Closing the Writing Gap
MODELLING WRITING APPROACHES

	MODELLING APPROACH	POTENTIAL BENEFITS	POTENTIAL LIMITATIONS
100% teacher modelling	*Live modelling, undertaken wholly by the teacher, with no direct pupil input. It typically includes a teacher 'think aloud', where they verbalise their thinking behind their writing moves as they enact them.*	This approach allows for pupils to devote all their mental effort to engaging with the ideas during composition, along with the moves being made by teachers at each step of the writing process.	The observation of the teacher demands concentration and potential passivity from pupils may see them not fully engage with the writing process. Pupils may not be able to make the jump to enacting the moves independently.
Whole class shared modelling	*Teacher led modelling of writing to the group, but interactive, with pupils contributing ideas, making suggested edits etc.*	This approach allows for pupils to be led by an expert, and so their ideas can be scaffolded, with discussion and shared insights aiding novice pupils who may struggle to produce complex writing independently.	The approach can be highly demanding and induce split attention, between following the teachers moves, contributing ideas, and listening to peers.
Small group shared modelling	*An interactive approach led by the teacher, but with a smaller group to allow for more detailed interactions and support of individuals.*	This approach offers the teacher opportunity to provide more individualised support for struggling writers. It offers a well-structured scaffold, whilst still ensuring pupils generate their own ideas.	This approach, by its nature, only reaches a small group, so it may have tricky implications for classroom management and the monitoring of the whole group, or require additional teaching time.
Partial modelling	*An interactive approach led by a teacher, who initiates a writing model, but then hands over responsibility for pupils to continue the writing task.*	This approach offers the benefit of pupils being able to devote attention to the teacher's expert writing moves, but then goes on to undertake scaffolded practice of their own writing moves.	This approach may encourage a reliance on teacher planning and initiating writing, and so potentially stunt independent writing. Pupils could struggle to sustain the model.
Modelling of examples and non-examples	*The teacher models effective writing by sharing expert examples and flawed exemplars by way of comparison.*	Pupils can benefit from the contrast of examples and non-examples, as they are exposed to excellent models, but can also critique flawed examples that expose common errors or misconceptions.	The selection, identification, or production of multiple examples can require intensive planning. Additionally, pupils may not be able to distinguish the errors in the non-examples, so new misconceptions may be formed.
Peer modelling	*Pupils write collaboratively, mostly independent of the teacher.*	This collaborative approach can encourage writing independence, whilst still having the supportive input of a peer/s. It can develop independent writing.	Even in collaboration, pupils may lack the knowledge to write effectively in collaboration. Also, effective peer working can be demanding and require significant scaffolding and skilled classroom management.