

Chaddesley Corbett English Sequence



Hook (book or film)

Share audience & purpose for writing

Phase 1 Intent:
To know what a good one looks and sounds like.

Implementation

1. Share and analyse WAGOLL(s) identifying language and genre features
2. Create toolkit (success criteria)

This all contributes to children gathering ideas for their own writing.

Phase 2 Intent:
To have practised writing the text type.

Implementation

1. Teach or revise 3 skills (word, sentence or text level) with opportunities for incidental writes/sentence building.
2. Shared & modelled plan
3. Shared & modelled write
4. Shared & modelled Edit

I do/We do/You do

Phase 3 Intent: To have planned, drafted and refined a piece of independent writing

Implementation

1. Independent plan
2. Independent write
3. Revise & Edit
4. Publish

You do

3-4 weeks

These phases are in line with the 6 stages of SRSD (self-regulated strategy development) as recommended by Ofsted subject research review (2022).

<p>Hook</p>	<ol style="list-style-type: none"> Hook: Use the book or film as a hook. Shared reading with the children. This could be linked to the wider curriculum. Use book talk strategies, drama, role play etc. It could be experiential. Excite and engage the children. It is up to the teacher to plan the right hook for the children and the text type. Shared reading & book talk: Go back to the book and pick up on background knowledge they might need. Use fluency and book talk techniques (Aiden Chambers, 'Tell me', 1993) to continue to engage the children with the hook. Share purpose for writing, audience and final outcome: Use purpose overview and curriculum map to support. Give children an opportunity to decide their audience if applicable. E.g. class book, display, send home, letters to a specific person etc.
<p>Phase 1</p> <p><i>Intent: To know what a good one looks and sounds like.</i></p>	<ol style="list-style-type: none"> Analyse WAGOLL: Share a good quality WAGOLL (published or teacher-written). You may decide to look at a variety to pick out common features. Consider why it is impactful and pick out structural and grammatical features and effective vocabulary (these are your 'Writerly' skills). The content of WAGOLLs should be pitched above the level that most children are currently working on so that they are constantly engaged with progress. Toolkit: From the WAGOLL co-create a toolkit (success criteria) for the specific text type to be used for the final writing outcome.
<p>Phase 2</p> <p><i>Intent: To have practised writing the text type.</i></p>	<ol style="list-style-type: none"> Teach up to 3 skills: must be linked to features of the toolkit/expectations of the final outcome. Once the skill is taught, opportunities must be given for the children to practise the skill and apply it. Within this, there should be opportunities for short incidental writes, improving a short paragraph and sentence building techniques. Focus on a maximum of 3 skills (word, sentence or text level) and use the progression of skills documents to ensure the correct pitch. Make explicit links between the skills being practised and the final outcome so that the children are already building a bank of ideas to draw from in their independent writing. Shared & modelled plan (I do, we do, you do): this may be a story map, mountains, boxing up etc. Shared & modelled write (I do, we do, you do): teachers to explicitly model sections of writing with the children verbalising their thought processes on how to use the plan and how to integrate the toolkit. During shared writing, teachers to act as a scribe, taking ideas from the children and shaping ideas into a piece of writing. Editing (I do, we do, you do): teachers should select a section of their writing to model the editing process whilst verbalising their thought processes.

Phase 3

Intent: To have planned, drafted and refined a piece of independent writing.

- 1. Plan:** independently create a plan for their next write.
- 2. Draft (initial write):** children to apply the skills and structure to their own piece of writing. Encourage children to use the toolkit, vocabulary banks, previous work in books and working wall. At this stage in writing, we want to encourage the creativity and not focus on the transcription skills.
- 3. Revise:** children to make changes to the content of writing in light of feedback and self/peer evaluation. Children can be supported to re-read their writing to check whether it makes sense and whether their writing goals have been achieved.
- 4. Edit:** children make changes to their independent writing to ensure accuracy and coherence. At this stage, spelling, punctuation and grammar assume greater importance.
- 5. Published outcome:** Children to present their work so that others can read it. This may not be the outcome for all pieces of writing but when used appropriately it can provide a strong incentive for pupils to produce high quality writing and encourage them to carefully revise and edit.