

## 'We Are Writers' at Grove Road

### Pre-teach and hook

*Why are we writing?*

*Share the purpose/ stimuli to promote engagement with writing: what is the purpose of the task at hand?*

*Tag in*

*Introduce the WAGOLL  
Create checklists as a class  
Create / define vocabulary banks*

### Talking and planning

*Map out the writing*

*Discuss what is needed to be successful  
Accumulate subject knowledge through wider reading and discussion (use of Kagan Structures)  
Map out the writing (this includes T4W story mapping)  
If you can't say it, you can't write it: generate sentences in groups / pairs*

### Drafting and crafting

*Create the initial piece of writing*

*Draft out the writing with reference to WAGOLL, checklists, vocabulary banks, sentence stems  
Staff to model drafting and crafting alongside making marvellous mistakes  
Focus on 'writing like a reader'  
Ongoing editing is required  
Pause at opportunities to read aloud / swap books and critique*

### Editing and feedback

*Uplevel and edit the writing*

*Introduce WABOLL / sick sentences and shared critique  
Peer-critique and give feedback linked to checklists, WAGOLL and wider discussion (use of Kagan structures)  
Editing in green pen following self/peer-critique and whole-class feedback*

**Key mantras:** *(to use throughout)*

**Good writers always say it first.**

**If you can't say it, you can't write it.**

**Write like a reader.**

**Consider the impact / audience.**

## Celebration and further application

**Publishing:** all 'big' writes are to be published following feedback, critique and redrafting

**Performing:** writing should be read. At the end of each unit, writing should be shared in groups and with peers (school radio, assemblies, recording on Seesaw)

**Modelling:** all staff are expected to consistently model application of flowchart and specific skills in writing, both in discreet inputs and when working in classroom provision

**Further application:** through wider writing opportunities across the curriculum, such as RE and science

## Assessment and impact

**Assessment:** Children in KS1 will be assessed using the phonics screening tests. Years 1 – 6 will complete half-termly 'cold writes' in assessment windows. Each year group, from 1-6, will have a yearly 'No More Marking' cold write. SPaG mock SATs will be completed 4 x per academic year in Year 6

**Impact:** progress will be tracked through data and pupil progress meetings. Children will share their writing with their parents / carers via Seesaw and in books at Parent Consultation Evenings