

Process Writing Scheme: *Memories Made Magical*

Students were asked to write about a time in their life they would never forget. They brought in photographs, objects and drawings that reminded them of important memories and shared their stories with other students. Students selected their favourite story, giving reasons for their choices, and these were recounted to the whole class.

Students were asked to use mime to 'show not tell' a memory, engaging the audience by making the experience real and believable through the use of detail. Students also debated whether it mattered if someone misinterpreted the mimes and so 'misread our memories'.

Following the mimes, some students decided a different memory would be more interesting for their readers as in some cases other students' memories had triggered one of their own.

Students began their first draft in class and completed for homework.

First drafts were peer assessed using criteria for success developed by students and teacher. There were significant improvements between Drafts 1 and 2, though not all of these improvements were necessarily in response to peer feedback.

Second drafts were taken to parents or Sixth Form peer mentors for positive feedback and suggestions for improvement. The majority of students made changes to their drafts in response but some did not.

Once the accounts had been assessed by the teacher, students selected their favourite part of the memory to read aloud to the class. Accounts were also published on a website and collected in a booklet.

Ruth Breese at Cheadle Hulme School