

## Process Writing Project Scheme Summary Sheet

Name of teacher Kate Edwards	School or college Werneth School
Class/Year Year 7 (set 3)	Topic or title <i>Holes: writing inspired by the text</i>

### Prewriting activities

- ✓ Pupil voice questionnaire to gather information about their attitudes to writing.
- ✓ Organise a time-line of events which show the experiences Stanley Yelnats has had throughout the book – we explored both his lifetime and his ancestors' experiences too.
- ✓ Discuss which events we found the most exciting and why.

My initial aim was to keep the writing task very open to the students' individual interpretations and I did not want to put any constraints on what type of writing they produced. It was important to define as a group what 'inspired by the text' meant so that students could take their writing off into any direction.

The students were enthusiastic about the text and had lots of favourite moments. As a group, we generated possible writing tasks we could create which provided some support for the less confident writers in the class. I had asked the students to purchase their own writing journal which was an excellent way of introducing the project as a special event. They are now excited to go home and continue to write in their journals during the summer holidays!

### Comments on students' first drafts and revisions

The students really engaged with the idea of 'free writing' and they all produced very different tasks ranging from a diary entry written from the perspective of a yellow spotted lizard to a poem inspired by the hot desert.

They were asked to choose a partner and listen to each other reading out their work. Initially, the students were required to offer oral feedback in the form of a 'Praise Comment' and an 'Even better if ...'

The students were then asked to discuss the following:

- Am I interested in reading this piece? Why/why not?
- Is the writing clear? Can I understand what is happening?
- What do I like the most about this piece of writing?
- Can I spot any clever used of punctuation, sentence type or vocabulary?

### Criteria for success and any other assessment issues

As a class, we then drew up some general focuses to improve on in our revisions which could be applied to all writing types:

- Variation of sentence types
- A range of punctuation for impact
- Interesting vocabulary choices
- Accurate spelling

They had also generated some ideas about what makes a good piece of writing and they had included features like:

- It will make you want to read on
- It will surprise you or make you laugh
- Clearly organised – paragraphs
- Wow words and other techniques like similes, metaphors etc.
- Punctuation will help you to read it well
- Different sentences including a short sentence for impact

### Celebration of students' writing

We celebrated their work by having a sharing session where all students were asked to read out one part of their work with the whole class and talk about why they chose to share that particular part. Other students were encouraged to provide praise comments as feedback. This part of the process was most enjoyable for both the students and for me, as the class teacher. They had produced some fantastic pieces and more importantly, were able to articulate *why* their pieces were good. I have asked the students to take home their writing journals and share it with their parents/carers/families.

I will share some of their pieces in our school literacy newsletter next term.

The students had the opportunity to share their own reflections about the writing project and they were all positive; the project really fostered their creativity and allowed them to take ownership of their writing.