

Ensuring the attainment of more advanced learners of English as an additional language (EAL)

CPDM 8 Thinking and writing as a writer: the sequence for teaching writing

Presenter's overview

Aims

- To consider how writing should be used to develop thinking.
- To engage with the sequence for teaching writing.
- To explore the use of success criteria, modelling writing and peer- and self-assessment in developing writing.

Key messages

- Writing is the outcome of a series of teaching and learning activities which occur as part of the teaching sequence of a series of lessons or a unit of work.
- Pupils need to understand, create and use success criteria in order to develop as independent writers.
- Pupils need to see well-written text and understand how it is constructed.
- The writing process should be modelled for pupils through teacher demonstration and shared writing.

Overview of training modules

<p>CPDM 1</p> <p>Senior leader briefing: leading change for more advanced EAL learners</p>	<p>CPDM 2</p> <p>Analysing writing: assessing the needs of more advanced learners</p>
<p>CPDM 3</p> <p>Making sense of literacy targets: learning objectives and activities</p>	<p>CPDM 4</p> <p>Talk as a tool for thinking: exploratory talk</p>
<p>CPDM 5</p> <p>Bridging talk and text: formal talk</p>	<p>CPDM 6</p> <p>Reading as a writer: exploring challenging texts</p>
<p>CPDM 7</p> <p>Reading as a writer: understanding the writer's purpose</p>	<p>CPDM 8</p> <p>Thinking and writing as a writer: the sequence for teaching writing</p>
<p>CPDM 9</p> <p>EMA coordinators: developing a strategic approach</p>	<p>CPDM 10</p> <p>Parents and community: supporting pupils' learning</p>

Next steps for colleagues

- Make links with subject areas that have already developed the sequence for teaching writing.
- Identify the main types of writing expected from pupils in your subject, and define the conventions for each one.
- Compile a portfolio of successful annotated work in the subjects, so that pupils can see and understand what is required.
- Scrutinise schemes of work to identify specific types of writing appropriate for a range of units of work, and then incorporate the sequence for teaching writing.
- Identify time in department meetings to plan opportunities for writing and feed back on progress made.
- Group teachers in coaching pairs or threes to plan and observe colleagues using the sequence for teaching writing.
- Consider the role of additional adults in the classroom to incorporate guided writing into the teaching sequence.

Notes

- Session notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- The activities provided are intended as examples. Choose from and adapt as necessary to fit local priorities.

Resources and further reading:

Search using the reference numbers listed below:

www.standards.dcsf.gov.uk/nationalstrategies

- *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN)
- *Literacy and Learning* (Ref: 0651-2004) (this publication includes the ‘Literacy in subjects’ series – see the disc in each subject-specific booklet)
- *Pedagogy and Practice*
 - i) Unit 6 Modelling (Ref 0429-2004)
 - ii) Unit 14 Developing writing (Ref 0437-2004)
- *Literacy across the curriculum* (delivered to all schools and local authorities in April 2001)
 - i) Unit 2 Writing non-fiction
 - ii) Unit 3 Writing style
- *More advanced learners of English as an additional language in secondary schools and colleges*, Ofsted, 2003, HMI 1102
- *Writing in English as an additional language at Key Stage 4 and post-16*, Ofsted, 2003, HMI 1094

Overview		Total time: 90 minutes
Timing	Activity	Resources
5min	Introduction/aims of the session	Slide 1: Title slide Slide 2: Aims
5min	Writing: issues to consider	Slide 3: Issues to consider Slide 4: Weaknesses in writing – what the research tells us
15min	Text types in your subject area	Slide 5: Text types in subject areas Resource 1a and 1b: Text types and aide-memoire
10min	The sequence for teaching writing: an introduction	Slide 6: The sequence for teaching writing – activity Resource 2: Card sort Slide 7: The sequence for teaching writing Handout 1: The sequence for teaching writing
20min	The sequence for teaching writing: steps 1–4	Slide 8: The sequence for teaching writing: steps 1–4 Resource 3: The sequence for teaching writing: steps 1–4 Handout 2: Steps 1–4 – identifying success criteria

		<p>Video clip 1:</p> <p>The sequence for teaching writing: steps 1–4</p>
15min	Modelling writing: steps 5–6	<p>Slide 9: Modelling writing: steps 5–6</p> <p>Video clip 2: Modelling writing – demonstrate how it is written and compose together</p>
15min	Independent writing and peer- and self-assessment: steps 8–10	<p>Slide 10: The sequence for teaching writing: steps 8–10</p> <p>Resource 4: Focus cards</p> <p>Video clip 3: Independent writing, draw out key learning and review</p>
5min	Plenary	<p>Slide 11: Plenary</p> <p>Resource 5: Reflection sheet</p>

Equipment required: slide presentation, data projector, screen, laptop, flipchart.

CPDM 8 Thinking and writing as a writer: the sequence for teaching writing

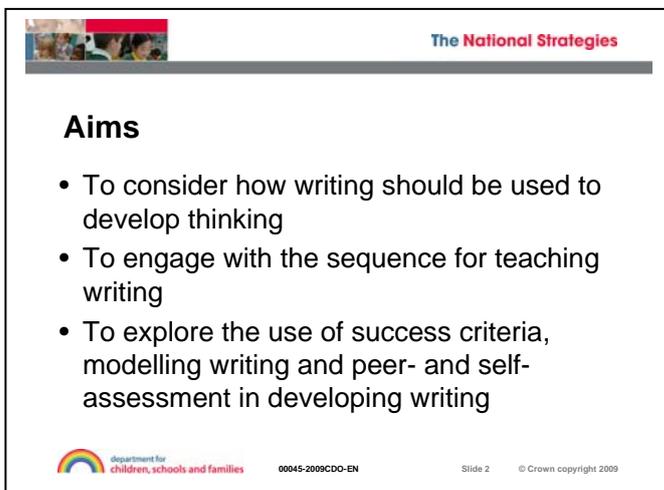
Presenter's notes

Audience: All staff

Introduction (5 minutes)

Use slide 1 (title slide) to welcome colleagues and say that this session is aimed at exploring the sequence for teaching writing across the curriculum.

Show slide 2 and share the aims for the session.



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Aims

- To consider how writing should be used to develop thinking
- To engage with the sequence for teaching writing
- To explore the use of success criteria, modelling writing and peer- and self-assessment in developing writing

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Remind colleagues that writing is predicated on knowledge gained from experience of both oral and written texts. Say that the sequence for teaching writing has proven to be one of the most effective tools for developing pupils' thinking skills and independence as writers. It has also contributed to accelerating rates of progress as pupils become confident in using the skills they need to become successful writers.

State that this session will be focused on a teaching and learning sequence which equips teachers to teach writing in an explicit way. This sequence will address the potential issues around writing across the curriculum. Also say that most teachers will already be using some or most aspects of the sequence for teaching writing as part of their existing practice. Their task is to identify aspects they wish to develop or enhance.

Writing: issues to consider (5 minutes)

Make the following points.

Writing is one of the most complex tasks pupils are expected to perform as it requires:

- a) A raft of demanding thinking processes. Writing contributes to learning as pupils practise capturing and developing their thoughts and ideas, linking ideas and information and organising them logically.

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- b) A high degree of formal language for specific audiences and purposes. Make the point that pupils are required to ensure that their thoughts and ideas are constructed succinctly in well-structured and meaningful sentences and paragraphs which often incorporate not only a formal register, but also the appropriate use of specialist and technical vocabulary.
- c) Metacognition in the form of reflection. State that reflecting on writing, whether in the form of peer- or self-assessment, will contribute to the improvement of writing skills, but also clarify thought and eliminate misunderstandings. Pupils must therefore be clear about the success criteria and outcomes set for any writing task if they are to meet them by producing high-quality writing.

Show slide 3.

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Issues to consider

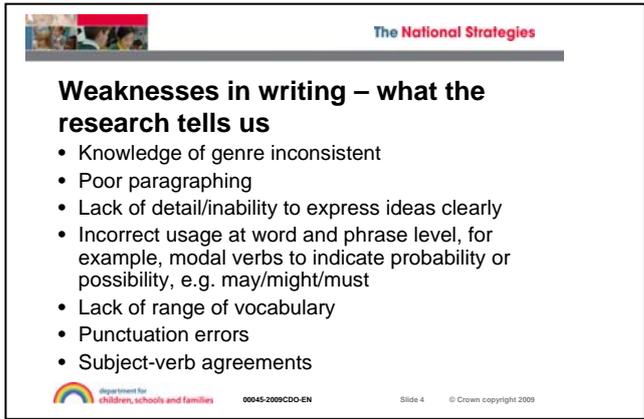
- Knowledge, skills and understanding are ultimately measured through writing
- Discrepancy between writing demands at Key Stage 3 and 4
- Pupils may not transfer their learning about writing from one subject to another
- Some teachers need to develop confidence in teaching writing explicitly

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Make the following points:

- Writing is the key instrument through which attainment is measured at Key Stage 4 and should therefore be a focus for all curriculum areas if pupils are to succeed.
- The need for extended writing in some subjects at Key Stage 3 is limited; however, plans should be put in place to prepare pupils for the writing demands at Key Stage 4 in Years 7, 8 and 9.
- To ensure that the process of writing contributes to developing pupils' thinking and learning, a whole-school approach is needed to secure the transfer of writing skills from one subject to another. Research has shown that the transfer of skills is more effective where teachers use a common metalanguage or language for learning.
- Both pupils and teachers may harbour insecurities regarding the writing process. The sequence for teaching writing will address these issues so that an overdependence on writing frames does not result.

Show slide 4.



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Weaknesses in writing – what the research tells us

- Knowledge of genre inconsistent
- Poor paragraphing
- Lack of detail/inability to express ideas clearly
- Incorrect usage at word and phrase level, for example, modal verbs to indicate probability or possibility, e.g. may/might/must
- Lack of range of vocabulary
- Punctuation errors
- Subject-verb agreements

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Tell colleagues that research done by Professor Lynne Cameron¹ to investigate the areas for development in the writing of more advanced bilingual learners showed the weaknesses outlined on the slide.

State that, although the advanced bilingual learners in the research sample had been in the UK education system for an average of 10 years, and had therefore had most of their schooling in the UK, these writing errors persisted to Key Stage 4. Say that colleagues will recognise that some aspects are also common weaknesses for many pupils whose first language is English.

Text types in your subject area (15 minutes)

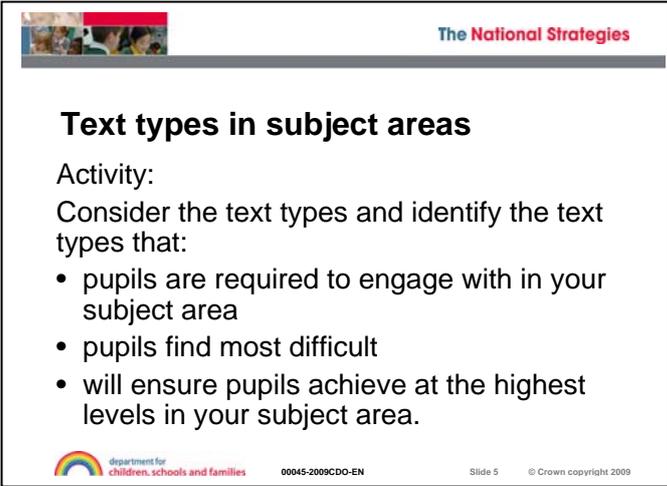
Note to presenter

If the subject department has already undertaken this activity in **CPDM 2**, remind colleagues of the text types that pupils are required to engage with to reach the higher levels, namely, explanation, analysis, discursive and evaluation texts and move on to the next section. The total time for the module will therefore be 90 minutes.

¹ *More advanced learners of English as an additional language in secondary schools and colleges*, Ofsted, 2003, HMI 1102

Writing in English as an additional language at Key Stage 4 and post-16, Ofsted, 2003, HMI 1094

Show slide 5.



The slide is titled "Text types in subject areas" and is part of "The National Strategies". It contains an activity for teachers to consider text types used in their subject areas. The activity asks teachers to identify text types that pupils are required to engage with, find most difficult, and that will ensure pupils achieve at the highest levels. The slide also includes the Department for Children, Schools and Families logo and the text "00045-2009CDO-EN", "Slide 5", and "© Crown copyright 2009".

Tell colleagues that pupils are expected to engage with a wide range of non-fiction text types at Key Stages 3 and 4. Say that before the sequence for teaching writing is explored, it is important for colleagues to have an opportunity to consider the types of non-fiction texts pupils are required to use in their subject area.

Ask colleagues to locate **resource 1a**, the text type cards and **resource 1b**, the text type aide-memoire. Tell them that each card has a brief description of what a particular text type in their subject might include, but add that even though text types appear to provide clear categorisation, it is likely that some texts may include aspects of more than one text type and are hybrids of different text types. Also point out that written tasks often hide the product expected, for example, 'explore' in 'Explore some Hindu attitudes to caste' indicates an analysis text rather than a description or information report. Ask colleagues to consider the text types and identify:

- which text types pupils are required to use in their subject area
- those text types which pupils find most difficult
- those which will ensure pupils achieve at the highest levels in your subject area.

Note to presenters

Subject-specific examples have been included for science, geography and RE. Presenters should adapt these depending on the subject concerned.

Ask colleagues to provide brief feedback.

Draw out the following points:

- While pupils may be well-versed in narrative texts due to extensive experience of this text type at Key Stage 2, it is unlikely that this will enable pupils to reach the higher levels in subjects other than English.
- Discursive, persuasive and recount texts may be of importance in some subjects; however, explanatory, analytical and evaluative texts are those most likely to develop

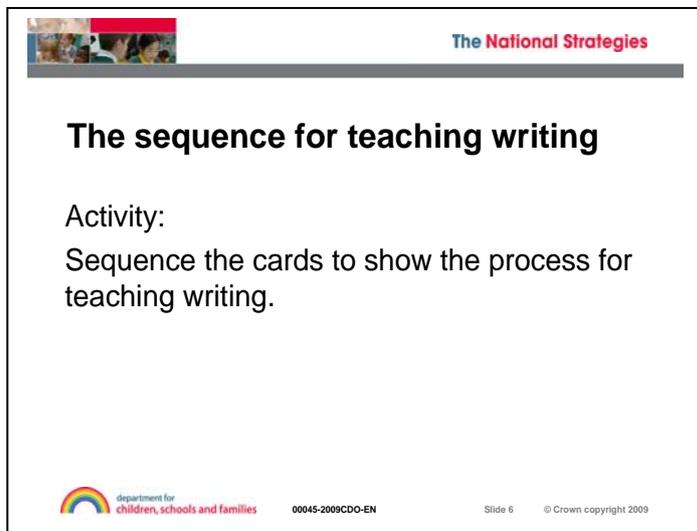
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pupils' thinking skills and writing at the highest levels, thereby accelerating progress and raising attainment.

- Pupils should be familiar with the conventions of different text types in English and that it is vitally important for the transfer of skills across the curriculum for subject departments to use similar approaches in their subject areas.
- Preparing pupils for the writing requirements at Key Stage 4 and beyond must start at Key Stage 3 in order for them to be prepared for the demands of extended academic writing.

The sequence for teaching writing: an introduction (10 minutes)

Show slide 6.



The slide features a header with a small image of children and the text 'The National Strategies'. The main title is 'The sequence for teaching writing'. Below this, the activity is described: 'Activity: Sequence the cards to show the process for teaching writing.' At the bottom, there is a logo for the 'department for children, schools and families' and the text '00045-2009CDO-EN Slide 6 © Crown copyright 2009'.

Ask colleagues to locate **resource 2**, the card sort activity, and, working in pairs or threes, arrange the steps of the sequence for teaching writing. Allow 5 minutes for this activity.

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Take brief feedback where colleagues compare the sequence that they have chosen, then show **slide 7**.

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The sequence for teaching writing

1. Establish clear aims
2. Provide example(s)
3. Explore the features of the text
4. Define the conventions
5. Demonstrate how it is written
6. Compose together
7. Scaffold the first attempts
8. Independent writing
9. Draw out key learning
10. Review

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Distribute **handout 1** so that colleagues have a copy of the teaching sequence for reference.

Use **slide 7** to clarify any major misconceptions. Make the following points:

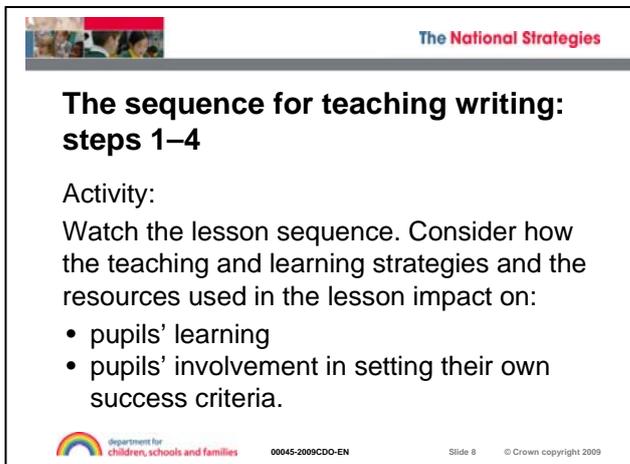
- the sequence should always start with the aims for writing
- teacher modelling must always precede independent writing.

Also state that at different stages, teachers may want to swap or omit some of the steps. Say that this will depend on a number of factors, for example, you may want to scaffold pupils' writing through an initial research session about a topic or unit prior to introducing the writing task. Similarly, colleagues may want to amalgamate some of the steps, especially once pupils become familiar with the process; identifying the features of text and identifying conventions may be used in a single activity to help pupils create success criteria for their writing. Once they are familiar with particular text types this will be a more expedient process than it might appear initially.

Tell colleagues that each stage of the sequence for teaching writing will now be modelled and explored through **video clip 1**. Say that the lesson shows Year 8 pupils in a science lesson and models how the teacher effectively integrates the teaching of subject content and literacy skills.

The sequence for teaching writing: steps 1–4 (20 minutes)

Show slide 8.



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The sequence for teaching writing: steps 1–4

Activity:

Watch the lesson sequence. Consider how the teaching and learning strategies and the resources used in the lesson impact on:

- pupils' learning
- pupils' involvement in setting their own success criteria.

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Refer to **resource 3** and tell colleagues that steps 1–4 of the sequence for teaching writing help pupils to explore the conventions of different text types and create success criteria for their own writing. Say that columns 1 and 2 have been completed for them to refer to as they watch the video sequence. Ask colleagues to consider the impact of each step in terms of a successful learning experience for the pupils and how it contributes to pupils setting their own success criteria. You may want to give colleagues a minute to scan through columns 1 and 2 before starting the clip.

Show **video clip 1** (00.00–07.27), then allow 10 minutes for colleagues to compare notes and feed back. **Handout 2** may be used as a guide to ensure that the feedback remains focused. Also ensure that colleagues feel confident about the teaching processes involved in steps 1–4 of the sequence for teaching writing.

Note to presenters

Remind colleagues that subject-specific conventions of text types are available in Literacy across the Curriculum (DfEE 0235/2001) Unit 2 – Writing non-fiction. These are also available in the 'Literacy in ... series' contained in the 'Literacy and Learning' folder. You may want to provide these for subject departments so that they have them to hand. You may also want to suggest that colleagues consider the conventions of text types as a next step during the plenary.

Modelling writing: steps 5–6 (15 minutes)

Tell colleagues that the next video sequence exemplifies steps 5 and 6 of the sequence for teaching writing, namely, 'demonstrate how it is written' and 'compose together'.

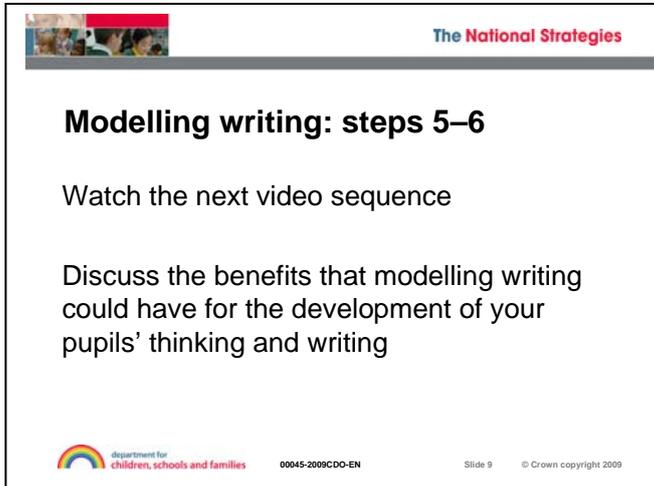
Say that this is one of the critical stages in the sequence for teaching writing as it allows the teacher, as the more experienced writer, to make the thinking processes involved in writing explicit for pupils; the teacher is not only modelling the writing process, but the thinking processes behind it.

Explain that in **video clip 2** (07.37–10.51), the teacher models an introduction to the writing pupils are required to do. She integrates the 'modelling step' with 'compose together' by

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involving the pupils in the construction of this writing. Make the point that depending on how confident pupils are with writing, teacher modelling could, in the first instance, be done without input from pupils, followed by a shared writing session where teacher and pupils jointly compose writing.

Now show slide 9.



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Modelling writing: steps 5–6

Watch the next video sequence

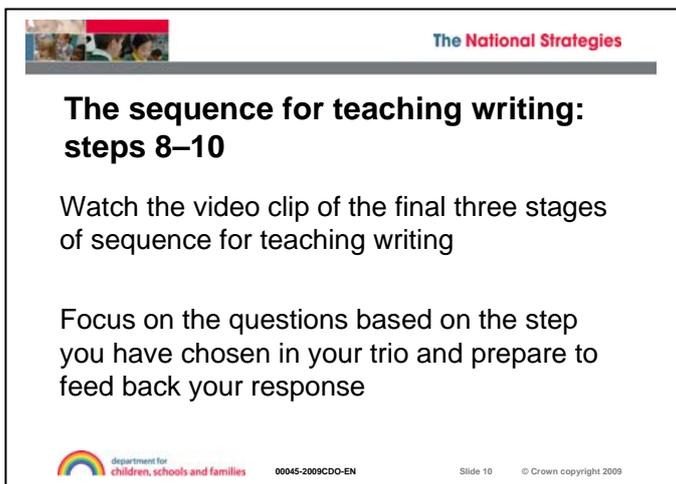
Discuss the benefits that modelling writing could have for the development of your pupils' thinking and writing

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Ask colleagues to focus on what the benefits of modelling writing could be for their pupils. After watching the video sequence, take brief feedback. You may want to recap the steps of the sequence for teaching writing covered up to this point before moving onto the final three steps.

Independent writing and peer and self-assessment (15 minutes)

Show slide 10.



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The sequence for teaching writing: steps 8–10

Watch the video clip of the final three stages of sequence for teaching writing

Focus on the questions based on the step you have chosen in your trio and prepare to feed back your response

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Tell colleagues that they will now watch **video clips 3 and 4 together** (10.51–18.17), labelled steps 7–8 and 9–10, showing the final three steps in the sequence for teaching writing. **Explain that step 7, 'scaffolding first attempts', has been addressed by the teacher in previous lessons through a range of talk and active reading activities.**

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Say that steps 8–10 encompass the independent writing and Assessment for Learning stages, namely ‘drawing out key learning’ and ‘review’, in the sequence for teaching writing.

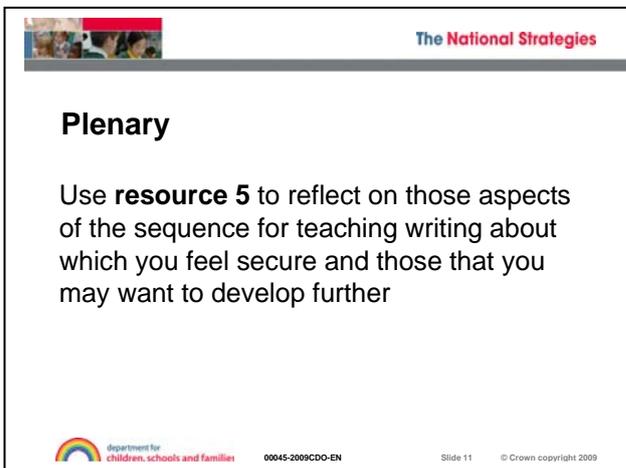
Ask colleagues to locate **resource 4** and work in threes. Each person in the trio will focus on a different step – either 8, 9 or 10. Ask them to locate the pre-prepared card in the envelope for the step they have selected.

While watching **video clip 3**, each person should focus on the questions stipulated on their card and prepare to feed back.

After feedback, make the point that the sequence for teaching writing should really be called the sequence for teaching! It exemplifies the process teachers should go through in order for pupils to feel confident in completing any learning task as it moves them from dependence on the teacher to independence through supported or scaffolded stages.

Plenary (5 minutes)

Show slide 11.



The slide is titled 'Plenary' and contains the following text: 'Use **resource 5** to reflect on those aspects of the sequence for teaching writing about which you feel secure and those that you may want to develop further'. The slide also features the 'The National Strategies' logo at the top right, the 'department for children, schools and families' logo at the bottom left, and the reference number '00045-2009CDO-EN' and '© Crown copyright 2009' at the bottom.

Ask colleagues to locate **resource 5** and take a few minutes to reflect on the aspects of the sequence for teaching writing that they feel confident about. The brief feedback will help identify which colleagues might be able to support others in particular aspects and what the overall areas for development are for the department. Based on these findings, you may want to suggest that the department considers using a coaching model to develop each other's skills. Also remind colleagues of *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN) for additional materials, case studies and video footage.

The sequence for teaching writing

Handout 1

1. Establish clear aims
2. Provide example(s)
3. Explore the features of the text
4. Define the conventions
5. Demonstrate how it is written
6. Compose together
7. Scaffold the first attempts
8. Independent writing
9. Draw out key learning
10. Review

Identifying success criteria

Handout 2

	Teaching and learning strategies	Resources	Impact
Step 1: Establish clear aims	Learning objective is clearly established and explained Objective format, that is Task, Audience and Purpose, used in English department	IWB Leaflet provided to reduce time spent on formatting, etc.	Pupils are clear about what they will be learning Pupils have a clear purpose for their writing Consistency across the curriculum facilitates the transfer of skills
Step 2: Provide example(s)	Examples provided Teacher explains expectations for task Teacher models reading	Two examples of good writing modelling the conventions of the text type Subject-specific dictionaries	Pupils know how to succeed by exploring examples of good writing Modelling the writing style shows pupils the type of language they need to use in their own writing Pupils engaged from early stages
Step 3: Explore the features of the text	Paired work Clear focus for task	Two examples of good writing modelling the conventions of the text type Subject-specific dictionaries	Pupils learn in active, supportive environment Use and reinforce skills learned in other areas of the curriculum Pupils begin to take responsibility for their own learning
Step 4: Define the conventions	Shared learning used to identify the conventions of the text type	IWB Pupil scribe to support recording Pre-prepared summary of conventions of the text type	Pupils' understanding is shared and developed Misconceptions are clarified Pupils are responsible for setting success criteria for their own learning Pupils know how to succeed Leads to independent learners

Card sort activity

Resource 1a

Religious Education example

<p>Instruction</p> <p>Give instructions to godparents about their part in a baptism service</p>	<p>Recount</p> <p>A visit to a local mosque</p>	<p>Explanation</p> <p>Explain why Jews observe the Shabbat</p>
<p>Information</p> <p>Present the results of an investigation into how newspapers present Islam</p>	<p>Discursive writing</p> <p>Discuss a variety of Christian attitudes to divorce in a magazine article</p>	<p>Persuasion</p> <p>Seek support for an ethical stance in a letter to a newspaper</p>
<p>Analysis</p> <p>Explore some Hindu attitudes to caste and social status in an essay</p>	<p>Evaluation</p> <p>Make a judgement about the strengths and weaknesses of an argument</p>	

Card sort activity

Resource 1a

Geography example

Instruction Giving directions as part of a map-reading exercise	Recount Write-up of a field trip	Explanation How and/or why erosion occurs
Information Choose three main tourist attractions and write a leaflet outlining their main features for tourists	Persuasion Create an ecological flyer persuading people to reduce their carbon footprint	Discursive writing Write a magazine article on changes in climate
Analysis Analytical essay about factors contributing to deforestation	Evaluation Reflect on, and make judgements about, the outcomes of a traffic survey	

Card sort activity

Resource 1a

Science example

<p>Explanation</p> <p>How does digestion take place?</p> <p>Why do some metals rust?</p>	<p>Analysis</p> <p>Considering evidence (argument) – Consider the possible causes of global warming</p> <p>Planning an experiment – Consider the factors affecting the rate of dissolving</p> <p>Drawing a conclusion – From an analysis of your results of an experiment, which factors are the most important in affecting the strength of an electromagnet?</p>	<p>Recount/report</p> <p>What happens as a candle burns?</p>
<p>Evaluation</p> <p>Considering improvements to an experiment</p>	<p>Information</p> <p>A description of different types of rocks or soils</p>	<p>Discursive</p> <p>How can the harmful effects of burning fossil fuels be minimised?</p>
<p>Persuasion</p> <p>Write a leaflet persuading people to give up smoking</p>	<p>Instruction</p> <p>Write a plan for an experiment</p>	

Aide-memoire: text types in your subject area Resource 1b

Text types specific to subject area	Text types pupils find challenging	Text types to move pupils to higher levels

Card sort – The sequence for teaching writing Resource 2

Establish clear aims
Provide example(s)
Explore the features of the text
Define the conventions
Demonstrate how it is written
Compose together
Scaffold the first attempts
Independent writing
Draw out key learning
Review

Identifying success criteria

Resource 3

	Teaching and learning strategies	Resources	Impact
Step 1: Establish clear aims	Learning objective is clearly established and explained Objective format, that is Task, Audience and Purpose, used in English department	Interactive whiteboard (IWB) Leaflet provided to reduce time spent on formatting, etc.	
Step 2: Provide example(s)	Examples provided Teacher explains expectations for task Teacher models reading	Two examples of good writing Subject-specific dictionaries	
Step 3: Explore the features of the text	Paired work Clear focus for task	Two examples of good writing Subject-specific dictionaries	
Step 4: Define the conventions	Shared learning used to identify the conventions of the text type	IWB Pupil scribe to support recording Pre-prepared summary of features	

Resource 4

Cards to be cut up in preparation for CPDM 8

Step 8: Independent writing

Q1: The teacher asks pupils to write in pairs. What does independent writing mean in the context of this video clip?

Q2: If you wanted each pupil to complete an independent piece of writing, what would need to be in place before pupils could write independently of each other?

Step 9: Draw out key learning

Q1: How does the teacher ensure that the Assessment for Learning process reinforces the success criteria created by pupils?

Q2: Once pupils are confident in using the assessment for learning process modelled by the teacher, how else might you structure this phase of the lesson?

Step 10: Review

Q1: Identify the main difference between step 9 'draw out key learning' and step 10 'review'.

Q2: What is the relevance of the final step of the sequence for teaching writing?

Reflection sheet

Resource 5

The sequence for teaching writing	Secure aspects	Areas for development
1. Establish clear aims		
2. Provide example(s)		
3. Explore the features of the text		
4. Define the conventions		
5. Demonstrate how it is written		
6. Compose together		
7. Scaffold the first attempts		
8. Independent writing		
9. Draw out key learning		
10. Review		

