

Modelling and Shared Writing

Modelling is when the teacher writes and explains conventions and decisions. Shared writing is when the class collaborates to write. It needs to be brisk and needn't be taken to a finished piece of work. The ideas need not always be written; a sharing of ideas after everyone has made notes maximises involvement. (Whiteboards?)

- Make focus of the task clear: *What do we know about texts like these? How did the author do this? (Based on shared reading)*
- (Possibly briefly brainstorm: *What ideas do we have? Make notes / use whiteboard*).
- Select, shape and sequence: *Which ideas shall we use? Can we group any of these ideas together? What order shall we put them in? How can we link the ideas?*
- Polishing: *Do we need to add details? Are there any weak words? Do any parts not work?*
- Read, review and reward: *Which phrases and words work the best? Does it sound right? Does it show the main features for this type of text? How does this help you with your next piece of writing?*

Short exercises

Imitate sentence structures and phrases e.g. Leopard.

Collect and imitate openings, events, cliffhangers, endings, and dialogue.

Invent similes and metaphors.

Brief conversations.

Sentence expansion / combination.

Editing.

Praise:

I like the way you....because...

This works well because...

Encourage children to make positive criticism of each other's ideas.

Use correct terminology:

Adjective, noun, connective, verse, syllable, simile, etc.

Scaffolding Writing

Begin with text.

Discuss - focus on the key features / ideas.

Use key features to make a writing frame to support independent writing.

- Look at general structure. **How ...should die.** Or a story plan.
- Collect useful words, phrases and sentence structures. **For & Against**
- Organise by paragraphs / sub-headings.
- Provide appropriate level of support - complete a series of sentences, frame as boxes to complete, outline of frame on the board, design own frame.

Once they have experience of text forms children can adapt the writing frames themselves or design their own.

The end aim is for children to write without the support offered by a writing frame.