Improving writing

Symposium
Conference on literacy
5th August 2019
Presenters:

Fay Lant, Senior Programme Manager, National Literacy Trust, UK

Lene Storgaard Brok, Head of the National Centre for Reading, DK

Moderator: Jesper Bremholm, Researcher, National Centre for Reading, DK
Approaches to writing

Fay Lant, Senior Programme Manager

5th August 2019

T: 020 7587 1842
W: literacytrust.org.uk
Twitter: @Literacy_Trust
Facebook: nationalliteracytrust
1 in 6 adults in England have very poor literacy skills
Why we exist

“People with poor literacy skills are more likely to be workless, living in inadequate housing, in poor health and dissatisfied with their life.

*Literacy Changes Lives, Dugdale & Clark (2008)*
What we do
Reading and writing attainment

<table>
<thead>
<tr>
<th>Category</th>
<th>FSM</th>
<th>Not FSM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>60%</td>
<td>75%</td>
</tr>
<tr>
<td>Writing</td>
<td>63%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Department for Education (2018)
Writing enjoyment 2010 - 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading %</th>
<th>Writing %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>46.8%</td>
<td>49.1%</td>
</tr>
<tr>
<td>2011</td>
<td>47.3%</td>
<td>50.2%</td>
</tr>
<tr>
<td>2012</td>
<td>44.1%</td>
<td>50.3%</td>
</tr>
<tr>
<td>2013</td>
<td>46.5%</td>
<td>53.3%</td>
</tr>
<tr>
<td>2014</td>
<td>49.3%</td>
<td>54.4%</td>
</tr>
<tr>
<td>2015</td>
<td>44.8%</td>
<td>54.8%</td>
</tr>
<tr>
<td>2016</td>
<td>50.7%</td>
<td>58.6%</td>
</tr>
<tr>
<td>2017/18</td>
<td>49.2%</td>
<td>56.6%</td>
</tr>
</tbody>
</table>

National Literacy Trust (2018)
Attainment and enjoyment

Unpublished data, National Literacy Trust (2017)
Figure 3: Enjoyment of writing by socio-demographic background in 2017/18

Children and Young People’s Writing 2017/18, National Literacy Trust (2018)
Daily writing

Figure 6: Percentage of children and young people who write something that isn’t for school daily from 2010 to 2017/18

Children and Young People’s Writing 2017/18, National Literacy Trust (2018)
THE WRITING PROJECT: IPEELL

Using Self-Regulation to Improve Writing
Calderdale Excellence Partnership

A programme which aims to improve pupils’ writing by promoting self-regulation.

Independent Evaluator
Durham University, The York Trials Unit

Themes
- Feedback & monitoring
- Developing independence
- Literacy
What impact did it have?

Overall, the project appeared to have a large positive impact on writing outcomes. The overall effect size for writing, comparing the progress of pupils in the project to similar pupils who did not participate, was +0.74. This effect size was statistically significant, meaning that it is unlikely to have occurred by chance, and can be envisaged as saying that participating pupils made approximately nine months’ additional progress compared to similar pupils who did not participate in the intervention.

The approach was also effective for pupils eligible for free school meals (FSM). Whilst there appears to be a larger effect for FSM pupils, the difference in the interaction test is not statistically significant, so chance is a possible explanation for the difference observed.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Effect size</th>
<th>Estimated months’ progress</th>
<th>95% confidence interval (CI)</th>
<th>Evidence strength*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention vs. control</td>
<td>23 primary schools, 3 secondary schools, 261 pupils</td>
<td>+0.74</td>
<td>+9</td>
<td>+0.26 to +1.22</td>
<td></td>
</tr>
<tr>
<td>Free School Meal pupils</td>
<td>86 pupils</td>
<td>+1.60</td>
<td>+18</td>
<td>+0.21 to +2.98</td>
<td></td>
</tr>
</tbody>
</table>

*Evidence ratings are not provided for sub-group analyses, which will always be less secure than overall findings. For more information about evidence ratings, see Appendix R.
What is IPEELL?

• A six stage, structured approach to teaching writing based on memorable experiences
• Uses frameworks and mnemonics, which remain constant to all genres, to aid organisation
• Involves self-assessment, peer assessment and goal setting – children take ownership of their own work

“IPEELL has enabled pupils to be far more independent in their writing.”

“Positive attitudes have contributed greatly to increasing pupil self confidence.”
Self-regulation

- positive attitudes
- Self-talk
- Self-instruction
- Self-monitoring
- Self-assessment, including goal setting
Memorable experiences

Trip to the zoo boosts pupils' writing skills by nine months

A study backed by the Education Endowment Foundation finds that giving pupils "memorable experiences" to write about can improve their literacy skills by the equivalent of nine months.
### Application to any piece of writing

<table>
<thead>
<tr>
<th>PAT</th>
<th>IPEELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose - to record strengths + weaknesses of a product, text, or artefact. Audience - teacher or examiner.</td>
<td>Introduction Points Elaboration Ending Language</td>
</tr>
<tr>
<td>Type - essay/report</td>
<td></td>
</tr>
<tr>
<td>Introduction/background</td>
<td>What was the overall intention of the product?</td>
</tr>
<tr>
<td>Point 1</td>
<td>Elaboration examples from the product</td>
</tr>
<tr>
<td>Strengths of the piece</td>
<td></td>
</tr>
<tr>
<td>Point 2</td>
<td>Elaboration examples from the product</td>
</tr>
<tr>
<td>Weaknesses + how + improve them</td>
<td></td>
</tr>
<tr>
<td>Point 3</td>
<td>Elaboration examples from the product</td>
</tr>
<tr>
<td>Pause strengths with reasons</td>
<td></td>
</tr>
<tr>
<td>Ending</td>
<td>Summary - the overall effectiveness.</td>
</tr>
<tr>
<td>Links</td>
<td>Discourse markers to:</td>
</tr>
<tr>
<td></td>
<td>- balance strengths + weaknesses e.g. however, still...</td>
</tr>
<tr>
<td></td>
<td>- indicate examples as evidence e.g. such as, for example...</td>
</tr>
<tr>
<td></td>
<td>- establish cause + effect e.g. so that, as a result...</td>
</tr>
<tr>
<td>Language</td>
<td>Generally written objectively + in the first person (my intention). Past tense used + reflect on performance (wind instrument created a thicker texture). Present tense + reflect on artistic choices (the thudding tam tam creates an air of expectation). Analytical verbs: indicates, demonstrates, shows, suggests + adds. Adjectives for appraisal: effective, less effective, dramatic etc. Subject vocabulary: e.g. forte, piano, presto.</td>
</tr>
</tbody>
</table>

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)
Metacognition

1. Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge.
   - Self-regulated learners are aware of their strengths and weaknesses, and can initiate and monitor their learning.
   - Developing pupils’ metacognitive knowledge can help them overcome their limitations as learners.
   - Teachers should support pupils to plan, monitor, and evaluate their learning.

2. Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.
   - Explicit instruction in cognitive and metacognitive strategies can improve pupils’ learning.
   - What concepts like ‘task, monitor, evaluate’ can be introduced generically, the strategies are mostly applied in specific content and tasks, and are therefore best taught this way.
   - A range of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, aged and contents.

3. Model your own thinking to help pupils develop their metacognitive and cognitive skills.
   - Modelling by the teacher is a cornerstone of effective learning, enabling the thought processes of an expert learner to be developed and metacognitive skills.
   - Teachers should verbalise their metacognitive thinking rhetoric to know what problems arise and what strategies best fit the situation.
   - A range of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, aged and contents.

4. Set an appropriate level of challenge to develop pupils’ self-regulation and metacognition.
   - Challenge is crucial to allow pupils to achieve and progress their knowledge of tasks, strategies, and of themselves as learners.
   - However, challenge needs to be at an appropriate level.
   - Pupils must have the motivation to accept the challenge.
   - Tasks should not overload pupils’ cognitive processes, particularly when they are expected to apply new strategies.

5. Promote and develop metacognitive talk in the classroom.
   - Metacognitive talk can be used to help pupils understand and engage with the curriculum.
   - Teachers should explicitly support pupils to develop independent learning skills.
   - Carefully designed guided practices can help pupils become more engaged and develop the skills and strategies needed to be successful learners.
   - Pupils need to be taught effective feedback and strategies to be able to judge accurately how effective they are learning.

6. Explicitly teach pupils how to organise and effectively manage their learning independently.
   - Teachers should explicitly support pupils to develop independent learning skills.
   - Schools should provide clear guidance and support for pupils to develop and apply strategies for independent learning.
   - Teachers should also support pupils’ motivation to undertake independent learning tasks.

7. Schools should support teachers to develop knowledge of how to apply these approaches and expect them to be applied appropriately.
   - Teachers should explicitly support pupils to develop independent learning skills.
   - Schools should provide clear guidance and support for pupils to develop and apply strategies for independent learning.
   - Teachers should also support pupils’ motivation to undertake independent learning tasks.
   - Teachers should explicitly support pupils to develop independent learning skills.

METACOGNITION AND SELF-REGULATED LEARNING
Summary of recommendations
Why does it work?

- Develops positive attitudes towards writing
- Works alongside existing writing strategies and does not rely on additional expensive resources
- Is class-based and does not need to be delivered through intervention groups
- Is easily adapted to reflect changes to English curriculum requirements

www.literacytrust.org.uk
“You don’t forget the order because it’s there for you.”

“The more real experiences you have the better writer you become.”

“It helps me to structure my writing where before I just wrote everything down in any order.”

“It helps us to understand what we need to include the next time we write and shows how much we improve each time.”

“It has helped me to plan out my writing more easily and to set myself targets.”
Thank you
Teachers didactical approach: improving writing

Lene Storgaard Brok,
Head of the National Centre for Reading, DK
What do we mean by writing?

- Alphabetic writing only?
- Multimodal productions as writing?
- Composing? Creating? Reading for writing?
- What is writing about?
<table>
<thead>
<tr>
<th>Harald</th>
<th>var</th>
<th>på</th>
<th>et</th>
<th>hotel</th>
<th>Moren</th>
<th>var</th>
<th>lage,</th>
<th>ej</th>
<th>malerfirma</th>
<th>på</th>
<th>Gildbroiskolen</th>
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<th>var</th>
<th>på</th>
<th>et</th>
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</tbody>
</table>
Historien om Thor!

For lang tid siden var byen Midgård dækket af jætter. de var stærke ingen kunne vinde over dem de var for stærke selv for Odin som var den højeste af gunderne prøvede. Jætterne var mægtigere end.


Men Loke var der stadigvæk forsetes!
S. 41 \[ \cos 22^\circ \]
\[
\frac{1}{3} \ell 1 \frac{1}{2}
\]

Sketching
Mehndi - tøj (Bryllup)

Mehndi tøj er det mest gult, rødt, orange, grøn og blå og skrivinge farver.

Når man skal giftes så skal man ikke have så kort tøj på. Man må ikke tage så kort, armer på, og man må heller ikke så benene så meget.

WWW. Amormedia productions.com
8.1 = 8.5 \quad 8.18 = 1.4\gamma \quad 8.8 = 8\gamma
8.2 = 1\gamma \quad 8.19 = 15\gamma \quad 8.9 = 8\gamma
8.3 = 2\gamma \quad 8.20 = 16\gamma \quad 8.11 = 8\gamma
8.4 = 3\gamma \quad 8.21 = 16\gamma \quad 8.12 = 8\gamma
8.5 = 4\gamma \quad 8.22 = 17\gamma \quad 8.13 = 16\gamma
8.6 = 5\gamma \quad 8.23 = 18\gamma \quad 8.14 = 11\gamma
8.7 = 6\gamma \quad 8.24 = 19\gamma \quad 8.15 = 12\gamma
8.8 = 7\gamma \quad 8.25 = 20\gamma \quad 8.16 = 12\gamma
We encourage educators to consider how an expanded definition of writing that include intra-actions with a range of signs and materials can create learning opportunities for children.

The Danish national curriculum concerning L1 (subject Danish) standards is referred to as ‘Fremstilling’, which could be translated into *production*, including a multimodal understanding of writing.
Do we have problems with writing in Denmark?

We don't know it statically.
We do not have hard core evidence on writing difficulties!
The average of the students scores is highest in oral tests and lowest in written by the final exam in elementary school.
Writing projects as school development have increased during the last five years

- NVL have been involved in 20 school projects in Denmark during the last five years. Schools in 20 different communities. (DK: 98 communities). (Before 2014 NVL was involved: 0).

- Demand from teachers who want to improve their students writing abilities.

- The local reading consultants in the school communities have many places changed the title to be reading-writing consultants (a change in focus)
Young adults in writing difficulties

6% of the adult population are living with reading and writing difficulties.

Young people join into adult education centres. Many of them have great difficulties in honouring the writing requirement imposed in education.
Didactical approach
Encourage teachers to use writing as a tool for learning in all subjects

- Develop a concept on how teachers can learn from each other and use common knowledge: Teachers teaching teachers
- Inspired by The National Writing Project, California/US
- New didactical approach for writing to learn in a Danish school context
Encourage teachers to use writing as a tool for learning in all subjects

1. The literacy environment at the local school
2. The teachers use of writing instructions/writing orders
3. Teachers modelling writing for the whole class
4. Feedback to writing: teachers ability to give qualitative formative written feedback to a piece of writing
1. The literacy environment at the local school
Didactical approach

Tekst/
Writing culture

Classroom culture

School culture
2. The teachers use of writing instructions/writing orders

...visible learning

- The precise instruction that the teachers gives the students
- Written and oral
- A writing instruction shows the teachers expectations clearly
- Avoid to much negotiation
- Try to make the writing order very clear so every student understand it
The principles of good writing orders. Teachers and students must be able to respond to:

- Why do I have to write the text (purpose)
- What should I do to write the text (learning goals)
- Who should read and understand the text (recipient)
- What is the text about (content)
- What should the text be used for (action)
Didactical approach

Text/Writing culture
Classroom culture
School culture
3. Teachers modelling writing for the whole class
Hjælpemateriel

I dag fik jeg..... fik jeg rigtig god mad i kahytten
I dag fik jeg....
I dag så jeg....
I dag tænkte jeg....
Jeg undrer mig over....
Jeg er bekymret for.... fremtiden fordi vores skib ikke har det så godt
Jeg forestiller mig..
Jeg talte med....
Jeg skrev til... ×
Vi var med til... Vi var med til at kæmpe mod pirater
Vi oplevede... Vi oplevede at det blæste og at skibet blev skubbet af vinden
Jeg følte...
Der lugtede af... Jeg kunne lugte den friske havluft
Man kunne høre...
Fælles tekst:

I dag går jeg for første gang ude og sejle.
<table>
<thead>
<tr>
<th>Tekst</th>
<th>Tegning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tropofaren:</td>
<td><img src="Image" alt="Clouds" /></td>
</tr>
<tr>
<td>Her er klimaet.</td>
<td><img src="Image" alt="Clouds" /></td>
</tr>
</tbody>
</table>
| Her regner, blæser snø og
| viarede.              | ![Clouds](Image) |
| Stratosfaren:         | ![Airplane](Image) |
| Det er, her flyvemaskin
| flyver.               | ![Airplane](Image) |
| Meteorofaren:         | ![Meteor](Image) |
| Det er her meteorer bliver
| brandt op, og bliver til
| stjerneskud.          | ![Meteor](Image) |
| Termosfaren:          | ![Satellite](Image) |
| Det er her der er, rum-
| stationer og her viser
| Nærliggende sig.      | ![Satellite](Image) |
| Exosfaren:            | ![Space](Image) |
| Her flyder atmosfaren og
| rundet sammen.        | ![Space](Image) |

Jordens
Overflade |

A 🌟
Didactical approach

- Text/Writing culture
- Classroom culture
- School culture
Feedback to writing: teachers ability to give qualitative formative written feedback to a piece of writing
Respons på tekstudkast under processen (også når eleverne ikke efterspørger det)

Geografi, 7. klasse

Vandkraft

Vandkraft skabes ved at udnytte energi fra strømmende vand, ligesom i vandfald.

Vandkraft forurener ikke, men de store rør og dæmninger ændrer naturens udseende. 7% af verdens totale energiproduktion kommer fra vandkraft, og spiller især en stor rolle i Svensk og Norsk økonomi. Vandkraft er især en god mulighed for Norge og Sverige, fordi har gode geografiske betingelser, og store højdeforskelle.

Et typisk vandkraftværk består af tre elementære dele: Et vandreservoir (kunstig eller naturlig sø), en dæmning til kontrol af vandmasserne og et kraftværk, der producerer den strøm, vi har brug for. For at producere strøm, åbnes luger i dæmmingen, således at vand fra reservoaret kan strømme ind i de store rør, der fører hen til turbinerne. Turbinerne drives af det strømmende vand og er forbundet
Two stars and a wish

2 Stars & A Wish

- I really liked the way you...
- I enjoyed reading the part when...
  - You did a great job...
  - I noticed you...

- It was a smart idea to...
- It was interesting how...
- You grabbed my attention when...

Wish

- How do you feel about adding...
- Maybe you can come up with a better way to...
- What do you think about changing...
- A recommendation would be to...
# Gensidig elevrespons-skabelon til geografi, 7. klasse

Mit navn: ____________________________ Klasse: ____________________________

Jeg giver respons til: ____________________________

<table>
<thead>
<tr>
<th>Emne: <strong>Fortæl om bølgekraft og fordele</strong></th>
<th>Vis i teksten, hvor skriveren har husket:</th>
<th>Fortæl, hvad du godt kan lide i teksten:</th>
<th>Stil spørgsmål, der kan forbedre teksten:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indledning</strong></td>
<td>✓ Informerende introduktion til bølgekraft</td>
<td>![Smiley face] Jeg kan godt lide... fordi...</td>
<td>Jeg har lagt mærke til... Det er lidt forvirrende fordi... Jeg tror, du mener... Er det rigtigt forstået at... Hvad hvis du i stedet/også...</td>
</tr>
<tr>
<td><strong>Forklaringer</strong></td>
<td>✓ Bølgekraft er... Bølgeenergi produceres... En generator driver...</td>
<td>![File icon] (Ctrl)</td>
<td></td>
</tr>
<tr>
<td><strong>Beskrivelser</strong></td>
<td>✓ Fordele</td>
<td>![Smiley face] Jeg kan godt lide... fordi...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Ulemper</td>
<td>![Smiley face] Jeg kan godt lide... fordi...</td>
<td></td>
</tr>
<tr>
<td><strong>Illustrationer</strong></td>
<td>✓ Illustrationer og tekst supplener hinanden</td>
<td>![Smiley face] Jeg kan godt lide... fordi...</td>
<td></td>
</tr>
<tr>
<td><strong>Konklusion</strong></td>
<td>✓ Opsamling og evt. perspektiv til fremtiden</td>
<td>![Smiley face] Jeg kan godt lide... fordi...</td>
<td></td>
</tr>
</tbody>
</table>

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**Kontakt information:**

Skrivere: [E-mailadresse]

Sprog: [Sprog]

Tidspunkt: [Tidspunkt]

Klasse: [Klasse]

Emne: [Emne]

Forberedelse: [Forberedelse]

**Kanst tekst:**

**Tilføjelse:**

**Fremgangsmåde:**

**Hilse:**

Didactical approach

Text/Writing culture

Classroom culture

School culture
Teachers teaching teachers

QUESTIONS FOR THE TEAM MEETING

• How did "I" work with writing skills in the subjects Danish/Math/Science/History?
• What did “I” do differently? How did “I” work with modelling and with write orders?
• What did the students do differently? Are there any new indications of learning through writing?
• What would “I” like to share with my colleagues about writing didactics in teaching?
Thank you
References:


https://www.videnomlaesning.dk/projekter/skrivedidaktik-paa-mellemtrinnet/
Discussion facilitated by Jesper Bremholm