

## Supporting Lower Attaining Pupils In Writing Lessons

**Guiding Principle:** All pupils, with the right support, can access and be successful in our writing lessons. Because of the adaptations we make, pupils will stay in lessons and not be withdrawn to follow an alternative curriculum.

Pupils who struggle with Spelling are assessed using Sounds Write and have intervention outside of the main lesson.

**What do we really want?**



Composition - Having ideas and making them coherent

Transcription -Handwriting

VGPS - Vocabulary, Grammar, Punctuation and Spelling

**Writing is challenging because of the amount children need to think about!**

### The split attention effect



[Drive article](#)

Letter formations, orientation on the page, correct spoken sentences, recording these onto the page, adding punctuation, language choices, GPS and technical elements, correct tense/perspective, presentation and handwriting, audience appropriate, writing as someone else, overall cohesion....etc

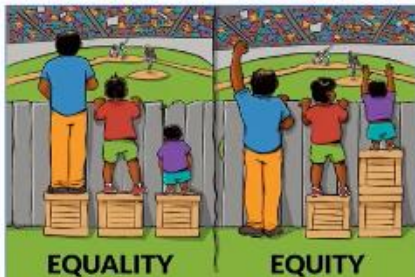
(Not to mention asking children to sit in one place for any length of time, hold a pen correctly, concentrate...!)

## The reality

1. Supporting lower attaining pupils can be really challenging.
2. There is no silver bullet.
3. Nothing will work for everyone or all of the time but everything will work for someone and some of the time.

However, using a combination of strategies we will, over time, make an impact to these pupils.

## Scaffolding not differentiation



In the first image we assume that some children can't do it so they are given different expectations and work/tasks.

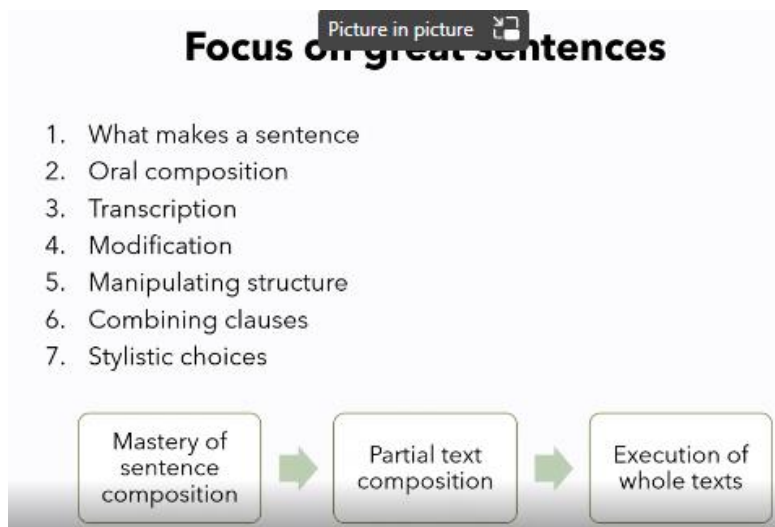
In the Second image, we assume that all children can if we give them the right support/help.

### Strategies to try:

#### 1. Manage cognitive load

Intrinsic	Extraneous	Germane	
Generated by the complexity of new information	Generated by potential distractions	Generated by connecting new learning with previous learning	What do we really want the children to learn?
Clear, simple explanations	Task design - reduce redundancy	Signaling	Give one explanation clearly and keep repeating.
Repeat and contextualise	Visual/verbal channel	Experiences + retrieval	Link back to previous learning.
Firm foundations	Chunking	Self-evaluation	Introduce learning in small steps.

## 2. Focus on sentences



Many lower attaining pupils struggle with writing sentences. They often write really long sentence because they don't know where a sentence should end.

Think about where your pupils are. They need to master each step.

Build lots of sentence work into lessons for these

pupils.

Lower attainers may not complete a whole, extended piece.

## 3. Reduce overwhelming choices.

For lower attainers, give them less choice about what to write about. Success is the antidote to boredom! Be more prescriptive. The number of pupils we do this for may vary.



Examples:

We are going to our own version of Theseus and the Minotaur is less overwhelming than let's write our own myth.

We are going to write a setting description based on picture of Mr McGregor's Garden is less overwhelming than designing your

own garden setting for a story.

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graph TD; A[Composing a complete sentence] --- B[Correct choice of determiner]; A --- C[Unambiguous vocabulary choices]; D[Understanding where a sentence begins and ends] --- E[Correct and consistent verb forms]; D --- F[Inconsistent use of perspective]; D --- G[Recognising description and dialogue]; A --- D; B --- E; C --- F; A --- G
```

Composing a complete sentence

Correct choice of determiner

Unambiguous vocabulary choices

Understanding where a sentence begins and ends

Correct and consistent verb forms

Inconsistent use of perspective

Recognising description and dialogue

**Spoken English**

They will write less but be more successful.

[illegible]

Boxing Up is more of a KS2

strategy. Chn unpick the model text and it's structure then use the same structure for their own writing.

## 6. Shared Writing

### Shared writing

- Model through Thinking Talk
- Collective oral rehearsal
- Share the pen
- Live edit
- Focus on specific objectives
- Keep the main thing the main thing
- Gradual progression towards independence
- Repetition breeds success

Key because this is our modelling and Guided Practice.

Focus on the skills you want the children to demonstrate in their writing. Draw attention to them by highlighting/underlining.

To begin with, you may model more before gradually

withdrawing support.

Don't panic if lower attainers cling tightly to the model and only change a couple of words. As their confidence grows you will a. model less and b. they'll naturally come away from the model as they are more confident anyway!

## 7. Scaffolding Resources

### Scaffolding resources

- Writing frames
- Prescriptive structures
- Prompts and key words
- Word banks (limited!)
- Models in their books
- Digital supports
- Scribes
- Audio record
- Dual coding

The pitch of your curriculum materials is a concrete expression of your expectations.

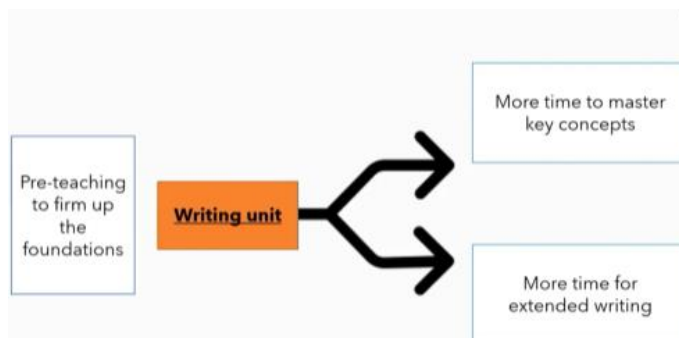
By limited word bank it means give them 5-6 words you want them to use rather than a sheet with 100 words on. e.g. If you want a pupil to improve openers, give them 6 time conjunctions you want them to use rather than 100 openers they could use. Cognitive load!

Remember our pitch. By all means give pupils resources to help. But if they're in Year 4 don't give them a sheet that says year 1 words on it. What message are you sending?

Scribing, talk tins and digital resources (Clicker) all help to remove barriers. Children may be weaned off in the medium to long term.

## 8. Use flexible time.

Use your judgement. If pupils need longer than one lesson on something, do more than one lesson on it.



## 9. Confidence and Resilience

