

Worked example

Writing instruction framework

A template for **primary school** principals and leaders

This is a worked example of how the writing instruction framework was applied from the perspective of school leaders in a primary school.

The intent of this framework is to show how the school approaches and implements the effective teaching of writing and writing assessment, and to evaluate opportunities for further improvement.

To download a blank template of this framework, visit edresearch.edu.au/writinginstruction

	What we currently do in our school	What else needs to be done?
Developing teacher expertise		
When teachers join our school, we seek to understand their knowledge and skills related to writing instruction and assessment.	<p>We have:</p> <ul style="list-style-type: none"> • use of recruitment questions about knowledge/teaching experience in the writing domain • in-house professional learning and coaching • formal training in the spelling and writing programs and approaches that we use • unit and lesson planning scaffolds including pre-prepared units of work and lesson plans. 	<p>Ongoing support to ensure these practices are embedded/sustained and programs/approaches are implemented with fidelity.</p> <p>Monitor the impact of professional learning, formal training and curriculum scaffolds and provide coaching and support as required.</p>

	What we currently do in our school	What else needs to be done?
Developing teacher expertise		
We provide professional learning opportunities for teachers to develop their skills related to writing instruction and assessment.	We provide instructional coaching, unit and lesson planning scaffolds (including pre-prepared curriculum), and professional learning.	Monitor the impact of coaching and professional learning; evaluate the effectiveness of planning scaffolds.
We are intentional in our selection and planning of high-quality, evidence-based professional learning opportunities about writing for all staff, from both internal and external providers.	We select high-quality, evidence-informed or evidence-based professional learning options for all staff.	Provide targeted professional learning opportunities for team leaders; for example formal implementation/leadership training in programs that are being used.
Those leading curriculum design, curriculum delivery, assessment and instruction in writing are experts in the writing domain.	<p>The English and Literacy Leader is an expert in reading and writing.</p> <p>The Learning Specialist is an experienced English/Literacy leader with postgraduate qualifications in literacy. They have completed all in-house and formal PL and will shortly complete leadership/implementation course offerings.</p> <p>Dual-qualified teacher/speech pathologist in a range of leadership/support roles.</p>	<p>Continue to support the Learning Specialist to develop further knowledge and expertise.</p> <p>Continue to support the Team Leaders to develop knowledge and expertise through informal and formal training, so they can lead English and Literacy within their grade team.</p>

	What we currently do in our school	What else needs to be done?
Curriculum and instruction		
Teachers are supported to implement what they learn from the professional learning they undertake on best practices for teaching writing.	<p>We have a professional learning agenda where writing is given significant priority.</p> <p>We provide coaching and time in teams to support implementation.</p>	Continue to support implementation in planned and structured ways; for example, by regularly scheduling time in teams to discuss and evaluate writing instruction.
We know how much time is dedicated to writing and writing instruction across all year levels and/or subjects in our school.	Timetables and time allocations are prescribed within our instructional models to ensure adequate time is spent on writing across grades and subjects (5+ hours per week).	Continue to monitor time allocations and time on task.
Students across all grades in our school spend at least an hour per day receiving writing instruction and composing.	As above.	As above.
We know which writing knowledge, skills and strategies are taught, and when they are taught, across all grades in our school; for example, detailed scope and sequence documents.	Our detailed scope and sequence document reflects all knowledge, skills and strategies taught across F-6.	Ongoing support to ensure intended scope and sequence is enacted in unit and lesson planning documents.
Writing instruction is a priority across all grades in our school and our annual implementation plan/strategic plan reflects this.	<p>The importance of writing instruction is built into school culture through ongoing conversations, targeted planning and coaching support, professional learning, and assessment.</p> <p>Goals are built into our annual implementation plan.</p>	This will need continual emphasis.

	What we currently do in our school	What else needs to be done?
Curriculum and instruction		
Students write frequently for a range of audiences and purposes.	<p>The number of compositions per year level can be calculated based on curriculum planning documents.</p> <p>Students write across subjects and topics.</p>	Support teachers with task design and scheduling to ensure sufficient compositions occur within units as planned.
Teachers use effective writing instructional techniques frequently and consistently.	Effective techniques have been rolled out. The majority of teaching is provided through explicit instruction, but teachers have also been trained focusing on particular techniques; for example, sentence level writing and paragraph structures and planning.	Targeted instructional coaching and planning support will be required to ensure desired fidelity, frequency and consistency.
Writing programs in our school are evidence based and we can explain and justify the choices we have made.	Some members of the leadership team and staff can do this. We have clear values and evidence that we use to support our choices.	Work needs to be done to ensure shared coherent knowledge and language across the school. As a school we need to collectively understand, agree on and be able to articulate our approaches and choices.
Students receive adequate instruction in handwriting and spelling. Students are taught typing and have opportunities to write using digital writing tools (once basic spelling and handwriting proficiencies have developed).	Students receive evidence-based spelling instruction daily in F–2, and 3–4 times per week in 3–6; students receive explicit handwriting instruction daily in F–3.	Continue to monitor time allocations and quality of instruction.
Students receive adequate sentence-level writing instruction across all year levels and subjects.	Typing and composing via digital tools is only done on an ad hoc basis.	Create a clear plan for what will be taught/composed when and add this to our scope and sequence documents.

	What we currently do in our school	What else needs to be done?
Curriculum and instruction		
We embed grammar and punctuation instruction within sentence, paragraph and compositional writing.	This is embedded across English, Humanities and Science; students receive this instruction daily.	Continue to monitor time allocations and quality of instruction.
We use exemplars, modelling and guided practice to explicitly teach our students: <ul style="list-style-type: none"> how to deliberately select and organise words/phrases within sentences (functional grammar or microstructure) the ways that different types of written texts are organised (macrostructure). 	This is embedded across English, Humanities and Science; students receive this instruction daily.	Continue to monitor time allocations and quality of instruction.
Students are taught how to plan, draft, evaluate and revise their writing.	We have set instructional techniques and curriculum materials to teach text structures and functional grammar, but implementation has not been supported.	Provide planning support, coaching and feedback. Continue to monitor time allocations and quality of instruction.
Informational and persuasive writing are prioritised, alongside narrative writing.	Narrative, informational and persuasive writing in English; informational and persuasive writing in Humanities; informational writing in Science.	Continue to monitor time allocations and quality of instruction.
We provide students with rich content knowledge, understanding of linguistic and rhetorical devices, and vocabulary.	This is facilitated through knowledge-rich curriculum and explicit vocabulary instruction across subjects. Linguistic and rhetorical devices are detailed in scope and sequence documents and embedded in curriculum resources.	Continue to monitor time allocations, whether intended curriculum is enacted, and quality of instruction.

	What we currently do in our school	What else needs to be done?
Curriculum and instruction		
Writing instruction is integrated across the curriculum.	Students use writing as a tool for learning across subjects. Students write about what they learn and read across subjects.	Continue to monitor time allocations and quality of instruction.
We provide appropriate scaffolding and instruction for: <ul style="list-style-type: none"> • students with learning difficulties and disabilities • students learning Standard Australian English as an additional language or dialect. 	Scaffolding and differentiated instruction occur in all classrooms, but this has not been formalised. That is, we don't have an agreed upon or consistent way of providing supports.	We need to discuss and document differentiation of support processes and techniques (cross-curricular). We then need to ensure implementation consistency/fidelity and appropriate supports for staff; for example, coaching.
We create motivating and supporting writing environments where writing is valued, routine and collaborative.	Writing is routine, otherwise we have informal and inconsistent processes.	Document this more effectively and consider ways in which we can foster/structure this better.

	What we currently do in our school	What else needs to be done?
Assessment and feedback		
We align our assessment practices with our writing goals, curriculum and instructional methods.	<ul style="list-style-type: none"> We have total alignment between assessment practices, scope and sequence goals/details, curriculum map and instructional techniques. We ensure that the knowledge and skills included in our scope and sequence document are assessed across the year. 	Continue to ensure alignment.
We regularly review assessment data and adjust instruction accordingly, particularly to close achievement gaps.	Writing assessment and evaluation occurs twice per year as a whole-school process.	Continue to ensure this process is rigorous.
We use both formative and summative assessment data to plan and review approaches in the writing domain.	Formative and summative assessment data are used to evaluate student progress/instructional effectiveness at the whole-school level and in teams.	As above.
Teachers are supported to make reliable and consistent judgements; for example, through moderation or comparative judgement processes.	We use comparative judgement as a tool to improve reliability; we have designed writing evaluation tools that reflect the knowledge and skills detailed in our own scope and sequence documents as well as the Victorian Curriculum.	As above.

	What we currently do in our school	What else needs to be done?
Assessment and feedback		
Formative assessment is a daily practice, and teachers in our school provide explicit feedback to enable student writing progression.	Formative assessment is frequent, feedback is frequent.	We need to make this more consistent. Plan Professional Learning (PL): 1. Formative assessment in writing and 2. Feedback techniques that are aligned to our instructional practices and curriculum resources.
Teachers are supported to assess and provide feedback on writing in consistent ways across the school.	Not yet.	As above. Coaching and planning support to implement across the school.

Goals	Actions	Due date	Staff
We will ensure targeted professional learning opportunities for team leaders to build their content and pedagogical knowledge in the writing domain.	<ul style="list-style-type: none"> • Conversations with team leaders • Ascertain training timelines • Book places as appropriate 	March 2022	EM
We will develop shared knowledge and language about our approaches to writing and writing instruction.	<ul style="list-style-type: none"> • Conversations with leadership team members and staff • Document what we do and why for whole staff circulation and ongoing discussion 	April 2022	EM
We will provide coaching to support implementation of curriculum and techniques.	<ul style="list-style-type: none"> • Review coaching schedule • Collaboratively plan focus areas 	Ongoing with regular check-ins	JD (F-2) EM (3-6)
We will specify what will be taught and when with respect to keyboarding and composing via digital tools.	<ul style="list-style-type: none"> • Review evidence • Update scope and sequence documents • Support staff to embed 	July 2022	EM
We will provide planning and coaching support to staff to ensure consistent and high-quality implementation of text structure and functional grammar instruction.	<ul style="list-style-type: none"> • Develop planning documentation and lesson exemplars • Provide planning support • Provide coaching 	April 2022	EM
We will establish clear options for differentiation of support, including processes and techniques.	<ul style="list-style-type: none"> • Discuss and document whole school approaches 		All staff
We will create motivating and supporting writing environments where writing is valued, routine, and collaborative.	<ul style="list-style-type: none"> • Discuss and document ways in which we can ensure this is the case 	May 2022	EM JD Leadership team Team leaders

Goals	Actions	Due date	Staff
Formative assessment will become a daily practice, and we will provide explicit feedback to enable student writing progression.	<ul style="list-style-type: none"> • PL based on formative assessment in writing • PL based on feedback techniques that are aligned to our instructional practices and curriculum resources 		EM BJ JD BN
We will assess and provide feedback on writing in consistent ways across the school.	<ul style="list-style-type: none"> • Discuss and develop documents • Roll out via PL and coaching 		EM JD

Progress review date: April 4 and July 11, 2022