

The Whitegate WRITING JOURNEY

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Ideas influenced by HFL Education 'Winning at Writing' Additional
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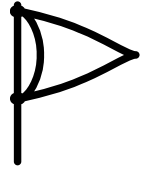
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DESTINATION

P.A.F.O

By the end of this sequence what do you want the children to achieve?
Before you start the journey you need to have a clear idea of:

PURPOSE P- persuade
I- inform
E- entertain

AUDIENCE Who will the text be aimed at?
Is it feasible that they hear the final piece?

FOCUS What is the main goal?
Express to the children your expectations and what you are looking for.

OUTCOMES How will the outcome be presented?
Show and tell the children. If they see an end outcome they have something to strive towards.

This will become clear when you have a **MODEL TEXT!**

Your model text should be your starting point; the driver of your journey. This text should be a high quality and challenging text.

Each outcome for every year group is recorded on our LTP and MTPs. This ensures there is writing for a range of purposes across the school throughout the year.

PLAN THE JOURNEY



By planning your writing journey from the start to the finish line, you can plan to teach, immerse and equip the children for a successful journey.

2

CREATIVE HOOK

Awaytoimmersechildrenwith their new text or topic.

EXPERIENCES

Awaytoimmersechildrenwith their new text or topic.

YEAR GROUP

STANDARDS

What has been covered?

What is going to be covered?

TOOLKITS

Features to focus on for this text:

- Take these from the grammar overview
- Look at the features in your model text

INDEPENDENT WRITE

You will need to be able to use this to moderate.

INDEPENDENT APPLICATION (WARM WRITE)

A final write. This piece will have been edited and improved by the child after some form of road trip review.

During this process bare in mind the outcome is independent.



PIT STOPS

Children should be writing every day. Giving children writing opportunities gives them the chance to practise their skills and embed them.

WRITING OPPORTUNITIES

GRAMMAR

SESSIONS



In context grammar. This is linked to your model text and independent outcome.
Any other out of context or test style grammar will be taught aside from the writing sequence.

M O T



Sometimes you will need to stop, assess and take time to 'fix' an aspect of writing. This will not be part of your initial plan but can be a part of assessment for learning. It is important to clear up any common misconceptions or revisit learning if the whole class will benefit from it.

COMMON MISCONCEPTIONS

These are skills that are not yet embedded. They need addressing in:

- Small groups
- Whole class

GAPS IN KNOWLEDGE

Skills that you would expect children at this age and stage to know in line with the writing standards.

Do you need to clear this up before you can move on?

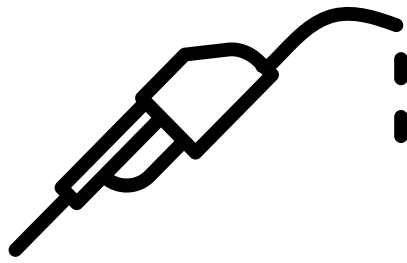
Formative assessment is at the heart of effective teaching, as research has unequivocally established (see Dylan Wiliam The Black Box or the EEF toolkit or the work of Shirley Clarke). Quality teaching guided by formative assessment can help everyone improve.

Formative assessment enables you to know what the children can do and to use that to establish what you need to teach next. It demands flexible planning: what happens on Monday, determines the focus of Tuesday etc.

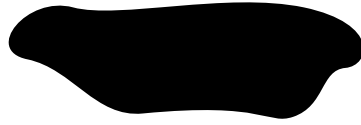
These may occur during any independent writing tasks and be identified when reviewing writes.

You can leave a day or two throughout your

journey overview to 'fix' these gaps in knowledge.



FUELLING UP



What are you going to give the children to enhance their writing ?

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DAILY READING

A perfect opportunity to support writing through vocabulary and text features. This again will enhance knowledge and add rich vocabulary their independent writes. When planning your long term overview, think about your weekly texts. Your end of the day story will also support with 'fuelling up'.

VOCABULARY

Every text read, book shared and vocabulary gathered needs to be of the highest standard. Children will use these words within their writing. By modelling high level vocabulary and celebrating good examples will support the independent write process and your class' subject knowledge.

See ways in which Pie Corbett encourages rich vocabulary (Page 119 Creating Storytellers and Writers)

THE PROCESS

Documenting your journey on a washing line will support the process. Having visible links and learning to look back on will enable the class to revisit everything you have looked at throughout the journey and incorporate it in their own work. Knowledge organisers are also a great way to support topics with a history or geography focus. Creating a glossary of subject specific/tier three language fuels children's writing.



SPEEDING UP SLOWING DOWN

Plan your journey with adequate time. Be realistic.

SPEEDING UP

Some aspects of the learning journey don't require as long. These may be stand alone lessons within the sequence, sessions identifying and addressing whole-class misconceptions or stand alone grammar sessions.

SLOWING DOWN

Other aspects of the learning journey may take longer. Use your teacher judgement to plan these in so they are completed successfully. You may include time for children to:

- Fuel up
- Work collaboratively
- Plan
- Edit and improve

Think about your outcomes. Plan ahead to ensure the children are set up to succeed. Ensure children have an opportunity to write daily.



GO YOUR OWN WAY

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It is expected that this stage is planned into your journey from the beginning. Be mindful when choosing and writing your model texts that there needs to be opportunity for adaptation along the way. This will look different from year group to year group. Ask yourselves: have the children been given enough opportunity to innovate?

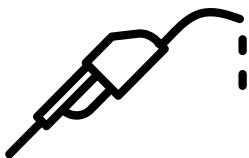
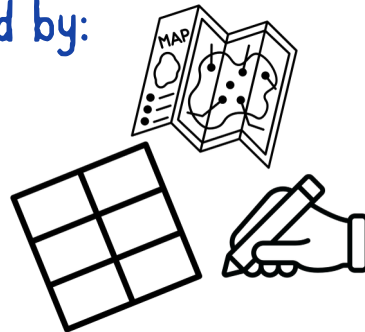
The power of your 'fuelling up' sessions and good quality texts will support this process...



An innovation of a modelled text will depend on your destination.

A text can be innovated by:

- Editing story maps
- Boxing up
- Modelled writes



The stimulus children receive during 'fuelling up' will support their independent writes.



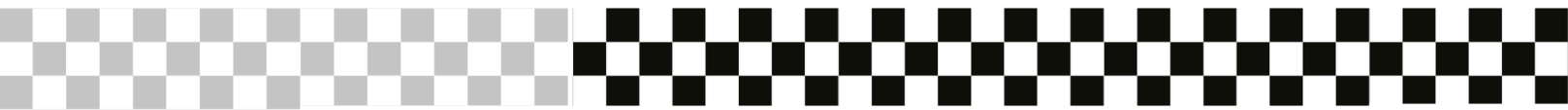


FINISH LINE

Publish time! It is an expectation that there is a written outcome at the end of each unit of work. This can be presented as a published final piece and used for moderation; you may also want to think about a creative and digital outcome.

EXAMPLE

Topic/Outcome/Year	Warm Write	Published Piece	Digital
<p>Space Out of this World' To write a journal Year 5</p>	<p>A travel log to a new planet/existing planet.</p>	 <p>Space Log</p>	 <p>Green screen performance of the log</p>

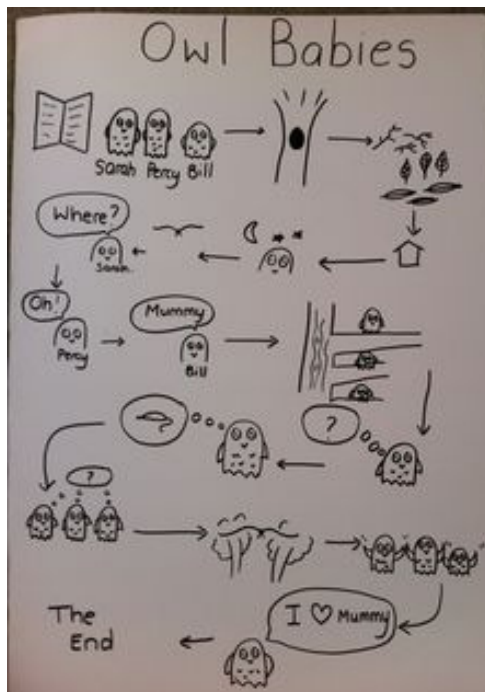




MAPS

Storymaps lend themselves to most text types. Use them to support oracy, fuelling up and innovation. This process shouldn't overcomplicate the journey, it is a tool to support.

When learning a map children should be very familiar with the overall pattern of the model they have internalised and its various language features – they will have heard, spoken, read, discussed and played with the sentence types until they have begun to become part of their linguistic repertoire.



- Know your model
- Map with the class
- Keep it simple

'Finally, do not draw the map whilst reading the text. The teacher presents the text orally and draws it from their oral retelling. The teacher needs to learn the text first themselves. If you, the teacher, don't know the model text off by heart then you are in for a long haul as you're trying to teach the children something that you yourself do not know. It is essential that you know the oral text well – then it is easy to teach.'

-Kathryn Pennington

ROAD TRIP REVIEW



Reviews come in many forms. Self, peer and teacher assessment can be beneficial throughout the writing process. Here are some ideas how:

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SUCCESS CRITERIA

(SELF ASSESSMENT)

Non-negotiable
(Achievable outcome)

Lesson focussed
(Outcome linked to learning)

Challenge
(Expose all to this)

FEEDBACK

POLICY

MODERATION PROCESS

Use the Transform Writing Standards 'as well as OLEX AI (KS2) to find your EXS and GDS benchmark.

PEER ASSESSMENT

Example: Once children have completed a paragraph, ask them to share their work with a partner. They discuss and read it through together. They can look at what needs improving and what works.

Review your teaching journey.
What would I do again?
What would I do differently?

The Whitegate
WRITING
JOURNEY

Year group _____

Topic _____

Book _____

Text _____



