



## Agreed English Teaching Structure: Leading to extended writing every 2-3 weeks

LESSON SEQUENCE	Guidance
<p><b>Introduce model Text: What A Good One Looks Like (WAGOLL)</b></p> <p>Longer texts will need to be read both within the English lesson and at other points in the day to ensure the whole text is read</p>	<p>For <u>narrative</u>, WAGOLL will be based on the key text for that half term: Either the full text or a ‘summarised’ version of this which includes all the key language / grammar / sentence features being focussed on</p> <p>It could also be a ‘Boxed Up’ version of a longer text, which identifies the different sections, summarises the key points and includes examples of the text features / Alan Peat sentence types for that text in the relevant sections</p> <p><u>Non-fiction</u> genres – teachers will generally want to create their own WAGOLL which includes all the features they want to focus on. These could be linked to other curriculum areas.</p> <p>Children should know right from the start what the aim of the unit of work is – e.g. <i>by the end of next week, we will have written an adventure story based on..... And you will be choosing your own character who goes on a similar adventure to.....</i></p>
<p><b>Text / WAGOLL investigation</b></p>	<p>E.g. identify unknown words, summarise each section, colour code text model for different features. Add examples to working wall / posters.</p> <p><u>Talk For Writing</u> techniques may be used alongside this to allow children the opportunity to ‘learn’ the WAGOLL and then imitate this in a different context when they write their extended write (create the text as a text map with associated images)</p>
<p><b>Key Skills lessons</b> (a series of lessons – depending on the text)</p>	<p>Teach a series of lessons that show children how to use the identified language / sentence / grammar features (from the WAGOLL / text) in context</p> <p>Children write independently to apply skills in English books</p> <p>Where possible – the children should be writing sentences that they will be able to use in their extended write at the end of the unit – e.g. the WAGOLL may be based on the key text of Harry Potter and the Philosophers Stone, but within the key skills lessons pupils may be encouraged to write about another magical character who finds another magical object, as this is what they will write at the end</p>

	Continue to collate good examples from children , add to posters, working walls – children should have a bank of good words, phrases and sentences that they can use in their final piece of writing
<b>Planning their own writing</b>	Children plan their own writing based on the WAGOLL, but with a slightly shifted different focus Children should be given scaffolds / planning frameworks (Known as ‘Boxing Up’ in Talk for Writing) Include ‘success criteria’ when planning – make this really clear to all – e.g. which Alan Peat sentences / punctuation should be used in each section, linked to the features from the WAGOLL In lower year groups, this ‘boxing up’ could be 1 or 2 sentences at a time to encourage a coherent text structure Plans can include full sentences, not just notes or bullet points – pupils should be encouraged to ‘magpie’ from working walls, peers
<b>Extended Writing</b> (could take place over a series of lessons)	Children write their final ‘hot write’ in their Extended Writing books, 1 section at a time <b>Teacher should model each section of the text with the pupils as a shared writing exercise. Teachers should use the WAGOLL to support this – innovating on it based on the context that the children have been given.</b> E.g. one extended writing session may be just to write the opening paragraph of the story, innovating the opening paragraph from the WAGOLL Teachers should take time to encourage pupils to edit and improve their own writing, giving pupils feedback, sharing work under visualizer, adding good examples of words and sentences to working walls etc as the children are writing
<b>Editing and Improving</b>	Pupils should edit and improve each section with purple editing pens / editing flaps in higher year groups – again, one section at a time – edit and improve opening paragraph before moving onto second paragraph.
<b>Repeat the extended write / editing process until the final piece of writing is completed</b>	