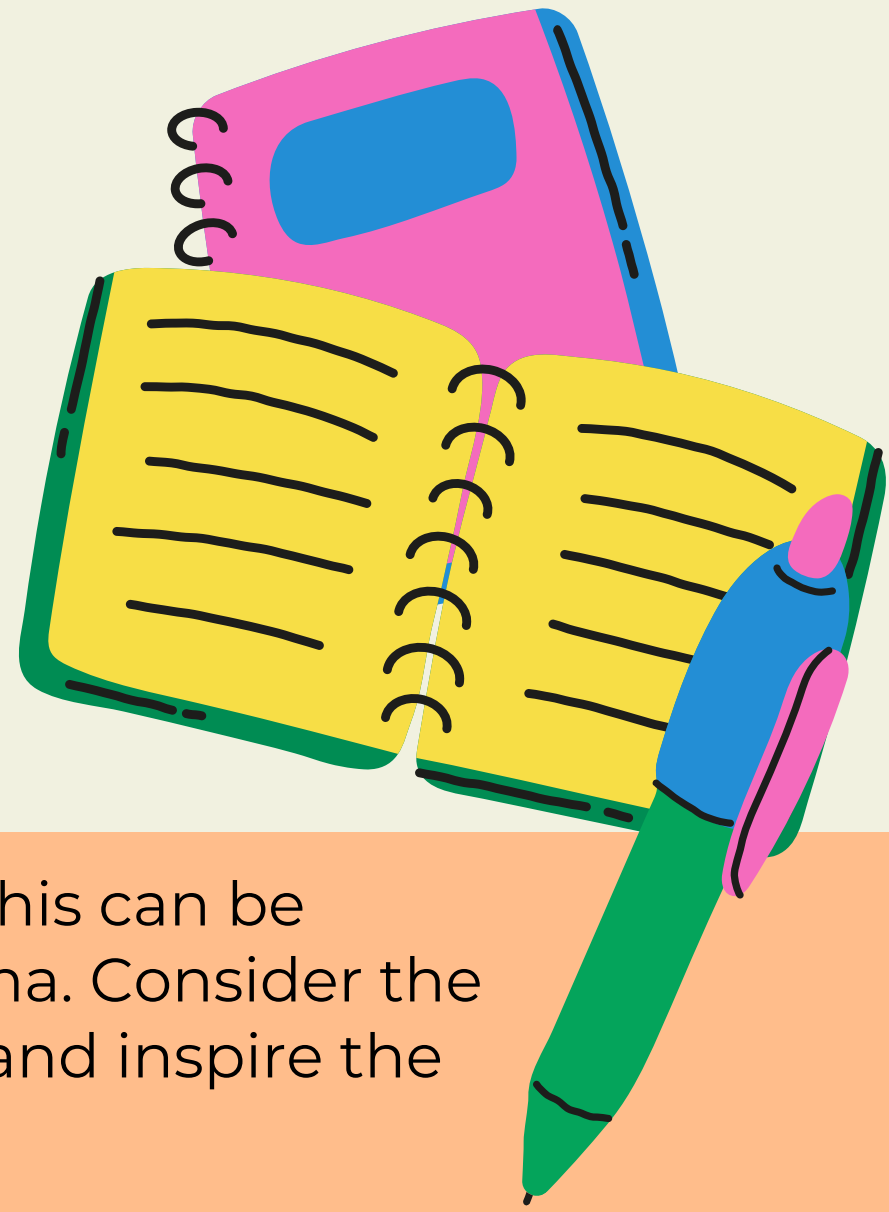


THE DRAFTING PROCESS



1

Introduce a piece of writing using a 'hook' or stimulus. This can be anything from a class book, a film clip, or a piece of drama. Consider the use of historical and scientific stimuli. It should interest and inspire the children. Think purpose!

2

Make notes which support the children's understanding of the stimulus. Generate discussion as a class, in groups or in pairs about the content of the writing. Brainstorm vocabulary and form ideas. These are displayed for children to access during the writing process (working wall, printed out, on interactive whiteboard)

3

Discuss the text type in terms of grammatical features and the appropriate planning framework. The children are exposed to strong examples of model texts before they begin to write and consider audience and purpose. Using stage 2 and 3, a plan is created for the children to follow during the writing process.

4

Allow the children to draft independently and for creativity. Constantly and consistently give support through verbal feedback based on the children's strengths and misconceptions. Use the visualiser to share children's work as teaching points. Build discussion to allow children to offer support and advice for the child to improve their first draft. This guides the children to look for misconceptions and strengths in their own writing, as well as giving them a chance to discuss the use of punctuation, grammar vocabulary, purpose and audience. These ideas can be used for a redrafting focus.

5

Give the children key objectives to consider during their re-drafting. Children should consider clarity, cohesion and the effect of their writing and redrafting should improve content, flow and creative flair. This should be done on the right-hand page of their draft books. Use the 'Forming Sentences' document to assist this process.

6

The process of drafting, class feedback and re-drafting should be repeated until the piece is complete. Teachers should breakdown longer pieces of writing into smaller 'chunks' or paragraphs to allow for feedback and improvements to be addressed in subsequent writing.

7

Children edit their work for spelling and punctuation errors before publishing their finished piece. Peer assessment is used at this stage on a 1-1 basis. As children write up their work, encourage them to continue to look for spelling and grammatical errors and to correct them if needed. They are expected to showcase their best handwriting during this final stage. Use the 'Punctuation' document to aid this process.