

USING SHARED WRITING IN THE CLASSROOM

KEY FEATURES OF SHARED WRITING

During shared writing it is important to:

- agree how the audience and the purpose of the writing task determine the structure, grammatical features and content;
- use specific objectives which are limited;
- rehearse sentences orally before writing them down, thus giving children insights into how to compose in sentences;
- encourage the automatic habit of incorporating basic elements, e.g. capital letters and full stops;
- constantly and cumulatively re-read to gain a flow from one sentence into another;
- explain why decisions have been made – why one choice is preferable to another;
- keep the session well paced and focused by using questions to seek information and to consolidate and verify children's understanding;
- check for misconceptions and deal with them by directing discussion to promote action and enquiry;
- occasionally make deliberate errors so as to allow a focus on tackling common errors or on errors related to a specific teaching objectives;
- model metalanguage (i.e. language used to talk and think about language).
- provide opportunities for children to respond by:
 - offering waiting time for individual thinking;
 - building in brief paired discussion;
 - encouraging non-verbal responses (e.g. 'show-me' activities).
- principles of shared writing in KS1
- principles of shared writing in KS2

PRINCIPLES OF SHARED WRITING IN KS1

General:

- work with the whole class to demonstrate, explore and discuss the choices writers make;
- make the links between reading and writing explicit – written texts as models for writing;
- scaffold aspects of writing – helping children understand and apply specific skills and strategies;
- focus on particular aspects of the writing process:
 - planning;
 - composing;
 - revising, editing, redrafting.

Kind of text:

- normally linked to Shared Reading;
- allows teachers and children to use ideas, words, spelling patterns, themes and structures from the shared text as a basis for writing;
- based on the range of fiction, poetry and non-fiction texts.

Teacher's role:

- to demonstrate the way that writers work;
- frequently to act as a scribe, recording on a flip chart;
- to develop and refine ideas;
- to work at a level beyond children's independent writing;
- to free the children to concentrate on composition.

Child's role:

- to contribute his/her own ideas;
- to identify features in the shared text to use in writing;
- to begin to incorporate the techniques modelled by the teacher into his/her own writing in guided/independent work.

Timing:

- during the whole-class teaching segment of the Literacy Hour.

PRINCIPLES OF SHARED WRITING – BY THE END OF KS2

General:

- use the first 30 minutes of the Literacy Hour as a continuous teaching sequence to focus attention on particular grammatical features related to objectives.
- extend planning over a period of time in order to promote:
 - a strengthened understanding of the link between reading and writing;
 - the development of shared writing into sustained, independent writing.
- focus on:
 - working from examples of written text to explore how grammatical features are used to create particular effects;
 - investigating these features through activities such as transforming sentences, cloze activities, collecting and classifying words and phrases to help children understand principles and conventions;
 - applying this knowledge in composing real texts through shared writing.
- ensure that children:
 - learn to make appropriate choices as they write;
 - see grammatical features as options to create impact on their readers rather than as rules to create complicated sentences.

Kind of Text:

- draws on a range of fiction, poetry and non-fiction texts experienced in Shared Reading;
- uses the themes and structures of shared text as a basis for writing, e.g. recounts, instructions, reports, explanations, persuasive texts, and discursive writing.

Teacher's role:

- *demonstrating composition* – composing aloud, i.e. rehearsing the sentence before writing it, weighing up alternatives and explaining decisions;
- *scribing* – discussion about alternatives, followed by teacher taking suggestions on what to write and taking the opportunity to focus on objectives;
- *supported composition* – children write (often in pairs) and discuss with each other how they will create what they want the reader to hear, this allows the teacher to take immediate feedback.

Child's role:

- use knowledge gained in other lessons to read critically and note the effect of the features used by the writer;
- investigating and discussing the effect of using these grammatical features in her/his own writing.

Timing:

- during the whole-class teaching segment of the Literacy Hour;
- Shared Reading and Writing sessions should be carefully positioned over a period of time so as to maximise the links between reading and writing.

What To Look For In Shared Writing In KS1

General:

- work with the whole class to demonstrate, explore and discuss the choices writers make;
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- scaffold aspects of writing – help children understand and apply specific skills and strategies;
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Timing:

- during the whole-class teaching segment of the Literacy Hour;
- or whenever appropriate in any area of the curriculum.

Model or Shared Writing

Model Writing: Model Writing is an opportunity for the teacher to directly model the thought process involved in writing. The teacher is in control of the pen and the content of the writing throughout the lesson. The students are involved in the process through the teachers questions. The children are encouraged to think about and figure out conventions to writing.

"Writing aloud" is a terrific strategy to add to model writing. As the teacher writes s/he verbalizes the thought process. The teacher is explicit about the thinking, format, layout, spacing, handwriting, spelling, and punctuation, specific writing conventions and/or genres in front of the students. Students' interests, motivation and writing quality are increased through writing aloud.

Shared Writing: Shared writing is a collaborative effort between student and teacher. The teacher is in control of the pen however, the students assist him/her on the content of the writing. Shared writing enables the teacher to demonstrate to the class that their own observations can improve their writing. The teacher and students share ideas in the creation of the story, poem, letter etc. Shared Writing often results in the creation of wonderful class books.

Both techniques give teachers the opportunity to address areas of need as they arise while developing a love of writing.