

Time - resources - support - processes - grouping structures and size of groups - level of instruction - quantity - fluency and basics - feedback - personalisation

Approach	Rationale	Approach	Rationale
Pre-teaching groups	Input by teacher or TA in preparation for the lesson. Pre-teaching usually addresses tricky elements, provides a recap on previous learning or tackles an identified barrier to learning. The aim is for children to be ready to learn, enabling them to fully participate in the lesson.	Drama and freeze frame	Some pupils find it easier to write if they have used drama to consider the actions, movements, thoughts and feelings of a character or used drama to explore a setting. This can support less able pupils to achieve more detail in their writing and can also be used to support vocabulary choices.
'Get ready' homework tasks	Information about upcoming tasks or topics. Activities are assigned to help pupils develop background knowledge or practise a skill they will need for the upcoming writing task. The aim is to increase familiarity and fluency. Ideally tasks are aimed at particular pupils based on their learning needs.	Types of planning and teaching pupils planning methods	Some pupils will need more planning and development time than others, particularly SEN pupils and EAL pupils. A variety of different planning formats can be used, e.g. talking to a partner, brainstorming, flow charts, bullet point lists, vocabulary work, storyboarding, post it notes, maps, drafts, worksheets.
Personalised development time Challenges Chance to revisit aspects of learning	Every week a set time is devoted to personalised learning, e.g. some pupils might be working on contractions, others on verb choices, some might be working on greater depth activities, some might be reviewing work with a teacher, some might be involved in re-teaching activities, some might be completing a collaborative writing task. (An ideal opportunity to learn personalised spellings).	Methods of recording	Talking post cards / talking tins - can be used to rehearse sentences. Talking albums can be used to capture a story without writing. I pads can be used to record ideas via audio or video, e.g. oral stories. The adult could type the words and print out in a 'dotty line' font that pupils could trace over / copy to create a sense of 'finished product'.
Number of examples shown Models	Pupils who are struggling to grasp a particular concept or element usually need to see more examples and need to refer to them more frequently. The examples need to be easily accessible both to the teacher and pupil in order to support writers before / during and after the writing process. Lower ability pupils also need plenty of sentence level models.	Working on fluency	Fluency frees up working memory for high order thinking, such as composition and sentence structure. Work on the basics: handwriting, spelling, phonics, basic sentence types. Handwriting is a limiting factor as it slows down text production meaning these pupils regularly produce less writing - therefore less practice!
Speed	One of the main problems lower ability pupils face is that not enough lessons are devoted to each element. If they race through the curriculum, and none of it is embedded, they will struggle to apply new learning to independent writing and will forget new learning more quickly. They need multiple opportunities to learn and apply, learn and apply, until learning is consolidated.	Shared writing with an adult	In small groups or 1:1. The teacher acts as scribe and director (prompting, asking questions, showing reasoning, teaching particular points as they arise) and the children provide the content. This can be a useful bridge between direct teaching and independent writing.
Quantity of direct instruction and quality of explanations	Some children will need to hear the points more than once (in a lesson / across lessons) and will need high quality explanations in order to access the learning. Teachers could also record explanations via video tutorials and save these onto the network so that pupils can access them at any time. Teachers could record instructions or top tips onto talking post cards so that pupils can listen to these more than once during a lesson.	Collaborative writing in mixed ability groups	Anything from writing in pairs to writing as a group of 4 pupils. The pupils work on large format, such as flipchart paper, to write a piece together or edit / improve an existing piece. The quality of discussion and reasons for choices are particularly important. This can serve as a good bridge between direct teaching and independent writing.
Depth / time allocated to unpicking and critiquing examples of writing.	As well as whole class critique of writing, pupils might work in small groups with the teacher to critique more than one piece of writing. The clearer the pupil is about what they are trying to achieve the more likely they are to achieve it. If pupils are not meeting expectations, they may need support in identifying the features of good quality writing.	Word banks, help mats, dictionaries, thesaurus, grammar books, scrap paper, white boards, ipads.	Different pupils might need access to different types of equipment. It is also useful if the teacher explicitly teaches pupils how to use the equipment, and models how to use the equipment to aid writing.
Real life examples before reading or writing / developing background knowledge	Background knowledge helps pupils to make sense of texts. Therefore, having the experience of talking about and handling real life snakes, watching video clips and looking at pictures etc., before reading a complex non-fiction book about snakes helps pupils to access the information. Or accessing simpler non-fictions books about snakes before trying more challenging texts on the subject can support learning. Writing about things we have experienced or have knowledge of is much easier than purely relying on our imagination.	Time & quantity	Quantity of writing, including the opportunity to write at length and for different purposes, makes a difference. Some pupils will need more time to finish pieces of work. Often the lower ability pupils produce the least amount of writing which compounds the problem because they get the least amount of practise!
Build-up activities	Some pupils find it beneficial to work on sections of a text before putting the whole thing together, e.g. work on character, work on setting, work on plot and then put all of this together to create the story.	Feedback	Verbal feedback to help understand misconceptions and issues in the writing. Support for making improvements.