**Writing Flow Chart**

# stimulus for writing

* Using a range of stimuli to engage children in writing. This could be

a high-quality text, video, image, drama, educational visit,

learning experience etc. Consider the purpose of writing… Do the

children understand why they producing a piece of writing? Who

is the target audience/what impact will their writing have?

* By looking at your working wall, is it immediately clear what the

class are currently writing about?

# WAGOLL

* What A Good One Looks Like… Are you using high-quality texts as a

WAGOLL for your class? Do your children understand the purpose of a

WAGOLL and do they actively use WAGOLLs to help them progress

as writers?

# Talking about writing

* Generating vocabulary – do you spend time with your class generating high-quality vocabulary, either through talk for writing, discussion or word-building activities so that children are highly familiar with the language required to write before they put pencil to paper?
* Do your children have access to appropriate vocabulary and prompts to enable them to be successful as writers? Is your learning environment used as a tool to support successful writing?

# modelling writing

* Do you frequently model writing with/to your class? It is vital that they see teachers constructing sentences; that they see/hear you modeling writing but also modelling the thought processes involved in writing/the choices we have as writers. E.g. The \_\_\_\_, \_\_\_\_ tiger pounced through the \_\_\_\_\_ jungle. “What adjectives could I use here? What other verb might I use?”
* It is also important to model making mistakes when writing. E.g. the big happy tiger ran through the Jungle. “What marvelous mistakes have I made with my writing? Can anyone give me feedback on how to make my sentences better?” Creating a ‘growth mindset’ is imperative for a writer. At Grove Road, we want to encourage our children to always seek to edit & improve their writing, and we strive to create a culture where constructive feedback is key – we are all ‘critical friends’ aiming to help one another to improve. Modelling receiving and acting upon feedback is vital.

# editing and feedback

* Are your class given regular opportunities to reflect on how successful they have been on a writing task? Do they self-reflect, give and receive feedback with peers and receive regular feedback from the teacher? Do they use green pens to edit their work so that they can see the improvements they have made to their writing? Is Seesaw used as a tool for giving feedback in your classroom?

# celebrating writing

* Is Seesaw used in your classroom to celebrate and promote writing with parents? E.g. marvelous mistakes, successful editing or outstanding effort? Is there opportunity for children to coach each other and work collaboratively to improve writing?