

What does effective ‘shared writing’ look like?



The Writing For Pleasure Centre

- Promoting research-informed writing teaching

This is a great question. Firstly, there are different types of shared writing.

Sharing your writing

There is quite literally the idea of *sharing your writing* by crafting mentor texts for your class to discuss and read. These texts should match what you’re expecting the children to produce as part of a class writing project. Research has shown that this kind of practice can yield an effect size of +0.76 (+0.94 for children with SEND). For context, anything over +0.4 is considered to have a significant positive effect on children’s writing development. You can read more about this [here](#). Incidentally, if you establish product goals for a class writing project in response to studying a variety of mentor texts, this can yield an effect size of +2.03. You can read more about this [here](#).

Shared writing

Next, there is *shared writing*. Modelling how to use certain craft moves before inviting children to use these craft moves for themselves in that day’s writing time can yield an effect size of +1.75. For children with SEND, this can be anything up to +2.09. Case studies show that the most effective writing teachers use shared writing when teaching ‘craft knowledge’ (Young et al. [2021](#)), ‘sentence-level strategies’ (Young & Ferguson [2022c](#)) and ‘functional grammar lessons’ (Young & Ferguson [2021b](#)). You can read more about shared writing [here](#).

‘Write alouds’

You also have the idea of *write alouds*. This is the writing version of ‘read aloud’ time. This is an opportunity for teachers and children to come together and write something collaboratively (shared), for pleasure, as a community of writers (Young & Ferguson [2020](#)). This can be done on an IWB or some flipchart paper. Write alouds can be done in a single sitting or over multiple sessions.

Sharing the writer’s life

Finally, there is the concept of *sharing your writer’s life*. This is about modelling how to be and live as a writer. You can read more about this [here](#). Sharing your writer’s life and writing alongside your pupils during writing time can yield an effect size of +0.54. For children with SEND, this can be anything up to +2.48 (Young & Ferguson [2023b](#)).