C:\Users\Andrew Tagg\Desktop\Capture.PNG Use the writing framework to help shape your early  
writing programme

This activity is intended to be used by junior teachers as they develop a writing programme that will support their students to develop their writing-related knowledge and skills.

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| **1.** | **The context** | | |
| A year 1–6 primary school is involved in PLD to strengthen the way their students write for a range of purposes in different learning areas. The junior syndicate is aware that their current programme is too narrowly focused on teaching students to use different text types, and is keen to ensure that their students develop a broader set of writing-related knowledge and skills that will provide the foundation they need to use their writing as they learn across the curriculum. | | | |
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| **What to do …** | |  | **Record your answers** |
| How do students in years 1–3 use their writing as they learn in different curriculum areas?  What are the writing-related knowledge and skills students need to have control over by the time they reach year 4? | |  |  |

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| **2.** | **Turning to the writing framework** | | |
| The teachers turn to the writing framework in the LPF to learn more about the breadth of knowledge and skills that students need in the early years. They read the descriptors for the progressions and discuss the features of comprehensive writing programmes. Some teachers comment that their focus tends to be mostly on spelling and writing sentences that make sense. They all note that their writing instruction is usually based on students’ personal experiences and agree that they are not providing enough opportunities in the wider learning programme for their students to make the progress they need in these early years. They decide to explore one aspect in depth to gain a clearer picture of the different kinds of writing their students should be doing in years 1–3 and the progress they need to make as they use their writing to communicate their knowledge, experiences and ideas. | | | |
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| **What to do …** | |  | **Record your answers** |
| Which aspects in the writing framework are likely to be the most relevant for the junior teachers’ use as they redesign their classroom programmes? | |  |  |

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| **3.** | **A closer look at one aspect in the writing framework** | | |
| The teachers investigate the progression, *creating texts to communicate current knowledge and understanding*. They read the big ideas behind the sets of illustrations, then discuss which sets best represent what their students’ should be learning in the first three years. In particular, they notice the big step-up between each of the first three signposts. They work in pairs to carefully consider the big ideas for each of these signposts and read the annotations and tasks for each of the illustrations.  The teachers note that from the first signpost, it is clear that students should know their purpose for writing and know that they have a message or information to share. They discuss how the students’ use of specific language, vocabulary and appropriate text structures develop over the first three signposts. In particular, they note that writing should always be purposeful. | | | |
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| **What to do …** | |  | **Record your answers** |
| What is the main step-up between each of the three signposts in *creating texts to communicate current knowledge and understanding*?  How would the syndicate’s focus on teaching specific genre rather than on writing to meet different learning purposes impact on the students’ ability to use their writing to learn across the curriculum? | |  |  |

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| **4.** | **Using the aspects to design rich learning tasks across the curriculum** | | |
| The teachers consider their next topic ‘Healthy Eating’ where they had planned the writing focus to be on writing ‘instructions’ and decide to take a different approach. They agree that all students will need to be able to use topic-specific vocabulary about food, will need to use specific sentence structures for writing recipes and describing different food groups, and be able to write captions for photos. In addition, the year 3 students will be asked to keep a daily record of the healthy food they eat. They delve into the early signposts of the three aspects associated with *writing meaningful text – encoding, using knowledge of text structure and features,* and *vocabulary knowledge –* to sharpen their understanding of how students can develop these sets of knowledge and skills when they are writing for authentic learning purposes. | | | |
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| **What to do …** | |  | **Record your answers** |
| What are some writing tasks that the teachers could include as they develop their ‘Healthy Eating’ topic? | |  |  |