

## A Writing Sequence @ Keelby

1. Hook - *what should we write? Why should we write it? Who is it for?*



2. Interrogate a model text (WAGOLL) - *So what does this genre of writing look like?*



3. Shared writing/teacher modelled writing/ collaborative writing - *How can we include the relevant spelling, punctuation and grammar? How do we put ideas into clear, tangible and engaging sentences?*



4. Planning for writing - *how shall we structure our text? What would suitable vocabulary be? Can we jot down initial ideas?*



5. First draft - *Can I have a go?*



6. Editing and improving - *Can I make this even better?*



7. Publish or perform - *Can I publish or perform to achieve a sense of pride and enjoyment? Can I share my writing with a real audience?*

**It is essential for teachers to refer to Writing Genre Progression document when planning:**

**1. This may be:**

- Reading an extract of the PoR book
- Inspired by illustration
- Stem from drama based on the story
- Curriculum based

**Discuss purpose:** why are we writing?

**Discuss audience:** who are we writing for?

**2. Pull WAGOLL apart to:**

- Revisit prior SPaG learning
- Pull apart structure

- Understand tone - formal/informal

This should mirror the genre of writing that children are about to write, but be about a different topic to avoid over-reliance on the WAGOLL for independent writing.

**3. Honing writing skills.** May include:

- Discrete 'SPaG skills lessons' if children are learning a new element of grammar
- Revisiting/reinforcing of prior grammar learning within the context of the writing genre (SPaG in context)

- Live teacher modelling to demonstrate specific writing expectations - this should include 'thinking aloud' to explicitly show children why you are making writerly choices.

**4. Planning**

- Format of planning depends on the needs of the cohort and the text type to be written
- May be formal or informal planning

**5. First draft**

- The first opportunity for children to use their plans and previous learning. Children put their learning into practise **independently**, using the mantra 'think it, say it, write it, check it'.

**6. Editing and improving**

- Editing should be in three areas: spelling and punctuation; adding more/cutting out; rewriting elements for clarity. Editing flaps may be used to add more or rewrite sentences.

- Red pen shows children's self-editing
- Children may edit collaboratively at times

**7. Publish/perform**

- Not for every piece of work (teacher discretion)
- Element of celebration
- Could be performance/reading/extract of writing

- Gives opportunity for a real life audience: school display, send a letter, perform a poem, give a speech, tell a story, post on Twitter/website..)

Every sequence of writing will be adapted by the class teacher in order to meet the needs of the cohort and to be relevant to the mapped writing genre with relevant timings. Two assessed pieces of writing will be produced each half term.