

LOCKSTEP GUIDED WRITING

SET TASK – group



STIMULATE and COLLECT IDEAS – group



REHEARSE SENTENCES – group



CHILDREN WRITE (T. monitors/guides) – independent



EVALUATE – group



REVISE – independent



EXAMPLE LESSON

SET TASK – Explain to the group what the writing focus is, e.g. *We are going to write a story opening in three sections:*

1. *The who, what, where, when part.*
2. *Some extra description of where the story begins.*
3. *The first event which gets the story going.*

STIMULATE and COLLECT IDEAS – This is the ‘What are we going to write?’ section. Ideas for the first section **only** are discussed freely among the group. Once ideas are beginning to take shape, move on to the next section. Note, however, that unlike Shared Writing, the teacher is **not** trying to arrive at one idea only. Children should be able to choose from various ideas.

REHEARSE SENTENCES – The group rehearse aloud ‘How shall we write it?’ for the first section only. In other words, the teacher helps children put their ideas into words and sentences. This is the part of the process where quality is developed and, once again, the children should be able to choose from various sentences that are suggested.

CHILDREN WRITE (T. monitors/guides) – Children write independently, using language discussed in the previous section. However, since it is the children who do the writing, each child’s writing should be unique and individual, even though it may share similar ideas with the writing of the rest of the group. Certainly, the structure of the individual pieces will be similar since the teacher is controlling the stages of writing.

During this phase of the lesson the teacher may monitor what the children write and guide/advise/correct **at the point of writing**. In this way, there is an improvement in the quality of what children are able to write independently.

EVALUATE – The group shares its writing of the first section and comments constructively on what has been done. The aim here is to make children value what has been done but also to be self critical: ‘Am I happy with what I’ve written?’ If there are revisions to make, these will be done in the next section.

REVISE – Children may wish to make small revisions to their writing; this is done independently.

REPEAT THE CYCLE for sections 2 and 3 of the story opening.

See also the 1998/99 training video: Module 3 – WRITING. The last section shows Kate using this style of teaching during a Guided Writing session in which the children draft on mini whiteboards.