

# 01

## READ & EXPLORE

Writing begins with exposure to a particular genre through visual literacy e.g. books, film, video clip etc. Children to be exposed to a variety of model texts depending on the type of genre being taught. They will be given the opportunity to explore and discuss features as well as drawing attention to the relevant, genre specific GPS.

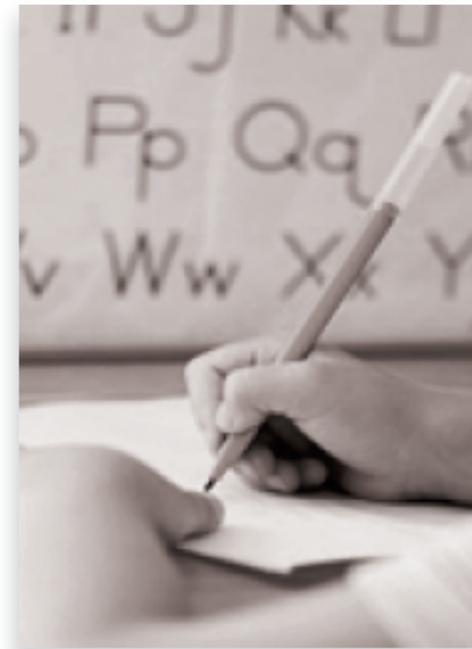
Children to analyse unfamiliar words, vocabulary, words and phrases they want to use in their writing. SEND children to work as part of a guided group or have scaffolds that enable independence.

# 02

## READING AS A WRITER

At this stage, children will be given the 'Box-Up' version of the chosen text where they discuss and analyse each paragraph to discover how the author constructed sentences, language choices, punctuation choices and text organisation.

In groups, children can discuss (facilitated by the teacher) audience and purpose, cohesion and how using the correct punctuation affects understanding when used correctly.



# 03

## PLANNING

Children to use the 'Planning Ideas' section of the Box-Up model to write down their own ideas based on what they have learned about writing from the model text.

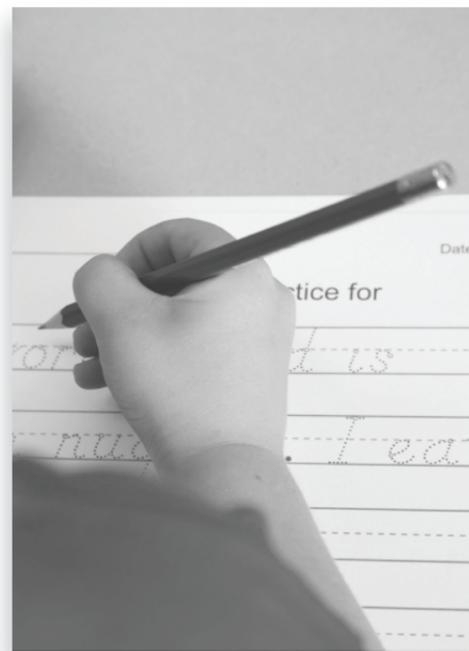
It is important at this point to discuss and model 'author's voice' as this demonstrates emotions, attitude and point of view as well as formal or informal, which directly affect the reader. SEND children to use a shared plan where possible with adult support.

# 06

## EDITING & IMPROVING

Ensure that editing and improving is a key element of the writing journey therefore time should be allocated to this process. Editing should be modelled for example, spotting spelling mistakes, comma splicing and variation of sentences.

This can be done by either choosing photocopying a child's piece of writing or a teacher example. The children can then edit and improve independently/in groups/in pairs/ whole class.



# 05

## MARKING & FEEDBACK

GPS to be modelled by the teacher throughout the writing journey. Ensure that 'authors voice' is used throughout the modelling process, which incorporates co-ordinating conjunctions, subordinating conjunctions as well as various sentence starters and rich vocabulary consequently consolidating understanding of the writing process as a whole.

It is imperative to include and model responding to feedback and editing at this point.

# 04

## CONSTRUCTING & WRITING

Marking and feedback should be done as per the school policy. Teacher should make sure that all children have a 'Next Step' to ensure improvement and empower the child as a writer.

It is also important (at this point) to pick up any non-negotiables (year group dependent) to reinforce expectations.

# 07

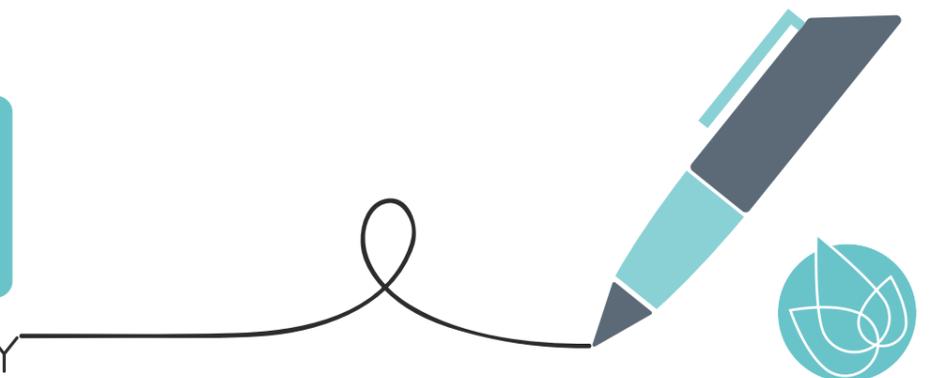
## FINAL READ

All children should be given the opportunity to read the final product either aloud to a peer or to a teacher. Children should respond positively to include one thing they really liked and one thing that may improve it next time.

I really liked... because ....

# KS1

## WRITING JOURNEY



# 01

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Children to analyse unfamiliar words, vocabulary, words and phrases they want to use in their writing. SEND children to work as part of a guided group or have scaffolds that enable independence.

# 02

## READING AS A WRITER

At this stage, children will be given the 'Box-Up' version of the chosen text where they discuss and analyse each paragraph to discover how the author constructed sentences, language choices, punctuation choices and text organisation.

In groups, children can discuss (facilitated by the teacher) audience and purpose, cohesion and how using the correct punctuation affects understanding when used correctly.



# 03

## PLANNING

Children to use the 'Planning Ideas' section of the Box-Up model to write down their own ideas based on what they have learned about writing from the model text. It is important at this point to discuss and model 'author's voice' as this demonstrates emotions, attitude and point of view as well as formal or informal, which directly affect the reader.

SEND children to use a shared plan where possible with adult support.

# 06

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The children can then edit and improve independently/in groups/in pairs/ whole class.



# 05

## MARKING & FEEDBACK

Marking and feedback should be done as per the school policy. Teacher should make sure that all children have a 'Next Step' to ensure improvement and empower the child as a writer.

It is also important (at this point) to pick up any non-negotiables (year group dependent) to reinforce expectations.

# 04

## CONSTRUCTING & WRITING

GPS to be modelled by the teacher throughout the writing journey. Ensure that 'author's voice' is used throughout the modelling process, which incorporates co-ordinating conjunctions, subordinating conjunctions as well as various sentence starters and rich vocabulary consequently consolidating understanding of the writing process as a whole.

It is imperative to include and model responding to feedback and editing at this point

# 07

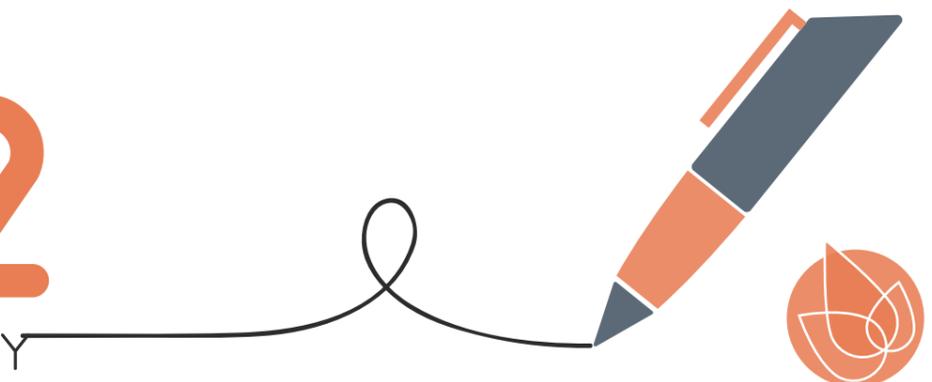
## FINAL READ

All children should be given the opportunity to read the final product either aloud to a peer or to a teacher. Children should respond positively to include one thing they really liked and one thing that may improve it next time.

I really liked ... because ... . Next time you could ... because ...

# KS2

## WRITING JOURNEY



# 01

## READ & EXPLORE

Writing begins with exposure to a particular genre through visual literacy e.g. books, film, video clip etc. They will be given the opportunity to explore and discuss features of writing for meaning.

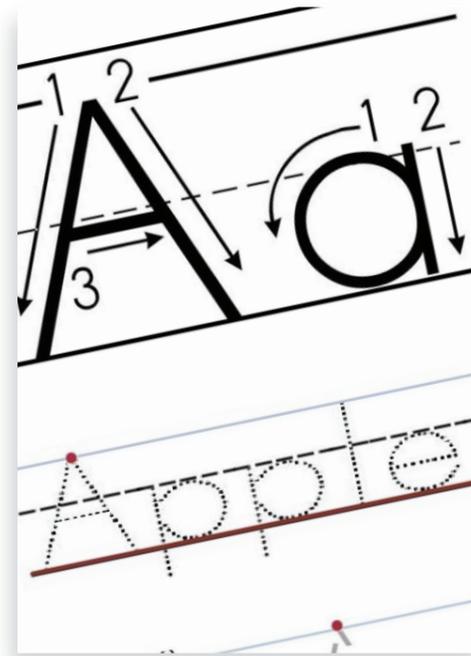
Children to analyse unfamiliar words, vocabulary, words and phrases they want to use in their writing.

SEND children to work as part of a guided group or have scaffolds that enable independence

# 02

## READING AS A WRITER

At this stage, children will be given opportunities to mark make and ascribe meaning to the marks they make using various medium to express themselves.



# 03

## PLANNING

Create a story map using pictures (Pie Corbett approach)



# 06

## CONSTRUCTING & WRITING

All feedback at this stage in the learning is oral feedback.

Teachers model WAGOLL writing language and vocabulary expectations.



# 05

## EDITING & IMPROVING

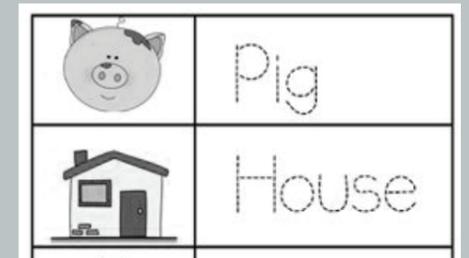
Children are given the opportunity to improve spelling and letter formation.



# 04

## MARKING & FEEDBACK

Children will then add labels to the pictures to develop their writing skills for example label characters – pig, extend to mummy pig or go down the chimney.



# 07

## FINAL READ

By the end of the year, all children should be given the opportunity to read the final product either aloud, to a peer or to a teacher.

Next time you could ..... because .....

# EYFS

## WRITING JOURNEY

