

Writing at Measham CE

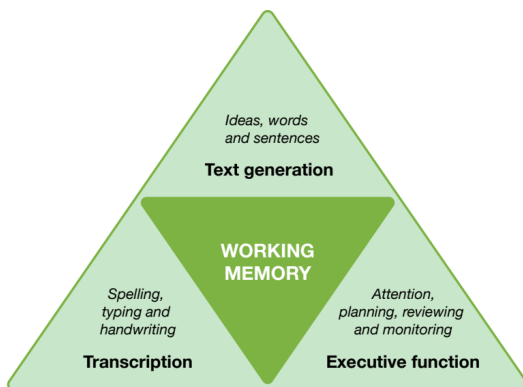


At Measham we want all children to see themselves as writers and understand the author as a reader as well as reading as a writer.

In order to do this we plan sequential lessons following the National Curriculum, using live marking and teacher judgement to guide the scaffolding and support that children need to be successful writers.

The EEF reminds us of the importance of metacognition and children's ability to hold information in their working memory. Below is a reminder from the EEF documents (Improving Literacy) about The Simple View of Writing.

Figure 6: Based on 'The Simple View of Writing' developed by Berninger et al.⁴⁰



A child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The Simple View of Writing highlights the key groups of skills that work together as children write:

- *text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences;*
- *transcription skills—which enable the writer to move oral language into written language; and*

- *executive functions—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing.*

The model places working memory in the center, emphasizing how it plays a role in enabling each of these skills to operate. Working memory is the cognitive process used when people hold information in mind and manipulate it.

When writing, for example, working memory enables a sentence to be held in mind while each word is recalled or segmented and the letters are recorded on the page. Working memory has a limited capacity, therefore when children are in the early stages of writing development, they are not able to apply all the skills within The Simple View of Writing to produce high quality writing. Which is why it is really important for daily handwriting so this becomes natural and moves into long term memory

To support children with writing composition in the classroom, teachers need to consider appropriate scaffolds as highlighted by the strategies above and within Box 3 and Box 4. It is unlikely that children apply approaches like planning, editing, and reviewing spontaneously without explicit teaching and encouragement.

Planning is usually the first composition strategy to emerge followed by 'in the moment' monitoring, which prompts some editing to take place.

Approaches like considering the audience/ reader appear much later.

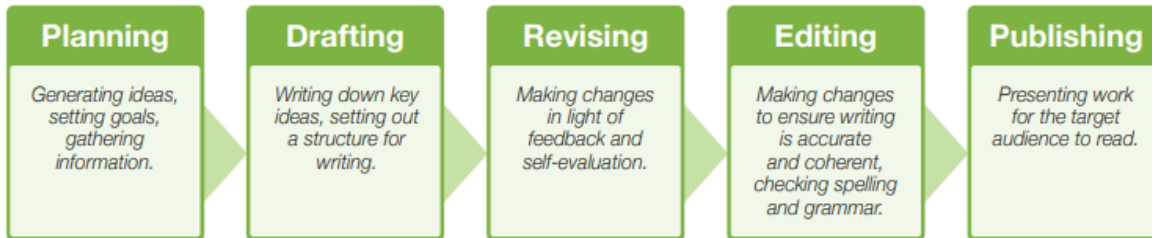
However, children may only be able to apply these strategies when spelling and handwriting require less of the child's working memory capacity.

Key Stage 1, therefore, is a good time to develop fluency and automatic transcriptions skills to allow children to generate high quality text. (see Recommendation 6 for how to support transcription skills).

However, with extensive practice, explicit instruction, and encouragement pupils can become more adept at using these three overarching elements of writing and coordinating them in working memory can become less effortful.

Teaching Sequence

EEF – sequence of writing – taken from Improving Literacy



Writing strategies should be explicitly taught using the 'gradual release of responsibility' model (see **Figure 9**).⁵⁸ This can be repeated for each strategy. However, pupils will inevitably learn the strategies at different rates so it is important to recognise that the model is not a linear process. For example, based on observations of pupils' guided practice it may be beneficial to provide repeated

modelling, emphasising different aspects of the strategy.

Teachers should introduce each strategy by describing how and when to use it. Then strategies should be modelled. Shared writing allows teachers to 'think-aloud' and share their thought process for each strategy with pupils.

Children need to see writing as a process – not just a one-off opportunity. See Appendixes 1 for more detail on each stage of the writing process.

Stimulus - They need to be engaged by audience and purpose and our job to steer that – what stimulus are we using? Visual literacy (images, videos), walking in the woods not just watching a video go and experience what we want the children to write about, Narnia can they walk through the wardrobe, Harry Potter find the troll in the cellar, Theseus and the Minotaur escape the labyrinth, create a police crime scene. See Appendix 2 for lesson planning resources.

Author as a writer – their writing (vocabulary and sentence structure) choices, pulling texts apart. Reading the text examples with a reader's eye – do I like this....

The power of linking reading and writing is so important for children to be engaged and make the links e.g when reading class book/guided reading, picking out the author's use of grammar features etc.

Audience and Purpose: who are they writing for and why are they writing (to describe, to narrate, to inform, to persuade)

Grammar

Stand alone grammar lessons must be taught when introducing new concepts to children. Grammar lessons may also be needed if children have not grasped a grammatical concept and need reteaching e.g not writing in full, complete, grammatically correct sentences they may need an explicit lesson on this and subject, verb, object). Spelling is taught using Sounds Write from EYFS to Year 6.

Sequencing – need to scaffold, give children the tools to succeed and use of modelling is imperative to this. They need to be engaged by audience and purpose and it is our job to steer that.