

# Slow Writing



Chesswood Junior School



### 3. Technical Focus – Slow Writing

What makes writing difficult for the children in your class?



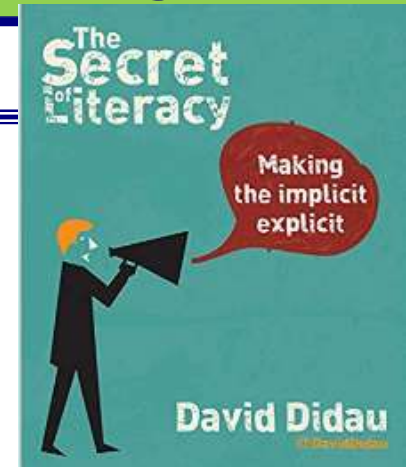
# 3. Technical Focus – Slow Writing

## Slow Writing

What is the problem?

'As they write they're so busy thinking about what to write that there's little space in working memory to consider how it might be written. Giving pupils sentence prompts frees up working memory so they can shape what they know in a more sophisticated way. These constraints provide pupils with the metacognitive prompts for thinking about what they know and allow them to be creative.'

David Didau



## 3. Technical Focus – Slow Writing

What is it?

**Slow writing** is an approach to **writing** that uses a step-by-step structure to create a short text or paragraph. Similar to a **writing** frame, a teacher will give specific **writing** prompts or instructions as to what grammar, language or punctuation features to include in each sentence.



# 3. Technical - Delivering slow writing

1. Find a paragraph (or write one) which has the grammatical features you want to use.

Signpost in the WALT that it is slow writing



Have you ever wondered what happens out there in space? Surprisingly, some people actually work out in our incredible solar system. Billy is an astronaut who works on Mars although he doesn't actually live there. His daily tasks include cleaning, tidying up, selling souvenirs and organising sightseeing tours for tourists. Some people think it would be a lonely working alone up in space without any company but so much to do. Billy loves it!



WALT: to use slow writing to write a guide



Do you enjoy exploring new places? Visit the incredible city of London for a vibrant, non-stop, adventure - you will not be disappointed! You could soak up some culture at London museums, visit the Queen at Buckingham Palace, or take the perfect picture with Big Ben. Take a spin on the London Eye to experience spectacular views of the city's skyline and get a unique perspective on iconic London landmarks. Londoners love to eat. Tuck into delicious grub on the city's trendy street food scene or treat yourself to something really special at one of London's many Michelin star restaurants. At the end of the day, relax and catch your breath in one of the city's lush, green, historic Royal Parks - a perfect end to a perfect day!



Clip 1 – introduce paragraph



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# 3. Technical Focus

## 2. Children identify grammatical features.

*Do you want to explore one of the greatest cities of in the world?*

*Visit the vibrant city of New York for an incredible, non-stop, life-changing adventure.*

*You could soak up some culture at the Metropolitan Museum of Art, gaze in awe at the heights of the Empire State Building or take in the bustle of Time Square.*

*New Yorkers love food!*

*Tuck into delicious grub on the city's trendy street food scene or treat yourself to something really special at one of New York's prestigious restaurants.*

*Some people come here to enjoy the Broadway shows; others come specifically to shop and dine. The choice is yours!*

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*At the end of the day, relax and catch your breath in the city's lush, green, historic central park - a perfect end to a perfect day!*

1. Rhetorical question
2. Imperative verb + power of 3
3. Modal Verb with coordinating conjunction
4. Short sentence
5. Imperative verb and coordinating conjunction
6. Some people... others...
7. Fronted adverbials + power of 3



# 3. Technical Focus

Have a try....

*Finally the bears' house was spotless and everything was fixed.*

*It had been difficult to mend baby bear's chair but it was all back together again.*

*The dishes were washed, the floor swept, all the toys put away and the cushions plumped.*

*Goldilocks was exhausted.*

*She made her way wearily up the stairs and collapsed on the nearest bed*



# 3. Technical Focus

Have a try....

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*It had been difficult to mend baby bear's chair but it was all back together again.*

*The dishes were washed, the floor swept, all the toys put away and the cushions plumped.*

*Goldilocks was exhausted.*

*She made her way wearily up the stairs and collapsed on the nearest bed*

1. Time adverbial
2. Coordinating conjunction
3. Commas in a list
4. Short sentence
5. Prepositional phrase





# 3. Technical Focus

## 2. Children identify grammatical features.

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Take a spin on the London Eye to experience spectacular views of the city's skyline and get a unique perspective on iconic London landmarks.

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Tuck into delicious grub on the city's trendy street food scene or treat yourself to something really special at one of London's many Michelin star restaurants.

At the end of the day, relax and catch your breath in one of the city's lush, green, historic Royal Parks - a perfect end to a perfect day!



Clip 2 – identify technical features

Have you ever wondered what happens out there in space?

Surprisingly, some people actually work out in our incredible solar system.

Billy is an astronaut who works on Mars although he doesn't actually live there.

His daily tasks include cleaning, tidying up, selling souvenirs and organising sightseeing tours for tourists.

Some people think it would be a lonely working alone up in space without any company but so much to do.

Billy loves it!



# 3. Technical Focus

## 3. Introduce task and build word bank

What is the city like?  
(sights/sounds)

WALT: to use slow writing to write a guide

Powerful adjectives

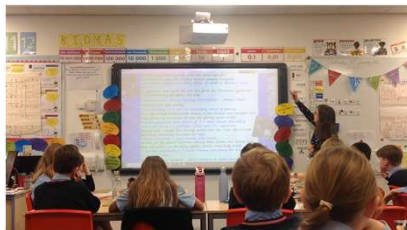


Transport

Food

Places to visit

Word bank - introduce task



Clip 3- ideas generation and word bank



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## 3. Technical Focus

Teacher modelling  
Vs  
My turn – your turn

