



Stages of Primary Writing



COLD WRITING 	Modelling	Shared Writing and Planning	Drafting	Editing	HOT WRITING 
<ul style="list-style-type: none"> Introduce focus genre with an exciting stimulus. Question and discuss. Establish what children can already do and what they will need to be taught. 	<ul style="list-style-type: none"> Discuss and annotate WAGOLLS (and possibly WABOLLS for comparison). Make purpose and audience explicit. List key features of the focus genre. Teach relevant SPAG. Teach Tier 2 vocabulary. Display this learning on class English wall. 	<ul style="list-style-type: none"> Model the process of writing, including editing and proofreading. Children plan and prepare for writing. Children create feature checklists and word banks, linked to WAGOLLS. Children build up and practise, focusing on one small section of writing at a time, with continual feedback. Gradually reduce scaffolds and move children towards independence. 	<ul style="list-style-type: none"> Children apply their learning to an independent write. Encourage children to use resources (including the learning in their books). In EYFS and KS1, this may take the form of oral rehearsal or use of whiteboards. 	<ul style="list-style-type: none"> Children get and give feedback from their teacher and peers. Children use thesauruses and dictionaries. In EYFS and KS1, the focus is on proofreading. In KS2, children edit more substantially for impact. 	<ul style="list-style-type: none"> Children use feedback to publish their final draft. Children may choose to illustrate their writing. Share within and outside school (other teachers, Class Charts, etc.) Celebrate progress!
<p>1 lesson</p>	<p>1-2 weeks</p>	<p>3-4 days</p>	<p>As appropriate to your year group.</p>	<p>1-2 days</p>	<p>As appropriate to your year group.</p>
<p>Handwritten letter for 'COLD WRITING' stage. The letter is addressed to 'Dear Mrs Banks' and discusses a trip to London. It includes a 'COLD WRITING' label and a snowflake icon.</p>	<p>WAGOLLS modelling activity. A student has identified sentences and phrases from a letter to use in their own writing. A note says: 'Using a WAGOLLS, we identified sentences and phrases that we would like to use in our own advert! We even used dictionaries to check the definition of any words that we were unsure of!'</p>	<p>Shared writing and planning activity. A student has written a letter to 'Lucy Bear Bears Retired Home for Lima Peru 20202'. The letter is dated 'Sunday 23rd January 2022' and is addressed 'To Paddington'. The student expresses hope for a comfortable journey and asks if they have made any friends in London.</p>	<p>Drafting activity. A student has written a letter to 'Mrs Banks' and used a checklist to ensure they have used all the 'WAGOLLS' they identified. The checklist includes: '1. Get your brush.', '2. Put some paste on.', '3. Brush your teeth.' The student has also used a checklist to ensure they have used all the 'WAGOLLS' they identified.</p>	<p>Editing activity. A student has written a letter to 'Mrs Banks' and used a checklist to ensure they have used all the 'WAGOLLS' they identified. The checklist includes: '1. Get your brush.', '2. Put some paste on.', '3. Brush your teeth.' The student has also used a checklist to ensure they have used all the 'WAGOLLS' they identified.</p>	<p>HOT WRITING activity. A student has written a letter to 'Mrs Banks' and used a checklist to ensure they have used all the 'WAGOLLS' they identified. The checklist includes: '1. Get your brush.', '2. Put some paste on.', '3. Brush your teeth.' The student has also used a checklist to ensure they have used all the 'WAGOLLS' they identified.</p>