

(Starting point - MTP and Skills ladders)

## CORE TEXT

Teachers have a good understanding of the material, show links to NICER and select appropriate, purposeful, engaging writing outcomes

Process	Purpose	Strategies
<ul style="list-style-type: none"> <li>Research genre and content knowledge</li> <li>Examine features</li> <li>Share WAGOLL</li> </ul>	<p>So that:</p> <ul style="list-style-type: none"> <li>We are familiar with the genre</li> <li>We can see best examples</li> <li>AfL (checking prior learning)</li> <li>We understand the context, character, setting</li> <li>We understand the bigger picture/our outcome</li> </ul>	<p>Flipped learning, wide range of examples, annotation, swag bags, ripping, Cort 1, CAF/FIP, White Hat, diamond nine, sequencing aspects, feature hunt, multimedia, hot seating, examples, co-creating success criteria</p>
<ul style="list-style-type: none"> <li>Apply Features</li> <li>Embed GPS</li> </ul>	<ul style="list-style-type: none"> <li>Identify GAT skills that apply to genre</li> <li>Teach technical aspects of writing</li> <li>To provide knowledge that children can apply</li> </ul>	<p>Identify and apply, discrete technical teaching,</p>
<ul style="list-style-type: none"> <li>Model</li> <li>Plan</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the creative process</li> <li>Explain composition and effect</li> <li>Set expectations</li> <li>Provide clear scaffold and appropriate support</li> </ul>	<p>Teacher 'live writing' with narration, story maps, oral recounts, mantle of expert – what makes the WAGOLL great? Can I explain my plan? What does my group think?</p>
<ul style="list-style-type: none"> <li>Independent write</li> </ul>	<ul style="list-style-type: none"> <li>Apply learning</li> <li>Use of Success Criteria/ Criterion scale</li> </ul>	<p>Mixture of independent, [paired and group, range of genres and contexts, use of scaffolds/prompts/word banks, use of criterion scale</p>
<ul style="list-style-type: none"> <li>Up-level</li> <li>Redraft</li> </ul>	<ul style="list-style-type: none"> <li>Cycle of learning</li> <li>Continuous improvement</li> <li>AfL – identifying our own development points</li> </ul>	<p>Select aspect/element to change, peer dialogue and discussion, teacher conferencing children, editing stations (carousel), hunt the error, compare to criterion scale.</p>
<p><b>Working walls:</b> WAGOLL (annotated), examples of technical aspects, key features, vocabulary, big picture, criterion focus</p>		<p><b>Writing Wizards:</b> Two per class, model writing for others, peer support, editing and redrafting roles</p>