

Thomas Muir Primary School



Guidelines for Teaching Taught Writing at Second Level

Stage 1 – Preparing to Write

The taught writing lesson is a whole class lesson. All pupils should take part in all four stages. Children with additional support needs in writing should be able to select from a variety of tools to support their writing.

In some cases, preparation for writing may begin at a time outwith and prior to the writing day. Since writing is linked to ongoing learning experiences, children will have been involved in prior learning and discussion relating to the topic or context about which they are being asked to write.

Children should also refer back to comments made from previous piece of writing in order to remind them of their next steps in learning.

Stage 2 – The Writing Process

At the planning stage, the teacher will have identified which section(s) of the writing will be **modelled**.

The teacher will share and display learning intention with the children, using We are learning to...

The teacher may share or co-construct success criteria at this stage, or may wait until he/she has modelled the planned section and then exemplify how and why the writing could be improved using success criteria. SC are created and shared using skills based "I can..." statements.

The teacher should not merely focus on the core skills of grammar, spelling and punctuation but should demonstrate features of the genre being taught.

Children should be supported to emulate the strategies which the teacher has modelled.

During the writing process, the teacher has an active role, moving around the class, reading, asking children to read and giving purposeful, focused feedback. The teacher can also highlight positive examples of the text.

Writing at this stage should be "chunked", giving children short, set amounts of time to write independently and quietly.

After the first chunk, children read and review their own writing.

Stage 3 – Conferencing and Improving

The aim of conferencing is to improve writing through discussion with others.

Conferencing supports peer assessment. Children should read and comment on their own writing first, then share with a partner or trio.

Conferencing should focus on the section of writing modelled by the teacher. The teacher should model the types of comments, stressing that good conferencing partners are tactful and encouraging.

Stage 4 – Redrafting, Publishing and Celebrating Success

Redrafting is the process through which the children will make improvements to the first draft of their writing. The focus should be on improving how the writing has been composed in a specific section. Children should also review the technical qualities of their writing at this stage.

Publishing should be carried out at a separate time from the redrafting process. Published writing is an improved of the first draft and not merely a typed or good copy.

Success should be celebrated at class and whole school level through Star Writer awards.

Organiser	Children should have opportunities to...
Enjoyment and choice	Use IDL contexts for writing and select their own quality extended writing tasks about a chosen subject. Have opportunities to write within a broad context over a few sessions, producing detailed chapter writing. Select genre, audience and purpose
Tools for writing (Must be displayed on interactive writing wall)	Apply appropriate spelling strategies Apply core targets Work independently and with a partner to proof read and edit writing Check that writing is fit for purpose and audience Consider and select layout appropriate to the genre
Organising and using information	Use notes to help create text Acknowledge sources of information Select and use ideas, information and vocabulary which is genre specific and appropriate
Creating texts	Write in their own style Create writing in the following genres: Use the correct features of genre Use genre feature overview to create success criteria and to support assessment