**Process Writing – Creating Character**

*Creating Character* is a 12 lesson scheme of work designed for Key Stage 3 learners. The aim of the scheme is to encourage students to think and behave like real writers do, with a particular focus on how an effective character is created and developed. Writers typically develop an extremely close bond with the characters they invent, and live with them throughout the process of writing – this scheme aims to deepen the learners thinking about their work beyond the surface often assessed by APP criteria.

Throughout the 12 lesson scheme the students gradually develop a character that they will eventually use within a piece of creative writing, whilst also enhancing their writing skills through starters that focus on language. The students have the opportunity to reflect on all aspects of character, including their appearance, their name, their job (if they have one), their interests and hobbies, their bedroom; as well as deepening this understanding through considering who their character might be friends with and how they might react in particular situations. The scheme offers teaching strategies to suit all learners and has a focus on fostering independent learning through paired and group work, as well as making use of visual and dramatic teaching techniques to encourage the students’ creativity.

Once the character has been born, the students begin to plan their creative writing. Unlike most writing tasks that can be rather prescriptive, the students are given a great deal of freedom to choose what kind of piece they would like to write. In fact the only limitation placed upon the students is the title given, after that the students are encouraged to be as imaginative and original as possible. They are taught how to effectively plan and redraft their work in order to improve their work and appreciate the importance of proof reading and revision.

One of the most positive outcomes noted has been the increased resilience of the students. The students were focused at the start of the scheme on what was the “right” answer, when of course there is none – all answers were valid as long as they proved relevant and justifiable. The scheme therefore promoted independence and self-reliance, as well as the students’ ability to judge the creativity and merit of their ideas for themselves. This outcome would perhaps suggest that it is most suitable for more mature Key Stage 3 students, rather than the younger students as they may need more scaffolding to access these inner resources.

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