

As I'm Writing Every Time, Every Day

Teacher Question:

Key:	~~ = no sense	O = use better vocab	/ = not necessary	√ = happy with this	? = needs work not sure how
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Steps 1 - 5	Stepping Up
1. Writing to hear	Read it aloud. Pay attention to saying the words on the page (not what you think you wrote.) Underline with squiggles (~~) where you hear it doesn't make sense. Go back and read carefully the sections with squiggle & correct. Choose improved vocabulary.
2. Writing for clarity	Now you've fixed the squiggles, check your punctuation. Basics must be considered. Capital letters for proper nouns, full stops for complete sentences, inverted commas for direct speech, commas (where you take a breath and not before 'and'.)
3. Writing to recraft	Read it aloud. Focus on your sentences. Are they too simple? Do they run on and not make the point? Do I have a range of sentences (simple, compound, complex). Have I added academic vocabulary? (subject specific)
4. Writing for purpose	Meaning / purpose. Have I responded to the task?, considered my role as the writer and my audience? Have I used the RAFT model?
5. Writing to hear	Read it aloud – again. Read it with a partner (Review from Step 1 if you need.)