final piece and feel proud of the result of the process.	- Additional use of live marking, 1:1 conferencing and 1:1 guided editing. - Where spelling is a challenge for a child, they will be given a small number of words to 'find and fix.' KS1 common exception words should be prioritised for these spellings. If PKS: - Use of visuals - Writing may be chunked - Use of writing prompts for basic skills (e.g. punctuation and sentence composition).	Lead the peer feedback, evaluating writing and justifying choices and feedback.