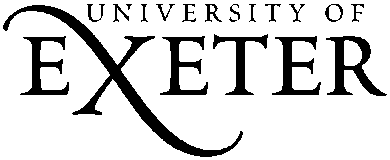
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[NATE - National Association for the Teaching of English](http://www.nate.org.uk/index.php)



**A Repertoire of Infinite Possibilities**

This Scheme of Work has been created to support students in becoming more critical and creative writers, able to make choices in their writing, and able to talk about them with confidence. Throughout the scheme, we have tried to make the activities engaging, focussed and motivating and to be explicit in highlighting how different aspects of grammar can inform the making of choices in writing. We also recognise that writing is not always about explicit choices, but sometimes springs from the soul.

Grammatical constructions and terminology are introduced at a point in the teaching sequence which is relevant to the focus of learning. It is not intended to be a grammar course, and the grammar is not the object of the study: rather, the grammar is one way of making visible how texts are shaped and structured. So the teaching focus is on effects and constructing meanings, not on the feature or terminology itself; the teaching goal is to open up a repertoire of possibilities, not to teach about ‘correct’ ways of writing.

We have planned this set of teaching materials around some key principles:

* Grammatical metalanguage is used, but it is always explained through examples and patterns;
* Links are always made between the feature introduced and how it might enhance the writing being tackled;
* Discussion is fundamental in encouraging critical conversations about language and effects;
* The use of ‘imitation’ offers model patterns for students to play with and then use in their own writing;
* The use of authentic examples from authentic texts links writers to the broader community of writers;
* Activities should support students in making choices and being designers of writing;
* Language play, experimentation, risk-taking and games should be actively encouraged.

The real potential of our approach is not the materials themselves but the professionalism of the teachers who use them. We want to encourage you to take these materials and adapt them to suit the needs of your students, rather than follow them rigidly. **Our hope is that you take on board the principles underpinning these schemes, rather than just adopting the practices.**

We believe an effective pedagogy for writing should include attention to linguistic possibilities and that teachers who are confident with grammar themselves, who understand the principles of embedded grammar teaching, and who are creative and resourceful ‘adapters’ of published materials are best placed to realize the potential of a focus on grammar. Such teaching would be characterized by high levels of discussion by students about language choices and effects, healthy experimentation, and student ownership of decision-making in their writing. Only then might we enable young writers to access that repertoire of infinite possibilities which is at the heart of creative, critical shaping of text.

Debra Myhill, Susan Jones, Helen Lines and Annabel Watson