**The Process Writing Project**

The Process Writing Project supports teachers in using process approaches for teaching writing so that students can learn the writing skills they need for academic and real-world success. The project is funded by the University of Manchester’s Investing in Success programme and directed by John Keen, Senior Lecturer in Education at the University of Manchester, UK.

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Teachers in the project agree to carry out one or more schemes of learning based on process writing principles and to share what they learn with other colleagues.

In process writing, composition consists of recursive, overlapping processes and sub-processes, including prewriting, drafting, revising and celebrating. There is evidence, particularly from research in the United States where process approaches to teaching writing in schools are more common than in the UK, that greater emphasis on processes in writing composition is associated with higher levels of writing proficiency.

Some key features of process approaches to teaching writing are:

1. Process writing schemes of learning try as far as possible to start with and to follow the development of students’ own experiences and ideas.
2. Prewriting can include a wide range of activities that enable students to draw on prior knowledge and experience.
3. In process schemes of learning an initial draft is treated as a first provisional attempt in which shortcomings, inconsistencies and infelicities are expected.
4. Revision of any aspect of the writing may follow reflection by the writer, perhaps drawing on discussion with or feedback from a teacher, classmates or others.
5. In process terms, revision is normally distinguished from editing and proofreading.
6. Celebrating students’ writing regularly can help them to develop a nuanced sense of audience and feed back into their continued development as writers.

An example of an entry level scheme of learning developed on the Process Writing Project is:

Entry Level Process Writing Scheme of Learning on Fireworks

*Prewriting* Students discuss their prior experience of fireworks, including public displays and neighbourhood or family events.

*Drafting* Students write their first draft accounts of a fireworks display.

*Revising* Students revise their drafts to make them even more effective, perhaps after students have shared outstanding features of each other’s accounts.

*Celebrating* Students read aloud selections from their accounts against the background of a clip of a fireworks display shown on the whiteboard.

If you would like further information, including examples of schemes of learning carried out by project participants, please send your name, email address and the name and address of your school or college to the Project Director, John Keen. [john.keen@manchester.ac.uk](mailto:john.keen@manchester.ac.uk)