A typical teaching sequence for a main piece of writing (e.g. a non-chronological report)

4	•Topic link
ce	• A visit/visitor/experience
4	•Read examples of the text type
2	•Analyse and annotate features/content/style
	•Use varying planning formats (shared and independently)
	•Plan/discuss/note-take on working wall the stages/content to a high standard, using content specific vocabulary
4	Write the first draft in edit and draft books (using planning sheet if appropriate)
	•Teacher to use a WAGOLL* or do a shared write as an example
4	•Children should then edit their own work using dictionaries, a thesaurus, spelling lists, classroom displays
	•Adult input should be minimal and of guidance in nature, this is not for formal marking
4	•Children develop/finish/improve the first draft, taking on board general teaching points
t	•A separate WABOLL** or teacher model may be used as a teaching input for this
	•Once the children have improved their work and taken on board advice, they will write up their final piece in their Literacy book
ce	•This is the piece the teacher will mark against the school marking policy - children will then respond briefly in green pen to any next steps
4	•Once per half term, a piece of work will be published for display and to go in cohort folders
h	•The emphasis on this should be pride in one's work, including best cursive handwriting or word processing using computing skills

^{*}WAGOLL: What A Good One Looks Like – a useful tool to promote high expectations and share good examples of children's work

^{**}WABOLL: What A Bad One Looks Like – a useful tool to teach the editing process, picking out what could be improved and how to do this