

## Literacy Guide 2017

### Provide a hook/purpose to the writing

Each unit should have some sort of hook or purpose to it  
- this may be project driven or have a separate purpose of its own.

Ideas/examples:

Write to the Metro service requesting their support

Write to head/deputy head about a real or fictional issue

Write to a character/real person

Write to create a book/display for exhibition

Write to share with an audience.

### Step 1: Starting piece.

A WAGOLL shown and read to the children, they then write a version of this text type.

This reveals what skills children have in writing this text type - some features of writing may be picked up from just seeing an example first and would not necessarily need direct and explicit teaching.

This piece of writing then informs the teaching and learning required before writing their first draft.

Ideas for how to gather evidence of the starting piece:

- A written piece of work - children write a version of this text type.
- A chopped up WAGOLL (different to that shown) and children to re-order it and stick into correct order.
- Class discussion - recording what children know

about the text type already.

- Group discussion - post it notes, pic collage, etc of evidence of what they know about the text so far.

CANNOT provide a WAGOLL for children to label features  
- this is part of unpicking the WAGOLL in the next stage.

### Step 2: Analysing WAGOLL and generating rubric

Before generating the rubric or starting to learn the text through talk for writing, use this session to teach reading strategies.

Lesson should focus on 2 strategies. Teacher to model reading and pulling out how they can unpick part of the text using the strategies.

One strategy must be break down and repair (vocab). As children learn more strategies in guided reading, more strategies can be used in the session.

Children then have time to practise using these strategies to unpick the WAGOLL.

End session with practising developing questions about the WAGOLL based on strategies and talk about how they could answer.

Evidence in books:

Read Aloud Think Aloud sheets

Vocabulary learning mats/sheets

Copies of WAGOLLs with annotations on

Questions linked to the strategies answered

Pic collage/post it notes annotated with key discussion points

Photo of group ideas being scribed.

Varies depending on key stage in order to maintain best practice that works for our children.

KS1 - talk for writing approach by learning WAGOLL and linking section being learnt to features as they are learning. Imitation Stage.

KS2 - lesson where children read through and discuss the WAGOLL, children then work in pairs with a blank rubric noting features (adult questioning vital). Gallery critique of rubrics, reflection then 2 classes coming together to formulate a year group rubric for the text - ensures consistent expectations.

Possible use of iPads/ICT to support learning:

KS1 - talk for writing approach:

May record verbalisations/actions and add to seesaw - stickers in books to reference.

KS2 - unpicking the WAGOLL

May have copy of WAGOLL on seesaw (could also record an adult/child reading it to support children working on this independently).

Evidence in books:

A copy of the rubric for the unit (agreed as year group).

Rubric non-negotiables:

- Green and Gold features.
- Same rubric for whole class (layered so promotes achievement for all but strives for excellence).
- Key features of the text type (genre resource can be used to support what features are required for different text types).

- Key GPaS objectives for the year group (may focus on specific ones).

### Step 3: Skills sessions

Lesson objectives should come from the rubric as these are skills required for the piece of writing for this text type.

Must have a minimum of 1 week of lessons (5 sessions) to ensure progress from starting piece to first draft.

Skills lessons must be a range of:

TestBase type questions focused on a skills;

Green/Gold skills sheets;

Incidental writing to ensure still have extended writing in books but with a skills focus;

Small chunks of writing focused on a skill.

One skills session MUST be the explicit teaching of spelling.

This session needs to look at a rule/spelling pattern from your year group.

With the spelling rule/pattern you need to look at words and explore how the rule works (discuss exceptions too).

Explore the origin of the word - where did it come from?

How it is formed.

Explore word meaning and word families - how do the words link together?

This includes looking at homophones - E.g. their, there, they're.

Time given to practise common exception words too.

More training to follow this year - I can also support planning these sessions too.

KS1/LKS2 - Phonics is not teaching spelling. Whilst decoding (recognising the letters that make sounds) is needed, encoding (writing the letters to make sounds) is a separate skill that must be taught explicitly once children know the sounds.

- Spelling has been a historic issue at our school. Both KS1 and KS2 interim assessment frameworks (ITAFs) require spelling to be accurate for expected standard.

Possible use of iPads/ICT to support learning:

- Use of KAHOOT (lots already made for GPaS, lots that can be adapted and are very quick to make originals too). It is free to sign up.
- Use seesaw to add learning prompts (PDFs, videos, photos, voice recordings, websites etc).
- Use of seesaw to record work.
- Use of padlet to create a 'spelling demon' list or definitions/ideas linked to GPaS objectives.

Evidence in books:

Range of iPad/ICT work and also book work.

At LEAST one skills session should be quality marked - this is where you can make your biggest impact on progress/learning before the children write their next draft. This should also be in books.

#### Step 4: First draft

Children reminded of skills and the purpose of writing and

have a first attempt at writing their piece. (KSI - this is innovation or could be invention depending on how confident children have been with text. Innovations may have been written as part of skill session)

Rubric to be provided in order to support the children in their writing.

Evidence in books:

Written piece of work - this may be typed.

Marking expectation:

Teacher to use rubric to indicate what features have been included in work.

Identify a section for critique.

### Step 5: Critique

Teacher identifies one section of writing for critique.

This makes it more focused and supports developing critique skills.

Use of gallery critique to support children.

How do I? will need to be modelled and supported as appropriate to year group/child.

Positives must be identified to celebrate successes.

Suggestions must be helpful and specific - linked to rubric and how do I? question.

Children then use critique to re-draft just this one section of writing.

Enables children to focus on improvement advice and act upon this more effectively as they only have one section to focus their attention on.

Teacher can then provide more effective verbal and immediate feedback to support improvements.

Re-drafting can be done on iPads, but will need to be evidenced in books so that progress is clear.

### Step 6: Final draft

Final draft to fulfil the purpose of writing.  
Signified in some way - typically 'special' paper.

Advice from critique can then be applied to each section of the writing and they have already one section to 'copy' from improving in previous step (critique).

Clear expectation that each section should be improved using critique. This ensures that quality improvements can be seen between starting piece, first draft and final piece.

No requirement to mark a final draft - this is the child's best and final attempt.