

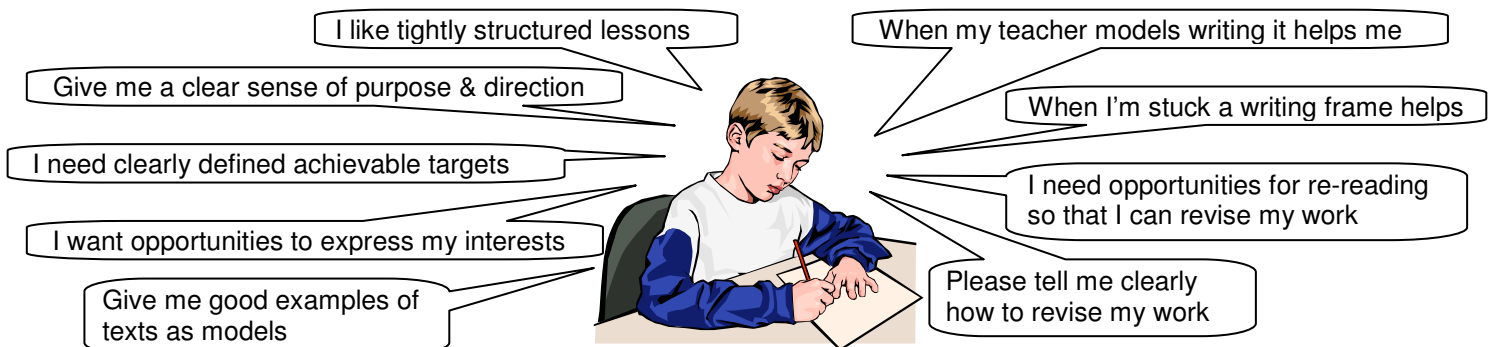
# Developing Writing

Writing is complex because we need to know...



Essentials for writing			
	establish the purpose and audience for writing	provide a model of the text type	ensure the writers have something to say
give writers opportunities to develop, sharpen and revise ideas	encourage collaboration during planning, drafting and proof reading	give pupils access to reference materials to support writing (e.g. word banks, dictionary, thesaurus)	provide feedback on strengths and ways to improve, during and after writing

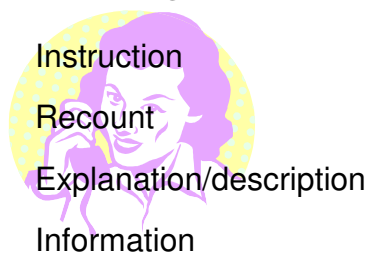
## How can I support my pupils' writing?



## Successful writers

- Know how their writing will end
- Hear the writing inside their heads & make judgements about it so that they can edit it
- Use reading to inform writing
- Have a range of styles & text types to choose from
- Are aware of the needs of the reader
- Rehearse and reread
- Concentrate
- Attend to their known weaknesses

# Purposes for writing



Which of these are required in your subject?

Do you make it clear which purpose a task is for?

## Explore the conventions of the text

<b>Purpose</b> What is its purpose? Who is it for? How will it be used? What kind of writing is therefore appropriate?	<b>Text level</b> What layout should you use? How should the text be structured & organised? How should the information be sequenced?
<b>Sentence Level</b> Whose view point (1 <sup>st</sup> person, 3 <sup>rd</sup> person etc.)? What is the prevailing tense? Should you use the active/passive voice? What would be the typical sentence structure and length?	<b>Word level</b> What stock words and phrases are there? What specialised or typical vocabulary should you use? Should you choose elaborate or plain vocabulary?

If you have conventions you use regularly in your subject put them on the wall for reference

Model how to write, explaining the decisions & choices you're making about your writing

Writing frames are useful, but can be restrictive once pupils become familiar with the text type

## Top Tips

- Give your pupils thinking and talking time prior to writing
- Give pupils mini whiteboards so they can try out what they want to write
- Teach pupils explicitly how to plan and draft content and structure
- Teach pupils explicitly how to edit
- If a pupil struggles with writing focus on sentence structure above features like spelling or punctuation
- Use ICT for drafting and editing, not copying up

- Writing is best improved during the process, rather than at the end
- Build up through writing tasks (well-written sentences before longer text) through KS3
- Use response partners, where pupils respond to each other's work as they write
- Use the plenary for the class to evaluate an example of a pupils work
- Use the starter to analyse the qualities of a good piece of work
- Give oral and written feedback as pupils work (make sure you say why something is good)

## What makes a good sentence?

A complex sentence expresses links & relationships between ideas using connectives

<b>Adding</b> And Also As well as Moreover Too	<b>Emphasising</b> Above all Especially Significantly Indeed Notably	<b>Illustrating</b> For example Such as For instance As revealed by In the case of	<b>Cause and effect</b> Because Therefore Thus Consequently
<b>Sequencing</b> Next Then First, second, third, ... Finally Meanwhile Before After	<b>Comparing</b> Equally In the same way Similarly Likewise As with Like	<b>Contrasting</b> Whereas Instead of Alternatively Otherwise Unlike On the other hand	<b>Qualifying</b> However Although Unless Except As long as Apart from Yet