

INTRODUCTION

The Scholastic *Writing Guides* series provides teachers with ideas and projects that promote a range of writing, bringing insights from educational research into the classroom. Each guide explores a different type of writing and provides example material, background information, photocopiable activities and teaching suggestions. Their aim is to enable teachers to guide the writing process, share planning ideas and develop themes as a context for writing activities.

The materials:

- motivate children with interesting activities
- break complex types of writing into manageable teaching units
- focus on and develop the typical features of particular types of writing
- provide original approaches to teaching.

Each book is divided into sections, beginning with examples of the type of writing being taught. These are followed by ideas for developing writing and projects that will extend over a series of sessions.

SECTION ONE: USING GOOD EXAMPLES

Section One looks at good examples of the genre, with the emphasis on using texts to stimulate and develop writing. Two example texts are shared, and questions that focus the discussion on their significant features are suggested. This is followed by activities that explore what the texts can teach us about writing, enabling teachers to compare the two texts and to go on to model the type of writing presented in the guide.

SECTION TWO: DEVELOPING WRITING

Section Two moves from reading to writing. This section provides activities that prompt and support children in planning and writing. A range of approaches includes planning templates and strategies to stimulate ideas. The activities refine children's ideas about the type of writing being developed and give them focused writing practice in the context of scaffolded tasks. Teacher's notes support each activity by explaining the objective and giving guidance on delivery.

SECTION THREE: WRITING

Section Three moves on to writing projects. Building upon the earlier work in Section Two, these projects aim to develop the quality of writing and provide a selection of ideas for class or group work on a particular theme or idea. The teacher may choose to use some or all of the ideas presented in each project as a way of weaving the strategies developed in Section Two into a more complex and extended writing task.

SECTION FOUR: REVIEW

Section Four supports the assessment process. Children are encouraged to reflect on the type of writing they are tackling and to evaluate how effectively their work has met the criteria for the genre identified in Section One.