

St. Gregory's Catholic Primary School
Planned Writing for Year 2 – Year 6

Stimulus/ Hook	Features of the writing task. Example of WAGOLL	Sentence Stacking	Plan of independent write	Draft	Editing	Final draft – work is presented in its final form
Guided Writing			Independent Writing			
Three Week Process						

Stimulus/ Hook: Teachers share the chosen stimulus to engage and inspire pupils, ensuring the writing task is appropriately selected with a clear purpose and audience in mind.

Features of the writing task: Analyse the key features of the intended writing task and then share an example of high-quality writing (WAGOLL) for pupils to annotate and/or deconstruct collaboratively.

Sentence Stacking: Facilitate a discussion on sentence structure features, allowing time for pupils to gather and share ideas and vocabulary. The teacher should model an example sentence, after which pupils will independently construct their own sentence, demonstrating understanding and application of the targeted skill, in line with the non-negotiables for Sentence Stacking lessons.

Plan of independent write:

1st lesson: Engage pupils in a discussion of the key text features and success criteria. Planning should be guided by the teacher using the James Durran planning framework.

2nd lesson: Children independently plan their individual write using agreed planning sheets, plotting points and showing successful sentences. After modelling planning process, teachers should be completing own plan under visualiser. Teacher and teaching assistant should review the children's plans with them to ensure they have a clear understanding of what they are writing.

Draft: A brief teaching input should be delivered using the teacher's own writing plan to model how to develop a written plan into structured paragraphs, making use of the visualiser as in Sentence Stacking lessons. Pupils will then produce their first draft. The teacher will mark this draft with the aim of supporting pupils to re-write and re-imagine their work, using guided questioning to prompt reflection rather than providing direct instructions for improvement. Children to leave a line in draft to help them edit more effectively.

Editing: The teacher should model the process of proofreading and editing using their own writing as an example. Pupils will then independently edit their drafts, guided by the teacher's questions and comments from the initial marking. Sentence strips should be provided if they decide to edit a chunk of their writing or asterisks. Once this stage is complete, teachers will carry out a second marking using standardised marking codes in the margins to identify errors in spelling, punctuation, and omitted/added words. Pupils will then make final edits, ensuring they carefully proofread their work before publishing.

Publish: Pupils should publish their final piece in their Writing Book, presented in the format appropriate to the intended purpose and audience of the task. Children should proofread a final time before final marking takes place following agreed marking codes.