

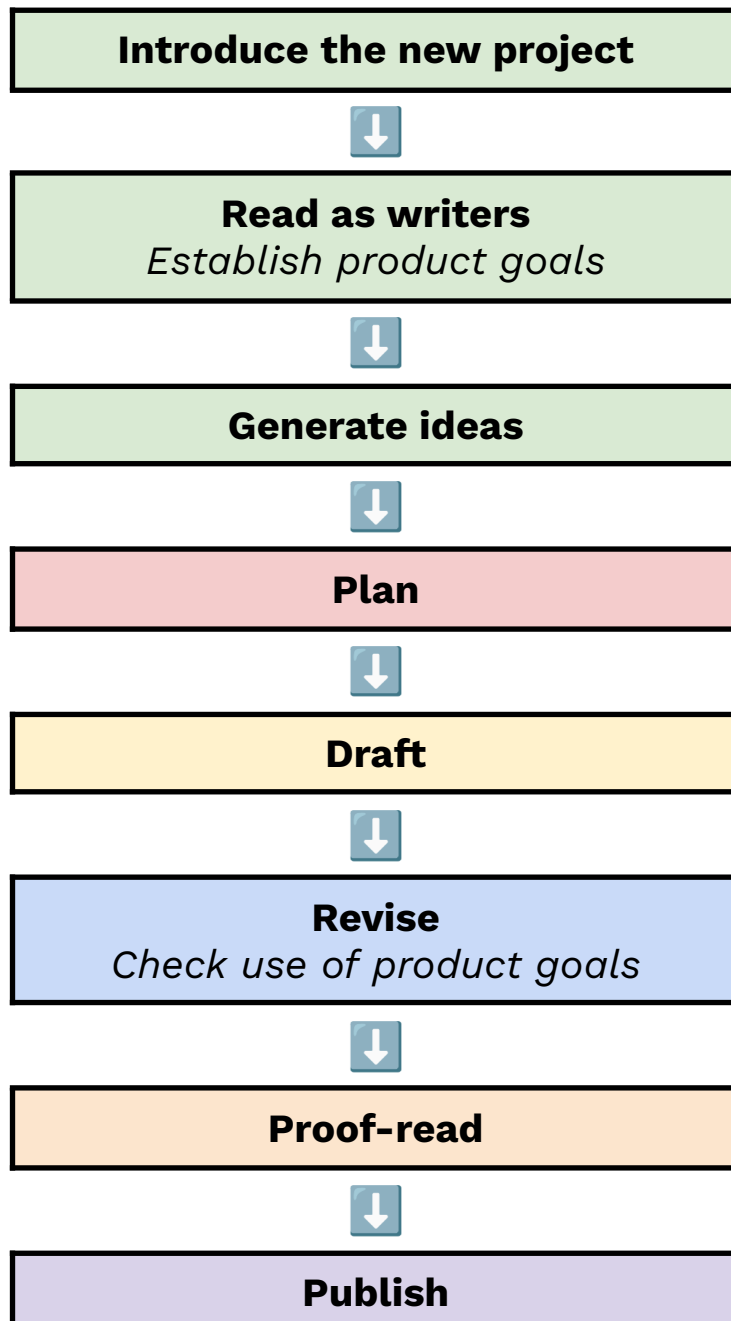
Planning a class writing project with the greater-depth standard as the standard



The Writing For Pleasure Centre

- Promoting research-informed writing teaching

The journey of a class writing project



A class writing project is an opportunity for the whole class to learn more about a type of writing. It's also where teachers can explicitly teach children about the writer's process. It's important to point out that not every single class writing project needs to go through *all* of the processes shared above. Teachers should use their own professional judgement to plan their own class writing projects. For example, a teacher could feel it appropriate to remove a particular process based on their class' needs and the amount of time they want to spend on a particular project. However, with that said, to routinely omit certain processes would certainly result in children receiving an incomplete writerly apprenticeship and would inevitably lead to writing underachievement.

The link between class writing projects and the KS2 STA writing framework statements

Below, we will show how the journey of a class writing project can naturally attend to all aspects of the greater-depth standard.

Introducing a new project

- For this writing project we are going to be writing...
- Here's an example of the sort of thing I thought we could write...
- Who should we write our pieces for?
- I thought we could write these pieces for...

STA statement

- Write effectively for a range of purposes and audiences.

On the first day of a new class writing project, you will want to establish the purpose and potential audience for the writing. You want to establish a publishing goal with your class [\[LINK\]](#). This doesn't take long and so for the rest of the session, children can work on their personal writing project [\[LINK\]](#).

Reading as writers

Read and discuss lots of different mentor texts. These are texts which match the kind of writing you are wanting to make.

Teachers should write their own mentor text and share it with their class.

As a class, make a list of product goals. Product goals are all the great things you've noticed the mentor texts do that you want to do in your pieces too.

STA statement

- Select language that shows good awareness of the reader.
- **GDS:** Select the appropriate form and draw independently on what they have read as models for their own writing.
- **GDS:** Select vocabulary and grammatical structures that reflect what the writing requires.

For a few lessons, you will want to *read as writers* [\[LINK\]](#). It's important to remember that if your project is to write some spooky stories, then it's a good idea to read lots of great spooky stories to see how it can be done! While undertaking this kind of reading, you'll want to establish the product goals (success criteria) for the project with the class (see this [LINK](#) for more details). We recommend spending about 20-30 minutes on this each day. That way, the rest of the lesson can be devoted to children working on their personal writing projects. This ensures children are getting a sustained period in which to write every day.

Generating ideas

Come up with a variety of writing ideas that you think your audience will want/need to read about.

STA statement

- Write effectively for a range of purposes and audiences.
- Distinguish between the language of speech and writing and choose the appropriate register.
- **GDS:** Select the appropriate form.
- **GDS:** Drawing independently on what they have read as models for their own writing.

When you and your class have read lots of great mentor texts, and you've established your product goals for the project, you're in a position to generate your writing ideas. One of the best ways to do this is through an *Ideas Party* [\[LINK\]](#). By having an ideas party, you can ensure that every child in your class produces an independent piece of writing by the project's end.

Planning

Put a plan together in preparation for drafting.

STA statement

- Use a range of devices to build cohesion.

Modelling a planning technique to your class before inviting them to use that technique for their own writing idea is one device which can help children build cohesion [\[LINK\]](#). We can certainly recommend keeping these plans and letting moderators know that this is one cohesive device your pupils have used. I can also recommend asking your class to do their planning on a separate piece of paper and not in their English book. That way, they can easily consult their plans as they are drafting.

Drafting

Invite children to draft a little bit of their piece each day, using their plan as a helpful roadmap.

STA statement

- Use a range of devices to build cohesion.
- Use the range of punctuation taught at key stage 2 correctly.
- **GDS:** Select vocabulary and grammatical structures that reflect what the writing requires.
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.

At the drafting stage, we recommend teaching through the principles of SRSD instruction [\[LINK\]](#). This way, children can see how grammatical structures and other literary features (what we like to call *craft moves*) have been used by their teacher before being invited to use and apply that craft move to their own writing that day.

Revising

Teach children '*craft moves*' which could add value to their drafted pieces.

Invite children to reflect on their use of the product goals.

STA statement

- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- **GDS:** Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- **GDS:** Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

We find that once children have drafted their compositions, they are in a position to reconsider and otherwise *re-envision* their writing through - revision. This is an opportunity to model more sophisticated *craft moves* to children before inviting them to give the *move* a go on their 'trying things out page'. If they like what they've produced, they can add it to their manuscript - but they don't have to! Moderators love seeing this because the child has provided evidence for certain craft moves but have made the authorial decision not to include it in their final manuscript. The behaviour of a greater-depth writer.

In addition to delivering specific revision *craft move* sessions, we recommend that teachers meet with their class, in groups, over a few days. This gives them an opportunity to reflect on whether their composition has met the product goals that were established for the project. This gives them time to work on their manuscript a little more - or at the very least use their 'trying things out page' to show

how they could have applied certain product goals to their writing. While you meet with these groups, the rest of your class can be working on their personal writing project [LINK](#)].

Proof-reading

Invite children to proof-read a little bit of their manuscript over a number of days.

Alternatively, over a number of days, invite children to proof-read for one aspect of transcription each day. These sessions should cover: capitalisation, use of vocabulary, punctuation and spelling.

STA statement

- **GDS:** Use the range of punctuation taught at key stage 2 correctly.
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

The National Curriculum and the STA assessment statements are heavily weighted towards accuracy and adherence to conventions. It makes sense then that this is where a teacher will have to devote the majority of their instruction time. To help children try and obtain as close to 100% accuracy as they are capable, we recommend breaking proof-reading down into small and manageable chunks. You can read more about this [here](#). The idea is that once children have completed the aspect of proof-reading that's been modelled to them by their teacher that day, they can work on their personal writing project. This frees the teacher up to work with children who may be struggling the most.

Publishing

Provide children with a number of sessions to publish their manuscripts and give them to their identified audience.

Celebrate the end of a project by having a 'publishing party'.

STA statement

- Maintain legibility in joined handwriting when writing at speed.
- Write effectively for a range of purposes and audiences.

Publishing is a great opportunity to focus on children's handwriting in context. How often do we have pupils produce beautiful handwriting for us when they complete their handwriting worksheets, but it goes out the window once they are undertaking composition? Publishing is a great opportunity to give children live verbal feedback and additional instruction in the aspects of handwriting they need to work on most.

Please read this section carefully as there are important things to consider

- Class writing projects are the perfect place for introducing and teaching children about the writer's process. However, it's crucial to remember that, over time, writers develop their own idiosyncratic ways of writing (Young & Ferguson [2020](#), [2021a](#), [2022](#), [2023](#)). Therefore, we must provide opportunities for children to play around with these processes. We believe this is best done by ensuring children have opportunities to pursue their own personal writing projects once they have finished what they've been asked to do that day for the class project (see [LINK](#) for more details). This way, they can learn about the recursive nature of the writer's process and how they can move between these different processes. It's also a place for them to learn about other processes such as: abandoning, reimagining, returning and updating. We have to say that through their personal writing, children can produce some of their most creative and innovative work. It's a great place to look for elements of the greater-depth standard.

On the next couple of pages, we provide two examples of what a project plan can look like. However, it's important to remember the following:

- Teachers should use their own professional judgement to plan their own class writing projects. For example, they should either add or remove sessions based on their own class' needs and the amount of time they want to spend on a project. You can read more about this [here](#).
- The more time spent on a project, the better the final outcomes will be. If you rush a project, you get rushed outcomes.

- It's important to remember that once a child has completed the goal for that writing session, they should know that they can work on their personal writing project for the rest of the lesson [[LINK](#)].
- Remember, this is not the only writing children should produce. Children should also have their personal writing project writing, their writing in the wider curriculum subjects, and the writing they produce in their reading lessons.

Example 'Short Story' Planning - KS2

Day 1	Introduce the new project - establish/share publishing goal - share what their texts are going to look like
Day 2	Begin reading like writers, studying mentor texts, and establishing product goals
Day 3	Continue to read like writers and set product goals
Day 4	Finalise the product goals for the project
Day 5	Ideas Party
Day 6	Writing Register
Day 7	Mini-lesson on using a planning technique - children plan using the technique
Day 8	Continue planning if required
Day 9	'Great story openings' mini-lesson - children write their openings
Day 10	'Expanded noun-phrases' mini-lesson - children write a small 'chunk'/paragraph
Day 11	'Fronted adverbials' mini-lesson - children write a small 'chunk'/paragraph
Day 12	'Dialogue' mini-lesson - children draft a small 'chunk'/paragraph
Day 13	'Great story endings' mini-lesson - children write their endings
Day 14	'Character description' mini-lesson - children 'try it out'/revise the mini-lesson into their piece
Day 15	'Show don't tell' mini-lesson - children 'try it out'/revise the mini-lesson into their piece
Day 16	'Character monologue' mini-lesson - children 'try it out'/revise the mini-lesson into their piece
Day 17	Revision checklist session - children 'try it out'/revise the product goals for the project into their piece
Day 18	Revision checklist session - children 'try it out'/revise the product goals for the project into their piece
Day 19	Capitalisation - 'proof-reading for characters' names' mini-lesson - children proof-read for characters' names
Day 20	Capitalisation - 'proof-reading for capitalisation' mini-lesson - children proof-read for capitalisation
Day 21	Use of vocab 'proof-reading for tense use' mini-lesson - children proof-read for tense use
Day 22	Use of vocab 'proof-reading for tense use' mini-lesson - children proof-read for tense use
Day 23	Use of vocab (synonyms) - 'cracking open boring words' mini-lesson - children edit repeated vocabulary using synonyms
Day 24	Punctuation - 'proof-reading for full stops' mini-lesson - children proof-read for fullstops
Day 25	Punctuation - 'proof-reading for commas' mini-lesson - children proof-read for commas
Day 26	Punctuation - 'proof-reading for speech punctuation' mini-lesson - children proof-read for speech punctuation
Day 27	Spelling (common words) - children use the common word mat/poster to correct any misspelt common words
Day 28	Spelling (class' tricky words) - children use the class' tricky words mat/poster to correct any misspelt words
Day 29	Spelling (temporary spellings) - correct their spellings using iPads, electronic spell checkers, Google, smart speakers etc..
Day 30	Spelling (temporary spellings) - correct their spellings using iPads, electronic spell checkers, Google, smart speakers etc..
Day 31	Publishing - write out just a few sections - mini-lesson & pupil-conferencing focuses on handwriting instruction
Day 32	Publishing - write out just a few sections - mini-lesson & pupil-conferencing focuses on handwriting instruction
Day 33	Publishing Party!

Example 'Information Books' Planning - KS1

Day 1	Introduce the new project - establish/share publishing goal - share what their texts are going to look like
Day 2	Begin reading like writers, studying mentor texts, and establishing product goals
Day 3	Continue to read like writers and set product goals
Day 4	Finalise the product goals for the project
Day 5	Ideas Party
Day 6	Writing Register
Day 7	Front covers (secret planning)
Day 8	Drawings on each page (planning)
Day 9	Continue making drawings for each page (planning)
Day 10	'Great information book openings' mini-lesson - children write their opening page
Day 11	'Subheadings' mini-lesson - children put subheading on their pages
Day 12	'Painting with words' mini-lesson - children write page two
Day 13	'Coordinating conjunctions' mini-lesson - children write page three
Day 14	'Subordinating conjunctions' mini-lesson - children write page four
Day 15	'List of bullet points facts' mini-lesson - children write page five
Day 16	'Great information book endings' mini-lesson - children write their last page
Day 17	'Answer your readers' questions page' mini-lesson - children add a new page
Day 18	'Quiz page!' mini-lesson - children add a new page
Day 19	Revision checklist session - children check they have all the product goals in their book
Day 20	Revision checklist session - children check they have all the product goals in their book
Day 21	Revision checklist session - children check they have all the product goals in their book
Day 22	Capitalisation - 'proof-reading for proper nouns' mini-lesson - children proof-read for proper nouns
Day 23	Capitalisation - 'proof-read for capitals for start of sentences' - children proof-read for capitals for the start of sentences
Day 24	Use of vocab 'proof-reading for tense use' mini-lesson - children proof-read for tense use
Day 25	Use of vocab 'proof-reading for tense use' mini-lesson - children proof-read for tense use
Day 26	Use of vocab (synonyms) - 'cracking open boring words' mini-lesson - children edit repeated vocabulary using synonyms
Day 27	Punctuation - 'proof-reading for full stops' mini-lesson - children proof-read for fullstops
Day 28	Punctuation - 'proof-reading for question marks' mini-lesson - children proof-read for question marks
Day 29	Punctuation - 'proof-reading for commas in a list' mini-lesson - children proof-read for commas in a list
Day 30	Spelling (common words) - children use the common word mat/poster to correct any misspelt common words
Day 31	Spelling (class' tricky words) - children use the class' tricky words mat/poster to correct any misspelt words
Day 32	Spelling (temporary spellings) - correct their spellings using iPads, electronic spell checkers, Google, smart speakers etc..
Day 33	Spelling (temporary spellings) - correct their spellings using iPads, electronic spell checkers, Google, smart speakers etc..
Day 34	Publishing - best handwriting for my super favourite page! - mini-lesson & pupil-conferencing focuses on handwriting instruction
Day 35	Publishing Party!