

Process Writing Project Scheme Summary Sheet

Name of teacher Holly McLaren	School or college Werneth School
Class/Year Year 9 Set 1	Topic or title Write about a time in your life that is important to you.

Prewriting activities

The class was asked to consider the importance of memories and to consider memories that stood out to them. They used these to create a personal time line. The students were encouraged to share their memories with the class. Ground rules for listening were clearly established, emphasising the need to respect each other and not to interrupt. This helped students to feel comfortable sharing their own experiences. Some of the students chose not to share their memories, being quite shy about talking about themselves. I feel younger students would have engaged with this part more.

Comments on students' first drafts and revisions

After sharing and considering their own memories, students were asked to write about one important time in their life. They were able to choose the style and structure of their writing.

The class was given one lesson to create a very rough first draft of their work, with several 'mad 5 minutes', where the class stopped writing and shared what they had done so far with someone in the room. This was designed to give them a sense of audience. The class enjoyed sharing what they had produced.

Criteria for success and any other assessment issues

Once the first drafts had been completed, we considered what was needed to produce an outstanding piece of writing. At this point, students drew on their prior writing skills to create success criteria. This included ambitious punctuation, vocabulary, structuring and the use of the senses.

The students used their success criteria to redraft their work. The children chose a wide variety of different topics such as: memorable holidays, childhood injuries, parents' weddings or the birth of siblings.

What was particularly pleasing was that some more sophisticated pieces of writing emerged during the drafting process from some of the class. The most interesting were: an article on the impact of a first kiss on a person's life, a beautiful description of a young ballerina contrasted with her aged dance teacher, a vivid description of seeing a band for the first time and an ironic description of a teenage party.

The majority of the class engaged with the redrafting process and regularly shared their work with their classmates. For me, this was the most important part of the process as they worked much more independently than normal. I circulated the room and gave informal feedback and technical advice to the class, but the majority of the assessment came from the pupils themselves.

The class were then given two hours to produce their final drafts using their preparation work and the feedback they had received.

Celebration of students' writing

The majority of the students were proud of the work they had produced. The pieces of writing were given a GCSE grade as well as a Key Stage 3 level to help prepare the class for the following year. The majority of the class achieved their KS3 target grades, with only a few disappointing pieces. In these cases, the students had chosen limiting memories and were reluctant to add the events as they remembered them. The writing focused on telling what happened, rather than showing. These would be the students I would target for extra support next time we did a similar piece.

The class was rewarded with a 'fun' lesson, where they could produce a front cover for their writing and this was used to create a display of their work that they could be proud of. They were given lesson time to visit the display and read the different finished pieces.