

Auditing Your School's Pedagogy Against The Science Of Writing



The Writing For Pleasure Centre

- Promoting research-informed writing teaching

This audit comes from The Writing For Pleasure Centre's [The Science Of Teaching Primary Writing](#) eBook. Its purpose is to try and help you reflect on whether your school's writing pedagogy is supported by the science of writing. We focus specifically on how your school's approach to writing develops children's social development as writers and the knowledge they should be acquiring to craft successful writing.

Aspect of <i>The Science Of Writing</i>	Notes on how our school's pedagogy supports this aspect
The purpose of our writing classrooms	
The physical and social environment our students are expected to write in	
The members of the writing classroom, including: <i>Teachers, writers, collaborators, audiences, mentors</i>	
The collective history children develop as they move through the school years	
The typical actions we expect children to engage in	

Aspect of <i>The Science Of Writing</i>	Notes on how our school's pedagogy supports this aspect
The typical tools we expect children to use	
The writing product we expect children to produce	
Oral language and listening comprehension	
Reading	
Knowledge of the writerly environment	
Knowledge of their audience(s) and their needs	
Knowledge of their own affective (emotional) writing needs	
Content knowledge, including knowledge about how to generate ideas for writing	

Aspect of <i>The Science Of Writing</i>	Notes on how our school's pedagogy supports this aspect
Genre knowledge	
Grammar knowledge	
Sentence knowledge	
Vocabulary knowledge	
Goal knowledge	
Process knowledge	

Aspect of <i>The Science Of Writing</i>	Notes on how our school's pedagogy supports this aspect
Transcriptional knowledge	

Notes and reflections: