



BRPS Writing Essentials 2019-20

Planning a Unit

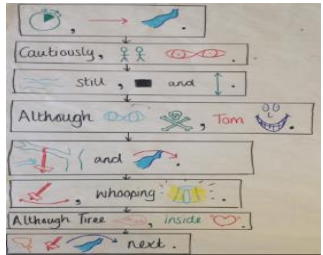
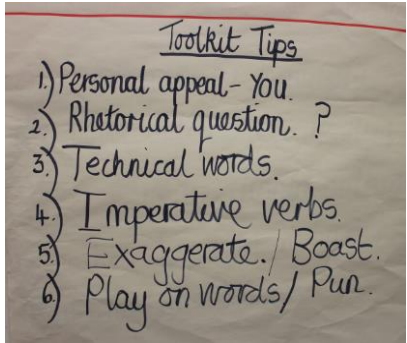
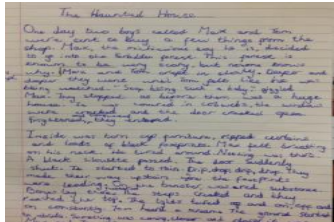
- Cold Writing Tasks – at the beginning of each unit to identify gaps and key teaching priorities. All year groups to highlight Cold Task title in blue.
- Hook – creative way to engage the children, take the time to make it exciting.
- Audience, Outcome, Purpose – decide who the writing is for, why you're writing it and what it will look like. Display these 3 headings on Working Wall.

Working Walls

- Should display a Learning Journey – each stage of Talk 4 Writing.
- Include a WAGOLL at the end of the journey – key features annotated and highlighted with and by children.
- Ownership of Working Walls given to children – use freely when writing, giving a 'workshop feel' to the writing process.
- Use a Working Wall monitor to update Working Wall with any useful material from lessons.

WAGOLLs (What a Good One Looks Like)

- Write or adapt Model Texts (WAGOLLs) together as a team and include the features you will be teaching in the unit. **It can be just a short extract.**
- Ensure your WAGOLLs are pitched accurately for the needs of your children. Use year group language progression documents.
- Share WAGOLLs with children and highlight/annotate key features at the **beginning of the unit** – display annotated WAGOLLs on Working Wall.
- Can have more than one WAGOLL – examples of different texts from various authors.

<p>Imitation Stage (Reading)</p>	<p>Key features of genre</p> <p>Reading comprehension questions, prediction, sequencing and key vocab (use of drama to orally rehearse WAGOLL, Text Map)</p>	
<p>Innovation Stage (Toolkit)</p>	<p>Spelling, grammar and terminology.</p> <p>Games such as noughts and crosses, fast writing, slow writing, spelling, handwriting, party bags.</p> <p>Co-create toolkits or success criteria with the children – give time for Short Burst Writing*</p>	
<p>Independent Stage (Writing)</p>	<p>Planning, writing, redrafting, editing and publishing for audience</p>	

Other Points to Consider

Marking - The main purpose of marking should inform future teaching – marking should be based on the needs of the class. Refer to marking policy.

Guided Writing – Should be used to support children to improve their writing – a mini lesson within a lesson – can be anything to support the writing improvements.

Short Burst Writing – Spontaneous writing using prompts, to be done across the curriculum. Use lots of visual stimuli for writing.

Hot Tasks – To be completed at the end of unit. All year groups to highlight Hot Task title in pink. (Independent Stage)

Refer to 'Possible Lesson Cycle' document when planning. Note: to be used only as a guide.