

# GH Writing Journey



## Assessment:

Use the last piece of independent writing to gather assessment information on what progress the children have made, and what their next steps for writing are. Consider all aspects of writing: grammar, punctuation, spelling, handwriting but most importantly composition. Use this information to inform your planning for the next unit of work.

## Immersion:

Immerse the children in the new text type and core text/ stimulus. Identify and discuss the key features of that text type (content, language, structure and organisation, purpose and audience) and make children experts in it. Compare examples and get children to evaluate their effectiveness. Ask children to suggest improvements. Select a WAGOLL and a WABOLL! Begin to explore the background knowledge needed for the new writing outcomes.

## Word, sentence play and practice writes:

Teach the writing conventions of the new text type. Model the new writing skill, give children time to practice the skill and then give them time to independently apply the skill within a paragraph. This is a vital part of the writing process as it helps to build stamina, as well as creating opportunities for practicing and embedding skills. The length of this part of the cycle will vary depending on how many skills there are to be learnt, practiced and applied.

## Invention:

Teach children how to re-invent the text by planning their own. Share the success criteria for this piece of writing. What do they need to include? Model how to use tools to help children plan their writing such as story maps, planning frames, comic strips etc. Use talk for writing techniques to help children fully embed their plan to memory. Plans should include the content mapped out briefly but they can also include key vocabulary children might want to use in different parts.

## Independent write:

Recap the success criteria for their independent writing. Review their plans and give them time to read through them and add any additions necessary. Model how to use planning to inform writing by using your own plan to write a short section of the text as a WAGOLL (this could be done the session before). Give children an opportunity over 2 or 3 lessons to write their draft in chunks. They can use any resources independently to support their writing. When finished time should be given for children to review their writing against the success checklist. **INDEPENDENT WRITING SHOULD BE MARKED IN DETAIL.**

## Editing and re-drafting:

Children need the opportunity to edit and redraft their writing, either from their own evaluation using the success checklist, or from the teacher's feedback. If large sections need redrafting, teachers should identify those sections for the children and provide feedback on what needs to be improved.

Editing can be supported or independent, and should be done in green pen.

## Publishing:

After editing or redrafting a piece of writing, children should have the opportunity to publish their work as a final draft for their intended audience.