

<p style="text-align: center;">DfE Summary of the Writing Framework</p>	<p style="text-align: center;">How this fits with Make it Sing!</p>
<p>Writing is complex Writing places significant demands on pupils’ working memory so it is vital to teach it in a sequenced way that helps to manage those demands.</p>	<p>Potential GD writers tend to have a stronger working memory and less need for structure. The training encourages them to step away from heavily structured pieces and craft their own writing, drawing on what has been read by synthesising their own reading influences.</p> <p><i>As the Writing Framework states, ‘More experienced writers, for example, may find that they can resolve their thinking more effectively by actually writing than by spending time thinking about what to write.’</i></p>
<p>Teach handwriting and spelling in reception Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition.</p>	<p>Transcription still has a high profile in KS1 GD expectations. Sometimes children with a talent for composition may still have issues with spelling and handwriting. The training offers short term input to address this with Handwriting 101 and Spelling 101 ideas. We are looking for the CIA - Consistency - Independence - Accuracy.</p>
<p>Sentence instruction is essential All writing is made up of sentences. Knowledge of grammar helps pupils to control sentences and convey meaning, but it does not support their writing fluency when taught in isolation.</p>	<p>This is still a key element of the programme. There is a consistency of approach focusing around explicit sentence instruction for constructing sentences – combining and expanding sentences but with an added input on shortening sentences. We look specifically at writing techniques employed by authors under the headings of Sprinkling the Magic for KS1 and Stealing the Style for KS2.</p>
<p>Spoken language is as important for writing as for reading Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.</p>	<p>Reading aloud is an important part the editing process using an approach based upon the use of voice pitch, timing and prominence of certain words to indicate sentence boundaries and varied sentence types and structures (also known as prosody).</p>

Quality is more important than length

Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready.

These children are often capable of writing at length so when this happens there is a focus upon text cohesion. Having said this, there is more of an emphasis upon audience and purpose and the ingredients needed to achieve effective outcomes such as the composition of audio description for visual texts.

The reception year is vital

The reception year builds the foundations that support pupils’ writing throughout primary school and underpin their future success.

As stated above, the CPD aims to close some of the transcription and spelling gaps for some pupils that may have occurred earlier via the **Handwriting 101 and Spelling 101** elements.

Identify pupils who need additional support

It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.

These children may need support of a different kind and often teachers would classify them as reluctant but potentially talented writers. The focus here is upon motivation and giving the pupils real challenge and reasons for writing. As one child to during a workshop said *‘I used to hate writing but now I love sprinkling the magic.’*

It will take time to tackle all the challenges in teaching writing

Schools should concentrate initially on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.

As stated above, **High quality sentence instruction** is at the very heart of the training session with practical ideas and a consistent focus of adding in – adding on and changing elements but also allowing these experienced writers additional freedom to use their own voice.

Avoid focusing too heavily on test preparation

This can limit the development of skills and knowledge, stifling pupils’ creativity and wider writing development.

If this refers to the SPaG test in Y6. Then why not just scrap it? Hopefully the wider curriculum review will address this. For our potential GD writers, teachers’ focus is often upon ‘Can we find enough evidence for them to be greater depth writers? Or as the cliché goes ‘Do they have flair?’

Leaders must establish the culture and curriculum

Leaders are responsible for:

- establishing a positive writing culture
- developing a well-sequenced curriculum
- ensuring that all teachers are trained to teach writing

There is a famous saying that ‘ A rising tide raises all boats.’ Hopefully, the ideas in the training will allow teachers to adapt ideas and inspire all children and staff to establish a positive writing culture within a well sequenced curriculum. If delivered to a whole staff, then teachers would be trained to recognise how GD writers can be supported and encouraged.