

Implementing Every Child a Writer

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Minimum specification
Platforms
Windows Vista Home Basic
Windows Vista Business
Windows XP Home SP3
Windows XP Pro SP2
Mac OS X 10.5 Intel
Mac OS X 10.4.11 PPC

Instructions for running the disk

Insert the DVD-ROM into your disk tray. Your computer will automatically run the program if you have a feature called Auto run enabled. If it does not automatically run, use the following steps:

- For PC/laptop users, double-click the 'My Computer' icon on your desktop, and then double-click the DVD/CD drive icon to open.
- For Mac users, double-click the DVD/CD drive icon on your desktop to open.
- For either PC or Mac double-click on the file 'index.htm' to launch in your default browser.
- To launch full screen, PC users should double-click on 'index.exe' and Mac users should double-click 'index.app'.

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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

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Introduction to the Every Child a Writer programme

Background

Every Child a Writer (ECaW) was first announced by Government ministers in September 2007. The Children's Plan in December 2007 committed funding over the next three years to the development of an intensive support programme for children of primary school age in hard-to-master areas of writing. As there were no pre-existing intensive support programmes for helping children to learn to write (unlike the reading programmes such as Every Child a Reader and use of Reading Recovery) a new approach was required, building on the existing National Strategies strategic plans for improving writing and going further where necessary, for example with the use of one-to-one intervention.

These materials outline the key approaches used during the ECaW pilot year and will support the implementation of these approaches both in local authorities (LAs) and schools.

The materials comprise a booklet outlining and summarising approaches and resources related to ECaW, and an accompanying DVD, which contains video footage of the pilot in action, including the work of leading teachers (LTs), tuition sessions and feedback on the effectiveness of the pilot, alongside interactive resources and e-learning tools to support wider learning. The DVD is designed so that it can be accessed by a range of different audiences: LAs, headteachers, LTs, Year 3 and Year 4 teachers and a range of tutors.

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Why do we need ECaW?

Standards in primary schools have risen significantly over the last ten years with four in five children reaching expected levels in Key Stage 2 English.

At the end of Key Stage 1 there is little difference between assessments of children's reading (84 per cent) and writing (80 per cent) but at Key Stage 2 only 67 per cent of children reached the expected standard in writing in 2008, while 86 per cent reached national expectations in reading. Targets for 2011 demand an overall increase in proportion of children reaching level 4 at Key Stage 2 in both English and mathematics to 78 per cent and an increase in proportion of children progressing by two levels across Key Stage 2 by 9 per cent. Therefore, significant and sustainable gains in writing at Key Stage 2 are needed.

Furthermore, Ofsted continues to report on the lack of pupil progress and quality of teaching and learning in Years 3 and 4.

What does ECaW aim to do?

The ECaW programme aims to ensure faster progress at the beginning of Key Stage 2. It aims to secure the age-related expectation of a secure level 3 at the end of Year 4 and to support schools in ensuring children make two levels of progress across Key Stage 2.

It provides a three-tier model for all children through:

- improving quality first teaching for the whole class
- improving guided writing to meet group needs
- providing one-to-one teaching for those children who need it most.

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Who is involved in ECaW?

ECaW has been developed by the National Strategies in partnership with the Department for Children, Schools and Families. In 2008/2009, nine LAs piloted the programme. An evaluation of this first year will be available from the Primary Framework in autumn 2009. Further results and external evaluation of the programme will be available in September 2010.

The pilot LAs identified five LTs, who worked with one Year 3 and one Year 4 teacher in three schools, one of these schools being the LT's own school. In the second-year roll-out (2009–10), a further 60 LAs have become involved. Each has identified ten LTs and 30 schools will take part. By September 2010, all LAs will be involved, each with a group of LTs supporting schools.

In each school the LT works alongside one teacher from Year 3 and one teacher from Year 4. Tutors are also recruited by the schools and funding is provided for six children in Year 3 and Year 4 classes to receive one-to-one tuition.

Each school taking part in the programme receives supply cover to release their identified Year 3 and Year 4 teachers to meet with the LT. A time line, which describes key activities across the year, demonstrates how these days will be spent.

Year 3 and Year 4 teacher time line of support

Autumn term	Spring term	Summer term
<p>3 half-day LT visits to each teacher</p> <ul style="list-style-type: none"> Review current planning and assessment procedures LT to visit a literacy lesson with a particular focus on the teaching of writing Review planning and progress Identify pupils for tuition this term <p>Cluster meeting</p> <p>The cluster meeting will be led by the LT with three schools and held after school.</p>	<p>2 days of LT visits</p> <p>In the spring term each school will receive 2 x 1 day of in-class coaching and support from the LT. The focus of these visits will vary for each class depending on the areas identified for the needs of the teacher and children.</p> <p>The ongoing focus will be on supporting underperforming children to secure level 3.</p> <p>Cluster meeting</p> <p>The cluster meeting will be led by the LT with three schools and held after school.</p>	<p>1 day LT visit</p> <p>In the summer term each school will receive 1 day of in-class coaching and support from the LT. The focus of these visits will vary for each class depending on the areas identified for the needs of the teacher and children.</p> <p>The ongoing focus will be on supporting underperforming children to secure level 3.</p> <p>The final session in the summer term will review the process of support with the headteacher, subject leader and class teacher.</p> <p>Cluster meeting</p> <p>The cluster meeting will be led by the LT with three schools and held after school.</p>

A more detailed time line document is available on the accompanying DVD.

LT schools receive funding to release their LT for 26 days across the year as well as the funding to release their own identified Year 3 and Year 4 class teachers.

How does ECaW work?

Leading teachers

LTs are central to the work of ECaW. They have to meet certain criteria, such as being an excellent practitioner with a proven track record of raising attainment in writing and a good working knowledge of the Primary Framework. Each LA has designed their own quality-assurance processes to ensure all its LTs have the necessary skills and expertise. Through national CPD and materials, LAs involved in the pilot have been able to establish a new cadre of LTs. They focus specifically on writing and supporting teachers in Years 3 and 4 in order to secure effective shared and guided teaching approaches.

At all of the tiers involved with ECaW, support from LTs is drawn on to coach and model effective practice, as they work in collaboration with colleagues to develop key skills in the effective teaching of writing.



ECaW targets the aspects of writing that children find the hardest – especially sentence construction and text cohesion, with a focus on strands 9, 10 and 11 in the Primary Framework. With support from LTs, Year 3 and Year 4 teachers are guided to make effective use of the Primary Framework and the new range of writing-related materials and interventions available throughout Years 3 and 4.

Support is offered on a personal level, and the focus of this will vary according to individual starting points and current approaches to writing. Guided writing is central to the success and support of ECaW, with LTs and Year 3 and Year 4 teachers planning, co-delivering and reviewing guided approaches. This is based on effective assessment and use of Assessing Pupils' Progress (APP) and shaped through the use of the pupil writing targets from the Support for Writing materials.

Across the year LTs have also had access to National Strategies CPD events, focusing on assessment and APP, guided writing and Support for Writing. At a local level, many LAs have provided additional support through regular meetings, sharing resources and joint visits with the ECaW lead consultant. This support ensures that LTs have felt supported and guided on the work of the programme at all times.

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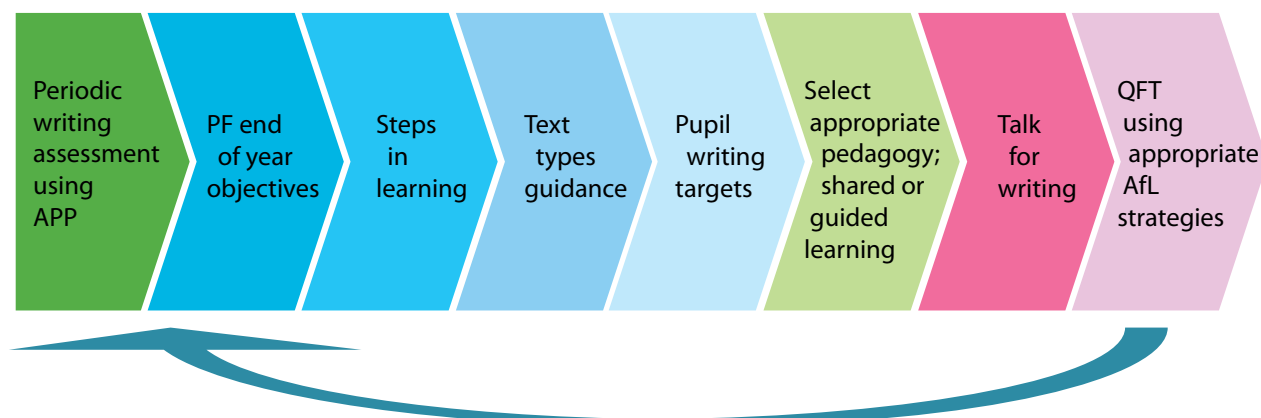
The LTs are provided with support materials to guide their time spent in school. The time line below describes key activities across the year and the focus of each activity.

Leading teacher time line of support

Summer term	Autumn term	Spring term	Summer term
National Strategies briefing for LTs: 1 day LA follow-up meeting	School visits: 2 days per school Cluster meeting 1 day national CPD LA review meeting	School visits: 1 day per school Cluster meeting 1 day national CPD LA review meeting	School visits: 1 day per school Cluster meeting 1 day national CPD

A more detailed time line document is available on the accompanying DVD.

The role of the Primary Framework in pupil progress



The personalised support for schools and teachers offered through ECaW means that Year 3 and Year 4 teachers are effectively guided to use resources and materials that will directly support and extend the teaching and learning for their own class at the point of planning, enabling fast and excellent progress in both planning and learning and teaching approaches. The relationship between assessment, APP and planning from the Primary Framework and its associated resources is clearly demonstrated and made relevant to each class and group of children. This makes explicit the key areas of writing that will impact most directly on progress.

LAs and schools have also developed effective pedagogy for one-to-one intervention in writing, through trialling different models and approaches.

Tuition

All participating schools receive funding for one-to-one tuition for six children across both supported classes. In some schools, this has been three children from Year 3 and three in Year 4, while in others Year 4 was the focus, and tuition was provided for six children in Year 4. The tuition is an additional ten hours of one-to-one support, focusing on achieving pupil writing targets drawn from strands 9, 10 and 11 of the Primary Framework. Each tuition session lasts for one hour and most have generally taken place outside of the school timetabled day, with many taking place as breakfast clubs or after-school sessions.

Children have engaged with and responded positively to the support offered through tuition and most have made significant gains in their writing.

Tuition sequence

This is a typical sequence for an ECaW tuition session in Years 3 and 4.

Introduction The tutor shares the objectives and learning outcomes and gives an overview of the tuition session.
Remember The tutor identifies the prior knowledge on which the session will build, and makes explicit the knowledge, strategies and skills which will be used and developed in the session.
Model The tutor acts as the expert by demonstrating the process to be developed and talking it through.
Try As the child explores the activity independently the tutor observes and interacts with the child carefully, identifying strengths and areas of misconception for attention and discussion. Through the identification of strengths, children build the confidence to review and revise their work.
Apply Children need to see this discussion of their efforts as an essential part of their learning and not criticism of their efforts.
Secure The 'secure' stage is an opportunity to consolidate learning through further practice and through discussion with the tutor.
Review and reflect This final stage invites the child to reflect on the progress made towards the learning objective, the strategies used, and how the skills and knowledge can be applied back in the classroom. Further targets for learning may be set.

Further detailed support materials for tuition are available on the accompanying ECaW DVD. The resources comprise some sample planning for tuition, tutor guidance papers and helpful pupil writer grids, which outline key approaches for tuition depending on a child's current attainment.

All ECaW schools receive extra funding for tuition. This allows six children from Year 3 or Year 4 to receive ten hours of tuition. Children who received tuition made the greatest gains in their writing attainment, with many maintaining more than two sublevels of progress.

'Having tuition as part of ECaW meant that the tuition wasn't going on in isolation. It was part of a package with quality first teaching and guided writing. The LT and lead consultant supported us in choosing the most appropriate children and targets for them to work towards. Two of our teachers were trained as ECaW tutors. They found the CPD useful, and have used some of the materials to consider their whole-class teaching too.'

Headteacher, Slough

Children benefited from more focused whole-class teaching as well as tuition sessions which catered to their specific gaps in learning. The focus of tuition on strands 9, 10 and 11 in the Primary Framework ensured that key concepts and skills that lead to effective writing were embedded.

Parents of children who had received tuition through ECaW noticed changes in their children's attitude and motivation to write, as well as a development in key skills.

'It has helped with his writing, not only his writing but his reading too. He wants to write more, enjoys it. He wants to write at home now.'

Parent of tutored child, Northumberland

How will schools benefit from being part of the ECaW programme?

Schools taking part in the pilot in 2008/09 found the programme had impact on standards of writing in Year 3 and Year 4 classes. Teachers' experience and expertise in the teaching of writing was varied at the beginning of the pilot – some were NQTs, some were in their early years of teaching, while others were experienced teachers. All the teachers involved noted an improvement in the quality of teaching and learning, in particular in developing effective shared and guided writing. Teachers valued the opportunity to work collaboratively with a peer.

'Being part of ECaW has really helped me to focus my teaching. The LT has really helped me to amend my planning, to personalise it to the needs of the children in my class. That has led to much more progress in their writing.'

Year 4 class teacher, Northumberland

Through ECaW, Year 3 and Year 4 teachers receive the tailored support of an LT to use the Primary Framework effectively, drawing on the text type guidance, pupil writing targets and Steps in learning. Because the LT is working one-to-one with class teachers, they can work flexibly, focusing on precision intervention to meet the specific needs of the teacher and children.

'One of the biggest benefits to the programme was having the time to really talk and reflect on your classroom practice. You don't get time normally to talk in depth about your children's progress and learning.'

Year 3 class teacher, Derbyshire

Through ECaW, teachers are released and work alongside LTs. Class teachers will also be invited to national CPD events as well as LA CPD. The work with the LTs ensures that key messages from CPD can be successfully implemented.

'ECaW has been one-to-one tuition for my teachers.'

Headteacher, Slough

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ECaW in practice – case studies

Dot's case study: working as a leading teacher (LT) in Every Child a Writer (ECaW)

Written by an LT who attended four national CPD events and developed her role as an LT in her own school and two other schools. Dot worked closely with six Year 3 and Year 4 teachers to develop effective writing pedagogies, putting into practice the key strategies within the Support for Writing materials.

Teaching history

I work as an AST (Advanced Skills Teacher) in Derbyshire County Council and currently teach in a Year 6 class. My role as literacy subject leader later developed into the role of AST in the local authority (LA), which involved working directly with members of leadership teams and literacy subject leaders in a number of schools.

I later found this experience to be integral to my role as an LT in ECaW.

School context

The school I work in is a smaller than average junior school that serves an ex-mining community in Derbyshire. Virtually all children come from a white English background, speaking English at home. The school has an average proportion of children eligible for free school meals. The proportion of children with learning difficulties and disabilities is above average. There is a bigger proportion than nationally with special educational needs (SEN).

Children join in Year 3 from one main feeder school, but a proportion from further afield start at times other than the start of the academic year. Children in Year 3 currently come in with standards in line with those generally expected within their age group.

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Previous experience in improving writing

My work as literacy subject leader in my own school was a challenging role. The main task was to raise the standards of writing, not only in Year 6 but across the school. With the introduction of the renewed Literacy Framework and an influx of new staff, the action plan focused on clear planning, appropriate cross-curricular links, Assessment for Learning and allowing children to be clear about their place in their own learning journeys.

The impact of this work resulted in higher than national average Key Stage 2 results, an increase in boys' writing at level 5 and a revised and successful whole-school approach to guided reading and writing.

The role of the leading teacher within ECaW: the aims

The main role as an LT in ECaW is to support and develop teacher knowledge in writing. Demonstrating effective practice, through modelling and discussion, in assessment, planning and teaching is a crucial element of the role. Working in both your own school and two others with Year 3/4 colleagues on a regular basis helps to build the confidence and experience of not only those colleagues but also those of the LT. My knowledge and understanding of the Primary Framework, APP and the effective use of guided writing has increased rapidly. This has also resulted in development in the school as a whole as I have been able to take back valuable information into my planning and develop CPD for the whole school.

My initial thoughts and experiences

Becoming an LT for a number of schools initially seemed quite challenging as I had yet to gain a wider knowledge of the ECaW project itself. After meeting with our lead consultant and working alongside fellow LTs, the concerns quickly faded. We were able to talk through the project thoroughly and set clear targets and time lines that we could all follow at a speed that could fit the needs of our own schools and diaries. The use of the time line was extremely useful as it gave me an opportunity to manage my time and workload with ECaW in mind. It was important that I was able to lead ECaW effectively, as well as complete my own roles and responsibilities in my own school, and this was an initial concern of mine – how could I fit it all in? Using my allocated time and being clear with class teachers on next steps benefited the whole process. We were able to keep on track and be clear on expectations following all tiers of the project.

My main actions and activities

At the beginning of the year the initial meetings with each school were the priority. To meet with each class teacher on a one-to-one basis, getting to know them and their teaching and learning styles was crucial to start the ECaW journey together. Early classroom visits were extremely useful to gauge next steps and starting points with each teacher individually. When working with the colleagues in my own school, I initially felt I would be able to communicate with them quickly and frequently regarding ECaW, but this was actually not always the case. Setting the same goals and targets for your own school is useful – modelling to allow your colleagues to take ownership of their role in ECaW and allow the opportunity for colleagues to liaise with the headteacher with regards to decisions made. The use of guided writing was key here – was it being used? If so, was it being used effectively with a clear purpose?

Building the professional relationship with the class teacher was as fundamental as reviewing and discussing current planning, teaching and assessment procedures, as this is ongoing through each term.

Helping class teachers to identify children for one-to-one tuition was also a major role in the first term. Using school assessment data, teacher knowledge and awareness of the support that each child would receive from home were key discussion points at this time. This discussion was followed by work scrutiny of identified children for one-to-one tuition, assessing their writing with APP and setting pupil writing targets (from the Support for Writing materials) on the Individual Tuition Plans (ITPs).



Planning, arranging and delivering cluster meetings remained a main responsibility every term. When planning the cluster meetings I found it important to be flexible and selective when using the support materials to lead each cluster. It was important that I tailored the cluster meetings to meet the needs of the teachers I was working with. For example, as each school had attended LA training on APP, we felt we wanted to concentrate on using the APP judgements to set writing targets both for ITPs and planning for guided writing.

Attending LA reviews and national CPD events was useful in many ways. I was able to clarify to myself that I was 'doing the right thing'; we were able to share our own experiences, receive updates and pass on valuable resources that we had picked up on our ECaW travels. Regular newsletters were also key to the update of relevant and important news related to ECaW.

Informing headteachers is also key to the whole ECaW process. In the schools I worked with, headteachers made time to meet with me and Year 3/4 class teachers to discuss the progress of children, both in class and in one-to-one tuition.

Impact on pupil attainment in my own school

All three tiers of the ECaW programme have made a positive impact in my own school, not only for the colleagues in Years 3 and 4 but also for the school as a whole. The Support for Writing materials: pupil writing targets, text type guidance, steps in learning and pedagogy examples, have all been included in both planning and staff meetings in all year groups. Using the increased confidence of the class teachers involved in ECaW was also beneficial to the effective implementation of these materials back in school. They were able to speak from experience about the use of these resources and show how they had worked in practice. This was a powerful way for class teachers to embed the ECaW strategies into the whole school. This resulted in individual impact regarding pupil attainment, more obviously with the children receiving one-to-one tuition in Years 3 and 4, but also with those receiving quality first teaching through whole-class and guided sessions. In Year 3, 79 per cent of children in the class made at least one sublevel progress in writing during the spring term and in Year 4, the figure was 75 per cent.

Impact on pupil attainment in my supported schools

There has been a noticeable development in all teachers' practice, particularly in producing clearly defined planning – using pupil writing targets, for example. The use of APP has also been highly beneficial to the ECaW schools. In one of the supported schools I have led a whole-school staff meeting on the use of APP and pupil writing targets. Three of the Year 3/4 teachers in my cluster joined me in delivering this and confidently showed their own knowledge and awareness of the key use of APP and the pupil writing targets involved in the ECaW process. This clearly demonstrates their increased confidence and expertise as well as the collaborative relationships the three schools developed over the year.

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Impact on my own professional development

My role as LT within ECaW has provided me with many opportunities. I have been able to work alongside colleagues in my own school in more detail regarding writing, using a clear outline of aims and expectations. Working as an LT has provided me with the chance to work in other schools with colleagues and report to members of senior leadership teams and headteachers. I have learnt to deal with circumstances which others may find challenging by guiding and helping others to find solutions and ways to deal with the situation effectively.

My role as literacy subject leader in my own school has also developed during this time. I have gained a wider range of skills and knowledge that I have been able to take back into my own school and use to develop and expand on our current literacy development plans. It has been an incredibly rewarding year and I look forward to continuing my role in ECaW next year.

Katie's case study: working as a class teacher in Every Child a Writer (ECaW)

Written by a class teacher who received support from a leading teacher (LT) to develop effective pedagogies, putting into practice the key strategies within the Support for Writing materials.

The school context

I have been teaching Year 3 in this school for two years. It is a very large school, located in an area of social and economic disadvantage. The number of children in the school who have learning difficulties and with statements of special educational needs (SEN) is in line with national averages.

The class

The class of 28 mixed-ability children contains one child with a statement of SEN and six children who have Individual Education Plans at School Action Plus. While in Year 2, there were eight in-year admissions and 30 per cent of the class entered Year 3 below level 2 in writing. Eight children in the class are supported by the behaviour support team within school. The six children in the guided writing group featured range from high level 1 to high level 2 writers. One child in the group is hearing-impaired and has support from the school's behaviour support team.

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The class teacher's role within ECaW

With the LT I have been focusing on the use of Assessing Pupils' Progress (APP) to both assess writing and identify the learning needs of the children. The LT introduced me to the pupil writing targets on the Primary Framework site and these have been very useful in focusing the guided writing groups and identifying appropriate targets for the Individual Tuition Plans (ITPs).

The termly cluster meetings were a valuable opportunity to share good practice with other Year 3 and Year 4 teachers, and it was helpful to watch and discuss the Year 3 Improving Writing DVD. This was a useful model when I was planning guided writing sessions with my own class.

My confidence in teaching literacy has increased substantially through this programme. I feel that planning is now more focused around children's needs and their next steps and my guided writing sessions, in particular, are more effective as a result of the ECaW programme.

ECaW and the input from the LT have had a great impact on my own expertise, classroom practice and the children's attainment in writing. I am more confident in planning and teaching and all the children are now more enthusiastic writers. It has also had a knock-on effect on other subjects, as I'm finding my confidence in assessing and planning writing has also led to further confidence and understanding across all subject areas.

Developing a unit, using the Support for Writing materials

I referred to the exemplar unit from the Primary Framework – Narrative Unit 3: Adventure. As well as carefully selecting the objectives appropriate to the unit and the class, the LT and I considered the assessment information from a number of children, using the APP writing guidelines. We also considered the evidence from the previous narrative unit, Myths and legends. Using the text type guidance on narrative writing – Adventure, I was able to see that the children were structuring their writing effectively. However, they were not yet using descriptive language appropriate to adventure narrative as described in the unit:

Description adds to the sense of adventure by heightening the reader's awareness, e.g. a sense of potential danger (The cliffs were high and jagged ...) or dropping clues to encourage involvement through prediction (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...). Language usually has a cinematic quality, with powerful, evocative vocabulary and strong, varied verbs for action scenes. (He leaped from his horse, charged into the banquet hall and hurtled himself onto the table where the prince was devouring a chicken.)

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So we planned together a series of lessons to support their language development and, in particular, language to heighten the reader's awareness to the sense of adventure.

The children often find it difficult to think of effective language. They have limited vocabulary in their own spoken language and do not have an extensive knowledge of story language to draw from. So, as well as using high-quality adventure texts from which we can take effective language, I also wanted the children to gain some first-hand experience.

In our locality there is a small wood, which we visited to take photos, record DVD footage, and collect effective verbs, nouns and adjectives. This gave the children the opportunity to use their senses as well as their imaginations. (See the teacher's planning at the end of this case study.)

Developing guided writing

Developing my teaching of guided writing has been a core part of the ECaW programme. I have always taught guided writing, but in the past it has simply been an extension of the whole-class lesson. Through ECaW I have developed a more focused approach towards guided writing sessions. With the LT, I have referred to examples in the pedagogy papers and the classroom examples in the Steps In Learning. These have given me ideas for teaching strategies within guided writing and supported my planning. I have also used the pupil writing targets to identify the appropriate focus for a series of guided writing sessions – referring to the APP guidelines to help identify next steps for the children.

The LT planned a visit part way through the third week of the unit. This would be during the writing phase of the teaching sequence, so I asked her to support the planning of the guided writing session within this lesson. I also asked her to sit in on the session so that we could work together in using APP across the session.

Having looked at a range of children's writing, we recognised that the children had met the 2a target for strand 9: *Select and use vocabulary appropriate to different text types*, so the guided writing session would be focused around the 3a target: *Use specific vocabulary, varying nouns, verbs and adjectives*. We identified six children with similar needs to form the guided writing group for the session.

The whole class were going to be improving a paragraph in their adventure stories, focusing on the nouns, verbs and adjectives to build a vivid picture for the reader. Without scaffolded support, the six children we focused on would be unlikely to succeed in this activity, so a guided session would be essential to ensure they met their target. We planned a session that included paired talk and whiteboards to encourage the children to redraft their sentences and think critically about the words they chose.

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Following the lesson we discussed the progress the children had made. Overall, we were pleased with the progress, but we still felt the children needed to consolidate their use of language and think more carefully about the impact their language may have on the reader. They still found it difficult to generate vocabulary, so continued use of the resources from the walk – the DVD, photos, etc. in paired discussion was necessary. As the unit developed, we thought about the setting at a different time of day – when darkness falls – so role-play and hotseating work with this group will also support their language development. We were also able to see evidence that Ryan had fulfilled one of the targets on his ITP. This will be discussed in more detail with Ryan's tutor and parents as we review his ITP.

Reflection

My knowledge of writing levels, APP standards files and the Support for Writing materials has led to a greater awareness of level descriptions and what constitutes a level 2 or 3 writer. This has led to more effective planning and targeted intervention. I am now able to adapt my planning to meet the needs of children across all ability groups in my class.

The level of pupil writing in my class has improved greatly. Out of the 28 children in my class, 16 children have improved by two sublevels or more during the spring term. All children have improved by at least one sublevel. The overall percentage of children achieving a high level 2+ has gone from 18 per cent to 25 per cent across the spring term. I am expecting continued improvement across the summer term.

Because of the confidence and expertise I have gained through ECaW, I am able to lead the development of APP and writing across the school with my subject leader. I have shared the Support for Writing materials with colleagues and supported them to develop their planning – particularly in guided writing.

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Example of Katie's Year 3 literacy planning

Unit		Term		Dates	
Narrative Unit 3: Adventure (before Easter break) and Mystery (after break)		Spring 2.2-2.6			
1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition	6. Word structure and spelling
		3. Use the language of possibility to investigate and reflect on feelings, behaviour or relationships.	2. Use some drama strategies to explore stories or issues.	See Letters and Sounds Planning	
7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
1. Infer characters' feelings in fiction and consequences in logical explanations. 2. Explore how different texts appeal to readers using varied sentence structures and descriptive language.	1. Share and compare reasons for reading preferences, extending the range of books read. 2. Empathise with characters and debate moral dilemmas portrayed in texts. 3. Identify features that writers use to provoke readers' reactions.	1. Make decisions about form and purpose, identify success criteria and use them to evaluate their writing. 2. Use beginning, middle and end/the five narrative paragraphs to write narratives which are sequenced logically and conflicts resolved. 3. Select and use a range of technical and descriptive vocabulary.	1. Signal sequence, place and time to give coherence. 2. Group related materials into paragraphs.	1. Show relationships of time, reason and cause through subordination and connectives. 2. Compose sentences using adjectives, verbs and nouns for precision, clarity and impact. 3. Clarify meaning through the use of exclamation marks and speech marks.	1. Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.
Ongoing objectives		Issues arising from previous planning evaluations		Other comments/issues	
12.1		Use of connectives to join and extend sentences continues to be a weakness throughout the group in narrative structures.			

Week 3

Obj	Shared reading/writing	Word/sentence/text	HA	Independent MA	Independent LMA	Independent LA	Independent SEN	Plenary	Success criteria
M	<p>CT to invite children to recall some of the key features typical of adventure stories: What features do the best adventure stories have? CT to present a range of statements for children to sort into groups: key features vs not: mix into the literacy cooking pot, creating a recipe for the perfect adventure story – display for use on the working wall to be used as class-led success criteria:</p> <p>A likeable main character/hero</p> <ul style="list-style-type: none"> ● <i>Possibly a 'bad' character</i> ● <i>Fast-moving action</i> ● <i>Exciting – high-impact resolution</i> ● <i>Chronological</i> ● <i>Hint at danger to get the reader predicting something bad is about to happen</i> ● <i>Build tension in waves: one problem after another with accelerating drama</i> ● <i>Setting with potential drama or threat</i> ● <i>Building suspense through descriptive and effective language choices, e.g. palms begin to sweat, etc. – show something scary is happening through the description and the impact on the character</i> ● <i>Note transition between author and character: use of dialogue by character: the blend of action and dialogue</i> ● <i>Short sentences to create drama but a mixture of complex and compound too</i> ● <i>Punctuation for effect</i> ● <i>Cliffhangers to end chapters</i> <p>CT to perform Boxing Clever, using three problems:</p> <ol style="list-style-type: none"> 1. When? – Recently... 2. Who? – Consider appearance, personality, etc. 3. Where? – Sights, sounds, smells, feelings, etc. 4. Where next? Why? – Blank sheet for children to consider possibilities 	<p>Independent</p> <p>Children to work independently to perform Boxing Clever and create an adventure story.</p> <p>Children to record own planning sheet for adventure story created.</p>	<p>CT</p> <p>Children to work in mixed-ability pairs to perform Boxing Clever and create an adventure story.</p> <p>CT to support between groups, using questioning to scaffold talk for writing and the use of language to support writing.</p> <p>Children to record own planning sheet for adventure story created.</p>	<p>Faye</p> <p>As a group, perform Boxing Clever – adults to lead and encourage talk for writing: make decisions about character's personality, sights, smells and sounds in a setting, etc.</p> <p>Afterwards, record in a narrative planning sheet: to be photocopied for use in tomorrow's session.</p> <p>Children to lead the recording of planning: note format only.</p>	<p>DP and HM</p> <p>As a group, perform Boxing Clever – adults to lead and encourage talk for writing: make decisions about character's personality, sights, smells and sounds in a setting etc.</p> <p>Afterwards, record in a narrative planning sheet: to be photocopied for use in tomorrow's session.</p> <p>Children to lead the recording of planning: note format only.</p>	<p>Share story orally with peer and child in another class: see below.</p>	<p>Children will use what they have learnt about adventure stories to plan their own story using key features (as left). Children will be able to orally tell story to peers and children in another class.</p>		

Obj	Shared reading/writing	Word/sentence/text	HA	Independent MA	Independent LMA	Independent LA	Independent SEN	Plenary	Success criteria
	<p>Consider where they travel through:</p> <p>5. What goes wrong? Who helps?</p> <p>6. What goes wrong? Who helps?</p> <p>7. What goes wrong? Who helps?</p> <p>8. Where last? (As where next) Feelings?</p> <p>(HM to record notes on planning sheet throughout.) CT to invite children to add to the planner.</p>								
After break		<p>CT to introduce the concept of 'story strings': explain how to build. CT to model creating a story string for the class adventure story, inviting children to help select objects. CT to retell the class story, using the exemplar story string.</p>					<p>All children to create their own story strings for the adventure story they have created. Be prepared to use this to retell their story:</p> <ul style="list-style-type: none"> ● initially to a peer ● then to a child in another class. 		
(PM)	<p>CT to invite children to recall the recipe for the perfect adventure story: explain that these could be used as a set of success criteria when writing out adventure stories today. CT to recall class story using story string: retell the story to the class, modelling using a variety of adventurous vocabulary.</p> <p>Modelled and shared writing: CT to model writing up the start of the class story on the interactive whiteboard, continually referring to the working wall for language choices and the recipe created, which is based on a list of the key features of adventure stories. CT to invite children to continue writing up the story: feeding in to the write-up in response to directed questioning from the CT, and writing up sentences for a specific part of the story in mixed-ability groups on mini-whiteboards. CT to focus on language choices, connectives and creating suspense: refer to suspense planner from last week.</p>								
T	<p>CT to share with the children the complete class adventure story created in yesterday's session. CT and TA to model discussing the story. TA to present three questions to the CT, e.g.</p> <ul style="list-style-type: none"> ● How did your main character feel when X (a specific problem) occurred? ● What was the first setting like? ● What did the main character think of (another character)? <p>Children to orally retell their story to another child using their story string. 'Listener' to respond with three questions about the story: inviting the writer to think more carefully about their story. Change places and repeat. (Adults to support between groups.)</p> <p>CT to invite children to recall the recipe for the perfect adventure story: explain that this could be used as a set of success criteria when writing out adventure stories today: display appropriately.</p>						<p>CT to guide children through all sections of the story-writing process, pausing for breaks between each paragraph and modelling how to set work out ensuring paragraphing is accurate:</p> <p>Paragraph 1: When? Who? Where?</p> <p>Paragraph 2: Where next? Why?</p> <p>Paragraphs 3-4: What goes wrong? x3 Who helps? How?</p> <p>Paragraph 5: Where last? Feelings?</p> <p>Plenary: CT to model using the success criteria (in the form of a checklist) to self-assess the class story, inviting children to support. Invite children to suggest one potential improvement, using what was identified by the checklist. Adults to support children to self-assess their adventure story according to the checklist of key features identified. Children to suggest their own potential improvement: note and record on text.</p>	<p>Children will use what they have learnt about adventure stories to write up their own story using key features.</p>	

<p>Th 11.2</p> <p>CT to invite children to refer back to the exercise performed in Monday's session to create our adventure stories, and the story strings created as a method of planning.</p> <p>CT to invite one child to retell their story to the class, using the story strings to revise the structure of adventure stories. Pause throughout using a remote: invite child to elaborate on their story – 'What can the character see at a particular point? How would they feel?' etc.</p> <p>CT to invite other children to ask questions and invite child to elaborate on their story. CT to encourage children to 'steal' language and ideas.</p> <p>CT to introduce the objective – Can I improve the first paragraph in my adventure story, focusing upon using specific language to set the scene?</p> <p>Key question: What types of words are effective in building a vivid description? Adjectives: discuss what these are, collecting a few potential ideas on the working wall. Verbs/adverbials – to consider how to move through that area.</p> <p>CT to encourage children to think back to their trip yesterday: refer to the objects collected, photographs captured on the working wall and the 'smells' bag. Revisit the setting by playing the DVD on the interactive whiteboard.</p> <p>CT to provide children with five minutes talk time in mixed-ability pairs and groups to collect adjectives (and other language if it arises) to describe the setting, namely adjectives and interesting nouns. CT to collect as a class and note key descriptions down on working wall for use in the session.</p> <p>Modelled and shared writing activity: CT to refer back to the objective for the session: to improve the setting description in our adventure story, focusing upon specific sentences and considering sights, sounds, smells and atmosphere. CT to present a text on the interactive whiteboard. Invite children to highlight the sentences that could be improved. Initially begin by modelling how to improve the text, choosing one of the highlighted sentences, focusing upon including adjectives and specific language. Move towards inviting children to feed into the improvement process. CT to present one sentence for the children to improve: encourage children to work in mixed-ability pairs to improve one sentence on mini-whiteboards. Feedback examples as a class orally. Reread the description and discuss as a class whether it is an improvement.</p>	<p>Independent HA – MA Children to refer back to their own writing, identifying own sentences (HA) or those highlighted by the CT (MA) to improve – focusing upon: 'Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader.' Extension task: CT to present an image of the setting used in the story at night-time. Children to consider a change in the setting. Annotate the picture considering: sights, sounds, smells, feelings, atmosphere, etc. Faye to encourage children to discuss the effect the change in time and atmosphere will have on the main character.</p>	<p>Independent LMA Guided writing with the CT Dot to support Revisit main input again: present objective specific to guided writing group – 'Use specific vocabulary, varying nouns, verbs and adjectives': Make a list of nouns, verbs and adjectives that could be used to describe the setting of the woods: list on the working wall – ensure these are more specific to the text type and objective. (Use objects and photographs – and film? – to support.) CT to present a sentence on the whiteboard – invite children to discuss how this could be improved, selecting specific vocabulary, varying nouns, verbs and adjectives. Collect oral ideas before inviting children to compare new ideas with the original sentence. CT to have selected sentences for improvement in children's work. Children to read and consider how each sentence could be improved – share with partner to support decisions. Construct new sentences on mini-whiteboards. CT to support. Record on sticky notes and add to adventure story.</p>	<p>Independent LA Children to refer back to their own writing, identifying sentences highlighted by the CT to improve – focusing upon: 'Select and use vocabulary appropriate to different text types': Use a bank of 'wood' words to support improvement. Children to discuss choices with Debbie, considering the best choices to improve their text.</p>	<p>Independent SEN As a group, use the wood and riverbank setting box to discuss the setting, thinking about sights, sounds, smells and atmosphere: note ideas and words on the working wall. TA to support children to improve at least their sentences, using some of the words collated as a group: make changes on whiteboard, discussing with the TA before writing up on to a sticky note. Present both choices to the group and respond to improvements: TA to model positive reinforcement.</p>	<p>Success criteria</p>
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		Plenary				
		<p>CT to present a picture of the setting as in the story: in the daytime. CT to ask children to speedily feed back aspects of the atmosphere and setting.</p> <p>CT to present a picture of the setting at night-time on a notebook document (possibly with a child from the classroom inserted in photo format). Discuss how throughout the adventure, time will pass and invite children to consider the impact this might have on a character. Compare and contrast both pictures. Consider sights, sounds, smells, atmosphere, etc.</p> <p>Note: Consider potential dangers, to heighten the reader's awareness by adding description, e.g. <i>the trees were high and overpowering</i>. Support children to get the reader's imagination going, <i>something crossed the moonlight</i>. Link back to the suspense planners created last week. Look to build tension by dropping clues.</p>				
F 4.2	<p>Perform Boxing Clever to create a class story in night-time setting: (male main character to support drama activity for LMA –LA).</p> <p>For each question answered, CT to invite children to elaborate on the focus for that question, e.g.</p> <ol style="list-style-type: none"> When? Who? – Appearance: hair, clothes, eyes, personality, how moves, stance, etc. Where? See? Smell? Feel? Atmosphere? Taste? Touch? Where next? Why? <p>THROUGH: See? Smell? Feel? Atmosphere? Taste? Touch? How move?</p> <p>Record 'what you need to know' as a record for reference throughout writing process on coloured cards according to the paragraph for that question, e.g. When? Where? Who? all in one colour, Where next? Why? in another.</p> <p>Peg images along working wall for reference throughout.</p> <p>Create story through discussion and drama activities to shape characters, settings and events – e.g. children to imagine they are that character in the setting; pause using television remote and discuss feelings, atmosphere, next steps, smells, sights, etc. Children to sit back to back, one in the role of the main character, the other as the 'who helps?' character: 30 seconds to say as much about 'yourself' as possible, swap, then feed back to another pair. (S+L opportunities.)</p>	<p>Independent HA</p> <p>Level 3c+ Strand 9 Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader.</p> <p>Guided writing – write up story in text format with CT on the interactive whiteboard. Children to work in pairs using mini-whiteboards to support CT.</p>	<p>Independent MA</p> <p>Level 3c Strand 9 Use specific vocabulary, varying nouns, verbs and adjectives. Apply what they know about form and purpose to decide what will make their writing effective.</p> <p>Create a detailed planner for the class story using the school's story structure. Extension task: Use a picture of the character and of the setting – make notes around the outside to describe using full sentences. Collect for support with the planning process.</p>	<p>Independent LMA</p> <p>Faye Work as a group to plan, form and prepare to present a drama production of the class adventure story, ensuring sufficient detail is provided and the text is completed in the correct format. Children can play roles of trees, rivers, animals, etc.</p> <p>Plenary LMA – LA to share drama production with whole class: Faye to model pausing throughout to discuss characters' feelings, potential next steps, sights, smells, etc. Children to also be encouraged to discuss events and ask questions of characters.</p>	<p>Independent SEN/SSSEN</p> <p>Level 1b Strand 11 Be able to say and write a simple sentence independently. Use capital letters and full stops when punctuating a simple sentence. Strand 9 Choose appropriate and interesting words for writing from a word bank).</p> <p>Order a set of images from the story: orally retell the story as a group. Begin to write at least one sentence under each picture on mini-whiteboards: then copy up into books. Word bank available. Focus: children to reread the sentence to an adult. Does it make sense? Could it be improved? Does it have a full stop and capital letter? Supported by DP and HM.</p>	<p>Success criteria</p> <p>Children will begin to put into practice what they have personally identified through guided and shared reading about the structure and language features typical of adventure stories, with some support, in a written format. They will follow a planning format identified through reading to plan and write their own text</p>

Joanne's case study: working as a leading teacher (LT) in Every Child a Writer (ECaW)

Written by a local authority (LA) leading teacher, who attended four national CPD events and developed her role as an LT in her own school and two other schools. The teacher worked closely with six Year 3 and Year 4 teachers to develop effective writing pedagogies, putting into practice the key strategies within the Support for Writing materials.

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The school context

This first school is situated within an area which, in terms of multiple deprivation, is among the lowest five per cent nationally. The school is ranked 186 out of 196 within the LA. However, children come from a wide range of backgrounds; the free school meal rate is 24.8 per cent. The school serves a close-knit ex-mining community; the support for the school is strong. There are 172 children in the school and a further 52 in a nursery who are taught on a part-time basis. Fifteen per cent of children are on the special educational needs (SEN) list and six children have a statement of SEN. There are seven children from ethnic minorities and one child has English as an additional language. On entry to nursery, children's attainment is low, particularly in crucial areas of CLLD and numeracy. Many children have very poor speech and language skills. Children make very good progress throughout the school; standards of achievement are consistently high at Key Stage 1 and these standards are maintained and developed throughout Years 3 and 4.

Teaching history

I have worked in the LA for five years and have been employed in my current school for three years. I have worked in Key Stage 1 and Key Stage 2 and at present am a Year 2 class teacher and the school's

Primary Strategy manager, coordinating both literacy and numeracy. I began as an LT two years ago, first supporting the implementation of the renewed Framework, then working as an ECaW LT, developing effective writing pedagogies, such as identifying gaps in learning, then planning appropriate guided sessions to address these gaps.

Aims of the programme

The overall aim of the ECaW project is to ensure accelerated progress for children who may not, without additional support, make expected progress for children of their age.

Initial thoughts

On hearing about the ECaW programme, my immediate impression was that this was an exciting and positive step towards raising standards in writing. I recognised that children and colleagues within my own school would benefit from the opportunities that the programme provides. This enthusiasm was then transferred to the other schools in which I also had a supporting role.

The first task in schools was to meet each teacher who was involved in the ECaW project. Then pupil tracking was analysed to decide on a target group of children who would benefit from the focus of extra guided writing sessions. Working closely with each teacher, Assessing Pupils' Progress (APP) was used to assess the target children and find their gaps in learning. A unit of work was then planned using the teaching sequence and Support for Writing materials. Tailored guided writing sessions were added based on gaps in learning previously identified and the context of the unit.

Leading teacher support Year 3 class in leading teacher school

Meeting 1 – spring term

At the first meeting, class tracking was analysed to review the progress of the whole class. We identified a group of underperforming children who were not making expected progress and would not achieve a high level 2 at the end of the year. Each child within the group was then assessed using APP writing guidelines to determine their strengths and the gaps in their learning.

Gaps in AF3 (Organise and present whole texts effectively, sequencing and structuring information, ideas and events) and AF4 (Construct paragraphs and use cohesion within and between paragraphs) were common within the group. This linked to strand 10 of the Primary Literacy Framework: Text structure and organisation. I then supported the class teacher to choose and set an appropriate pupil writing target – Demonstrate clear sections in different forms of writing.

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Next the class teacher and I worked together to plan a three-week block of lessons around Unit 4 – Authors and letters. I supported the class teacher to use the teaching sequence and the Support for Writing materials from the Primary Framework. I discussed with the class teacher the importance of using guided writing sessions to bridge gaps in learning and how this could now be achieved within her class as she could now clearly see from the APP sheets what her children needed to move forward. As a result tailored guided writing sessions were then planned and added to the unit. It was agreed that I would come in to the class to support the teacher in a literacy session, focusing on the delivery of one of the guided writing sessions (context – writing a book review). Finally, the delivery of the session was discussed and orally planned.

Meeting 2

Both the class teacher and I delivered the guided writing session. To begin, the class teacher reviewed with the children their targets then discussed the success criteria for the session. Children worked with talk partners to discuss, record and then feed back the sections that are required in a book review. I then discussed with the group what each section should include and the children worked in pairs to record their ideas for each section.

This was supported by the class teacher and myself. The class teacher then modelled how to write one of the sections of a book review and the children used this as a guide to base their own writing around. Finally, learning outcomes and targets were reviewed. Overall, the session was successful in addressing the gaps in the children's learning and the children made the expected progress.

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After the joint teaching session, the class teacher and I met to review pupil progress and discuss the next steps in learning. It was agreed that the children would benefit by applying the skills learned within the guided writing session in other contexts and then move on to paragraphing.

Impact and professional development

After analysis of whole-school tracking and individual APP sheets the overall impact of the ECaW programme has been very positive and successful in raising writing standards. Most children have made accelerated progress and are now on track to attain the level expected for their age. Of children in Year 3, 50 per cent have made one or more sublevels of progress in the spring term alone and in Year 4 this number is 73 per cent. Additional progress is anticipated and expected in the summer term. Teachers are more confident in assessing their children's attainment; gaps in children's learning are now successfully being addressed and planning is more specific to children's needs. Additionally, children who have received one-to-one tuition are able to transfer and apply skills taught in tuition sessions to whole-class literacy sessions and across the curriculum.

Being involved within the ECaW program has impacted hugely on my CPD. It has improved my subject knowledge and developed my awareness of effective writing pedagogies. I have more confidence in assessing children's writing. I have also developed my leadership skills such as working with peers in a supportive, coaching role.

Katy's case study: working as a class teacher in Every Child a Writer (ECaW)

Written by a class teacher who received support from a leading teacher (LT) to develop effective pedagogies, putting into practice the key strategies within the Support for Writing materials.

Teaching history

I have worked for the local authority (LA) for one year as a newly qualified teacher and currently teach a mixed-aged Year 3/4 class and a lower-attaining Year 3 set for mathematics and literacy.

The school context

This first school is situated within an area which, in terms of multiple deprivation, is among the lowest five per cent nationally. The school is ranked 186 out of 196 within the LA. However, children come from a wide range of backgrounds; the free school meal rate is 25 per cent. The school serves a close-knit ex-mining community; the support for the school is strong.

There are 172 children in the school and a further 52 in a nursery who are taught on a part-time basis. Fifteen per cent of children are on the special educational needs (SEN) list and six children have a statement of SEN. There are seven children from ethnic minorities and one child has English as an additional language. On entry to nursery children's attainment is low, particularly in crucial areas of CCLD and numeracy. Many children have very poor speech and language skills. Children make very good progress throughout the school; standards of achievement are consistently high at Key Stage 1 and these standards are maintained and developed throughout Years 3 and 4. The school ethos is a strength of the school, with an aim for all children to achieve highly, both academically and socially, and the belief that this needs to be underpinned by a supportive, caring and nurturing approach.

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The class

The class of 21 lower-attaining Year 3 children is made up of nine girls and 11 boys. Five children have an Individual Educational Plan (IEP) within the school and two children have a statement of SEN. None of the children has English as an additional language.

The guided writing group

The group consisted of five children (three boys and two girls) who began Year 3 at a low level 2 for writing. It had been recognised that the children might not make the expected two sublevels progress without additional support. One child has an IEP for speech and language, and another for basic literacy skills.

The class teacher's role within ECaW

On hearing about the programme, I was enthusiastic, recognising that the project would provide further support to help children progress and achieve. It is essential to recognise the need to highlight individual gaps in learning and take a flexible approach in class to ensure that these needs are met as appropriate. My experiences of guided sessions focused on the need to raise attainment in reading and I felt that focused guided writing sessions could be equally effective in improving children's writing. Initial experiences proved that an adaptable approach was essential to ensure that children gained the necessary skills to move them forward.

Children in class were grouped by ability, however, grouping was flexible so that within the class, and for different units of work, children would receive appropriate guided sessions that focused on their specific needs. After analysing tracking I identified a group of children who were underperforming and children who would benefit from one-to-one tuition. With support from the LT, I then assessed the target children's writing using Assessing Pupils' Progress (APP) guidelines and used this information to identify gaps in learning and the individual needs of each child.

Thorough planning was crucial to recognise where guided sessions would best fit in within a unit of work. I would first look at the unit overview and would identify the pupil writing targets for the appropriate strands. The unit was then planned using the teaching sequence and Support for Writing materials, and tailored guided writing sessions were planned based on gaps in learning and the context of the unit. These sessions were taught within the literacy lesson and pupil progress was reviewed; planning was adapted as necessary and APP records were updated.

Regular meetings were held between the LT and myself to discuss and review progress of target children.

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The children responded very well to guided writing and quickly adapted to the flexible approach that was needed to ensure that individual children's needs were met. I have become more confident at highlighting gaps in individual children's learning and addressing these needs through planning and delivery of guided sessions.

Developing a unit, using Support for Writing materials (Year 3 – Narrative Unit 4: Authors and letters)

Key objectives for the unit

1. Speaking

- Sustain conversation, explain or give reasons for their views or choices

3. Group discussion and interaction

- Use talk to organise roles and action
- Actively include and respond to all members of the group

7. Understanding and interpreting texts

- Explore how different texts appeal to readers using varied sentence structures and descriptive language

8. Engaging with and responding to texts

- Share and compare reasons for reading preferences, extending the range of books read
- Identify features that writers use to provoke readers' reactions

9. Creating and shaping texts

- Use layout, format, graphics and illustrations for different purposes

10. Text structure and organisation

- Group related material into paragraphs

11. Sentence structure and punctuation

- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact

12. Presentation

- Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
- Develop accuracy and speed when using keyboard skills to type, edit and re-draft

Phase 1

Anne Fine was chosen as a significant author, and examples of her work were read to understand the range and style of her writing. The author was chosen as a writer of contemporary fiction using text type guidance; the teacher felt that the children would enjoy the books because they featured familiar settings and could therefore reflect children's own experiences. Children discussed the main features of her stories and gave opinions about the texts that had been read; they were encouraged to give reasons for their decisions to develop their understanding of personal preference and how authors provoke different reactions with their choice of language. Using APP, gaps were identified in AF6 – Write with technical accuracy and punctuation in phrases, clauses and sentences. All the children needed to secure their use of question marks, so children composed a set of questions about Anne Fine, which they researched using the internet.

I introduced the children to book reviews and their features, focusing on the language used. The children created success criteria for a good book review and orally reviewed one of the books that had been read. After planning a review they wrote a book review following the structure created in the whole-class session. Strand 10: *Steps in learning material, text structure and organisation*, suggests that by Year 2 children should be able to organise whole texts by planning how best to group content together into sections. Using APP to identify gaps in understanding for some children to correctly structure different texts and group materials into paragraphs (AF3 and AF4) and modelling of this process was crucial.

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Phase 2

Using *The Jolly Postman* or other people's letters as an introduction, I led a discussion about the purpose of different letters. Children read a variety of letters and discussed with talk partners their purpose, giving suggestions about who they might have been from and for. Children discussed the structure and language features of letters to understand that conventions changed depending on the style of the letter.

Phase 3

Children were introduced to the task of writing a letter to Anne Fine with the purpose of finding out more about her. Referring to previous work, the children composed questions that remained unanswered and gave opinions about the Anne Fine texts that had been read during the unit. I modelled how to write letters for specific purposes by making notes and orally rehearsing how to change the notes into sentences using a correct letter format. Success criteria for a letter were created, considering paragraph organisation, and children planned and wrote their own letters to the chosen author. The difference between formal and informal letters was then discussed and children clarified this understanding by writing an informal letter to a friend recommending a book, and giving reasons for their choice.

APP judgements

I assessed the target children using APP and highlighted their strengths and the gaps in their learning. The main gaps identified in the underperforming group were for AF3 and AF4 for sequencing of materials and grouping ideas into sections, so it was decided that this would be the focus for the guided writing group during the unit.

Pupil writing targets

After consulting the National Strategies website, level-appropriate pupil writing targets were set to address the gaps in learning identified by APP.

Strand 10: Text structure and organisation

- Level 2b: Use basic sequencing of ideas or material, using connecting words and phrases making sure the layout is clear to the reader
- Level 2a: Demonstrate clear sections in different forms of writing

Developing guided writing

Within the teaching sequence, the LT and I worked together to identify opportunities for guided writing sessions, tailored to the children's gaps in learning that had been highlighted by APP. The sessions were planned in the context of the unit, using the pupil writing targets as overall guidance.

The guided writing session took part in week two of a three-week unit and all children had previously analysed a selection of book reviews. During the session the LT came in to support me to deliver a guided writing session aimed at the Year 3 strand 10 pupil writing target: demonstrate clear sections in different forms of writing. I initially reviewed with the children their targets then discussed the success criteria for the guided session. Children worked with talk partners to discuss, record, then feed back the sections required in a book review. The LT then discussed with the group what each section would include and the children worked in pairs, supported by the LT and myself, to record their ideas for each section. I modelled writing one of the sections of a book review and the children used this as a guide for their own writing. Finally, the LT reviewed the children's targets for the session and the learning that had taken place.

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After the joint teaching session the LT and I met to review pupil progress and the next steps in learning. I felt that for some children it would be necessary to continue work on structuring texts and this led to discussion about the next literacy unit the children would be undertaking. Two of the five children would need further sessions to consolidate what had been learnt in the guided session and I adapted my plans and groups accordingly to accommodate this. During phase 3 of the unit the children wrote letters to the chosen author and a guided writing session was planned to support this activity. The children who required further guidance joined a different writing group to ensure that they were provided with extra support to assist them in developing the necessary skills. For the subsequent unit, I decided that whole-class teaching of text organisation would be required in addition to the extra support that guided writing sessions would provide.

Reflection

Guided writing sessions have had a substantial impact on children's attainment. Constant monitoring and reviewing of children's individual needs has ensured that gaps are highlighted and addressed accordingly. Children who may previously have struggled to make expected progress have received extra support, within the context of appropriate units, to meet objectives and assessment focuses. Children have adapted well to the need to be flexible and are more confident working with different groups of children and expressing their opinions within a group context.

ECaW has had a huge impact on my professional development. As a newly qualified teacher, I feel more organised and secure about assessing children's writing levels using APP, and about using APP to highlight individual gaps in learning to provide focus for planning. I am more flexible in my approach to groups for guided sessions and now tailor the groups depending on individual need, rather than rigidly sticking to ability groupings.

Jennie's case study: working as a tutor in Every Child a Writer (ECaW)

Written by a tutor who attended National Strategies tutor CPD and developed effective pedagogies for one-to-one tuition.

The tutor

I have been teaching for ten years and have taught in Foundation stage, Key Stage 1 and Key Stage 2, and I have particular expertise in teaching literacy across all key stages.

School context

This large primary school serves a deprived, ethnically diverse area of Slough. The largest ethnic groups within the school are Pakistani and Somali. Currently, 74.4 per cent of children speak English as an additional language and 29 per cent of children are entitled to free school meals. The school experiences higher than average turbulence due to the high levels of temporary housing in the school's catchment area.

I am the assistant headteacher and literacy coordinator for the school and a member of the senior management team. I have a teaching commitment of 0.6, which involves teaching of daily literacy lessons in Years 5 and 6 and the monitoring and evaluating of literacy teaching and learning throughout the school.

Since I undertook the role of literacy coordinator in my school, I have been involved in improving writing standards in the school, particularly at Key Stage 2. A literacy audit of staff highlighted that teachers' lack of subject knowledge was impacting on their effective teaching of writing across the school. Through individualised and whole-school CPD, which focused on developing and planning for talk, guided writing and the effective use of writing skeletons to support writing, there has been an increased confidence among staff in the understanding of how teachers can effectively scaffold support to improve writing.

The tutor's role within ECaW

The tutor's role is to provide dedicated, individual planned lessons, which enable the children to accelerate their progress in writing to ensure that they achieve a secure level 3 by the end of Year 4.

When I first heard about the ECaW programme in my capacity as coordinator, I was impressed by the structure of the programme, which appeared to address the historical underperformance in Years 3 and 4. It also placed a strong emphasis on the systematic development of teachers' subject knowledge through dedicated support from an LT over an extended period. The materials produced linked to pupil writing targets and APP, and the grids which focused on key teaching approaches and strategies provided excellent support for all the teachers.

It became evident that the subject knowledge of the tutor was an integral part of the successful implementation of this programme. Therefore, the selection of tutors needed to be carefully considered to ensure that a high quality of tuition was being delivered to the child.

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When I made the decision to take on the role of tutoring I was concerned that the period of time allocated for the session might be too long, but I soon realised that an hour was necessary to allow for effective discussion and application of skills. I felt that to achieve maximum impact the planning would need to be flexible, based on the outcomes of each session. It would also need to be linked to the units of work currently being taught in the classroom to ensure that the child could effectively transfer their learning from the session into the classroom context.

The training session for tutors proved to be invaluable in terms of the wealth of materials that were provided to support the planning and delivery of the sessions.

Planning for tuition

The initial meeting with the class teacher focused on assessing a range of writing samples from the child to identify strengths and areas for development. In collaboration with the class teacher, we used the pupil writing targets from the Primary Framework to set two targets that we felt would make the greatest impact on the child's writing. This then resulted in the creation of an Individual Tuition Plan (ITP) for the child, which highlighted the key teaching strategies that would be used throughout the tuition sessions.

The initial meeting with the parent to explain the aims of the ECaW programme and to share the ITP was crucial, as this ensured parental support, regular attendance and the successful completion of homework.

Maahirah's ITP

Individual Tuition Plan (ITP)

ECaW

Pupil information

Name: Maahirah

Year group: Year 3

Key Stage 1 English level: High 1

Current level: Secure 2

Target level: High 2

The following targets have been set and agreed by the class teacher/tutor/and parent

Target	What to teach	Evaluation/assessment
To use connectives to join compound sentences Strand 11.	How connectives can be used to join simple sentences to expand on the main clause. Modelling through oral and whiteboard exercises how different connectives can be used for emphasis in a sentence.	The pupil will select and use appropriate connectives to join simple sentences in their independent writing. Half-termly writing assessment book will be moderated for improved use of varied connectives.
To demonstrate use of adventurous word choices and detail to engage the reader Strand 10.	How a simple sentence can be developed by using choices of more interesting adjectives. Develop vocabulary through using a 'wow' words record sheet, where new vocabulary is listed and then orally used in a sentence, which is then written.	The child's writing will show a range of more interesting synonyms being used for common adjectives in their independent writing.

We have discussed this Individual Tuition Plan and agree to the targets set.

Pupil/date

Parent/date

Teacher/date

Tutor/date

Additional paid time for the tutor to liaise with the class teacher was crucial for ensuring that there was a review of the progress made towards achieving the writing targets which had been set. It also provided an opportunity to discuss and assess the impact of the sessions on the child's writing in the classroom.

Lesson outline

The aim of the session was to teach the child how the use of adventurous word choices and detail can be used to engage the reader. The lesson followed the sequence recommended in the tutor CPD materials: Introduction, Remember, Model, Try, Apply, Secure, Review and reflect.

Introduction and Remember

Due to the child's lack of confidence in speaking the session began with a review of previous learning linked to use of some 'wow' words which she had been challenged to use in her writing in class, focusing in particular on the use of connectives to open sentences and link clauses. These small tasks linked to the classroom proved successful in ensuring that the learning acquired in the sessions was assimilated into classroom practice.

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We then looked at a writing assessment which had been completed in the previous week, and collaboratively identified strengths and weakness within the writing linked to word choice. This was crucial for ensuring that the child felt confident with regard to understanding how she could extend and improve her writing.

Model

The modelled session with teacher as scribe was designed to reinforce the use of adventurous

word choice to persuade and engage the reader. This was also an opportunity to orally model new vocabulary which I wanted the child to use in her own writing, as the previous session had demonstrated that she had a very limited vocabulary in terms of her use of adjectives and adverbial phrases.

The progression to generate a plan created from the child's ideas also helped to scaffold the writing process and reinforce how 'wow' words could be used to engage the reader of her letter.

Try and Apply

The child was then given an opportunity to write independently using her plan. During this key element of the session I had the opportunity to observe and assess how well she was able to apply the key skills taught in the tuition session. This then supported my planning for the next session as it helped me to ascertain which elements needed to be focused on in the 'review' part of the tuition session.

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Review and reflect

The 'review and reflect' session was linked to the child understanding what she had achieved, and reinforced how these skills could be applied in the classroom, as with many intervention programmes this is often an area where strong links are not made, therefore reducing children's ability to apply their learning.

Reflection

The impact of these sessions for the child is that they have developed her confidence with regard to sharing her ideas for writing. She has a better understanding of how she can improve the content of what she writes by using a varied range of word choices. She is more confident in assessing her own work and is now beginning to edit her work independently to improve her writing. She has made two sublevels of progress since the start of the project in September. She is also gaining confidence in applying her learning and knowledge of the writer's craft across the curriculum. However, she still requires a lot of scaffolding. Hopefully, with continued tuition in our remaining six weeks, she will become more independent in her writing and less reluctant to generate and share ideas.

Prior to undertaking this tutoring role, I had never had the opportunity to provide one-to-one tuition. These sessions have enabled me to hone my literacy teaching skills, as during the hour session I have had to continually adjust the teaching strategies that I am using depending upon the child's response. It has also confirmed the strong link between struggling writers and reluctant speakers, which can often be overlooked.

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Stefanie's case study: working as a tutor in Every Child a Writer (ECaW)

Written by a tutor who attended National Strategies tutor CPD and developed effective pedagogies for one-to-one tuition.

The school context

This first school is situated within an area which, in terms of multiple deprivation, is among the lowest five per cent nationally. The school is ranked 186 out of 196 within the local authority (LA). However, children come from a wide range of backgrounds; the free school meal rate is 24.8 per cent. The school serves a close-knit ex-mining community; the support for the school is strong.

There are 172 children in the school and a further 52 in a nursery, who are taught on a part-time basis. Fifteen per cent of children are on the special educational needs (SEN) list and six children have a statement of SEN. There are seven children from ethnic minorities and one child has English as an additional language. On entry to nursery, children's attainment is low, particularly in crucial areas of CCLD and numeracy. Many children have very poor speech and language skills. Children make very good progress throughout the school; standards of achievement are consistently high at Key Stage 1 and these standards are maintained and developed throughout Years 3 and 4. The school ethos is a strength of the school; we aim for all children to achieve highly both academically and socially and believe that this needs to be underpinned by a supportive, caring and nurturing approach.

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Teaching history

I have been working in the school for four years, have worked in both Key Stages 1 and 2 and am currently teaching a mixed Year 3/4 class with a high-ability literacy and numeracy set. I have been working as a tutor on the ECaW programme since September 2008 and have since been asked to become a leading teacher (LT) for ECaW. I have had previous experience in the school in improving writing, including identifying gaps in learning, and use this information to provide guided sessions that ensure children make good progress.

Initial thoughts and experiences

I recognised that one-to-one tuition sessions would be beneficial in raising the attainment of children and I immediately began to think of children who could most benefit from such an experience. I knew of the benefits of identifying gaps in individual children's learning and working with them in a focused way to bridge those gaps. This programme seemed like an ideal way to further develop and extend this provision.

Main actions and activities

I liaised with the LT and headteacher to decide on children who would most benefit from one-to-one tuition. As I had taught the children in previous years I was able to gauge which children would respond well to the tuition. The liaison included assessing the children against Assessing Pupils' Progress (APP) guidelines and studying their progress against their projected levels.

The assessment highlighted gaps in learning and the Support for Writing materials were used to create pupil writing targets. This information was used to develop an Individual Tuition Plan (ITP) for each child. The ITP included the target and how to teach it, along with success criteria that the child could relate to. The ITP was then shared with the child and their parents. It was agreed that the ITP was a working document and that if all targets were met it would be reassessed and new targets would be added.

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Individual Tuition Plan (ITP)
ECaW

Pupil name: Thomas

Start date:

Pupil age: Year 4

Number of sessions: 10

Current level: High 2

Target level: Secure 3

The following targets have been set and agreed by the class teacher/tutor/and parent

Target	What to teach	Success criteria
To vary sentence openers.	Show a range of sentences with the same beginning. What is similar and what is different? How can we make them more interesting – relate back to target? Discuss suggestions. Use cards with different sentence openers to write the rest of the sentence.	Thomas will use a variety of sentence openers in independent writing. <i>To use different sentence openers to make my work more interesting.</i>
To use speech marks correctly.	Show Thomas a scene and create speech bubbles. Translate the speech bubbles into written conversation, modelling the use of speech marks. Repeat for different scenes.	Thomas will use speech marks correctly. <i>To use speech marks correctly in independent writing.</i>
To write in paragraphs.	Start with a non-fiction text with heading. Thomas to create a non-fiction text. Discuss how separate ideas are under headings. Orally rehearse a story about the non-fiction text and write a plan. Model how to group ideas into paragraphs and write the story together. Repeat the process encouraging Thomas to work more independently	To understand paragraphs and use them in independent writing. <i>To use paragraphs in my writing.</i>

We have discussed this Individual Tuition Plan and agree to the targets set.

Pupil:

Parent:

Teacher:

Tutor:

Date:

The plans were developed with the child, and his individual learning style in mind. Lessons were planned that were easily adaptable, and would engage the child and take into account his individual interests. It was important that the lessons were not planned in detail before the session. The lessons needed to be flexible enough to make changes throughout the session according to the child's responses. The nature of the lessons changed considerably throughout the programme as the children became more confident and able. For example, at the beginning of the programme the lessons were more structured and teacher-led. The children were gradually encouraged to work more independently until at the end of the programme the only significant teacher input was oral rehearsal and encouragement.

When planning the sessions, the guidelines and the exemplar plans provided at the initial CPD training session were used. The exemplar plan 'Developing one-to-one tuition – moving from L2A to L3C' was especially useful when shaping the session. The Year 4: 2A writer grid helped me decide how best to teach the session and emphasised the need for talk for writing. A long-term view of how the sessions would be taught was considered although individual plans were completed after evaluation of the previous session. I would share my ideas about what would take place in the following session and the child's opinion was taken into consideration.

Lesson outline

The lesson followed the sequence recommended in the tutor CPD materials: Introduction, Remember, Model, Try, Apply, Secure, Review and reflect.

Introduction and remember

The objective for the tuition session was: To use conjunctions to establish cohesion within paragraphs (strand 10: *Text structure and organisation*).

This was a new target for the child as his class teacher and I had reviewed his current targets and recognised he was confidently writing in paragraphs and using speech marks independently now. After reviewing his ITP it was decided that the next step to be taken was for Thomas to start writing in more complex sentences by using connectives. I discussed past targets with Thomas and talked about whether or not he thought he had met them, using his literacy book as a guide.

Remember

I pointed out to Thomas that his sentences were short and that in order to improve his work he should be writing in longer or more complex sentences by using connectives. The session began by asking him what he understood by the term 'cause and effect' and giving some examples of these types of sentence. The connectives being used were identified and I started a sentence for him to finish.

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Model/try

Following this, Thomas was given sentences that had been broken up and had to be reconstructed using a connective. This activity continued until it was felt he had a firm grasp of the concept. Thomas was excited about his achievement and was keen to progress on to the next step. The fact that he had attained earlier than expected was not only pleasing but also a firm indicator of the rise in his level of confidence. Thomas picked up on using 'because' very quickly but was less confident to use 'so'. The use of oral rehearsal was beneficial here as Thomas used it quite naturally in free speech.

Thomas was then shown pictures of things that interested him, including photos taken in school of him and his friends, and he was asked to come up with some cause and effect sentences for each picture. The pictures used all had a personal link to Thomas's life and it was anticipated that this would aid the oral rehearsal of sentences. The sentences were rehearsed orally first and then he wrote them down. The use of oral rehearsal was again very valuable here. I knew that he enjoys this approach in whole-class sessions and that it helps him to structure his thoughts and come up with ideas. Also, when Thomas is writing he has a tendency to rush and write incomplete sentences. The process of rehearsal and repeating what he wanted to write helped Thomas to write a coherent sentence that made sense when he read it back. This process was repeated a few times for the purpose of consolidation. It had been planned to continue for longer, but as I had been continually assessing his progress it became clear that he was ready to complete some work independently.

Apply

Thomas was consequently referred back to one of the pictures he had worked on previously and asked to elaborate on the event taking place. Oral rehearsal of what he was going to write was carried out and then he was allowed to write independently. It is often difficult for me to allow the child to work independently without interruption. However, it was essential that Thomas be given time to apply skills independently. Part of this is to take risks and make mistakes. This was also a useful opportunity for me to assess his understanding.

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Secure

When his work was completed, Thomas and I read through it together identifying where the connectives had been used and whether or not they had been used in an appropriate manner. I also picked up on errors Thomas had made and supported his corrections focusing on some of the spelling errors. Although these are not a focus of the tuition sessions, it is a useful opportunity to reinforce the spelling strategies he is learning in class.

Reflect and review

I talked to Thomas at the end of the session about how he felt about the progress he had made and whether or not he felt he had met his new target. During the session, in oral rehearsal and unbeknown to Thomas, other connectives had been used; this was picked up on and used to begin to talk about next steps. It was discussed with him that we had only looked at a few connectives and when asked to think about what we could do next he suggested using more.

Thomas made excellent progress throughout the session and was confident to work independently. When asked how he was going to use what he had learnt Thomas was confident that he could use it the next time he did some writing in his literacy lesson. He will bring his writing to the next tutoring session. I filled in the Pupil Passport and shared what I had written with Thomas.

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Reflection

The one-to-one tuition sessions have had a significant impact on both of the children I have tutored. One of the children has made two sublevels of progress in the four months that the tutoring has been taking place and the other is on course to do the same. They have more confidence in class and are more willing to work independently. The children have great pride in the work they do in class and look forward to showing and evaluating it in tutoring sessions. Similarly, they take pride in the work they complete in tutoring sessions and look forward to showing it to class teachers and parents. Using the APP materials proved invaluable in identifying gaps in learning, and the pupil writing targets on the Primary Framework supported the identification of next steps.

Impact on professional development

ECaW has impacted hugely on my understanding of the writing process and increased my subject knowledge. Working with the LT has enabled me to feel confident and I am now in a position to share my expertise with other members of staff. Through my development in the ECaW programme I have recently become an LT myself and am looking forward to continuing my work in ECaW next year.

Barbara's case study: working as a lead consultant in Every Child a Writer (ECaW)

Written by a local authority (LA) lead consultant, who attended the national launch and briefing events. She successfully implemented the ECaW programme, putting into practice key messages and strategies explored in the programme and effectively supporting the team of leading teachers (LTs).

LA context

This is a large LA, with 350 schools in the primary phase. It is a diverse authority, mainly rural but with a large number of urban areas.

Current role

In school I have been the literacy subject leader for a number of years, and also part of the senior leadership team. Writing has been a focus on the School Improvement Plan, and we have worked as a staff to develop this. Initially we focused on boys' writing, and then looked at using film and developing cross-curricular links so that the children applied skills in other lessons. My recent classroom experiences in school have been in Year 3 and Year 3/4 mixed-age classes.

I was a literacy consultant for two years from 2004 to 2006, before returning to school for two years to implement the Primary Framework. During my time as a literacy consultant, one of the areas for development in the LA was boys' writing, and the literacy team worked together in schools and to provide central training.

The school agreed to a further year's secondment to the LA for 2008/9. I am the lead consultant for ECaW, as well as other intervention support across the LA, and am involved in delivering LA CPD events across the county.

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The lead consultant role within ECaW

Leading teacher support

When the programme was first introduced we were pleased that it had been aimed at Year 3 and Year 4, as this would allow a focus on year groups which had previously not been targeted for specific CPD. It was also an opportunity to continue the focus on writing in the authority.

Previously, the LTs had worked in their own schools, with teachers visiting them to see good practice. Because ECaW advocated that LTs worked in their own schools, as well as working in two other schools, it meant that schools which previously hadn't had consultant support were able to access expertise and focus particularly on their own children. In this way, the programme could be personalised to suit

the needs of the teachers and children, and would therefore have greater impact. However, the LTs had not worked in this way before so we were aware that they would need support through the process, in addition to the LA reviews already built into the programme. It would be essential that the LTs should be confident in their role and that the initial meetings should go smoothly.

So, the LTs were encouraged to begin work in their own schools first as relationships were already established and this would provide a 'comfortable' starting point. Following this they could begin their visits to the link schools with more confidence, and also have an idea of issues arising and how to address them.

One of the difficulties for LTs has been arranging dates for school visits. The LTs have been encouraged to arrange the dates across the year at the initial visit.

After the National Strategies' event to introduce ECaW, I met with the LTs to address any concerns and issues arising. They were allocated the schools they would be working with, and changes were made where necessary, therefore involving the LTs in some way in this process. We established a protocol for working in schools, as this was new to their role, and the LTs were asked to fill in a record of visit each time they had worked in school, noting key actions that had taken place, next steps, and the date of the next visit (see the sample record of visit provided).

These were emailed to me; they have been a really useful way of keeping up to date with what was happening, and allowed me to follow up any concerns or difficulties quickly. Schools also received copies of the records of visits so that the headteacher was kept informed of what actions had taken place, and these could also be accessed by the school improvement partners (SIPs).

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Sample record of visit made by a leading teacher

Advisory and Inspection Service			
RECORD OF VISIT			
School	A Primary School	DCSF No.	
Leading teacher		Date of visit	17/03/09
Purpose of visit	Spring term day visit 1 Planning unit of work for summer term unit of work on Narrative from other cultures.		
Summary of visit	<ul style="list-style-type: none"> ● Looked at Primary Framework for literacy unit of work. Looked at mixed age planning and objectives. ● Looked at text type and texts available in school. Discussed multicultural texts and using internet for research with the children. ● Selected the text and planned unit of work from reading, through analysing to writing, also involving ICT and speaking and listening links. Began with objectives and matched teaching and activities to them. ● Planned in guided writing groups during the unit and meeting the needs of the focus group. ● Worked on targets for ITPs. 		
Evaluation	A very productive day, producing a unit plan and planning ITPs with tutors. Teachers were very enthusiastic about the unit planned: thank you for this enthusiasm and commitment to the project.		
Action points:			
What	When	Who	
Carry out unit plan after Easter. LT to visit and work with guided group on Monday 11th May.			
Date and time of next meeting	Monday 11th May		
Purpose	Take part in literacy lesson and team-teach, also taking a guided group for writing.		

The LTs were provided with an *ECaW toolkit* – a folder which contained materials which would be useful on their visits, for example *Quality first teaching in literacy* from *Leading improvement using the Primary Framework*, Guided writing DVD and materials, including FAQs, roles and responsibilities, and contact numbers/email addresses. The folder has been useful, and the LTs have added their own information as the year progressed.

Running cluster meetings was also a new challenge for the LTs, and I attended the autumn term clusters to support and answer any questions. This was also an opportunity to consider further support for the LTs during the next term, and feed into the LA review at the end of the term.

The first term was busy, setting up briefing meetings, linking LTs with receiving schools, and ensuring the LTs were ready for their visits. Regular contact by phone and email has been an essential and ongoing part of the role, and has contributed to the smooth running of the project.

A document outlining the roles and responsibilities of the programme is available on the accompanying DVD.

Launching the programme

When selecting the schools, we looked at the criteria set by the National Strategies, in terms of data and cohort size, and considered LA needs. For some schools this was a different approach to previous support, and it was felt that they would benefit from this. For others, who hadn't received consultant support, this would be a way for the authority to reach a greater number of schools. When we looked at the data, we considered schools which had a big gap between reading and writing at the end of Key Stage 2, and where conversion from level 2 to level 4 in writing wasn't high. We also discussed with SIPs

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which schools had the capacity to make effective use of the programme. As the county is so large, we also needed to consider where the schools were located in relation to the LT schools, to enable easy access for visits and cluster meetings.

The LA held a briefing for all the schools involved in the programme. This gave the schools the opportunity to find out about the project and agree to the non-negotiables.

The LTs were invited to the headteacher launch meetings, along with the Year 3 and Year 4 teachers who would be involved. After consultant input about the project and expectations, the teachers had some time to meet and put dates in their diaries for the first visit. This was useful as an initial introduction before the LTs went into school.

Monitoring and evaluating the programme

I have visited each school throughout the year for a variety of reasons, working alongside the LT in class and quality-assuring tutor sessions, as well as discussions with the headteacher and class teachers involved. I have also monitored the programme through discussion with headteachers and LTs and by analysing data.

The termly LA reviews with LTs have provided opportunities to reflect on the process so far, and for the LTs to share their experiences. We could then focus on the next part of the time line and the roles and responsibilities for the coming term. They have also been useful vehicles for further CPD for the LTs, for example developing the use of the Support for Writing materials in supporting planning.

Other members of the literacy team have monitored tuition sessions, which has enabled visits to all of the tutors and ensured that the tuition was effective. We used the effective tuition checklist provided by the National Strategies to monitor the sessions which meant we were all confident that we were

monitoring and evaluating against the same criteria. These criteria were shared and used by the headteachers in ECaW schools and they were encouraged to monitor the sessions in their schools. We have also offered consultant support to undertake joint monitoring of tuition with headteachers. This means that the tutors get feedback early on, and any issues arising can be addressed either through LT work in school or by myself. Some of the issues which needed to be addressed were, for example, whether the tuition sessions link back to classwork, and whether appropriate and challenging targets have been set for the children on their ITPs, using the pupil writing targets. The tutors also sent me copies of their ITPs so I could monitor them in this way too. The monitoring activities were crucial in ensuring that the children received ten sessions of highly effective tuition.

LA events

All the advisors have received regular updates about the programmes we run in the authority, including ECaW. SIPs attached to the schools involved have been given an overview of the project and copies of the headteacher ECaW newsletter, to keep them up to date. They discuss progress of children in Years 3 and 4 as part of their discussions with headteachers.

At headteacher briefings we have raised awareness of the programme and shared progress. During the summer term and into the second year this will also be extended to include literacy subject leaders at cluster meetings. As a result of the headteacher briefings, many schools have approached us about being part of the programme in future years. In order to keep headteachers informed and up to date with the project I have produced a termly newsletter, which has reviewed what has happened during the term and has included quotes from children and adults involved. Appropriate documents were attached, for example the roles and responsibilities handout, which outlines key actions for the following term, and the effective tuition checklist.

Reflection

The ECaW programme has had an impact on attainment in all schools involved across the Year 3 and Year 4 classes. Greater gains were made in terms of progress during the spring term, after the LTs had worked alongside the teachers in the receiving schools. Sixty-one per cent of children in Year 3 have made at least one sublevel of progress in writing during the spring term and in Year 4 66 per cent of children made at least one sublevel's progress. Headteachers have reported an improvement in the quality of teaching and learning in the classes involved, with a rise from 30 per cent to 53 per cent of lessons being judged as good or better. All the teachers involved have been extremely positive about the programme and have recognised the gains made.

Children who received tuition made at least one sublevel of progress during the ten-week period, and all teachers reported that the children had increased confidence in class, and a greater willingness to take part during lessons.

The LTs have worked very hard on the programme and developed skills of coaching and mentoring their peers. They have had an impact on all the schools in which they have worked, in terms of improving writing, and will be a valuable asset to the authority in terms of spreading good practice and supporting new LTs, who will take on the same or similar roles.

This has been a challenging but rewarding year and I look forward to continuing my work with ECaW in the coming year.

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Audience: Literacy consultants, headteachers,
literacy subject leaders, Key Stage 2 teachers,
leading teachers and tutors

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