

How to...

# Support the drafting process

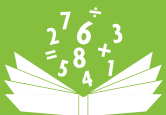
If pupils recognise that they are making improvements during the *writing process*, their attitude to writing is likely to be far more positive.

If drafting is seen as re-writing a whole text, it is likely that pupils' attitude to the *drafting process* will be negative.

- Pupils need to be involved in creating success criteria or need to know what the success criteria for their writing is.
- The success criteria should provide explicit advice on what to include, which pupils can check on for themselves.
- Feedback should be an ongoing process – from teacher, peer and self.

**Follow these steps in this order:**

- A. ask for their ideas, (making it very clear the kind of answers that are appropriate)
- B. give a range of alternative ideas from which they can choose
- C. show a range of previous pupil responses from which they can choose
- D. give an appropriate answer/method for them to follow, but only if all else fails!



## What type of writing is it?

Discuss and decide what type of writing is needed in this context.

Text type	Questions appropriate for this text type
<b>Recount</b>	What happened? To what? To whom? When? Where? What were the characters' feelings? What happened next?
<b>Information</b>	What kind of place/person/animal/object/machine, etc. is this? Was this/it, etc? (Historical information). What are the typical features? Where? When? Five senses may be used. What else does the audience need to know about this?
<b>Explanation</b>	Why does this happen? How does this happen? Why is this made? How is this made? Why does this work? How does this work? What other reasons are there for this?
<b>Instruction</b>	Give a step-by-step guide/method for making something/doing something/planning something. What should the reader do next? How? Why?
<b>Persuasion</b>	Why do you believe/think what you do? Why should others believe/think what you believe? What other reasons do you have for believing/thinking this way?
<b>Discussion</b>	What views do different people hold about this? Evaluate the good and bad points of a book/play/film/art work/performance/craft object/piece of work, etc. Compare two alternative versions/approaches. What do other people think about these views/arguments?

## Text types and connectives

Discuss what would be a suitable skeleton/diagram for planning the writing. Link this decision with suggestions for helpful connectives once the text type has been established. Jointly select approximately five of the most useful connectives for this purpose. Encourage the pupils to use as wide a range as possible within their understanding.

Where possible and appropriate, use text-type skeletons so that pupils become familiar with these across all subject contexts. Each skeleton should give a clear image of the structure of a particular text type.)

<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• After that</li> <li>• And then</li> <li>• At first</li> <li>• At the same time</li> <li>• Before that</li> <li>• By then</li> <li>• Eventually</li> <li>• Finally</li> <li>• From then on</li> <li>• Later</li> <li>• Meanwhile</li> <li>• Next</li> <li>• Simultaneously</li> <li>• Subsequently - the following morning/week/year etc.</li> <li>• The next second/minute etc.</li> <li>• Up to that point</li> </ul>	<p><b>Information</b></p> <ul style="list-style-type: none"> <li>• Also</li> <li>• Again</li> <li>• Apart from</li> <li>• As well as</li> <li>• Besides</li> <li>• Every</li> <li>• Except</li> <li>• In addition</li> <li>• The following</li> <li>• Throughout</li> <li>• Too</li> </ul>
<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• As a result</li> <li>• As illustrated by</li> <li>• As shown by</li> <li>• Because</li> <li>• Consequently</li> <li>• Eventually</li> <li>• For example</li> <li>• For instance</li> <li>• In order to</li> <li>• In the case of</li> <li>• So</li> <li>• So that</li> <li>• Such as</li> <li>• Therefore</li> <li>• To (+ infinitive)</li> </ul>	<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Alternatively</li> <li>• Apart from</li> <li>• As long as</li> <li>• Despite</li> <li>• Eventually</li> <li>• Finally</li> <li>• First/Second/Third</li> <li>• However</li> <li>• If</li> <li>• Meanwhile</li> <li>• Unless</li> <li>• Until</li> <li>• Whenever</li> </ul>

## The audience and purpose of writing

Discuss to clarify explicitly the **audience** and **purpose** of the writing.

The **purpose** is likely to be one of the following, or a combination, which should already have been selected:

- \* Recount
- \* Information
- \* Explanation
- \* Instruction
- \* Persuasion
- \* Discussion

The **audience** could be *known* or *unknown* to the writer, with a *limited* or *wide age-range*, with *particular interests* or simply members of the *general public* etc. All these choices/decisions/requirements will have an impact on how far the writing requires a *formal* or *informal style*, and the overall layout will be determined by the *context*, the *audience* and the *purpose* combined.

### Success criteria

Discuss and clarify the success criteria.

*Ensure the pupils regularly check progress against these success criteria, once they have started writing.*

This may involve looking up from their work at regular intervals to the success criteria written on the whiteboard, for example, or checking against the list you have generated with them.

### Key terms

Generate/provide a list of key terms needed for this piece of writing.

Refer to existing word walls where available and appropriate. Concentrate on their understanding of the key technical terminology needed in this context.

Persuasion	Discussion
<ul style="list-style-type: none"> <li>• Above all</li> <li>• All too often</li> <li>• And also</li> <li>• And anyway</li> <li>• And besides</li> <li>• Because</li> <li>• But in any case</li> <li>• Especially</li> <li>• In addition</li> <li>• In particular</li> <li>• Least of all</li> <li>• Most importantly</li> <li>• Most of all</li> <li>• Obviously</li> <li>• Significantly</li> <li>• I think</li> <li>• I believe</li> <li>• Some people argue... but I disagree</li> </ul>	<ul style="list-style-type: none"> <li>• A counter argument is</li> <li>• Alternatively</li> <li>• Although</li> <li>• As with</li> <li>• Equally</li> <li>• From a different perspective</li> <li>• From a different point of view</li> <li>• However</li> <li>• In comparison with</li> <li>• In contrast</li> <li>• Instead of</li> <li>• In the same way</li> <li>• Like</li> <li>• Nevertheless</li> <li>• On the contrary</li> <li>• On the other hand</li> <li>• Opposing that</li> <li>• Otherwise</li> <li>• Similarly</li> <li>• Still</li> <li>• To balance that</li> <li>• Unlike</li> <li>• Whereas</li> <li>• Yet</li> <li>• Some people say</li> <li>• Alternatively</li> </ul>

Encourage pupils to develop their own personal lists under the six headings.

## Headings and categories

### Alternative 1

Jointly note down as many questions as possible, which need to be considered to answer the whole question.

Group these under categories/headings – these can be inserted on the text-type skeleton as soon as appropriate. This provides the overall plan for the writing, which the pupil then follows.

### Alternative 2

Generate ideas for headings and content under each element of the chosen text-type skeleton.

Organise the best sequence within each heading.

Organise the best overall sequence for the text.

### Give frequent positive feedback.

Encourage pupils to check progress against the success criteria, but also try to give **oral feedback** at regular intervals. Directly prompt pupils to choose a more precise word/add more detail/cover one of the success criteria.

Getting pupils to read their text aloud can help them identify areas for improvement, so long as any embarrassment does not outweigh any potential benefit.

Work is improved during drafting by selecting a more precise/effective word, rewriting a *sentence* so that it flows, or re-organising *paragraphs* etc. so that the writing develops more logically.

Work is improved during proofreading by detecting and correcting errors in *spelling* of words, detecting and correcting errors in *punctuation*, and detecting and correcting errors in *grammar* (e.g. subject – verb agreement). Proofreading requires very careful and systematic reading if errors are to be picked up.

### Pupils are more likely to be successful and independent in drafting their work if they systematically become more self-aware of the process itself.

Encourage them to ask the questions in the left-hand column (below) as a matter of course, adopting strategies such as those in the right-hand column in response to their self-assessment.

Question	Implication for drafting
Is this word too common/unimaginative?	Change to a more original/imaginative word.
Is this word the best one for this context?	Change to a more precise/appropriate word for this context.
Have I used this word before?	Choose/change to a different word – unless a necessary technical term.
Does this sentence make sense?	Try rearranging the words/rewriting to make the sense clearer.
Does this sentence read well?	Try rearranging the words/rewriting to make the sentence flow.
Do I need all the words in this sentence?	Experiment with leaving out a word or two, and decide which version works better.
Am I losing a sense of where this text is going?	Start a new paragraph, writing a first sentence which gives a clear sense of how this text is moving on.
Is this relevant?	Check back to the title/audience/purpose to ensure you are keeping on track.
Would a reader understand this?	Add detail which will make it clearer for a reader who may not share your knowledge/interests.
Do I need all the sentences in this paragraph?	Experiment with leaving out a sentence, and decide which version works better – with or without that sentence.
That's a good idea – might I forget it?	Jot the idea down for later use.

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