BEBCMAT Writing Network Meetings



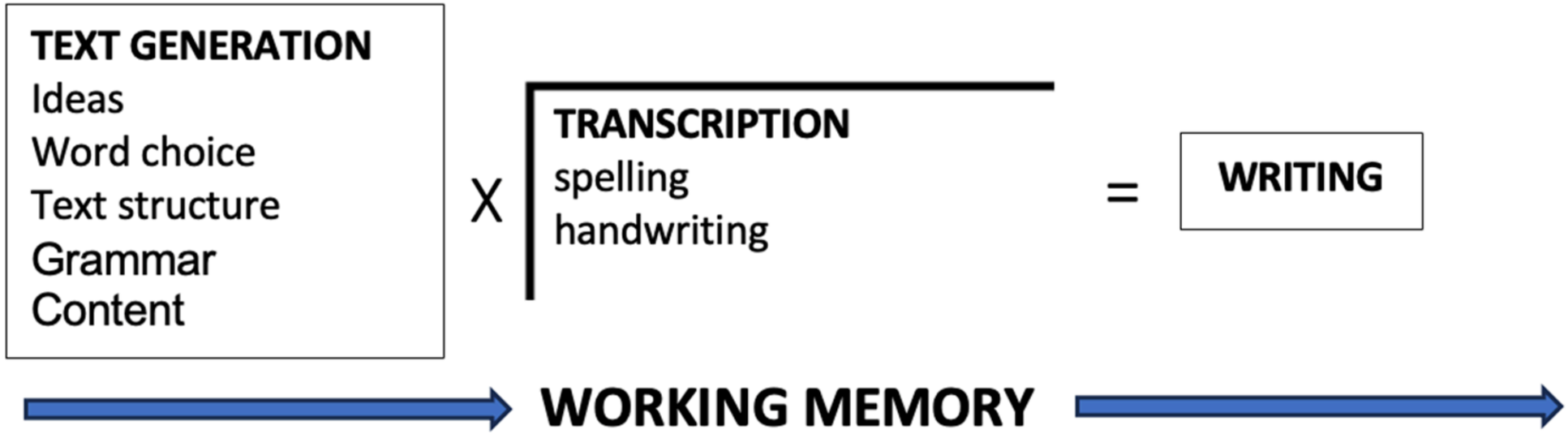
Blessed Edward Bamber
Catholic Multi Academy Trust

Welcome

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Catholic Multi Academy Trust

- Introductions
- Lynsey Ankers - St Teresa's
- 'Clear and Impactful' writing
- Formative Assessment - Writing Grids for Year 5
- Priorities for Summer Term – schools are invited to share current focus for cohort
  -Identify gaps and misconceptions

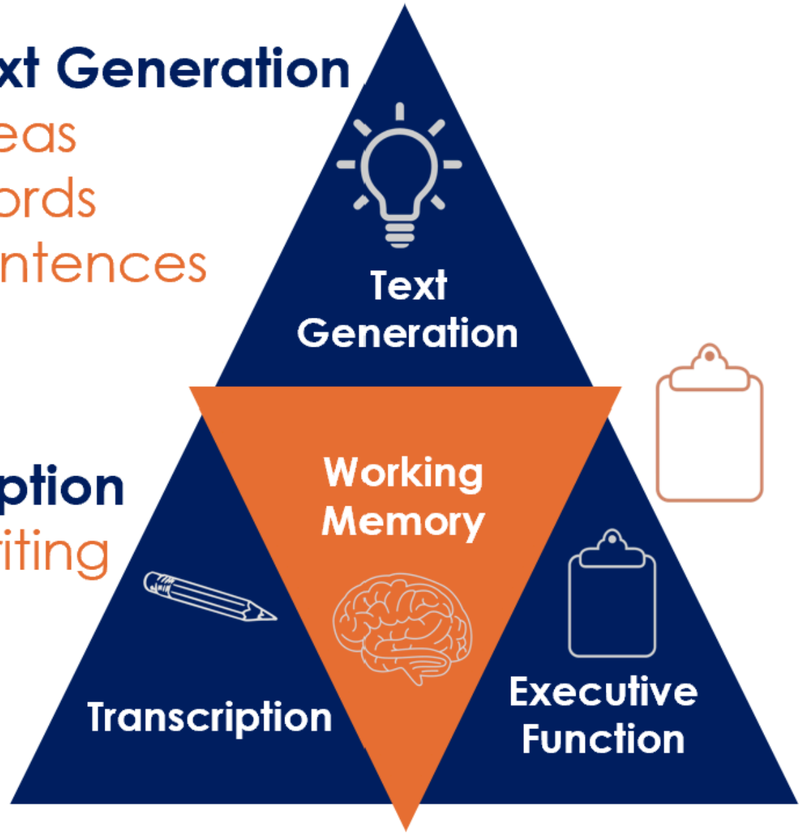
The Simple View of Writing



The ‘Not So’ Simple View of Writing

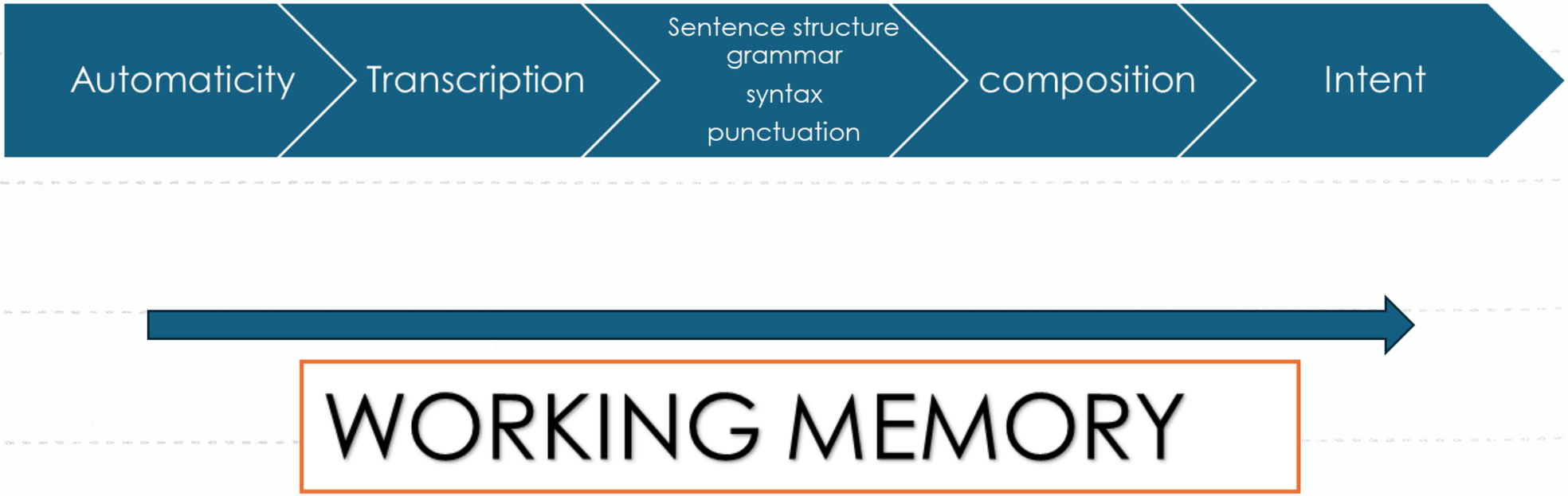
Text Generation
Ideas
Words
Sentences

Transcription
Handwriting
Typing
Spelling



Executive Function
Planning
Motivation
Reviewing

Writing is a continuum



Writing for a purpose and an audience

Consider the non-present reader,
don’t assume knowledge.

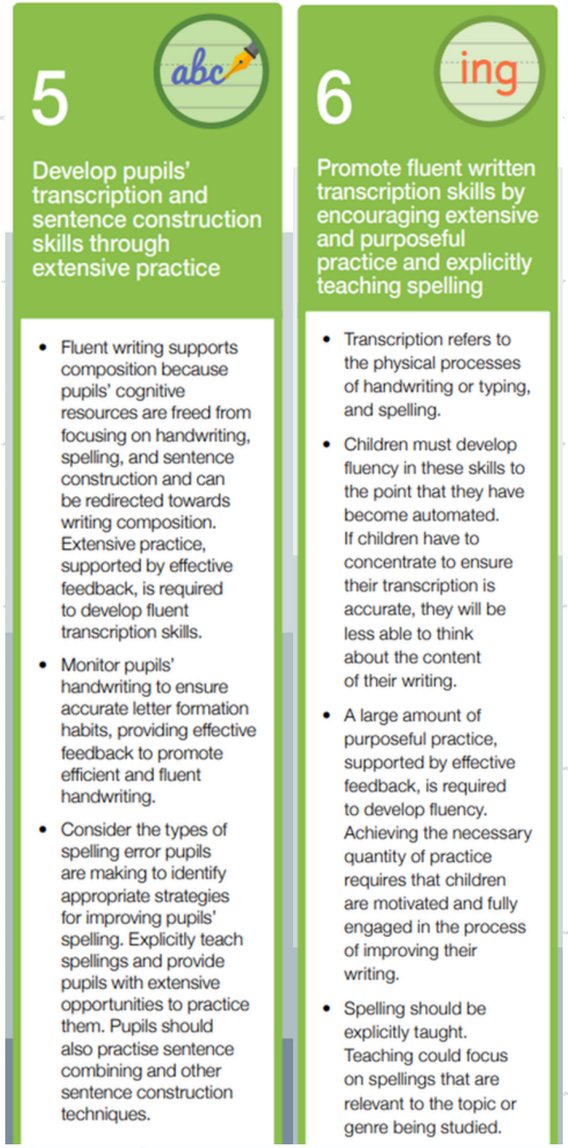


Transcription

Handwriting must be **taught explicitly**, precisely and cumulatively; automatic letter formation is essential so cognitive load is freed for composition

Spelling instruction should be **systematic,** rooted in phonics, and build into orthographic and morphological awareness.

EEF - Evidence



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Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

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Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling

- Transcription refers to the physical processes of handwriting or typing, and spelling.
- Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.
- A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.
- Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.

Recommendation: Develop transcription and sentence construction skills through **extensive practice**.

This means **planned, scaffolded** opportunities for pupils **to build sentences**, and frequent supported practice.

Composition

Oral composition first – talk before writing; rehearse sentences aloud.

Sentence-level focus – accuracy and variety before extended pieces.

Vocabulary, grammar, punctuation – taught as tools for meaning in context.

Common barriers

Pupils often struggle with complex sentence structures as they have not secured the basics.

Pupils often guess punctuation instead of having an explicit understanding of meaning and clause boundaries. Children that don’t use full stops usually haven’t forgotten them; they don’t understand sentence boundaries.

Securing the basics before adding to…..

Naming part	Acting part	Other
The dog	barked	
The dog	barked	in the garden
The dog	barked	loudly
The dog	barked	at me
The dog	barked	yesterday

The Writing Process



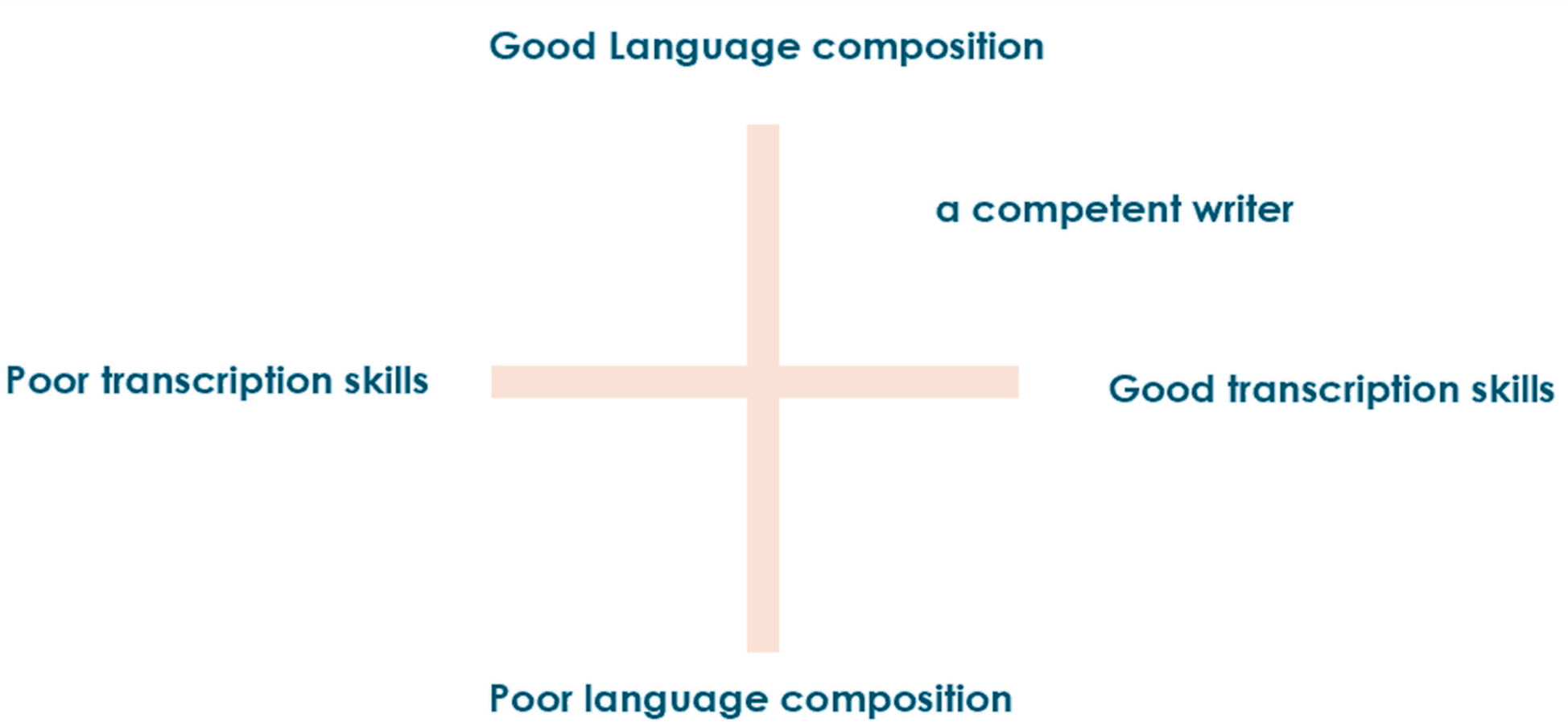
Thinking

Refine ideas

Writing across the curriculum

Memory

Organise


Good Language composition
a competent writer
Poor transcription skills
Good transcription skills
Poor language composition

Dictation - fluency in writing

Connects reading and writing – children encode the sounds they can already decode.

Reinforces spelling patterns – applies phonics and morphological knowledge in context.

Secures handwriting fluency – frequent practice of letter formation, spacing, and punctuation.

Builds automaticity – frees working memory for composition, not transcription.

Provides assessment opportunities – teachers can quickly see where children struggle (phonics gaps, handwriting, spelling rules).

On teaching grammar….

…the teaching of grammar ‘had **virtually no influence** on the writing quality or accuracy of 5- to 16-year-olds.’

Develop the writer, not the writing.

Year 5



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- Writing Expectations for Y5
- What has been your focus for Spring term?
- What have you identified as gaps in learning and any misconceptions?
- How are you addressing these?
- What is next for Summer Term?

Formative Assessment



Assessment Framework for Year 5 - BEBCMAT Teacher Assessment Framework



Resources support - BEBCMAT - English Progression in Text Types (FS - Y6)
BEBCMAT - Narrative Writing Examples (end of year expectations)

What else are schools using?

Thank you

