Following an authentic writing process

Following an authentic model for writing in the classroom allows students to feel what it is like to be a writer. It is so much more than simply 'doing' writing tasks. Following an authentic process results in well-developed pieces of writing; pupils follow a truly creative process and have the impetus to write for themselves. The core focus of an authentic writing process is on giving pupils a credible opportunity to develop their own voice, have a choice about what they want to say and how they say it and the chance to write with freedom.

The model:

This model has been developed by the Centre for Literacy in Primary Education (CLPE) as part of their Power of Pictures and Power of Poetry programmes. The model was developed in partnership with authors, illustrators and poets to describe the steps a practicing writer goes through so that this process can then be used in the classroom.

Each circle represents a different part of the writing process. A writer will often work through each of the parts in sequence but the continuous line between each small circle aims to show how a writer will often have to go back and forth through the steps as work is developed over time and the writing progresses from ideation to publication.

At its centre the model shows that a classroom needs to work as a community of writers; a place where the writer identity of all pupils is fostered, developed and celebrated. Communities of writers explore why and how we write. In a classroom the teacher adopts the dual positions of a teacher who is an active and practiced writer and a writer who teaches the craft of writing. In a purposeful writing community, pupils and adults work together to support each other to develop, reflect on and celebrate writing.

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Ideation:

Ideation is the creative process of generating, developing, and communicating new ideas. Activities and demonstrations should focus on exploring where and how we get ideas from in the real world of writing and giving pupils time, space and stimulus to begin to form and shape ideas for their own writing for real life purposes and audiences.

Ideas could be stimulated by:
- Stories, books and information read or seen;
- Personal experiences and feelings
- Real life events
- Other stimulus: music, art, drama, film, dance

The development of ideas is be fostered by encouraging pupils to:
- Read, and be read to, widely and often
- Spend time thinking
- Draw and doodle
- Talk with others
- Watch or listen to different kinds of media or performances
- Engage in cultural experiences, such as art, theatre, music, dance

Creation:

Creation is the act of writing down and shaping ideas with a purpose, audience and form in mind. Activities and demonstrations should focus on exploring different ways to capture, work up and develop ideas in the journey to publication. Sharing the processes of real writers, for example their thoughts and advice and images of their journals, notebooks and sketchbooks can be a valuable part of this process, sharing how the work will often begin rough, in note form and tentative before being worked up more fully for an audience.

Creation should be supported by providing pupils with:
- Time to try out and work up ideas
- Space and freedom to be tentative
- Flexibility to work in different ways to plan, draft and develop thinking
- No pressures that initial ideas be worked up to a fixed extent, be presented in a certain way or be polished to a level that is unnecessary to drafting and shaping
- An idea of appropriate deadlines
- Access to another writer in the community to share and work through thoughts and challenges as ideas progress
- Time to work and re-work ideas as thought processes develop

The development of writing could be fostered by encouraging pupils to:
- Keep a journal, notebook or sketchbook to collect and develop ideas

- Understand that the creation process begins rough and messy and is shaped and becomes ordered over time
- Know that as writing develops over time, re-working ideas is a positive practice
- Know that ideas can be represented in a variety of ways in the creation process, e.g. through notes, visual representations and voice recordings as well as more developed pieces of writing over time
- Understand the processes of practicing writers, including sharing and talking about their work with others as they create and working to a deadline that helps them to work up ideas towards an end goal

Reflection:

Reflection is the act of giving attentive consideration to writing produced, in order to make sense of the content, and to make appropriate changes if they are required. Activities and demonstrations should focus on exploring on where ideas are working well for the purpose, audience and form of the writing and where challenges or sticking points are arising. The focus here should primarily be on the content and overall structure of the writing, with the perceived audience in mind, rather than the technical handling of the writing system (spelling, punctuation etc.). Reading the writing aloud is a crucial part of this process, so that writers can hear how the words sound and flow off the page as well as how they scan and sit on the page. A culture of supportive response should be developed in the writing community where response partners work like an editor or art director, asking questions and making supportive suggestions to guide the writer in developing their work to be the best it can be for themselves and their audience.

Reflection should be supported by providing pupils with:
- Time to work with a supportive partner at different points of the process
- Scaffolds for the kinds of questions that could be asked to prompt thinking and develop ideas
- Time to re-work ideas after reflecting on their work
- Models of how to edit work effectively rather than re-writing swathes of content

Effective reflection could be fostered by encouraging pupils to:
- Reflect on the work of published writers as they read, listen to or watch published compositions, commenting on the effects on the audience and how these have been achieved
- See work as a work in progress up to the point of publication and encourage children to be secure in discarding, re-working or developing ideas in response to reflection
- Understand the processes of published writers by listening to or reading about how they work and develop their work over time
- Understand how real writers work with reflection partners such as editors, art directors and sales and marketing teams to shape content for different audiences, purposes and forms

Publication:

Publication is the means to present writing in a way that is most appropriate for the purpose, audience and form. This may be through the spoken as well as the written form and may also involve visual

communication, if appropriate. Prior to publication, writers should work with a supportive partner to polish the work ready for publication, proof-reading work and checking for spelling and punctuation accuracy. Materials that facilitate the most appropriate forms of publication, reflecting those used by a practicing writer working in this way should be provided to give writers the full sense of the satisfaction publishing and presenting writing can bring.

Publication should be supported by providing pupils with:
- Time to work with an effective partner to proof read and edit work ready for publication
- Examples of published writing to draw on for ideas and inspiration
- Materials that allow them to publish their writing that most closely fits their desired intention
- Time to try out different methods and re-work to achieve desired effects

The development of publication could be fostered by encouraging pupils to:
- Consider different ways messages are communicated in the real world and how these are published to impact most effectively on the intended audience
- Understand the steps that lead up to publication such as proof-reading, spelling and punctuation checks and why these are important for published work
- Make active decisions about the best ways to publish their work and the materials and resources they need to do this effectively
- Take time to publish their work to the best level possible
- Share their published work with an intended audience and encourage them to offer responses on the effect the writing had on them