

Support Materials for ECAW

In the primary schools visited, standards in writing were considerably lower than in reading. Teachers who were confident as writers themselves, and who could demonstrate how writing is composed, taught it effectively.

OFSTED, English at the Crossroads (2009)

The Every Child a Writer (ECAW) programme is designed to focus on developing key aspects of quality whole-class teaching and we know that strategies such as shared and guided writing and assessment for learning play a crucial part in this. But, as the recent Ofsted report identifies, at the heart of any writing programme is the writing teacher who guides the learning and provides a model of the writing process for the learners. If teachers see themselves as practising writers - which they are - they will be more able to make the process explicit in their teaching. Teachers hold a huge amount of implicit knowledge about language and grammar. It may be that 'getting better' at teaching writing is a case of transferring implicit knowledge into explicit knowledge for the children.

Perception surveys

The first two perception surveys, Writing Surveys 1 & 2, are designed to provoke thinking and discussion amongst teachers around these ideas. They will enable teachers to reflect on their own experiences of writing and step into the pupils' shoes. What is it that we do as effective writers when we engage in the practice of writing?

You might want to follow up with asking them to find out what the children think and feel about writing. Surveys 3 and 4 are for the children. These can give teachers new insights into what it means to be a young writer in the classroom.

Reviewing classroom provision for writing

Learning is at its best when the learners are building on what they already know and can do. This counts for teachers too. Writing teachers need the opportunity to build on their strengths and identify, for themselves, the areas that they would most like to strengthen. The Review of Classroom Writing Sheet (Writing Survey 5) is meant to support teachers with their professional reflections. It considers three aspects of effective writing classrooms:

- Effective teaching for learning strategies
- The classroom as a writing environment
- Planning meaningful writing opportunities

The Review sheet is designed to support teachers' own assessment for professional learning and development. It is meant to be mediated in a supportive and collaborative session where teachers have professional discussions about quality first teaching of writing. They can use the prompts to discuss their classrooms and their teaching and using Writing Survey 6 they can identify, for themselves, any developmental steps they would like to make.

What sort of texts have you written over the last week?

Do you enjoy writing?

Do you ever write at home for your own pleasure? What?

How do you see yourself as a writer? What are your strengths?

How much do you draw on your own personal experiences of being a writer when you teach writing in the classroom?

Tick the things you read, write, watch, play or work on at home:

Comics

Magazines

Newspapers

Television

Videos/DVDs

Computer games

Information on the internet

Computer programmes

e-mails

texting

books with words and no pictures/diagrams

Books with pictures/diagrams

Other things (add anything here that isn't listed) _____

Which do you like best? Number them 1, 2 and 3

Which do you like least? Underline just one.

List them in the grid and fill in the answers:

<i>My best choices</i>	<i>Does it have more pictures or more words?</i>
<i>1</i>	
<i>2</i>	
<i>3</i>	
<i>My least favourite</i>	

Teacher's Experience of Multimodal Texts

1. Do you prefer reading words or pictures?
Why?

2. What can words tell you that pictures
can't?

3. What can pictures tell you that words
can't?

4. Is there a difference between what moving
pictures and still pictures can do?

5. Choose a book with words and pictures
and use one double page spread to explain:

*a. Which you look at first -
words or pictures*

*b. How you read the page as a whole -
where do you start?*

6. Can you think of a piece of writing you
have done recently where you used words
and pictures/diagrams and what you were
using the words to explain?

7. Did the text do what you wanted it to do?
How?

8. Could you have done it better if you had
used pictures or writing in a different way?

9. Would it have been better if you could
have done it on a computer? How?

How much do you draw on these personal
experiences of multi-modality when you
plan writing opportunities for the children
in your class?

Children's Writing Perceptions Survey

Please gather responses from each individual focus child. Conduct the survey in a way that best suits your children - that might mean talking to them in pairs, individually or as a small group.

- Do you enjoy writing? Why? / Why not?
- Is there anything you don't like about writing? (This may have been covered by responses to the above).
- Are you a good writer?
- Is there any particular kind of writing you enjoy more than others?
- Can you remember a piece of writing you did when you were younger that you were particularly proud of? Why was that?
- What's the best piece of writing you've done recently? What was good about it?
- Do you ever write at home for your own pleasure? What?
- Do you ever draw at home? (This may be helpful for younger children).
- Does anyone else write or draw at home?
- What advice would you give to someone in the year below you to help them get better at writing?

Surveying Children's Experience of Multimodal Texts

Please gather responses from each individual focus child. Conduct the survey in a way that best suits your children. Due to the nature of the survey it might be better to think about children working in pairs so that you can observe and record their responses.

Tick the things you read, write, watch, play or work on at home:

- Comics*
- Magazines*
- Newspapers*
- Television*
- Videos/DVDs*
- Computer games*
- Information on the internet*
- e-mails*
- texting*
- Books with word and no pictures*
- Books with pictures*
- other things (add anything here that isn't listed)*

UKLA

Which do you like best? Number them 1, 2 and 3

Which do you like least? Underline just one.

List them in the grid and fill in the answers:

<i>My best choices</i>	<i>Does it have more pictures or more words?</i>
<i>1</i>	
<i>2</i>	
<i>3</i>	
<i>My least favourite</i>	

Surveying Children's Experience of Multimodal Texts

1. Do you prefer reading words or pictures?

Why?

2. What can words tell you that pictures can't?

3. What can pictures tell you that words can't?

4. Is there a difference between what moving pictures and still pictures can do?

5. Choose a book with words and pictures and use one double spread to explain to a friend or your teacher:

a. Which you look at first - words or pictures

b. How you read the page as a whole - where do you start?

6. Find a piece of work you've done recently where you've used words and pictures/diagrams and explain to your friend or a teacher:

- *What you were showing through the pictures and what you were using the words to explain.*

- *Does the text do what you wanted it to do? How?*

- *Could you have done it better if you had used pictures or writing in a different way?*

- *Would it have been better if you could have done it on the computer? How?*

TEACHING FOR LEARNING

In what ways do you:

- demonstrate how writing is shaped and re-shaped?
- demonstrate the balance between technical aspects and content?
- demonstrate different ways of planning and organising ideas?
 - talk about the writer's choices when shaping a text?

How do you:

- group the children?
- use and involve the children in assessment for learning?
- integrate writing opportunities with reading and speaking and listening?
 - use writing targets?
- encourage independence and ownership of writing?

WRITING

When do you write *for* and *with* the children and model/show that you are a writer both in school and beyond?

Are there special places for writing in the classroom?

What are the key writing experiences for the children in your class this term?

WHAT ARE THE GAPS?

THE WRITING ENVIRONMENT

What opportunities are offered for children to:

- choose to write?
- see writing in a variety of formats: handwritten, word processed, desktop published, comics, leaflets?
 - use ICT to support writing?
- shape and create texts of their own choice/design?
- respond to one another's writing?
- use the environment to support their writing?
 - draw on home language experiences and cultures?
- engage in play-based learning to support writing?

PLANNING FOR WRITERS

In what ways do you:

- ensure that your planning involves the children and builds on their interests?
 - make cross curricular links?
 - use the strands in the Primary Framework?
- motivate and inspire children to write for real purposes with real audiences?
 - use drama and film to support writing?
 - provide opportunities for extended writing in many forms ?
 - use curriculum events to promote writing (visiting writers, trips etc)?
- engage with writing in the community (writing in the home, local businesses)?

Things I am pleased about

Teaching for Learning _____

The Writing Environment _____

Planning for Writers _____

Things I have been prompted to think more about:

Action points:
