

How we teach writing at Radford

Working wall – display in classrooms

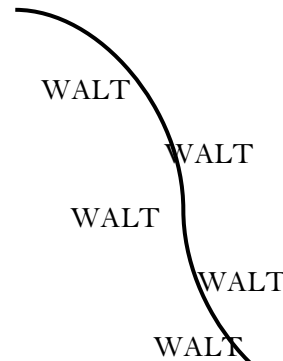
Text Detective

Permanent display that changes depending on text type

- Purpose of writing
- Vocabulary
- Techniques
- Created by groups of children during initial teaching of text type
- Group work photocopied and put in books
- Teacher adds to this throughout teaching the unit

Working Wall

Purpose/outcome writing



Start point / **WAGOLL** / text / stimulus

Children will be given a purpose for writing the outcome at the start of the teaching unit. Handwriting, spelling keywords, punctuation will be non-negotiable and children will be expected to work at the age related levels for all year groups.

Analysis of the genres/text type/stimulus – Investigation of the features of text type / Author features

Activities will include:

- Reading the text (and further examples of the text)
- Watching videos (of setting/atmos)

Teach and embed the skills needed to write the text / outcome

Activities will include:

- Grammar skills (play with text eg change the nouns, what effect does this have?)
- Show children a WABOLL with the purpose of teaching editing and improving skills and model how to do this
- Introduce and embed Exciting writing sentences that will be used
- Slow Write with children to model and share writing
- Refer to Text Detective display to ensure children use vocabulary on display and include author technique
- Children build up their own version of the text following success criteria
- Teach children to assess their writing – self and peer. Children will identify where they have/haven't met the success criteria and find evidence for this
- Make use of editing stations when assessing work
- Greater Depth children identify purpose and effect that writing has on the reader, then look at how nouns and adjectives could change