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| **WRITING CYCLE 2: COLLABORATIVE WRITING**  **LESSON 1-3**  **Re-writing (see Activity 2 on PPT resource)** | |
| **Learning Objectives** | *Know how to develop a character description using proper nouns, nouns/noun phrases and verbs; and, how to alter viewpoint* |
| **Key Pedagogical Strategies:**  **Eliciting FEEDBACK** - encouraging students to explore and verbalise the relationship between linguistic choice – in model texts and in their own writing  **‘BRIDGING’: teacher modelling** to support transfer from talk to writing, and from writing to talk:  **MODELLING metalinguistic talk** - supporting students to talk/ question writing independently; using whole class feedback as an opportunity to model talk; explicit talk about metalinguistic talk  **MODELLING writing** – modelling writing to support transfer from talk about text to writing  **WRITE TIME AND TALK TIME:**  **Extended opportunities**, scaffolded as necessary, to write and to talk about writing; teaching is designed and sequenced to support the development of writing **and** metalinguistic talk about writing.  **Key Talk Moves:**   * **Initiating** – drawing attention to a specific text feature; inviting students to consider the choice/ effect * **Scaffolding** – posing alternatives; steering questions; adapting questioning for students/ class * **Elaborating** – inviting students to elaborate/ extend/ justify their response * **Verbalising** – verbalising/ supporting verbalisation of metalinguistic choice | |
| **Writing Cycle 2: Key Activities:**  In this phase, collaborative writing activities are used a springboard for collaborative and then individual writing.  **Choose from:**   * **Re-writing:** students re-write a piece of text e.g. the opening of a story written from the perspective of a different character; a first person description written from a third person perspective. * **Jigsaw:** studentsuse a sequence of images e.g. to create the opening of a narrative * **Reconstruction:** studentsuse a list of words and phrases from a model text to devise e.g. a character description * **Repair:** studentsrepair a model text which has had words/ phrases removed or altered | |
| **Sequencing**  *The sequence below could be extended over 3 lessons, with more opportunities for teacher modelling/ extended writing; or, more than one collaborative writing activity could be embedded in a 3 lesson sequence, perhaps with an opportunity for students to pull all pieces together in a final piece in the 3rd lesson.* | |
| **Task: Re-write this description from Cobra’s perspective, to describe herself and the narrator – Sante (PPT Activity 2)** | |
| **Questioning Model Text** | Invite students’ thoughts on the extract. PPT 5  Discuss questions e.g.:  *What do the names suggest about these characters?*  *What makes each of these characters unique?*  *How are verbs and nouns used here to create an image of these characters and their skills?*  Depending on the class, you could break the extract into sections and discuss one at a time. |
| **Teacher Modelling (Bridging)** | Teacher explains the task. Elicit students’ ideas, considering how changing the viewpoint will alter the text. PPT 6  Ask:  *How will changing the viewpoint here alter what we see or know about the characters?*  *Will you start by describing Sante, as the author here describes Cobra first, or after the narrator (now Cobra) says something about herself?*  *What will you reveal about yourself, and about Sante, and what ‘they’ call you?*  Teacher models writing e.g. generating a sentence or two with the class  Teacher models talk e.g. drawing explicit attention to the way that the class generated ideas together, asking e.g. ‘what questions did I ask you?’  Teacher explains how to use the RESOURCE |
| **Writing Time: Collaborative** | In pairs, students begin to plan for the collaborative writing task, using the RESOURCE.  PPT 7 |
| **Whole Class Feedback** | Teacher invites a pair to explain their ideas so far. What decisions have they made about the re-writing? Draw on questions above e.g. how will you structure the description? |
| **Writing Time: Collaborative** | In pairs, drawing on the RESOURCE, students begin to draft their re-writing. |
| **Teacher Modelling (Bridging)** | Teacher explains next stage: students to swap their writing with another pair, compare/ discuss similarities, then write questions/make suggestions for the writers to discuss.  Teacher models talk e.g. what questions will I ask? What things might I look for? Invite a student to share their writing so far and invite students to ask questions/ make suggestions; note on board. |
| **Talk Time** | Pairs discuss allocated writing/ write questions.  Pairs return questions and discuss; pairs could join together to discuss questions/ texts. |
| **Whole Class Feedback** | Teacher invites a pair to explain what they discussed e.g. what questions did they ask? How were they answered? How will you respond in your writing?  Teacher explores how students might respond to feedback/ questions |
| **Writing Time: Individual** | Students then re-write and extend their collaboratively written text **individually**  Students could begin to develop the description beyond this point, thinking about what might come next |
| **Teacher Modelling (Bridging)** | Teacher reminds students about how to question/ respond in talk about writing e.g. what questions will I ask? What things might I look for? Could invite a student to read out their writing then invite students to comment on/ question/ make suggestions. |
| **Talk Time** | In pairs, students compare/ discuss/ explain their choices |
| **Whole Class Feedback** | Whole class feedback on writing/ pair discussions; could get students to share writing in small groups |
| **EVALUATION OF METATALK** | |
| *How successfully did you manage the metatalk? How did students manage? What understandings did students verbalise? What might you change/ develop next time?* | |