# Pollington-Balne Writing Journey

## WEEK 1

### COLD WRITE

This is an **independent piece** completed **before any teaching** has taken place.

Teachers use this to **inform teaching**.

Pupils use the right-hand page of a double page in their Literacy Book.

Circle an 'I' in the top, right-hand corner of the page.

## WEEK 1

### READ & ANALYSE IT!

Teachers **familiarise** children with: **key features**, **grammatical structures** and **vocabulary** displayed on **Working Wall** for future use.

### TEACH IT!

Teach how to use **literary devices**, **grammar** and **punctuation** appropriate to the text

## WEEK 2

### WRITE IT!

Children to write following modelled/shared This should be **daily** and split into **sections** to maintain focus on specific skills and teaching. Pupils write on **alternate lines;** 'S' in the corner.

*Guided write as necessary.

### EVALUATE IT!

Children are given time to **evaluate** work against success criteria.

## WEEK 3

### HOT WRITE

After practising new skills, provide a **new assessment** or repeat the cold task

Pupils use the right-hand page of a double page in their Literacy Book: **draft, edit, improve, refine**.

Circle an 'I' in the top, right-hand corner of the page.

Teachers provide opportunity for **self-assessment**.

## WEEK 3 to 4

### EDIT, IMPROVE, PRESENT IT!

Children are given time to **edit** work following peer/self feedback **redrafting** sections on the left-hand page.

Use editing stations to work through each aspect of the grammatical and punctation features of – pupils use purple pens and peer support.

On a separate day pupils redraft and improve section/s of their text on editing strips.

## ONGOING

### APPLY IT!

Teachers plan into the topic how children will **practise their new skills** independently providing evidence of cross-curricular writing.

Revisit the teaching, drafting, editing process.

## Pollington-Balne CE Primary School

## Our Writing Journey Y2 to Y6