

Process Writing Project Scheme Summary Sheet

Name of teacher Zoe Taylor	School or college Fairfield High School For Girls, Manchester
Class/Year Year Nine Set One	Topic or title War

Prewriting activities

The writing unit followed on from the study of WW1 poetry. We had read a number of poems, watched films such as 'War Horse' and 'Private Peaceful' and studied photographs and letters from the time.

I was keen that the writing task was open to interpretation by the pupils so the title given was simply 'war'. Pupils then created a mind map of as many different ideas as possible for a piece of writing with this title. They then chose one area on which to focus and mind mapped ideas for their specific piece of writing.

This was successful in producing a huge variety of different types of writing. Some pupils produced focused descriptive pieces based on imagined battlefields, some produced letters from imaginary soldiers. Other pupils moved their war into the realms of fantasy and we had war between mythical armies whilst others chose to take a less literal interpretation and write about battles against physical or mental illness.

Comments on students' first drafts and revisions

From the outset students were informed that we were drafting and were encouraged to rewrite and amend. They all wrote a first draft by hand.

Draft One – Peer assessment

The peer assessment process was informed by Barbara Carney's article (Process Writing and the Secondary School Reality: A Compromise. The English Journal, Vol. 85, No. 6 (Oct., 1996), pp. 28-35). I introduced the idea of at least two stages of revision. Stage one would be called redrafting and stage two editing. We prioritised amendments to drafts as 'high' and 'low' concerns. Elements such as impact on the reader, overall textual cohesion and how the pieces developed were 'high' concerns to be dealt with in the first 'redrafting' stage. 'Low' priority concerns such as spelling and punctuation were to be dealt with at a later date during 'editing'.

The pupils worked in pairs to peer assess. They were given the following guidelines.

- Writer read aloud, partner follows silently
- Sit side by side
- Writer holds the pen
- Be positive and respectful
- Writer makes notes on the discussion that takes place and any suggestions for redrafting that arise.

To further structure their peer assessment; pupils had to ask three questions about their own piece of writing for their partner to answer. These were focussed on the ideas from the redrafting stage and included questions such as

- Is it a strong opening?
- Do you get a sense of the setting? What other details could I add?
- Can you follow the story line?

Draft Two

After peer assessment, pupils produced a second draft that was typed. I then read these

and gave them feedback on possible improvements or raised questions for them to answer.

Final Draft

Pupils then made further amendments to their drafts based on teacher feedback and also went through the 'editing' stage of correcting errors in spelling etc.

Criteria for success and any other assessment issues

The criteria for success were introduced before the first draft and were constructed by the pupils, based on the requirements for Level 7 writing. They included:

- Distinctive writing
- Range of features to shape/ craft writing
- Achieving effects through organisation of the text
- Crafted paragraphs
- Variety of sentence types
- Full range of accurate punctuation
- Accurate spelling

Final drafts were assessed and were on the whole very accomplished pieces of writing.

Celebration of students' writing

We created a dedicated area on the school gateway for the work to be published to the whole school and parents. Some pupils chose not to have their work displayed but most did and were positive about the experience.