

# How we teach writing at Callowell

## 1. Discovery / Investigation / Planning

Foremost we start with the end point 'what a good one looks like' and discover the **features** suitable for that genre, the desired **audience** and the **purpose** of the writing. We can use our Progression of skills and genres documents to identify what to put into the WAGOLL so that children are exposed to high quality text and vocabulary. The WAGOLL should be used alongside a familiar hook such as a book or an experience. Teachers should use their Curriculum Maps to explore books in the curriculum boxes-reading lessons should very much link to writing lessons to give children a context for writing.

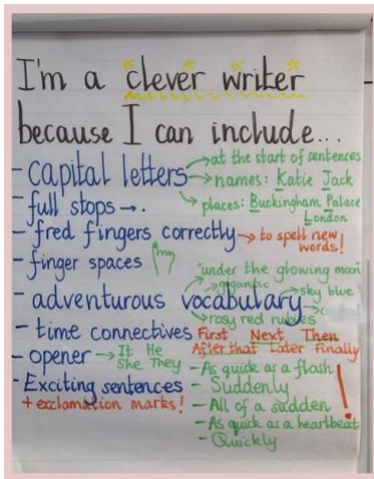
Moreover, we pull the example apart to determine suitable language choices, sentence structures, text and layout features, whilst also breaking culture capital barriers through experience activities. This includes giving children the knowledge of the area needed / collating ideas of what to write about.

Children should have a success criterion for that genre where they should unpick the key features from the WAGOLL. This could be done without seeing the success criteria and very depends on the age and stage of the class.

## 2. Grammar skills/Have a go

During this phase, we focus on explicit things skills from the National Curriculum. We give children opportunities to write incidentally and write at length. We complete a mixture of shared, guided, modelled and slow writing during this phase, to embed concepts. We always add skills to our 'I Am A Clever Writer' Checklist to ensure children are practising previously learnt concepts (holding them to account). Each skills lesson should have a success criteria 'slip' so that children are clear what the lesson outcome is.

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- If the learning journey allows, children may have a go at improving a WABOLL.

### 3. Drafting and sharing

Once the children have consolidated / extended their skills suitable for the genre, they will plan and write a draft version of each paragraph in their writing books. Here they will plan the skills they intend to use / sentence types for each paragraph, planning the example that they will include for them to copy out in neat. **Note: Not all genres need to be copied out in neat.** This planning process allows them to lower their cognitive load when they come to writing out their paragraphs as a basic structure and have some examples already written as base.

This draft may be completed over more than writing session, particularly in Key Stage 2. Each lesson will start with the teacher live modelling a paragraph, so the children have their thoughts explicitly discussed so they witness uplevelling of vocabulary, the teacher changing his/her mind about the sentence type as they re-read what they've done etc. showing the writing process. This draft will not be marked by the teacher, but peer support and use of the learning wall should be encouraged. All classrooms should have an English learning wall.

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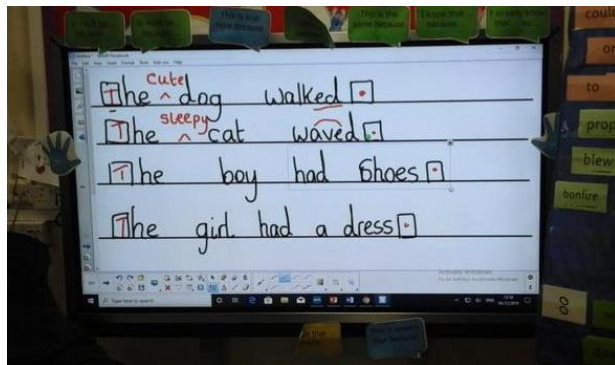
## Editing

Once the work has been completed in the draft stage, the children can edit. This will often be taught using activities as a starting point. Too often, nationally, schools report that children have been given the opportunity for independent editing time, but the work is either similar or worse. This process therefore needs explicitly teaching. The EEF guidance report advocates the need for a gradual release of responsibility.

**Cognitive overload** – a giant list of all the objectives for a year group is too much for any child to have to look at. They get bogged down and don't focus on each as you would like them to. Too much information for them to process is, as we know, detrimental. If we aren't careful, our children have a lack of independence, lack of skills to improve their accuracy and too many different types of errors to deal with.

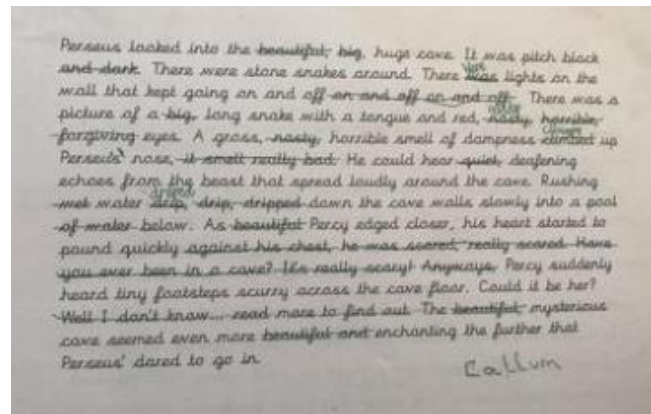
Cognitive overload theory suggest that learning can be slowed down or even stopped in this instance. Edits can generally span lots of different areas of writing. This again is difficult.

- Break learning into smaller steps.
- Use lots of worked examples.
- Gradually reduce scaffolding and increase independent problem solving as students become more proficient.



pronoun repetition, cohesive devices across a progress through the phases.

Examples of sentences could be on the IWB. The children could then think independently / in pairs how basic sentences could be punctuated properly, include an adjective, improve the verb etc.

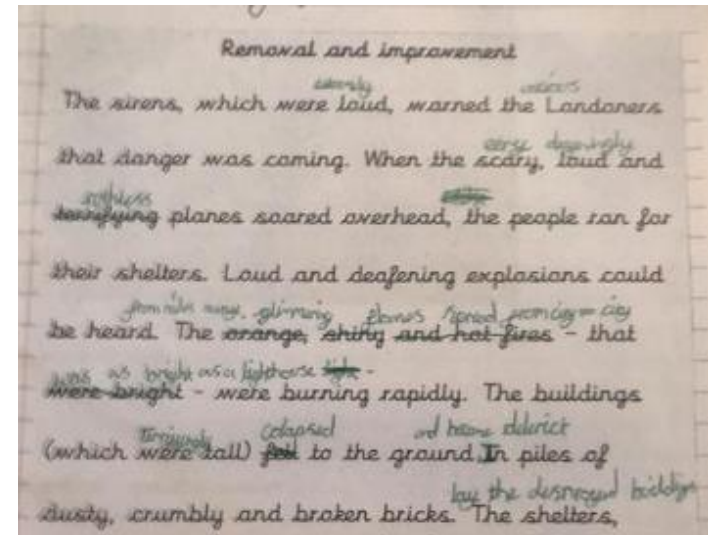


Pre-typed work, either from the class or elsewhere, could be given out as an activity for up-levelling of vocabulary, paragraph or whole text as children

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Children find it easier to identify mistakes in the writing of others, hence the activity starter. Once they have corrected the errors, either independently, in pairs, groups or a class, they may be more likely to find the mistake in their own writing.

Some editing activities do need to be referenced but not every lesson, as long as some writing has been done each lesson.

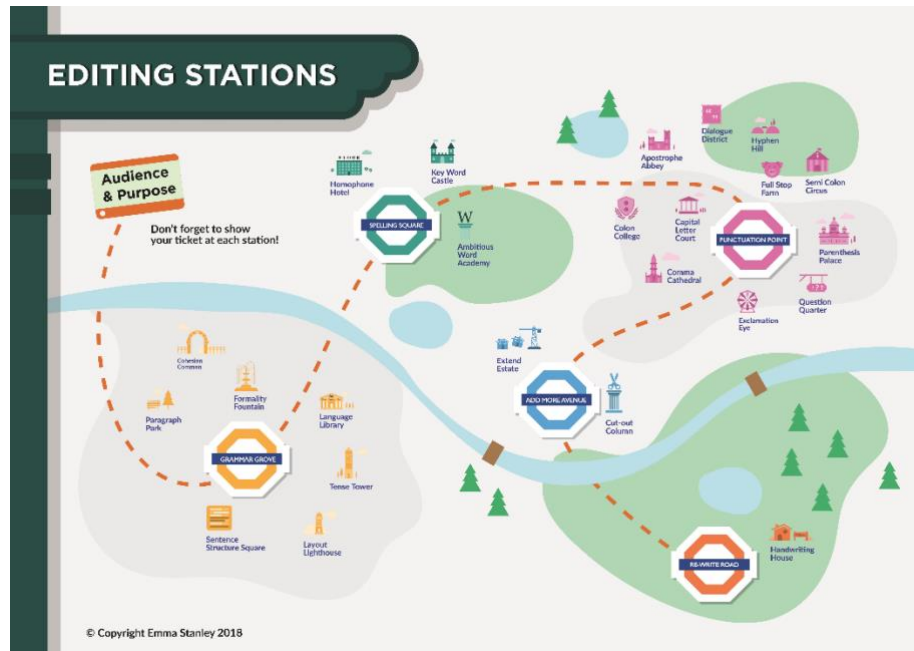


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Non-negotiables children should be trained to independently proofread for when **editing**. Each year builds on the previous year/s.

	Rec / 1	2	3	4	5	6
Punctuation	Full stops Capital letters  Finger spaces	All uses for a capital letter ? !  Commas in lists Apostrophes	Inverted commas for direct speech	Inverted commas Apostrophe to mark singular and plural possession Use of commas after fronted adverbial.	Brackets, dashes or commas to indicate parenthesis	Use of semi colon, colon and dash to mark clauses. Use of colon to introduce a list. Punctuation of a bullet point list. Hyphens to avoid ambiguity
Text structure	Forming a sentence that makes sense Having a sequence of sentences	Present and past tense	Information in paragraphs  Heading and subheadings  Perfect form of verbs	Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun use across sentence to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph (then, after that, this, firstly)	Linking ideas across paragraphs for cohesion – repletion of a word/phrase, adverbials, ellipsis etc.  Layout devices – headings, subheadings, columns, bullets, tables etc.
Sentence structure	and	Subordination – when, if, that, because Coordination – or, and, but  Expanded noun phrase	Time and cause – when, so, before, after, while, because Adverbs – then, next, soon Prepositions – before, after, during, because of	Fronted adverbials of all categories.	Relative clauses  Indicating degrees of possibility using modal verbs (might, could, will) or adverbs (perhaps, surely)	Passive voice. Expanded noun phrases to convey concise information Formality Subjunctive form
Word level	Using phonics when spelling – phonetically plausible		Words from Y3/4 list		Words from Y5/6 list	

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Years 5 and 6

## Publishing

At the end of some of the units, children need to 'publish' their work – produce their final version. This might mean reading it to another class, sending it home for parents or inviting parents in to hear children reading them out. **Note: not all pieces need to be written up in neat.** The sharing part of the process allows children to understand that they are writing for a purpose. This part provides them with an audience that makes their writing valued. It creates a purpose for their writing.