

WEBSITE RESOURCE W11.3

Emma's writing reflections and transcript

My earliest memory I'd say I was about four. I used to love like writing cards and I can remember my Mum buying me like cards with different pictures on the front I just used to send them to my Mum, my brother, my Dad. . . I didn't say much like 'To Mum, Love from Emma' but I just used to love sending cards. And then, I was probably about six, I had a pen-pal who I met on holiday in Spain. I can remember writing letters to her and sending photos and really enjoying that kind of experience. I don't know. . . I think it's valuable to have a pen-pal. I really enjoyed that. And then when I was at school, I was about seven, I can remember being in a booster for spelling and I never liked it but I didn't think I was that bad so I never understood why I was there. I just hated that. Erm then when I was like ten I thought at school you were given the opportunity to write lots of different things like stories, poems . . . and I loved it, like the freedom of just like being able to take your story like wherever you wanted to go with it. And it was your own ideas and I remember feeling really proud of . . . the teachers told me what to do but not what to write. So I really enjoyed that. And I used to keep a diary when I was about ten or eleven. Quite a detailed diary but I don't do that anymore. I still have it; it's a Cinderella one and I love reading it. And like I can always remember making my handwriting really neat in my diary. I can't remember what it was like at school though.

And then at high school, I think like, I don't feel it was, you were allowed to do what you wanted. I don't remember like writing stories or doing much. I remember like learning about Macbeth but I don't remember writing much at high school. I don't know why that is. And then I took 'A' level English Language and I found it interesting, like to learn about how language is built up and like all the specifics of it but it wasn't what I thought it was going to be. I don't know why I'd got a misconception there of what it should have been. So . . . it was interesting and I wouldn't say I enjoyed it fully, and I didn't do very well. I think I got a C, which was. . . OK.

And then, now I don't do any writing unless I'm at school. I do like to keep a scrapbook though, such as like little bits of writing and pictures. Erm then, as a teacher, I think like it's hard when you're modelling writing, when you're thinking about what you're going to put in because you're thinking of the SPaG (Spelling, Punctuation and Grammar) too much and what you're including, but when I was at school I probably included everything like the

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relative clause and the fronted adverbial, and I didn't even know it was a fronted adverbial. Whereas the kids like now I think sometimes they're focusing on, 'Have I got this in? Have I got that in?' and it just doesn't flow as well, whereas if they just carried on writing, sometimes I think it would be better to go with it rather than, 'I want to see a relative clause in this piece of writing.' and you know, things like that.