

Cam Hopton Writing Journey

Next steps:

When could they apply the skills that they've learnt during the unit to write across the curriculum?

Looking ahead to the next unit, what do the children still need to work on?

Hot Write- Independent Writing

Independent writing can be produced after discussion with teacher & peers.

Planning proformas and discussions around features are acceptable.

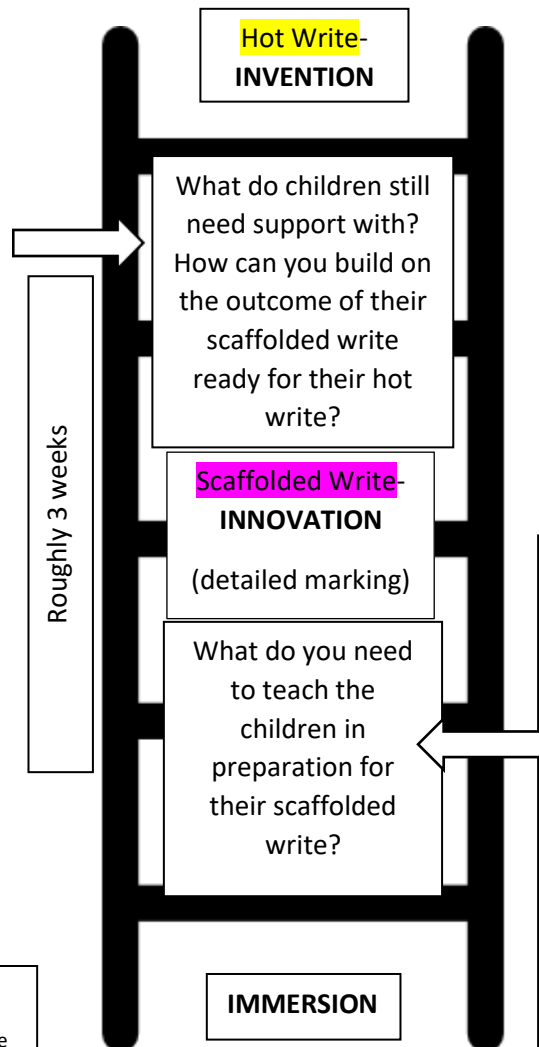
Children can have support on the working wall or on their tables.

Children should have the opportunity to edit & redraft.

Children can use dictionaries & thesauruses.

Work is not independent if it has been heavily scaffolded; copied; has been edited after **direct intervention from the teacher** or a detailed success criteria has been used.

- Focused teaching based on writing- SPAG
- Excite chn about hot write opportunity.
- Purpose? Audience? Form?
- Hot write Planning



Hot Write- INVENTION

What do children still need support with?
How can you build on the outcome of their scaffolded write ready for their hot write?

Scaffolded Write- INNOVATION

(detailed marking)

What do you need to teach the children in preparation for their scaffolded write?

IMMERSION

- Engage your class- WOW moment. Get them excited about the unit and spine text.
- Model text (could see Grammarsaurus)
- Mapping out/boxing up
- Talk for Writing
- Deconstructing text
- SPAG input
- Shared/guided writing/Modelling
- Scaffolded planning

Cold Write/Children's starting point based on previous writing units/writing across the curriculum

The start of the year

Writing your overview: Which text types will provide the children with the best opportunities to develop their skills and (most importantly) **enjoy** writing this year?

Different text types lend themselves more to different year groups.

Refer to our school narrative/non-fiction progression.

How will writing look at the beginning of the year compared to the end of the year?

How will your chosen reading spine texts inspire the children?

Think about year group non-negotiables using the previous year group standards-these can then be

To start a unit Where are you heading?

What is your hot write going to be?

How will you give the writing purpose?

How will you provide stepping stones for children to succeed with their hot writes?

What do you want to see in their hot write? See progression document & writing for purpose (Michael Tidd)