



CAPS Writing Process

Imitate > Innovate > Independent Application

Plan > Draft > Revise > Edit > (Publish)

Planning beforehand

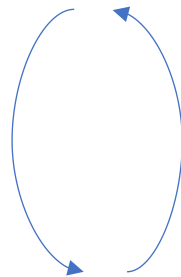
- Have a key end point
- Decide on key language focus
- Adapt model text and decide how it can be innovated
- Test model:
 - Box-it-up
 - Analyse it
 - Plan toolkit

Imitate

- Get to know/internalise the model text
- Identify purpose and audience
 - What does this mean?
- Deepen understanding of the text
 - (Drama/reading as a reader – vocab/comprehension)
- Reading as a writer
 - Box-up the text – what is the structure? Why?
 - Analyse features of the model text
 - Co-construct the writer's toolkit
- Grammar/sentence skills lessons

Innovate

- Create a new plan: map/box-up/talk the text
- Shared writing
 - Innovate on model
 - Whole class paragraph
 - Guided writing
 - Peer/self-assess
 - Read aloud
 - Teacher assesses work
 - Feedback and improvement



Independent application

- Next steps based on assessment
- Pupils write independently > revise > edit
- Final teacher assessment

After the unit

- Free write how they want about what they want (1 day)