

# CELT Writing Review

Guidance and Recommendations

LEARNING TOGETHER  
CORNWALL EDUCATION LEARNING TRUST 



This *Writing Review: Guidance and Recommendations* has been developed as part of CELT's school improvement strategy - *Closing the Gap: Excellence through Equity*.

Our goal is to create a sustainable, evidence-based approach to developing powerful learning and teaching that improves outcomes for all pupils – in particular, those who are disadvantaged. We aim to secure an enduring and productive professional learning culture, providing guidance and support for all teachers at all stages, so that teachers across CELT can work together to develop excellence in classroom practice.

Achieving excellence is not about ensuring that all children receive the same thing; it is about ensuring that every child gets what he or she needs to develop their full potential and succeed in life.



*A Rising Tide Lifts All Boats*

A young boy in a school uniform is shown from the chest up, focused on writing with a black marker on a whiteboard. The background is slightly blurred, showing a window with light coming through. The text is overlaid on a semi-transparent dark grey bar at the bottom of the image.

# Mission

To ensure that every pupil leaving a CELT school is at least functionally literate and sees themselves as a successful writer.

## Why?

Around 15 percent (5.1 million) of adults in England struggle to read and write at a very basic level and can be described as functionally illiterate. This limits their ability to communicate with others, express themselves and be understood in the written form. This impacts on their future income, health, wellbeing, and life-chances. Involvement in crime is also significantly linked to illiteracy. Up to 85 percent of juvenile offenders are functionally illiterate.

# Introduction and Overview

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*Young people who leave school without good literacy skills are held back at every stage of life.*

*Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance.*

*Yet despite our best efforts, disadvantaged students in England are still significantly more likely than their classmates to leave formal education without being able to read, write and communicate effectively.*

*Reading, writing, speaking and listening, are at the heart of every subject in secondary school. Focusing time and resources on improving reading and writing skills will have positive knock-on effects elsewhere, whether that's being able to break down scientific vocabulary or structure a history essay.*

*Writing tasks in secondary schools, such as essays, can be as intellectually demanding as playing chess. It should be no surprise that some students can struggle to get to grips with the complex skills expected of them.*

- Sir Kevan Collins

(Vice Chairman Of The Board, Committee Chair at Learning by Questions, Youth Endowment Fund)

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# Writing in primary schools: what we know works



Understanding the role reading plays in developing writers and the value of being immersed in high quality literature.

Ensuring children have experience of a breadth of high-quality texts and text types including those that are visual and digital.

Providing a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader.

Developing an understanding of the craft of writing by engaging meaningfully with professional authors and their processes.

Understanding and modelling the craft and process of writing authentically including drafting and editing work.

Supporting children to identify as writers and to develop their own authentic voice.

Giving children time and space to develop their own ideas in writing.

Using creative teaching approaches that build imagination, immerse child in rich vocabulary and give time for oral rehearsal.

Ensuring the teaching of phonics, grammar and spelling is embedded and relevant for the context of a piece of writing

Celebrating writing through authentic publication and presentation across platforms.

# Our expectations as a trust: primary schools



## Heads and Senior Leaders

- Provide all teachers with ½ a day cover a term to facilitate writing moderation using the Babcock materials.
- To provide English Subject Leads with monitoring time across the year (minimum of 1 day a half term) to monitor writing standards and support teachers with writing judgements.
- To provide English Subject Leads with staff meeting time to lead CPD on areas identified through monitoring.
- To timetable the trust moderation meetings in place of weekly staff meetings 3 times a year (see dates).
- To provide time for English leads to meet with each teacher (across the year) for writing clinics (as part of monitoring mentioned above).

*Further details of the above will be shared at a Primary Heads meeting*



## Heads of English & Subject Leads

- To plan a monitoring timetable for the year including:
  - termly monitoring of writing standards across the school.
  - across the year provide a writing clinic for every year group/teacher looking at samples of work, writing judgements, standards and next steps.
- Attendance at the termly English Subject Leads meeting (see dates).
- Using guidance from Subject Leads meetings, deliver or support in the delivery of the termly moderation meeting (see dates).
- To ensure staff are trained in, and that school policies for writing march the CELT writing process procedures.
- To ensure Babcock writing grids are used for termly data drops.
- To adapt writing feedback and editing policies in line with the feedback procedures below to increase pupil independence in response to feedback.
- To work with secondary English Subject Leads to improve transition between primary and secondary.
- To share information on the writing project with staff.

*Further details of the above will be discussed at the Subject Leads meetings.*



## Teaching Staff

- To use the Babcock writing grid (in whatever format the school has agreed) for termly date drops and for all writing judgements.
- To be aware of and implement the CELT writing process procedures and writing assessment procedures (outlined below) in the teaching of English.
- To attend annual writing clinics with the English subject lead and embed to next steps arising for these in teaching.
- To embed all CPD within classroom practice.
- To follow feedback and editing procedures implemented by the English Subject Lead.
- Support in the development of a benchmarking collection.
- To produce work for writing project.

*Further details of the above will be shared by your English Subject Lead.*



## Provisions from the Trust

- Babcock materials to be provided to all (AW).
- Exemplification materials to be provided for all (AW, NS, PESL).
- Moderation training and timetable to be provided for English Subject Leads through termly meetings (AW).
- The CELT Writing Process procedures (below).
- Dates or moderation (see dates).
- Create a CELT writing project and publish anthology (AW, EO).
- To produce an online writing area for moderation and benchmarking (MW, AW, NS).
- Facilitate the development of a benchmarking collection (AW, NS, EO).

# Writing in secondary schools: what we know works

Improving literacy in secondary school should not just be the job of English teachers. Instead, it is every teacher's job to improve literacy across the curriculum, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. Previous research by the EEF has found that the strongest factor affecting pupils' science attainment is how well they understand written texts.

Prioritising subject-specific literacy skills across the curriculum.

Teaching vocabulary to support pupils' development of academic language.

Developing students' ability to read and access sophisticated texts.

Breaking down complex writing tasks, like essays and evaluations e.g. providing sentence starters in history class which encourage students to analyse sources more deeply (e.g. 'While initially it might appear that..., on closer inspection...')

Providing opportunities for structured talk, like preparing debates or presentations.

Providing high-quality literacy interventions for struggling students.

Building on the foundations established during pupils' primary schooling.



# Our expectations as a trust: secondary schools



## Heads and Senior Leaders

- To provide time for all secondary English teachers to receive training in the KS2 Curriculum and KS2 Teacher assessment framework for writing from primary colleagues.
- To ensure secondary colleagues attend primary moderations to develop their awareness of the primary curriculum (see dates).
- To task KS3 English leads with developing the use of KS2 teaching strategies and skills in the KS3 curriculum.

*Further details of the above will be shared at a Secondary Heads meeting*



## Heads of English & Subject Leads

- To facilitate time for all secondary English teachers to receive training in the KS2 Curriculum and KS2 Teacher assessment framework for writing
- To attend and ensure all secondary English colleagues attend primary moderations to develop their awareness of the primary curriculum (see dates).
- To develop the use and awareness of KS2 teaching strategies and skills in the KS3 curriculum.
- To work with primary English Subject Leads to improve transition between primary and secondary.
- To use the KS2 writing assessment framework across secondary writing as a baseline for standards.
- Work with the primary English Subject Leads to develop curriculum guidance for Year 6 colleagues on preparation for Year 7 for Summer 2 of Year 6.
- Work with the primary English Subject Leads to develop transition work for September 2022.
- Support in the development of a benchmarking collection.
- To share information on the writing project with staff.

*Further details of the above will be discussed at the Subject Leads meetings.*



## Teaching Staff

- To receive training in the KS2 Curriculum and KS2 Teacher assessment framework for writing and implement this within classroom practice.
- To attend primary moderations to develop their awareness of the primary curriculum (see dates).
- To develop their use and awareness of KS2 teaching strategies and skills in the KS3 curriculum.
- To work with primary colleagues to improve transition between primary and secondary under the guidance of the KS3 English lead.
- Support in the development of a benchmarking collection.
- To produce work for writing project.

*Further details of the above will be shared by your HOD, KS3 English lead.*



## Provisions from the Trust

- Facilitate sessions for secondary KS3 English colleagues on the KS2 Curriculum and Writing Assessment Framework (AW, EO).
- Facilitate sessions for primary Year 6 colleagues on preparation for the secondary curriculum (EO, AW).
- To verse the development of a transition unit (EO, AW).
- To produce an online writing area for moderation and benchmarking (MW, AW, NS).
- Facilitate the development of a benchmarking collection (AW, NS, EO).





## Subject Lead Meetings

- 22nd September
- 19th January
- 11th May

## Moderation

- 1st December
- 23rd March
- 6th July

**CELT Writing Project – Spring Term  
(Date TBC)**

**Autumn benchmarking – Autumn Term  
(Date TBC)**

# CELT writing process procedures

## Section summary

The following section summarises CELT's Writing Process Procedures. We understand that success depends upon a teacher's knowledge of a range of techniques to support learners. This section therefore includes suggested resources and techniques to support all writers, with a specific focus on disadvantaged.

Four key areas of practice are identified:

1. Experience based writing with a purpose: creating the writing environment.
2. Varied approaches – Drama, IT, Film, and Music.
3. Engaging with high quality texts and skilled teacher modelling.
4. SRSD (Self-Regulated Study Development) and IPEELL (Introduction Point Explain Ending Link Language).

## What we should cover in a year:

- Poetry
- Fiction
- Non-fiction

## What we should cover in a half term:

- A **minimum** of one independent and one scaffolded piece of writing at length. In Year 6 and 2, the balance may be different here; with more scaffolded pieces in the autumn and more independent pieces in the spring and summer.
- Assessment of all pupils using the **Babcock Materials** with time provided (1/2 day a term per teacher).

**Writing Curriculum Plan**

Add overall intent in terms of end of primary expectation  
 \*A writer from XXX school will:  
 • Bullet point your expectation  
 • Include specific...

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of Core Texts</b> Additional core texts selected by the teacher to secure key areas of the writing curriculum: the range of texts (including poetry) and meet the interests of pupils.	Quarles (short traditional narrative) Focus: poet	Babcock's Dream (First person recount)	Lord of the Flies (Book 1) (Focus: autobiography etc)	Babcock's Rough Queen (Historical fiction) (Focus: report fiction)	Oliver and the Seagulls (Adventure story) (Focus: character and plot)	Facsimile (Non-fiction) (Focus: non-fiction writing)
<b>Links to Wider Curriculum</b>	Where in the World	Animals and Habitats	Kings and Queens			
<b>Independent purposeful writing outcomes</b>						
<b>Grammar and punctuation</b>	Use a range of conjunctions, adjectives, adverbs and prepositions (from Y2)	Review use of a range of conjunctions, adjectives and prepositions (from Y2)	Inverted commas to punctuate direct speech (from Y2)	Review use of a range of conjunctions, adjectives and prepositions (from Y2)	Review use of a range of conjunctions, adjectives and prepositions (from Y2)	Review use of a range of conjunctions, adjectives and prepositions (from Y2)
<b>Spelling</b>	No Nonsense Spelling Programme					
<b>Handwriting</b>	Pupils taught to use the diagonal and horizontal strokes needed to join words. Pupils begin to join more of their writing legibly and consistently. All pupils write in pen by the end of the year.					

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# Writing process procedures: what a unit should include

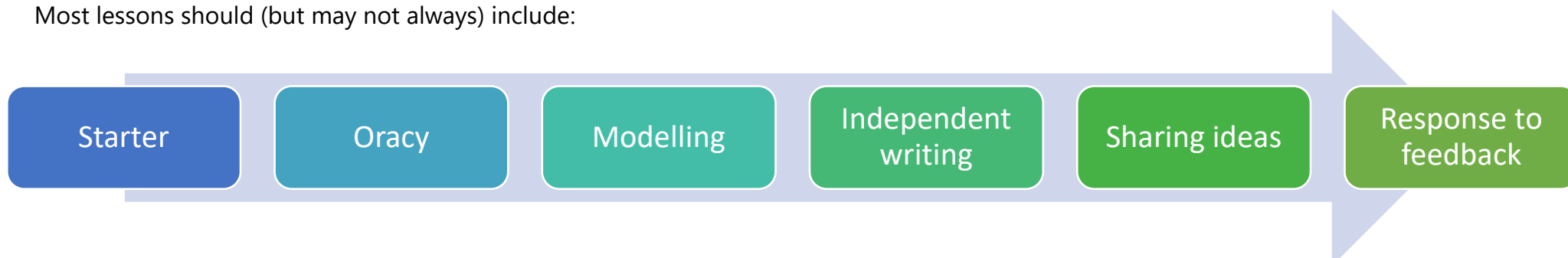


Stimulus	Explore	Teaching	Planning	Drafting	Editing and revising	Sharing
<p>All writing should stem from a stimulus which should be <b>explored at length</b>. This may be a <b>book, video, image, artefact, trip, experience</b> etc. Exploring the stimulus will provide the opportunity for <b>language to be generated</b> and developed for writing and will give children something to write about.</p>	<p>During the explore phases <b>WAGOLLS</b> (What a Good One Looks Likes) which are <b>high quality texts</b> will be used. <b>Text type, genre, text level, sentence level and word level</b> features will be identified and explored with an awareness of <b>audience and purpose</b>. <b>Toolkits</b> will be created.</p>	<p>During the 'teaching' phase skills will be <b>explicitly taught</b> using metacognitive strategies which build towards the outcome. This could include <b>generating vocab, sentence level work, text level scaffolding</b> work which can then be drawn upon in the longer independent writing at a later stage. There may be <b>several phases of 'teaching'</b> before progressing to the planning stage.</p>	<p>Planning of the writing with need to take place in a <b>structured way</b> using a <b>scaffolded planning format</b> (as determined by individual schools) and carefully considering and <b>using the word level, sentence, level, text level work</b> done previously. This should include <b>consideration of spelling words</b> and rules which can be incorporated in the writing that are appropriate for the audience, purpose and text types and which make use of the statutory spelling lists and rules for each phase.</p>	<p>Drafting should be seen as a developing process where the focus is on <b>recording initial ideas</b> which can be adapted, grown and changed as the writing progresses. Drafting will often take place in <b>stages</b> (i.e. write the first paragraph one day and so on) rather than being a 'sit and write' process with no guidance or structure.</p>	<p><b>Procedures</b> should be developed within each school and phase for editing work that are <b>consistent</b> and built upon across the school and which allow for <b>pupil independence</b> when editing their own work. This includes providing <b>individual feedback</b> (i.e. using symbols) and addressing whole class misconceptions (through explicit teaching) which pupils can then address independently. See editing and feedback suggestions below. Editing approaches should include <b>SPAG, cohesion, vocabulary, appropriateness</b> for audience and purpose.</p>	<p>The sharing or publishing of work is vital in order to give pupils a <b>reason to write</b> and an audience and a <b>purpose to write for</b>. This does not always have to be a grand publishing of work (i.e. online, in a booklet, to the community) but can be. It can be as simple as sharing their work with another pupil, another class, adults at home, newsletter. A <b>variety</b> of audiences and ways of publishing should be considered across a year.</p>



# What a primary writing lesson could look like

Most lessons should (but may not always) include:



<b>Starter</b>  A warm-up/starter/jumpstart linked to <b>SPAG</b> for the purpose of the writing and/or addressing <b>misconceptions</b> from AFL.	<b>Oracy</b>  Opportunities to <b>talk</b> and develop <b>vocabulary</b> linked to writing. This could be by using <b>explicit</b> oracy strategies (i.e. Voice 21) or speaking and listening opportunities. It may include <b>drama, presentation, paired work</b> etc.	<b>Modelling or teaching of skills</b>  There should always be an element of <b>modelling</b> or teaching which pupils can build upon in their independent work.	<b>Independent writing</b>  To build <b>stamina</b> in writing, just like stamina in fitness, pupils need daily <b>practise</b> at <b>length</b> , building up <b>pace, quality</b> and <b>quantity</b> over time.	<b>Sharing</b>  Pupils should be able to <b>share</b> vocab/ideas/ work regularly to learn from their peers and receive <b>feedback</b> .	<b>Response to feedback</b>  Pupils need regular opportunities to <b>respond to feedback</b> and should see this as 'something they do' automatically.
Links to the Seven-step Model for Teaching Metacognitive Strategies					
<b>Activating prior knowledge:</b> links to curriculum to be taught across the unit	<b>Activating prior knowledge:</b> specific recall of knowledge linked to lesson focus  <b>Explicit strategy instruction</b>	<b>Explicit strategy instruction</b> <b>Modelling of learned strategy</b> <b>Memorisation of strategy</b> <b>Guided practice</b>	<b>Independent practice</b>	<b>Structured reflection:</b> independent, partner or group	<b>Independent practice:</b> following feedback  <b>Structured reflection</b>

# Clarification of writing processes procedures

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## What is scaffolded and what is independent:

- Scaffolded writing could include modelling, writing frames, slow writes, success criteria provided by the teacher, innovation of an existing model or anything where part of the task is completed for the child or structured for the child. This will include metacognitive models of scaffolding.
- Independent writing will not include any of the above but does not need to be a cold task or distance write. It can follow a unit of work where word level, sentence level and text level work has been completed and should be based on a topic/theme which pupils have experienced in sufficient detail to write about. It can include success criteria if created by the pupils or broad criteria by the teacher which are not overly detailed or prescriptive (i.e. use a range of sentence openers rather than use an adverbial opener etc.).
- Quality writing will not arise from cold tasks where pupils have had no opportunity to explore language and themes associated with the writing. This is like asking a child to bake without giving them the ingredients or the recipe.

## How this links to assessment:

- Babcock materials will be used to level.
- Exemplifications from the STA will be used in Year 2 and 6 (including those used in moderator training). Babcock exemplification materials from the assessment collections will be used in other years. This will be supported by a benchmarked collection of writing agreed by the trust in Autumn 21.
- A ½ day out of class time will be provided per term per teacher to support teaching staff with levelling pupils against the Babcock grids.
- Schools will determine how they use the grids and store them (i.e. in books or in a file).
- Termly Moderation will take place – In the Autumn this will be within the school; in the spring it will be as a trust; summer term will be decided at a later date.
- Moderation to be twilight with one hour dedicated to training and discussion of training materials and second half dedicated to moderation of work. Focus of the moderation will be decided during English Subject Leads meetings and with consideration of the needs of the school.

## The role of feedback in writing:

- Feedback in non-assessed pieces should be specific to an individual child's next steps. i.e. capitals, fronted adverbials.
- In independent pieces, feedback should be provided in a way which enables pupils to independently identify and action errors OR where specific, directive feedback is given, the corrections made should not be assessed as achieved. See Independent marking guidance below.
- Time to respond to feedback should be provided regularly.
- Pupils should be trained to know how to respond to the school's feedback policy and this should be consistent and sequential (as appropriate) across the school.
- Feedback should provide the opportunity for pupils to independently respond.
- Feedback does not have to always be written, it could be via a subsequent starter as whole class or group teaching, through adult intervention or verbal feedback.

## Independent writing feedback example:

A policy such as the following, where symbols are used (to reduce workload) and pupils trained to identify their own errors and correct them for themselves can be used to encourage independence. Using the symbols for a specific word or error is scaffolded feedback (not independent) but writing at the end of a piece of work or section of work maintains independence and relies on the children identifying and correcting work themselves.

T →	You need to check the tense
W	The underlined word is spelt incorrectly. Use your phonics, word walls and dictionaries to check and have another go.
C →	Check your capitals
SP →	Check any spellings you are uncertain of in this line/paragraph
//	You need a new paragraph.
P →	There is some missing punctuation, can you see where it should go and add it?

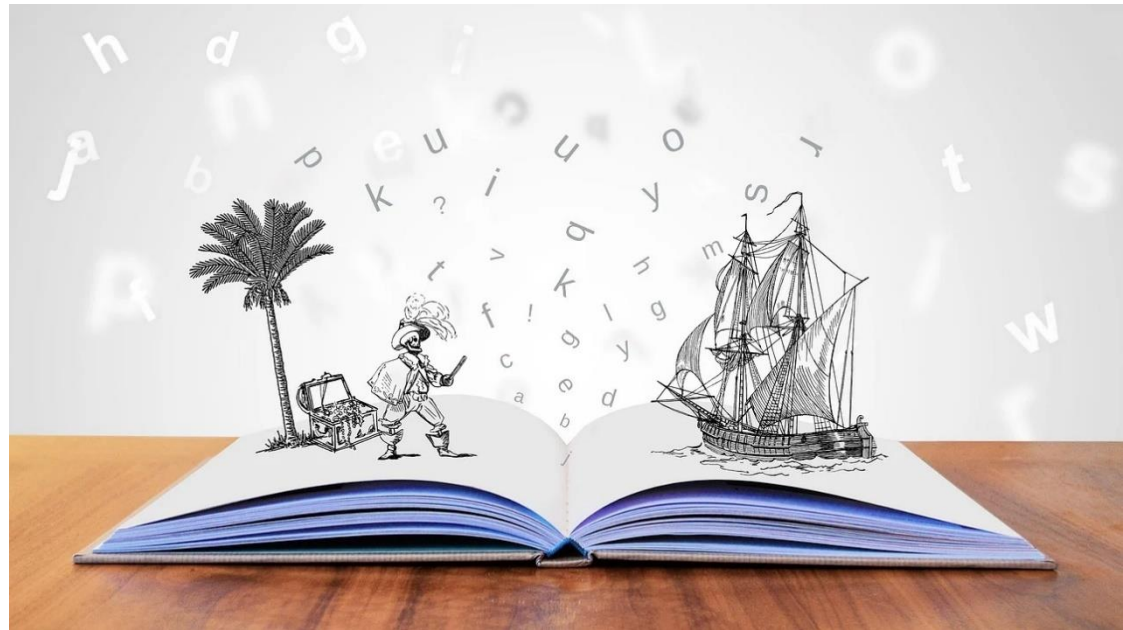
## How differentiation works in writing:

- Lower ability pupils should be able to achieve the learning objective without necessarily having the same outcome. It is more important that a child can independently produce their own outcome than that it is identical to the rest of the cohort. For instance, a lower ability child may only write the opening to a story rather than the whole thing but be supported in a way which enables them to do this for themselves, with teaching, rather than being heavily scaffolded by a TA or Teacher.
- Greater depth pupils should be given opportunities for choice in writing to enable them to demonstrate their skill. This could be writing from a different role to the rest of the class, in a different tense or different person.
- Resources should be accessible for pupils to help themselves to and this should be part of classroom practice. i.e. dictionaries, thesaurus, word lists, spellings lists, vocab books i.e. Descriptosaurus. Teachers should train pupils to access these materials and in how to use them appropriately.
- Resources can be used to support pupils with additional needs or all pupils i.e. talking tins, spelling error logs, working walls etc.

## Publishing

As mentioned above the publishing of work is important to give pupils a reason, audience and purpose to write for. A trust publishing page will be developed as well as a writing project which ends in a published anthology.

*Details to follow in the spring.*







## Key Area of Practice 1

### Experience based writing with a purpose: creating the writing environment

#### Research

- There is considerable evidence around reluctant writers lacking motivation and not seeing writing as purposeful, pleasurable and relevant to their concerns and interests (The National Strategies- Gateway to Writing- Boys and Writing, 2011).
- To support the writing environment, an approach involving real life purposeful experiences encourages idea generation and greater discussion/vocabulary development.
- "The balance between process and product also need to be considered, and the relevance, purpose and pleasure in writing highlighted, so that young learners experience writing as meaningful and see themselves and their teachers as writers with something to say and the means to say it" Motivating Children to Write with Purpose and Passion (2017).
- There is evidence to suggest that blogging increases pupils' interest and enthusiasm for writing (see the survey: The state of educational blogging2 – The Edublogger, 2012)

#### Strategies and Resources

- Regular opportunities for 'Real life writing' through visits, trips, scenarios.
- Invite children to engage with the text - Lesson launch.
- Poetry and picture fiction often only take a few minutes and can be revisited.
- Give the children a choice/vote in the writing topics covered (Power and ownership)
- Use of ICT/Film (Literacy Shed Plus, Pobble/Pobble 365/ School website etc)
- Considering classroom environment to inspire writing (magpie wall, collating examples of powerful vocabulary to be enjoyed + shared).
- Invite authors/poets/illustrators to share their work.
- Opportunities to 'publish' writing- Web page, Community support e.g. shop leaflets, School Cartonera Book Festival – possibly CELT wide
- Access to quality materials that support writing process (Dictionaries, Thesaurus, Spelling Lists, Word Banks), Alan Peat sentences
- \*Descriptosaurus\*, Grammarsaurus, Shedwords for KS2
- Michael Tidd: Four areas for Writing for Purpose



## Key Area of Practice 2

Varied approaches – Drama • IT • Film • Music

### Research

- The use of drama conventions to explore aspects of character, setting or plot such as through tracking (mind mapping), freeze framing, hot seating and character sculpting.
- Incorporation of 'talk for writing' time in literacy sessions to provide opportunities for pupils to talk through the overall shape and direction of their text prior to beginning to write.
- Using techniques such as the 'author's chair', 'hot-seating', 'Conscience Alley' to enable the pupils to talk about characters and their writing
- Dialogic Teaching - develop a learning environment that values and promotes children's talk - EEF (2017) Children eligible for free school meals (FSM) made two additional months' progress in English, science.

### Strategies and Resources

- Use of ICT/Film (Literacy Shed Plus, Pobble/Pobble 365/ School website etc)
- Jumpstart! Literacy- Games and Activities by Pie Corbett
- Story Cubes - effective when using with low attaining writers, reluctant writers, pupils with SEN.
- Use of physical props and artefacts to stimulate discussion (ELS Topic Boxes/loan from museum)
- Use of quality hooks with the power to excite and engage
- Reading for Pleasure - What about writing for pleasure?
- Talk tins/Storyboard recorder frames
- <http://mrparkinsonict.blogspot.com/2014/01/using-music-to-inspire-writing.html>  
- Mr P blog entry on the power of music to inspire writing.
- <https://ywp.nanowrimo.org/>



Based near Redruth, *The Writers' Block* is a creative writing space and programme which aims to break down barriers to writing for reluctant writers and helps those more able to write at greater depth. There is also a pop-up Writers' Block which brings the essence of the programme to your school.

[www.thewritersblock.org.uk](http://www.thewritersblock.org.uk)



## Key Area of Practice 3

### Engaging with high quality texts and skilled teacher modelling

#### Research

- Teachers devote more time and attention to teaching writing if they are better prepared to teach it, feel more confident in their capabilities to teach it, derive greater pleasure from teaching it, and consider it an important skill (Rietdijk et al., 2018; Troia & Graham, 2016).
- Graham, Liu, Bartlett, et al., 2018 found that effective writing instruction involves:
  - (a) writing frequently for real and different purposes;
  - (b) supporting students as they write;
  - (b) teaching the needed writing skills, knowledge, and processes;
  - (c) creating a supportive and motivating writing environment; and
  - (d) connecting writing, reading, and learning.



#### Strategies and Resources

- CPD opportunities to upskill? EEF 'Craft of Writing' Teachers directly work with professional writers. Active Project - *Report due Summer 2021*.
- Write like a writer.
- Novel study texts that inspire great writing.





## Key Area of Practice 4

**SRSD (Self-Regulated Study Development) • IPEELL (Introduction Point Explain Ending Link Language)**

### Research

- The Education Endowment Foundation (EEF) ran a project in 2012 investigating the effectiveness of IPEELL: Using self-regulation to improve writing, which found that it had a strong positive impact on the writing outcomes of low attaining pupils at the transition from primary to secondary school. The project aimed to help struggling writers in Years 6 and 7. The study found a mean effect size of +0.74 for primary writing.
- The intervention had beneficial effects for pupils eligible for free school meals.

### Strategies and Resources

- Classrooms look and feel like they are a space where writing for pleasure is valued
- Displays show how writing is valued.
- Mnemonic-  
IPEELL: I= Introductory paragraph; P= Points; E = Examples/elaboration; E=End; L=Links (connectives, openers); L = Language (wow words, genre specific vocabulary, punctuation). Make time for recommendations.
- Possible school based or CELT wide 'Writers' Block' area created to support writing.
- Invite authors to school.
- "Participating pupils made approximately nine months' additional progress compared to similar pupils who did not participate."

**Explore a learning environment outside the classroom**

A class visit sparks imagination and will provide your pupils with a memory they want to write about.

**Use transferable approaches to aid the organisation of writing**

Discover methods to support the organisation of pupils' writing in any form and across all subject areas.

**Encourage pupils to take ownership of their progress using self-assessment tools, peer assessment and goal setting**

Learn how to support pupils' meta-cognitive skills so that they are able to identify success criteria and acknowledge areas for improvement.

**Develop strategies to build positive attitudes toward writing in the classroom**

Motivational messages are used successfully in a wide range of contexts, but rarely in academic subjects. Discover the empowering impact of this approach when setting writing tasks.

**Invite authors into your school:** Children's Laureate from 2007 to 2009, Michael Rosen is author of more than 140 books. He makes visits to schools throughout the UK to enthuse children with his passion for books and poetry.



# Effective writing instruction is essential for success

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Effective writing instruction improves students' reading, oracy and thinking in the following ways:

Identifying comprehension gaps – when we ask our students to write about what they are learning; we may uncover significant gaps in their knowledge and comprehension – this allows for early interventions.

Improving reading comprehension – when our students learn to use more sophisticated syntax in their own writing, they become better able to understand it when they encounter it in their reading.

Enhancing speaking abilities – as our students begin to use more complex terms and sentence constructions in their written language, they begin to incorporate these features into their spoken language as well.

Improving organisational and study skills – through explicit writing instruction we are able to teach our students to paraphrase, take notes, summarise and make outlines.

# All teachers as teachers of writing

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Every teacher has to take responsibility for teaching the writing that best fits their subject, be it evaluative writing in Science or analytical writing in History.

Each subject has its own demanding vocabulary – tier three words should be taught explicitly using a common approach, such as the Freyer model.

Teachers need to make each step of the writing process visible for students in every subject.

Teachers need to model how to write like a geographer or a historian, exploring the nuanced language choices and revisions and changes that make for successful writing.

Teachers should develop students' knowledge around their writing genre through supported discussions – a three step approach should be used – planning, revising and editing.

Writing checklists can be provided to scaffold written responses.

Shared writing – teachers and students should collaborate on models, teachers should involve students in the decision-making process of writing, modelling good examples of writing. See top tips below for how to approach this.

Literacy writing leads at secondary level are:

- **Tess Wilson** (Newquay Tretherras) - [tkw@tretherras.net](mailto:tkw@tretherras.net)
- **Emma Owen** (Poltair) - [eowen@poltair.cornwall.sch.uk](mailto:eowen@poltair.cornwall.sch.uk)

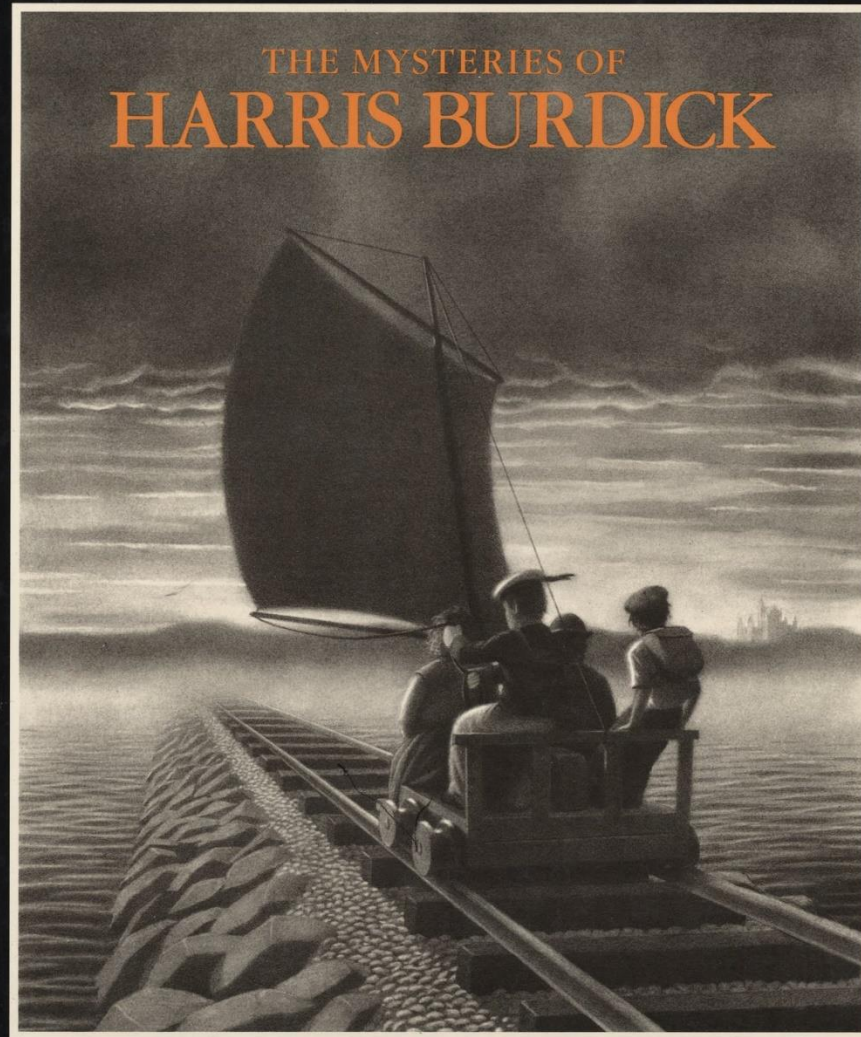




## 5 Top Tips

1. **Have a clear idea of your desired 'mastery model', to the point of having large elements of it already pre-prepared.**
2. **Ensure everyone is writing simultaneously. It not only means that students are actively engaging as they have to commit to mastery through their motor memory of writing the piece, it also builds stamina in writing as students have to keep up with the sustained writing.**
3. **Praise effort with specific writing related feedback "Excellent use of a discourse marker..." etc.**
4. **Provide time to review writing. Get students to discuss and feedback what are the key elements of this genre of writing and exploring evidence from the model that has just been co-created.**
5. **Ask students to compare their own writing to the modelled writing, highlighting the salient differences. Ask students what they have learnt about writing so that they explicitly reflect on the process.**

## Transition: Year 6 into 7 writing project



CHRIS VAN ALLSBURG

The Year 6 into 7 Writing Project is designed to produce a unit of writing which showcases pupils' abilities in Year 6, identifies their next steps and models how pupils have been supported to achieve this level of writing.

The hope is that secondary colleagues will then be more aware of pupils' abilities in writing and know how to support them in achieving their best on transition into secondary education. The recommendation is that this 'best' piece of writing be used by secondary schools as an exemplar of the quality of work that the student is able to produce to avoid any dip in expectations at secondary level.

The writing project will take place in Summer 2 (the second half of the Summer Term). Pupils are to complete this unit of work independently as part of their classwork. Teachers will then send copies of their draft, editing and final outcome to the relevant secondary school in the final week of the summer term (date to be confirmed). This work is arranged in liaison with a named secondary writing contact for each school who will contact Year 6 teachers in the summer term to arrange the collection of the work.

All resources are provided centrally and are based on *The Mysteries of Harris Burdick*.

The outcome for this piece of writing is:

- To write a short mystery story which builds suspense and includes setting and character description for the chosen title and image.
- It must include/begin with/be inspired by the caption for the relevant image. For LA pupils this may be just the story opening or a description of the image as teachers see fit and as best reflects their ability.
- This unit should follow the independent writing guidance used for Year 6 assessments but must not be a 'cold write' or distance write. It should be an edited and redrafted piece of writing which shows the child's best writing.

The plans provided will help to achieve the writing outcome but it is up to primary colleagues, in-line with their school procedures for the teaching of writing, as to how they adapt them to suit the needs of their pupils, providing the outcome is the same.

Any questions regarding the writing project can be addressed to:

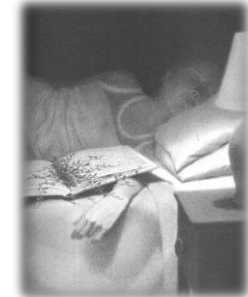
Anna Willcock

[awillcock@st-mewansch.org](mailto:awillcock@st-mewansch.org)



## Year 6-7 writing transition project

### The Mysteries of Harris Burdick



**Using one of the Harris Burdick images, titles and captions (provided in the resources), plan, write, edit and redraft a mystery story.**

Your story does not need to be long. It should include:

- Setting and character description.
- Paragraphs.
- Ambitious language.
- Accurate and complex punctuation and spelling.
- A range of different sentence types and starters.
- Features of a mystery story.
- All the Year 6 writing techniques you have learnt.

We would also like to see your writing journey from your drafting through to your finished piece, so please include:

- Your first draft
- Evidence of how you edited your first draft
- Your final draft

Please remember to include your name and school. Once completed, your work will be sent to your secondary school as a showcase of your incredible writing skills.

Planning has been provided to support your teachers.

Good luck!

# Contributors

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Teaching & Learning Lead  
Literacy Lead



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KS2 Moderator



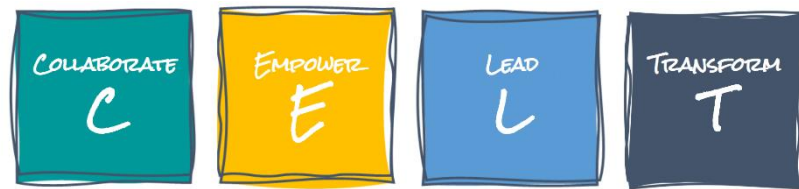
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