

Unit 10: Drafting and re-drafting

Recommended prior knowledge: Students should have a reasonable working knowledge of spelling, punctuation and grammar and of conventions of structuring stories and essays. When word-processing they should be able to move sections of text around the page, and should understand that proof reading is an essential part of the writing process.

Context: This Unit is to be used in conjunction with all the writing Units.

Outline: The Unit takes students through the processes of planning a piece of writing and of improving the first draft by more than correcting the errors. There are specific sections on stories and essays, and students are encouraged to apply what they have learned to other students' work.

10	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
A	Create a plan C4: 2/3; C5/6 R 1-3; W 1-5; S 1-5	Students visit library / websites to research e.g. an animal, a country, a person. They use different types of plan to select and chart material. On the plan they identify paragraph headings.	1: Plan and write the story of a young person growing up in a country you have researched. 2: Give a short talk about a famous person. 3: Write an article about an animal with surprising attributes and habits.	1: Access to library and / or websites. 2: Examples of: <ul style="list-style-type: none">• Notes with headings• Diagrammatic plans• Ways of demonstrating paragraph structures.

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B	Edit and revise a first draft R3-4; W 2-5; S1	1: Discuss and teach how to revise a document: <ul style="list-style-type: none"> • Parts too long / short • Ending / beginning ineffective • Order poor. 2: Discuss and teach how to edit: <ul style="list-style-type: none"> • Choice of words weak / too ambitious • Sentences unvaried / too short / too long and shapeless • Too many words. 	1: Provide an edited / revised draft and write a side to explain what has been done. 2: Write a handwritten draft on a left hand page. Make alterations neatly and clearly and write new version on the right hand page.	1: Students' first draft and edited / revised drafts.
C	Read proofs and correct them	Teach strategies for proof reading /self-correction. Warn of typing errors. Give practice using other students' first drafts, and own work. Revise spelling, punctuation and grammar.	1: Class read photocopies of first drafts and correct them silently. They discuss what they have found.	1: Class copies of letters and articles with first draft errors.
D	Improve beginnings, climaxes and ends C6 R 3-4; W 1-3; S 1-5	Study a short story /stories to discuss how writers achieve effects when beginning and ending a story, and how they build up to climaxes by creating atmosphere and tension and by manipulating events. Practise writing beginnings to short stories.	1: Discuss how writers use beginnings to engage their readers' attention and to provide information. 2: Identify climaxes and relate them to what happens in the story before and after.	1: Two or three short stories and some extra beginnings.

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E	<p>Order and develop ideas and arguments</p> <p>C3: Sect.2; C4: 1; C6 W2, W5 (and other writing objectives) S 1-5</p>	<p>Set a standard essay topic, such as the importance of sport in the curriculum. In groups, discuss possible paragraph headings. Teacher chooses five and gives them to groups to discuss the best way of ordering them. Groups discuss how to develop each paragraph in a convincing sequence.</p> <p>At the end of this process, read a published article on the same topic and analyse the presentation of the writer's argument.</p>	<p>1: Write the essay as discussed in groups.</p> <p>2: Plan a five-paragraph essay and write a justification for the order of the paragraphs.</p> <p>3: Write two of the paragraphs in full, taking care of the sequence of ideas, each paragraph to be approximately half a side.</p>	<p>1: A well-argued article on the topic(s) on which the class is working.</p>
F	<p>Assess someone else's work</p> <p>C6 R 1-5 S 1-5</p>	<p>Students read (a) a first draft and (b) a final draft of someone else's writing and comment on its quality.</p> <p>Alternatives are:</p> <ul style="list-style-type: none"> • The work of someone in the class • A younger student's writing • A newspaper report (for structure). 	<p>Checklist for comments:</p> <ul style="list-style-type: none"> • What you would revise • What you would edit • Corrections and proof-reading • Structure and sequencing • Effectiveness of beginnings and endings. 	<p>1: Each other's writing or examples of writing from other classes.</p> <p>2: Examples of poorly structured or developed newspaper reports.</p>