

The Wheeler Way Approach to Teaching Writing

Our Intent: Develop children who love to write and are proud of their work.

Core Principles:

- It is based on a taught sequence of writing (T4W)
- It is driven by a key text (identified in the MTP)

Core Structure:

- Cold Write This pre-assessment will generate areas for development, steps to success and targets.
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- Small guided steps of learning with use of a WAGOLL (What A Good One Looks Like) and a WASOLL (What A Shoddy One Looks Like) These learning steps are rich in vocabulary and link to GPS.
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- Warm write with editing
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- Hot write- published for purpose piece

	Writing Progression	Basic Skills
EYFS	<ul style="list-style-type: none"> • T4W sequence performed orally- use of film • Use of picture books • Story maps used and innovated whole class • Lots of rhyme and songs • Letter formation, simple sentences • Writing mornings with parents 	<ul style="list-style-type: none"> • Letter formation • CL FS
Year 1	<ul style="list-style-type: none"> • Follow T4W process • Focussed on traditional tales- retelling and innovating one aspect. • Lots of actions/rhymes and signifiers to embed stories and reinforce story structure. • Whole class story maps into group maps. • Simple sentence structure-moving onto use of conjunctions. • Use of picture books and short texts. 	<ul style="list-style-type: none"> • CL FS ? • Lead in and outs
Year 2	<ul style="list-style-type: none"> • Follow T4W process • Retelling and innovation of multiple aspects of a story • Use of actions and signifiers to embed story • Daily phonics help to teach and reinforce spelling structures • Use of story maps as a planning tool- moving onto boxing up method. • Text driven- use of fiction and non-fiction. Mixture of picture books, images and longer texts, rich in vocabulary. • Development of vocabulary-synonyms 	<ul style="list-style-type: none"> • CL FS ! ? ‘ • Consolidate letter formation- into joins. • Year 2 Common exception words.
Year 3/4	<ul style="list-style-type: none"> • Follow T4W process • Story maps use- modelled by the teacher and created individually. • Text driven, with vocabulary rich texts, using longer novels. Also use of images and film. • Focus on sentence structure- clauses/adverbials and development of paragraphing. 	<ul style="list-style-type: none"> • CF FS ! ? , “ “ • Joined style • Year 3/4 spelling list
Year 5/6	<ul style="list-style-type: none"> • Follow T4W process • Use of a variety of planning formats- by teacher and child. • Text Driven, use of images • Development of vocabulary- use of dictionaries and thesaurus. • Focus on emotion/feelings and author intent. • Use of portfolios (moderation) 	<ul style="list-style-type: none"> • CL FS . ! ? ; ; “ “ , () - - ... • Own handwriting style developed • Year 5/6 spelling list.

Cross-curricular opportunities- application of writing skills in other areas.

