

# The 'Write' Tools: I do. We do. You do.

## Revise and Edit

Teaching at the point of writing focuses on demonstrating and exploring the decisions that writers make. The writing process is not linear and editing does not only take place at the end of a completed piece of writing. Children are taught to make revisions and additions, in purple pen, as they write. Writing in 'smaller chunks' enables the teacher, and the child, to spot their errors and make corrections in a manageable way. On a fortnightly basis, the teacher will meet with guided writing groups and ask them to bring their work to a group discussion. These sessions are used to acknowledge and praise, revise and improve.

## Independent Write

Independent writing is focused and provides the appropriate amount of challenge. It should flow readily from the whole class work and should be scaffolded at different levels according to the children's needs. Here, their time needs to be focused and structured, enabling the teacher to monitor and support. The teacher can divide this time between working with a guided writing group or general supervision of work by others. Children will not complete an entire piece of writing at this stage; instead, they will write part of the text, enabling the teacher to assess. Once the children have completed the task set, the teacher will bring the class together again to model the next part.

## Teacher Demonstration

Once the purpose and audience has been established, and explicit grammar skills have been taught, shared writing sessions begin with demonstration or modelling by the teacher. The teacher demonstrates using lined, flip chart paper and models writing using the age-appropriate Letter Join font. The teacher will have prepared a WAGOLL, ahead of the demonstration, but will model how to compose the text in front of the children. They will think the process aloud, rehearsing the sentence before writing it, making changes to its construction or word choice and explaining why an idea is preferable to another. The teacher demonstrates up to a couple of sentences. The teacher does not take contributions at this point.

Children are grouped into 'Guided Writing' groups where children, with the same strengths or areas of development, are grouped together. The teacher works with these groups within different stages of the process.

## Supported Composition

The focus here is on the children's composition. After clear direction from the teacher, the children continue to write a limited amount of text sharply focused on an objective. This can take place in pairs or individually and it can be done on whiteboards or in notebooks. This needs to be swift and, once sentences are complete, examples should be held up so that the teacher can make an immediate assessment. The aim is to practice a number of times until the large majority, if not all, have mastered the objective to the point where they can apply it when they write.

Handwriting and spelling skills are taught and developed to a level of automaticity so that they go 'underground' and cease to dominate children's attention as they try to write.

## Teacher Scribing

The pupils now make contributions building upon the teacher's initial demonstration. The teacher focuses contributions and limits them to the objective. Children should rehearse their sentence orally and then note down their ideas in pairs or individually. They can do this on whiteboards, post-its or in notebooks. When asked, the children will hold up their contributions so that the teacher can decide whether to accept an idea or pick an idea which will stimulate discussion.