

**General notes:**

- Generate excitement
- Model regularly
- Refer to success criteria – have on working walls
- Make mistakes so children won't
- Scaffold so all children can achieve the success criteria and LG
- Consider ways to challenge high attainers

	<b>Teacher</b>	<b>Pupils</b>
<b>Read and respond</b> ↓	Provide a hook for learning. Reading a model text, looking at linked visuals. Establish clear purpose and audience. Choose quality, challenging texts. Model reading strategies (i.e. retrieval, searchlights, inference and deduction, writer's use of language). Begin to gather ideas for writing.	Reading aloud. Comprehension questions. Asking questions. Making connections. Drama for hooks, sequence and overview of text.
<b>Analyse</b> ↓	Identify key features of organisation, language (including grammar and punctuation) and vocabulary. Prioritise which features of text children need to learn – sentence, text, word. Provide interactive, investigate activities to meet learning intentions e.g. construct, classify. Model writing using identified skills (identify grammar, understand it, practise in sentences, apply it in a paragraph/text).	Highlighting key features. Deciding which version of a text is the best and why (WAGOLLS and WABOLLS). Story mapping. Chunking/boxing-up the text. Evaluate. Re-reading. Speaking and listening to support in depth understand of outcome (eg character hot-seating) and features (eg vocabulary, grammar). Practise sentence level skills.
<b>Plan</b> ↓	Give writing a purpose and audience. Provide support for children to structure their ideas coherently. Get the balance of creativity and scaffolding. Ask questions that structure their ideas.	Use story maps and other graphic organisers. Research (eg characters, settings, the focus of their text). Create word banks (magpie from the model text, share ideas, use other linked texts) Draw and label (eg characters, settings)
<b>Write</b> ↓	Modelled writing matching plan and success criteria and including taught vocab.	Shared, paired writing. Develop a piece of writing over time. Refer to success criteria. Reflect on what's going well and what needs to improve.
<b>Review, edit, improve</b> ↓	Demonstrate how to reflect on successes and areas to improve. Re-focus children on success criteria. Focus on improving on aspect of their work at a time: basic skills and success criteria.	Reflect on what's going well and what needs to improve. Work in teams, pairs or individually. Edit a shared piece. Correct errors in spelling, punctuation and grammar. Improve writing, referring to success criteria.
<b>Publish</b> (In writing assessment folders)	Recap purpose. Model what a well-presented final version of the text might look like.	Write a final version. Present work appropriately, perhaps with pictures or diagrams. Take pride in their work.
<b>Next writing opportunity</b>	Consider when children will re-use the skills learnt. Topic links? Key texts?	