

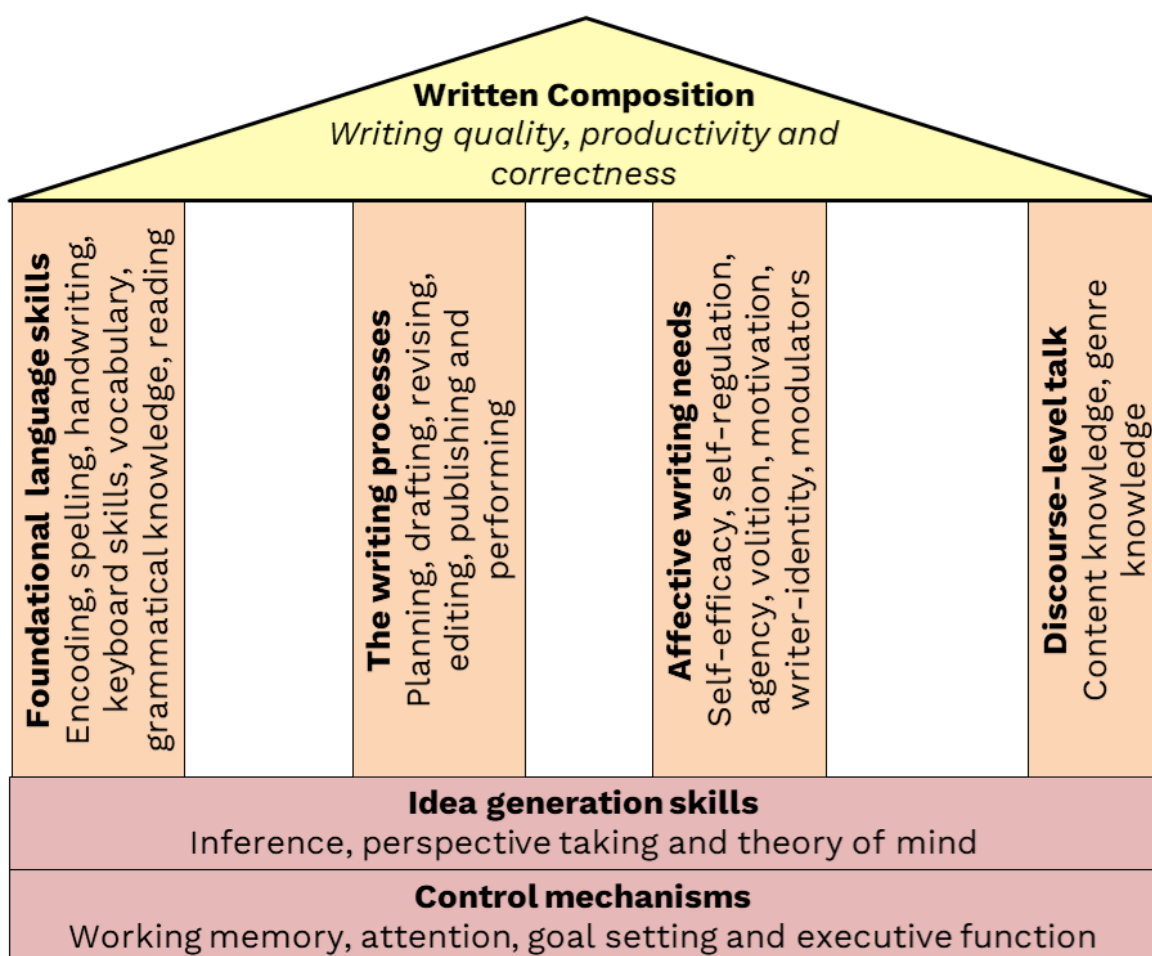
# The direct and indirect effects model of writing



## The Writing For Pleasure Centre

- Promoting research-informed writing teaching

The Direct And Indirect Effects Model Of Writing (DIEW) is one of the latest models to try and expand our thinking around writing development (Kim & Schatschneider 2017; Kim & Park 2019; Kim 2020; Kim & Graham 2022). DIEW is largely the work of educational psychologist Young-Suk Grace Kim. Kim wanted to better understand the development and processes of six-year-old writers. Unlike [The Simple View Of Writing](#), the DIEW model provides greater focus on how young children develop the *compositional* elements of their writing and, importantly, their writing ideas.



(Taken from [The Science Of Teaching Primary Writing](#) and adapted from Kim & Schatschneider 2017; Kim & Park 2019; Kim 2020; Kim & Graham 2022)

Kim's model can be organised as a house. According to Kim, the foundations of writing are built on control mechanisms. In layman's terms, this means children having the maturity to plan, manage and review their writing. Next comes one of the most interesting aspects of Kim's model - her focus on idea generation skills. Kim shows us how children draw on skills like inference, perspective taking and theory of mind in order to generate great ideas for writing (Young & Ferguson [2022a](#)).

After laying down their foundations, Kim believes children build their 'writing house' using four pillars: foundational language skills, knowledge of the writing processes, children's affective needs and discourse-level talk.

1. Foundational language skills includes using their transcriptional skills such as encoding, spelling, handwriting, typing but also their knowledge of vocabulary, grammar and their ability to read.
2. Children need to be knowledgeable of the processes writing goes through including: planning, drafting, revising, editing, publishing/performing.
3. Children's affective needs must be developed and attended to. This includes attending and developing their sense of: self-efficacy, self-regulation, agency, volition, motivation, writer-identity (Young & Ferguson [2021a](#), [2022b](#); Young et al. [2022](#)). This also includes attending to, and regulating, their emotions (Young & Ferguson [2022c](#)).
4. Finally, we have discourse-level talk. This is essentially Kim's phrase for content and genre knowledge.

All of these pillars are required and they all need to be strong if children's 'writing houses' are to stay up. If the house is stable, children can produce writing fluently, accurately, happily and of quality.

Why is Kim's model useful to us? Well, it highlights the importance of certain cognitive resources which all too often can be overlooked and underdeveloped in schools. Hence, the name *direct and indirect effects model* of writing. Kim's calls our attention to:

- Explicitly teaching children how to manage themselves as writers and their writing process (Young et al. [2021](#), Young & Ferguson [2022b](#)).
- Explicitly teaching children how to generate quality writing ideas (Young & Ferguson [2022a](#)).
- The fact children write better texts when they can draw on content that they are knowledgeable of and passionate to write about (Young & Ferguson [2022c](#)).
- The impact children's reading has on their abilities to write (Young & Ferguson [2020](#), [2021a](#), [2022b](#)).
- Teachers must attend to children's emotional and affective needs (Young & Ferguson [2021a](#), [2022b](#), [2022c](#)).
- Children draw on their genre knowledge to help them write. This includes making decisions at sentence and grammatical levels (The Writing For Pleasure Centre [2022](#), Young & Ferguson [2021b](#), Young & Ferguson [2022d](#)).

Our hope is that by sharing this model for writing, we can help turn the tide on the pernicious underachievement of writing in schools (Ofsted 2009, 2012; DfE 2012, 2017, 2019, 2021). Indeed, the problem teachers and schools often face is knowing how to develop all these cognitive resources efficiently and effectively in their classrooms (Young & Ferguson [2021a](#), [2022b](#), [2022c](#)).

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