Daily Foundational Fluency
(Transcription, review previously taught SPAG sentence craft)

Quality Texts used throughout the Writing Structure
ORACY OPPORTUNITES planned in frequently

WORKING WALLS IN ALL CLASSES THAT BUILD ON THE MODELLING OF THE WRITING PROCESS AND DEVELOP PUPILS' RICH LANGUAGE CHOICES (POWER WORDS)	
1.Immersing and Engaging (hook, bathe and saturate)	Engage pupils with a 'hook in' to motivate them and promote talk about the text, character, theme or setting. Reading as a reader- understand the content Enjoy, explore and respond to the quality text in a range of ways. Share a WAGOLL and determine the audience and purpose of it. Immerse in the rich language from the text and word meaning.
2. Analysing (inspect, explore, investigate)	Reading as a writer- understand how the text was put together. Analyse a WAGOLL Toolkit- investigate what a successful write will include Explore text structure and organisation Investigate language features and any patterns in language
3. Planning (design, map out, organise)	Audience and Purpose is crucial for pupil engagement. The planning stage MUST be MODELLED by the teacher. Gather ideas. Draw on research and expand. Story mapping techniques. Planning sequences- this can be broken down and explained bit by bit.
4. Writing (create, communicate, record)	Model, model, model! -teacher composition and shared composition Talk aloud modelling explicitly talking aloud the thoughts in your head. Refer to planning at each stage of the writing. Word banks/ mats. Thesaurus' and dictionaries at tables. Calm ambience for writing. Working Wall-pupils should be referring to this/ visiting this. Independent writing/ supported writing
5. Editing (tweak, improve, uplevel)	Green pens for pupil improvements. Editing stations. Toolkits- check and amend. Power word checkpoint!
6. Publishing (final product, display)	Purpose for writing and value given to their work by sharing with a class, displaying, sharing with the intended audience i.e. thank you letters for a recent trip could be sent off and posted by the children!

Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).[56]

Ideas, words
& sentences

Text generation

WORKING MEMORY

Spelling,
typing &
handwriting

Planning,
motivation
& reviewing

Transcription

Executive function