

The Writing Process

Contributor's notes

The aim of the activity is to encourage learners to see writing as a process, rather than just a finished piece of work, and to try out mindmapping.

Two sets of cards are available:

Entry level 3 (pages 2-7) – grouped by heading so each page can be copied onto different colour paper to make the cards easier to sort.

Level 1&2 (pages 8-12) – the same set of cards but not grouped by heading.

Suggested approach

1. Begin by asking learners to think of all the different types of writing they may need to do at college, at work and at home – this could be done as a whole group discussion or in small groups. Make a list of the learners' suggestions then ask them to group these into 'formal' & 'informal' writing tasks. Summarise with a discussion on the differences between the two types of writing and stress the importance of thoroughly planning a piece of formal writing.
2. Show the group an example of a mindmap. Ask them what they notice about how the information is organised (layout, headings, use of images, different colours etc.) Explain that they are going to prepare a similar mindmap of the writing process.
3. Divide the learners into small groups of 4-6. Give each group a set of cards. Ask them to find the title card and 5 main headings first (**Plan, Draft, Edit, Proof read, Final copy**). Ask the learners what they already know about the 5 main headings & give help/clarification where necessary. Then tell the learners to discuss the other cards & group them under the most suitable heading. Remind the learners to add colour, images, arrows etc. to their mindmap.
4. Display the finished mindmaps on the wall. Ask the learners to look at the other mindmaps – how similar or different are they? Have the same cards been grouped under the same headings? Discuss any cards which have been placed in different groups and agree where they best fit.
5. Give out copies of the writing process mindmap (page 13) for learners to keep as a reminder of the activity.

Suggested follow on activities

- Give the learners a topic to mindmap in pairs
- Show learners how to use mindmapping software such as Mindgenius or Inspiration.
- Ask learners to mindmap a topic and then use this to write 3-4 paragraphs together, following the 5 stages of the writing process.

Neil Hardy

n.hardy@parklanecoll.ac.uk

The Writing Process

Plan

Make a list of your ideas

Think about **who** you are writing for and **what** you want to say

Draw a mindmap

Put different ideas onto post it notes

Write down key words or phrases only (**not** full sentences)

Choose which ideas to include

Arrange your ideas into a logical order

Draft

Turn key words or phrases into sentences

Include a variety of sentence styles

Combine your sentences to form paragraphs

Organise your writing so it has an **introduction, main part and conclusion**

Edit

Read your work carefully and make changes to improve it

Add any missing information

Remove unnecessary detail / repetition

Change sentences that don't make sense

Proof read

Read your work word by word **backwards** and check for **spelling** mistakes

Read each **paragraph** separately and check for **punctuation** mistakes – capital letters, full stops, commas, apostrophes

Read each **sentence** separately and check your **grammar** – verbs, tenses

Make any final corrections

Final copy

Write another copy including all the changes you've made

Make sure your handwriting is neat and legible if you are not using a computer

Use a computer to type up your work

The Writing Process

Plan

Draft

Edit

Proof read

Final copy

Make a list of your ideas

Think about **who** you are writing for and **what** you want to say

Draw a mindmap

Put different ideas onto post it notes

Write down key words or phrases only (**not** full sentences)

Choose which ideas to include

Arrange your ideas into a logical order

Turn key words or phrases into sentences

Include a variety of sentence styles

Combine your sentences to form paragraphs

Organise your writing so it has an **introduction, main part and conclusion**

Read your work carefully and make changes to improve it

Add any missing information

Remove unnecessary detail / repetition

Change sentences that don't make sense

Write another copy including all the changes you've made

Make sure your handwriting is neat and legible if you are not using a computer

Use a computer to type up your work

Read your work word by word **backwards** and check for **spelling** mistakes

Read each **paragraph** separately and check for **punctuation** mistakes – capital letters, full stops, commas, apostrophes

Read each **sentence** separately and check your **grammar** – verbs, tenses

Make any final corrections

