



Tip Number Eight: Model, Share, Guide

What is it?

This approach can be applied across the curriculum, but is really useful when working on a longer piece of writing. It is all about making explicit to our children the desired outcome of an activity and the steps needed to achieve that outcome. Children need to be clear about what they are trying to accomplish and what they need to do in order to be successful.

Why is it important?

Sometimes we can expect children to just be able to do something, without giving them a clear idea of what they are aiming for or how to get there. It can be easy to take for granted that they will understand how to compose a certain kind of sentence or achieve a certain style in their writing – but they may not have been exposed to it enough times for that to be a given. We need to show them what to aim for and talk to them about how to achieve it. If we don't, it is likely that the child will simply produce what they could already do, rather than actually learning how to do it better.

Model – I'll show you

In school, modelling is used routinely to show children what is expected of them and what constitutes a successful piece of work. It may be done by the teacher as a 'live' example, it may be 'one that I made earlier' or it may be an example taken from the real world. This becomes the example that the children look to when creating their own work. We call it the WAGOLL – What A Good One Looks Like – as used in our weekly whole-school writing tasks. Importantly, we will read and discuss the WAGOLL with the children, identifying what specifically makes it a good example and therefore what elements the children should try to include when they have a go themselves. These elements make up the Success Criteria, a list of 'ingredients' that contribute to an effective piece.

Share – Let's have a go together

This stage demonstrates the *process* of creating a successful piece in line with the WAGOLL. Children work with the teacher in a group or as a whole class to contribute ideas and language that are then discussed, moulded and improved by the wider group into an effective piece. This may be done at the level of a single sentence (when working on a particular grammar point), or part of a longer piece such as the opening paragraph to a story. Questions such as 'Why is that word effective here?' and 'How could we make that description more precise?' help the children to reflect on the process of writing and see it as a series of choices that a writer makes. Our first ideas are not necessarily our best ideas, and can usually be improved upon.

Guide – Your turn

Having seen a good example and the process of creating one, the children then have a go at the task independently. They are encouraged to refer back to the success criteria and to consider how they could improve their own work.

Ideas for home learning

You may find it useful to take elements of this approach when supporting your child's learning at home. You could

- Make use of the WAGOLs and success criteria that your child's teacher provides with the weekly writing task.
- Discuss what makes the WAGOLL a good example and ask your child to pick out things that they like.
- Discuss where in the real world that kind of writing is used and what the purpose of that writing is.
- Do a 'shared write' – write a sentence or two together and talk about how it could be improved.
- Encourage your child to work independently once they are familiar with the WAGOLL and have had some practice with you.
- Encourage them to read their own work carefully and look for where improvements could be made. Have they included the elements from the success criteria?
- Praise your child for trying something new, for being adventurous in their writing and for editing/improving their own work.