Handbook Of Research On Teaching Young Writers

Third Edition
2024

Ross Young & Felicity Ferguson

About The Authors

The Writing For Pleasure Centre

The Writing For Pleasure Centre functions both as a think tank and as an action research community. The result is that we are continually engaged in sharing effective practices, case studies and research findings. The mission of The Writing For Pleasure Centre is to help all young people become passionate and successful writers. We look to accomplish this goal by investigating what world-class writing teaching might be. We do this through:

- Our school residencies and teacher training workshops.
- Curriculum development and creating resources.
- Conducting, disseminating and publishing research.
- Working with children, teachers, school leaders, teacher-educators and charities.

It's our hope that teachers regard The Writing For Pleasure Centre as a place where they can access a specialist network and continued professional development that is free. If you're new to the idea of a Writing For Pleasure pedagogy, you can read all about it at: **writing4pleasure.com**

Ross Young & Felicity Ferguson are the founders of The Writing For Pleasure Centre and authors of *The Science Of Teaching Primary Writing, Writing For Pleasure: Theory, Research & Practice*, *Real-World Writers: A Handbook For Teaching Writing With 7-11 Year Olds, Supporting Children With SEND To Be Great Writers: A Guide For Teachers And SENCOS* and *A Teacher's Guide To Writing With Multilingual Children*.

They both hold master degrees in applied linguistics in education. As passionate writer-teachers, they now work around the UK and abroad helping teachers and schools develop extraordinary young writers. They both convene The United Kingdom Literacy Association's international Teaching Writing Special Interest Group and also help run their Teachers' Writing Group. Ross was the lead researcher on *'What is it Writing For Pleasure teachers do that makes the difference?'* Their work continues to focus on the learning and teaching of young writers and is informed by their ongoing work with classroom teachers and early years educators.

Preface

Some years ago, we were teaching at our local primary school and we came to the conclusion that we were probably the worst teachers of writing in the whole entire world. We hated doing it, we hated teaching it, and our students got terrible results. Our students also hated writing and they hated us teaching it too!

Research has since confirmed why this was, and it appears that we were far from alone. Some of you might feel like this too. The fact is that many of us didn't receive the writerly education we should have had while we were at school. We know this because research shows that a great number of teachers feel deep shame about their own writing abilities, and consequently have grown up disliking writing. A friend of ours, Paul Gardner, carried out some investigations, and found that less than 2% of teachers wrote with or for pleasure, with half reporting that they had never felt any pleasure from writing in their lives (Gardner 2014). To make matters worse, the research surrounding ITE reveals that the majority of teachers around the world leave their teacher training feeling ill-prepared to teach writing (Young & Ferguson 2023a).

This is a serious problem, because how we were taught writing at school has a strong influence on how we feel about the subject, how we think it should be taught and what we know about it - our writerly knowledge. Unfortunately, it appears from the research that, as teachers, we regularly copy the same failed writing teaching that we once received (Young & Ferguson 2021a). We should point out that there is of course a significant minority of teachers to whom this doesn't apply - but it certainly applied to us.

We tried all the popular approaches in the UK at the time and none of them worked. We were frustrated. We wanted to do something about it. We decided that we would build a writing pedagogy from scratch and base it on what the science and research evidence said was the most effective and affecting practice (Young & Ferguson 2021a, 2022a). We were no longer going to leave things to chance.

We conducted a total of twenty-three literature reviews spanning more than fifty years of scientific research. First, we started with the meta-analyses. For those who might not be familiar with the term, a meta-analysis is where a researcher will group many scientific studies on a particular subject in order to identify recurring patterns of effectiveness. We then read what case studies tell us about what the best performing writing teachers do in their classrooms which makes the difference. We discovered that there are 14 enduring principles which represent the most effective teaching practice. These principles all have a track record of raising standards and accelerating progress in writing. The principles are:

1. Build a community of writers
2. Treat every child as a writer
3. Read, share, think and talk about writing
4. Pursue purposeful and authentic class writing projects
5. Teach the writing processes
6. Set writing goals
7. Be reassuringly consistent
8. Pursue personal writing projects
9. Balance composition & transcription
10. Teach daily mini-lessons
11. Be a writer-teacher
12. Pupil-conference: meet children where they are
13. Connect reading & writing
14. Interconnect the principles

Interestingly, we noted that there were also six affective needs (relating to the emotions) that teachers should attend to in order to help children write happily and successfully. These needs are:
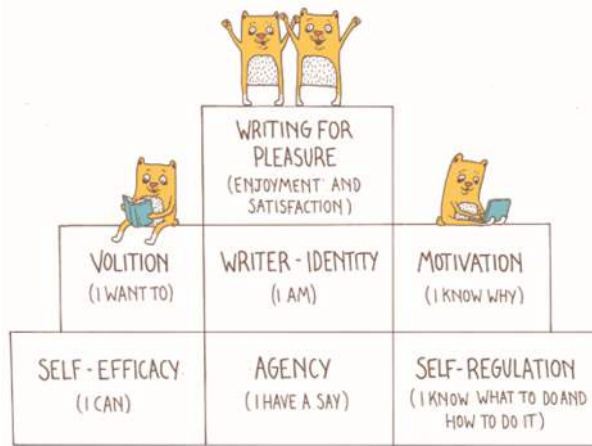
Young & Ferguson's ([2021a]) hierarchy of emotional writing needs

Once these principles and affective needs were identified, we reviewed the research on each one to help us better understand what *we* could be doing in our classroom to make the difference. In the end, we decided to call our approach the *Writing For Pleasure* approach. And now, for us, Writing For Pleasure has become simply a synonym for world-class writing teaching.

We began using this new approach, and it was having a transformative impact on our students. We moved to another school to see if it would work in another context, and it did. We then started to write about the pedagogy online, and other teachers started reporting that they were getting the same great results that we were.

Fast forward to 2019, and we were lucky enough to be given a research grant in conjunction with the Goldsmiths' Company and University Of Sussex. We travelled around to see what it was these other 'Writing For Pleasure' teachers were doing. What was special about this study was that, to participate, the teachers had to show that they had a track record for accelerating children's progress, and that their children reported that they loved to write and felt their affective writerly needs were being met.

What we found out from all this work has since been published as a book called *Writing For Pleasure: Theory, Research & Practice* (Young & Ferguson [2021a]) and the establishment of The Writing For Pleasure Centre.

The Writing For Pleasure Centre is now informed by over 600 pieces of literature, case study work, action research by teachers in our affiliate schools, and empirical research on the subject of teaching writing.

The Writing For Pleasure approach involves children and teachers writing together every single day. They write for many different purposes, and for a variety of audiences. They are *moved* to write about what they are most knowledgeable and passionate about. They also write to deepen their responses and understandings of what they read. They write to transform their own (and others') thinking about what they learn in the wider curriculum subjects. They write to entertain, to paint with words, to persuade and share their opinions, to teach others, to make a record of things they don't want to forget, and to reflect on their own thoughts and personal experiences. They write about themselves and their cultures. They also write to reflect and sustain the cultures of people they might not have met. They share their writing and talk about themselves as writers with their peers, teachers and caregivers. They learn how to live the writer's life.

Pupils explore new genres of writing through whole class writing projects. Together, they discuss the purpose of the writing project, explore its basic features, and study mentor texts together. They consider who they would like to write their pieces for and what they would like to write about most. Students are taught how to use the same features and expert techniques they identified from the mentor texts in their own compositions. They learn how to attend to their spellings, handwriting, grammar, and sentence construction. This helps them write happily and fluently. Pupils acquire a great deal of craft knowledge – what we call *craft moves*. This includes writerly strategies and techniques for negotiating the writing processes. We want children to know how they can take a germ of an idea and see it through to publication independently and successfully. Students are supported by being provided with clear processes and ambitious writing goals. They are given ample time and instruction in how to plan and how to improve on what they have already written through specific revision and proof-reading sessions.

Pupils receive daily in-the-moment verbal feedback and responsive assessment-based individualised instruction through teacher-pupil conferencing. These conversations are designed to push the writer and move their writing forward. Pupils are given many opportunities to discuss their compositions with their teachers and peers. At least one hour a day is devoted to the explicit teaching of writing and, within this time, children are engaged in writing meaningfully for a sustained period. We believe this is the only way they can learn about the discipline of writing

and of being a writer. Across a school day, children also have opportunities to write about their reading and in response to their learning in other subjects. Importantly, pupils have access to personal writing journals which travel freely between home and school. We want children to live the writer's life and to be in a constant state of composition.

Genuine writing communities are created in classrooms. Children write in positive and enthusiastic writing environments which are headed up by passionate writer-teachers. Classrooms feel like a mixture of creative writing workshops and professional publishing houses. The approach is rigorous, highly-organised and reassuringly consistent. Pupils are encouraged to take risks and to be innovative, but also to write with focus and serious intent. Teaching is responsive - depending on what individual children need instruction in most. Whether they are in Nursery or Year Six and regardless of where they are in their language development or writerly experience, all children are treated as writers and are helped not only to write pieces which are successful in terms of the objectives of the curriculum but also meaningful to them as young authors.

Felicity Ferguson & Ross Young

Introduction

This handbook addresses some of the major aspects of teaching writing. The aim is to create an invaluable reference guide for all teachers. This is our third edition. We hope to update this handbook every year to take account of the latest research and thinking. We would like this handbook to support teachers in developing sound subject knowledge and exceptional classroom practice. We have tried to make the research as accessible as possible. The handbook includes:

- Over 600 research entries covering the major aspects of developing students as writers.
- Short abstracts and keyword tags to help teachers find the research they are looking for.
- An analysis of the analysis and what it is the best performing writing teachers do that makes the difference.
- A chapter dedicated to each of the 14 principles of world-class writing teaching.
- Research on the early teaching of writing including compositional development, phonics, encoding, spelling, letter formation and handwriting.
- Extended entries on major topics such as speaking and listening, reading/writing connection, multilingualism, special educational needs and disabilities, and social and emotional disorders.
- Focused chapters on the affective needs of student writers, including: self-efficacy (confidence), self-regulation (competence and independence), agency, motivation and writer-identity.
- Essential literature and suggested reading offered at the end of each chapter.

This handbook is a useful resource for anyone interested in developing world-class writing teaching. Teachers should find what is shared within these pages utterly interesting, informed and helpful.

We have done our best with this third edition to cover many aspects of writing teaching in the best way we can. We have provided a variety of research, from different disciplines, and from a variety of perspectives. We've tried to provide a balance between the very latest emerging research and classic studies which contain profound insights and have stood the test of time. If you think some important research entries are missing, then please contact us. You can contact us through our website at: **www.writing4pleasure.com/contact**

New to this third edition:

- A brand *NEW* chapter on *Children's views on writing, being writers and writing teaching.*
- New research studies related to teachers' perspectives on writing teaching and initial teacher education.
- A significant number of additional studies on the subject of writing motivation and writer-identity.
- Major additions to the special educational needs chapter.
- New studies on the subject of teaching children to plan and revise their compositions.
- Studies on the importance of having a reassuringly consistent approach to teaching writing in the early years, primary, and in secondary schools.
- Additional papers on the importance of establishing children's transcriptional skills.
- Substantial new studies on pursuing purposeful and authentic class writing projects.
- A new section devoted to research on children writing at home
- New research on grammar teaching, teaching at the sentence-level, and developing children's vocabulary in the context of the writing classroom.
- Further additions to verbal feedback and delivering pupil-conferencing.
- Significant new studies and literature added to the reading/writing connection chapter.

Contents

Chapter 1

What Sort Of Writing Teacher Are You? What Sort Of Writing Teacher Do You Want To Be?: The Different Perspectives On Teaching Writing

Introduction

This chapter introduces the most common orientations teachers have towards the teaching of writing and of young writers. It gives a detailed overview of the most popular approaches to teaching writing, including:

- The presentational or skills-based view of writing
- The naturalistic self-expressionist orientation
- The structuralist and genre-based approach
- The literature-based model
- The critical literacy and multiliteracy perspective
- The environmental and community orientation

Discussion is had about how writing is perceived in each of these orientations, the relationship between the teacher and their pupils, the teachers' curricular priorities, and the typical teaching strategies they might employ. The limitations of each approach are also examined and compared. Finally, it's proposed that, whilst these orientations may seem to be in conflict with one another, it may actually be more profitable for teachers to consider how parts of each orientation can be utilised dynamically within a classroom pedagogy to help turn the tide of children's historic underachievement in writing, and attend to their affective needs and to their indifference to or active dislike of writing.
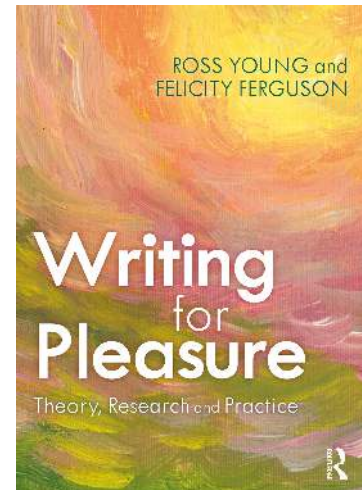
DOWNLOAD CHAPTER

Bingham GE & Gerde HK (2023) Early childhood teachers' writing beliefs and practices. *Front. Psychol.* 14:1236652.doi: 10.3389/fpsyg.2023.1236652

This study delves into the early writing beliefs, ideas, and practices of 54 early childhood teachers. Through a survey and written responses, teachers shared their beliefs and definitions regarding early writing development. Classroom observations focused on instructional strategies—such as modelling and scaffolding—and the specific early writing skills emphasised during these interactions. Notably, teachers' definitions of writing often emphasised specific skills, with a predominant focus on handwriting.

While teachers employed a range of modelling and scaffolding practices to support early writing, the majority of interactions centred around handwriting support. Interestingly, there was a disconnect between teachers' definitions of writing and their responses to the belief survey. However, these definitions were differentially related to the writing skills emphasised during interactions with children. Teachers who identified multiple writing components in their definition were more likely to support children's writing concept knowledge, while those with more developmentally appropriate beliefs engaged children in spelling-focused interactions.

The findings highlight the complexity of teachers' beliefs about early writing and suggest implications for professional learning support for preschool teachers. This study contributes valuable insights to the understanding of the interplay between teachers' beliefs, definitions, and instructional practices in the context of early writing education.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental and community orientation; genre approach; presentational-skills approach; handwriting; spelling; encoding

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Sturk, E., Randahl, A.-C., & Olin-Scheller, C. (2020). Back to basics? Discourses of writing in Facebook groups for teachers. *Nordic Journal of Literacy Research, 6*(2). https://doi.org/10.23865/njlr.v6.2005

This study delves into the prevailing discourses shaping teachers' beliefs about writing education and explores how these discourses are negotiated within the realm of social media. The empirical data, derived from a stratified random sample of interactions in three sizable Facebook groups catering to Swedish teachers (2,500–10,000 members each), offers valuable insights into the dynamics of these discussions. Using Ivanič's

framework of the 7 discourses of writing and learning to write, the study meticulously analyses the visible discourses about writing within the interactions, as well as the blogs, school books, and apps recommended by teachers.

With 40% of the interactions focusing on writing, a clear dominance of a skills discourse emerges. Notably, a genre discourse challenges the once-prominent process discourse, indicating a shifting landscape of beliefs among teachers. Surprisingly, discourses in a social context are found to be rare in these interactions. The findings suggest a potentially narrow perspective on writing education in both policy and practice. According to Ivanič (2004), this narrow view may be a consequence of broader societal trends where the educational system faces scrutiny, and explicit standards for writing take precedence.

This study opens the door to a critical examination of the conditions that could facilitate a broader spectrum of discourses on writing education, especially in educational environments under pressure. Further investigations are warranted to explore how educators can navigate and promote a more diverse discourse on writing in response to the evolving demands of the educational landscape.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental and community orientation; genre approach; presentational-skills approach

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Walls, H., & Johnston, M. (2023). Teachers beliefs and practices for the teaching of writing in the New Zealand elementary school: influences on student progress, *Australian Journal of Learning Difficulties*, 1-28.

In the present study, the effects of teachers' beliefs and practices about writing pedagogy on students' progress were investigated in the context of the New Zealand primary school system. A total of 626 teachers completed a survey on their beliefs and practices. Principal component analysis of beliefs isolated three dimensions, reflecting valuation of (i) explicit, (ii) socio-cultural and (iii) process-writing approaches.

Analysis of the practices data isolated six dimensions: (i) explicit and structured approaches; (ii) socio-cultural and process writing approaches; (iii) attention to surface features; (iv) advanced writing practices; (v) basic writing practices, and (vi) teacher goal selection.

Next, a sub-sample of 19 survey respondents supplied writing samples from their students, at two time points, allowing for the measurement of progress over time. Associations between teachers' scale locations for reported beliefs and practices, and their students' progress were explored.

Explicit teaching beliefs and practices were positively correlated with progress and socio-cultural practices were negatively correlated with progress. Our findings support the use of explicit methods for the teaching of writing and cast some doubt over the efficacy of constructivist approaches.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental and community orientation; writer's workshop; naturalistic and self-expressionist approach; critical literacy approach; presentational-skills approach

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Kissel, B. (2021) Writing the future, *Literacy Today*, 39(2), 37–40

A group of teacher-researchers and professors bucked traditional schooling practices of writing and encouraged their students to compose the way real writers wrote-through a process that was cyclical, recursive, and messy. For many of us who observe young students as writers, we do so in collaboration with teachers who lay the foundation of building relationships with students so they feel comfortable sharing their lives and interests with us as they compose. Children thrived under conditions where:

- Choice was a fundamental value
- They could compose using a process that was recursive rather than linear
- Teachers recognised the important interrelatedness between the writer and the reader and between reading and writing
- Students considered readers when writing by clarifying meaning through revision and seeking clarity when editing
- They could respond to feedback that was offered constructively, carefully, and compassionately

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental and community orientation; writer's workshop; teach the writing processes; agency; writer-identity; the reading/writing connection; pursue purposeful and authentic class writing projects

Ryan, M., Barton, G. (2014). 'The spatialized practices of teaching writing in elementary schools: Diverse students shaping discoursal selves'. *Research in the Teaching of English, 48*(3), pp. 303-328.

This paper delves into the realm of teaching writing, examining the challenges faced by educators amid high-stakes testing while endeavouring to respect diverse writing practices in schools. Employing sociospatial theory, a closer examination is conducted on the actual and perceived spaces that influence and are influenced by teachers' approaches to writing in two distinct elementary schools with diverse student populations.

By employing critical discourse analysis on robust data sets, the underlying discourses and power dynamics in these school settings are revealed. The findings underscore that when educators concentrate on instructing both structure and skills while also nurturing identity and voice, students with various linguistic backgrounds can generate impactful and authentic written works.

The paper proposes the concept of establishing "third spaces," where a balance is struck between accountability requirements and the nuanced aspects of writing. These third spaces enable a holistic approach to writing instruction, catering to the needs of students from diverse and multilingual backgrounds. The objective is to empower these students to perceive writing not merely as a task but as a creative and critical means of communication, facilitating their effective participation in society and the knowledge economy.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental and community orientation; multilingualism; funds-of-language; writing-realities; presentational-skills approach

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Harris, K. R., & McKeown, D. (2022) Overcoming barriers and paradigm wars: Powerful evidence-based writing instruction, *Theory Into Practice*, 61(4), 429-442

The ability to write is fundamental for learning and achievement across Grades K-12, performance in the workplace, continuing education, college, personal development, and addressing social justice. The majority of our students, however, are not capable writers. We have a body of evidence-based practices (EBPs) and best practices that can make a meaningful difference in writing development for our students. We describe one EBP for writing instruction, the Self-Regulated Strategy Development (SRSD) model of instruction for writing. SRSD results in meaningful improvements in students' writing across grades 1-12 and can be integrated with best practices, including writers' workshop. We then separate fact from fiction regarding this approach for teaching students to write and to engage in reading for writing. Finally, we address paradigm wars and additional barriers to widespread adoption of SRSD in schools, and how to address these barriers.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation; self-regulation strategy development instruction; writer's workshop; evidence-based practices

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Keen, J. (2022) Teaching writing: process, practice and policy, *Changing English*, 29(1), 24-39

This article discusses two schemes for teaching writing in schools. One uses analysis of model texts into techniques and devices then application of these by students to their written compositions and one uses a process approach that includes pre-writing and exploring, drafting, sharing and discussing, revising and celebrating to exploit students' procedural knowledge of language at all levels of description. It argues that the process approach is more effective in facilitating the development of students' writing skills than the analysis-and-application methods currently adopted in secondary schools. It concludes that as the process approach is more effective, it will replace analysis-and-application for teaching writing.

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Tags: teacher orientations; presentational orientation; structuralist and genre-based orientation; literature-based orientation; environmental and community orientation; writing process approach; writing workshop; secondary school teaching; secondary writing

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Ivanič, R. (2004) Discourses of writing and learning to write, *Language and Education*, 18(3), 220–245

This paper presents a meta-analysis of theory and research about writing and writing pedagogy, identifying six discourses – configurations of beliefs and practices in relation to the teaching of writing.

It introduces and explains a framework for the analysis of educational data about writing pedagogy in which the connections are drawn across views of language, views of writing, views of learning to write, approaches to the teaching of writing, and approaches to the assessment of writing.

The framework can be used for identifying discourses of writing in data such as policy documents, teaching and learning materials, recordings of pedagogic practice, interviews and focus groups with teachers and learners, and media coverage of literacy education.

The paper also proposes that, while there are tensions and contradictions among these discourses, a comprehensive writing pedagogy might integrate teaching approaches from all six.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

Hyland, K. (2008) Writing theories and writing pedagogies, *Indonesian Journal of English Language Teaching*, 4(2), 91–110

This paper explores the main approaches to understanding and teaching writing. Making a broad distinction between theories concerned with texts, with writers and with readers, Hyland shows what each approach offers and neglects and what each means for teachers. The categorisation implies no rigid divisions, and, in fact the three approaches respond to, critique, and draw on each other in a variety of ways. Hyland believes,however, that this offers a useful way of comparing and evaluating the research each approach has produced and the pedagogic practices they have generated.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

Gardner, P. (2018) Writing and writer identity: the poor relation and the search for voice in 'personal literacy,' *Literacy*, 52(1), 11–19

The teaching of writing has been a relatively neglected aspect of research in literacy. Cultural and socio-economic reasons for this are suggested. In addition, teachers often readily acknowledge themselves as readers, but rarely as writers.

Without a solid grasp of compositional processes, teachers are perhaps prone to adopt schemes that promote mechanistic writing approaches, which are reinforced by top-down discourses of literacy. This 'schooling literacy' is often at odds with children's lives and their narratives of social being.

After discussing theories of writing, tensions between 'schooling literacy' and 'personal literacy' are debated. It is suggested that the disjuncture of the two exposes gaps that provide teachers with spaces in which to construct a writing curriculum embedded in children's language and funds of knowledge. The elevation of this 'personal literacy' is viewed as an imperative to enhance children's identities as writers, as well as their engagement with writing.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

Elbow, P. (2004) Writing First! Putting Writing Before Reading Is An Effective Approach to Teaching And Learning, *Educational Leadership,* 62(2) pp.9-13

The phrase "reading and writing" reflects the implicit assumption that reading comes first and that writing must follow.

First graders can "write" all the words they can say, albeit in their own manner and using invented spelling. Encouraging this kind of writing gives children control over letters and texts, giving them an understanding that they need ultimately for reading. The word learning itself tends to promote reading over writing because we often assume learning refers to input, not output, that it's a matter of putting other people's ideas inside us. Writing is more caught up with meaning making, however, and encourages students to break out of their characteristically passive stance in school and in learning.

"Reading tends to imply 'Sit still and pay attention', whereas writing tends to imply 'Get in there and do something.'" It's not the case that putting writing first--output before input--will encourage rampant

individualism. Reading and writing are joined, in fact, at the hip. Students will put more care into reading when they have had more of a chance to write.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation; connect reading and writing

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Barrs, M. (2019) Teaching bad writing, *English in Education*, 53:1, pp.18-31

This article is a critique of current approaches to the teaching and assessment of writing in schools in the UK. Successive government initiatives, most particularly the latest (impoverished) version of the English curriculum, are seen as having led to a situation in which pupils are taught in a way that does not improve the quality of their writing, and often results in writing which is inflated and unconvincing.

The national curriculum and assessment scheme for writing prioritises form over content; it makes grammatical complexity and ostentatious vocabulary the success criteria for assessment, to the detriment of children's writing and learning, and of teachers' practice.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

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Graham, S. (2021) Creating a Classroom Vision for Teaching Writing, *The Reading Teacher,* pp.10-13

If children are to receive the writing instruction they need and deserve, it is essential that teachers develop a coherent and well-constructed vision for teaching writing. This article provides an example of how such a vision can be created. It is based on three assumptions:

- One, developing a vision for teaching writing should be guided by theory. This provides a framework for thinking about how writing instruction should proceed.
- Two, visions for teaching writing should be informed by the best scientific evidence available. This increases the likelihood that the resulting vision is an effective plan.
- Three, theory and evidence-based writing practices are necessary but not sufficient for developing classroom visions for teaching writing.

Teachers need to bring their own knowledge, gained through experience, to this process. Collectively, these three ingredients make it possible for teachers to make informed, judicious, and intelligent decisions when constructing a vision for teaching writing.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge

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Steve Graham (2018) A Revised Writer(s)-Within-Community Model of Writing, *Educational Psychologist*, 53:4, 258-279

This article presents a revised version of the writer(s)-within-community model of writing. Writing is conceptualised as a social activity situated within specific writing communities. Writing in these communities is accomplished by its members. The model proposes that writing is simultaneously shaped and bound by the characteristics, capacity, and variability of the communities in which it takes place and by the cognitive characteristics, capacity, and individual differences of those who produce it.

The model further proposes that writing development is a consequence of participation in writing communities and individual changes in writers' capabilities, which interact with biological, neurological, physical, and environmental factors. This newer version of the model places a greater emphasis on communication and the reader. It expands the description of a writing community to include the social, cultural, political, institutional, and historical influences that shape it.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental and community orientation

Hillocks, G., (1986) *Research on Written Composition: New Directions for Teaching* Clearinghouse on Reading and Communication Skills

This book provides a meta-analysis of studies on teaching approaches and focuses on composition instruction at the elementary, secondary, and college levels.

- The first chapter of the book examines general studies of the composing process, studies of process in classrooms, and studies of planning, production factors, revision, and writing apprehension.
- The second chapter explores research on the repertoire of lexical, syntactic, or rhetorical forms which writers call upon in their writing.
- The third chapter examines criticisms of experimental studies and the difficulties in doing them, then explains the techniques used in the meta-analysis of such studies, the selection of studies, and the variables examined.
- The next four chapters analyse the studies in the areas of modes of instruction, grammar and the manipulation of syntax, criteria for better writing, and invention.
- The eighth chapter presents the results of the meta-analysis for the dimensions examined: grade level, duration of treatment, mode of instruction, focus of instruction, revision, and feedback.
- The final chapter discusses the compatibility of results of treatment or method studies with those of processes studies, and offers recommendations for future research.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

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Bereiter, C., Scardamalia, M. (1987) An attainable version of high literacy: Approaches to teaching higher-order skills in reading and writing, *Curriculum Inquiry*, 17(1), 19–30

One way of criticising contemporary literacy education is to credit it with trying to do the right things, but to argue that the means could stand improvement. With great variation in the amount and kind of improvement recommended, this seems to be the line of criticism taken by almost everyone from alarmist critics to blue-ribbon panellists.

A quite different line of criticism, however, attacks the aim of contemporary literacy education, charging it with being oriented toward the development of a low form of literacy. In their historical analysis of literacy instruction. Resnick and Resnick (1977) identify high literacy and low literacy as distinct educational traditions. High literacy has been a tradition in education of the elites in Europe and America. It has been aimed at developing the linguistic and verbal reasoning abilities, the literary standards and sophistication, and the moral values and precepts appropriate to leaders of society. Mass education, however, according to Resnick and Resnick, grew out of a "low literacy" tradition of efforts to promote the minimum levels of reading needed for religious practice.

In this article we shall not consider the merits of the high literacy tradition as it has actually unfolded. Rather, our concern is with what would be required in order to make high literacy of some sort attainable by the majority of students. The answer, we believe, does not lie in trying to make the common school into a copy of the elite academy. Rather, it lies in constructing new models of curriculum and instruction that can bring the benefits of high literacy to students who do not already come from highly literate backgrounds.

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Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

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Mason, J., Giovanelli, M. (2017) 'What do you think?' Let me tell you: Discourse about texts and the literature classroom, *Changing English*, 24(3), 318–329

This article examines the practice of studying texts in secondary school English lessons as a particular type of reading experience. Through a critical stylistic analysis of a popular edition of John Steinbeck's *Of Mice and Men*, the article explores how reading the text is framed by educational editions, and how this might present the purpose of studying fiction to students.

The article draws on two cognitive linguistic concepts – figure/ground configuration and narrative schemas – in order to explore how 'discourse about a text' can potentially influence how students read and engage with a text.

Building on a previous article, the notion of pre-figuring is developed to offer an account of how a reader's attention can be directed to particular elements of a text, thus privileging some interpretations and downplaying others.

The article then reflects more widely on the perceived purposes of studying fiction with young people, exploring in particular the recent rise of support within the profession in England for Hirsch's 'cultural literacy' model, which sees knowledge about texts as more valuable than authentic reading and personal response.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; literature-based orientation; naturalistic self-expressionist orientation; environmental and community orientation

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Lankshear, C., Knobel, M. (2009) More than words: Chris Searle's approach to critical literacy as cultural action, *Race & Class*, 51(2), 59–78

This article discusses what seem to us to be some of the key features of Chris Searle's approach to language and literacy education within school classroom settings in England, as portrayed in his own writings and reflected in work done by his students and published in numerous compilations from *Stepney Words* (1971) to *School of the World* (1994).

We understand his work as a sustained engagement in critical literacy, underpinned by an unswerving belief that being a literacy educator serving working-class communities is inherently a political, ethical and situated — material and grounded — undertaking. Throughout his school teaching life, Chris Searle took it as axiomatic that working-class children should learn to read, write, spell, punctuate and develop the word as a tool to be used in struggles — their own and those of people like them, wherever they may live — for improvement and liberation.

Literacy education for working-class children must proceed from, maintain continuity with and always be accountable to the material life trajectories and prospects of these children. It can only do this by maintaining direct contact with their material lives and their situated being within their material worlds.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

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Cazden, C., Cope, B., Fairclough, N., Gee, J. (1992) A pedagogy of multiliteracies: Designing social futures, *Harvard Educational Review*, 66(1), 60–92

In this article, the *New London Group* presents a theoretical overview of the connections between the changing social environment facing students and teachers and a new approach to literacy pedagogy that they call "multiliteracies."

The authors argue that the multiplicity of communications channels and increasing cultural and linguistic diversity in the world today call for a much broader view of literacy than portrayed by traditional language-based approaches.

Multiliteracies, according to the authors, overcomes the limitations of traditional approaches by emphasizing how negotiating the multiple linguistic and cultural differences in our society is central to the pragmatics of the working, civic, and private lives of students. The authors maintain that the use of multiliteracies approaches to pedagogy will enable students to achieve the authors' twin goals for literacy learning: creating access to the evolving language of work, power, and community, and fostering the critical engagement necessary for them to design their social futures and achieve success through fulfilling employment.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; naturalistic self-expression orientation; structuralist and genre-based orientation; literature-based orientation; critical literacy and multiliteracy orientation; environmental and community orientation

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Fishman, S., McCarthy, L. (1992) Is expressivism dead? Reconsidering its romantic roots and its relation to social constructionism, *College English*, 54(6), 647–661

This article defends self-expressivism as a philosophy of composition. The authors present one of their classes as one that is committed both to the mastery of philosophic method and to the development of student voices.

Free access (if read online): **LINK**

Kohnen, A. M., Caprino, K., Crane, S., Townsend, J. S. (2019) Where is the Writing Teacher? Preservice Teachers' Perspectives on the Teaching of Writing, *Writing and Pedagogy*, 11(2), 285–310.

This article identifies how a cohort of preservice teachers educated during the No Child Left Behind Era thought about the teaching of writing when they entered a secondary English Language Arts (ELA) teacher preparation program. Most participants shared the beliefs that:

- Writing was primarily the demonstration of specific skills, often on a standardised test
- Alternatives to the five-paragraph essay would be extra, with formulaic writing central to instruction
- Teachers had little role in student writing development beyond assigning writing
- Feedback on writing should be 'objective' and tied to a grade
- The purpose of English Language Arts is primarily to teach literature.

Authors believe identifying preservice teachers' beliefs about writing and the role of the writing teacher at the beginning of a program can help teacher educators design experiences to expand students' notions of literacy and of writing instruction.

(£): **LINK**

McCarthey, S., Mkhize, D. (2013) Teachers' orientations towards writing, *Journal of Writing Research*, 5(1), 1–33

This study of 29 teachers from four states in the US investigated teachers' orientations towards writing and the influences on their beliefs.

Through interviews about writing instruction, the researchers found significant differences between teachers in high and low-income schools.

- While teachers in high-income schools valued rhetorical style, developing voice, and reading-writing connections, teachers in low-income schools focused on grammar, mechanics and sentence structure.
- Teachers in high-income schools appear to be exercising more choice in curricular materials and valuing quality of writing beyond grammar and mechanics, whereas teachers in low-income schools are using specific curriculum mandated by the districts.

Influences on teachers' orientations included school context, programs and materials, and assessments. The study raises concerns that students in low-income schools are missing out on authentic, challenging, and meaningful writing opportunities since the focus is on skills-based instruction.

The findings point to the need for teachers to provide all students with opportunities to develop rhetorical style, voice, and reading-writing connections in addition to grammar, mechanics, and sentence structure.

Free access: **LINK**

Graham, S., Harris, K.R., Fink, B., MacArthur, C.A. (2001) Teacher efficacy in writing: A construct validation with primary grade teachers, *Scientific Studies of Reading*, 56, 177–202

Teacher efficacy has been identified as a variable accounting for individual differences in teacher practice and student outcome. Because teacher efficacy is a specific rather than a generalised expectancy, an examination was done on the validity and reliability of a teacher efficacy instrument designed specifically for the area of writing. Consistent with previous teacher efficacy research, a factor analysis of the instrument yielded two dimensions: measuring personal teaching efficacy and the other general teaching efficacy. Both factors were reliable and only slightly correlated with each other. The reported classroom practises of high- and low-efficacy teachers differed, providing further support for the validity of the instrument. It was also found that variation in efficacy scores was related to teachers' beliefs about how to teach writing.

Free access: **LINK**

Smith, L. (2019) 'We're not building worker bees.' What has happened to creative practice in England since the Dartmouth conference of 1966? *Changing English*, 26(1), 48–62

It is now five years since the introduction of the current National Curriculum for English in England; it is just over 50 years since the Dartmouth Conference drew together American and English educationalists.

This paper reports on a hermeneutic study that presents voices from the field of English teaching in England. It asks questions of today's statutory instruments in the light of approaches highlighted at Dartmouth, with a focus on writing. It illustrates the challenges faced by English teachers from an examination-focused system, but suggests that ultimately the tradition exemplified by Dartmouth, which promotes creative pedagogies and the potential of writing to develop students' personal and social growth, survives. It concludes that it is important to promote creative approaches in English classrooms of today and education policy of tomorrow.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge

McCarthey, S.,Woodard, R., Kang, G. (2014) Elementary teachers negotiating discourses in writing instruction, *Written Communication*, 31(1), 58–90

This study examined 20 elementary school teachers and their beliefs about writing, their instructional practices, and contextual factors. While the district-adopted curriculum reflected specific discourses, teachers' beliefs and practices reflected a combination of discourses. The nature of the professional development tended to reinforce particular discourses, but occasionally offered an alternative. The three cases revealed how teachers negotiated the tensions among various discourses.

- Beth exemplified a skills discourse, but demonstrated beliefs about writing as communication; however, she did not articulate tensions between the discourses and followed the district skills-infused curriculum.
- Amber borrowed from skills, traits, process, and genre discourses without resolving potential contradictions, resulting in instructional practices that had little coherence.
- Jackson, who brought in his own writing as a hip-hop artist, illustrated the social practices discourse as well as creativity and genre discourses to create an enhanced version of a district-adopted curriculum.

Implications for practice include raising teacher's awareness of the contradictory discourses that surround them.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge

Gaitas, S., Martins, M. (2015) Relationships between primary teachers' beliefs and their practices in relation to writing instruction, *Research Papers in Education*, 30(4), 492–505

Teachers' beliefs are directly connected to their practices and have an impact on students' educational experiences and results. The aim of this study was to describe and examine the relationship between beliefs and practices linked to teaching students to write in the first four years of primary school.

- The analysis of teachers' beliefs revealed two different factors: (1) code-based beliefs and (2) meaning-based beliefs.
- The analysis of teachers' classroom organisation revealed three different factors: (1) pairs or small groups; (2) individual; and (3) whole classroom.

Most of the participating teachers emphasised both explicit teaching and informal learning methods. There were significant associations between beliefs and activities and beliefs and classroom organisation procedures supported by code vs. meaning beliefs. However, the different associations revealed in the study showed that teachers combine multidimensional aspects in their writing instruction theory and practice.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge

Zoellner, R. (1969) Talk-write: A behavioural pedagogy for composition, *College English*, 30(4), 267–320

In this article, Zoellner contends that the "think-write" pedagogy has failed students because it demands that students internalise the rules of some abstract concept about what constitutes good writing, and causes them to write words for the teacher instead of for themselves.

Zoellner bases his talk-write pedagogy upon the concept of modality and of intermodal
transfer to explain how the reinforcement of one behaviour or skill improves the performance of another. Writing should improve talk, and talk should improve writing. In the talk-write pedagogy, the teacher and student engage in a rapid exchange of vocal to scribal dialogue that allows the teacher to immediately reinforce successive and closer approximations to some desired behaviour. Zoellner's dialogic pedagogy helps the student to create a unique voice and address real readers.

Free access (if read online): **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge

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Watkins, M. (1999) Policing the text: Structuralism's stranglehold on Australian language and literacy pedagogy, *Language and Education*, 13(2), 118–132

Language and literacy pedagogy is a hotly contested site. Various theoretical perspectives jostle for dominance with the needs of teachers and students very often given little consideration within the debate.

In Australia, 'structuralist' approaches to text, in particular those based on systemic functional theory, are clearly in the ascendancy. Their dominance is evident in syllabus documents and curriculum material across Australia. While this move has led to a more explicit teaching of literacy than was the case during the 1970s and 1980s when more naturalistic methodologies prevailed, the structuralist notion of text which frames these approaches is having a marked effect on classroom practice. Text is generally understood as type, a taxonomic conglomerate of formulaic stages. In teaching text as such teachers problematically assume the role of 'textual police' ensuring students understand and reproduce these textual 'rules'.

This paper is based upon a recent study of the implementation of such an approach to text in primary school classrooms. It examines the pedagogic practice of one teacher, highlighting the impact of a restrictive and reductive approach to text on her teaching methodology.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; genre theory; genre study

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Street, C. (2003) Pre-service teachers' attitudes about writing and learning to teach writing: Implications for teacher educators, *Teacher Education Quarterly Summer*, 30, 33–50

The relationship between attitude and the practice of teaching writing among preservice teachers is an important consideration for a number of reasons. Perhaps most significantly, these students will soon be responsible for teaching writing in schools where superior writing instruction is needed. Research clearly demonstrates the important relationship between teachers' attitudes about
writing and their performance in the classroom, research that explores where writing attitudes originate and how they influence practice are also worthy of attention. Therefore, in this study, Street asks the following questions:

1. What attitudes did pre-service teachers hold regarding writing and the teaching of writing when they entered their final semester of pre-service professional education?
2. What were the major influences on these attitudes?
3. What was the relationship between the participants' writing attitudes and the teaching process they actually employed during student teaching?

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; initial teacher education; initial teacher training; preservice teachers

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Schultz, K., Fecho, B. (2000) Society's child: Social context and writing development, *Educational Psychologist*, 35(1), 51–62

This article draws from discussions that have been taking place over the last 20 years concerning the interplay of social contextual research and theory and knowledge about writing development. Beginning with a survey of these academic discussions and then detailing what this theory suggests through an examination of the academic literature and classroom examples, the article suggests that writing development is:

- Reflective of social historical contexts
- Variable across local contexts
- Reflective of classroom curriculum and pedagogy

- Shaped by social interactions
- Tied to social identities
- Conceptualised as a nonlinear process.

It then argues that a social contextual stance on writing development shifts perspective not away from the individual writer and the individual product, but toward seeing that writer and text in multiple contexts that complicate our understanding of the writing process.

(£): **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental community orientation

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Perry, K. (2012) What is literacy? A critical overview of sociocultural perspectives *Journal of Language and Literacy Education*, 8(1), 50–71

Sociocultural perspectives on literacy include various theories focused on the myriad ways in which people use literacy in context, which include a strong emphasis on power relations. Yet, these theories also have important differences, and many in the field of literacy do not clearly differentiate among them. I provide a critical overview of influential sociocultural perspectives on literacy, focusing on three major perspectives:

- Literacy as social practice
- Multiliteracies
- Critical literacy

In an effort to support researchers in framing their scholarly work and to support practitioners and other consumers of research make sense of research, I discuss the ways in which each theory would answer the question, "What is literacy?" as well as the affordances and limitations of these theories in terms of literacy development, literacy use, and literacy instruction.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental community orientation; critical literacy; multiliteracies

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Nystrand, M. (1989) A social interactive model of writing, *Written Communication*, 6, 66–85

In this decade, writing researchers have shown increasing interest in the social aspects of written communication. This interest has largely been stimulated by interest in writing-across-the-curriculum programs and dialogue journal keeping, as well as such pressing issues as the relationships of process to text and to the social contexts of writing, and the problem of genre. This article outlines a social-interactive model of written communication, highlighting the writer's role in negotiations with readers in the medium of text. Formalist theories of text meaning (meaning is in the text) and idealist theories of meaning (meaning in the reader) are reviewed and challenged.

In social-interactive theories of discourse, which are proposed as an alternative to formalist and idealist theories, meaning is said to be a social construct negotiated by writer and reader through the medium of text, which uniquely configures their respective purposes. In the process of communicating, writers and readers may be said to make various "moves," which achieve progressive and sequential "states" of understanding between them. Writers make three essential kinds of moves: They (1) initiate and (2) sustain written discourse, which they accomplish by means of (3) text elaboration. The rules for writers' moves are spelled out in a fundamental axiom and seven corollaries.

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental community orientation; genre theory; genre study; process writing

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Murray, D. (1978) Write before writing, *College Composition and Communication*, 29(4), 375–381

We command our students to write and grow frustrated when our 'bad' students hesitate, stare out the window, dawdle over blank paper, give up and say, 'I can't write,' while other 'good' students smugly pass their papers in before the end of the period. When publishing writers visit such classrooms, however, they are astonished at students who can write on command, ejaculating correct little essays without thought, for writers have to write before writing. The writers were the students who dawdled, stared out windows, and, more often than we like to admit, didn't do well in English-or in school. One reason may be that few teachers have ever allowed adequate time for prewriting, that essential stage in the writing process which precedes a completed first draft. And even the curricula plans and textbooks which attempt to deal with prewriting usually pass over it rather quickly, referring only to the techniques of outlining, note-taking, or journal-making, not

revealing the complicated process writers work through to get to the first draft. Writing teachers, however, should give careful attention to what happens between the moment the writer receives an idea or an assignment and the moment the first completed draft is begun.

Free access (if read online): **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; environmental community orientation; process writing

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Merchant, G. (2009) Web 2.0, new literacies, and the idea of learning through participation, *English Teaching: Practice and Critique*, 8(3), 107–122

In this paper Guy Merchant identifies some current elaborations on the theme of participation and digital literacy in order to open further debate on the relationship between interaction, collaboration, and learning in online environments. Motivated by an interest in using new technologies in the context of formal learning, Merchant draws on in-school and out-of-school work in Web 2.0 spaces. This work is influenced by the new literacies approach, and here I provide an overview of the ways in which learning through participation is characterised by those adopting this and other related perspectives. I include a critical examination of the idea of 'participatory' culture as articulated in the field of media studies, focusing particularly on the influential work of Jenkins (2006a; 2006b). In order to draw these threads together around conceptualizations of learning, I summarise ways in which participation is described in the literature on socially-situated cognition. This is used to generate some tentative suggestions about how learning and literacy in Web 2.0 spaces might be envisioned and how ideas about participation might inform curriculum planning and design

Free access: **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; critical literacy; multiliteracies; new literacies; digital literacy

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McGuinn, N. (2005) A place for the personal voice? Gunther Kress and the English curriculum, *Changing English*, 12(2), 205–217

For more than 20 years, Gunther Kress has made a powerful contribution to the debate about the English curriculum. *The National Literacy Strategy* represented an official endorsement of his ideas, particularly concerning the explicit teaching of 'non-fictional' genres.

In this sense, Kress's work exerts a significant influence upon the pedagogy and practice of the contemporary English classroom. Interestingly, however, research suggests that many practitioners still feel committed to earlier, deep-rooted traditions which place personal engagement with literature at the heart of the English curriculum—a theoretical position which Kress has done much to critique.

(£): **LINK**

Tags: teacher orientations; teacher philosophy; pedagogical knowledge; genre theory; genre study; literature-based orientation; connecting reading and writing; naturalistic self-expressionist orientation

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Theriot, S., Tice, K. (2008) Teachers' knowledge development and change: Untangling beliefs and practices, *Literacy Research and Instruction*, 48(1), 65–75
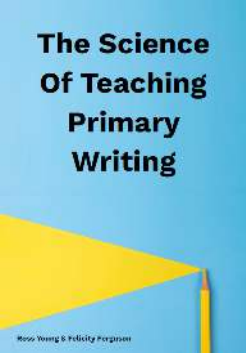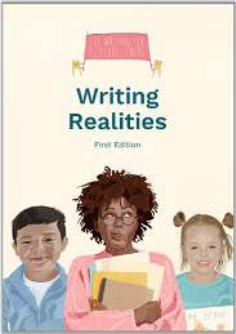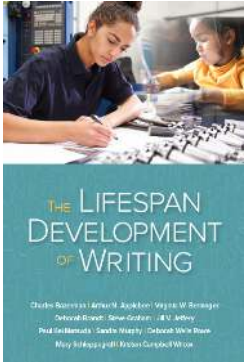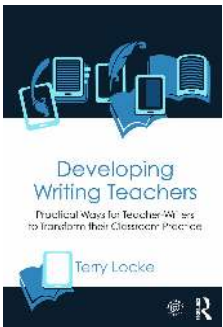
Through a case-study approach, the authors focus on understanding the complexity of teachers' knowledge development, particularly as it pertains to teachers' beliefs about literacy development and their teaching practices in literacy. The case study of a teacher is presented to illustrate factors that can play a role as teachers strive to incorporate instruction compatible with their beliefs, thereby having implications for the professional development of teachers.
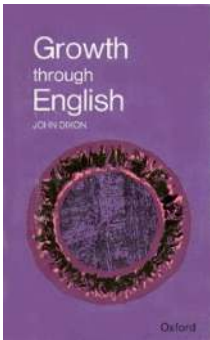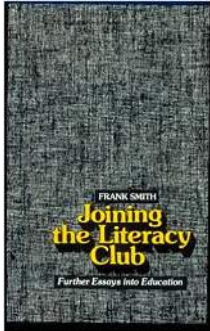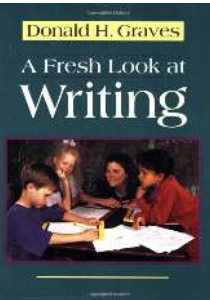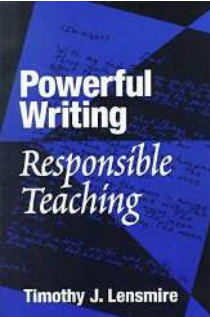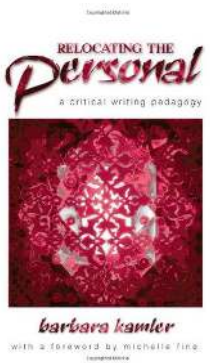
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Tags: teacher orientations; teacher philosophy; pedagogical knowledge

Recommended chapters and literature

- See also *The Enduring Principles Of World-Class Writing Teaching: Meta-Analysis & Case Studies*
- See also *Be A Writer-Teacher*

	Young, R., Ferguson, F. (2022) *The Science Of Teaching Primary Writing* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F., Kaufman, D., Govender, N. (2022) *Writing Realities* Brighton: The Writing For Pleasure Centre [**LINK**]
	Bazerman, C., Applebee, A., Berninger, V., Brandt, D., Graham, S., Jeffery, J., Matsuda, P. K., Murphy, S., Rowe, D, W., Schleppegrell, M., Wilcox, K, C. (2018) *The Lifespan Development Of Writing* Illinois: NCTE [**LINK**]
	Locke, T. (2015) *Developing Writing Teachers* London: Routledge.

	Dixon, J. (1967) *Growth in English* London: Oxford University Press
	Smith, F. (1988) *Joining the Literacy Club* Portsmouth, NH: Heinemann
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	Lensmire, T. (2000) *Powerful Writing Responsible Teaching* New York:Teachers' College Press
	Kamler, B. (2001) *Relocating the Personal: A Critical Writing Pedagogy* Albany: State University Press of New York
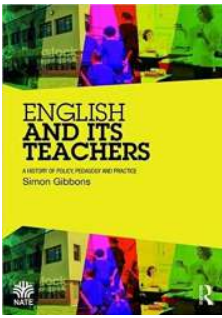
	Gibbons, S. (2017) *English And Its Teachers* London: Routledge
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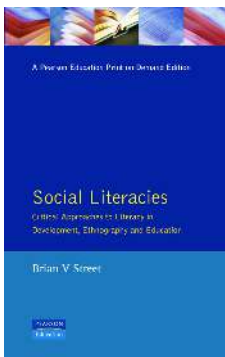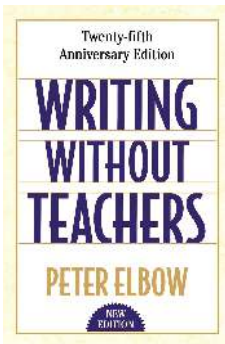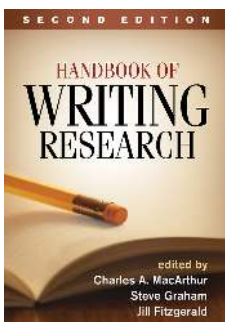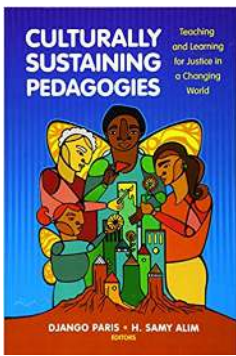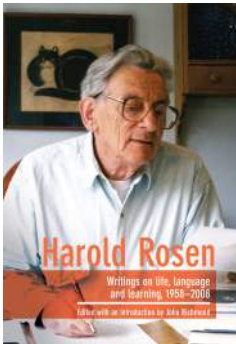
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	Maybin, J. (2001) Language, struggle and voice: The bakhtin/volosinov writings, *Discourse Theory and Practice: A Reader*, Wetherell, M., Taylor, S., and Yates, S. (Eds.) (pp. 64–71) London: Sage
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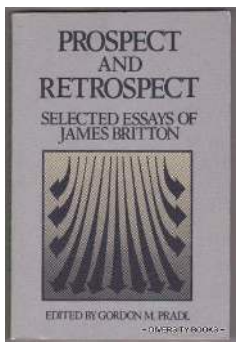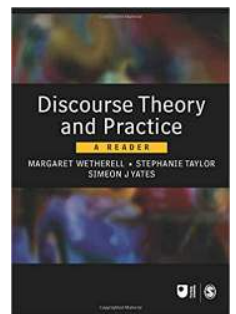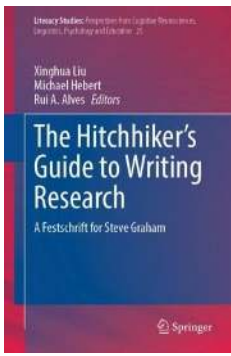
	Liu, X., Hebert, M., & Alves, R. A. (Eds.). (2023). The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham (Vol. 25). Springer Nature.
	Cabell, S. Q., Neuman, S. B., & Terry, N. P. (Eds.). (2023). *Handbook on the Science of Early Literacy.* Guilford Press
	Sedita, J. (2022). *The Writing Rope* Brookes Publishing
	Murray, D. M. (2009). *The essential Don Murray: Lessons from America's greatest writing teacher*. Boynton/Cook Publishers/Heinemann.
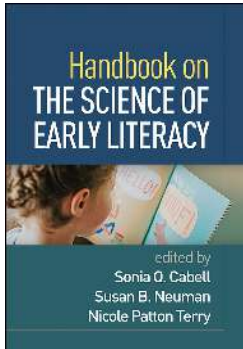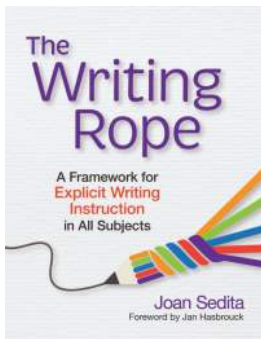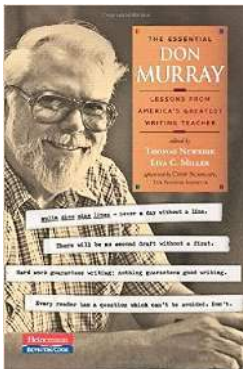
Chapter 2
Initial Teacher Education: Developing Teachers Of Writing

Introduction

This chapter begins by considering historical and current barriers to delivering world-class writing teaching and proposes an action plan to help stakeholders address these systemic issues. The plan includes raising the profile of writing; getting the nation writing; making the nation knowledgeable about writing; raising the profile of children's writing and increasing policymakers' understanding of writing and writers. The authors then discuss teachers' largely negative writing beliefs, writer identities, and lack of confidence in teaching writing. They consider the potential of The National Writing Project, school-based writing groups, increasing teachers' subject knowledge, and how to share the pedagogical knowledge required to grow whole schools of extraordinary writers. They examine the role of literacy associations and charities in the pursuit of world-class writing teaching. Initial teacher education is also reviewed.
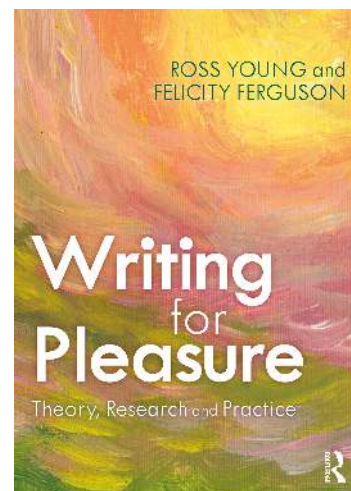
The penultimate section considers research-informed continued professional development and how providers need to move towards establishing professional learning communities and long-term CPD support. The importance of promoting teachers as internal specialists and action researchers is also explored. Finally, the authors look forward to a potentially bright future for writing and the development of young writers who write with purpose, precision, pleasure, and power.

ROSS YOUNG and FELICITY FERGUSON

Writing for Pleasure
Theory, Research and Practice

DOWNLOAD CHAPTER

Rouse, A. G., Young, M. K., & Gifford, D. (2023). Exploring relationships between pre-service teachers' self-efficacy for writing and instruction provided in simulated elementary writing conferences. *Frontiers in Psychology*, 14.

Practice-based opportunities, like teaching simulations, are becoming more prevalent in teacher preparation programs. We sought to examine the instructional moves of 5 pre-service teachers during a simulated elementary writing conference using Mursion technology, a mixed-reality simulation (MRS) that emulates a classroom environment with student avatars. We examined both participants' self-efficacy and their instructional moves during MRS writing conferences. To better understand pre-service teachers' learning, we also examined reflections they wrote about their MRS experience.

Results showed that pre-service teachers spent much of their time (31.7%) managing the environment (e.g., setting expectations, addressing student behaviour) during MRS writing conferences, followed by nearly one-fourth of their time (24.2%) instructing students on their writing pieces (e.g., adding details, revising, editing), with high levels of teacher talk compared to student talk. Participants' self-efficacy for writing, for teaching writing elements, and for writing instruction were not clearly related to their instructional moves during the MRS experience. However, participants' reflections suggest that pre-service teachers felt the experience gave them the opportunity to practise making in-the-moment decisions and learn from their peers in a way that may allow them to have a more accurate understanding of their abilities to teach writing..

Free access: **LINK**

**Tags:** be a writer-teacher; teacher self-efficacy; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers; pupil-conferencing

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Gardner, P., & Kuzich, S. (2023). Student teachers as writers: using an 'immersive' approach in ITE to build positive writers. *Literacy*.

The preparation of student teachers to be effective teachers of writing requires attention to both their writing skills and their personal confidence. When teachers have confidence in themselves as writers and strong writer identities, they are likely to be better placed to develop strong writer identities in their own students. It is suggested confidence and secure writer identity contribute to high self-efficacy.

However, studies suggest student teachers often lack confidence as writers. Improving the quality of school students' writing may depend on producing more teacher graduates with high levels of confidence and self-efficacy, as writers. This investigation with Year One Primary B. Ed students adopted an immersive approach to the study and development of writing.

Student teachers engaged in a series of open-ended writing prompts and were asked to reflect on their experiences and confidence as writers. Findings suggest an 'immersive approach' may enable many student teachers to develop greater confidence and positivity towards writing.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers; community and environmental orientation; writer-identity; writing realities

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Machado, E., Beneke, M. R., & Taitingfong, J. (2023). "Rise Up, Hand in Hand": Early Childhood Teachers Writing a Liberatory Literacy Pedagogy. *American Educational Research Journal, 0*(0). https://doi.org/10.3102/00028312231157661

Although writing is often used for personal reflection in teacher education, it is less commonly leveraged to imagine educational futures (Gilligan, 2020)—particularly those centred on collective liberation. Amid intersecting social crises, however, imagining futures is critically important (Ladson-Billings, 2021), and writing is a crucial step toward bringing them into the present. In this participatory case study (Reilly, 2010), we explored the future-oriented writing practices of five early childhood teachers in an inquiry group. Drawing on critical literacy (Vasquez et al., 2019) and prolepsis (Cole, 1993), we describe how collaborative, creative, and pedagogical writing supported them in envisioning, enacting, and leading liberatory literacy pedagogies within and beyond their schools. Findings contribute to literature in teacher education, early childhood education, and literacy.

(£): **LINK**

Tags: be a writer-teacher; teacher self-efficacy; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers; community and environmental orientation; writer-identity; writing realities

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Colognesi, S., Deramaux, M., Lucchini, S., & Coertjens, L. (2023). Effects of Research-Based Teacher Training on Writing Instruction Practices. In Development of Writing Skills In *Children in Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 373-392). Cham: Springer International Publishing.

We explored whether training through and about research on effective writing practices would enable teachers to use these practices fully in their classrooms. To do this, we followed seven teachers who had participated in research on the teaching of writing. They had between 6 and 15 years of experience. Five of them teach at primary level and two at secondary level. They were trained in a program involving effective practices. They adapted the practices for their class with the referent researcher, implemented them in the classroom, and participated in the collection, analysis, and dissemination of data. This work took place over a year.

Semi-structured interviews were conducted at least 1 year after this experience, to find out the effects of this training-research program. In the end, it appears that the participants in training and research had a desire to change their practices as a result of this experience. All of the seven teachers interviewed felt that they implemented rewrites, feedback, and scaffolding and were attentive to students' relationship to writing. In addition, six of the seven teachers added peer evaluation and eliciting student metacognition. However, they specified that these practices were the most complex for them to implement, especially the metacognitive prompts.

Free access: **LINK**

Tags: be a writer-teacher; initial teacher education; initial teacher training; pre-service teachers; pedagogical knowledge

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Kimble, J. (2022) "Criticism, Praise, and the Red Pen: The Role of Elementary School Teachers on the Enduring Efficacy of Writing Instructors," *Teaching/Writing: The Journal of Writing Teacher Education*, Vol. 11 (3)

A teacher's own early experiences with writing, whether positive or negative, have a significant effect on the students that they teach, especially those who go on to become teachers. In a graduate education and reading program at a public university in the southern United States, we ask our teachers through a writing biography assignment to explore these memories of their earliest writing experiences and determine how those

experiences fit into their current teaching careers.

For this qualitative project, the researcher analysed essays that were submitted for a "Writing Autobiography" assignment for this graduate level writing class for educators. This study established that these teachers' early experiences with writing significantly affected their efficacy in writing and in teaching writing to their current students.

In some cases, the participants were young enough to still be learning handwriting when feelings of writing inadequacies were established through teacher criticism. While middle and high school also were listed as turning points in writing efficacy for these participants, the most common climatic moment for the participants—for better or worse—occurred in third, fourth, or fifth grades.

Mentors, both teachers and family members, contributed to the recovery from early negative writing experiences in school. Qualitative findings support the importance of positive writing experiences in elementary school.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers; pursue purposeful and authentic writing projects; handwriting; feedback; pupil-conferencing; verbal feedback; written feedback

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Gardner, P. (2022) Ready to write? Investigating the writing experiences of pre-service teachers and their readiness to teach writing, *Issues in Educational Research*, 32(2) pp.513-532

For over a decade, there has been growing concern about declining 'standards' of school students' writing. Teachers' own writing experiences and writer identities are important considerations in developing teacher preparedness and skill in the teaching of writing. It cannot be assumed that pre-service teachers entering university have the pre-requisite skills and experience to effectively teach writing.

This study investigated the pre-entry writing practices of first year Primary and Early Childhood Education (ECE) BEd students at one Australian university. Findings show they most frequently wrote informal, digital texts. It is suggested a lack of experience of writing extended texts, required in the primary English curriculum, may contribute to the decline in school students' achievement in writing, when assessed against national standard benchmarks.

International studies suggest the teaching of writing has not been addressed well in initial teacher education (ITE) courses. This study supports the view that greater attention should be given to the teaching of writing in teacher education courses in order to produce the next generation of 'teacher-writers' capable of improving the quality of writing in primary schools.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers

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Sieben, N. (2022) Writing Methods Key in Preparing Hope-Focused Teacher-Writers and Teachers of Writing. *Teaching/Writing: The Journal of Writing Teacher Education*, 11(2), 14

This article emphasises the need for positioning students (preservice and inservice teachers) in methods courses as both teacher-writers and teachers of writing. It demonstrates the importance of teaching writing methods with a hope-focused, process-driven approach grounded in social justice reasoning and includes ways of positioning students in methods courses as teacher-writers with valued professional presence in the field of English education. By way of example, the piece includes a description of a specific "Professional Writings" assignment from a methods course for pre- and inservice teachers and models the value of choice and voice for writers at all levels. It then describes a pedagogy of "writing hope" and details the ways a hope-focused approach to teaching writing processes can guide teachers of writing in their instructional endeavors with K-12 students. The manuscript concludes with how writing methods instruction that includes hope-focused, process-driven approaches grounded in social justice reasons of voice and choice can empower writers at all levels.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers; hope-based education; writing realities

Martin, A., Rautiainen, A. M., Tarnanen, M., & Tynjälä, P. (2022) Teachers as writing students: narratives of professional development in a leisure-time creative writing community, *Teacher Development*, 26(3), 432-451

The authors explored five in-service teachers' experiences of professional development (PD) in Studies in Writing they participated in during their leisure time.

The following themes were created: (1) Me as a writer, (2) Teaching and pedagogy, and (3) Writing and emotions. To illustrate these findings, three creative narratives were composed based on data excerpts. These ethnodramatic dialogues gave voice to the teachers' diverse PD experiences, enabling the authors to create evocative narratives that can be accessible to broader audiences. They suggest that creative writing communities can support teachers' PD holistically by offering peer support and pedagogical ideas, promoting narrative identity work, and offering a time and place for recovery and flow.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers; writing realities

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Premont, D., Kerkhoff, S., Alsup, J. (2020) "Preservice Teacher Writer Identities: Tensions and Implications," *Teaching/Writing: The Journal of Writing Teacher Education*, 8 (1)

Because of recent attention underscoring the lack of preservice teachers' (PSTs) writer identities , the purpose of this manuscript is to learn more about the writer identities of two PSTs, how to uncover the tensions that exist therein, and how they intend to enact that writer identity in the secondary classroom.

This multiple case study examines the writer identity of two PSTs from a midwestern university in the United States. The data suggest that contrasting writer identities exist among preservice ELA teachers and that PSTs can have multiple writer identities that are at odds with each other.

- One focal participant saw the potential harm of a structured approach to writing instruction that challenged her beliefs and values on writing and writing instruction.
- Another focal participant wrestled with a separate account of a structured approach to writing instruction, understanding the practical needs in an era of standardised testing while recognizing that such instruction can be limiting.

This manuscript reveals the importance of identity work in preservice teacher education courses by asking PSTs to reflect on and later to interrogate their writer identities, contrasting their discoveries with the research on writer-teacher education.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers

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Wray, D. (2021) I was never much good at writing: Trainee Teachers' Attributions in Writing, *Research in Teacher Education*, 11 (1), pp. 30-36

It might be thought that, in order to successfully teach a skill or process to others, teachers would need to be fairly competent in that process themselves, and fairly confident in their competence. There is evidence, however, that, in the case of the teaching of writing, this may not actually be true.

This article explores some of the background to this problem and reports an investigation into the self-perceived competence in writing of teachers in training. It goes on to argue that, in the attributions these young teachers make about their success or failure in writing, there are important implications for the teaching and development of writing.

Free access: **LINK**

Tags: be a writer-teacher; writing for pleasure; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers

Opatz, M. O., & Nelson, E. T. (2022) The Evolution from Mentor Texts to Critical Mentor Text Sets, *Teaching/Writing The Journal of Writing Teacher Education*, 11(2), 12

This article chronicles how two teacher educators changed the mentor text set assignment--one component of a larger writing unit plan--from a simple list of texts to a critical mentor text set that includes intentionally selected, culturally and linguistically diverse texts. The goal of the critical mentor text set was to support preservice teachers' understanding of how to implement culturally sustaining writing pedagogy through developing students' identities, skills, and intellect as writers, and students' abilities to read texts through a critical stance that evaluates the privilege and power within the texts while working towards anti-oppression.

Free access: **LINK**

Tags: be a writer-teacher; mentor texts; genre study; writing realities; culturally sustaining pedagogy; literacy for pleasure; connecting reading and writing

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Lesley, M., Higgins, A., Beach, W., Stewart, E., & Keene, J. (2022). Shared Accountability: How One School Is Reforming a Writing Curriculum through Sustained Engaged Scholarship. *Literacy Research and Instruction*, 1-24

Many high schools in the United States are contending with modest student writing achievement and looking for ways to enhance teachers' writing instruction. This is especially the case for schools deemed to be "underperforming" and struggling to reform writing pedagogy against an accumulation of teacher and leadership turnover, limited resources, minimal teacher preparation in writing pedagogy, and a persistent gap in student literacy development. Realising optimal learning conditions cannot be addressed by a single entity, we conducted an engaged scholarship study focused on writing reform in a high school facing these very issues. Through a school-university partnership carried out across three years' time, we witnessed the transformation of teachers as they participated in sustained professional development, collaboration, and examination of their practices. In the present study, we turned the lens on ourselves to examine the process of conducting engaged scholarship. We found enacting collective efficacy through shared research and knowledge with a literacy coach and ninth and tenth grade English teachers brought about incremental and sustained writing reform and reframed our views of researcher roles and responsibilities.

(£): **LINK**

Tags: be a writer-teacher; professional development; teacher orientations; secondary education

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Gardner, P. (2014) Becoming a teacher of writing: Primary student teachers reviewing their relationship with writing, *English in Education*, 48(2), 128–148

This article investigates the extent to which Year One B.Ed student teachers arrived at university already possessing self-confidence as writers. The article argues that to consciously engage student teachers in the writing process and to require them to reflect on that process can lead to their self efficacy as writers. Evidence from this study suggests one's self-confidence, as a writer, is enhanced by explicitly engaging in self reflection of one's own approaches to writing. The findings have implications for course design of literacy components in teacher education internationally.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers

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Kohnen, A. M., Caprino, K., Crane, S., Townsend, J. S. (2019) Where is the Writing Teacher? Preservice Teachers' Perspectives on the Teaching of Writing, *Writing and Pedagogy*, 11(2), 285–310.

This article identifies how a cohort of preservice teachers educated during the No Child Left Behind Era thought about the teaching of writing when they entered a secondary English Language Arts (ELA) teacher preparation program.

Most participants shared the beliefs that:

- Writing was primarily the demonstration of specific skills, often on a standardised test
- Alternatives to the five-paragraph essay would be extra, with formulaic writing central to instruction
- Teachers had little role in student writing development beyond assigning writing
- Feedback on writing should be 'objective' and tied to a grade
- The purpose of English Language Arts is primarily to teach literature.

Authors believe identifying preservice teachers' beliefs about writing and the role of the writing teacher at the

beginning of a program can help teacher educators design experiences to expand students' notions of literacy and of writing instruction.

(£): **LINK**

Tags: be a writer-teacher; teacher orientations; teacher philosophy; pedagogical knowledge; national writing project; initial teacher education; initial teacher training; pre-service teachers

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Whyte, A., Lazerte, A., Thomson, I., Ellis, N., Muse, A., Talbot, R. (2007) The National Writing Project, teachers' writing lives, and student achievement in writing, *Action in Teacher Education*, 29(2), 5–16

This survey research on National Writing Project (NWP) teachers and comparison teachers in a southeastern state found that the NWP teachers wrote more than the comparison teachers did and that the participating teachers' writing was associated with students' achievement in writing.

The pattern of the impact of writing life on achievement was different among the NWP teachers than it was among the comparison teachers: NWP teachers who wrote had students whose achievement in writing increased significantly, whereas comparison teachers and NWP teachers who wrote less did not.

This finding of an interaction effect between NWP affiliation and teachers' writing life in association with student achievement suggests that the writing by teachers central to NWP professional development may combine with the two other core elements of the NWP's programs across its 198 sites (demonstrations of practices for teaching writing and professional reading and study) to improve student achievement in writing.

In light of the nature of modelling and feedback during NWP summer institute and extension programs, these findings have implications for preservice teacher education and in-service programs serving elementary as well as secondary teachers and across the school subjects.

(£): **LINK**

Tags: be a writer-teacher; teacher orientations; teacher philosophy; pedagogical knowledge; national writing project; initial teacher education; initial teacher training; pre-service teachers

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Norman, K., Spencer, B. (2005) Our lives as writers: Examining preservice teachers' experiences and beliefs about the nature of writing and writing instruction, *Teacher Education Quarterly*, 32(1), 25–40

The ability to communicate through writing is central to school success and is essential for successful participation in the workplace and in a democratic society.

When preservice teachers enter teacher education programs, they have had numerous opportunities to write both in and out of school and have been exposed to a range of pedagogical approaches to the teaching of writing. These experiences have not only shaped their skills as writers and their attitudes toward writing, but also their beliefs and values about the very nature of writing, writing development, and writing instruction.

Evidence suggests that even if these belief systems are implicit, they serve to filter new information as candidates attempt to make sense of curricula that may or may not mirror their personal experiences. If beliefs remain unexamined, new learning afforded by preparation courses may not influence their views or be applied to teaching contexts. Thus, preservice teachers' histories influence what and how they learn in formal coursework and the pedagogical decisions they make in the classroom. Since instruction in writing theory and pedagogy for preservice teachers is often limited, it is essential that teacher educators provide learning experiences that are supported by research in effective teacher preparation and make maximum impact in the time available.

Free access: **LINK**

Tags: be a writer-teacher; teacher orientations; teacher philosophy; pedagogical knowledge; national writing project; initial teacher education; initial teacher training; pre-service teachers

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Myers, J., Scales, R.Q., Grisham, D.L.,Wolsey, T.D., Dismuke, S., Smetana, L., Kreider, K., Ikpeze, Y., Ganske, K., Martin, S. (2016) What about writing?: A national exploratory study of writing instruction in teacher preparation programs, *Literacy Research & Instruction*, 55, 309–330

This small scale, exploratory study reveals how writing instruction is taught to preservice teachers across the United States in university-based preservice teacher education programs based on online survey results from 63 teacher educators in literacy from 50 institutions.

Despite the growing writing demands and high stakes writing sample testing in K–12 classrooms, our survey of

literacy teacher educators indicated that teacher preparation programs rarely offer stand-alone writing instruction methods courses. Evidence suggests that writing methods are frequently embedded in reading methods courses. Equally concerning, data indicate a lack of confidence among many teacher educators regarding teaching writing methods. This study highlights the need for greater attention to writing in teacher preparation programs and adds to the conversation of why these issues continue to plague higher education.

Free access: **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Norman, K., Spencer, B. (2005) Our lives as writers: Examining preservice teachers' experiences and beliefs about the nature of writing and writing instruction, *Teacher Education Quarterly*, 32(1), 25–40

Since instruction in writing theory and pedagogy for preservice teachers is often limited, it is essential that teacher educators provide learning experiences that are supported by research in effective teacher preparation and make maximum impact in the time available. One of the experiences that has been identified as holding promise for effective teacher preparation is having candidates examine their personal theories and beliefs in relation to theory and practice.

Personal histories or autobiographies serve to make explicit and external one's ideas, theories, and beliefs about teaching and learning. In literacy education, personal histories have been employed to examine the factors that influence preservice teachers' attitudes toward reading, the effects of specific instructional approaches, such as reading and writing workshops on teachers' perceptions of themselves as readers and writers, and the relationship between teachers' attitudes toward reading and writing and their confidence in teaching literacy.

In this article, the authors report a study that used autobiographies to examine the beliefs and experiences of preservice teachers about writing and writing instruction. The following research questions were examined:

- What are preservice teachers' perceptions of themselves as writers?
- How do people and experiences shape preservice teachers' views of writing instruction and learning to write?

Four themes that emerged from this study are: (1) positive self-concepts; (2) preferences for personal/creative writing; (3) salient characteristics of effective teachers and instruction; and (4) an interplay between views of the nature of writing and the perceived value of writing instruction.

Free access: **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Street, C. (2003) Pre-service teachers' attitudes about writing and learning to teach writing: Implications for teacher educators, *Teacher Education Quarterly Summer*, 30(3), 33–50.

This study examined the perceptions of preservice teachers as they reflected upon teaching the writing process to second grade students over the course of one semester. Implications for teacher educators were identified based on the findings:

- Preservice teachers benefited from teaching writing on a consistent basis
- Preservice teachers learned and applied the course content in a highly individualistic manner suggesting that they also must be scaffolded in the learning process
- The design and organisation of the field-based experience was an influential variable in their learning.
- Effective components of a field-based experience included working with a small group of students, teaching in groups of three, and receiving support and feedback from a variety of sources.

Free access (if read online): **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Morgan, D., Pytash, K. (2014) Preparing preservice teachers to become teachers of writing: A 20-year review of the research literature, *National Council of Teachers of English*, 47(1), 6–37.

Morgan and Pytash, in their review of the 31 published peer-reviewed research studies focused on preparing preservice teachers to teach writing, argue for an explicit focus on writing teacher preparation in undergraduate teacher education programs.

Morgan and Pytash contend that the teaching of reading and the teaching of literature overshadow the teaching

of writing, and they argue that it is time to rebalance the focus of teacher preparation classrooms. They also point out that there is a need for further research in how preservice teachers learn and enact the teaching of writing.

Free access (if read online): **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Morgan, D. (2010) Preservice teachers as writers, *Literacy Research and Instruction*, 49, 352–365

This study examines 42 early childhood preservice teachers' experiences in a writing methods course. Findings indicated that preservice teachers began the class with a strong sense of themselves as writers along the good–bad writing dichotomy. Throughout their experiences in a writing methods course the preservice teachers identified four instructional strategies and experiences as helpful in developing a more positive sense of self as writer and as future writing teacher. These included:

- Reading like a writer
- Having similar writing experiences in class as their future students
- Writing regularly and having choice in topic
- Designing writing mini-lessons.

This study adds to the research on preservice teachers' attitudes and perceptions about writing but also extends our understanding in what specific knowledge preservice teachers name as valuable from their course experience.

(£): **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Kaufman, D. (2009) A teacher educator writes and shares: Student perceptions of a publicly literate life, *Journal of Teacher Education*, 60, 338

A literature review reveals limited information regarding the modelling of authentic writing practises by teacher educators for their students. This study examines the effect of the author's modelling processes as evidenced by education students' assessments of his courses. The author analysed data using a grounded approach to document their perceptions of the benefits of his in-class writing and sharing of literacy work.

Responses revealed perceptions of five primary benefits, underscoring both academic and affective components.

- Perceived academic benefits included the learning of skills, strategies, and methods that influence a teacher's ability to address intellectual or technical aspects of classroom life.
- Perceived affective benefits included the enhancement of student motivation and the creation of a respectful, caring, and trustworthy learning community.

Together, responses appeared to set the stage for the establishment of a more complex, multifaceted classroom discourse.

(£): **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Helfrich, S., Clark, S. (2016) A comparative examination of pre-service teacher self-efficacy related to literacy instruction, *Reading Psychology*, 37, 943–961

This study investigated differences in self-efficacy to teach literacy between two groups of pre-service teachers. The authors hypothesised that pre-service teachers enrolled in one program focusing on fewer grade levels (K–3) and requiring more literacy-focused courses would have higher self-efficacy than pre-service teachers enrolled in another program focusing on more grade levels (K–6) and requiring fewer literacy-focused courses. However, the opposite findings were realised. Moreover, results demonstrated that regardless of program, pre-service teachers felt less efficacious about teaching writing when compared to teaching reading. Implications for teacher educators and recommendations for literacy instruction are discussed.

(£): **LINK**

Hall, A., Grisham-Brown, J. (2011) Writing development over time: Examining preservice teachers' attitudes and beliefs about writing, *Journal of Early Childhood Teacher Education*, 32, 148–158

Since writing ability has been found to be a key indicator of school success and successful participation in the workplace, it is important for preservice teachers to receive effective preparation in the area of writing. Reflecting on personal writing experiences allows preservice teachers to examine their own attitudes and beliefs about writing and the effects their attitudes and beliefs may have on their pedagogical decisions in the future.

This article describes the findings from two focus groups conducted with preschool and elementary preservice teachers during which participants examined their attitudes towards writing that have developed over time and their plans for future writing instruction. The following three broad themes emerged related to key influences in the development of positive and negative attitudes towards writing:

- Having writing published or showcased increases positive attitudes towards writing
- Creative opportunities and process-oriented teaching strategies provide the most meaningful writing experiences
- Negative feedback from teachers adversely impacts self-confidence in writing skills and leads to negative attitudes towards writing

Three themes related to views of writing instruction and pedagogical decisions for the future also emerged from the focus groups. These were:

- Embedding writing opportunities throughout the day helps provide quality writing instruction,
- Preservice teachers who struggle with writing mechanics are hesitant about teaching these skills to their future students
- Preservice teachers do not agree on one specific methodology for teaching writing or the amount of time that they will teach writing in the future

(£): **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Hall, A. (2016) Examining shifts in preservice teachers' beliefs and attitudes toward writing instruction, *Journal of Early Childhood Teacher Education*, 37(2), 142–156

The purpose of this study was to examine the effectiveness of integrating self-reflection, focused instruction, and field practice in a semester-long language arts course in order to shift early childhood preservice teachers' beliefs and attitudes about writing instruction, as well as their development and planned use of tools for instruction.

The findings revealed that a course focused primarily on preparing PSTs to teach writing can influence PSTs' definitions of writing, the importance they place on writing instruction, their self-efficacy related to teaching writing, and their tools for instruction.

(£): **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Gardner, P. (2014) Becoming a teacher of writing: Primary student teachers reviewing their relationship with writing, *English in Education*, 48(2), 128–148

This article investigates the extent to which Year One B.Ed student teachers arrived at university already possessing self-confidence as writers.

The article argues that to consciously engage student teachers in the writing process and to require them to reflect on that process can lead to their self efficacy as writers. Evidence from this study suggests one's self-confidence, as a writer, is enhanced by explicitly engaging in self reflection of one's own approaches to writing. The findings have implications for course design of literacy components in teacher education internationally.

Free access: **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

Domaille, K., Edwards, J. (2006) Partnerships for learning: Extending knowledge and understanding of creative writing processes in the ITT year, *English in Education*, 40(2), 71–84

This article explores the idea that in order to improve the ways we teach children to write creatively it is worth exploring how we, as teachers and writers, do that ourselves.

It describes some of the stages of a curriculum development project undertaken in the Portsmouth and Southampton Postgraduate Certificate in Education (PGCE) English teams, begun in 2004. The project was supported by funding from the Esmee Fairbairn Foundation and was designed to foster a range of learning activities for trainee teachers in the area of teaching creative writing to pupils in schools.

The project that was developed had multiple aims:

- Subject knowledge development in trainee English teachers
- Pedagogic exploration amongst all teachers involved looking at how the difficult area of teaching creative writing might be better addressed.

This article evaluates the aims of the project and some of the outcomes and argues for recognition of the training year as a vital area for exploring issues in teaching, beyond competence. The article draws on a variety of sources, including participant observation notes made in writing workshops, responses to a questionnaire completed by project participants and excerpts from writing collected across the project produced by teachers and pupils.

(£): **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Dobson, T. (2016) 'Just because I'm not a published author does not mean that I'm not a writer': Primary trainee teachers' identities as creative writers, *Writing in Practice: The Journal of Creative Writing Research*, 2

This article explores the idea that in order to improve the ways we teach children to write creatively it is worth exploring how we, as teachers and writers, do that ourselves. It describes some of the stages of a curriculum development project undertaken in the Portsmouth and Southampton Postgraduate Certificate in Education (PGCE) English teams, begun in 2004. The project was supported by funding from the Esmee Fairbairn Foundation and was designed to foster a range of learning activities for trainee teachers in the area of teaching creative writing to pupils in schools.

The project that was developed had multiple aims:

- Subject knowledge development in trainee English teachers
- Pedagogic exploration amongst all teachers involved looking at how the difficult area of teaching creative writing might be better addressed.

This article evaluates the aims of the project and some of the outcomes and argues for recognition of the training year as a vital area for exploring issues in teaching, beyond competence. The article draws on a variety of sources, including participant observation notes made in writing workshops, responses to a questionnaire completed by project participants and excerpts from writing collected across the project produced by teachers and pupils.

Free access: **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

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Deegan, J. (2008) Teacher-writer memoirs as lens for writing emotionally in a primary teacher education programme, *Teaching Education*, 19(3), 185–196
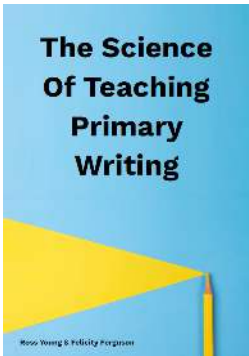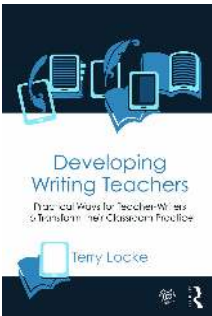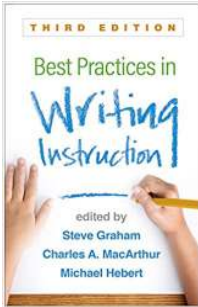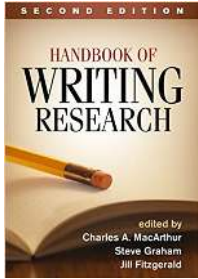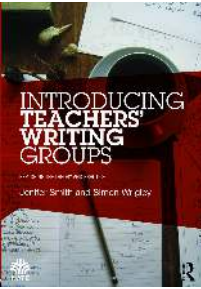
This article examines student teachers' experiences of writing emotionally through the lens of teacher-writer memoirs. The participants were 99 postgraduate student teachers on a sociology of teaching module in an initial primary teacher education programme in the Republic of Ireland. Analysis of journal responses indicated how student teachers shaped and reshaped their emergent identities through discourse, memory, emotions, and personal biography and along a values-action continuum. Individual freedom was evidenced in moving towards danger and new ways of doing things. Conformity was evidenced in maintaining the status quo and familiar ways of doing things. Implications for teacher education renewal and reform are discussed.

Free access: **LINK**

Tags: initial teacher education; initial teacher training; pre-service teachers

Recommended chapters and literature

- See also *What Sort Of Writing Teacher Are You? What Sort Of Writing Teacher Do You Want To Be? The Different Perspectives On Teaching Writing*
- See also *The Enduring Principles Of World-Class Writing Teaching: Meta-Analysis & Case Studies*
- See also *Be A Writer-Teacher*

	Young, R., Ferguson, F. (2022) *The Science Of Teaching Primary Writing* Brighton: The Writing For Pleasure Centre [**LINK**]
	Locke, T. (2015) *Developing Writing Teachers* London: Routledge.
	Graham, S., MacArthur, C., Hebert, M. (2019) *Best Practices in Writing Instruction* New York:The Guilford Press
	MacArthur, C., Graham, S., Fitgerald, J. (2017) *Handbook Of Writing Research* New York, NY: Guilford
	Smith, J., Wrigley, S. (2015) *Introducing Teachers' Writing Groups* London: Routledge
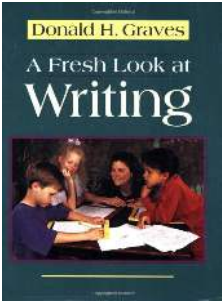
	Graves, D. (1991) *Discover Your Own Literacy* Portsmouth, NH: Heinemann
	Graves, D. (1994) *A Fresh Look At Writing* Portsmouth, NH: Heinemann

Chapter 3
Self-Efficacy (Writing Confidence)

Introduction

This chapter discusses the affective domain of self-efficacy, also described as self-belief, self-esteem, self-worth, self-affirmation, self-integrity, positive self-image, and the feeling of competence in writing and developing as a writer. Theory, research, and educational practices associated with developing children's self-efficacy in writing and its important role in developing confident and effective writers are explored. This includes discussing the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers with high and low levels of self-efficacy. Finally, the authors describe the relationship between developing apprentice writers' self-efficacy and the 14 principles of effective writing teaching. They give examples of the kinds of instructional practice carried out by the most effective teachers of writing.
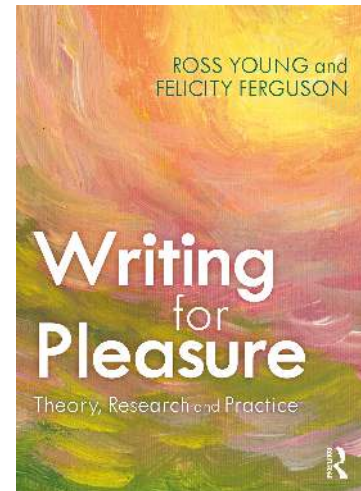
DOWNLOAD CHAPTER

Skar, G. B., Graham, S., & Huebner, A. R. (2023). Efficacy for writing self-regulation, attitude toward writing, and quality of second grade students' writing. *Frontiers in psychology, 14*, 1265785. https://doi.org/10.3389/fpsyg.2023.1265785

This study delves into the intricate relationship between motivational beliefs, specifically writing self-efficacy and attitude toward writing, and their impact on the writing behaviours of Grade 2 Norwegian students. Examining a cohort of 2,124 students (1,069 girls; 1,055 boys), we sought to understand potential gender and language status differences in these motivational beliefs and their unique contributions to predicting the quality of students' writing. Our findings reveal that girls exhibit a more positive attitude toward writing and greater confidence in their abilities to self-regulate writing when compared to boys. Interestingly, "bilingual" students, those with Norwegian and another language as their first language, displayed a more positive attitude toward writing than their counterparts. Importantly, both self-efficacy for writing self-regulation and attitude toward writing emerged as significant predictors of writing quality.

Despite these influences, it's noteworthy that these writing beliefs collectively accounted for only 2% of the variance in writing quality scores when individual- and school-related factors were taken into account. This highlights the complex interplay of various factors in shaping students' writing outcomes. In light of these findings, we discuss recommendations for future research, emphasising the need for a more nuanced understanding of the multifaceted influences on writing quality. Additionally, we explore the implications of our results for educators, shedding light on potential areas for targeted interventions to enhance students' motivational beliefs and, consequently, their writing proficiency.

Free access: **LINK**

Tags: self-efficacy; motivation; self-regulation; writing quality

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Snyders, C. (2014) 'I Wish We Could Make Books All Day!' An Observational Study of Kindergarten Children During Writing Workshop, *Early Childhood Education Journal,* 42 pp.405-414

The purpose of this study was to explore the development of kindergarten writers within a writing workshop. Research questions focused on writer identity, writing self-efficacy, and growth as kindergarten writers. The study concluded that a writing workshop approach provides a learning environment that was conducive to the formation of children's writing identities. As students engaged in writing mini-lessons, genre-study, writing, and sharing writing with peers, student writing stamina and engagement increased. Students utilized techniques and strategies of published writers. Students adopted these qualities in their views of themselves as writers.

(£): **LINK**

Tags: self-efficacy; motivation; writer-identity; writing workshop; early writers; emergent writers

Kim, Y., Mariani, M. (2019) The Effects Of Self-regulated Learning Strategies On Preschool Children's Self-efficacy And Performance In Early Writing, *International Journal of Education,* 11(2):99

To enhance the will and the skills to express thoughts explicitly and effectively in early writing among preschool children, self-regulated learning (SRL) is suggested as one effective teaching approach. This study investigated the effects of SRL strategies on early writing self-efficacy and early writing performance among preschool children. The study confirmed the effectiveness of self-regulated learning. It increased and supported children's:

- Self-efficacy
- Goal setting, planning self-monitoring and self-evaluation
- Writing performance and writing quality

The findings of this research provide a useful insight into early writing and self-regulated learning instruction.

Free access: **LINK**

Tags: self-efficacy; motivation; self-regulation strategy instruction; self-regulation; goal setting; early writers; emergent writers

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Green, J., Steber, K. (2021) "The Evolution of an Elementary Writing Workshop: Fostering Teacher Efficacy and Authentic Authorship in Young Writers," *Teaching/Writing: The Journal of Writing Teacher Education,* 10 (1), Article 3.

Building confidence and efficacy in young writers is critical to long-term academic success, but for many teachers, writing is a complex and challenging discipline to teach. This case study examines the evolution of a writing workshop in an elementary classroom. Data sheds light on the phenomena of student motivation, teacher efficacy, and culturally responsive approaches to writing. Collaborative teaching methods and careful attention to the principles of writing workshop contributed to an enriching journey for the teacher, and her third-grade students.

Free access: **LINK**

Tags: self-efficacy; motivation; be a writer-teacher; reassuringly consistent routine; writing workshop; culturally sustaining pedagogy

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Schunk, D.H. (2003). Self-efficacy for reading and writing: Influence of modelling, goal setting, and self-evaluation, *Reading and Writing Quarterly*, 19, 159–172.

Perceived self-efficacy, or students' personal beliefs about their capabilities to learn or perform behaviours at designated levels, plays an important role in their motivation and learning. Self-efficacy is a key mechanism in social cognitive theory, which postulates that achievement depends on interactions between behaviours, personal factors, and environmental conditions. Self-efficacy affects choice of tasks, effort, persistence, and achievement. Sources of self-efficacy information include personal accomplishments, vicarious experiences, social persuasion, and physiological indicators. At the outset of learning activities, students have goals and a sense of self-efficacy for attaining them. Self-evaluations of learning progress sustain self-efficacy and motivation. Research on academic learning is summarised, showing how modelling, goal setting, and self-evaluation affect self-efficacy, motivation, and learning. Suggestions for applying these ideas to teaching are provided.

Free access: **LINK**

Tags: self-efficacy; motivation; mastery orientation; build a community of writers; set writing goals; pursue purposeful and authentic writing projects

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Schunk, D.H., Zimmerman, B.J. (2007) Influencing children's self-efficacy and self-regulation of reading and writing through modelling, *Reading and Writing Quarterly*, 23, 7–25

According to Bandura's social cognitive theory, self-efficacy and self-regulation are key processes that affect students' learning and achievement. This article discusses students' reading and writing performances using Zimmerman's four-phase social cognitive model of the development of self-regulatory competence. Modelling is an effective means of building self-regulatory and academic skills and of raising self-efficacy. Reading and writing research is discussed in which modelling was employed to enhance self-efficacy, skills, and self-regulation across multiple phases of Zimmerman's model. The article concludes by suggesting instructional applications based on social cognitive theory and research findings.

Free access: **LINK**

Tags: self-efficacy; self-regulation; teach mini-lessons; writing study; be a writer-teacher; modelling

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Pajares, F. (2003) Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature, *Reading and Writing Quarterly*, 19(2), 139–158

The purpose of this article is to examine the contribution made by the self-efficacy to the study of writing in academic settings. A brief overview of Bandura's social cognitive theory and of self-efficacy is first provided, followed by a description of the manner in which writing self-efficacy beliefs are typically operationalized and assessed. This is followed by a synthesis of research findings that address the relationship between writing self-efficacy, other motivation constructs related to writing, and writing outcomes in academic settings. These findings demonstrate that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school. Academic implications and strategies that may help guide future research are offered.

Free access: **LINK**

Tags: self-efficacy; motivation

Pajares, F., Valiante, G. (1997) Influence of self-efficacy on elementary students' writing, *The Journal of Educational Research*, 90(6), 353–360

This research study wanted to test the influence of writing self-efficacy, writing apprehension, perceived usefulness of writing, and writing aptitude on the essay-writing performance of 218 fifth-grade students. A model that also included sex accounted for 64% of the variance in performance. As hypothesised, self-efficacy beliefs made an independent contribution to the prediction of performance despite the expected powerful effect of writing aptitude. Aptitude also had a strong direct effect on self-efficacy, which mediated the indirect effect of aptitude on performance. Self-efficacy had direct effects on apprehension and perceived usefulness. Girls and boys did not differ in performance, but girls reported higher writing self-efficacy, found writing more useful, and had lower apprehension.

(£) **LINK**

Tags: self-efficacy; motivation

Pajares, F., Johnson, M., Usher, E. (2007) Sources of writing self-efficacy beliefs of elementary, middle, and high school students, *Research in the Teaching of English*, 42(1), 104–120

The purpose of this study was to examine the influence of Albert Bandura's four hypothesised sources of self-efficacy on students' writing self-efficacy beliefs and to explore how these sources differ as a function of gender and academic level (elementary, middle, high). Consistent with the tenets of self-efficacy theory, each of the sources significantly correlated with writing self-efficacy and with each other. As hypothesised, students perceived mastery experience accounted for the greatest proportion of the variance in writing self-efficacy. This was the case for girls and for boys, as well as for students in elementary school, middle school, and high school. Social persuasions and anxiety also predicted self-efficacy, albeit modestly. Vicarious experience did not predict writing self-efficacy. Girls reported greater mastery experience, vicarious experience, and social persuasions, as well as lower writing anxiety. Girls also reported stronger writing self-efficacy and were rated better writers by their teachers. Elementary school students reported stronger mastery experience, vicarious experience, and social persuasions than did either middle school or high school students. Elementary school students also reported stronger self-efficacy.

Free access (if read online): **LINK**

Tags: self-efficacy; motivation; mastery orientation; pursue purposeful and authentic writing projects

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Corden, R. (2003) Writing is more than 'exciting': Equipping primary children to become reflective writers, *Reading Literacy and Language*, 37, 18–26

This article describes work undertaken as part of a partnership programme initiated to encourage collaborative research between teachers and university tutors. In the Teaching Reading and Writing Links project (TRAWL) primary school teachers, working as research partners, explored ways of developing children as reflective writers. The research group wanted to know whether, through examining how texts are crafted by expert writers during literacy sessions, children might be encouraged to pay more attention to compositional rather than secretarial aspects of narrative writing during writing workshops. The overall writing achievement of 338 children was monitored over one school year and narrative writing from 60 case study children was evaluated at the beginning and end of the research period. In this article the impact on achievement is illustrated, some examples of writing are analysed and evidence of development in children's metacognition and confidence as

writers is discussed.

Free access: **LINK**

Tags: self-efficacy; metacognition; mentor texts; genre-theory; balance composition and transcription; writing workshop

Gadd, M., Parr, J., Robertson, J., Carran, L., Ali, Z., Gendall, L., Watson K. (2019) Portrait of the student as a young writer: Some student survey findings about attitudes to writing and self-efficacy as writers. *Literacy*, 53(4), 226–235

This New Zealand-based article reports on an analysis of data gathered over two years from upper primary school students on their attitudes to writing and writing instruction and their beliefs about their self-efficacy as developing writers. Conclusions (including student comments) were made about students' likes, dislikes and preferences as developing writers. Levels of association between their attitudes and gender and between their attitudes and proficiency levels were explored. Conclusions were also made about how student attitudes affect teacher practice.

(£) **LINK**

Tags: self-efficacy; pupil voice; children's view on writing teaching

Graham, S., Berninger, V., Fan, W. (2007) The structural relationship between writing attitude and writing achievement in first and third grade students. *Contemporary Educational Psychology*, 32, 516–535

This study tested three models of the structural relationship between the writing achievement of primary grade students and their attitude towards writing (defined here as an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy). Although third grade students were better writers than first grade students, there was no statistical difference in younger and older students' attitude towards writing. In addition, girls were more positive about writing than boys, but there was no statistical difference in their writing achievement related to gender. This research extends models based on the cognitive and language processes of writing to include the role of attitude, which is an affective component of motivation.

Free access: **LINK**

Tags: self-efficacy; motivation; cognitive theory

Hachem, A., Nabhani, M., Bahous, R. (2008) 'We can write!' The writing workshop for young learners, *Education 3–13*, 36(4), 325–337

The study presents the process of differentiated instruction, its implementation, and impact on second graders in a Lebanese school. It analyses how writing instruction has been differentiated through implementing the writing workshop to help students demonstrate improved writing skills. It examines the effects of second graders' participation in the writing workshop and discusses the factors that enabled students to develop their writing skills. Data collection includes pre- and post-writing samples, reflective journal and checklists during individual conferences. Findings show that students' writing skills improved as reflected in their progression of text, expansion of ideas, and development in conventional writing.

(£): **LINK**

Tags: self-efficacy; writing workshop; balance composition and transcription; be reassuring consistent

Limpo, T., Alves, R. (2017) Relating beliefs in writing skill malleability to writing performance: The mediating role of achievement goals and self-efficacy, *Journal of Writing Research*, 9(2), 97–125.

It is well established that students' beliefs in skill malleability influence their academic performance. Specifically, thinking of ability as an incremental (vs. fixed) trait is associated with better outcomes. Overall, students' mastery goals and self-efficacy for self-regulation seem to be key factors underlying the link between beliefs in writing skill malleability and writing performance. These findings highlight the importance of attending to motivation-related components in the teaching of writing.

Free access: **LINK**

Tags: self-efficacy; self-regulation; mastery-orientation; motivation

Recommended chapters and literature
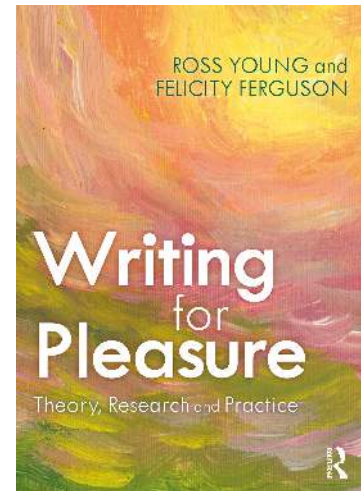
	Young, R., Ferguson, F. (2021) 'Self-regulation' In *Writing For Pleasure* London: Routledge **LINK** This chapter discusses the affective domain of self-regulation, also described as autonomy supporting, self-initiation, self-activation, self-generating, self-organising, self-directed, self-discipline, self-monitoring, self-evaluation, responsible decision-making, co-regulation, relationship management, time planning and self-management, socially-shared regulation, and the metacognition involved in writing and developing as a writer. There is a large amount of empirical evidence now available showing the positive link between self-regulated metacognitive learning and academic achievement. Theory, research, and educational practices associated with developing children's self-regulation in writing and its important role in developing confident and effective writers are explored. This includes discussing the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers with high and low levels of self-regulation. Finally, the authors describe the relationship between developing apprentice writers' self-regulation and the 14 principles of effective writing teaching. They give examples of the kinds of instructional practice carried out by the most effective teachers of writing.
	Young, R., Ferguson, F. (2021) 'Volition' In *Writing For Pleasure* London: Routledge **LINK** This chapter discusses the affective domain volition, which is defined as the need, desire, urge, or the internal compulsion to write, sometimes described as purposive striving or personal endorsement. The authors present evidence which shows how engagement of volition stimulates apprentice writers' desire to harness the knowledge and skills necessary for the creation of excellent written texts. Theory, research, and educational practices associated with developing children's volition to write and its important role in developing confident and effective writers are also explored in this chapter. Consideration is given to the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who feel high or low levels of volition. Finally, the authors describe the relationship between apprentice writers' volition to write and the 14 principles of effective writing teaching. Included are examples of the kinds of instructional practice carried out by the most effective teachers of writing.

Chapter 4
Self-Regulation (Competence & Independence)

Introduction

This chapter discusses the affective domain of self-regulation, also described as autonomy supporting, self-initiation, self-activation, self-generating, self-organising, self-directed, self-discipline, self-monitoring, self-evaluation, responsible decision-making, co-regulation, relationship management, time planning and self-management, socially-shared regulation, and the metacognition involved in writing and developing as a writer. There is a large amount of empirical evidence now available showing the positive link between self-regulated metacognitive learning and academic achievement. Theory, research, and educational practices associated with developing children's self-regulation in writing and its important role in developing confident and effective writers are explored. This includes discussing the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers with high and low levels of self-regulation. Finally, the authors describe the relationship between developing apprentice writers' self-regulation and the 14 principles of effective writing teaching. They give examples of the kinds of instructional practice carried out by the most effective teachers of writing.

DOWNLOAD CHAPTER

Klein, P., Bildfell, A., Dombroski, J. D., Giese, C., Sha, K. W. Y., & Thompson, S. C. (2022) Self-regulation in early writing strategy instruction, *Reading & Writing Quarterly*, 38(2), 101-125

Experimental research on strategy instruction for beginning writers has only recently begun. This study investigated the role of self-regulation instruction in Grade 1 strategy learning. In a pretest-post-test quasi-experiment, 120 Grade 1 students participated in a unit of study on personal narrative in one of three conditions: (1) Self-Regulated Strategy Development (SRSD), which included instruction in goal-setting, strategy steps, coping, self-monitoring, and self-reinforcement; (2) strategy instruction only (SO), which focused on the goal and steps of the strategy; (3) a control condition. Students in both strategy conditions, relative to the control, made large, statistically significant gains in text quality, word count, story features, and self-regulation knowledge. The SRSD condition resulted in greater self-regulation knowledge than the SO condition, which resulted in greater knowledge than the control. Pretest text quality did not interact significantly with condition. The effect of instruction on text quality was largely mediated by post-test self-regulation knowledge.

(£): **LINK**

Tags: self-regulation; self-regulation strategy development instruction; emergent writers; early writers; set writing goals; metacognition; process goals; product goals

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Schunk, D.H., Zimmerman, B.J. (2007) Influencing children's self-efficacy and self regulation of reading and writing through modelling, *Reading and Writing Quarterly*, 23(1), 7–25

According to Bandura's social cognitive theory, self-efficacy and self-regulation are key processes that affect students' learning and achievement. This article discusses students' reading and writing performances using Zimmerman's four-phase social cognitive model of the development of self-regulatory competence. Modelling is an effective means of building self-regulatory and academic skills and of raising self-efficacy. Reading and writing research is discussed in which modelling was employed to enhance self-efficacy, skills, and self-regulation across multiple phases of Zimmerman's model. The article concludes by suggesting instructional applications based on social cognitive theory and research findings.

Free access: **LINK**

Tags: social cognitive theory; self-efficacy; self-regulation; teach mini-lessons; writing study; be a writer-teacher

Zimmerman B., and Risemberg, R. (1997) Becoming a self-regulated writer: A social cognitive perspective, *Contemporary Educational Psychology*, 22, 73–101.

Becoming an adept writer involves more than knowledge of vocabulary and grammar, it depends on high levels of personal regulation because writing activities are usually self-planned, self-initiated, and self-sustained. We present a social cognitive model of writing composed of three fundamental forms of self-regulation: environmental, behavioural, and covert or personal.

Each of these triadic forms of self-regulation interact reciprocally via a cyclic feedback loop through which writers self-monitor and self-react to feedback about the effectiveness of specific self-regulatory techniques or processes. Well known writers' personal descriptions of ten major self-regulatory techniques are recounted, and empirical studies demonstrating the effectiveness of these self-regulatory techniques are discussed. We conclude that writing self-regulation is a complex system of interdependent processes that are closely linked to an underlying sense of self-efficacy, and we discuss implications of the proposed model of self-regulatory processes and self-beliefs for guiding future research and developing innovative writing instruction.

(£): **LINK**

Tags: social cognitive theory; self-efficacy; self-regulation; teach mini-lessons; writing study; be a writer-teacher

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Zumbrunn, S, Bruning, R. (2013) Improving the writing and knowledge of emergent writers: The effects of self-regulated strategy development, *Reading and Writing. An Interdisciplinary Journal*, 26(1), 91–110

The purpose of this study was to investigate the effectiveness of implementing the Self-Regulated Strategy Development (SRSD) model of instruction on the writing skills and knowledge of six seven-year-old students. The study wanted to test the effectiveness of the SRSD intervention, which included story writing and self-regulation strategy instruction.

Results indicated that SRSD can be beneficial for six and seven-year old writers. Participants wrote stories that contained more essential components, were longer, and of better quality after SRSD instruction. Participants also showed improvement in writing knowledge from pre- to post-instruction.

(£): **LINK**

Tags: self-regulation; teach mini-lessons; writing study

Perry, N.E., VandeKamp, K. J. O. (2000) Creating classroom contexts that support young children's development of self-regulated learning, *International Journal of Educational Research*, 33(7), 821–843

The purpose of the research is twofold:

- to identify features of classroom environments that promote self-regulated approaches to writing in young children
- to work collaboratively with teachers, helping them become proficient at designing tasks and structuring interactions with students that promote self-regulated learning

Five primary teachers and their students were involved in the study. Evidence from classroom observations indicates that these five teachers consistently involved their students in:

- Authentic and purposeful class writing projects
- Choosing what to write about
- Modifying tasks to control challenge
- Evaluating their writing processes and products.

These teachers provided support that was instrumental to students' development of self-regulation, and employed non-threatening evaluation practices. Consistent with previous research that characterises self-regulated learners, students in these classrooms demonstrated high levels of metacognition, intrinsic motivation, and strategic action.

(£): **LINK**

Tags: teach mini-lessons; writing study; pursue purposeful and authentic writing projects; teach the writing processes; motivation; metacognition; self-regulation

Perry, N.E., Drummond, L. (2002) Helping young students become self-regulated researchers and writers, *The Reading Teacher*, 56, 298–310

This article discusses how one teacher used research and writing activities to help students develop independent, academically effective approaches to reading and writing. It describes a typical writing period and considers how the teacher fostered self-regulated learning and built a community of writers. Attention is given to the importance of involving students in complex, meaningful tasks, giving students choices, giving students opportunities to control challenge, and involving students in evaluating their compositions.

(£): **LINK**

Tags: self-regulation; teach mini-lessons; writing study; pursue purposeful and authentic writing projects; build a community of writers

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Harris, K., Graham, S., Mason, L. (2006) Improving the writing, knowledge, and motivation of struggling young writers: effects of self- regulated strategy development with and without peer support, *American Educational Research Journal*, 43(2), 295–340

Writing development involves changes that occur in children's strategic behaviour, knowledge, and motivation. The authors examined the effectiveness of self-regulated strategy development (SRSD), a strategy instructional model designed to promote development in each of these areas. Instruction focused on planning and writing stories and persuasive essays. The addition of a peer support component to SRSD instruction aimed at facilitating maintenance and generalisation effects was also examined. SRSD had a positive impact on the writing performance and knowledge of struggling second-grade writers. SRSD-instructed students were more knowledgeable about writing and evidenced stronger performance in the two instructed genres (story and persuasive writing) as well as two uninstructed genres (personal narrative and informative writing).

Free access: **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; read, share, think and talk about writing; self-regulation

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Graham, S., Harris, K. (2000) The role of self-regulation and transcription skills in writing and writing development, *Educational Psychologist*, 35(1), 3–12

It is proposed that the development of writing competence depends on:

- high levels of self-regulation
- mastery of low-level transcription skills.

Although the available data is incomplete and many key findings require further replication, the evidence generally supports both of these propositions.

Free access **LINK**

Tags: self-regulated strategy instruction; balance composition and transcription

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Zumbrunn, S., Bruning, R. (2013) Improving the writing and knowledge of emergent writers: The effects of self-regulated strategy development, *Reading and Writing: An Interdisciplinary Journal*, 26(1), 91–110

The purpose of this study was to investigate the effectiveness of implementing the Self-Regulated Strategy Development (SRSD) model of instruction on the writing skills and knowledge of six first grade students. Results indicated that SRSD can be beneficial for first grade writers. Participants wrote stories that contained more essential components, were longer, and of better quality after SRSD instruction. Participants also showed improvement in writing knowledge from pre- to post-instruction.

Free access: **LINK**

Tags: teach mini-lessons; writing study; self-regulation

Andrade, H., Brooke, G. (2010) Self-assessment and learning to write. In *Writing: Processes, Tools and Techniques*, Mertens, N. (Ed.) (pp.74–89) New York: Nova Science Publishers.

Until recently, classroom assessment literature has emphasised the role of teachers and tests, for example investigating teachers' assessment practices or the quality of classroom tests and other assessments. In

contrast, current understandings of teaching and learning emphasise the role of students, as well as the complex interactions between teachers, students, and contexts. We use the literature review method to give substance to a theory of classroom assessment as the co-regulation of learning by teachers, students, instructional materials, and contexts. We organise the literature to include the self and co-regulation of learning, in order to demonstrate how classroom assessment is related to all aspects of the regulation of learning.

Free access: **LINK**

Tags: self-regulation; co-regulation; formative assessment; read, share, think and talk about writing; responsive teaching

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Allal, L. (2019) Assessment and the co-regulation of learning in the classroom. Assessment in Education: Principles, *Policy & Practice*, 27, 332–349. DOI: 10.1080/0969594X.2019.1609411.

This paper examines the processes of regulation of student learning that are associated with formative assessment in the classroom. It discusses the concept of co-regulation and presents a model of co-regulation developed in a situated perspective on classroom learning. This model conceptualises co-regulated learning as resulting from the joint influence of student self-regulation and of sources of regulation in the learning environment: namely, the structure of the teaching/learning situation, the teacher's interventions and interactions with students, the interactions between students, and the tools used for instruction and for assessment.

Examples of research showing how co-regulation functions are discussed, in particular students' use of tools for self-assessment and peer assessment, and the role of teacher–student interactions that encourage active student participation in formative assessment.

(£): **LINK**

Tags: self-regulation; co-regulation; self-assessment; formative assessment; read, share, think and talk about writing; responsive teaching

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Johnson, E., Hancock, C., Carter, D, Pool, J. (2012) Self-regulated strategy development as a tier 2 writing intervention, *Intervention in School and Clinic*, 48(4), 218–222

The implication of limited writing instruction suggests an immediate need for interventions to support struggling writers while at the same time addressing instructional gaps. Many schools struggle with implementing writing intervention, partly because of the limited number of evidence-based writing instructional approaches. This article documents one school's journey through the process of identifying, implementing, and evaluating outcomes of a writing intervention using self-regulated strategy development (SRSD).

(£) **LINK**

Tags: self-regulated strategy instruction; intervention

Paris, S.G., Winograd, P. (2003) *The role of self-regulated learning in contextual teaching: Principles and practices for teacher preparation* (CIERA Report) Retrieved from https://files.eric.ed.gov/full text/ED479905.pdf.

As teachers are pressed to extend their craft to prepare more diverse students for the challenge of work and life beyond school, they are challenged to provide more authentic instructional contexts and activities than traditional knowledge-based curricula. In order to be successful, teachers must be reflective and analytical about their own beliefs and practices and they must acquire a deep understanding of cognitive and motivational principles of learning and teaching. Toward this end, we examine how teachers can model and promote self-regulated learning for their students. Self-regulated learning is characterised by three central features;

- awareness of thinking
- use of strategies
- situated motivation

These features of independent learning need to be experienced, constructed, and discussed among teachers so that they understand how to nurture the same development among students. Then the focus of instruction is shifted to fostering strategic and motivated students rather than delivering curricula or managing classroom behaviour.

We review 12 principles of self-regulated learning, in four general categories, that can be used by teachers in the classroom.

- Within the category of self-appraisal, we discuss how teachers can analyse their own learning styles, evaluate their own understanding, and model cognitive monitoring.
- Within the category of self-management, we discuss how teachers can promote mastery goal orientations, time and resource management, and use "failure" constructively.

We discuss how self-regulation can be taught with various tactics such as direct instruction, metacognitive discussions, modelling, and self-assessment of progress. The last several principles are discussed as ways to help students gain a sense of their personal educational histories and to shape their identities as successful students participating in a community of learners.

Free access: **LINK**

Tags: self-regulation strategy instruction; create a community of writers; set writing goals; pursue purposeful and authentic writing projects; reassuringly consistent routine; metacognition

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Schneider, J. (2003) Contexts, genres, and imagination: An examination of the idiosyncratic writing performances of three elementary children within multiple contexts of writing instruction, *Research in the Teaching of English*, 37, 329–379

A year-long descriptive and interpretive study was initiated in one elementary classroom to understand further children's writing in the context of school. The case study was conducted to examine both the complex writing performances of three students and the instructional strategies of their teacher, focusing on the interplay between the children's strategy use and the teacher's instruction.

- Observations of and interviews with the children revealed the features of each child's enacted textual production, attention to textual features, and rhetorical knowledge.
- Observations of and interviews with the teacher revealed her attention to aesthetics and pragmatics and her positioning of herself as a writing authority.

Results indicate that the focus students exhibited idiosyncratic strategies for creating text and attended to multiple aspects within each writing event including the visual features of their textual products, the reactions of peers and the teacher, and the characteristics of various genres.

Throughout all writing opportunities, the children's personal experiences guided their knowledge of genre as well as their relationships in and around texts. This study contributes to theories of writing development by recasting children's writing as performance within the differing instructional contexts designed to support it.

Free access (if read online): **LINK**

Tags: self-regulation strategy instruction; create a community of writers; set writing goals; pursue purposeful and authentic writing projects; reassuringly consistent routine

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Kim, Y., Mariani, M. (2019) The Effects Of Self-regulated Learning Strategies On Preschool Children's Self-efficacy And Performance In Early Writing *International Journal of Education* 11(2):99

To enhance the will and the skills to express thoughts explicitly and effectively in early writing among preschool children, self-regulated learning (SRL) is suggested as one effective teaching approach.

This study investigated the effects of SRL strategies on early writing self-efficacy and early writing performance among preschool children. The study confirmed the effectiveness of self-regulated learning. It increased and supported children's:

- Self-efficacy
- Planning
- Goal setting
- Self-monitoring and self-evaluation
- Writing performance and writing quality

The findings of this research provide a useful insight into early writing and self-regulated learning instruction.

Free access: **LINK**

Tags: self-efficacy; motivation; self-regulation strategy instruction; self-regulation; goal setting; early writers; emergent writers

Lamme, L., Fu, D., Johnson, J., Savage, D. (2002) Helping kindergarten children move towards independence, *Early Childhood Education Journal*, 30(2), 73-79

In this journal article, two kindergarten teachers examine the strategies they use to help their students become more accomplished and independent writers. It describes the strategies used to:

- Assist children in finding topics to draw and write about
- Draw stories (ideas)
- Learn about letter-sound correspondence
- Revise their writing
- Seeking help from others
- Take risks with their writing

(£): **LINK**

Tags: self-regulation strategy instruction; self-regulation; goal setting; early writers; emergent writers; drawing; revision; encoding; co-regulation; idea generation

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Hachem, A., Nabhani, M., Bahous, R. (2008) 'We can write!' The writing workshop for young learners, *Education 3–13*, 36(4), 325–337

The study presents the process of differentiated instruction, its implementation, and impact on second graders in a Lebanese school. It analyses how writing instruction has been differentiated through implementing the writing workshop to help students demonstrate improved writing skills. It examines the effects of second graders' participation in the writing workshop and discusses the factors that enabled students to develop their writing skills. Data collection includes pre- and post-writing samples, reflective journal and checklists during individual conferences. Findings show that students' writing skills improved as reflected in their progression of text, expansion of ideas, and development in conventional writing.

(£): **LINK**

Tags: self-efficacy; writing workshop; balance composition and transcription; be reassuring consistent

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Kim, Y., Yang, D., Reyes, M., Connor, C. (2021) Writing instruction improves students' writing skills differentially depending on focal instruction and children: A meta-analysis for primary grade students, *Educational Research Review,* (34) https://doi.org/10.1016/j.edurev.2021.100408

We investigated the effect of writing interventions on written composition for students in primary grades with a focus on whether effects vary as a function of different dimensions of composition outcomes (quality, productivity, fluency), instructional focus (transcription, self-regulation strategies), and student characteristics (initially weak writing skills).

Self-regulation strategy instruction has a large and consistent positive effect across the outcomes whereas transcription instruction did not yield statistically significant effects on any dimensions of composition due to large variation of effects across studies. Lastly, the average effect on writing quality was larger for writers with weaker writing skills compared to those with typical skills.

Free access: **LINK**

Tags: self-regulation; self-regulation strategy instruction; mini-lessons; fluency

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Johnston, P. (2019) Talking Children Into Literacy: Once More, With Feeling, *Literacy Research: Theory, Method, and Practice,* 68(1) pp.64-85

Children's literate development is mediated by classroom talk. That same talk also mediates children's emotional, relational, self-regulatory, and moral development. Consequently, the discourse of some literacy teaching practices may be important for shaping the course of human development, and those dimensions of human development can play reciprocal roles in children's literate development.

For example, conversations about the inner life of book characters (and authors) expand children's social imaginations, which improve their self-regulation, social relationships, and moral development.

Coincidentally, literacy learning requires cognitive self-regulation (working memory, attention, focus), social self-regulation in interactions with peers and teachers, and emotional self-regulation (frustration and anxiety).

Children who develop self-regulation earlier, and to higher levels, develop decoding and reading comprehension

earlier. Similarly, when children's conversations explore the pragmatics of their linguistic interactions, such as how to disagree productively, they become more able to comprehend texts and argue persuasively but also more able to learn from and with each other.

Children need to acquire "the codes," but the ecology of acquisition matters a great deal not only for the ease of acquisition but also for the nature of the literacy that is acquired and for the trajectory of human development.
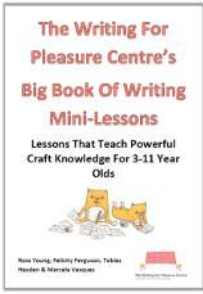
Children's social and emotional development lies squarely in the bailiwick of the language arts and the literate talk within which they are immersed. But the accompanying human development, in turn, supports literate development.
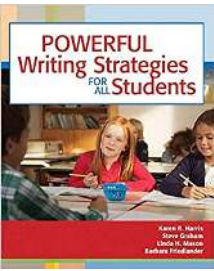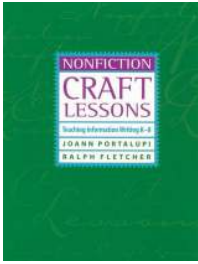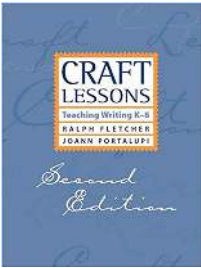
Free access: **LINK**

Tags: self-regulation; motivation; volition; agency; self-efficacy; funds of identity; create a community of writers; read, share, think and talk about writing; pupil conference; self-regulation strategy instruction; connect reading and writing

Recommended chapters and literature

- See also *Explicit Writing Instruction: Teach Mini-Lessons*
- See also *Set Writing Goals*

The Writing For Pleasure Centre's Big Book Of Writing Mini-Lessons — Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) *The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
The Writing For Pleasure Centre's Grammar Mini-Lessons For 5-11 Year Olds	Young, R., Ferguson, F. (2022) *The Writing For Pleasure Centre's Grammar Mini-Lessons* Brighton: The Writing For Pleasure [**LINK**]
Sentence-Level Instruction — Lessons That Help Children Find Their Style & Voice For 3-11 Year Olds (2nd Edition)	Young, R., Ferguson, F. (2023) *The Writing For Pleasure Centre's Sentence-Level Instruction* Brighton: The Writing For Pleasure [**LINK**]
Making the Writing Process Work: Strategies for Composition and Self-Regulation — Karen R. Harris, Steve Graham	Harris, K., Graham, S. (1999). *Making the Writing Process Work: Strategies for Composition and Self-Regulation* New York: Brookline Books

	Harris, K., Graham, S., Mason, L. (2008). *Powerful Writing Strategies For All Students* Baltimore: Brookes Publishing
	Fletcher, R., and Portalupi, J. (2001). *Non-Fiction Craft Lessons: Teaching Information Writing K-8*. New York: Stenhouse
	Fletcher, R., and Portalupi, J. (2007). *Craft Lessons: Teaching Writing K-8 (2nd Ed)*. New York: Stenhouse
	Serravallo, J. (2017). *The Writing Strategies Book*. Portsmouth NH: Heineman
	Graham, S. (2006). Strategy instruction and the teaching of writing: A meta-analysis. In *Handbook of Writing Research*, McArthur, C., Graham, S., and Fitzgerald, J. (Ed.) (pp.187–207). New York: Guilford Press.
	MacArthur, C., and Graham, S. (2017). Writing research from a cognitive perspective. In *Handbook of Writing Research*, MacArthur, C., Graham, S., and Fitzgerald, J. (Ed.) (2nd Ed.) (pp. 24–40). London: Guildford Press.

Chapter 5
Agency (Ownership & Personal Responsibility)

Introduction

This chapter discusses the affective domain agency, which can also be described as personal control, epistemic agency, personal and collective responsibility, or agentic learning, and is, in the context of writing, about having choice, freedom, autonomy, and ownership of writing ideas, writing processes, and even how you are taught. Agency is a vital force in increasing writers' engagement and their writing performance. Theory, research, and educational practices associated with developing children's agency in writing and its important role in developing confident and effective writers are explored within this chapter. This includes discussion of the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who are provided with high and low levels of agency. Finally, the authors describe the relationship between developing apprentice writers' agency and the 14 principles of effective writing teaching. They give examples of the kinds of instructional practice carried out by the most effective teachers of writing.

DOWNLOAD CHAPTER

DeCoursey, K. (2023). *Making Space for Student Agency: A Multilayered Exploration of Agency and Writing in a First-Grade Classroom*. Graduate Theses and Dissertation. 8828. https://digitalcommons.usu.edu/etd/8828

Early literacy learning is crucial for later success in reading and writing. We have a limited understanding of generative writing (i.e., expressing ideas in writing) in first grade and further research is warranted. The socially situated nature of writing justifies a study of student agency during writing.

In this study, data were collected before, during, and after 10 writing sessions in a first-grade classroom. Students took a pre- and post-survey that revealed their self-perceptions of their agency and confidence as literacy learners. The participating teacher was interviewed three times and the teacher's talk was recorded during all 45- to 60- minute writing sessions.

Results showed that opportunities for students to choose and exercise agency arose when the teacher asked open-ended questions and gave encouragement to students that prompted them to act. When students' made choices about what and how they wrote, they seemed empowered and to grow as individual writers.

Free access: **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects; community and environmental orientation; writing workshop

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Barnes, J. (2020). Promoting student agency in writing. *The Reading Teacher*, 73(6), 789-795.

With increasing expectations on students regarding written communication, the promotion of student agency in writing is more important now than ever. Teachers must find ways to engage and empower all learners throughout the writing process so they can produce authentic and meaningful writing independently. To promote such agency, educators must allow students to do more of the work, even while scaffolding for students who need more support. Supporting students in ways that promote metacognition, using their own voice and ideas, pinpointing their individual needs, and encouraging student leadership throughout the writing process kindle students' capacity and inclination to take initiative for their own achievement. The author presents strategies that teachers can use to promote student metacognition and agency during the writing processes while allowing students to keep their own writing identity and build independence.

(£): **LINK**

Tags: agency; generating ideas; planning; metacognition

Atwell, N. (1985) Everyone sits at a big desk: Discovering topics for writing, *The English Journal*, 74(5), pp.35-39

In this article, Nancie Atwell highlights the issues surrounding teacher-imposed writing topics. She shares how under such a pedagogy writing becomes 'artificial' and children fail to receive a complete writerly apprenticeship. In contrast, Atwell argues that when children are taught and given agency over their own writing topics, they can flourish.

Free access: **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects; writing workshop

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McKnight, L. (2020) Teaching writing by formula: empowerment or exclusion?, *International Journal of Inclusive Education*, pp.1-15.

The teaching of writing in secondary English subjects in Australia, as in other countries including England and the United States, has become increasingly formulaic. Pedagogies including direct instruction, modelling, scaffolding, and genre-based approaches involve the implementation of formulas for writing sentences, paragraphs, and entire essays; this has taken place in the neoliberal context of tightly proscribed, high stakes testing regimes that often demand the reproduction of these formulas. This article considers affordances and constraints for inclusion of this process. It then presents findings of a small-scale qualitative study into the teaching of writing in Victoria that asked teachers about pedagogies for the teaching of writing, and how students were faring as a result. In conclusion, the article offers recommendations for inclusive practice in the teaching of writing.

Free access: **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects

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Rylak, D., Moses, L., Torrejón Capurro, C., & Serafini, F. (2022) Agency in a first-grade writing workshop: A case study of two composers, *Journal of Early Childhood Literacy*, 14687984221097285.

There is a need to better understand the agentic choices that students make to communicate meaning through their multimodal compositions. This article examines the composing of two first-grade students and discusses how these students utilised multimodal composing techniques from structured writing units during an "open unit" where students were given wider parameters for making intentional decisions with their compositions.

Analysis of students' compositions revealed that students chose to use and design composing techniques from the previous focal units in their compositions. Findings suggest that focal writing units, followed by open composing, allows students to have more agency as writers to make creative intertextual connections as they design techniques from available designs they've learned in order to serve their own compositional needs.

(£): **LINK**

Tags: agency; pursue purposeful and authentic class writing projects; pursue personal writing projects; mentor texts; textual instruction; genre study

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Aitken, A.A., Graham, S., McNeish, D. (2022) The effects of choice versus preference on writing and the mediating role of perceived competence, *Journal of Educational Psychology*, 114(8), p.1844

There is an assumption in education that providing students choice in their writing tasks leads to better writing outcomes; however, there are few studies to support this belief. In this study, we examined the effects of choice (choosing the position on an argumentative essay) and preference (receiving one's preferred position through choosing or chance) on writing quality with college students. Results indicated that choice at the first time point, when mediated by perceived competence, resulted in higher writing quality on their essay at time 2. There were no significant effects for preference.

(£): **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; pursue purposeful and authentic class writing projects; self-efficacy; motivation

Carroll, S., & Feng, J. (2010). Writer's workshop vs. writing prompts: The effect on first graders' writing ability and attitude towards writing, *Teacher as Researcher: Action Research by Elementary Teachers*, 160.

This action research attempted to determine if Writer's Workshop and the use of writing prompts have different effects on first graders' writing ability and attitudes. Eighteen students (N=18) in a first grade class were randomly split into two groups, and during a 5-week period each group was taught writing in a different method. One group received instruction on writing a persuasive paper using a prompt, and another received instruction on writing a persuasive paper with a free-choice of topic. The students were then assessed on their writing ability and attitude towards writing at the end of instruction. A series of t-tests and item analysis was conducted to compare writing ability and attitude between the two groups. The results showed that both Group A (prompted) and Group B (free-choice) experienced a decline in overall attitude about writing over the course of the study. Group A (prompted), however, experienced more of a decline than Group B (free-choice). It appears that students get slightly more enjoyment out of choosing their topic than being told what to write. The overall scores on the final persuasive writing showed that students taught using a prompt scored better than those with free-choice. The only subcategory where Group B (free-choice) scored higher than Group A (prompted) was in conventions. It also shows that students who write better enjoy the writing process more.

Overall, the scores on the Writing Assessment were better from those students receiving a prompt. When students are given the freedom to write what they choose, they have a more positive attitude towards writing. This study indicates that free choice writing and prompted writing both have a place in the classroom. In order to teach a specific type of writing (i.e. persuasive, narrative, informational) students need prompts and clear instructions. However, if we are to foster a life-long love of writing, classroom teachers need to set aside time for students to write what they want to write about and share with others.

Free access: **LINK**

Tags: agency; generating ideas; writing prompts; motivation; writer-identity

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Jaeger, E. (2021) Friends and authors: Spontaneous co-composing in a writing workshop, *Journal of Early Childhood Literacy*, 21(2), 177-207

In the mid-1980s, researchers began to study writers working in collaboration. Much of this research attended to what might be termed side-by-side composing: authors working on their own individual pieces and discussing them with others as needed. Others have studied co-composing—that is, multiple authors crafting a single text—describing the various aspects of these collaborations and their constraints and affordances. Nevertheless, few of these researchers have examined settings in which children spontaneously undertake co-composing. The study described here is a case analysis of a group of third-grade boys who chose to work together to write a superhero story over a period of six weeks.

Analysis showed that both the students' interaction and the text that resulted from it was multi-voiced in nature. I argue here for a Writing Workshop model that foregrounds student choice and agency, rather than asserting that procedures are the primary drivers of success. In the context described here, such a model allowed students in this classroom to follow their own interests and work with peers who were supportive of those interests.

(£): **LINK**

Tags: agency; co-authoring; co-construction; read, share, think and talking about writing; pupil-conferencing; pursue personal writing projects

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Yoon, H. S. (2021) Stars, rainbows, and Michael Myers: The carnivalesque intersection of play and horror in kindergarteners'(trade) marking and (copy) writing, *Teachers College Record*, 123(3), 1-22

Research on children's play asserts that children's identities are performed and (re)formed in peer groups where they try out identities and make sense of their social worlds. Yet there are kinds of play (e.g., violence, gore, sexuality, and consumer culture) that are often hidden and taken underground, deemed inappropriate for public spaces. These underground spaces are potentially revolutionary (#playrevolution) as children disrupt power hierarchies and regulatory boundaries in both subtle and overt ways. These spaces are important for children who are consistently marginalised by intersecting identities, further complicated by negative perceptions attached to certain topics constituting dark play. Thus, what if we look beyond labelling certain play episodes "inappropriate" and consider how children produce and enact culture? What seems nonsensical and irrational to the adult gaze is about creative participation, agency, and autonomy for children.

Results in this study showed how children actively took up tools and ideas from horror story genres (e.g., chainsaws, blood, and masks), while their local context served as the setting for their own stories: the nearby high school, Halloween parties, and popular costumes. They remixed stories to include curricular demands (e.g., true stories) with popular culture interests. However, they did not reveal these seemingly "inappropriate" topics to their teacher and the demands of school literacy. Their resulting written stories were not pictures of

chainsaws, bloody deaths, and killer dolls: They were "masked" by attempts at writing letters underneath pictures of houses, trees, cars, rainbows, and people. Arguably, the children knew how to navigate the official space of school, understanding which ideas were appropriate for their secret conversations and which were appropriate for public sharing. In the midst of their play, children learned how to write from one another: Certain words were borrowed across the table, pictures (e.g., rainbows) symbolised common practices, and storylines were "copied" and reappropriated from others. These literacy attempts were trademarked and encoded on their written texts to signify belonging and participation at the intersection of popular culture and play.

(£): **LINK**

Tags: agency; writer-identity; funds of knowledge; funds of identity; writing realities; read, share, think and talking about writing; pursue personal writing projects; early writers; early writing

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Land, C. L. (2022) Recentering purpose and audience as part of a critical, humanising approach to writing instruction, *Reading Research Quarterly*, 57(1), 37-58

This study addressed tensions faced by teachers in balancing the types of writing valued in today's schools, the needs of today's writers beyond school, and the rich cultural and linguistic resources that students bring into today's classrooms.

New understandings illuminated in this article highlight how one teacher drew on purpose and audience, as (re)defined tools for writing, to recognize and value her students' capabilities and to support them as agentive designers of texts. To examine these possibilities for repositioning students and approaching writing instruction from a critical, humanizing perspective, I describe this teacher's shift from beginning with genre to beginning with purpose and audience and draw attention to the teacher's and students' use of these tools for guiding their decision making across multiple writing situations in a school year.

(£) **LINK**

Tags: pursue purposeful and authentic class writing projects; perspective taking; theory of mind; inference; genre study; generating ideas; agency; writer-identity; writing realities; funds of knowledge; funds of identity;

Vaughn, M., Jang, B. G., Sotirovska, V., & Cooper-Novack, G. (2020). Student agency in literacy: A systematic review of the literature, *Reading Psychology*, 41(7), 712-734

Scholars contend that agency is at the heart of cultivating equitable learning spaces for all learners. While it is intuitive that literacy educators support agency during instruction, there is diverse terminology surrounding the concept of agency in the field. As a result, aligning the construct to instructional practices and developing a conceptual understanding of agency in practice has been challenging. Our research team completed a systematic literature review of agency during literacy instruction. In this article, we describe findings of this review of empirical research on agency in literacy spanning from 1975–2017. Findings highlight the complexities associated with defining agency as well as the need for diverse methodological approaches to examining agency in literacy contexts.

(£) **LINK**

Tags: agency; create a community of writers' writer-identity; initial teacher education; generating ideas; funds of knowledge; funds of identity

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Bonyadi, A. (2014) The effect of topic selection on EFL students' writing performance, *Sage Open*, 4(3), 2158244014547176

This study aimed to measure the effect of topic selection on English as a Foreign Language (EFL) students' writing performance. Findings of the study indicated a significant difference in the performance of the students who wrote on their self-selected topics and for those who wrote on a teacher-assigned topic. The magnitude of the difference was large.

Free access: **LINK**

Tags: agency; generating ideas; multilingual; bilingual; English as an additional language; writer-identity

Schrodt, K., Barksdale, B., & Fields, R. S. (2022) Self-Directed Kindergarten Writers, *Texas Journal of Literacy Education*, 9(2), 12-29

This article seeks to empower teachers to create a literacy environment in which children begin to identify as writers: confident, willing to take risks, engaged, excited, persistent, resilient, resourceful, and self-starting. The teaching methods provided in the article are centred around the writer's workshop model, applied in a Kindergarten classroom in the mid-South, where the focus is on independent writing time and not task completion. Writing was viewed as a time to dive deeper into creating meaningful messages, work on writing craft, and set goals as a writer. The methods discussed in the article can foster an environment where young children can become self-directed writers, and nurturing within them the confidence to share their stories with the world.

Free access: **LINK**

Tags: be reassuringly consistent; writer's workshop; mini-lesson; self-regulation strategy development instruction; direct instruction; class sharing; Author's chair; set writing goals; agency; writer identity; self-regulation; generating ideas; balance composition and transcription; book-making; pursue purposeful and authentic class writing projects

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Schrodt, K. E., Elleman, A. M., FitzPatrick, E. R., Hasty, M. M., Kim, J. K., Tharp, T. J., & Rector, H. (2019) An examination of mindset instruction, self-regulation, and writer's workshop on kindergarteners' writing performance and motivation: A mixed-methods study, *Reading & Writing Quarterly*, 35(5), 427-444

This study used qualitative and quantitative data collected simultaneously, analysed separately, and merged for an overarching interpretation. Kindergarten students (n = 27) were randomly assigned to either a control condition of Writer's Workshop or an experimental condition that featured collaboration, student choice, structured self-regulated strategy instruction, and mindset training embedded in the Writer's Workshop framework.

Results indicated significant growth for both basic and conceptual writing. Students in the experimental group significantly increased motivation and perseverance for difficult writing tasks. Results indicate that adding mindset and self-regulation strategy instruction to the Writer's Workshop framework may improve motivation and independence in young writers.

(£): **LINK**

Tags: be reassuringly consistent; early writers; emergent writing; early years; writer's workshop; mini-lesson; self-regulation strategy development instruction; direct instruction; mindset instruction; motivation; agency; collaboration; read, share think and talking about writing; set writing goals

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Graves, D. (1982) Break the welfare cycle: Let writers choose their topics, *The English Composition Board*, 3(2), 75–78.

In this article, Donald Graves highlights the issues surrounding teacher-imposed writing topics. He shares how under such a pedagogy writing becomes 'artificial' and children fail to receive a complete writerly apprenticeship. In contrast, Graves argues that when children are taught and given agency over their own writing topics, they can flourish.

Free access: **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects; writing workshop

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Ray, K., (2004) Why Cauley Writes Well: A Close Look at What a Difference Good Teaching Can Make, *Language Arts,* 82(2) pp.100-109

Cauley's books about snakes demonstrate intentional and interesting decisions by a beginning writer. The conclusion states that learning to choose topics for writing in thoughtful ways is an important part of the curriculum in writing workshop.

Free access: **LINK**

Tags: agency; writing workshop; creating a community of writers; purposeful and authentic writing projects; set writing goals; connect reading and writing

Kissel, B., Miller, E. (2015) Reclaiming power in the writers' workshop: defending curricula countering narratives, and changing identities in prekindergarten classrooms, *The Reading Teacher,* 69(1) pp.77-86

In this article, Kissel & Miller examine how young writers and their teachers transformed their writing curriculum by using the writer's workshop approach.

They present three narratives in which multiple pre-kindergarten teachers used their power within the Writer's Workshop to:

- Ensure writing was a daily practice in pre-kindergarten classrooms
- Write about stories often censored in early childhood classrooms
- Claim new writing identities

The two classrooms they describe used similar pedagogical structures to teach writing following the decades-old traditions of Writer's Workshop; however, they found that what happened within those traditions—among children, teachers, and school administrators—transformed contemporary practices of literacy education. All three stories share a common thread; when positioned within the structure of a Writer's Workshop, young authors and their teachers claim power and, ultimately, assert their voices.

(£): **LINK**

Tags: agency; writer identity; be reassuringly consistent; writing workshop; creating a community of writers; purposeful and authentic writing projects; early writers; emergent writers

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Lamme, L., Fu, D., Johnson, J., Savage, D. (2002) Helping kindergarten children move towards independence, *Early Childhood Education Journal*, 30(2), 73-79.

In this journal article, two kindergarten teachers examine the strategies they use to help their students become more accomplished and independent writers. It describes the strategies used to:

- Assist children in finding topics to draw and write about
- Draw stories (ideas)
- Learn about letter-sound correspondence
- Revise their writing
- Seeking help from others
- Take risks with their writing

(£): **LINK**

Tags: self-regulation strategy instruction; self-regulation; goal setting; early writers; emergent writers; drawing; revision; encoding; co-regulation; idea generation

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Rowe, D., Neitzel, C. (2010) Interest and Agency in 2- and 3-Year-Olds' Participation in Emergent Writing, *Reading Research Quarterly,* 45(2) pp.169-195

This study investigated 2-3-year-olds' personal interests as a possible source of variation in preschool writing activities. Structured observations of the play behaviours of 11 preschool children in a childcare classroom were conducted one to two days per week for one school year. Findings indicated that patterns in the preschoolers' profiles of play behaviours reflected conceptual, procedural, creative, or socially oriented interests and that their personal interest orientations were related to ways they participated in emergent writing activities.

- Children with conceptual interests used writing to explore and record ideas on topics of personal interest.
- Children with procedural interests explored how writing worked and practiced conventional literacy (e.g., writing alphabet letters).
- Children with creative interests explored writing materials to generate new literacy processes and new uses for materials.
- Children with socially oriented interests used writing to mediate joint social interaction and aligned their activity choices with those of other participants.

These findings suggest that children's personal interests help shape their transactions with people, materials, and activities, resulting in different profiles of early writing experiences.

(£): **LINK**

Tags: early writers; emergent writers; writing realities; read, share, think and talk about writing; agency; funds of knowledge; funds of identity; drawing; multimodality; pursue purposeful and authentic writing projects; personal writing projects; writing centres

Dennis, L., Votteler, N. (2012) Preschool Teachers and Children's Emergent Writing: Supporting Diverse Learners, *Early Childhood Education,* 41: 439-446

Early literacy skill development is critical at the preschool years. Under that umbrella is emergent writing, a small but important component of overall literacy development. This article presents two writing strategies, writer's workshop and dictation within the context of storybook reading, that preschool teachers can utilise to target emergent writing development. Suggestions for modifications for diverse learners are provided without, as well as discussion on how to get parents involved in working with their children on early writing within the home environment.

Free access: **LINK**

Tags: early writers; emergent writers; writing workshop; personal writing projects; funds of identity; funds of knowledge; home literacy practices; set writing goals

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Edmister, E., Staples, A., Huber, B., Walz Garrett, J. (2013) Creating Writing Opportunities for Young Children, *Young Exceptional Children,* 16(3) pp.24-35

This article describes an authentic, social, inclusive writing activity for young children (preschool to second grade) with and without disabilities engaged in what the second and third authors called "Big Paper."

In addition to detailing the activity, recommendations for maximising the participation of all students and monitoring student progress are provided.

It concludes that examination of "Big Paper" revealed children attending to and engaging in the activity by exploring writing, storytelling, and multiple modes of communication. Children with significant developmental disabilities demonstrated sophisticated thinking and composing behaviour that made clear their increasing understanding of and facility with the purposes of written communication. Also, although "Big Paper" is not a writing program in and of itself, it may be useful to teachers questioning how to introduce writing as well as a relevant addition to classrooms with strong writing programs already in place.

(£): **LINK**

Tags: early writers; emergent writers; treat every child as a writer; SEND; read, share, think and talk about writing; agency; drawing

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Harvey-Torres, R., Valdez, C. (2021) Nadie más puede contar tu historia: Rewriting Whose Stories Matter through an Antiracist Bilingual Writer's Workshop, *Language Arts*, 99 (1), pp.37-47

Teachers should love students, their languages, and their cultures

According to Harvey-Torres & Valdez, writing curricula and schemes of work often mirror the white, monolingual, middle-class experiences of the teachers or providers who write them. As a consequence, students from non-dominant backgrounds can often be positioned as deficient. Thankfully, Ms. Valdez, a first grade (6-7 year olds) teacher, shows how this need not be the case. She uses a personally relevant 'writing workshop' approach to help her bilingual students write. By inviting children to use their home languages, and to write about what they know best, their lives, Ms. Valdez was able to value children's linguistic, racial, socioeconomic, and cultural backgrounds, and, in the process, teach them much about writing and being a writer.

The article shares how Ms. Valdez and her students were able to use writing as a tool for positioning oneself in the world and *righting* any wrongs and assumptions people might have about your reality and identity. Ms. Valdez:

- Delivered her daily writing instruction in both English and Spanish.
- Chose mentor texts which reflected her students' races, cultural backgrounds and experiences.
- Undertook 'picture walks' with her class using bilingual picture books.
- Invited children to choose their own topics to write about within the parameters of whole-class writing projects.
- Asked children to teach the rest of the class about their home language through their writings, drawings and picture book making.
- Invited children to write letters to people they care about.
- Positively compared her students' writing with commercially published authors. Children's writing held the same status and regard.

Free access: **LINK**

Tags: writing workshop; agency; funds of knowledge; funds of identity; English language learners; English as an additional language; translanguaging; multilingualism; culturally sustaining pedagogy; genre study; drawing; pursue purposeful and authentic class writing projects

Behizadeh, N. (2014). Xavier's take on authentic writing: Structuring choices for expression and impact, *Journal of Adolescent & Adult Literacy*, 58(4), 289–298

Because authenticity in education is a subjective judgement regarding the meaningfulness of an activity, a need exists to co-investigate with students classroom factors increasing authenticity of writing. In this case study, one 8th grade student's needs for authentic writing are explored in detail.

Xavier's take on authentic writing illustrates how the factors of impact, choice, expression, and sharing connect in a unique way for this particular individual on specific writing tasks.

Also, by examining in depth Xavier's individual perspective, one can see how Xavier's views align with and differ from previous research on authentic writing. Additionally, this article offers a conversation between the author and Xavier, depicting a method for structuring students' choices to increase authenticity. The study contributes to the existing literature by illustrating how authenticity depends on the values and life experiences students bring to the writing task, not the inherent value of the task itself.

(£): **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects

Behizadeh, N. (2018) Aiming for authenticity: Successes and struggles of an attempt to increase authenticity in writing, *Journal of Adolescent & Adult Literacy*, 62(4), 411–419

In this study, the author and a classroom teacher designed a curriculum that sought to help students choose a valued topic, emphasise meaning making while developing writing skills and strategies, and have an impact on an audience.

Students were also provided with opportunities to share in-process and final work with others. Curricular attempts to enact these proposed factors of authentic writing in a personal narrative project are detailed, along with successes and struggles with implementing each factor.

Findings highlight the importance of students writing for an actual, intended audience instead of an imagined one. Additionally, the author discusses how social justice education may provide a unifying curricular framework that strengthens students' sense of audience and purpose.

(£): **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects; read, share, think and talk about writing

Laman, T., Davis, T., Henderson, J., (2018) "My Hair has a Lot of Stories!": Unpacking Culturally Sustaining Writing Pedagogies in an Elementary Mediated Field Experience for Teacher Candidates, *Action in Teacher Education*, 40:4, 374-390

In this research study, teacher candidates learnt 'what is possible rather than what is typical' in an economically-deprived urban school. The teachers were able to reflect on their own deficit perspectives and assumptions about race, class, and the lives of children and their families within the local school community. By the end of the study, the pre-service teachers felt better able to identify and encourage children to use their own existing social, cultural and linguistic resources.

As part of the study, a class of 7-8 year old majority African-American children were invited to write in personal response to the book *Hair Dance* by Dinah Johnson. The children were able to quickly identify themselves and their local community within the pages of the book. Children used intertextuality to connect the book's theme to their own identities, cultures and lives. For example, some boys wrote about visits to the local barbershop, whilst many girls considered the ritual of having their hair did by aunts, grandmothers and mothers.

Free access: **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects; genre study; read, share, think and talk about writing

Flint, A. S., Fisher, T., (2014) Writing Their Worlds: Young English Language Learners Navigate Writing Workshop, *Writing & Pedagogy,* 1756-5839

In this longitudinal study, the researchers observed two 8-9 year old multilingual classrooms where a contemporary writing workshop approach was used. The teachers created a learning environment that was responsive and personally relevant and which enabled learners from many parts of the world, including: Mexico, Honduras, Vietnam, Bangladesh and Korea, to share about their lives, beliefs and interests. The teachers provided children with a writer's notebook and they were afforded daily time in which to talk with others and write in them. The writing produced included traditional narrative, expository texts, persuasive texts, collaborative writing, scripts and song lyrics. The children wrote on topics like:

- past friendships
- working with parents to prepare their walls for painting
- going to mosque
- learning stories of the prophets
- expert lists
- family journeys from one country to another
- sibling rivalries

The teachers' subtractive views were challenged by the project and they came to understand that children's funds of knowledge and identity were not only an invaluable cognitive writing resource but were also able to make a rich contribution to the learning of others in the classroom and local community. This included putting on a 'Author's Celebration' event for family and friends within the local community.

(£): **LINK**

Tags: agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; pursue purposeful and authentic class writing projects; read, share, think and talk about writing; English language learners; English as an additional language; translanguaging; multilingualism

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Harmey, S. (2020) Co-constructing writing: handing over the reins to young authors. *Education 3-13*, 3–11.

Learning to write is a complex process and children have to orchestrate a range of processes and skills in order to produce written messages. Young children are facing increasing demands in terms of the expected complexity of their written messages in education settings across the world. Teachers, in turn, are challenged to support children and guide them towards independence in writing.

This article explores the complexity of writing and, drawing on a study that describes the implementation of an observation as an assessment framework for supporting writing, practical research-based strategies are provided to leverage observation as a form of assessment and how to support children to organise their own composition of messages.

(£): **LINK**

Tags: agency; motivation; pursue purposeful and authentic class writing projects; generating ideas; planning; balance composition and transcription

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Purcell-Gates, V., Duke, N., and Martineau, J. (2007) Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching, *Reading Research Quarterly*, 42(1), 8–45

This study explored the role of authentic writing and the explicit explanation of genre function and features on growth in genre-specific reading and writing abilities of children in grades two and three.

Results showed a strong relationship between the degree of authenticity of reading and writing activities and writing quality. Children from homes with lower levels of parental education grew at the same rate as those from homes with higher levels. These results add to the growing empirical evidence regarding the efficacy of involving students in reading and writing for real-life purposes in the classroom.

(£): **LINK**

Tags: agency; pursue purposeful and authentic class writing projects; generating ideas; genre study; connect reading and writing; genre study

Zumbrunn, S., Krause, K. (2012) Conversations with leaders: Principles of effective writing instruction, *The Reading Teacher*, 65(5), 346–353

Findings from research demonstrate that student writing proficiency and classroom writing instruction is a national concern. This qualitative study explored principles of effective writing instruction through the perspectives of leading authorities in the field of writing. Five major themes of effective writing instruction emerged:

- Effective writing instructors realise the impact of their own writing beliefs, experiences, and practices;
- Effective writing instruction encourages student motivation and engagement;
- Effective writing instruction begins with clear and deliberate planning, but is also flexible;
- Effective writing instruction and practice happens every day;
- Effective writing instruction is a scaffolded collaboration between teachers and students.

This article summarises recommendations for best practices in the writing classroom.

Free access: **LINK**

Tags: agency; motivation; be reassuring consistent; planning; read, share, think and talk about writing; be a writer-teacher; teach daily mini-lessons; pursue purposeful and authentic class writing projects

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Helsel, L., Kelly, K., Wong, K. (2021) Responsive Teaching in the Writer's Workshop, *The Reading Teacher*, doi.org/10.1002/trtr.2074

This article shares how a class of 8-9 year olds became a community of independent and collaborative writers who flourish through a responsive and culturally sustaining approach to writers' workshop. This includes:

- Providing daily and dedicated time for writing
- Honouring children's writing choices
- Providing daily writing instruction which is responsive to what the class needs instruction in most.
- Providing children with additional instruction and feedback through pupil conferences

The authors then share the four ways in which teachers can be responsive to the needs of their students. These include:

- **Academic responsiveness:** Ensuring that skills and content align with students' abilities and curriculum goals.
- **Linguistic responsiveness:** Valuing the languages and dialects of students.
- **Cultural responsiveness:** Valuing the social and cultural identities and cultural capital of students.
- **Social-emotional responsiveness:** Providing a safe and loving environment for children to take risks, write and be writers.
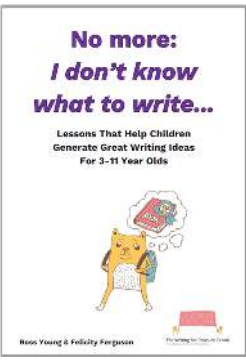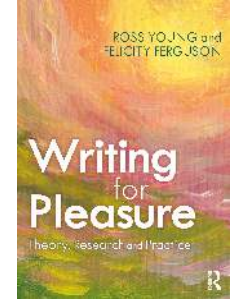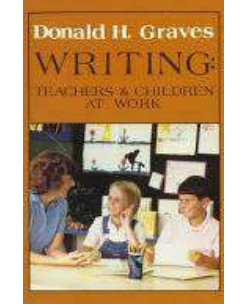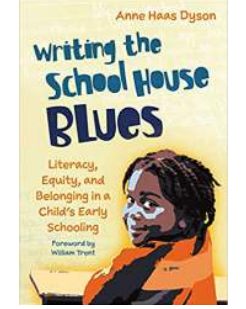
(£): **LINK**

Tags: read, share, think and talk about writing; treat every child as a writer; building a community of writers; pupil conferencing; culturally sustaining pedagogy; responsive teaching; writing instruction; writing workshop; linguistics; agency mini-lesson; be reassuringly consistent; writer-identity; motivation; translanguaging; funds of knowledge; funds of identity
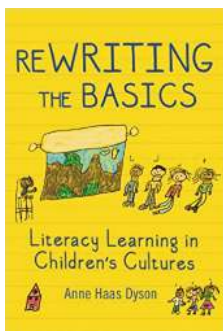
Recommended chapters and literature

- See also *Pursue Purposeful & Authentic Writing Projects*
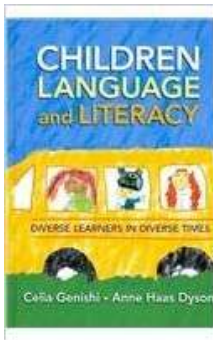- See also *Set Writing Goals*

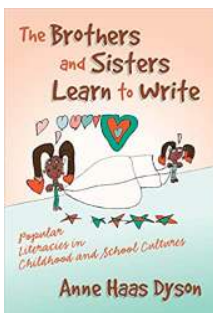|	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds [**LINK**]

	Young, R., Ferguson, F. (2022) *No More: I Don't Know What To Write… Lessons That Help Children Generate Great Writing Ideas* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2020) *Real World Writers: A Handbook For Teaching Writing With 7-11 Year Olds* London: Routledge [**LINK**]
	Young, R., Ferguson, F. (2021) 'Volition' In *Writing For Pleasure* London: Routledge **LINK** This chapter discusses the affective domain volition, which is defined as the need, desire, urge, or the internal compulsion to write, sometimes described as purposive striving or personal endorsement. The authors present evidence which shows how engagement of volition stimulates apprentice writers' desire to harness the knowledge and skills necessary for the creation of excellent written texts. Theory, research, and educational practices associated with developing children's volition to write and its important role in developing confident and effective writers are also explored in this chapter. Consideration is given to the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who feel high or low levels of volition. Finally, the authors describe the relationship between apprentice writers' volition to write and the 14 principles of effective writing teaching. Included are examples of the kinds of instructional practice carried out by the most effective teachers of writing.
	Gaves, D. (1983). *Writing: Teachers and Children at Work*. Exeter, NH: Heinemann.
	Dyson, A.H. (2021). *Writing the School House Blues: Literacy, Equity, and Belonging in a Child's Early Schooling*. New York:Teachers College Press.

	Dyson, A.H. (2013). *Rewriting the Basics: Literacy Learning in Children's Cultures* New York:Teachers College Press.
	Dyson, A.H. (2002). *Children, Language, and Literacy: Diverse Learners in Diverse Times* New York:Teachers College Press.
	Dyson, A.H. (2002). *The Brothers and Sisters Learn to Write: Popular Literacies in Childhood and School Cultures*. New York:Teachers College Press.
	Dyson, A.H. (1997). *Writing Superheroes: Contemporary Childhood, Popular Culture and Classroom Literacy*. New York:Teachers College Press.
	Dyson, A.H. (1994). *Social Worlds of Children Learning to Write in an Urban Primary School*. New York:Teachers College Press.
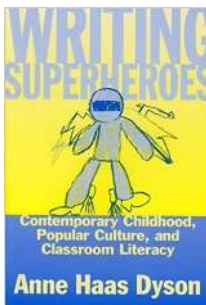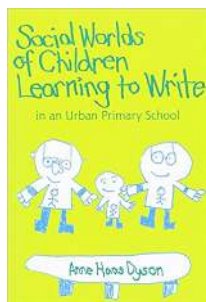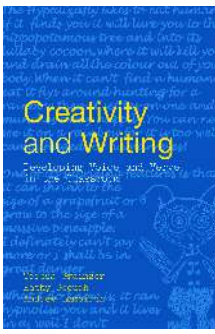
	Grainger, T., Goouch, K., and Lambirth,A. (2005). *Creativity And Writing: Developing Voice And Verve In The Classroom*. London: Routledge.
	Smith, F. (1988). *Joining the Literacy Club*. Oxford: Heinemann.
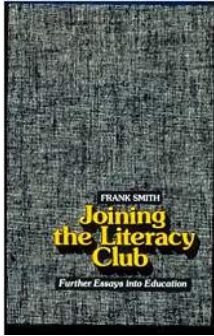
Chapter 6
Motivation

Introduction

This chapter discusses the affective domain of motivation, which is associated with goal theory, self-determination, engaging instruction, value theory, writer attitude, and interest theory. Motivation is a vital force in increasing writers' engagement and their writing performance. Evidence is presented about the strong relationship between writer motivation and academic achievement. Theory, research, and educational practices associated with developing children's motivation in writing and its important role in developing confident and effective writers are also explored in the chapter. This includes discussion on the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who hold high and low levels of motivation. Finally, the authors share the relationship between developing apprentice writers' intrinsic, extrinsic, and situational 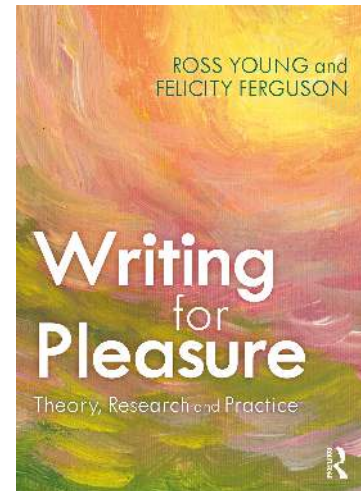motivation and the 14 principles of effective writing teaching. They give examples of the kinds of instructional practice carried out by the most effective teachers of writing.

DOWNLOAD CHAPTER

Aitken, A. A. (2023). More Motivating than Cherry Pie? The Writer (s) Within Community Model of Writing Through a Motivation Theory Lens. In *The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham* (pp. 53-71). Cham: Springer International Publishing.

Until now, the Writer(s) Within Community (WWC) Model of Writing has been characterised as a socio-cognitive model. Dr. Steve Graham presented writing as a socially situated activity within a community of writers that requires an individual's cognitive processes to create a written product. However, the WWC is also a motivational writing model. Although Graham referred to some motivational aspects of the WWC model, his references to motivation were predominantly superficial (e.g., motivation, intrinsic motivation) rather than grounded in specific motivation constructs or theories. This chapter expands upon Graham's current theory to view it through a motivational lens of Bandura's social cognitive motivational theory. I describe minor modifications to the current WWC's conceptual framework with writing at the centre of the bullseye and added motivational constructs in the writer(s) and writing community components. After delving into how specific motivational constructs interact with the writer(s) and the writing community, as well as the motivational effects the writer(s) and community have upon one another, future directions for analysing motivational aspects of the WWC are discussed.

Free access: **LINK**

Tags: motivation; social-cultural theory; community and environmental orientation; social cognitive motivational theory

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De Smedt F, Landrieu Y, De Wever, B., Van Keer, H. (2023) The role of writing motives in the interplay between implicit theories, achievement goals, self-efficacy, and writing performance, *Front. Psychol*, 14:1149923.

It is well established that students' motivation for writing is a key predictor of their writing performance. The aim of the current study is to study and map the relations underlying different motivational constructs (i.e., implicit theories, achievement goals, self-efficacy, and writing motives) and to investigate how these contribute to students' writing performance. For that, 390 Flemish students in stage three of the academic track of secondary education (16–18 years old) completed questionnaires measuring their implicit theories of writing, achievement goals, self-efficacy for writing, and writing motives. Furthermore, they completed an argumentative writing test.

Path analysis revealed statistically significant direct paths from:

- Entity beliefs of writing to performance avoidance goals
- Mastery goals to self-efficacy for writing, performance-approach goals to self-efficacy for writing, and performance avoidance goals to self-efficacy for writing
- Self-efficacy for regulation to both autonomous and controlled motivation
- Mastery goals to autonomous motivation
- Performance approach and avoidance goals to controlled motivation

- Autonomous motivation to writing performance

This study moves the field of writing motivation research forward by studying the contribution of implicit theories, achievement goals, and self-efficacy to students' writing performance, via writing motives.

Free: **LINK**

Tags: motivation; implicit theories; achievement goals; self-efficacy; self determination; mastery-oriented approach; high-stakes performance approach; performance-avoidance goals; writing motives

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Zumbrunn, S., Marrs, S., Broda, M., Ekholm, E., DeBusk-Lane, M., & Jackson, L. (2019). Toward a more complete understanding of writing enjoyment: A mixed methods study of elementary students. *AERA Open*, 5(2), 2332858419850792.

This mixed methods study explored elementary students' (N = 263) writing enjoyment, their perceptions of teacher writing enjoyment, self-regulation, and grades. In the quantitative strand, we examined how student perceptions of teacher writing enjoyment and student writing enjoyment relate to student writing self-regulation and writing grades using structural equation modelling.

Findings revealed a positive relationship among student-perceived teacher writing enjoyment, student writing enjoyment, and student writing self-regulation and grades. In the qualitative strand, we explored responses of students with high or low writing enjoyment ratings to understand aspects of the instructional environment that contribute to students' affective experiences with writing. Much of what determines students' enjoyment of or aversion to writing fell in to one of two categories, regardless of the degree to which they enjoy writing: writing preferences (e.g., topic/genre selection, writing environment) or mood and motivation (e.g., student mood at the time of writing, self-efficacy for writing).

Free access: **LINK**

Tags: writing enjoyment; motivation; be a writer-teacher; teacher self-efficacy; self-regulation; agency; genre study; build a community of writers; self-efficacy

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Ng, C., & Renshaw, P. (2023). Promoting Writing and Writing Engagement Through Self-Regulation, Motivation, Effective Instruction and Perezhivanie. In *The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham* (pp. 29-51). Cham: Springer International Publishing.

Extensive research on writing has drawn attention to four engagement enablers in writing:

- Self-regulation
- Motivation
- Reading-writing connections
- Effective writing instruction

Following a brief review of these enablers, we describe the theoretical work on community and writing in his writer(s)-within writing model. In this theoretical discussion, Steve Graham has taken a sociocultural turn, drawing attention to complex influences on writing and writing engagement derived from personal and social realms. Building on Graham's theoretical model, we re-conceptualise the personal and social realms in terms of Vygotsky's notion of 'perezhivanie' (how your personal feelings mix with what's happening around you), highlighting:

- The dynamic unity of personal and situated influences on children's writing
- The interdependence of emotion and intellect in writing
- Students' sense-making and self-making during the writing process.

We elaborate this theoretical perspective using two cases from our research projects. The first case discusses students' reflective writing following their experiences during a forest excursion designed as a narrative place-based pedagogy that engages children in imaginative role-play and inquiry activities. The second case was a design-based investigation examining the use of emotionally charged literacy activities to create a dramatic situation to re-engage a group of disaffected students in reading and writing activities. In each case, there is attention to the sense-making, self-making and emotionality arising from experience and its transformation across time/space.

Free access: **LINK**

Tags: writing enjoyment; motivation; self-regulation; connect reading and writing; writer-identity; affective writing needs; build a community of writers; community and environmental orientation; funds of knowledge; funds of identity; writing realities; perezhivanie writing

Friddle, K. A., & Ivey, G. (2023). Motivate and Engage Our Youngest Writers, *The Reading Teacher*. https://doi.org/10.1002/trtr.2251

Research suggests that when young children have many opportunities to write they start believing they are the sort of people who can write for intellectual, academic, and social purposes. They also learn foundational reading skills. Project-like compositional writing involving design, strategies, and problem solving versus functional writing or shorter writing episodes, promises even more benefits. A question for teachers is how might we motivate young children toward complex projects when they are still learning basic literacy concepts. We take up this problem by focusing on the conditions under which young children might be motivated to write, specifically through the lenses of self-determination theory and engagement. We suggest that making books, a complex compositional activity, linked to shared reading and study of multimodal picture books, combine for a vigorous social practice where children's motivational needs can be met. We offer practical recommendations for facilitating motivated, engaged writing in a classroom.

Free access: **LINK**

Tags: writing enjoyment; motivation; writing engagement; build a community of writers; community and environmental orientation; book-making; connect reading and writing; pursue purposeful and authentic class writing projects; set writing goals; publishing goals; self-determination theory; agency

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Gambrell, L. B., Hughes, E. M., Calvert, L., Malloy, J. A., & Igo, B. (2011). Authentic reading, writing, and discussion. The Elementary School Journal, 112(2), 234–258. https://doi.org/10.1086/661523

In this innovative study, we delved into the realms of reading, writing, and discussion within the captivating framework of a pen pal intervention centred on authentic literacy tasks. Embracing a mixed-method design and employing a triangulation-convergence model, our research sought to unravel the dynamic relationship between authentic literacy tasks and the literacy motivation of 180 elementary students. Additionally, we aimed to illuminate whether students showcased accountability to community, content, and critical thinking during engaging small-group discussions.

Our diverse data sources, including pre- and post intervention scores on the Literacy Motivation Survey, transcripts of small-group discussions, and insightful interviews with 28 key student informants, painted a comprehensive picture. The integration of findings from both quantitative and qualitative perspectives strongly suggests that authentic literacy tasks possess the transformative potential to not only bolster but sustain students' literacy motivation.

Further analysis of the discussions unveiled the students' commendable accountability to community, content, and critical thinking. As we explore the implications of these findings, we delve into the enriching landscape of incorporating authentic tasks into literacy instruction. Moreover, we offer valuable insights for future research directions, sparking a conversation on the exciting possibilities that await in the realm of literacy education.

Free access: **LINK**

Tags: motivation; authentic and purposeful class writing projects; reading and writing connection

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Truax, M. L. (2018). The impact of teacher language and growth mindset feedback on writing motivation. *Literacy Research and Instruction, 57*(2), 135–157. https:// doi. org/ 10. 1080/ 19388 071.2017. 13405 29

This study addresses the prevalent issue of students developing a fixed mindset, often influenced by the national emphasis on standardised test scores. The research focuses on exploring the impact of teacher language, specifically the inclusion of growth mindset feedback, on the writing motivation of second and third-grade students. Employing a mixed-methods, quasi-experimental design that incorporates discourse analysis and a comparison of means, the researcher assesses the effects of the experimental treatment.

While the quantitative results did not reveal statistically significant effects, qualitative findings suggest that objective feedback had a positive influence on writing motivation. Furthermore, the combination of growth mindset feedback, particularly when paired with objective compliments, played a crucial role in advancing students along a growth mindset developmental progression, ultimately contributing to increased writing motivation. The study's implications extend to educational research, policies, and teaching practices, emphasising the potential benefits of fostering a growth mindset in students to enhance motivation, particularly in the domain of writing.

(£): **LINK**

Tags: motivation; growth mindset; teacher feedback

Camacho, A., Alves, R. A., Boscolo, P. (2021) Writing motivation in school: A systematic review of empirical research in the early twenty-first century, *Educational Psychology Review*, 33(1), 213–247

Motivation is a catalyst for writing performance in school. In this article, we report a systematic review of empirical studies on writing motivation conducted in school settings, published between 2000 and 2018 in peer-reviewed journals. We aimed to

- Examine how motivational constructs have been defined in writing research
- Analyse group differences in writing motivation
- Unveil effects of motivation on writing performance
- Gather evidence on teaching practices supporting writing motivation
- Examine the impact of digital tools on writing motivation

Studies showed that overall girls were more motivated to write than boys. Most studies indicated moderate positive associations between motivation and writing performance measures. Authors also examined how students' writing motivation was influenced by teaching practices, such as handwriting instruction, self-regulated strategy development instruction, and collaborative writing.
Digital tools were found to have a positive effect on motivation.

Based on this review, we suggest that to move the field forward, researchers need to accurately define motivational constructs; give further attention to understudied motivational constructs; examine both individual and contextual factors; conduct longitudinal studies; identify evidence-based practices that could inform professional development programs for teachers; and test long-term effects of digital tools.

Free: **LINK**

Tags: motivation; gender; handwriting instruction; self-regulation strategy development instruction; teach daily mini-lessons; read, share, think and talk about writing; collaborative writing; digital tools; writer-identity; writer-teachers

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Jaeger, E. L. (2022) "I won't won't be writing": young authors enact meaningful work, *The Australian Journal of Language and Literacy*, 1-17

The article considers the beliefs and practices of elementary-aged children who write for personal fulfillment. The author examines the ways in which these children experienced writing and sharing their work in a voluntary after school writing workshop and at home.

Data are gathered from observations of the children as they wrote and shared their ideas with peers, from interviews in which they conveyed their beliefs about and experiences with writing, and from the varied texts they composed surfaced the core aspects of meaningful work: self-development, self-expression, and unity with others. The children were aware of their individual needs as writers, they were delighted in the opportunity to control their writing activities, and they interacted with peers and family members as they produced texts.

Free access: **LINK**

Tags: volition; writing for pleasure' writing as pleasure; motivation; self-determination theory; writer-identity; pursue personal writing projects; writing at home; home writing; collaborative writing; pupil voice; children's views on writing

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Martin, M. S., Bell, S. M. (2022) Relations Between Writing Motivation and Achievement of Elementary-Aged Students, *Journal of Education*, 00220574221112630

The purpose of this study was to examine the relations between writing self-efficacy and writing achievement of elementary students (aged 9-11). Participants completed measures of writing motivation and achievement. Results indicate a significant positive correlation between narrative writing self-efficacy and writing achievement as well as a significant positive relation between writing skills self-efficacy and writing achievement.

(£): **LINK**

Tags: motivation; self-efficacy; writing performance

Syrewicz, C. C. (2022) The motivations that improve the creative writing process: what they might be and why we should study them, *New Writing*, 1-23

Which knowledge and skills would help creative writing students to improve their writing? Writing is a complicated activity that involves the mingling of a great number of social, cognitive, behavioural, environmental, and bodily factors, and an incredible number of these factors have been shown to affect the writing process. One cognitive factor which has significant effects upon the writing process is the writer's motivation to write. In this paper, I review research from motivational and educational psychology in order to set the stage for future research in this area. I review research on nine (or so) motivational constructs which could have positive effects on the creative writing processes of some groups of writers, and I develop some hypotheses that researchers could use to test the veracity of this research. Finally, I discuss some of the ways in which future researchers in the field of creative writing studies could study the effects that these motivations have on the creative writing processes of different writers.

(£): **LINK**

Tags: motivation; creative writing; agency; self-efficacy; relatedness; interest; content knowledge; mastery; self-regulation; revision

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Bruning, R., Horn, C. (2000) Developing motivation to write, *Educational Psychologist*, 35(1), 25–37

Two decades of cognitive research have shown writing to be a highly fluid process of problem solving requiring constant monitoring of progress toward task goals. Becoming an able writer brings great intellectual and social rewards, but the extended nature and difficulty of this process create unique motivational challenges. Speech development provides some models for development of writing motivation, but writing requires special attention to motivational conditions. Four clusters of conditions are proposed as keys to developing motivation:

- Nurturing functional beliefs about writing
- Fostering engagement using authentic writing tasks
- Providing a supportive context for writing
- Creating a positive emotional environment.

Teachers' own conceptions of writing are seen as crucial to establishing these conditions in most writing contexts. Systematic motivational research complementing our knowledge about the cognitive processes of writing is needed to understand the development of motivation to write. The authors recommend that to develop students' motivation to write, teachers needed to get students to see the nature of writing and also its power as a communication tool. Having real objectives and audiences was also recommended as important motivational support. Third, students also needed to experience a positive writing environment. Some aspects of such an environment included breaking down a writing task into smaller chunks, setting small goals, receiving feedback on progress, and learning writing strategies. Lastly, students needed help to overcome their initial negative feelings about writing as well as their unproductive writing habits.

(£): **LINK**

Tags: motivation; create a community of writers; read, share, think and talk about writing; pursue purposeful and authentic class writing projects; pursue personal writing projects; be a writer teacher; pupil conference; set writing goals; teach daily mini-lessons; self-regulation strategy instruction

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Barratt-Pugh, C., Ruscoe, A.,. Fellowes, J. (2021) Motivation to Write: Conversations with Emergent Writers, *Early Childhood Education,* 49, 223–234

This article describes the processes and outcomes of a research project exploring children's motivation to write, undertaken by four pre-primary teachers in Western Australia.

One hundred and nine children aged between five and six years shared their views of writing in conversation with their teacher. Thematic analysis in conjunction with statistical analysis indicated that the majority of children were motivated to write. They had a positive attitude towards writing, evidenced by their self-efficacy and were developing aspects of self-determination evidenced by their sense of ownership and control of the codes of writing. They had some understanding of the value of writing as a means of supporting reading and securing a positive future, thus enhancing their motivation to write.

However, a small group of children indicated that they did not like writing, found writing hard, and did not know how or what to write. In addition, few children mentioned writing as a means of communication. The absence of purpose and audience in the children's responses was partly explained by the teachers' focus on the codes of writing, potentially impacting on children's motivation. This prompted the teachers to re-conceptualise their writing program in ways that engaged children in authentic writing tasks, while continuing to scaffold their understanding of the codes of writing.

This collaborative approach to research, in ways that privilege children's voices, has implications for informing pedagogy across a range of early childhood contexts and curriculum areas.

Free access: **LINK**

Tags: motivation; self-efficacy; agency; emergent writers; early writers; pursue purposeful and authentic writing projects; encoding; balance composition and transcription; teach daily mini-lessons

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Mata, L. (2011) Motivation for Reading and Writing in Kindergarten Children, *Reading Psychology*, 32:3, 272-299

In a three year study, 67 children in two schools were observed during literacy activities in Grades 1–3. Children and their teachers were interviewed each year about the children's motivation to read and write.

Analysis suggests that children's motivation for literacy is best understood in terms of development in specific contexts. Development in literacy skill and teachers' methods of instruction and raising motivation provided affordances and constraints for literate activity and its accompanying motivations.

The positions of poor readers and the strategies they used were negotiated and developed in response to the social meanings of reading, writing, and relative literacy skill co-constructed by students and teachers in each classroom. The relationship of these findings to theories of motivation is discussed.

Free access: **LINK**

Tags: motivation; emergent writers; early writers

Bollinger, C., Myers, J. (2020) Young Children's Writing in Play-Based Classrooms, *Early Childhood Education Journal,* 48:233-242

Few studies connect teachers' intentionality with children's writing in play-based contexts. Thus, the goal of this study was to examine how the use of writing stations and intentional teaching encouraged writing in two preschool classrooms.

Interviews with the preschool director and classroom teachers as well as observations of the children helped our understanding of how the teachers worked to naturally integrate writing into children's play.

Findings suggest learning stations that encourage writing offer authentic and creative opportunities for composition, but must be scaffolded with intentional teaching in order for children to continue to develop their writing skills.

Free access: **LINK**

Tags: motivation; self-efficacy; be a writer teacher; teach daily mini-lessons; read, share, think and talk about writing; pursue purposeful and authentic class writing projects; pursue personal writing projects; emergent writers; early writers; writing stations; writing centres

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VanNess, A., Murnen, T., Bertelsen, C. (2013) Let Me Tell You a Secret: Kindergartners Can Write!, *International Literacy Association,* 66(7) pp.574-585

During her first two years of teaching, a kindergarten teacher (first author) developed a writing program grounded in five instructional strategies that repeatedly appear in emergent writing research:

- Modelling
- Scaffolded Writing
- Invented spelling
- Word walls
- Reader response

She believed in the overarching principle of Gradual Release of Responsibility. She illustrates how the writing program evolved and how it gets implemented in her classroom, and demonstrates the clear growth students made in one year using this approach.

Free access: **LINK**

Tags: motivation; self-efficacy; be a writer teacher; mentor texts; teach daily mini-lessons; balance composition and transcription; encoding; spelling; read, share, think and talk about writing; pursue purposeful and authentic class writing projects; emergent writers; early writers

De Smedt, F., Graham, S., Van Keer, H. (2018). The bright and dark side of writing motivation: Effects of explicit instruction and peer assistance, *The Journal of Educational Research*, 112(2), 152–167

The authors investigated the impact of explicit instruction and peer-assisted writing on students' writing motivation and self-efficacy for writing. Eleven teachers and their 206 fifth- and sixth-grade students participated in two (explicit instruction vs. writing opportunities without explicit instruction) and two (peer-assisted writing vs. writing individually) experimental intervention study with a pretest-posttest design.

Analyses showed that students who wrote with a peer were more autonomously motivated at posttest than other students. Additionally, students receiving explicit instruction were more controlled and motivated than students who were offered ample writing opportunities while practising individually. Theoretical and educational implications are discussed in view of realising a bright pathway towards autonomous writing motivation.

(£): **LINK**

Tags: motivation; self-efficacy; set writing goals; teach daily mini-lessons; read, share, think and talk about writing

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De Smedt, F., Merchie, E., Barendse, M., Rosseel,Y., De Naeghel, J., Van Keer, H. (2018) Cognitive and motivational challenges in writing: Studying the relationship with writing performance across students' gender and achievement level, *Reading Research Quarterly*, 53(2), 249–272

In the past, several assessment reports on writing repeatedly showed that elementary school students do not develop the essential writing skills to be successful in school. In this respect, prior research has pointed to the fact that cognitive and motivational challenges are at the root of the rather basic level of elementary students' writing performance. Additionally, previous research has revealed gender and achievement-level differences in elementary students' writing. In view of providing effective writing instruction for all students to overcome writing difficulties, the present study provides more in-depth insight into:

- How cognitive and motivational challenges mediate and correlate with students' writing performance
- Whether and how these relations vary for boys and girls and for writers of different achievement levels.

In the present study, 1,577 fifth- and sixth-grade students completed questionnaires regarding their writing self-efficacy, writing motivation, and writing strategies. In addition, half of the students completed two writing tests, respectively focusing on the informational or narrative text genre. The results underline the importance of studying writing models for different groups of students in order to gain more refined insight into the complex interplay between motivational and cognitive challenges related to students' writing performance.

Free access: **LINK**

Tags: motivation; gender; self-efficacy; set writing goals

Garrett, L., Moltzen, R. (2011). Writing because I want to, not because I have to: Young gifted writers' perspectives on the factors that "matter" in developing expertise, *English Teaching: Practice and Critique*, 10(1), 165–180

The study reported on here sought to better understand the development of writing talent from the perspectives of a group of gifted adolescent female writers. Recent shifts in how giftedness and talent are conceptualised has led to an increased focus on domain-specific abilities and the importance of understanding how specific talents can be identified and supported. The participants in this study were asked to reflect on the development of their interest and ability in writing over time. Emerging from their feedback were two categories of catalysts: the intrapersonal and the environmental.

For this group of students, intrapersonal catalysts were more influential to the realisation of their writing talent than environmental catalysts. This intrinsic motivation to write, and from an early age, is consistent with studies of eminent adult writers. Parents and teachers were important environmental catalysts. The participants in this study valued the input and support of teachers, particularly during the early years of their schooling. However, as they moved through the school system, these students felt the nature of the curriculum, and assessment practices increasingly threatened their intrinsic motivation for writing and diminished the satisfaction gained from writing at school.

Free access: **LINK**

Tags: motivation; gender; pupil voice; children's view on teaching writing

Graham, S., Berninger, V., Fan, W. (2007) The structural relationship between writing attitude and writing achievement in first and third grade students, *Contemporary Educational Psychology*, 32(3), 516–536

This study tested three models of the structural relationship between the writing achievement of primary grade students and their attitude towards writing (defined here as an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy). The three models tested were:

- Writing attitude influences writing achievement in a unidirectional manner
- Writing achievement influences writing attitude in a unidirectional manner
- The effects of writing attitude and achievement are bidirectional and reciprocal.

The model that best fit the data was based on the assumption that writing attitude influences writing achievement. In addition, the direct path between attitude and achievement in this model was statistically significant. Although third grade students were better writers than first grade students, there was no statistical difference in younger and older students' attitude towards writing. In addition, girls were more positive about writing than boys, but there was no statistical difference in their writing achievement related to gender. This research extends models based on the cognitive and language processes of writing to include the role of attitude, which is an affective component of motivation.

Free access: **LINK**

Tags: motivation; gender

Hall, A., Axelrod, Y. (2014) 'I am kind of a good writer and kind of not': Examining students' writing attitudes, *Journal of Research in Education*, 24(2) , 34–50.

Since writing ability has been found to be an important predictor of school success and college readiness, it is important for teachers to understand the connections between students' attitudes toward writing, writing self-efficacy, and writing achievement.

This article describes the findings from focus groups conducted with 81 students in grades K-5 during which participants discussed their attitudes and self-efficacy beliefs about writing. Focusing on the power of students' voices, this study adds a unique perspective not often found in the affective domain of writing research. Five broad themes emerged related to students' writing attitudes including children's:

- Feelings about writing
- Writing confidence
- Motivators for writing
- Writing preferences
- Responses to their teachers' influence

Free access: **LINK**

Tags: motivation; pursue purposeful and authentic writing class projects; multimodality; generating ideas; set writing goals

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Magnifico, A. (2010) Writing for whom? cognition, motivation, and a writer's audience. *Educational Psychologist*, 45(3), 167–184

When writers write, how do they decide to whom they are speaking? How does this decision affect writers' cognition about writing? Their motivation to write?

In this article, Magnifico reviews literature on cognitive and social processes of writing, conceptualizations of audience, writing across distinct learning environments, and writers' motivations. They then show how understandings of audience can be linked to those of motivation and interest and how this combination may bridge a traditional divide between research traditions. Finally, I examine the implications of bringing these areas of literature together; the necessity of re-examining the role of audience in light of new media-infused learning environments; and the opening of possible areas for future research in writing, audience, and motivation.

Free access: **LINK**

Tags: motivation; pursue purposeful and authentic writing class projects; multimodality; generating ideas; set writing goals

Nolen, S. (2007) Young children's motivation to read and write: Development in social contexts, *Cognition and Instruction*, 25(2–3), 219–270

In a 3-year study, 67 children in two schools were observed during literacy activities in Grades 1–3. Children and their teachers were interviewed each year about the children's motivation to read and write. Child interviews identified the motivations that were salient to children at each grade level in each domain, looking for patterns by grade and school. Analysis of field notes, teacher interviews, and child interviews suggests that children's motivation for literacy is best understood in terms of development in specific contexts. Development in literacy skill and teachers' methods of instruction and raising motivation provided affordances and constraints for literate activity and its accompanying motivations. In particular, there was support for both the developmental hypotheses of Renninger and her colleagues (Hidi & Renninger, 2006) and of Pressick-Kilborne and Walker (2002). The positions of poor readers and the strategies they used were negotiated and developed in response to the social meanings of reading, writing, and relative literacy skill co-constructed by students and teachers in each classroom. The relationship of these findings to theories of motivation is discussed.

Free access: **LINK**

Tags: motivation; pursue purposeful and authentic writing class projects

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Oldfather, P. (2002) Students' experiences when not initially motivated for literacy learning, *Reading & Writing Quarterly*,18(3), 231–256

This case study provides:

- Insights about students' thoughts, feelings, and actions when not initially motivated for literacy tasks
- Ways in which some of those students were able to become intrinsically interested.

Students participated as co-researchers and reported their subjective experiences in three different motivational situations.

- Students who were initially not motivated but became so combined empowering ways of thinking (e.g. searching for worthwhileness or self-regulating attention) with the completion of an activity.
- Students who lacked motivation throughout writing but managed to complete the writing focused on external purposes, and did not use metacognitive strategies. Their primary desire was to "get it over with."
- Students who lacked motivation and didn't complete the writing used avoidance strategies, and/or felt paralyzed.

(£): **LINK**

Tags: motivation

Pajares, F. (2003) Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature, *Reading & Writing Quarterly*, 19(2), 139–158

The purpose of this article is to examine the contribution made by the self-efficacy component of A. Bandura's (1986) social cognitive theory to the study of writing in academic settings. A brief overview of Bandura's social cognitive theory and of self-efficacy is first provided, followed by a description of the manner in which writing self-efficacy beliefs are typically operationalized and assessed. This is followed by a synthesis of research findings that address the relationship between writing self-efficacy, other motivation constructs related to writing, and writing outcomes in academic settings. These findings demonstrate that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school. Academic implications and strategies that may help guide future research are offered.

Free access: **LINK**

Tags: motivation; self-efficacy

Troia, G., Harbaugh, A., Shankland, R., Wolbers, K., Lawrence, A. (2013) Relationships between writing motivation, writing activity, and writing performance: Effects of grade, sex, and ability, *Reading and Writing*, 26(1), 17–44

Children and adolescents in grades 4 through 10 were asked to complete a writing motivation scale and to provide a timed narrative writing sample to permit an examination of the relationships between writing motivation, writing activity, writing performance, and the student characteristics of grade, sex, and teacher judgement of writing ability.

- Female students and older students wrote qualitatively better fictional stories, as did students with higher levels of writing ability based on teacher judgement.
- With respect to writing activity, more frequent writing in and out of school was reported by girls, better writers, and younger students.
- In a path analysis, grade and sex directly influenced writing activity, while sex, teacher judgement of writing ability, and writing activity directly influenced some aspects of writing motivation.

Overall, teacher judgement of writing ability, grade level, and motivational beliefs each exerted a significant direct positive influence on narrative quality, whereas performance goals exerted a significant direct negative impact on quality.

Free access: **LINK**

Tags: motivation; gender; be a writer teacher

Vaknin-Nusbaum, V., Nevo, E., Brande, S., Gambrell, L. (2020) Reading and writing motivation of third to sixth graders, *Reading Psychology*, 41(1), 44–70

Motivational questionnaires were used to investigate reading and writing motivation (self-concept and value) among Hebrew-speaking students in third to sixth grade. Findings revealed:

- Reading and writing motivation remained at the same level in all four grades
- Reading motivation was higher than writing motivation
- Students' self-concept was higher than value in both reading and writing
- Value of reading was higher than the value of writing.

It is suggested that educators take into account the importance of increasing reading and writing motivation in the early years of elementary school, before motivation stabilises in third grade. Additionally, attention should be paid to the value that students attach to reading and especially writing, since it may be related to their involvement in reading and writing tasks.

(£): **LINK**

Tags: motivation; connect reading and writing; self-efficacy

Miller, S., Meece, J. (1999) Third graders' motivational preferences for reading and writing tasks, *The Elementary Journal*, 100(1), 19–35
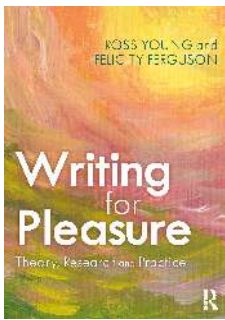
In this study we evaluated 24 third-grade students' preferences for reading and writing tasks. Tasks were identified according to challenge level based on the amount of required writing, whether students studied collaboratively, and duration. Students who had frequent opportunities to complete high-challenge tasks preferred them because they felt creative, experienced positive emotions, and worked hard. Students with less exposure to high-challenge tasks questioned whether they had the appropriate metacognitive abilities to complete them. Overall, students expressed a dislike for low-challenge tasks because they were boring and required minimal thought. Discussion focuses on how teachers can scaffold instruction for students at different achievement levels.

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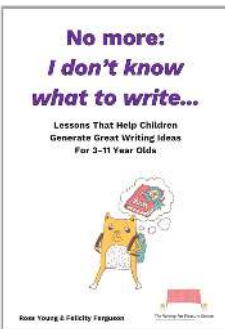**Tags:** self-efficacy; motivation; metacognition; pursue purposeful and authentic writing projects

Recommended chapters and literature

- See also *Pursue Purposeful & Authentic Class Writing Projects*
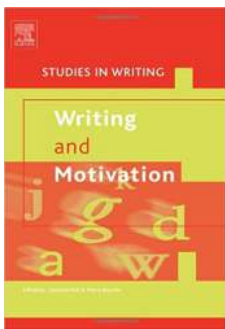- See also *Pursue Personal Writing Projects*

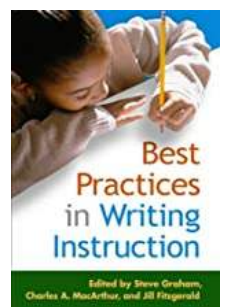|	
	Young, R., Ferguson, F. (2021) 'Volition' In *Writing For Pleasure* London: Routledge **LINK** This chapter discusses the affective domain volition, which is defined as the need, desire, urge, or the internal compulsion to write, sometimes described as purposive striving or personal endorsement. The authors present evidence which shows how engagement of volition stimulates apprentice writers' desire to harness the knowledge and skills necessary for the creation of excellent written texts. Theory, research, and educational practices associated with developing children's volition to write and its important role in developing confident and effective writers are also explored in this chapter. Consideration is given to the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who feel high or low levels of volition. Finally, the authors describe the relationship between apprentice writers' volition to write and the 14 principles of effective writing teaching. Included are examples of the kinds of instructional practice carried out by the most effective teachers of writing.
	Young, R., Ferguson, F. (2022) *No More: I Don't Know What To Write... Lessons That Help Children Generate Great Writing Ideas* Brighton: The Writing For Pleasure Centre [**LINK**]
	Boscolo, P., Hidi, S. (2006). *Writing & Motivation*. Holland: Elsevier Science.
	Boscolo, P. (2009). Engaging and motivating children to write. *The SAGE Handbook of Writing Development* Beard, R., Myhill, D., Riley, J., and Nystrand, M. (Eds.). London: Routledge.
	Boscolo, P., Gelati, C. (2007). Best practices in promoting motivation for writing. *Best Practices in Writing Instruction*, Graham, S., MacArthur, C., and Fitzgerald, J. (Eds.) (pp.202–221). New York: Guildford.
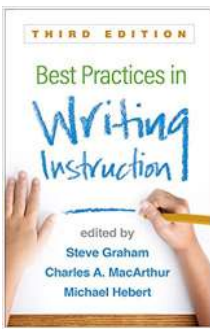
Boscolo, P., Gelati, C. (2019). Motivating Writers. In *Best Practices in Writing Instruction*, Graham, S., MacArthur, C., and Hebert, M. (Eds.) (3rd Ed.) (pp. 51–78). New York:The Guilford Press.
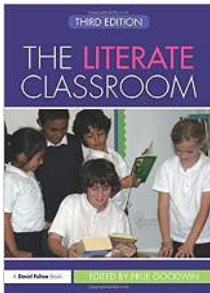
Cremin, T. (2010). Motivating children to write with purpose and pleasure. *The Literate Classroom*, Goodwin, P. (Ed.) (pp. 131–141). London: Routledge.

Chapter 7
Writer-Identity

Introduction

This chapter discusses the affective domain writer-identity, which is known as self-perception, self-concept, social belonging, possible selves, writer-belief, or as having ownership of your writer's voice. Theory, research, and educational practices associated with children's writer-identity and its important role in developing confident and effective writers are explored within this chapter. It includes discussion of the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who have strong and weak writer-identities. The authors also explore the relationship between children's funds of identity, funds of knowledge, and writer-identity. Finally, the chapter describes the interconnection between developing apprentice writer-identities and the 14 principles of effective writing teaching and includes examples of the kinds of instructional practice carried out by the most effective teachers of writing.
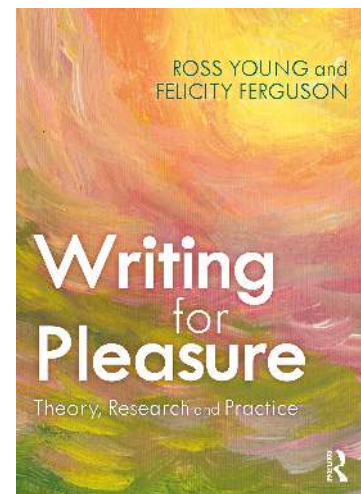
DOWNLOAD CHAPTER

Donovan, E. (2016). Learning to embrace our stories: Using place-based education practices to inspire authentic writing, *Middle School Journal*, 47(4), 23–31. https://doi.org/10.1080/00940771.2016.1202657

The idea of place extends beyond just the location where people live. Place is a narrative, a story that involves interactions, characters, conflicts, and the rise and flow of humanity. By understanding the importance of place and the connection to the places from which people originate, the people, their motivations, and their strengths and weaknesses begin to take a shape that inspires transformational ideas and actions. Adolescents must often deal with issues that are attached to the places they live.

This article explores the adolescent and how, by learning about their own community, they may begin to tell and embrace their stories. When education provides space for students to write stories in which they are the expert, they can begin to take pride in their abilities while learning to respect the home, school, and community that has informed who they are.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation; writer-identity; funds-of-identity; writing realities

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Smith, P. (2022). A transraciolinguistic approach for literacy classrooms. *The Reading Teacher, 75*(5), 545-554.

In a world where students are increasingly navigating boundaries, both locally and globally, virtually and geographically, willingly and involuntarily, literacies play a pivotal role. These students, often of diverse linguistic backgrounds, possess the skills to adeptly traverse new school and life landscapes. A significant portion of these boundary-crossing students are individuals of colour who grapple not only with critically reading words but also with understanding and addressing issues of racialization.

This intersection of students' border-crossing, linguistic diversity, and experiences of racialization presents a unique opportunity to explore how teachers can conscientiously centre race. By identifying and harnessing the literate assets that immigrant and transnational students of colour bring, educators can facilitate meaningful learning experiences both within and beyond the classroom. This article advocates for a transraciolinguistic approach, positioning it as a crucial and intersectional tool to centre race and address racialized language, all while acknowledging and supporting students' border-crossing experiences in their literacy practices.

Offering practical insights, the article discusses recommendations for teachers aspiring to cultivate a transraciolinguistic approach. These recommendations aim to create an inclusive and supportive environment for critical literacy practice, emphasising the importance of recognizing and embracing the diverse linguistic and racial backgrounds that contribute to the rich tapestry of students' experiences.

(£): **LINK**

Tags: community and environmental orientation; build a community of writers; writer-identity; funds-of-identity; funds-of-language; writing realities

Lawson, A. (2023). "We Can Draw and Think About It Ourselves": Putting Culture and Race in Phonics Reading Research. *Reading Research Quarterly*.

This study addresses the critical need for improved literacy experiences for young children of colour from minoritized communities during phonics instruction. Traditional decodable readers often use White Mainstream English and narratives that may not resonate with the diverse experiences of these children. In response to this gap, the research explores the potential for young learners to co-author decodable stories using their phonics skills, lived experiences, and home languages, including nondominant English languages. The goal is to leverage student-generated decodable readers to enhance decoding skills and bridge the identity gap in phonics instruction.

Grounded in a quantitative and qualitative study conducted in an urban second-grade classroom, the research draws on culturally relevant education and the language experience approach. This approach centres on utilising students' funds of knowledge and existing language experiences, often embedded in their racial identities, to advance decoding skills. By combining these strategies with co-authorship, children of colour from minoritized communities are placed at the forefront of phonics instruction, providing a more equitable educational opportunity and advancing their decoding skills as active contributors to their own learning through co-authorship of decodable stories.

Free access: **LINK**

Tags: community and environmental orientation; build a community of writers; culturally relevant education; writer-identity; funds-of-identity; funds-of-language; writing realities; phonics; encoding; connect reading and writing; pursue purposeful and authentic class writing projects

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Lee, B. K., Enciso, P., & Austin Theatre Alliance. (2017). The big glamorous monster (or Lady Gaga's adventures at sea): Improving student writing through dramatic approaches in schools. *Journal of literacy research, 49*(2), 157-180.

This study draws on asset-oriented, sociocultural theories of imagination and learning to advocate for the positive impact of dramatic teaching approaches on students' story writing. The authors assert that the improvisational qualities and expanded resources inherent in dramatic methods contribute to improved quality and persistence in students' writing endeavours.

The study presents findings from a controlled quasi-experimental investigation into the outcomes of an 8-week program, *Literacy to Life*, integrating story-writing and drama. Implemented in 29 third-grade classrooms across elementary schools in the same urban Texas district, with and without Title I funding, the study's pre- and post-measures reveal significant positive results. Particularly noteworthy are the gains observed in writing self-efficacy, story building, and generating and revising ideas, with a more pronounced impact on students in Title I-funded schools.

The research findings, coupled with the sociocultural theoretical framework, advocate for increased resources to support opportunities for students to practise combinatorial imagination and leverage cultural knowledge in creative writing, as exemplified by the *Literacy to Life* program.

Free access: **LINK**

Tags: community and environmental orientation; writer-identity; funds-of-identity; funds-of-knowledge; writing realities; dramatic methods; self-efficacy; teaching the writing processes; generating ideas; revision; pursue purposeful and authentic class writing projects

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Yoon, H. S. (2021) Stars, rainbows, and Michael Myers: The carnivalesque intersection of play and horror in kindergarteners'(trade) marking and (copy) writing, *Teachers College Record*, 123(3), 1-22

Research on children's play asserts that children's identities are performed and (re)formed in peer groups where they try out identities and make sense of their social worlds. Yet there are kinds of play (e.g., violence, gore, sexuality, and consumer culture) that are often hidden and taken underground, deemed inappropriate for public spaces. These underground spaces are potentially revolutionary (#playrevolution) as children disrupt power hierarchies and regulatory boundaries in both subtle and overt ways. These spaces are important for children who are consistently marginalised by intersecting identities, further complicated by negative perceptions attached to certain topics constituting dark play. Thus, what if we look beyond labelling certain play episodes "inappropriate" and consider how children produce and enact culture? What seems nonsensical and irrational to the adult gaze is about creative participation, agency, and autonomy for children.

Results in this study showed how children actively took up tools and ideas from horror story genres (e.g., chainsaws, blood, and masks), while their local context served as the setting for their own stories: the nearby high school, Halloween parties, and popular costumes. They remixed stories to include curricular demands (e.g.,

true stories) with popular culture interests. However, they did not reveal these seemingly "inappropriate" topics to their teacher and the demands of school literacy. Their resulting written stories were not pictures of chainsaws, bloody deaths, and killer dolls: They were "masked" by attempts at writing letters underneath pictures of houses, trees, cars, rainbows, and people. Arguably, the children knew how to navigate the official space of school, understanding which ideas were appropriate for their secret conversations and which were appropriate for public sharing. In the midst of their play, children learned how to write from one another: Certain words were borrowed across the table, pictures (e.g., rainbows) symbolised common practices, and storylines were "copied" and reappropriated from others. These literacy attempts were trademarked and encoded on their written texts to signify belonging and participation at the intersection of popular culture and play.

(£): **LINK**

Tags: agency; writer-identity; funds of knowledge; funds of identity; writing realities; read, share, think and talking about writing; pursue personal writing projects; early writers; early writing

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Land, C. L. (2022) Recentering purpose and audience as part of a critical, humanising approach to writing instruction, *Reading Research Quarterly*, 57(1), 37-58

This study addressed tensions faced by teachers in balancing the types of writing valued in today's schools, the needs of today's writers beyond school, and the rich cultural and linguistic resources that students bring into today's classrooms.

New understandings illuminated in this article highlight how one teacher drew on purpose and audience, as (re)defined tools for writing, to recognize and value her students' capabilities and to support them as agentive designers of texts. To examine these possibilities for repositioning students and approaching writing instruction from a critical, humanising perspective, I describe this teacher's shift from beginning with genre to beginning with purpose and audience and draw attention to the teacher's and students' use of these tools for guiding their decision making across multiple writing situations in a school year.

(£) **LINK**

Tags: pursue purposeful and authentic class writing projects; perspective taking; theory of mind; inference; genre study; generating ideas; agency; writer-identity; writing realities; funds of knowledge; funds of identity;

Wearmouth, J., Berryman, M., Whittle, L. (2011) 'Shoot for the moon! 'Students' identities as writers in the context of the classroom, *British Journal of Special Education*, 38(2), 92-99

A study of students' identities as writers was carried out in the classroom of a New Zealand primary teacher who had been formally identified by a national body of teachers as having excellent practice in supporting literacy acquisition. The researchers compared high and low literacy achievers' identities as writers within the context of this teacher's pedagogy and the learning environment of her classroom. The researchers concluded that all students, both high and low achievers, were developing very positive writing identities in a context where the teacher's method of supporting her students' writing was very well planned through a process-writing approach. This teacher had a very high degree of subject and pedagogical content knowledge and an acute awareness of her students' literacy learning needs. Her approach had an immediacy of responsiveness in relation to every student's learning and, above all, had recognition of the overwhelming importance of positive relationships in the classroom, teacher to student and peer to peer.

(£) **LINK**

Tags: writer-identity; create a community of writers; writing process; writing workshop approach; responsive teaching; pupil-conferencing

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Dutro, E., (2010) What 'hard times' means: Mandated curricula, class-privileged assumptions, and the lives of poor children, *Research in the Teaching of English,* 44(3) pp.255–291

This qualitative analysis looked to understand 8-9 year old's experiences of a commercial literacy curriculum which, according to the researcher, revealed class-privileged assumptions and so failed to offer children time or space to discuss and craft their personal connections with texts. The results of Dutro's analysis and lesson observations concluded that:

- The published scheme being used was written from a middle-class perspective. It treated this perspective as being the norm and carried potentially offensive assumptions about the lives of families living in poverty.
- The curriculum failed to honour or hold any regard for children who live in poverty. Instead, children were required to interpret and write about the studied text in the same way the published scheme

writer interpreted it.

- When children did write about their own lives, it was held in disdain and relegated to the mere margins of the literacy classroom. Their lives had no place because they were seen by the scheme to hold no value.

Dutro shares how commercial publishers must honour 'children's sophisticated and deeply felt connections to text' and allow them to craft their own in *personal* response. However, to do so, they must first recognise and then hold in high regard the lives of children living in poverty. Only then will children be able to use their lived knowledge from outside the school gates to support their learning inside the classroom. By inviting children to bring their own ideas and interpretations to class writing projects, we ensure pupils from different cultural and social backgrounds can write from a position of strength and expertise. They are, perhaps for the first time in their young lives, allowed to write their realities.

Free access: **LINK**

Tags: building a community of writers; writer-identity; connect reading and writing; agency; generating ideas; pursue purposeful and authentic class writing projects

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Dutro, E., Kazemi, E., Balf, R. (2004) Children writing for themselves, their teachers, and the state in an urban elementary classroom. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA

The purpose of the paper is to look closely at students' complex relationships with writing. Four children brought to their classroom views of writing, perceptions of their own competence in writing, and experiences within and outside of school that facilitated or challenged their success with school writing and state assessments. We focus on the following questions: What is the relationship between children's social and intellectual identities and their successes or struggles in writing? Given the complexities of those relationships, what do their scores on the state assessment reveal and conceal about these children as writers?

Free access: **LINK**

Tags: building a community of writers; writer-identity;

Fisher, T. (2006) Whose writing is it anyway? Issues of control in the teaching of writing, *Cambridge Journal of Education*, 36(2), 193–206

In the UK, teachers have moved from a process approach to the teaching of writing to a more didactic and objectives-led programme. This has given rise to concerns about the suppression of creativity and enjoyment. Writing is a convention bound activity where spelling, punctuation and expectations about different text types imply a right and wrong way of writing. On the other hand, the best writers are able to use and subvert conventions in creative and individual ways.

Teachers of young writers are faced with the difficulty of teaching the correct conventions at the same time as encouraging individual responses. This paper considers evidence from a small-scale study that may shed some light on how teachers cope with these potentially opposing demands.

Evidence points to teachers giving very clear guidance to pupils about what is expected of them and carefully scaffolding pupils' learning. However, scaffolding implies a stage where control is handed over to the learners and in this study there was little evidence of these teachers handing over the control. It is argued that for children to learn the conventions at the same time as developing confidence to use these conventions in individual and creative ways, this handover of control is essential.

Free access: **LINK**

Tags: writer-identity; self-regulation; balance composition and transcription; process writing; genre study

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Grainger, T., Goouch, K., Lambirth, A. (2003) Playing the game called writing, *English in Education*, 37(2), 4–15.

Teachers' perceptions of their changing practice in the context of the *National Literacy Strategy* have been well documented in recent years. However, few studies have collected pupils' views or voices. As part of a collaborative research and development project into the teaching and learning of writing, 390 primary pupils' views were collected. A marked difference in attitude to writing and self-esteem as writers was found between Key Stages 1 and 2, as well as a degree of indifference and disengagement from in-school writing for some KS2 writers. A strong desire for choice and greater autonomy as writers was expressed and a preference for narrative emerged. This part of the research project '*We're Writers*' has underlined the importance of listening to pupils' views about literacy, in order to create a more open dialogue about language and learning, and to negotiate the content of the curriculum in response to their perspectives.

Tags: writer-identity; agency; self-efficacy; pursue purposeful and authentic writing projects; pupil voice; children's views on writing

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Dyson, A. H. (2018) "From Superman Playing to Singing the Blues": On the Trail of Child Writing and Popular Culture, *Language Arts*, 96:1, 37-46

In this article, Anne Haas Dyson synthesises her decades of research to highlight practices that welcome children's social lives and their knowledge of popular culture into the writing classroom. Her aim is to "illustrate interconnections between children's participation in popular culture and their participation in composing practices" (p. 37), recognizing their work as being immersed in, and influenced by, their local cultures and environments. Noting that children naturally appropriate popular culture into their own writing when given the opportunity, she also shows how they begin to engage in critical reflection about both popular culture and their own lives to create wholly original stories that affirm and evolve their identities.

Dyson's studies show young children independently:

- Adopting conventions of cartooning to explore graphic genre forms and make sophisticated visual puns.
- Crafting original song music and lyrics.
- Creating scripts based on their love of superheroes and directing other children to perform them.
- Using a passion for music to write about famous blues musicians and adopt a strong identity as a budding musician.

Independent exploration of more complex and varied forms of writing led to more complex thinking and richer composition practices. This research demonstrates the power of allowing the "permeable curriculum" of children's social lives to revise and transform the "official curriculum" of schools, and Dyson also highlights the damage that a prescribed curriculum beholden only to skills testing and improving test scores can do to writing growth.

(£): **LINK**

Tags: writer-identity; funds of knowledge; funds of identity; agency; intertextuality; connect reading and writing

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Bradford, H., Wyse, D. (2020) Two-year-old and three-year-old children's writing: the contradictions of children's and adults' conceptualisations, *Early Years*, DOI:10.1080/09575146.2020.1736519

This paper reports the findings of in-depth qualitative research to investigate two-year-old and three-year-old children's writing.

It focuses on nine families whose children attended the same early years pre-school setting. The research developed a clear understanding of what children of this age understand about the functions and purpose of writing; and joint understanding amongst parents and early years practitioners of how the children's emergent writing might be supported both in their home and early years setting.

Findings showed that most adults did not perceive that the children could write, a perception that was rooted in the conceptualisation of writing as necessarily formed of conventional text, and a skill to be developed and taught at a later age. In direct contrast to this, the participant children were engaging in their own discourse of writing to record and share meaningful text. It is argued that if young children perceive themselves to be writing, a responsive writing pedagogy can only be effective if the development of writing in the early years is reframed.

Free access: **LINK**

Tags: writer-identity; early writers; emergent writers

Ackerman, S. (2016) Becoming Writers in a Readers' World: Kindergarten Writing Journeys, *Language Arts,* 93(3) pp.200-212

We held up our drinks and cried, "To the writing factory!" sloshing lemonade on our carpet and sleeves as we celebrated my class of kindergartners' first published books.

After a month of learning where to find pencils and paper, how to transfer thoughts to text, and what constitutes a finished piece, the children were ready to celebrate their work. To prepare for their publishing party, the kindergartners stapled their stories into construction paper covers. "We could be a writing factory," Jackson noted, and suddenly we were christened just that. And with a name, a celebratory drink, and their drawings, squiggles, and stories, my class initiated themselves into the lives of writers.

The previous year I had begun teaching at a new school and was attempting to reconcile my belief that writing is crucial for young children with competing expectations put in place by school programs and policies that deemphasized the importance of writing, particularly compared to reading.

My experiences as a kindergarten teacher indicate that my students identify as writers-even before they can write conventionally and even before they can read. I am not alone in noting this. To the adults who don't believe in writing for young children, Lucy Calkins (1994) responds, "[T]he children believe in it" (p. 59). They "discover and invent literacy as they participate in a literate society" (Goodman, 1988, p. 316). Faced with the dissonance of what I was being told as a teacher and what I knew as a teacher based upon my experience, I began asking myself questions that shaped my research, my teaching, and ultimately my own learning:

- How do my kindergarten students develop identities as writers?
- What relationship exists between their reading and writing development?
- What are the implications of this for me as a kindergarten teacher?

Free access (if read online): **LINK**

Tags: build a community of writers; every child a writer; emergent writers; early writers; writing workshop; pursue purposeful and authentic writing projects; connect reading and writing

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Cappello, M. (2006) Under construction: voice and identity development in writing workshop, *Language Arts,* 83(6) pp.482-491

This article explores the ways three young students expressed their perceptions about writing and investigates how their classroom identity shapes and is shaped by those perceptions. The ways in which positioning within a writing event and the classroom culture contributed to the development of writing voice and identity are examined. In addition, the article focuses on the influence of the classroom environment on voice through students' opportunities for personal and intentional expressions.

(£): **LINK**

Tags: build a community of writers; writing workshop; pursue purposeful and authentic writing projects; agency; funds of knowledge; funds of identity

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Hachem, A., Nabhani, M., Bahous, R. (2008) 'We can write!' The writing workshop for young learners, *Education 3–13*, 36:4, 325-337

The study presents the process of differentiated instruction, its implementation, and impact on second graders who are taught writing through a writing workshop approach.

Findings show that students' writing skills improved as reflected in their progression of text, expansion of ideas, and development in conventional writing.

(£): **LINK**

Tags: emergent writing; early writing; balance composition and transcription; writing workshop; agency; pursue purposeful and authentic writing projects

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Dyson, A. (2020) 'This isn't my real writing':The fate of children's agency in too-tight curricula, *Theory into Practice*, 59(2), 119–127

In this article, Dyson considers students' power to act on their writing interests and intentions, on their own inclinations; this will-to-act-on-the-world is central to becoming an active, adaptive participant across the life span.

Dyson examines the dynamics through which increasingly structured classrooms for young school children may dampen child agency or push it underground or out-of-school, thereby pushing out important dimensions of children's intellectual energy.

She concludes with what makes young children's writing willful and intentional, that is, "real."

(£): **LINK**

Tags: writer-identity; funds of knowledge; funds of identity; personal writing projects; agency; pursue purposeful and authentic writing projects

Dutro, E., Kazemi, E. (2006) Making sense of 'the boy who died': Tales of a struggling successful writer, *Reading and Writing Quarterly*, 22, 325–356

This article presents a case study of a fourth grade boy's experiences in writing, preceding and following a story he wrote about a boy whose struggles in writing led directly to his death.

We explore how Max's writing experiences related to his identity, specifically his sense of himself as a writer, his struggle to communicate his ideas, and his discomfort with expressing private thoughts and emotions in print. Max's story argues for the importance of considering issues of identity in the writing classroom to help students build on the successes that often hide behind the surface struggles of their writing.

(£): **LINK**

Tags: building a community of writers; writer-identity; funds of knowledge; funds of identity; reading and writing connection; personal writing projects; writing workshop

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Helsel, L., Kelly, K., Wong, K. (2021) Responsive Teaching in the Writer's Workshop, *The Reading Teacher*, doi.org/10.1002/trtr.2074

Journey with a third-grade community of writers as they develop their writing identities and abilities in a responsive approach to writers' workshop. Instruction is framed around the writers' workshop approach, where students' choice and voice are centred within extended periods of time for writing, alongside daily mini-lessons addressing the ongoing needs of each student writer. Knowledgeable about each child as an individual and as a writer, their teacher, Ms. H tailors whole group, small group, and individual instruction to address their unique needs. She fosters a community of writers through her intentional feedback and guidance to support children as they navigate writing partnerships with their peers. She supports them as they work to overcome roadblocks along the way while celebrating the journey as a community of authors.

(£): **LINK**

Tags: teach mini-lessons; writing instruction; set writing goals; writing workshop; writer-identity; responsive teaching; agency; motivation; treat every child as a writer; build a community of writers; self-regulation strategy instruction; functional grammar instruction; self-regulation; self-efficacy; pursue purposeful and authentic class writing projects

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Collier, D. R. (2010) Journey to Becoming a Writer: Review of Research about Children's Identities as Writers, *Language and Literacy*, 12(1), 147–164.

The beginning years of school are crucial to children's early development as writers. As children learn to write, they transform themselves. This review of literature focuses on children's journeys to becoming writers. The studies identify how children who are beginning to write in extended ways and to construct their identities as writers are often constrained in classroom contexts, particularly within a larger climate of standardised assessment. The ways in which writing practices (including classroom relationships and assessment practices) contribute to children's development as writers and possibilities for transformed practice are discussed.

Free access: **LINK**

Tags: building a community of writers; writer-identity; self-regulation; responsive teaching

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Bourne, J. (2002) Oh, what will Miss say!: Constructing texts and identities in the discursive processes of classroom writing, *Language and Education*, 16(4), 241–259.

This paper examines the construction of children's identities as 'writers' through their positioning in the multiplicity of official and unofficial discourses available to them in the primary classroom. It uses ethnographic observation to focus on how identities are constructed in the process of text construction, and the intersections of ethnicity, gender and institutional identity in the production of 'the writer'. It illustrates the way in which classroom texts are jointly produced over time in social interaction; with 'school writing' as a distinct, routinised, discursive practice. The paper queries the model of the isolated author struggling to communicate with an unknown reader as a suitable model for developing children as writers.

(£): **LINK**

Tags: building a community of writers; writer-identity; writing realities; pursue purposeful and authentic writing projects

Brown, M., Morrell, J., Rowlands, K. (2011) Never more crucial: Transforming young writers' attitudes toward writing and becoming writers, *California English*, 17(2), 15–17

This article discusses a National Writing Project *Young Writer's Camp* for students in grades four through twelve with initial varying attitudes and writing experiences.

The "campers" attitudes and beliefs about writing and their own identities as writers were transformed over two weeks. Based on matched pre- and post-surveys, students showed a positive change in response to ten statements related to attitude toward writing. While two weeks is a short amount of time, the findings suggest that in an effort to raise test scores, teachers have moved away from the evidence-based writing instruction (student choice, revision, writer's craft, publication, and authentic assessment) which has a track record of having a positive effect on the quality and quantity of the texts produced by the young writers. The authors argue that the writing activities done in the camp are possible in classrooms too and that a reconceptualization of writing and writer identity is desperately needed in today's classrooms.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; revision; writer's craft; pursue purposeful and authentic writing projects

Compton-Lilly, C. (2006) Identity, childhood culture, and literacy learning: A case study, *Journal of Early Childhood Studies*, 6(1), 57–76

Recent conceptions of identity view people's identities as multiple and situated. The ways we see ourselves are filtered through the relationships we share with others, the knowledges and experiences we bring, and the contexts within which we live and learn. McCarthey and Moje (2002) explain that the identities we construct shape our literacy practices while literacy practices become a means for acting out the identities we assume.

This case study demonstrates how children's identities and cultural resources intersect and converge during literacy learning. Fieldnotes, running records, and audiotaped interviews are used to construct a case study of a reluctant African American student that illustrates the ways students' identities are constructed and revised in conjunction with literacy learning. This case study demonstrates how teachers can access children's cultural resources, funds of knowledge and funds of identity to support their writing.

(£): **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity

Gutiérrez, K. (2008) Developing a sociocritical literacy in the Third Space, *Reading Research Quarterly*, vol. 43, no. 2, pp. 148–64

In this case study, learners from nondominant, poor and immigrant communities were invited to write using their socio-historical lives, utilising play and their imaginations to write about their futures. The project brought high school learners from migrant-farmworker backgrounds to the University of California to participate in a four-week summer writing school. The participants worked together to write their own autobiographies and crafted testimonio memoir texts which shared socially significant stories and vignettes from their lives. In addition, they were invited to write about the chapters in their life that are yet to come, and to 'socially dream' a better collective future. Gutiérrez concludes that creating such an environment where young people could write in what she terms the 'third space' was profitable for both educators and learners. She encourages teachers to consider how young people's cultural capital can successfully intersect with the content and needs of the curriculum for the benefit of both.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity

Zapata, A., Laman, T.T. (2016) "I Write to Show You How Beautiful My Languages Are: Translingual Writing Instruction in English Dominant Classrooms." *Language Arts*, 93:5, 366-378.

In this study, the researchers reveal the benefits of a translingual approach to classroom writing, in which bilingual or multilingual children are able to take full advantage of their primary languages in classrooms that are often English-dominant. The study frames different languages as complementary and interconnected, and when teachers create translingual classrooms they see the benefits of children using other languages and "non-standard" English to express themselves in powerful ways. Studying teachers who taught within writing workshop structures to discover how they supported students' uses of multiple languages they discovered that the teachers operated on three principles of instruction:

- They welcomed in their local communities, inviting community members to share their lives, histories, heritages, and languages, both inside and outside of traditional curricular settings;
- They shared their own language histories and repertoires, modelling diverse and integrated language practices that sometimes ran counter to traditional school notions of "correctness";
- They shared "linguistically diverse literature as models of writing."
- They expanded their classroom libraries to include books written in languages other than English and bilingual books; used these books consistently in their writing instruction; invited children to explore the full range of their libraries; and had discussions about the languages, cultures, and identities that the literature revealed.

Ultimately, the researchers suggest that working in these ways helps children build metalinguistic awareness, helps them to value their own rich language backgrounds, and gives them an increased sense of agency.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity

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Lankshear, C., Knobel, M. (2009) More than words: Chris Searle's approach to critical literacy as cultural action, *Race & Class,* 51(2) pp.59-78

This study examines the work of one teacher as he serves his local working-class community and teaches children to write as a way to improve their lives and the lives of others. Part of this process, the authors claim, involved the teacher ensuring that 'learning and literacy are as directly and concretely as possible situated and grounded in the lived experiences of children's lives as members of communities and participants in worldly practices' (p.63). The researchers were able to identify eight key principles of the teacher's approach. These included:

- Promoting and harnessing the imagination of children.
- The promotion of language pride and the use of their 'established languages'.
- Learners being proficient users of standard varieties of English.
- Writing to the highest levels of transcriptional accuracy that they can.
- Being able to legitimately participate in society using discourses and genres that allow them to write with confidence, power and influence.
- Ensuring that writing connects with children's identities, the local community, and their self-development.
- Writing is used as a tool for action and for bringing about change.
- Writing is seen as a social practice and the writing community is built on the precepts of cooperation, collective responsibility and mutual learning.

According to this teacher, 'even reluctant readers and writers will engage in projects that have direct bearing on their interests, concerns and lives' (p.63). In this way, according to the researchers, learning cannot and should not be separated from participation in the very real writing practices which are occurring outside of school. Finally, some of the class writing projects the teacher undertook with his pupils included:

- Producing people's history by interviewing and writing about the lives of women in the local area. This included translating their mother tongue into English. The published content included writings on civil war, resistance movements, migration, racism and the struggles and opportunities experienced through living in an adopted country.
- Writing and professionally publishing poetry and memoirs about the pride, aspirations, interests, concerns and struggles of working-class life.
- Starting a community action group to help protect their local docklands site.
- In response to discussing local papers and recorded interviews, reading the memoirs and biographies of others, analysing and discussing historical documents, watching movies and documentaries, and by listening to guest speakers and performers, students write narratives, poems and diary entries as a way of showing respectful connection, 'imaginative empathy' and human solidarity with the subject or people being studied.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity; culturally sustaining pedagogy; read, share, think and talk about writing

Laman, T., Davis, T., Henderson, J., (2018) "My Hair has a Lot of Stories!": Unpacking Culturally Sustaining Writing Pedagogies in an Elementary Mediated Field Experience for Teacher Candidates, *Action in Teacher Education*, 40:4, 374-390

In this research study, teacher candidates learnt 'what is possible rather than what is typical' in an economically-deprived urban school. The teachers were able to reflect on their own deficit perspectives and assumptions about race, class, and the lives of children and their families within the local school community. By the end of the study, the pre-service teachers felt better able to identify and encourage children to use their own existing social, cultural and linguistic resources. As part of the study, a class of 7-8 year old majority African-American children were invited to write in personal response to the book *Hair Dance* by Dinah Johnson. The children were able to quickly identify themselves and their local community within the pages of the book. Children used intertextuality to connect the book's theme to their own identities, cultures and lives. For example, some boys wrote about visits to the local barbershop, whilst many girls considered the ritual of having their hair did by aunts, grandmothers and mothers.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity; connecting reading and writing; intertextuality

Lensmire, T. (1998) Rewriting student voice, *Journal of Curriculum Studies*, 30(3), 261–291.

Progressive and radical visions of education have accorded student voice an important place in their critiques of traditional schooling and their proposals for change. In this paper, Lensmire examines and criticises two popular conceptions of student voice:

- *Voice as individual expression* is put forward by advocates of writing workshop approaches to the teaching of writing. Workshop advocates emphasise students' desire to express their unique selves in writing, and how traditional instruction frustrates this desire.
- *Voice as participation* comes from advocates of critical pedagogy. These advocates call for critical dialogues among teachers and students, within which student voices would sound and be heard.

Lensmire concludes his paper by sketching an alternative conception, one that affirms the strengths of these previous versions, as well as responds to their weaknesses. He proposes that voice be conceived of as a project involving appropriation, social struggle and becoming. He envisions student voice in a way that more adequately recognizes the interactional and ideological complexities of student expression, so that we might, as educators and researchers, better support the flourishing of student voices in schools.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity

Lewison, M., Heffernan, L., (2008) Rewriting Writers Workshop: Creating Safe Spaces for Disruptive Stories, *Research in the Teaching of English,* 42(4) pp.435-465

This case-study explores a teacher of 8-9 year olds' use of a critical writing pedagogy to encourage students' exploration of issues that were important in their lives from personal as well as social perspectives. Pupils read, discussed and then wrote in personal response to picture books carrying social and political themes such as racism, classism and ageism. By writing in personal response, the class was able to create a collective response and in the process became 'a writing collective'. Many children explored the theme of bullying and used their writing to call for social action against the dominant school culture.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity

Comber, B., Thomson, P., Wells, M. (2001) Critical literacy finds a "place": Writing & social action in a low-income Australian grade 2/3 classroom, *The Elementary School Journal*, 101(4) pp.451-464

In this study, Comber, Thomson & Wells present the work of a teacher and their grade 2-3 class in a low-income Australian community. The class became involved in a "local urban renewal project" and used writing as a means to engage with both personal and local issues. They use this example of practice to argue that "school children can acquire literate practices that combine production, design, and communication in a variety of modes, through a range of media, and further, that such practices can connect them with community

members about matters of immediate significance" (p. 453). By doing this, the authors are able to illustrate how children's identities, experiences, and concerns are intrinsically linked to their 'place' in the world - locally and globally, geographically and socially. Furthermore, they advocate for the critical text production by children as a means for them to build their agency, social consciousness, and civic participation. One example includes the series of prompts provided to learners that "invited the children to move from the personal, to the local, to the global" (p.455):

- The best things in their lives
- What made them really happy, worried, or angry
- What they would wish for if they could have three wishes
- What they would change about their neighbourhood, school, and world
- Whether they thought young people had the power to change things

These prompts therefore served as a teaching tool that could draw learners' opinions, feelings, experiences and ideas out and into the learning space.

Free access (if read online): **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity

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Leung, C., Hicks, J. (2014) Writer identity and writing workshop a future teacher and teacher educator critically reflect, *Writing & Pedagogy*, 6(3), 583–605

Students currently attending colleges and universities in the United States were in elementary school when writing workshop was first introduced as a teaching method.

In this article an undergraduate honours student and a literacy teacher educator critically reflect on the student's second grade experiences with writing workshop and identify the features of this teaching method that led to her development of a writer's identity. Through autobiography and retrospective analysis of primary data, they argue that tone, the basic elements of writing workshop of time, choice, and process; a literature-rich environment; and a community focus contributed to the development of a writerly identity.

(£): **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity; connecting reading and writing; be a writer-teacher; be reassuringly consistent; writing process

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Furman, C. (2017) Ways of knowing: Implications of writing curriculum in an early childhood classroom, *Curriculum Inquiry,* 47:3 pp.246-262

In this paper, the writer draws on her experience of teaching writing to 6-8 year olds in a socially and ethnically very diverse classroom. She describes how a group of children, all of whom she knew faced significant challenges at home, struggled or actively refused to write when the genre in focus was that of personal narrative. In response to this situation and on the basis of her general observation that all the children enjoyed writing fiction, she decided to give them the freedom to write in that genre once they had finished their personal narratives.

She found that all the children readily participated in writing fictional stories, and was struck by the extent to which they included elements of themselves and their lives in the narratives. Crucially, she observed that those particular children who had resisted writing their personal history now wrote themselves willingly into their fantasies as key characters in positions of influence. The stories were akin to 'social dreaming'. Fiction appeared to be a mode of self-expression which offered them many rewards, including the possibility of visualising different worlds and providing them with a more empowering way of describing their realities. It appeared that the children were taking 'a seed of truth' - something about themselves - and growing out of it a fictional story. The implication for teachers is that they can:

- Offer children more freedom to write about themselves in ways they feel most comfortable with.
- Enjoy and celebrate the fact that children may choose to write personal narrative in a fictional mode and in the process feel themselves to be more empowered and agentic.

(£): **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; funds of knowledge; funds of identity; connecting reading and writing

Seban, D., Tavsanli, Ö. (2015). Children's sense of being a writer: Identity construction in second grade writers workshop, *International Electronic Journal of Elementary Education*, 7(2), 217–234.

Writing projects in which children can invest part of themselves create spaces for them to construct their identity as readers/writers and build their personal theories of literacy. This study presents the identity construction of second grade students who identified as successful, average or struggling in their first time engagement with writing workshops. Writing as a process approach in which students practised drafting, sharing, editing and publishing their pieces of writing were implemented during a year. 27 second grade students were interviewed at the end of the school year. Analysis of the data revealed that students conceptualised identity under four dimensions:

- Purposeful and authentic writing projects
- Views about writers/writing
- Using the writing processes
- Self Efficacy and self-regulation in writing

Involvement in a writing workshop approach influences students' identity as writers. Children's perceptions of themselves also plays a role in their engagement in literacy learning especially writing and identity construction.

Free access: **LINK**

Tags: building a community of writers; writer-identity; agency; writing workshop; pursue purposeful and authentic writing projects; teach the writing processes; self-efficacy; self-regulation

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Zumbrunn, S., Ekholm, E., Stringer J.K., McKnight, K., DeBusk-Lane, M. (2017) Student experiences with writing: Taking the temperature of the classroom, *The Reading Teacher*, 70(6), 667–677

This article offers insights into students' perceptions of writing through the use of drawings and written responses. In this study of fifth graders across two schools, students were prompted to draw a picture about a recent experience with writing and how that experience made them feel. Students were then asked to write a description of their drawings.

The authors studied the features in the drawings and the written responses. Findings highlighted the range of both positive and negative experiences with writing as well as a realistic tool for literacy teachers to use to 'take the temperature of their classroom'.

Free access: **LINK**

Tags: building a community of writers; writer-identity

Lensmire, T. (1993) Following the Child, Socioanalysis, and Threats to Community: Teacher Response to Children's Texts, *Curriculum Inquiry*, 23:3, 265-299

In this paper, teacher-researcher Timothy Lensmire investigates the social life of his writing workshop classroom. He discusses his desire to create a writing community which allows for personal ownership and individual exploration of writing topics whilst at the same time promoting a sense of public participation and responsibility towards others. He observes that giving children agency over their writing topics isn't without risk as children grow up in a sexist, racist and classist society and they can bring this into the writing classroom. Lensmire discusses how his young writing community began to fracture into gender and social-class lines with boys working with boys, girls working with girls, and children from the local trailer park finding themselves at the bottom of peer writing hierarchies. The core of the paper details a particularly difficult occasion for teacher response: a popular child wanted to publish a fictional narrative that the teacher read as an attack on an unpopular classmate.

Lensmire reflects on the fact that children's writing choices must, at times, be questioned if they run the risk of upholding offensive stereotypes, or alienating their peers. He argues that learners must engage in discussion about the moral and political aspects of their texts and that they can't accept the authorial rights of writing workshop without also accepting their responsibilities to the rest of their writing community.

The paper exposes the importance of teachers supporting *and* questioning children's texts through a critically pragmatic approach. The essential nature of teachers promoting a loving writing community based on friendship, engagement and social energy is also discussed.

Free access: **LINK**

Tags: building a community of writers; writer-identity; writing realities; funds of knowledge; funds of identity

Subero, D., Vujasinović E., Esteban-Guitart, M., (2016) Mobilising funds of identity in and out of school, *Cambridge Journal of Education*, 47(2), 247–263.

This article, using examples from classroom practice, makes the claim that children and young people need to become a generation of knowledge creators and not simply knowledge acquirers if they are to succeed as writers in our globalised 21st century life. Learners spend 81% of their time in informal learning situations. However, the learning that takes place in these situations is rarely utilised by teachers; particularly teachers of ethnic minority pupils or pupils who come from low-income backgrounds, despite what we know about the major educational and affective benefits of inviting children's funds of knowledge and identities to meet the school curriculum. Subero and his colleagues share how teachers investigated the knowledge, skills and resources of families and the local community in order to bridge the gap between writing in school and learners' lives. Teachers also investigated their students' talents, passions, cultures, local heroes and interests as sources for writing material. They did this by:

- Setting up a home-school knowledge exchange project which involved 'all about me' shoeboxes being sent home and filled with artefacts, drawings and symbols that were significant to them. For example: photos, objects, trinkets, toys, postcards, books and magazines.
- Producing identity texts. Learners were invited to create a written, spoken, visual or musical piece which had part of their identity invested in it. They wrote on themes such as: the history of their family, documentaries and interviews with people from their neighbourhoods, and dual-language texts discussing their migration story.
- Publishing a fairy-tale anthology. Learners were asked to gather folk and fairy-tales from their countries of origin and to use them to create an anthology of dual-language tales for the school and public library.
- Creating video documentaries. Learners were given recording equipment to take home and create documentaries detailing aspects of their home lives and activities.
- Crafting autobiographies. Pupils took part in open-ended interviews with their peers, and were asked to write diary entries, bring in family artefacts, create maps and timelines, collect photographs and paint self-portraits before producing an autobiography of their lives so far.

(£): **LINK**

Tags: building a community of writers; writer-identity; agency; writing workshop; pursue purposeful and authentic writing projects; teach the writing processes; self-efficacy; self-regulation

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Hoewisch, A. (2001) 'Do I have to have a princess in my story?': Supporting children's writing of fairytales, *Reading and Writing Quarterly*, 17, 249–277

This collaborative case-study involved a teacher educator working alongside three preservice teachers. Children who are viewed as 'linguistically lacking' by their teachers face additional hurdles to writing. Topics that culturally and linguistically diverse children select may be considered less worthy by teachers who are more familiar and comfortable with white middle-class values.

As part of the project, children were read a number of fairy-tales before engaging in conversations about the similarities and differences between the tales and their own lives. They were invited to draw in personal response to the fairy-tales. They also received regular responsive mini-lessons on various writing processes, skills and strategies. When the children subsequently wrote their own fairy-tales, they used intertextuality to a high degree of sophistication and produced better texts. The children also used personally meaningful experiences not often broached in their school writing to build their own fairy-tales. For example they wove into their tales:

- Famous singers they admired
- Doing magic with friends
- Going to parties
- Divorce
- The death of a relative
- Separation from parents
- Gang violence, police raids and drug deals

According to Hoewisch, giving children the responsibility to choose their own topics 'led to some uncomfortable moments' for the teachers. They stated that some children brainstormed characters and events that they felt were 'violent or just plain gross', and wondered what to do when a child decides that the police or their teachers are the bad guys. The teachers found themselves in a difficult situation of privately criticising the lived experiences or interests of their pupils. However, they knew they must give feedback which in no way devalued children's 'ideas, lives, interests and writing decisions'. In this case, of course, they were able to reflect on the fact that traditional fairy-tales incorporate their own brutality, and that the children were simply upholding these traditional textual features using contemporary life. Furthermore, they felt that acknowledging and accepting children's writing choices led them towards new understandings about their students. It was concluded that the children were able to successfully combine their newly-acquired knowledge of the genre with content they were interested in writing about and were knowledgeable of, which served the purpose and

audience for the writing project.

(£): **LINK**

Tags: building a community of writers; writer-identity; agency; writing realities; culturally sustaining pedagogy; intertextuality; literacy for pleasure: connect reading and writing; genre study

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Kissel, B., Miller, E. (2015) Reclaiming power in the writers' workshop: defending curricula countering narratives, and changing identities in prekindergarten classrooms, *The Reading Teacher,* 69(1) pp.77-86

In this article, Kissel & Miller examine how young writers and their teachers transformed their writing curriculum by using the writer's workshop approach.

They present three narratives in which multiple pre-kindergarten teachers used their power within the Writer's Workshop to:

- Ensure writing was a daily practice in pre-kindergarten classrooms
- Write about stories often censored in early childhood classrooms
- Claim new writing identities

The two classrooms they describe used similar pedagogical structures to teach writing following the decades-old traditions of Writer's Workshop; however, they found that what happened within those traditions—among children, teachers, and school administrators—transformed contemporary practices of literacy education. All three stories share a common thread; when positioned within the structure of a Writer's Workshop, young authors and their teachers claim power and, ultimately, assert their voices.

(£): **LINK**

Tags: agency; writer identity; be reassuringly consistent; writing workshop; creating a community of writers; purposeful and authentic writing projects; early writers; emergent writers

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Helsel, L., Kelly, K., Wong, K. (2021) Responsive Teaching in the Writer's Workshop, *The Reading Teacher*, doi.org/10.1002/trtr.2074

This article shares how a class of 8-9 year olds became a community of independent and collaborative writers who flourish through a responsive and culturally sustaining approach to writers' workshop. This includes:

- Providing daily and dedicated time for writing
- Honouring children's writing choices
- Providing daily writing instruction which is responsive to what the class needs instruction in most.
- Providing children with additional instruction and feedback through pupil conferences

The authors then share the four ways in which teachers can be responsive to the needs of their students. These include:

- **Academic responsiveness:** Ensuring that skills and content align with students' abilities and curriculum goals.
- **Linguistic responsiveness:** Valuing the languages and dialects of students.
- **Cultural responsiveness:** Valuing the social and cultural identities and cultural capital of students.
- **Social-emotional responsiveness:** Providing a safe and loving environment for children to take risks, write and be writers.
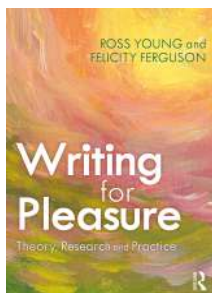
(£): **LINK**

Tags: read, share, think and talk about writing; treat every child as a writer; building a community of writers; pupil conferencing; culturally sustaining pedagogy; responsive teaching; writing instruction; writing workshop; linguistics; agency mini-lesson; be reassuringly consistent; writer-identity; motivation; translanguaging; funds of knowledge; funds of identity

Recommended chapters and literature

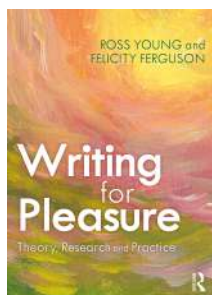- See also *Building A Community Of Writers*

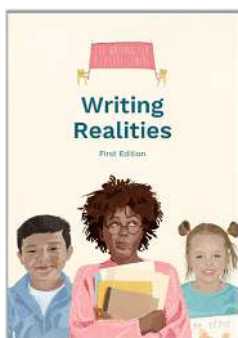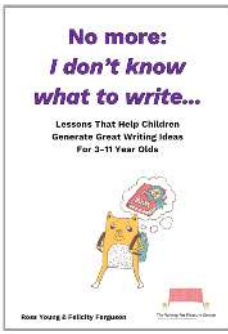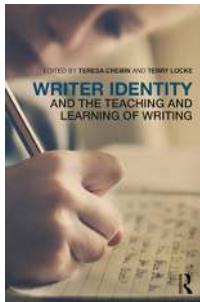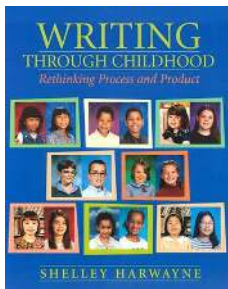|	
	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds [**LINK**]
	Young, R., Ferguson, F. (2021) 'Agency' In *Writing For Pleasure* London: Routledge **LINK** This chapter discusses the affective domain agency, which can also be described as personal control, epistemic agency, personal and collective responsibility, or agentic learning, and is, in the context of writing, about having choice, freedom, autonomy, and ownership of writing ideas, writing processes, and even how you are taught. Agency is a vital force in increasing writers' engagement and their writing performance. Theory, research, and educational practices associated with developing children's agency in writing and its important role in developing confident and effective writers are explored within this chapter. This includes discussion of the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who are provided with high and low levels of agency. Finally, the authors describe the relationship between developing apprentice writers' agency and the 14 principles of effective writing teaching. They give examples of the kinds of instructional practice carried out by the most effective teachers of writing.
	Young, R., Ferguson, F. (2021) 'Volition' In *Writing For Pleasure* London: Routledge **LINK** This chapter discusses the affective domain volition, which is defined as the need, desire, urge, or the internal compulsion to write, sometimes described as purposive striving or personal endorsement. The authors present evidence which shows how engagement of volition stimulates apprentice writers' desire to harness the knowledge and skills necessary for the creation of excellent written texts. Theory, research, and educational practices associated with developing children's volition to write and its important role in developing confident and effective writers are also explored in this chapter. Consideration is given to the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who feel high or low levels of volition. Finally, the authors describe the relationship between apprentice writers' volition to write and the 14 principles of effective writing teaching. Included are examples of the kinds of instructional practice carried out by the most effective teachers of writing.
	Young, R., Ferguson, F., Kaufman, D., Govender, N. (2022) *Writing Realities* Brighton: The Writing For Pleasure Centre [**LINK**]

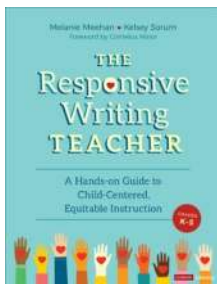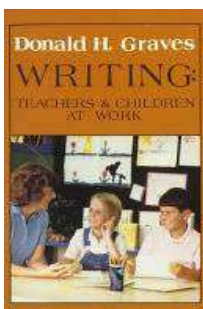|	
	Young, R., Ferguson, F. (2022) *No More: I Don't Know What To Write... Lessons That Help Children Generate Great Writing Ideas* Brighton: The Writing For Pleasure Centre [**LINK**]
	Ferguson, F., Young, R. (2022) *A Teacher's Guide To Writing With Multilingual Children* Brighton: The Writing For Pleasure Centre [**LINK**]
	Cremin, T., Locke,T. (2017) *Writer-identity and the teaching and learning of writing* London: Routledge
	Harwayne, S. (2001) *Writing Through Childhood: Rethinking Process & Product* Portsmouth NH: Heinemann
	Meehan, M., Sorum, K. (2021) *The Responsive Writing Teacher: A Hands On Guide To Child-Centred Equitable Instruction* USA: Corwin
	Gaves, D. (1983). *Writing:Teachers and Children at Work*. Exeter, NH: Heinemann
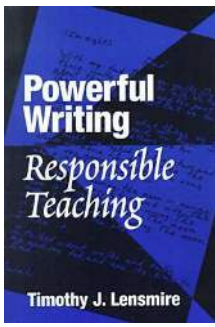
	Lensmire, T. (2000) *Powerful Writing Responsible Teaching* New York:Teachers' College Press
	84

Chapter 8

Children's views on writing, being writers and writing teaching

Clark, C., Bonafede, F., Picton, I. & Cole, A. (2023) *Children and young people's writing in 2023*. London: National Literacy Trust.

Children and young people's writing in 2023 continues to be at crisis point. Just a third of children and young people aged 8 to 18 told us that they enjoyed writing in their free time in early 2023. This is one of the lowest levels of writing enjoyment we have evidenced since 2010. This means that compared with 2010, the number of children and young people who told us that they enjoyed writing in their free time has decreased by a quarter (26.1%).

Equally, only 1 in 5 told us that they wrote something daily in their free time in 2023. Compared with 2010, the number of children and young people who said they wrote something daily in their free time has decreased by over a quarter (28.5%). It is not only writing enjoyment and engagement that are at low points. Statutory assessment data show that in 2022, 69% of pupils aged 11 in England met the expected standard in writing, which is down from 78% in 2019. This means that 1 in 3 (31%) 11-year-olds in England left primary school in 2022 unable to write at the expected level, rising to nearly half (46%) of disadvantaged children.

Previous research found that children and young people who enjoyed writing very much were seven times more likely to write above the level expected for their age compared with those who did not enjoy writing at all (50.3% vs 7.2%, Clark, 2016). Moreover, children and young people's agreement with statements about writing showed that, for many, it promoted creativity, imagination and self-expression. In addition, many also said that they write to improve their mental wellbeing, for social connections and to support causes and issues they care about. A decline in writing engagement should therefore be a cause for concern.

This report builds on our previous work to highlight how children and young people felt about writing in early 2023. It explores how many enjoyed writing in their free time, how often they wrote in their free time, what motivated them to write and what they wrote in their free time. Additionally, this year we looked at how much they enjoyed the writing they were doing at school.

Free access: **LINK**

Tags: children's voice; children's views on writing; motivation; pursue purposeful and authentic class writing projects; writing enjoyment; writing for pleasure; free writing; pursue personal writing projects; engagement

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Khosronejad, M., Ryan, M., Barton, G., & Kervin, L. (2023). "I get all my ideas from the tree": investigating elementary students' views as reflexive writers. Research Papers in Education, 38(2), 227-249.

Despite the importance of writing skills to school and life success, there is scant research into the enabling and constraining conditions that shape elementary students' views about their writing practices. This paper examines students' views about writing through the lens of reflexivity theory. Applying an explanatory sequential model of mixed-method design, it first describes the development of a self-report questionnaire to investigate the views of 570 elementary students about themselves as writers. Second, it draws on semi-structured interviews with 46 students across Years 3 to 6.

The results show that the majority of students see themselves as autonomous and meta-reflexive writers. In addition, results indicate time, teacher pedagogy and the place to practise writing as contextual conditions experienced by learners and place an emphasis on the personal conditions such as students' lack of confidence, persistence and ideas. We discuss implications for further practice in elementary schools.

£: **LINK**

Tags: Reflexive writers; elementary writers; writing dialogues; writing pedagogy; formative assessment; writer identity; pupil voice; children's views on writing teaching

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Ryan, M., Khosronejad, M., Barton, G., Myhill, D., & Kervin, L. (2022). Reflexive writing dialogues: Elementary students' perceptions and performances as writers during classroom experiences. Assessing writing, 51, 100592.

The ways in which we approach the process of writing can tell us much about our confidence, linguistic and textual knowledge, and our desire to please self or others through language. School writing often focuses on the process and product of writing, rather than the conditions that shape how we make decisions when writing for an authentic purpose and audience. This paper uses reflexivity theory, including an innovative Reflexive Writing Instrument (RWI), along with critical discourse analysis, to interrogate elementary students' decisions-making modes in writing and how these align with teachers' views, classroom experiences and

writing outcomes. Findings show that students can have different perceptions than their teachers about their approach to writing, but the conditions that teachers enable can influence students' decision-making modes. We argue that the RWI can be used to prompt reflexive writing dialogues so that formative assessment can be nuanced to support individual students' reflexive writing modes, ensuring improved results and enjoyment of writing.

Free: **LINK**

Tags: Reflexive writers; elementary writers; writing dialogues; writing pedagogy; formative assessment; writer identity; pupil voice; children's views on writing teaching

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Kokotsaki, D. (2022). Pupils' views about their learning in writing: a qualitative study of a primary school in the North East of England, *Education 3-13, 50*(2), 252-266.

This study aims to explore pupils' views on writing in primary school through focus group interviews conducted in the North East of England with children aged 7–11 years old.

Pupils' views templates were used to stimulate children's ideas about their thoughts and feelings towards writing and acted as a starting point for discussion.

All children demonstrated an ability to be involved in a meta-writing discussion where they reflected on their writing, their strengths, weaknesses and their plans to further improve their writing skills.

A certain level of awareness about writing was exhibited by all children, however, the more enthusiastic and more able writers had specific strategies in place to take their writing forward. These findings are discussed in terms of their practical implications for pupils' writing development.

£: **LINK**

Tags: Children's views on writing teaching; pupil voice; reflective thinking; strategic thinking; metacognition

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Timperley, H., Parr, J. (2009) What is this lesson about? Instructional processes and student understandings in writing classrooms, *The Curriculum Journal*, 20:1, 43-60, DOI: 10.1080/09585170902763999

This article examines the extent to which classroom instruction conveyed challenging learning goals in writing through a range of teaching activities and how well the participating students understood those goals. We report an empirical study that examined the quality of writing instructional goals, how well they were conveyed to students through lesson activities and how the students came to understand them. Two different but converging theoretical perspectives of self-regulated learning and formative assessment were used as an analytical framework. Teachers' instructional practices during writing lessons were audio-taped in 17 different classrooms and a sample of students subsequently interviewed to assess their understanding of the dimensions of interest. The conditions monitored included the extent to which the lesson aims and mastery criteria were made explicit and how well feedback was aligned to those lesson aims. In most classes, students' interview responses reflected the extent to which teachers were explicit in these aspects of instructional practice. In general, when lesson aims and mastery criteria were unclear, students identified surface features of writing as their learning aims. When these lesson attributes were clearly articulated by the teacher, students were able to identify deeper features of writing as the lesson aims. When the aims were clear but the mastery criteria and lesson activities were misaligned, however, students identified surface features of writing as the lesson aims, rather than those articulated by the teacher.

£: **LINK**

Tags: formative assessment; self-regulated learning; student learning; writing instruction

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Wray, D. (1993). What do children think about writing?, *Educational review*, 45(1), 67-77.

This article reports on a study of junior school childrens' thoughts about the writing done in their classrooms. Four hundred and seventy five children, ranging from seven to eleven years old, were asked to write to a younger child explaining what he/she would have to do to do good writing in their class. The resulting pieces are analysed for their references to particular features of writing. At a simple level of analysis the pieces show a group of children who are extremely concerned with the technical skills of writing and not so concerned with compositional aspects. By looking at the differences in the concerns expressed at different ages, a more complex explanation is put forward for this apparent over concern. Some implications for theories of literacy development are suggested.

475 children (aged 7–11 yrs) were asked to write to a younger child explaining what he/she would have to do to do good writing in their class. The resulting writing samples were analysed for their references to particular

features of writing. Initially, it seemed that the children were extremely concerned with the technical skills of writing and not so concerned with compositional aspects. However, by looking at the differences in the concerns expressed at different ages, a more complex explanation is put forward for this apparent overconcern. These children, in giving advice about writing, may have mentioned more readily aspects that were particularly bothering them at the time.

Free access: **LINK**

Tags: children's views on writing; pupil voice; balance composition and transcription

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Wray, D., J. Medwell. (2006). Pupils' Perspectives on Literacy Teaching, *Education 34* (3): 201–210. doi:10.1080/03004270600898661.

The views of the learners are arguably the most important consideration in planning for classroom literacy instruction, yet they are often ignored by policy-makers and by teachers. In order to match the literacy curriculum to the learners, it is essential for teachers to consider the programmes they offer from the learners' points of view. This article begins an exploration of some of what is known about learners' perspectives on literacy and literacy teaching, presenting some preliminary findings of a research study into pupils' views of the literacy hour.

Free access: **LINK**

Tags: children's views on writing; pupil voice

Kotula, A. W., Tivnan, T., & Aguilar, C. M. (2014). *Students' Voices: The Relationship Between Attitudes and Writing Outcomes for Fourth and Fifth Graders*. Waltham, MA: Education Development Center, Inc.

As part of a four-year research project to study a writing curriculum for fourth- and fifth-grade students, the authors measured students' writing ability and their attitudes about writing to determine the relationship between the two variables. A principal component analysis of the 18-item attitude survey indicated three composites with eigenvalues above 1.0, and these showed reasonable levels of internal consistency reliability: (1) the Perceived Value of Writing; (2) Self-Rating as a Writer; and (3) Writing Behaviours. A small but consistent relationship was found between each component and writing outcomes, with a slightly stronger relationship at the end of the year, especially for the Self-Rating as a Writer component. This adds to the convergence of evidence about the relationship between attitudes about writing and writing ability despite the different ways in which researchers define or measure attitudes. Moreover, this study confirms this relationship with students who came from primarily high-poverty homes and were on average poor writers. About half of the students were Hispanic, with 32% either receiving Limited English Proficiency services at the time of the study or up to two years prior to it. Because the authors collected writing and attitude data at both the beginning and end of the year, they were able to determine that student attitudes about writing did not get stronger on average after a year of writing instruction, even though the correlations between writing ability and attitudes tended to be a little higher at the end of the year. Girls had significantly more positive attitudes than boys on all three components in both fall and spring of both grades. They were also better writers.

Free: **LINK**

Tags: Pupil voice; children's views on writing teaching; writing attitudes

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Birnbaum, C. (1980). Why should I write? Environmental influences on children's views of writing. *Theory Into Practice*, 19(3), 202-210. https://doi.org/10.1080/00405848009542900

Research studies underline the differences in backgrounds for proficient writers and for non proficient writers. Proficient writers tend to have had role models in family members whom they had observed engaging in composition. In addition, "good writers" tend to receive more encouragement in their efforts at composition from parents and teachers.

Free access: **LINK**

Tags: Motivation; Emergent writing; Children's voices; Teacher reflection; Pursue purposeful and authentic class writing projects

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Hall, A. H., White, K. M., Guo, Y., & Emerson, A. (2019). Who counts as a writer? Examining child, teacher, and parent perceptions of writing. Early Child Development and Care, 189(3), 353-375.

The current study used a mixed method design with 245 preschool children, 255 teachers, and 156 parents.

Researchers interviewed children and surveyed teachers and parents about their perceptions of preschool children's writing abilities and developmental writing stages. The results of the study showed that each group defined writing differently and parents were less likely to have positive perceptions about preschool children's writing abilities than children and teachers. Correlation analysis demonstrated that teacher and parent perceptions of children's writing abilities were not related to children's own perceptions of their writing abilities in this study. This study illuminates that alignment of home and school writing practices could be improved through parent education about developmental writing stages, by asking children about their own writing perceptions, and by encouraging sharing between parents and teachers about their home and school practices and philosophies related to writing.

Free access: **LINK**

Tags: Writing; early childhood; preschool; emergent literacy

Scheuer, N., de la Cruz, M., Pozo, J. I., Echenique, M., & Márquez, M. S. (2009). Kindergarten and primary school children's implicit theories of learning to write. Research Papers in Education, 24(3), 265-285.

This paper studies the process of learning to write from an insider perspective, by adopting the framework of implicit theories of learning. Twenty children in grades kindergarten – seventh grade (n=160) in Argentina were individually interviewed. Main questions explored children's accounts of their learning activity, learning difficulties and awareness of learning in the field of writing. The textual transcriptions of their oral responses were analysed with the lexicometric method. Results indicate an early shift from a direct theory of learning to write to an interpretative one revealing increasing complexity, dynamisation and internalisation of learning agency.

Free access: **LINK**

Tags: writing; learning; implicit theories; development

Kos, R. Maslowski, C. (2001) Second Graders' Perceptions of What Is Important in Writing, The Elementary School Journal, 101:5, 567-584

Studied children's perceptions of what constitutes good writing to see how those might better inform the teacher's instruction. Found that when supported by peers and teachers, the children were able to balance their need to produce conventionally correct writing with their need to make writing interesting to themselves and others.

In this teacher-generated study we explored 15 children's perceptions of what constituted good writing to see how those might better inform the teacher's instruction. Transcripts of audiotaped data, including students' responses to interviews early and late in the 5-month study and student and teacher talk during small-group classroom writing sessions, were analysed for children's perceptions of what was important in writing.

Analyses revealed that during interviews children focused on the conventions of writing (i.e., handwriting, spelling, and mechanics) as indicators of "good" writing. However, the children's conversations while writing reflected more emphasis on idea generation, planning, and organisation of stories and growing awareness of ownership and audience needs.

The data indicated that children recognized a need to become proficient in the conventions of writing. However, when provided with scaffolded writing situations, the children talked about expanded indicators of good writing. When supported by peers and teachers, the children were able to balance their need to produce conventionally correct writing with their need to make writing interesting to themselves and others.

£: **LINK**

Tags: writing perceptions; children's views on writing; student voice

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Healey, B. (2019). How Children Experience Creative Writing in the Classroom, *The Australian Journal of Language and Literacy,* 42 (3): 184–194.

The structure of a child's writing experience stems from the affect, embodiment and materiality of their immediate engagement with activities in the classroom. When a child's movements and emotions are restricted, so too is their writing. This engagement shapes the experiential landscape of classroom writing, and the way that children perceive, value and feel about writing affects their motivation which predicts their writing attainment.

This paper reveals the structure of children's consciousness while expressing ideas through creative writing. It

does so by presenting an Interpretative Phenomenological Analysis of the writing experience in the classroom. In the study, eight Year 6 (11-12 years old) children from a school in Perth, Australia were interviewed and qualitative data were analysed to interpret the essential components of the writing experience.
The results produced three main themes (sub-themes noted in brackets):

- The Writing World (Watching, Ideas from Elsewhere, Flowing);
- The Self (Concealing & Revealing, Agency, Adequacy);
- Schooled Writing (Standards, Satisfying Task Requirements, Rules of Good Writing).

The themes indicate a binary experience of writing where the child's consciousness shifts between their imagination (The Writing World) and the task before them (Schooled Writing), and each affects the way the experience of the self appears to the writer. When comparing the experience with that of authors, one notices that the experience of words as authorial tools is missing. The results imply that the writing environment, and the individual's response to it, may restrict the engagement and the phenomenality of writing.

Free: **LINK**

Tags: pupil voice; children's views on writing teaching; writer-identity; creative writing; imaginative writing

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Jeffery, J. V., & Wilcox, K. (2014). How do I do it if I don't like writing?: Adolescents' stances toward writing across disciplines, *Reading and Writing*, 27, 1095-1117.

This research embedded in the National Study of Writing Instruction examines higher- and lower-achieving adolescents' stances toward content-area writing through a qualitative discourse analysis of interviews with 40 students in California, Kentucky, New York, and Texas secondary schools. The study asked: (1) How do students' stances toward writing compare in general and across disciplines? (2) How do stances compare among middle and high school students and among students with different achievement histories? Results suggest that adolescents generally hold positive attitudes toward writing that allows for the expression of subjective stances, which they report is more commonly assigned in English language arts classrooms. Implications for the adoption of new US standards for disciplinary writing are discussed.

£: **LINK**

Tags: Pupil voice; children's views on writing teaching; adolescents; discourse analysis; social constructivism; writing pedagogy; disciplinary literacy

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Chai, H. (2010) Adolescent Girl Writers: "I can be good at it, if I like it", *Mid-Western Educational Researcher*, 23 (1) p29-40

A common perception that girls are good at writing may lead educators to overlook girls. This study examined the writing engagement of three sixth grade girls and how their writing self-perception affected their attitudes in a writing classroom. Using a qualitative case study methodology, three themes emerged: the importance of writing tasks, the influence of reading interests on writing, and time as an external factor. Although these themes are important, the participants of this study alluded to a greater underlying factor; that of writing volition, i.e., desire to write. Volition was the key in engaging the girls as writers.

Free: **LINK**

Tags: gender; girl writers; pupil voice; self-efficacy; children's views on writing; adolescent writers

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Zaragoza, N., & Vaughn, S. (1995). Children teach us to teach writing, *The Reading Teacher*, 49(1), 42–47.

Interviewed children to ascertain their perceptions of how to teach writing effectively. Children suggested a whole host of evidence-based recommendations.

Free: **LINK**

Tags: writing perceptions; children's views on writing; student voice; evidence-based writing teaching

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Knudson, R. E. (1995). Writing experiences, attitudes, and achievement of first to sixth graders. The Journal of Educational Research, 89(2), 90-97.

The purpose of this study was to determine the relationship of writing achievement and attitude toward writing as well as the relationship of grade level and gender to attitude toward writing. Subjects were 430 first- to sixth-grade students. Results of the analysis of students' writing competence and their attitudes toward writing

support findings of prior research, namely, that grade level, gender, and attitude toward writing are very good predictors of writing achievement. Specifically, students who are in upper grades, are female, and who have more positive attitudes toward writing are more likely to be above-average writers. As a follow-up, 12 students at each grade level were randomly selected to be interviewed regarding writing tasks and activities. Results indicate that children begin school seeing writing as drawing, move to seeing it as printing, and by Grade 6 identify writing as cursive writing; and that students would improve their writing in Grade 1 by attending to surface-level features of writing, by Grade 3 "trying harder," and by Grade 4 using specific process-writing strategies to approach the writing task.

Free: **LINK**

Tags: Pupil voice; children's views on writing teaching; writing attitudes

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Martello, J. (1999) In their Own Words: Children's Perceptions of Learning to Write. Australasian Journal of Early Childhood, 24(3), 32–37. https://doi.org/10.1177/183693919902400307

Research into children's writing has concentrated more on the development of competence than on children's conscious understanding about the process of learning to write. However, teachers need information about children's understanding in order to establish a foundation for new learning. For this reason the research reported here is based on interviews with school beginners about their perceptions of learning to write. The children's responses, drawing on home and school experiences, reveal their developing concepts about the nature of writing and the strategies they use when learning to write. The study showed variation in metacognitive and metalinguistic awareness, and a high degree of concurrence between the children's responses and syllabus recommendations on teaching/learning strategies for writing. Some useful teaching/learning strategies for writing instruction in the first year of school are discussed.

Twenty six 4-5 year old children in their first year of Australian school undertook semi-structured interviews. Children were also invited to write something. These writings were collected to supplement information given during interview.

£: **LINK**

Tags: Pupil voice; children's views on writing teaching

Myhill, D. (2001) Writing: Crafting and Creating, English in Education, 35:3, 13-20, DOI: 10.1111/j.1754-8845.2001.tb00744.x

This article argues, in the context of national concern about standards in writing, for a reconceptualisation of the teaching of writing that acknowledges both the significance of the writer's voice and the need to teach about how written texts create meaning. The teaching of writing requires the dual activities of creating and crafting: young writers need opportunities to express their ideas and support in developing understanding of how best to shape those ideas.

£: **LINK**

Tags: Creativity; linguistic features; ownership; agency; pupil voice; children's views on writing teaching; adolescents

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Scherff, L., & Piazza, C. (2005). The More Things Change, the More They Stay the Same: A Survey of High School Students' Writing Experiences. Research in the Teaching of English, 39(3), 271–304. http://www.jstor.org/stable/40171667

In this article, we present secondary students' perceptions of their writing and writing instruction. Using the NCTE/IRA Standards as the foundation for a survey, we questioned nearly 2,000 public-school students concerning what they wrote, how they wrote, and the extent to which they wrote in their language arts classes. We chose Florida as our research site due to its nearly 30-year history of high stakes testing.

Data analysis across high schools, grade levels, and tracks showed writing instruction to be differentiated and varied, but often at odds with research-based practices. Although these data provide only one snapshot of a complex phenomenon, our findings can be understood within a wider historical-political context in which state assessments and predetermined standards potentially impact the kinds of instruction students are receiving.

Free access: **LINK**

Tags: Pupil voice; children's views on writing teaching; adolescents

Werderich, D. E., & Armstrong, S. L. (2013). Examining the conceptualizations, perceptions, and practices of adolescent writers. Literacy Research and Instruction, 52(4), 339-373.

In this article, the authors describe a mixed-methods study in which an adapted Motivation to Write Profile (MWP)—the CLMWP—was used to investigate the conceptualizations, perceptions, and practices of adolescent writers. Results of this study suggested that participants held differing conceptualizations of writing, depending on the context. In addition, participants held differing conceptualizations of what constitutes "good writing." Specifically, other people's writing qualified as good based on reader-reception and holistic qualities of readability; by contrast, their own writing was good based on very specific, often surface-level readability skills such as word choice and spelling. We argue that a deeper understanding of adolescents' writing practices outside of the school environment is crucial for developing confident, lifelong writers.

£: **LINK**

Tags: adolescents' conceptualizations; perceptions; pupil voice; children's views on writing teaching

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Zumbrunn, S., Carter, Y. M., & Conklin, S. (2014). Unpacking the value of writing: Exploring college students' perceptions of writing. *Journal of Research in Education, 24*(2), 18–33

This study explored college students' beliefs about the value of writing, their past experiences with writing, and the relationship between students' prior experiences with writing and writing value beliefs. One hundred fourteen undergraduates from a public Southeastern university participated in the study. Using expectancy-value theory as a framework, structural (Saldaña, 2013) and hypothesis (Bernard, 2011) coding was used to analyse student responses.

Findings suggested that attainment, utility, and interest value aligned well with student writing value responses. Students noted both positive and negative experiences with writing. Whereas most students discussed the role of good instruction, positive role models, and constructive criticism in their positive past writing experiences, unengaging and daunting tasks were salient memories for students describing negative prior experiences with writing

Free access: **LINK**

Tags: Pupil voice; writing attitudes; pupil-conferencing; read, share think and talk about writing; explicit writing instruction; situational motivation; expectancy-value theory

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Barratt-Pugh, C., Ruscoe, A.,. Fellowes, J. (2021) Motivation to Write: Conversations with Emergent Writers, *Early Childhood Education,* 49, 223–234

This article describes the processes and outcomes of a research project exploring children's motivation to write, undertaken by four pre-primary teachers in Western Australia.

One hundred and nine children aged between five and six years shared their views of writing in conversation with their teacher. Thematic analysis in conjunction with statistical analysis indicated that the majority of children were motivated to write. They had a positive attitude towards writing, evidenced by their self-efficacy and were developing aspects of self-determination evidenced by their sense of ownership and control of the codes of writing. They had some understanding of the value of writing as a means of supporting reading and securing a positive future, thus enhancing their motivation to write.

However, a small group of children indicated that they did not like writing, found writing hard, and did not know how or what to write. In addition, few children mentioned writing as a means of communication. The absence of purpose and audience in the children's responses was partly explained by the teachers' focus on the codes of writing, potentially impacting on children's motivation. This prompted the teachers to re-conceptualise their writing program in ways that engaged children in authentic writing tasks, while continuing to scaffold their understanding of the codes of writing.

This collaborative approach to research, in ways that privilege children's voices, has implications for informing pedagogy across a range of early childhood contexts and curriculum areas.

Free access: **LINK**

Tags: motivation; self-efficacy; agency; emergent writers; early writers; pursue purposeful and authentic writing projects; encoding; balance composition and transcription; teach daily mini-lessons

Hall, A., Axelrod, Y. (2014) 'I am kind of a good writer and kind of not': Examining students' writing attitudes, *Journal of Research in Education*, 24(2) , 34–50.

Since writing ability has been found to be an important predictor of school success and college readiness, it is important for teachers to understand the connections between students' attitudes toward writing, writing self-efficacy, and writing achievement.

This article describes the findings from focus groups conducted with 81 students in grades K-5 during which participants discussed their attitudes and self-efficacy beliefs about writing. Focusing on the power of students' voices, this study adds a unique perspective not often found in the affective domain of writing research. Five broad themes emerged related to students' writing attitudes including children's:

- Feelings about writing
- Writing confidence
- Motivators for writing
- Writing preferences
- Responses to their teachers' influence

Free access: **LINK**

Tags: motivation; pursue purposeful and authentic writing class projects; multimodality; generating ideas; set writing goals

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Bradford, H., Wyse, D. (2013) Writing and writers: the perceptions of young children and their parents, *Early Years*, 33:3, 252-265

Over the past three decades early writing research has focused on the processes involved as children learn to write. There is now a powerful evidence base to show that children's earliest discoveries about written language are learned through active engagement with their social and cultural worlds. In addition, the idea of writing development as an emergent process is well established.

The study reported in this paper adopted a case study methodology combined with an age-appropriate data collection technique in order to explore children's perceptions of themselves as writers.

This study found that the children had clear perceptions about themselves as writers. There were important links between parents' perceptions of their children as writers and the ethos for writing they created in the home. It was found that, overall, more positive parental perceptions were linked with more attention to the meaning of children's writing. It is concluded that early years settings could usefully identify and compare children's and parents' perceptions of writing in order to enhance children's writing development.

Free access: **LINK**

Tags: pursue personal writing projects; emergent writers; early writers; home literacies

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Gadd, M., Parr, J., Robertson, J., Carran, L., Ali, Z., Gendall, L., Watson K. (2019) Portrait of the student as a young writer: Some student survey findings about attitudes to writing and self-efficacy as writers. *Literacy*, 53(4), 226–235

This New Zealand-based article reports on an analysis of data gathered over two years from upper primary school students on their attitudes to writing and writing instruction and their beliefs about their self-efficacy as developing writers. Conclusions (including student comments) were made about students' likes, dislikes and preferences as developing writers. Levels of association between their attitudes and gender and between their attitudes and proficiency levels were explored. Conclusions were also made about how student attitudes affect teacher practice.

(£) **LINK**

Tags: self-efficacy; pupil voice; children's view on writing teaching

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Garrett, L., Moltzen, R. (2011). Writing because I want to, not because I have to: Young gifted writers' perspectives on the factors that "matter" in developing expertise, *English Teaching: Practice and Critique*, 10(1), 165–180

The study reported on here sought to better understand the development of writing talent from the perspectives of a group of gifted adolescent female writers. Recent shifts in how giftedness and talent are conceptualised has led to an increased focus on domain-specific abilities and the importance of understanding

how specific talents can be identified and supported.

The participants in this study were asked to reflect on the development of their interest and ability in writing over time. Emerging from their feedback were two categories of catalysts: the intrapersonal and the environmental.

For this group of students, intrapersonal catalysts were more influential to the realisation of their writing talent than environmental catalysts. This intrinsic motivation to write, and from an early age, is consistent with studies of eminent adult writers. Parents and teachers were important environmental catalysts. The participants in this study valued the input and support of teachers, particularly during the early years of their schooling. However, as they moved through the school system, these students felt the nature of the curriculum, and assessment practices increasingly threatened their intrinsic motivation for writing and diminished the satisfaction gained from writing at school.

Free access: **LINK**

Tags: motivation; gender; pupil voice; children's view on teaching writing

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Grainger, T., Goouch, K., Lambirth, A. (2003) Playing the game called writing, *English in Education*, 37(2), 4–15.

Teachers' perceptions of their changing practice in the context of the *National Literacy Strategy* have been well documented in recent years. However, few studies have collected pupils' views or voices. As part of a collaborative research and development project into the teaching and learning of writing, 390 primary pupils' views were collected. A marked difference in attitude to writing and self-esteem as writers was found between Key Stages 1 and 2, as well as a degree of indifference and disengagement from in-school writing for some KS2 writers. A strong desire for choice and greater autonomy as writers was expressed and a preference for narrative emerged. This part of the research project '*We're Writers*' has underlined the importance of listening to pupils' views about literacy, in order to create a more open dialogue about language and learning, and to negotiate the content of the curriculum in response to their perspectives.

Free access: **LINK**

Tags: writer-identity; agency; self-efficacy; pursue purposeful and authentic writing projects; pupil voice; children's views on writing

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Jaeger, E. L. (2022) "I won't won't be writing": young authors enact meaningful work, *The Australian Journal of Language and Literacy*, 1-17

The article considers the beliefs and practices of elementary-aged children who write for personal fulfilment. The author examines the ways in which these children experienced writing and sharing their work in a voluntary after school writing workshop and at home. Data are gathered from observations of the children as they wrote and shared their ideas with peers, from interviews in which they conveyed their beliefs about and experiences with writing, and from the varied texts they composed surfaced the core aspects of meaningful work: self-development, self-expression, and unity with others. The children were aware of their individual needs as writers, they were delighted in the opportunity to control their writing activities, and they interacted with peers and family members as they produced texts.

Free access: **LINK**

Tags: volition; writing for pleasure' writing as pleasure; motivation; self-determination theory; writer-identity; pursue personal writing projects; writing at home; home writing; collaborative writing; pupil voice; children's views on writing

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Lambirth, A. (2016) Exploring children's discourses of writing, *English in Education*, 50(3), 215–232

This article reports on a study which was part of a two year writing project undertaken by a University in South East England with 17 primary schools. A survey sought the views of up to 565 children on the subject of writing. The analysis utilises Ivanič's (2004) discourses of writing framework as a heuristic and so provides a unique lens for a new understanding of children's ideological perspectives on writing and learning how to write. This study shows the development of learned or acquired skills and compliance discourses by the participating children within which accuracy and correctness overrides many other considerations for the use of the written word.

Free access: **LINK**

Tags: children's views on writing teaching' pupil voice; balance composition and transcription; teach the writing processes; motivation; writer-identity; pursue purposeful and authentic class writing projects

Chapter 9

The Enduring Principles Of World-Class Writing Teaching: Meta-Analysis & Case Studies

Introduction

This chapter identifies the 14 enduring principles of world-class writing teaching according to a rich review of all major meta-analysis since the 1980s. This review is supplemented by evidence taken from prominent case-studies which have looked to understand what it is the most effective teachers of writing do in their classrooms that makes the difference. The authors share instructional decisions which have a proven track record of being effective across time and context. The chapter is able to conclude that the most effective teachers of writing enact the principles of effective practice as identified in scientific study. These principles include: creating a community of writers; treating every child as a writer; reading, sharing, thinking, and talking about writing; pursuing authentic and purposeful class writing projects; pursuing personal writing projects; teaching the writing processes; setting writing goals; teaching mini-lessons; pupil conferencing; balancing composition and transcription; being a writer-teacher; being reassuringly consistent; and connecting reading and writing and interconnection of the principles. A brief description of each principle and its instructional consequences is also provided.
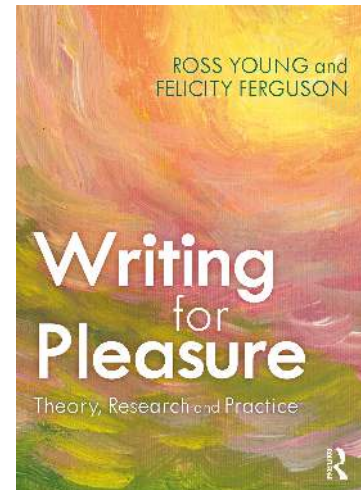
DOWNLOAD CHAPTER

Young, R. Ferguson, F. (2021) *What the research says: The most effective ways to improve children's writing* The Writing For Pleasure Centre

The aim of this booklet is to share with teachers the enduring principles of effective writing teaching. For the past fifty years research has been consistent about what world-class writing teaching involves. Despite this, we as teachers can be inundated by a variety of approaches and training, all promising a lot but often lacking the necessary grounding to be successful in the long-term. This booklet is based on extensive scientific research looking specifically at the most effective writing instruction. It concludes that there are 14 principles of effective practice. These include:

- Build a community of writers
- Treating every child as a writer
- Read, share, think and talk about writing
- Pursue authentic and purposeful class writing projects
- Pursue personal writing projects
- Teach the writing processes
- Set writing goals
- Teach mini-lessons
- Pupil conference
- Balance composition and transcription
- Be a writer-teacher
- Be reassuringly consistent
- Connecting reading and writing
- Interconnect the principles

Free access: **LINK**

Young, R. (2019) *What is it 'Writing For Pleasure' teachers do that makes the difference?* The University Of Sussex: The Goldsmiths' Company [Online] Available: www.writing4pleasure.com

What Is It "Writing For Pleasure" Teachers Do That Makes The Difference? was a one year research project which investigated how *Writing For Pleasure* teachers achieve writing teaching which is highly effective (greater than average progress) and also affective (pertaining to positive dispositions and feelings). This research comes at a time where we are seeing profound underachievement in writing coupled with an increase in young people's indifference or dislike for writing.

The principal purpose of this research was to identify and describe the kind of writing teaching which constitutes a Writing For Pleasure pedagogy. It was a requirement that the practices of the teachers participating in the research be based on what studies tell us are the most effective writing teaching, associated with high levels of pupil:

- Motivation
- Self-efficacy
- Agency
- Self-regulation
- Volition
- Writer-identity

and pleasure in writing. Teachers were also required to provide evidence of exceptional or above expected academic progress among their pupils. The research investigated the principles employed by the most effective teachers of writing and linked them to the affective domains of *Writing For Pleasure*. From a rich literature review, an audit was generated which named fourteen interrelated principles, and their associated practices, which are strongly associated with high levels of student achievement and pleasure in writing. These 14 principles include:

- Build a community of writers
- Treating every child as a writer
- Read, share, think and talk about writing
- Pursue authentic and purposeful class writing projects
- Pursue personal writing projects
- Teach the writing processes
- Set writing goals
- Teach mini-lessons
- Pupil conference
- Balance composition and transcription
- Be a writer-teacher
- Be reassuringly consistent
- Connecting reading and writing
- Interconnect the principles

Findings showed that teachers who teach the principles of *Writing For Pleasure* at a high level of proficiency have classes who feel the greatest enjoyment and satisfaction in writing and in being a writer. *Writing For Pleasure* teachers attend to self-efficacy, agency and self-regulation in a rich combination. Finally, *Writing For Pleasure* has the potential to be a highly effective pedagogy.

Free access: **LINK**

Young, R. Ferguson, F. (2023) *The DfE's Reading Framework: Our Review And Implications For Teaching Writing* Brighton: The Writing For Pleasure Centre [Online] Available: www.writing4pleasure.com

In 2023, the Department for Education updated its non-statutory guidance document entitled 'The reading framework: Teaching the foundations of literacy'. It purports to provide guidance for schools to meet existing expectations for teaching early reading and writing (p.78).

The mission of The Writing For Pleasure Centre is to help all young people become passionate and successful writers. As a think tank for exploring what world-class writing is and could be, a crucial part of our work is analysing emerging governmental policy. It is therefore important that we issue a response to what this document has to say.

Overall conclusion
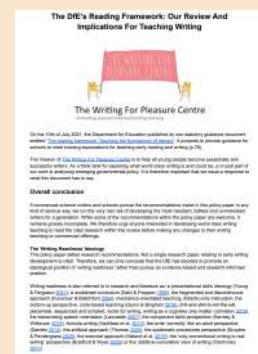
If commercial scheme writers and schools pursue the recommendations made in this policy paper in any kind of serious way, we run the very real risk of developing the most reluctant, listless and unmotivated writers for a generation. While some of the recommendations within the policy paper are welcome, it remains grossly incomplete. We therefore urge anyone interested in developing world-class writing teaching to read the cited research within this review before making any changes to their writing teaching or commercial offerings.

Free access: **LINK**

Young, R. Ferguson, F. (2021) *The Education Endowment Foundation's Improving Literacy In KS2 Guidance Report: Our Review And Implications For Teaching Writing* Brighton: The Writing For Pleasure Centre [Online] Available: www.writing4pleasure.com

On the 26h of November 2021, the Education Endowment Foundation published its revised guidance report entitled 'Improving Literacy In KS2'. It purports to be updated with the latest research and provides guidance for schools to help them deliver evidence-informed literacy provision that improves outcomes for all. The mission of The Writing For Pleasure Centre is to help all young people become passionate and successful writers. As a think tank for exploring what world-class writing teaching is and could be, a crucial part of our work is analysing emerging guidance reports such as the one provided by the Education Endowment Foundation. It is therefore important that we issue a review of what this document has to say.
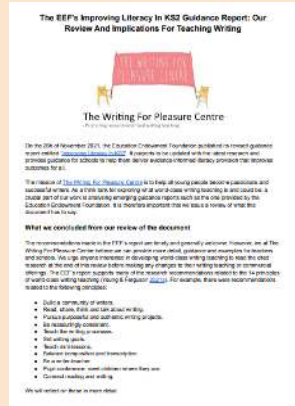
What we concluded from our review of the document
The recommendations made in the EEF's report are timely and generally welcome. However, we at The Writing For Pleasure Centre believe we can provide more detail, guidance and examples for teachers and schools. We urge anyone interested in developing world-class writing teaching to read the cited research at the end of this review before making any changes to their writing teaching or commercial offerings. The EEF's report supports many of the research recommendations related to the 14 principles of world-class writing teaching. For example, there were recommendations related to the following principles:

- Build a community of writers
- Read, share, think and talk about writing
- Pursue purposeful and authentic writing projects
- Be reassuringly consistent
- Teach the writing processes
- Set writing goals
- Teach mini-lessons
- Balance composition and transcription
- Be a writer-teacher
- Pupil conference: meet children where they are
- Connect reading and writing

Free access: **LINK**

Research Syntheses & Meta-Analysis

Graham, S., Kim, Y.-S., Cao, Y., Lee, W., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2023). A meta-analysis of writing treatments for students in grades 6–12. *Journal of Educational Psychology, 115*(7), 1004–1027. https://doi.org/10.1037/edu0000819

There is considerable concern that many adolescents do not attain the writing competence needed to be successful in school, their personal lives, or the workplace. Ensuring that students acquire this competence is a basic responsibility of schools. In order to meet this objective, teachers need access to effective practices for teaching writing.

In this meta-analysis, we examined if teaching writing improved the writing and reading of students in Grades 6–12, and what specific writing treatments enhanced students' writing. Teaching writing had a positive and statistically detectable impact on students' writing and reading. Moreover, a variety of different writing treatments improved students' performance on writing measures. Across all writing outcomes, statistically detectable effects were obtained for:

- Comprehensive writing programs (which included the process approach to writing)
- Strategy instruction
- Digital writing tools
- Transcription instruction

- Computer-assisted instruction
- Teaching critical/creative thinking skills for writing
- Emulating good models of writing
- Feedback
- Goal setting
- Prewriting activities
- Grammar instruction
- Sentence instruction
- Inquiry
- Observing writers/readers, peer assistance
- Summarisation instruction
- Text structure instruction

(£): **LINK**

Tags: meta-analysis; read, share, think and talk about writing; pursue purposeful and authentic class writing projects; balance composition and transcription; teach mini-lessons; teach the writing processes; pupil conferencing; be a writer-teacher; connecting reading and writing; be reassuringly consistent; writing workshop

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Hall, A. H., Gao, Q., Guo, Y., Xie, Y. (2022) Examining the effects of kindergarten writing instruction on emergent literacy skills: a systematic review of the literature, *Early Child Development and Care*, 1-13

The importance of teaching kindergarteners to be effective writers has been emphasised in recent years. The purpose of this article is to provide a systematic review of current experimental and/or quasi-experimental studies investigating writing instruction in the kindergarten setting. Framing the literature within three philosophical approaches, we identified instructional strategies related to increases in emergent literacy outcomes.

- Writing centres
- Teacher modelling
- Writing workshop
- Explicit instruction
- Authentic and purposeful writing projects
- Handwriting instruction

The results suggest that kindergarten writing instruction enhanced children's early literacy outcomes.

(£): **LINK**

Tags: be reassuringly consistent; writing workshop; writing centres; writing and play; be a writer-teacher; mini-lessons; teacher modelling; self-regulation strategy development instruction; pursue purposeful and authentic class writing projects; handwriting instruction; read, share think and talk about writing

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Hall, A., Simpson, A., Guo, Y., Wang, S. (2015) Examining the Effects of Preschool Writing Instruction on Emergent Literacy Skills: A Systematic Review of the Literature, *Literacy Research and Instruction*, 54:2, 115-134

This article presents the results of a systematic review of the literature involving writing interventions in the preschool setting. The information presented is timely considering the current expectations for young children to write.

The results suggest that preschool writing interventions enhanced children's early literacy outcomes. The findings also highlighted the importance of quality literacy environments and adult involvement. The findings from this article have important instructional implications for writing instruction in the preschool setting.

Free access: **LINK**

Tags: be reassuringly consistent; pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; encoding; letter formation

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Graham, S., Sandmel, K. (2011) The process writing approach: A meta-analysis, *Journal of Educational Research*, 104, pp.396–407

The process approach to writing instruction is one of the most popular methods for teaching writing.

The authors conducted meta-analysis of 29 experimental and quasi-experimental studies conducted with students aged 6–17 to examine if process writing instruction improves the quality of students' writing and motivation to write. For students in general education classes, process writing instruction resulted in a

statistically significant, but relatively modest improvement in the overall quality of writing. The process writing approach neither resulted in a statistically significant improvement in students' motivation nor enhanced the quality of struggling writers' compositions.

Free access: **LINK**

Tags: research synthesis; motivation; pursue purposeful and authentic class writing projects; read, share, think and talk about writing; teach mini-lessons; teach the writing processes; pupil conferencing; be a writer-teacher; be reassuring consistent

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Graham, S., Perin, D. (2007) *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle School & High Schools* Washington, DC:Alliance for Excellent Education

This report offers a number of specific teaching techniques that research suggests will help 9-17 year old writers. The report focuses on all students, not just those who display writing difficulties, although this latter group is deservedly the focus of much attention. The premise of this report is that all students need to become proficient and flexible writers. In this report, the term "low-achieving writers" is used to refer to students whose writing skills are not adequate to meet classroom demands. Some of these low-achieving writers have been identified as having learning disabilities; others are the "silent majority" who lack writing proficiency but do not receive additional help. As will be seen in this report, some studies investigate the effects of writing instruction on groups of students across the full range of ability, from more effective to less effective writers, while others focus specifically on individuals with low writing proficiency.

Eleven elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning are identified. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum. These elements are:

- **Writing Strategies**, which involves teaching students strategies for planning, revising, and editing their compositions
- **Summarization**, which involves explicitly and systematically teaching students how to summarise texts
- **Collaborative Writing**, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions
- **Specific Product Goals**, which assigns students specific, reachable goals for the writing they are to complete
- **Word Processing**, which uses computers and word processors as instructional supports for writing assignments
- **Sentence Combining**, which involves teaching students to construct more complex, sophisticated sentences
- **Prewriting**, which engages students in activities designed to help them generate or organise ideas for their composition
- **Inquiry Activities**, which engages students in analysing immediate, concrete data to help them develop ideas and content for a particular writing task
- **Process Writing Approach**, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalised instruction, and cycles of writing
- **Study of Models**, which provides students with opportunities to read, analyse, and emulate models of good writing
- **Writing for Content Learning**, which uses writing as a tool for learning content material.

Free access: **LINK**

Tags: research synthesis; build a community of writers; read, share, think and talk about writing; every child a writer; pursue purposeful and authentic class writing projects; pursue personal writing projects; balance composition and transcription; teach mini-lessons; teach the writing processes; pupil conferencing; be a writer-teacher; connecting reading and writing

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Gadd, M. (2014) *What is Critical in the Effective Teaching of Writing?* Auckland:The University of Auckland

In this paper, Gadd (2014) defines eight dimensions of effective practice and instructional strategies. They are as follows:

Learning Tasks
- Select or construct writing topics that students can identify as purposeful.
- Involve students in selecting and/or constructing their own writing topics.
- Devise open-ended learning tasks that can be undertaken over an extended time period.
- Promote the purposefulness of the writing topic at the beginning of lessons.

Lesson Learning Goals
- Involve students in the development of future lesson learning goals.
- Set a clear learning goal for the lesson that is generally related to a stage of the writing process.

Expectations
- Have a clear vision of what most students can reasonably be expected to achieve within the lesson. Communicate expectations clearly through displays and resources.

Direct Instruction
- Demonstrate clearly what students are expected to do. Either through 'active demonstrating' (constructing an exemplar or part of an example live) or 'receptive demonstration' (provided a pre-written exemplar). Active demonstration is said to be far more effective however.
- Build on what the students have practised already.
- Look out for and take advantage of 'teachable moments' during the lesson to provide instruction that is clearly linked to the learning goal.

Responding to Learners
- Ask high-level, meta-cognitive and text-related questions of the children whilst they write.
- Indicate 'next steps' to students when commenting (verbally or written-feedback) on their writing.
- Get children to address any verbal feedback there and then.
- Use a range of ways to respond to students' efforts.

Engagement and Challenge
- Attend to learning needs through individualised or small group instruction. Ensure students understand how their current lesson links to the future lesson(s).

Organisation and Management
- Break writing into easily identifiable stages.
- Set manageable time allocations during lessons.
- Provide sufficient opportunities for students to practise writing during lessons (on average 2.5 hours a week).
- Make contact with as many children as possible during the lesson.
- Ensure that the classroom operates to regularly repeated routines and clear behavioural expectations.

Self-regulation
- Encourage students to use resources to plan, write, revise, edit and present texts independently.
- Give time and opportunities for students to write on self-selected topics.
- Encourage students to write outside writing time (through a home/school writing notebook).
- Provide opportunities for students to look at their writing collaboratively.
- Students to set personal learning goals after each piece they complete.

Gadd (2014) suggests that effective teachers of writing employ all dimensions in strategic combination with each other. The effectiveness of each dimension is contingent on its inter-connectedness to other dimensions within the same pedagogical context. The research makes clear that instructional writing actions and activities are effective if regarded as purposeful by learners and if they include meaningful opportunities for learner involvedness. Through his research, Gadd makes it evident that what is suggested here as effective pedagogy for all learners is a particularly effective pedagogy for less experienced writers. What is good for some is in fact good for all.

Free access: **LINK**

Tags: research synthesis; build a community of writers; read, share, think and talk about writing; every child a writer; pursue purposeful and authentic class writing projects; pursue personal writing projects; balance composition and transcription; teach mini-lessons; teach the writing processes; pupil conferencing; be a writer-teacher; connecting reading and writing

Dombey, H. (2013) What do we know about teaching writing, *Preschool & Primary Education*, 1(1) pp.22-40

This paper presents an overview of research into the teaching of writing in Anglophone countries from the last 40 years or so. Unlike the teaching of reading, there appears to be little controversy over the most effective approaches: researchers in the US, UK, New Zealand and Australia appear to be in broad agreement about the most effective ways of going about this complex task.

Free access: **LINK**

Tags: research synthesis; build a community of writers; read, share, think and talk about writing; every child a writer; pursue purposeful and authentic class writing projects; pursue personal writing projects; balance composition and transcription; teach mini-lessons; teach the writing processes; pupil conferencing; be a writer-teacher; connecting reading and writing

De Smedt, F., Van Keer, H. (2014) A research synthesis on effective writing instruction in primary education, *Procedia Social and Behavioral Sciences*, 112, 693–701

Effective writing skills are considered to be indispensable to participate in contemporary society. Despite its importance, there is considerable concern about writing instruction and the writing skills of primary school children. Based on this research synthesis, we recommend future studies to blend strategy instruction with a structured form of collaborative writing and to investigate its impact on cognitive and non-cognitive outcomes.

To maximise writing performances, ICT needs to be integrated with instructional practices combining strategy instruction and collaborative writing. Consequently, writing practices are properly attuned to the twenty-first century for which children are ought to be prepared.

Free access: **LINK**

Tags: research synthesis; teach mini-lessons; writing study; writing instruction; self-regulated strategy instruction; ICT; read, share, think and talk about writing; build a community of writers

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Graham, S., McKeown, D., Kiuhara, S., Harris, K. (2012) A meta-analysis of writing instruction for students in the elementary grades, *Journal of Educational Psychology*, 104, (4), 879–896

In an effort to identify effective instructional practices for teaching writing to elementary grade students, we conducted a meta-analysis of the writing intervention literature, focusing our efforts on true and quasi-experiments. All but 1 of these interventions (grammar instruction) produced a statistically significant effect:

1. Self-regulation strategy instruction
2. Text structure instruction
3. Creativity/imagery instruction
4. Teaching transcription skills
5. Prewriting activities
6. Peer assistance when writing
7. Product goals
8. Assessing writing
9. Word processing
10. Extra writing

Moderator analyses revealed that the self-regulated strategy development model and a process approach to writing instruction improved how well students wrote.

Free access: **LINK**

Tags: meta-analysis; teach mini-lessons; writing study; functional grammar teaching; sentence combining; teach the writing processes; planning; editing; proof-reading; mentor texts; genre-study; writing instruction; self-regulated strategy instruction; read, share, think and talk about writing; set product goals; pursue purposeful and authentic writing projects; pursue personal writing projects

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Koster, M., Tribushinina, E., De Jong, P.F., Van de Bergh, B. (2015) Teaching children to write: A meta-analysis of writing intervention research, *Journal of Writing Research*, 7(2), 249–274

It has been established that in the Netherlands, as in other countries, a majority of students do not attain the desired level of writing skills at the end of elementary school. Time devoted to writing is limited, and only a minority of schools succeed in effectively teaching writing. An improvement in the way writing is taught in elementary school is clearly required. Five categories yielded statistically significant results.

- Goal setting
- Strategy instruction
- Genre study
- Peer assistance
- Pupil-conferencing and feedback

Free access: **LINK**

Tags: meta-analysis; teach mini-lessons; writing study; teach the writing processes; mentor texts; genre-study; self-regulated strategy instruction; writing instruction; read, share, think and talk about writing; set product goals; pursue purposeful and authentic writing projects; pupil conference: meet children where they are

McQuitty, V. (2014) Process-oriented writing instruction in elementary classrooms: Evidence of effective practices from the research literature, *Writing & Pedagogy*, 6(3), 467–495

Process writing instruction is an influential paradigm in elementary classrooms, but studies of its effectiveness are mixed. These mixed results may occur because teachers implement process writing in vastly different ways, which makes it difficult to assess the effectiveness of process approaches broadly. Therefore, this literature review examines the features of process writing instruction that are effective. The studies indicate seven categories of effective practices:

- Writing strategy instruction.
- Computers in the writing process.
- Talk during the writing process.
- Play during the writing process.
- Flexible participation structures.
- Mentor texts.

(£): **LINK**

Tags: teach the writing processes; teach mini-lessons; writing study; mentor texts; genre-study; self-regulated strategy instruction; writing instruction; read, share, think and talk about writing; set product goals; pursue purposeful and authentic writing projects; word processing

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Hillocks, G., (1986) *Research on Written Composition: New Directions for Teaching* Clearinghouse on Reading and Communication Skills

This book provides a meta-analysis of studies on teaching approaches and focuses on composition instruction at the elementary, secondary, and college levels.

- The first chapter of the book examines general studies of the composing process, studies of process in classrooms, and studies of planning, production factors, revision, and writing apprehension.
- The second chapter explores research on the repertoire of lexical, syntactic, or rhetorical forms which writers call upon in their writing.
- The third chapter examines criticisms of experimental studies and the difficulties in doing them, then explains the techniques used in the meta-analysis of such studies, the selection of studies, and the variables examined.
- The next four chapters analyse the studies in the areas of modes of instruction, grammar and the manipulation of syntax, criteria for better writing, and invention.
- The eighth chapter presents the results of the meta-analysis for the dimensions examined: grade level, duration of treatment, mode of instruction, focus of instruction, revision, and feedback.
- The final chapter discusses the compatibility of results of treatment or method studies with those of processes studies, and offers recommendations for future research.

Free access: **LINK**

Tags: meta-analysis; teach mini-lessons; writing study; functional grammar teaching; sentence combining; teach the writing processes; writing instruction; planning; mentor texts; genre-study; self-regulated strategy instruction; read, share, think and talk about writing; set product goals

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Kent, S.C., Wanzek, J. (2016) The relationship between component skills and writing quality and production across developmental levels: A meta-analysis of the last 25 years, *Review of Educational Research*, 86(2), 570–601

Theories of writing development posit several component skills as necessary to the writing process. This meta-analysis synthesises the literature on the correlation between these proposed component skills and writing outcomes. Specifically, in this study, we examine the bivariate relationships between handwriting fluency, spelling, reading, and oral language and students' quality of writing and writing production. Additionally, the extent to which such relationships are moderated by student grade level and type of learner is also investigated.

The findings document that each of the component skills demonstrates a weak to moderate positive relationship to outcomes assessing writing quality and the amount students write. Moderator analyses were generally not significant with the exception that the relationship between reading and writing production was significantly higher for students in the primary grades.

Free access: **LINK**

Tags: meta-analysis; component skills; transcription; spelling; handwriting; fluency; reading; oral language

Roitsch, J., Gumpert, M., Springle, A., Raymer, A. (2021) Writing Instruction for Students with Learning Disabilities: Quality Appraisal of Systematic Reviews and Meta-Analyses, *Reading & Writing Quarterly*, 37:1, 32-44

Students with learning disabilities (LD) often struggle to initiate writing tasks and have difficulty devoting sufficient resources to complete written compositions. Educators must determine the most effective writing instruction to help these students. Evidence-based educational practices benefit from research reviews such as systematic reviews (SRs) and meta-analyses (MAs). However, not all SRs and MAs are conducted with utmost rigour. The purpose of this project was to examine existing reviews of writing instruction for students with LD, appraise their methodologic quality, and summarise findings.

Following an extensive search, we identified two SRs and four MAs that summarised evidence for writing instruction for students with LD. The reviewed studies identified strategy instruction as the most effective approach to improve writing for students with LD.

Evidence suggests explicit instruction and goal-setting approaches may benefit students with LD who demonstrate writing difficulties.

(£): **LINK**

Tags: meta-analysis; treat every child as a writer; teach mini-lessons; direct instruction; explicit instruction; writing instruction; set writing goals; self-regulation strategy instruction; functional grammar instruction; self-regulation

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Australian Education Research Organisation (2022) *Writing and writing instruction: an overview of the literature*, edresearch.edu.au

Overall findings and recommendations:

- Improve Initial Teacher Education in the writing domain by specifying the content and pedagogical knowledge to be taught, ensuring adequate time is dedicated to delivering units on writing and writing instruction, and building time and quality metrics into accreditation policy and processes to ensure consistency across providers.
- Improve access to high quality and systematic professional learning options for school leaders and teachers in the writing domain.
- Increase the amount of time students spend writing (composing) and receiving writing instruction (at least one hour per day).
- Ensure writing instruction is a priority across all years of primary and secondary schooling.
- Review the instructional quality and opportunities for boys and girls, and seek to close the writing achievement gap.
- Use effective instructional techniques consistently and frequently.
- Ensure adequate foundational instruction in handwriting and spelling.
- Ensure adequate sentence-level writing instruction across the primary and secondary years.
- Embed grammar and punctuation instruction in meaningful writing tasks.
- Ensure adequate strategy instruction in planning, drafting, evaluating and revising.
- Explicitly teach genre macrostructure and microstructure through modelling, guided practice and exemplars, providing subject specific instruction as required.
- Ensure adequate attention to informational and persuasive writing, alongside narrative writing.
- Ensure students write frequently for a range of meaningful audiences and purposes.
- Build knowledge for writing such as rich content knowledge, knowledge of linguistic and rhetorical features, and vocabulary.
- Integrate instruction across the curriculum by using writing to support reading and learning.
- Consider using validated writing programs, noting that one approach or program alone does not cover all aspects of writing instruction or constitute a curriculum.
- Embed frequent formative assessment and provide explicit feedback to move students forward
- Align writing goals, curriculum, instructional methods and assessment practices.
- Teach typing skills and provide students with opportunities to compose using digital writing tools.
- Create motivating and supporting writing environments where writing is valued, routine and collaborative.
- Provide additional scaffolding and instruction for students with learning difficulties and disabilities.

Free access: **LINK**

Tags: research synthesis; initial teacher education; initial teacher training; professional development; be reassuring consistent; teach mini-lessons; direct instruction; explicit instruction; handwriting; typing; spelling; sentence-level instruction; functional grammar instruction; self-regulation strategy instruction; teach the writing processes; genre-study; mentor texts; pursue purposeful and authentic class writing projects; connect reading and writing; responsive teaching; assessment for learning; pupil-conference; verbal feedback; set writing goals; build a community of writers; treat every child as a writer; special educational needs and disabilities

Guidance From Reputable Organisations

This paper features guidance for teachers to help them develop evidence-based practices for writing instruction. This includes teachers focusing on:

- Build a community of writers
    - Writing being an essential part of the curriculum
    - Varying their approaches to the teaching of writing
    - Writing to learn in the wider curriculum
    - Promoting a supportive writing environment
- Teach the writing processes
    - Teaching idea generation, planning, drafting, revision and proof-reading techniques.
- Set writing goals
    - Genre study and textual features instruction
    - Use of mentor texts
    - Setting product goals
    - Using checklists and rubrics
- Effective assessment and feedback
- Using technology as part of your writing instruction
- Teach mini-lessons
    - Instruction focused on writing skills
    - Comprehensive writing instruction
    - Self-regulation strategy instruction
    - Paragraph structure instruction
    - Vocabulary instruction
    - Figurative language instruction
    - Transcription skills instruction
    - Grammar and usage instruction
    - Sentence-combining instruction
    - Summarisation instruction
- Balance composition and transcription
    - Decreasing spelling and grammar/usage errors
- Attending to children's emotional and affective needs
    - Promoting self-regulation and reflective writers
- Be reassuringly consistent
    - Providing extra time for writing
    - A process writing approach (a contemporary writer's workshop approach)
- Pursue personal writing projects
    - 'Free writing'
- Be a writer-teacher
    - Teacher modelling
- Pupil-conferencing
- Pursue purposeful and authentic class writing projects
    - Attend to children's motivation
- Treat every child as a writer
- Read, share, think and talk about writing
    - Peer collaboration
- Connect reading and writing
    - Writing in response to their reading
    - Writing in the wider-curriculum

Free access: **LINK**

Tags: build a community of writers; treat every child as a writer; read, share, think and talk about writing; pursue authentic and purposeful class writing projects; pursue personal writing projects; teach the writing processes; set writing goals; teach mini-lessons; pupil conference; balance composition and transcription; be a writer-teacher; be reassuringly consistent; connecting reading and writing; writing instruction; genre-study; rubrics; technology; word processors; writing in the wider curriculum; writing in the content areas; motivation; self-regulation;self-regulation strategy instruction; functional grammar instruction; sentence-level instruction

Gerde, H.K., Bingham, G.E., Wasik, B.A. (2012) Writing in Early Childhood Classrooms: Guidance for Best Practices, *Early Childhood Education Journal,* 40, pp.351–359

Writing is a critical emergent literacy skill that lays the foundation for children's later literacy skills and reading achievement. Recent work indicates that many early childhood programs offer children materials and tools for engaging in writing activities but teachers rarely are seen modelling writing for children or scaffolding children's writing attempts.

Early childhood educational settings hoping to support children's literacy development should provide multiple opportunities for children to observe teachers model writing, provide teacher support and scaffolding for children's writing attempts and engage children in meaningful writing in their play. This paper provides twelve research-based guidelines for supporting children's writing development in early childhood classrooms.

Free access: **LINK**

Tags: be reassuringly consistent; writing workshop; be a writer teacher; play; writing instruction; pursue purposeful and authentic class writing projects

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Graham, S. and Harris, K. R. (2016) 'A path to better writing: Evidence-based practices in the classroom'. *The Reading Teacher, 69*(4), pp. 359–365.

Embarking on the journey of writing is akin to facing a poorly defined problem, where the overarching purpose is clear, but the solutions are boundless and the criteria for success remain elusive. This article delves into the intricate landscape of writing, a process characterised by inherent challenges and complexities.

The article underscores the multifaceted nature of the writing process, encompassing motor, cognitive, and affective skills. Decisions regarding expression, organisation, and language use demand a delicate orchestration of these skills. The writer must continually evaluate, revise, and refine her message, striving for clarity and persuasiveness. Additionally, the inherent difficulty arises from the writer's limited knowledge of the inclinations and preferences of each family member, posing a constant challenge in determining what needs to be said and how.

By unpacking the intricate layers of writing, this article sheds light on the dynamic interplay of skills and decision-making processes involved in transforming a vaguely defined problem into a compelling and persuasive piece of communication.

Free access: **LINK**

Tags: be reassuringly consistent; teach mini-lessons; writing instruction; motivation; pursue purposeful and authentic class writing projects; teach the writing processes; functional grammar instruction; writing instruction; writing workshop; process approach; genre study; mentor texts; read, share, think and talk about writing; set writing goals

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Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., Olinghouse, N. (2012) *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012–4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

The recommendations in this guide cover teaching the writing process, teaching fundamental writing skills, encouraging students to develop essential writing knowledge, and developing a supportive writing environment. All of these practices are aimed at achieving a single goal: enabling students to use writing flexibly and effectively to help them learn and communicate their ideas.

- Recommendation 1: Provide daily time for students to write
- Recommendation 2: Teach students to use the writing process for a variety of purposes
- Recommendation 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing
- Recommendation 4: Create an engaged community of writers

Free access: **LINK**

Tags: be reassuringly consistent; teach mini-lessons; writing instruction; motivation; pursue purposeful and authentic class writing projects; teach the writing processes; functional grammar instruction; writing instruction; writing workshop; process approach; genre study; mentor texts; read, share, think and talk about writing; set writing goals

Case Studies

Pressley, M., Yokoi, L., Rankin, J., Wharton-McDonald, R., Mistretta, J. (1997) A survey of the instructional practices of grade 5 teachers nominated as effective in promoting literacy, *Scientific Studies of Reading*, 1(2), 145–160

Teachers of 10 year olds, who were nominated by their supervisors as effective in educating their students to be readers and writers, responded to questionnaires about their practice. The teachers claimed commitments to:

- Extensive reading at the heart of their reading instruction
- Diverse instructional activities (e.g., whole-group instruction, small-group instruction, cooperative grouping, individual reading)
- Teaching of both word-level and higher order (e.g., comprehension, critical thinking) skills and processes
- Development of student background knowledge
- Student writing, including teaching of mechanics and higher order composition skills (e.g., planning, drafting, revising as a process)
- Extensive evaluation of literacy competencies using diverse assessments
- Integration of literacy and content-area instruction
- Commitment to practices that promote student motivation for reading and writing.

Excellent literacy instruction is a balanced articulation of many components, including whole language experiences and skills instruction.

Free access: **LINK**

Tags: case studies; exceptional teachers of writing; be reassuringly consistent; connect reading and writing; read, share, think and talk about writing; group instruction; writing instruction; pupil conferencing; feedback; responsive teaching; teach mini-lessons; balance composition and transcription; funds of knowledge; funds of identity; teach the writing processes; planning; drafting; revising; formative assessment; writing in the wider curriculum; writing in the content areas

Pressley, M., Wharton-McDonald, R., Allington, R., Block, C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., Woo, D. (2001) A study of effective first-grade literacy instruction, *Scientific Studies of Reading*, 5(1), 35–58

Literacy instruction in first-grade classrooms in five U.S. schools were observed. Based on academic engagement and classroom literacy performances, highly-effective and ineffective teachers were selected. The teaching of the most effective teachers was then analysed, including in relation to the teaching of the least-effective teachers. The classrooms headed by most-effective teachers were characterised by:

- Excellent classroom management based on positive reinforcement and cooperation
- Balanced teaching of skills, literature, and writing
- Scaffolding and matching of task demands to student competence
- Encouragement of student self-regulation
- Strong cross-curricular connections.

Free access: **LINK**

Tags: case studies; exceptional teachers of writing; be reassuringly consistent; read, share, think and talk about writing; balance composition and transcription; connecting reading and writing; scaffolding; responsive teaching; writing instruction; self-regulation strategy instruction; self-regulation; writing in the wider curriculum; writing in the content areas

Pressley, M., Gaskins, I., Solic, K., Collins, S. (2006) A portrait of benchmark school: How a school produces high achievement in students who previously failed, *Journal of Educational Psychology*, 98(2), 282–306

This is a case study of a Benchmark School, which educates 6-15-year-olds with a history of school failure. Grounded theory methodology was employed to generate a theory about how the school promotes achievement. Many elements potentially promoting academic achievement were identified, including ones informed by psychological theory and research (e.g., evidence-based literacy instructional practices, strategies instruction, conceptually focused content instruction, many mechanisms to motivate students) but also, selective admissions, human resources (i.e., well-trained teachers, supportive parents, skilled counsellors), small class size, and a supportive physical context. The theory that emerges is that many elements must be articulated to remediate struggling elementary students, although some are more important than others.

Parr, J.M., Limbrick, L. (2010) Contextualising practice: Hallmarks of effective teachers of writing, *Teaching and Teacher Education*, 26(3), 583–590

This study identifies practices of effective teachers of writing. Three schools with significantly higher achievement in an area that underperforms nationally were identified and within them teachers whose students exhibited superior progress were selected. Common was:

- A commitment to formative assessment practices.
- Classroom environments supportive of student literacy learning.

Hallmarks of exceptional teachers included:
- Students having a greater awareness of their learning
- A focus on a sense of purpose and meaningfulness in their writing projects.
- A coherence or connectedness to class writing projects
- A consistent and systematic routine to their writing lessons and projects.

This paper argues that student achievement in writing is likely to be higher when teachers exhibit strengths in these hallmarks.

(£): **LINK**

Hall, K., Harding, A. (2003) *A Systematic Review of Effective Literacy Teaching in the 4 to 14 Age Range of Mainstream Schooling* London: Institute of Education

Although there has been an interest in 'effective schools' and 'effective teaching' for decades now, it is only recently that there has been a specific focus on literacy and especially on those characteristics and practices of teachers who appear to be successful in their teaching of literacy. We know a great deal about how children acquire literacy and develop as readers and writers, but we are only just beginning to understand more fully the ways and means through which successful teachers promote healthy literacy growth amongst their students. Many curriculum approaches and packages have been found both to work and to fail; what seems critical is the skills of the teacher. We need to know more about how to recognise 'effective' teachers of literacy and to understand more fully the kinds of professional knowledge, beliefs and classroom actions that are associated with the successful teaching of literacy

The synthesis of the 12 studies in the in-depth review showed that effective teachers of literacy have a wide and varied repertoire of teaching practices and approaches (e.g. scaffolding, where support in learning is initially provided by the teacher and then gradually withdrawn as the pupil gains in confidence) integrating reading with writing, differentiated instruction, excellent classroom management skills) and they can intelligently and skilfully blend them together in different combinations according to the needs of individual pupils.

Effective literacy teachers are especially alert to children's progress and can step in and utilise the appropriate method or practice to meet the child's instructional needs. The 'effective' teacher of literacy uses an unashamedly eclectic collection of methods which represents a balance between the direct teaching of skills and more holistic approaches. This means that they balance direct skills teaching with more authentic, contextually-grounded literacy activities. They avoid the partisan adherence to any one sure-fire approach or method. The synthesis of the three studies (in which teacher effectiveness was empirically demonstrated) that underwent the second and more rigorous stage of in-depth reviewing suggests the actions that teachers can take to promote literacy development in the early years of school. These are as follows:

- **Balance** (direct skills instruction and more contextually-grounded literacy activities)
- **Integration** (integrating literacy modes, and linking with other curricular areas)
- **Pupil Engagement** (on-task behaviour and pupil self-regulation)
- **Teaching Style** (involving differentiated instruction - incorporating extensive use of scaffolding and coaching and careful and frequent monitoring of pupil progress)
- **Links With Parents And Local Community**

There simply is no one single critical variable that defines outstanding literacy instruction. According to the research evidence, however, there is a cluster of beliefs and practices like scaffolding, the encouragement of self-regulation, high teacher expectations, and expert classroom management.

Free access: **LINK**

Tags: research synthesis; build a community of writers; read, share, think and talk about writing; every child a writer; pursue purposeful and authentic class writing projects; pursue personal writing projects; balance composition and transcription; teach mini-lessons; teach the writing processes; pupil conferencing; be a writer-teacher; connecting reading and writing

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Medwell, J., Wray, D., Poulson, L., Fox, R. (1998) *Effective Teachers of Literacy* A Report Commissioned by the UK Teacher Training Agency

A study was commissioned to help the *Teacher Training Agency* and teachers in England to understand more clearly how effective teachers help children to become literate. Research aims were to:

- Identify the key factors of what effective teachers know, understand, and do that enables them to put effective literacy teaching into practice
- Identify the strategies that would enable those factors to be more widely applied
- Examine aspects of continuing professional development that contribute to the development of effective teachers of literacy
- Examine what aspects of their initial teacher training and induction contribute to developing expertise in novice teachers of literacy.

Findings suggest that effective teachers of literacy:

- Believe it is important to make it explicit that the purpose of teaching literacy is enabling their pupils to create meaning using text
- Centred their teaching around "shared texts"
- Teach aspects of reading/writing such as decoding and spelling in a systematic, structured way
- Emphasise to their pupils the functions of what they were learning in literacy
- Have developed strong and coherent personal philosophies about the teaching of literacy
- Have well-developed systems for monitoring children's progress and needs in literacy
- Have had considerable experience of in-service activities in literacy.

Free access: **LINK**

Tags: be a writer teacher; teacher orientations; teacher philosophy; pursue purposeful and authentic class writing projects; connect reading and writing; teach the writing processes; subject knowledge; grammar; phonics; encoding; pupil conferencing; responsive teaching; assessment for learning; genre study; balance composition and transcription; set writing goals; spelling; writing instruction; teach mini-lessons; self-regulation strategy instruction; be reassuringly consistent

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Block, C.C., Oakar, M., Hurt, N. (2002) The expertise of literacy teachers: A continuum from preschool to Grade 5, *Reading Research Quarterly*, 37: 178-206

Research has demonstrated that teaching expertise makes a significant difference in the rate and depth of students' literacy growth, and that highly effective educators share similar characteristics.

The purpose of this study was to identify the qualities of teaching expertise that distinguished highly effective instruction at different grade levels.

Preschool to Grade 5 literacy teachers were distinguished from one another by 44 aspects of teaching expertise. These include:

- Attending to children's emotional writing needs including their feelings of: self-efficacy, self-regulation, agency, motivation, volition and writer-identity
- Being a writer-teacher
- Reading, sharing, thinkinking and talking about writing
- Balancing composition and transcription
- Using children's existing funds of knowledge and identity
- Pursuing purposeful and authentic class writing projects
- Engaging in responsive teaching
- Treating every child as a writer
- Being reassuringly consistent
- Encouraging the use of invented spellings and teaching encoding strategies

- Connect reading and writing
- Undertake pupil conferencing
- Teaching mini-lessons
- Teach the writing processes
- Pursuing personal writing projects
- Writing in the writing centre and other play areas
- Building a community of writers
- Engaging in genre study
- Setting writing goals

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; teach the writing processes; emergent writing; early writers; encoding; invented spellings; connect reading and writing; self-regulation; writing instruction; self-regulation strategy instruction; scaffolding; treat every child as a writer; build a community of writers; motivation; be a writer-teacher; read, share, think and talk about writing; pursue personal writing projects; responsive teaching; be reassuring consistent; pupil conferencing; mini-lessons; writing centres; play; genre-study; set writing goals

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Wharton-McDonald, R., Pressley, M., Hampston, J. (1998) Outstanding literacy instruction in first grade: Teacher practices and student achievement *Elementary School Journal*, 99, 101–128

Classroom observations and in-depth interviews were used to study nine first-grade teachers who were nominated by literacy coordinators as being either outstanding or typical in their ability to help students develop the skills of beginning literacy. Based on observational measures of year-end student reading and writing achievement and on ongoing measures of student engagement, three groups of teachers emerged from the original set of nine. Among the three teachers in the highest achievement group, the following cluster of beliefs and practices were found to distinguish their instruction from that of their more typical peers:

- Instructional balance of skills and high-quality reading and writing experiences
- A high density of instruction
- Extensive use of scaffolding
- Encouragement of student self-regulation
- A thorough integration of reading and writing activities
- High expectations for all students
- Masterful classroom management
- An awareness of purpose.

Results complemented earlier survey data that highlighted the complexity of primary literacy instruction. These data and the previous survey results provide convergent support for the conclusion that truly outstanding primary-level literacy instruction is a balanced integration of high-quality reading and writing experiences and explicit instruction of basic literacy skills.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; teach the writing processes; emergent writing; early writers; encoding; connect reading and writing; self-regulation; writing instruction; self-regulation strategy instruction; scaffolding; treat every child as a writer; build a community of writers

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Rowe, D., Shimizu, A., Davis, Z. (2021) Essential Practices for Engaging Young Children as Writers: Lessons from Expert Early Writing Teachers, *The Reading Teacher,* pp.1-10

Given the importance of early writing experiences, a key question is how educators can increase the amount and quality of writing in early childhood settings.

Expert early writing teachers were observed to identify the types of activities and interactions they used to engage 4-5-year-olds as writers.

- Writing instruction occurred as part of meaningful activities related to class units of study and the children's play.
- Teachers wrote in front of and alongside children to provide live demonstrations of what, how, and why to write.
- They encouraged young children to participate as writers by inviting children to write, talking with them about their messages and texts, supporting idea development and print processes as needed, inviting children to read their print, and creating opportunities for children to share their writing with others.
- Teachers accepted and valued children's writing attempts, regardless of the types of marks produced.

(£): **LINK**

Louden, W., Rohl, M., Barrat-Pugh, C., Brown, C., Cairney, T., Elderfield, J., House, H., Meiers, M., Rivaland, J., Rowe, K. J. (2005) In teachers' hands: Effective literacy teaching practices in the early years of schooling, *Australian Journal of Language and Literacy*, 28, 173-252

The aim of this study was to identify teaching practices that lead to improved literacy outcomes for children in the early years of schooling.

- The type of literacy teaching activity used by the teachers varied only slightly according to teacher effectiveness. The same few activities were widely used by all teachers regardless of their effectiveness. Generally, the more effective, effective and less effective teachers all extensively used familiar early years literacy activities such as shared book reading, modelled writing and phonics teaching. However, there were distinct qualitative differences in the ways in which these activities were carried out by teachers of varying degrees of effectiveness. Some literacy teaching activities that we had expected to find, such as the use of phonics-based commercial literacy programs and computer based literacy activities, were not widely used by the teachers in our observation sample.
- Literacy teaching practices varied according to teacher effectiveness. The more effective teachers demonstrated a wide variety of literacy teaching practices.The less effective teachers demonstrated a limited number of literacy teaching practices.
- The literacy teaching repertoires of the more effective and effective teachers included teaching practices that were most frequently observed such as attention or engagement, those that were frequently observed such as pace and metalanguage, and those such as challenge that were rarely observed in classrooms. On the other hand, the literacy teaching repertoires of the less effective teachers tended to be dominated by those teaching practices that were frequently observed in classrooms.
- There was no quantitative difference between teacher groups for the teaching practice we called 'explicitness-word', that is, directing children's attention to explicit word and sound strategies. The more effective, effective, and less effective teachers all paid some explicit attention to phonics. There were, however, distinct qualitative differences between the ways in which these groups of teachers taught phonics. Whilst the more effective and effective teachers generally used a highly structured approach to phonics teaching, they were usually observed teaching word level skills and knowledge within a wider context, such as a theme or topic being studied, a shared book, a writing lesson or a spelling lesson, so that the purpose of learning phonics was made clear and relevant. Further, these teachers provided extremely clear explanations of word level structures, and explanations that were of a higher order than those of the less effective teachers. They also provided careful scaffolding, including guided practice in a variety of contexts, to ensure that important phonic concepts were learnt. These teachers also kept a focus on broader text level features, with a particular focus on comprehension of texts.

Free access: **LINK**

Langer, J.A. (2001) Beating the odds: Teaching middle and high school students to read and write well, *American Educational Research Journal*, 38(4), 837–880

This study investigated the characteristics of instruction that accompany student achievement in reading, writing, and English. Analyses specified six features that permeated the environments and provided marked distinctions between higher and more typically performing schools. In higher performing schools:

- Instruction in the knowledge and conventions of English and high literacy take place as separated and simulated as well as integrated experiences.
- Test preparation is interpreted as encompassing the underlying skills and knowledge needed to do well in coursework as well as on tests and integrated into the ongoing class time, as part of the ongoing English language arts curriculum.
- Overt connections are constantly made among knowledge, skills, and ideas across lessons, classes, and grades as well as across in-school and out-of-school applications.
- Students are overtly taught strategies for thinking about ideas as well as completing activities.
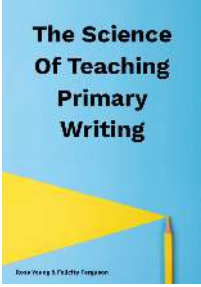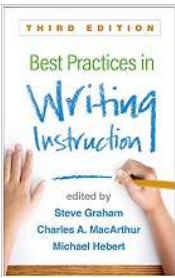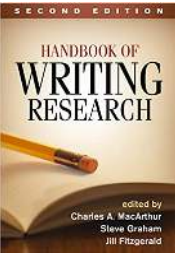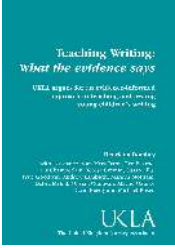
- Even after achievement goals are met, teachers move beyond those immediate goals toward students' deeper understandings and generativity of ideas.
- The content and skills of English are taught as social activity, with depth and complexity of understanding and proficiency with conventions growing from collaborative discourse.

Free access: **LINK**

Tags: case study; teach mini-lessons; writing study; functional grammar teaching; sentence combining; teach the writing processes; self-regulated strategy instruction; writing instruction; read, share, think and talk about writing; set product goals; pursue purposeful and authentic writing projects; build a community of writers

Recommended chapters and literature

- See also *What Sort Of Writing Teacher Are You? What Sort Of Writing Teacher Do You Want To Be? The Different Perspectives On Teaching Writing* (page 7)

The Science Of Teaching Primary Writing	Young, R., Ferguson, F. (2022) *The Science Of Teaching Primary Writing* Brighton: The Writing For Pleasure Centre [**LINK**]
Best Practices in Writing Instruction	Graham, S., MacArthur, C., Hebert, M. (2019) *Best Practices in Writing Instruction* New York:The Guilford Press
Handbook Of Writing Research	MacArthur, C., Graham, S., Fitgerald, J. (2017) *Handbook Of Writing Research* New York, NY: Guilford
Teaching Writing: what the evidence says	Dombey, H. (2013) *Teaching Writing: What The Evidence Says* Leicester: UKLA
Handbook on THE SCIENCE OF EARLY LITERACY	Dickinson, D. K. (2023). *Handbook on the Science of Early Literacy*. Guilford Publications.

Chapter 10
Build A Community Of Writers

Introduction

This chapter begins by looking at the parallels between an environmental approach to teaching writing and the building of a community of writers. Discussion is had on how it is possible to create a space where social and productive writing teaching can take place through what could be considered a contemporary writing workshop. The importance of teachers building writerly relationships is explored, as is the importance of getting to know young people as writers with existing identities. Next, the responsibility of the writer-teacher as a role model is considered, as are the affective domains of a Writing For Pleasure pedagogy. Finally, examples of effective practice from the classrooms of high-performing teachers are presented.
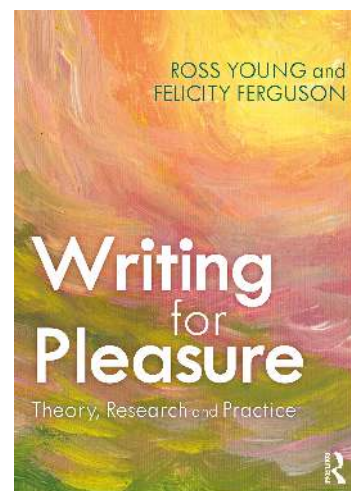
This chapter discusses how to set up your classroom in preparation for teaching writing workshop. It lays out suggestions for classroom organisation and the resourcing of writing materials and children's books. It also describes how to create a community of writers, prepare a writerly environment including working walls, and orientate your class in the first three weeks of the academic year. It makes suggestions on how to introduce children to personal writing notebooks and personal writing projects and how to conduct verbal feedback through pupil conferencing. Later, the chapter gives advice on how to discuss children's rights and responsibilities as apprentice writers, how to design class and independent publishing houses, and finally how to choose a class charity which will give inspiration for writing during the academic year.
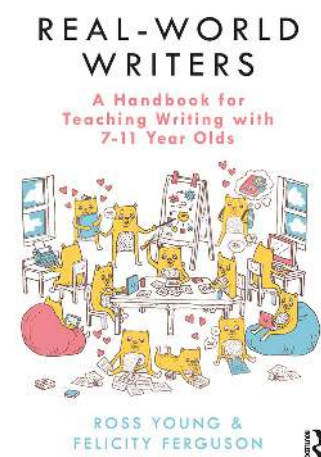
Myhill, D., Cremin, T., & Oliver, L. (2023). The impact of a changed writing environment on students' motivation to write. *Frontiers in Psychology, 14.*

The intricate nature of writing as a complex and demanding activity is well-acknowledged, and concurrently, the role of student motivation in predicting writing performance is widely recognized. Understanding the characteristics of a writing classroom that nurture or hinder motivation remains a critical concern. Previous research has indicated that UK teachers often perceive themselves more as readers than writers, potentially influencing their approach to teaching writing.

This paper presents findings from a study aimed at bolstering teachers' identity as writers and exploring its impact on students' experiences of writing and writing outcomes. Participating teachers engaged in a creative writing residential experience led by professional writers, with the objective of transforming their professional practices in the writing classroom. The study utilised a mixed-methods approach, combining a randomised controlled trial with a comprehensive qualitative dataset from both the residential and classroom settings. This paper specifically focuses on the qualitative analysis of 32 interviews conducted with 16 student focus groups, investigating their reactions to their teachers' modified practices and the connection with their motivation to write.

The analysis of interviews demonstrates that many students positively responded to new teaching practices that provided them with increased autonomy and choice, fostering a more collaborative approach to writing. This shift contributed to heightened confidence and motivation among the students to engage in writing.

The study underscores the significance of the classroom environment in supporting and sustaining motivation for writing. It emphasises that motivation is not solely an individual characteristic but is intricately linked to the communal context of a group of writers. The findings suggest that by fostering an environment that encourages autonomy and collaboration, educators can positively impact students' motivation and confidence in their writing abilities.

Free access: **LINK**

Tags: build a community of writers; be a writer-teacher; situational motivation; agency; self determination; read, share, think, and talking about writing; self-efficacy; motivation; environmental community orientation

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Cremin, T., Hendry, H., Chamberlain, L., Hulston, S. (2023) *Reading and Writing for Pleasure: A Framework for Practice Executive Summary* The Open University: The Mercers' Company

This report discusses the imperative need to elevate the status of reading and writing for pleasure (R and WfP) in educational settings. Emphasising the significance of these activities for both academic achievement and children's overall engagement, the study presents a Framework developed through the Literacy Special Initiative.

The Framework, deeply rooted in research, serves as a comprehensive guide for practitioners working in diverse contexts such as homes, schools, libraries, online literacy spaces, and communities, aiming to foster young people's R and WfP. It underscores the importance of viewing young individuals as readers and writers rather than mere pupils engaged in formal reading and writing tasks.

The research reveals that effective strategies for nurturing R and WfP are anchored in expansive literacy understandings, acknowledging young people as experts and centering on their personal experiences. The Literacy Special Initiative's values-driven programs, unconstrained by curriculum expectations, exemplify an egalitarian emphasis on children, respecting their perspectives, ideas, and rights as readers and writers.

The optimal approaches to R and WfP, as outlined in the Framework, hinge upon access to diverse and relevant texts and dedicated time, facilitated by responsive adult involvement. These approaches are both individually focused, considering learners' autonomy and interests, and socially oriented, promoting inclusive interactions, non-hierarchical discussions, and the creation of positive communities of readers and writers. This reflects the application of relational pedagogy in literacy education.

The Framework, presented as a valuable tool, is recommended for use by literacy organisations, schools, teachers, student teachers, and librarians. It provides a platform for affirming, questioning, and challenging existing practices, allowing stakeholders to identify priorities for development. Furthermore, the Framework facilitates the development of a shared vocabulary around literacy development, fostering collaboration among volunteers, partners, stakeholders, funders, governors, and trustees. Ultimately, it showcases the value of current practices while highlighting the potential for enrichment to maximise impact on young people as readers and writers.

Free access: **LINK** and **LINK**

Tags: build a community of writers; read, share, think and talking about writing; self-determination theory; agency; motivation; pursue purposeful and authentic class writing projects; pursue personal writing projects; volitional writing; home writing; be a writer-teacher; pupil-conferencing; verbal feedback; connect reading and writing; writing realities; funds-of-knowledge; funds-of-identity

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De Fauw, D. L. (2018) 'One school's year long collaboration with a children's book author'. *The Reading Teacher, 72*(3), pp. 355–367. Doi: 10.1002/trtr.1726.

Many students have experienced author visits, but one K–4 elementary school aimed to meet its school improvement goal to motivate writers through a yearlong collaboration with a published children's book author/illustrator, Ryan Hipp. This article details the positive components of the yearlong collaboration that included three in-person sessions and blog posts. Transcribed observations of the assemblies, readings of the blog, and transcribed pre- and post study interviews of nine teachers, 36 students, and Hipp revealed that collaboration with him triggered and maintained situational interest. Students were interested in writing and motivated to write because of Hipp's influence, and the constant connection with the author/illustrator helped ensure the success of the collaboration. Teaching implications of author visits are detailed.

(£): **LINK**

Tags: build a community of writers; be a writer-teacher; read, share, think, and talking about writing; environmental community orientation; author visits; situational motivation; writing motivation

Cutler, L., Schachter, R. E., Gabas, C., Piasta, S. B., Purtell, K. M., & Helsabeck, N. P. (2022) Patterns of Classroom Organization in Classrooms Where Children Exhibit Higher and Lower Language Gains, *Early Education and Development*, 1-19

Previous research suggests that the ways in which early childhood classrooms are organised may facilitate children's language learning. However, different measures of classroom organisation often yield inconsistent findings regarding child outcomes. In this study, we investigated multiple aspects of classroom organisation across two time points in classrooms where children made varying language gains. Using a purposeful sample of 60 early childhood classrooms, 30 in which children made higher language gains and 30 in which children made lower language gains, we explored the organisation of the physical classroom literacy environment, classroom management, classroom time, and classroom activities.

Results indicated that the organisation of classroom time and classroom activities, but not of the classroom literacy environment nor of classroom management, differed across classrooms. Differences between classrooms were particularly salient in the fall.

Findings suggest similarities and differences in the organisational patterns of classrooms, both at the start of the school year and across time. This has implications for how early childhood classrooms are organised to facilitate children's language learning and highlights the importance of supporting teachers with establishing classroom organisation early in the school year.

Free access: **LINK**

Tags: build a community of writers; self-regulation; behaviour; organisation; early writers; emergent writers

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Block, C.C., Oakar, M. and Hurt, N. (2002) The expertise of literacy teachers: A continuum from preschool to Grade 5, *Reading Research Quarterly*, 37: 178-206

Research has demonstrated that teaching expertise makes a significant difference in the rate and depth of students' literacy growth, and that highly effective educators share similar characteristics. The purpose of this study was to identify the qualities of teaching expertise that distinguished highly effective instruction at different grade levels. Preschool to Grade 5 literacy teachers were distinguished from one another by 44 indices of teaching expertise. Applications of these data for research, policy, and practice are described.

(£): **LINK**

Tags: build a community of writers; balance composition and transcription; set writing goals

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Beschorner, B., Hall, A. (2021) Building Inclusivity and Empathy Through Writers' Workshop. *The Reading Teacher*, 74(5), 631– 634

In this paper, we learn about how Mr. Jackson, a first grade (6-7 year olds) teacher, uses a 'writing workshop' approach to create a writing environment which supports children to be inclusive and empathic. Through daily writing workshop, children:

- Build self-awareness
- Experience different points of view and develop empathy
- See how their writing affects others
- Explore important social issues that matter to their peers

According to Beschorner & Hall 'all children have the right to experience a safe and inclusive classroom, which engages students in learning and advances equity'. Mr. Jackson does this by:

- Inviting children to write on topics of their own choice within the parameters of the type of writing being studied. This way, children can listen to the ideas and experiences of others and engage in perspective taking.
- Writing his own mentor texts for children to discuss and study. He is careful to ensure that the mentor texts that he writes reflect varying languages, genders, cultures, family structures and races. For Mr. Jackson, it's important that children see themselves, and others, reflected in the mentor texts that he writes and shares with them.
- Encouraging children to write multilingual books. Children were shown mentor texts where the author writes in both their first language and in English.
- Looking for commonalities, shared experiences and shared expertise in his students' texts.
- Providing time for children to talk and share their writing with their peers.

Free access: **LINK**

Tags: build a community of writers; treat every child as a writer; English as an additional language; English language learners; bilingualism; multilingualism; translanguaging

Mackenzie, N. (2014) Teaching early writers: Teachers' responses to a young child's writing sample *Australian Journal of Language and Literacy* 37(3) pp.182–191

Learning to write is integral to literacy learning, while success with literacy is reported to lead to success at school and in life generally. How teachers respond to children's early attempts at writing (often a mix of drawings and print) helps to form children's attitudes towards writing and the paths their experimentations follow.

The aim of the study discussed in this paper was to examine early years' teachers' responses to a sample of writing from a young literacy learner in the early stages of the first year of school. Many of the decisions teachers make are based on teachers', on the run analysis of, and responses to, children's work samples.

A teacher survey provided the following findings. It suggested that some teachers are focusing on print conventions and accuracy when reviewing young children's writing samples, and seemingly undervaluing their drawings. This may unintentionally be making learning to write at school unnecessarily difficult for some children.

Free access: **LINK**

Tags: build a community of writers; pupil conferencing; be a writer-teacher; emergent writers; early writers; drawing; encoding; letter formation; balance composition and transcription; treat every child as a writer

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Frank, C. (2001). 'What new things these words can do for you': A focus on one writing-project teacher and writing instruction. Journal of Literacy Research, 33(3), 467–506.

This study explores a writing-project teacher's premises about writing and illustrates how those underlying principles drove her instruction, influenced children's work, and created a particular theory of writing in her classroom culture. Results revealed 7 assumptions about writing:

- writers need time to write
- writers need to be in charge of their own writing
- writers find ideas to write about when they read
- writing is social and students learn to become writers and authors by interacting with their peers, their parents, and their teachers
- writing includes learning how to spell and proofread work
- "writers" write many things but "authors" write books
- writers speak to audiences that they may never meet.

The study found that writing conferences are important instructional conversations for the teaching of writing, that learning to write also involves the influence of the social lives of children, and that writing teachers benefit from being writers themselves.

Free access: **LINK**

Tags: build a community of writers; read, share, think and talk about writing; be a writer-teacher; pupil conference; funds of knowledge; funds of identity; balance composition and transcription; agency; connect reading and writing; pursue purposeful and authentic writing projects

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Dix, S., and Cawkwell, C. (2011). The influence of peer group response: Building a teacher and student expertise in the writing classroom. *English Teaching Practice & Critique*, 10(4), 41–57

Drawing on the National Writing Project developed in the USA, a team of researchers from the University of Waikato (New Zealand) and teachers from primary and secondary schools in the region collaborated to "talk" and "do" writing by building a community of practice. The effects of writing workshop experiences and the transformation this has on teachers' professional identities, self-efficacy, and their students' learning provided the research focus. This paper draws mostly on data collected during the first cycle of the two-year project. It discusses the influence of peer group response - a case study teacher's workshop experiences that transformed her professional identity, building her confidence and deepening her understandings of self as writer and ultimately transforming this expertise into her writing classroom practice.

Free access: **LINK**

Tags: build a community of writers; read, share, think and talk about writing; be a writer-teacher; self-efficacy; writer-identity; writing workshop

White, C. (2000). Strategies are not enough: The importance of classroom culture in the teaching of writing Education 3-13, 28(1), 16–21.

This paper reports on a longitudinal study of the development of children as writers, set in two primary classrooms. In terms of their teaching strategies the two teachers studied were similar in many respects. Both used a writing workshop approach, based on Graves' (1983) guidance, that conformed to the requirements of the National Curriculum Programme of Study for writing. However, significant differences were found in the two sets of children in terms of their achievements as writers and their attitudes to writing. These were linked to differences in the two classroom cultures, and in the teachers' perceptions of their role. The conclusion is drawn that the implementation of a prescribed set of teaching strategies cannot ensure that children develop into effective and enthusiastic writers.

(£) **LINK**

Tags: build a community of writers; reassuringly consistent routine; writing workshop; tech mini-lessons; writing study

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Subero, D., Vujasinović E., and Esteban-Guitart, M. (2016). Mobilising funds of identity in and out of school. Cambridge Journal of Education, 47(2), 247–263.

Learning happens through participation in formal community events and informal community activities. However, learning activities that take place in and out of school are often not mutually recognised. Funds of knowledge projects foster new ways of exchanging learning experiences in and out of school. Funds of identity can be uncovered by teachers through the collection of artefacts, interests and practices that are valuable to children. Specifically, videos, photographs, self-portraits, bilingual texts, diaries or 'shoeboxes of significant items' are some of the resources that can be used to make a learner's funds of identity more visible and tangible in the classroom. The main aim of this paper is to illustrate a number of resources and strategies that help to identify and mobilise funds of identity. These funds of identity are integral for educators in order to develop meaningful and contextualised lessons.

(£) **LINK**

Tags: build a community of writers; writer-identity; funds of knowledge; funds of identity

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Rowsell, J., and Pahl, K. (2007). Sedimented identities in texts: Instances of practice. Reading Research Quarterly, 42(3), 388–404.

This study argues for an understanding of how texts are put together that accounts for multimodality and draws on children's ways of being and doing in the home, their habitus. It focuses on identities as socially situated. It argues that it is important to trace the process of sedimenting identities during text production. This offers a way of viewing text production that can inform research into children's text making. Particular attention is paid to the producer, contexts, and practices used during text production and how the text becomes an artefact that holds important information about the meaning maker. Four case studies describe sedimented identities as a lens through which to see a more nuanced perspective on meaning making. This work offers a lens for research and practice in that it enables researchers to question and interrogate the way texts come into being.

Free access: **LINK**

Tags: build a community of writers; writer-identity; funds of knowledge; funds of identity

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Ruttle, K. (2004) What goes on inside my head when I'm writing? A case study of 8–9-year-old boys, *Literacy*, 38(2), 71–77

This article explores the idea that in order to improve the way we teach children to write, we need to improve our understanding of children as writers. Although developing their metacognitive skills can give us a clearer window into children's understanding, we must be wary of assuming that they ascribe the same meaning to their metacognitive metalanguage as we, their teachers, do. But we also need to beware of making assessments based just on the children's writing – children can use writing to hide from us what they do not know and cannot do. Through the presentation of three brief case studies of lower-attaining Year 4 (8–9-year-old boys) the article considers the implications of assessing writing without acknowledging the role of the writer.

Free access: **LINK**

Tags: build a community of writers; metacognition; read, share, think and talk about writing; assessment; writer-identity

Rathmann, K., Herke, M., Hurrelmann, K., Richter, M. (2018) Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. PLoS ONE, 13(2): e0189335

The aim of this study is to examine the impact of class-level class climate on school-aged children's life satisfaction. Class climate includes indicators of teachers' care and monitoring, demands, interaction, autonomy, as well as school-aged children's attitudes towards schoolwork at the class- and individual-level. Results showed that individual perceived class climate in terms of teachers' care and monitoring and autonomy was positively related to life satisfaction, whereas school-related demands were related to lower life satisfaction. Besides teachers' care and monitoring at class-level, indicators of class climate were not associated with school-aged children's life satisfaction, while the individual perceived class climate is more important for life satisfaction.

Free access: **LINK**

Tags: build a community of writers

Olthouse, J. (2012) Why I write: What talented creative writers need their teachers to know. Gifted Child Today, 35(2), pp. 117–121

Eight students who excelled in a statewide, middle school creative writing tournament discussed their relationships with writing. Students' interview transcripts were analysed for references to positive and negative teacher influences. Students needed teachers who:

- provided structured writing time and clear deadlines
- valued the message of the work more than the format
- used books as models
- developed a sense of community
- gave constructive feedback
- honoured students' personal writing goals
- specifically assessed creativity
- recognized that sometimes writing was therapeutic rather than productive.

(£) **LINK**

Tags: build a community of writers; reassuringly consistent routine; connect reading and writing; pupil conferencing; personal writing projects

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Leung, C., Hicks, J. (2014). Writer identity and writing workshop a future teacher and teacher educator critically reflect. Writing & Pedagogy, 6(3), 1756–5839.

Students currently attending colleges and universities in the United States were in elementary school when writing workshop was first introduced as a teaching method. In this article an undergraduate honours student and a literacy teacher educator critically reflect on the student's 2nd grade experiences with writing workshop and identify the features of this teaching method that led to her development of a writer's identity. Through autobiography and retrospective analysis of primary data, they argue that tone, the basic elements of writing workshop of time, choice, and process; a literature-rich environment; and a community focus contributed to the development of a writerly identity.

(£) **LINK**

Tags: build a community of writers; agency; connect reading and writing; writer-identity; writing workshop

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Lewison, M., Heffernan, L. (2008). Rewriting writers workshop: Creating safe spaces for disruptive stories. Research in the Teaching of English, 42(4), 435–465

This article explores a third-grade teacher's use of critical writing pedagogy to encourage students' exploration of issues that were important in their lives from personal as well as social perspectives. She used a particular version of critical writing pedagogy--social narrative writing--in which students read and discussed children's literature with social and political themes; shared notebook responses to these books; used fiction writing as a tool for constructing and analysing problematic issues; used a wide range of cultural resources as the characters they created took on the identities, dilemmas, and obstacles of self and others; and participated in making this writers workshop a writing collective. We analysed the texts of picture books produced by the 19 children in the class. We also examined the power relationships that dominated students' narratives--in this case, the focus was on bullying--and observed students using writing as a form of social action as they brought their grievances about school culture into the open. We conclude with a discussion of the problems and potential of critical writing pedagogy--specifically social narrative writing--on teaching, curriculum, and

community in this third-grade classroom.

Free access: **LINK**

Tags: build a community of writers; agency; connect reading and writing; writer-identity; writing workshop

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Garrett, L., Moltzen, R. (2011) Writing because I want to, not because I have to: Young gifted writers' perspectives on the factors that 'matter' in developing expertise. English Teaching: Practice and Critique, 10(1), 165–180.

The study reported on here sought to better understand the development of writing talent from the perspectives of a group of gifted adolescent female writers.

Emerging from their feedback were two categories of catalysts: the intrapersonal and the environmental. For this group of students, intrapersonal catalysts were more influential to the realisation of their writing talent than environmental catalysts. This intrinsic motivation to write, and from an early age, is consistent with studies of eminent adult writers. Parents and teachers featured as important environmental catalysts. The participants in this study valued the input and support of teachers, particularly during the early years of their schooling. However, as they moved through the school system, these students felt the nature of the curriculum, and assessment practices increasingly threatened their intrinsic motivation for writing and diminished the satisfaction gained from writing at school.

Free access: **LINK**

Tags: build a community of writers; motivation; treat every child as a writer

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Dyson, A. (2003) Popular literacies and the 'all' children: Rethinking literacy development for contemporary childhoods. Language Arts, 81(2), 100.

In literacy education, the concerns about "all" the children are often undergirded by what might be called the "nothing" assumption - the decision to make the assumption that children have no relevant knowledge. Here, Dyson offers an account of school literacy development for all children that depends on the assumption that children will always bring relevant resources to school literacy.

Free access: **LINK**

Tags: build a community of writers; read, share, think and talk about writing; be a writer-teacher; writer-identity; funds of knowledge; funds of identity

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Flint, A.S., Fisher, T. (2014) Writing their worlds: Young english language learners navigate writing workshop, *Writing & Pedagogy*, 6(3), 633–648

The growing disparity in the cultural and linguistic backgrounds in U.S. classrooms of teachers and students suggests that there is a critical need for teachers to be knowledgeable and prepared to effectively teach this diverse population of students. In a longitudinal research study conducted in two 3rd grade classrooms in the Southeastern region of the United States, researchers examined the impact of a sustained and generative model of professional development on teachers' sense of agency and their understandings of what it means to be a writing teacher with multilingual students In this article, we add to this empirical work by focusing on pedagogical practices that strengthened the writing curriculum and teachers' understandings of the children they teach. The pedagogical shifts, which happened over an extended period of time, were marked by two distinct and interconnected processes:

- teachers began to understand and adopt the discourse of writing workshop and then use it as a mediator of students' thought to promote student voice
- teachers gradually released their control over students' authorial voice and agency for writing.

These processes enabled students to share more about their lives, beliefs, and interests, and for their teachers to recognize the uniqueness and perspective each child brought to the classroom.

(£) **LINK**

Tags: build a community of writers; read, share, think and talk about writing; writing workshop agency; writer-identity; funds of knowledge; funds of identity

In this paper, teacher-researcher Timothy Lensmire investigates the social life of his writing workshop classroom. He discusses his desire to create a writing community which allows for personal ownership and individual exploration of writing topics whilst at the same time promoting a sense of public participation and responsibility towards others. He observes that giving children agency over their writing topics isn't without risk as children grow up in a sexist, racist and classist society and they can bring this into the writing classroom. Lensmire discusses how his writing classroom began to fracture into gender and social-class lines with boys working with boys, girls working with girls, and children from the local trailer park finding themselves at the bottom of peer hierarchies. The core of the paper details a particularly difficult occasion for teacher response: a popular child wanted to publish a fictional narrative that Lensmire read as an attack on an unpopular classmate.

Lensmire reflects on the fact that children's writing choices must, at times, be questioned if they run the risk of upholding offensive stereotypes, alienate their peers or offensive. Lensmire argues that learners must engage in discussion about the moral and political aspects of their texts and that they can't accept the authorial rights of writing workshop without also accepting their responsibilities to the rest of their writing community.

The paper exposes the importance of teachers supporting *and* questioning children's texts through a critically pragmatic approach. The essential nature of teachers promoting a loving writing community based on friendship, engagement and social energy is also discussed.

Free access: **LINK**

Tags: build a community of writers; read, share, think and talk about writing; be a writer-teacher; pupil-conferencing; agency; writer-identity; writing workshop; culturally sustaining pedagogy

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This article shares how a class of 8-9 year olds became a community of independent and collaborative writers who flourish through a responsive and culturally sustaining approach to writers' workshop. This includes:

- Providing daily and dedicated time for writing.
- Honouring children's writing choices.
- Providing daily writing instruction which is responsive to what the class needs instruction in most.
- Providing children with additional instruction and feedback through pupil conferences.

The authors then share the four ways in which teachers can be responsive to the needs of their students. These include:

- **Academic responsiveness:** Ensuring that skills and content align with students' abilities and curriculum goals.
- **Linguistic responsiveness:** Valuing the languages and dialects of students.
- **Cultural responsiveness:** Valuing the social and cultural identities and cultural capital of students.
- **Social-emotional responsiveness:** Providing a safe and loving environment for children to take risks, write and be writers.

(£): **LINK**

Tags: read, share, think and talk about writing; treat every child as a writer; building a community of writers; pupil conferencing; culturally sustaining pedagogy; responsive teaching; writing instruction; writing workshop; linguistics; agency mini-lesson; be reassuringly consistent; writer-identity; motivation; translanguaging; funds of knowledge; funds of identity
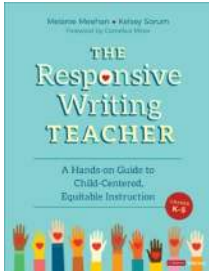
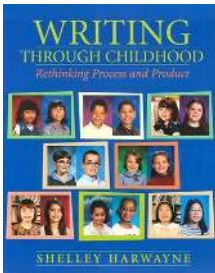## Recommended chapters and literature

- See also *Writer-Identity*

	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) 'Being Writers' In *The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F., Kaufman, D., Govender, N. (2022) *Writing Realities* Brighton: The Writing For Pleasure Centre [**LINK**]
	Cremin, T., Myhill, D. (2012). *Creating Communities of Writers*. London: Routledge
	Ray, K., Glover, M. (2008) *Already ready: nurturing writers in preschool and kindergarten* Portsmouth NH: Heinemann
	Ray, K., Cleveland, L., (2004) *About the authors: writing workshop with our youngest writers* Portsmouth NH: Heinemann

	Shubitz, S., Dorfman, L. (2019) *Welcome to Writing Workshop: Engaging Today's Students with a Model That Works* USA: Stenhouse
	Meehan, M., Sorum, K. (2021) *The Responsive Writing Teacher: A Hands On Guide To Child-Centered Equitable Instruction* USA: Corwin
	Harwayne, S. (2001) *Writing Through Childhood: Rethinking Process & Product* Portsmouth NH: Heinemann
	Lensmire, T., (1994) *When Children Write* New York: Teachers' College Press
	Graves, D. (1994) *A Fresh Look At Writing* Portsmouth, NH: Heinemann
	Smith, F. (1988). *Joining the Literacy Club*. Oxford: Heinemann.
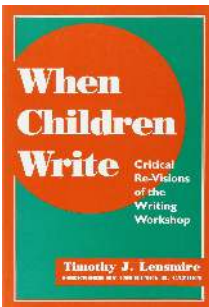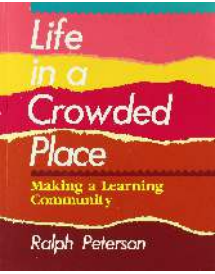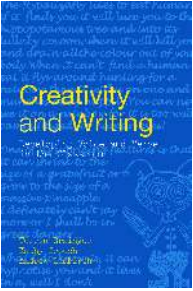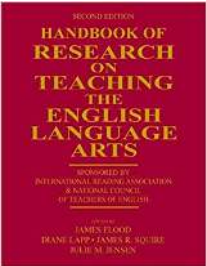
	Graves, D. (1991) *Build A Literate Classroom* Portsmouth, NH: Heinemann.
	Peterson, R. (1992) *Life in a Crowded Place: Making a Learning Community* Portsmouth, NH: Heinemann.
	Grainger, T., Goouch, K., Lambirth, A. (2005) *Creativity and Writing: Developing Voice and Verve in the Classroom* London: Routledge.
	National Writing Project (2011) *Ten Rights Of The Writer* [**LINK**]
	Tompkins, G.E., and Tway, E. (2003).The elementary school classroom. In *Handbook of Research on Teaching the English Language Arts*, Flood, J., Lapp, D., Squire, J.R., and Jensen, J.M. (Eds.) (2nd Ed.) (pp. 501–511). Mahwah, NJ: Lawrence Erlbaum Publishers.

Chapter 11
Treat Every Child As A Writer

Introduction

This chapter looks at the importance of all children being apprenticed in the craft of writing. Discussion is had about how enduring research-informed writing practices are good practice, irrespective of individual or additional specific educational needs, including children who may have English as an additional language. The authors then explore how an inclusive environment can invite all children into the community of writers, where they can access full literacy and authentic and purposeful writing projects alongside their peers. The instructional power of responsive mini-lessons, setting writing goals, co-regulation, and pupil conferencing are highlighted as effective ways in which to build the self-efficacy, motivation, and self-regulation of pupil-writers who may feel excluded from the writing classroom. The importance of a writer-teacher's relationship with their pupils and their educational expectations of them are also considered. Finally, examples of effective practice from the classrooms of high-performing teachers are presented.
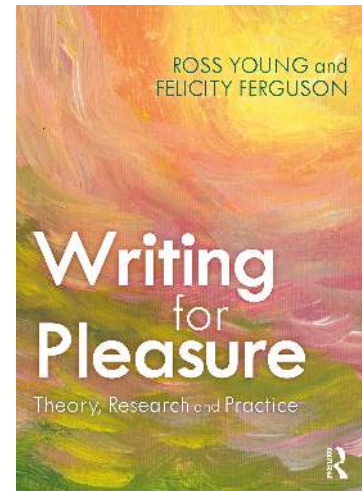
DOWNLOAD CHAPTER

This chapter explains how Real-World Writers is an inclusive approach and can support inexperienced writers, children with special educational needs and disabilities (SEND) and children with English as an additional language (EAL). It discusses how drawing, playing and telling stories to and with an adult are good sources of idea generation for early writers. Early writers can struggle with the demands of the writing process, and so this chapter gives teachers practical advice on how they can encourage young, inexperienced writers to use drawing as a form of planning, focus on composition and transcription separately and use invented spellings whilst they draft.

The chapter then discusses how to give advanced writers specific support and instruction by, for example, encouraging them to actively subvert and manipulate class writing projects, think about the psychological and philosophical background to their narrative writing and experiment with chronology and different perspectives. Finally, the place of personal voice in non-fiction writing is considered.

DOWNLOAD CHAPTER

Helsel, L., Kelly, K., Wong, K. (2021) Responsive Teaching in the Writer's Workshop, *The Reading Teacher*, doi.org/10.1002/trtr.2074

Journey with a third-grade community of writers as they develop their writing identities and abilities in a responsive approach to writers' workshop. Instruction is framed around the writers' workshop approach, where students' choice and voice are centred within extended periods of time for writing, alongside daily mini-lessons addressing the ongoing needs of each student writer. Knowledgeable about each child as an individual and as a writer, their teacher, Ms. H tailors whole group, small group, and individual instruction to address their unique needs. She fosters a community of writers through her intentional feedback and guidance to support children as they navigate writing partnerships with their peers. She supports them as they work to overcome roadblocks along the way while celebrating the journey as a community of authors.

(£): **LINK**

Tags: teach mini-lessons; writing instruction; set writing goals; writing workshop; writer-identity; responsive teaching; agency; motivation; treat every child as a writer; build a community of writers; self-regulation strategy instruction; functional grammar instruction; self-regulation; self-efficacy; pursue purposeful and authentic class writing projects

English as an additional language, English language learners, bilingualism, multilingualism and translanguaging

Camping, A., Graham, S., & Harris, K. R. (2023). Writing motives and writing achievement of elementary school students from diverse language backgrounds. *Journal of Educational Psychology*. https://doi.org/10.1037/edu0000796

This study examined the intrinsic, extrinsic, and self-regulatory motives for writing and writing achievement of three groups of third- to fifth-grade students in an urban school district: (a) 189 emergent bilingual students receiving services for English language development (ELD); (b) 374 reclassified bilingual students who had exited ELD programs; and (c) 563 native English-speaking students.

Intrinsic and self-regulatory writing motives were significantly higher for emergent bilingual students and reclassified bilingual students than their native English-speaking peers. Extrinsic writing motives were significantly higher for reclassified bilingual students than both emergent bilingual and native English-speaking students. Native English-speaking students scored significantly higher on a district standardised writing achievement test than both reclassified and emergent bilingual students, with reclassified bilingual students scoring significantly higher than emergent bilingual students.

Finally, after controlling for variance related to student language status (e.g., emergent bilingual), gender, and grade, motives for writing predicted a small but statistically detectable amount of variance in writing achievement. Implications for practice are provided.

Free access: **LINK**

Tags: treat every child as a writer; funds of language; English as an additional language; English language learners; bilingualism; multilingualism; motivation; self-regulation

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Salmerón, C. (2022) Elementary Translanguaging Writing Pedagogy: A Literature Review, *Journal of Literacy Research*, 54(3), 222-246

While a wealth of research shows the social and academic benefits of bilingualism and multilingualism, the education of bi/multilingual learners often focuses on transitioning students to English. Based on this fact, the first aim of this article is to highlight translanguaging as a model that challenges monoglossic language ideologies. The second aim is to present a systematic review of peer-reviewed studies (2000–2020, 47 studies) that highlight translanguaging as a pedagogy for elementary bi/multilingual students' writing development. Due to the historical scholarly focus on reading over writing, especially at the elementary level, this study focuses on translanguaging pedagogy in the context of elementary writing.

Findings showed four themes: (a) audience awareness and authentic products, (b) collaborative learning and composition, (c) multimodal composition, and (d) simultaneous literacy instruction. I argue for further engagement with students' families, communities, and identities in the writing process and an exploration of the transformative potential of translanguaging writing pedagogy.

(£): **LINK**

Tags: treat every child as a writer; funds of language; English as an additional language; English language learners; bilingualism; translanguaging; writing realities; multilingualism; writer-identity; pursue authentic and purposeful class writing projects; read, share, think and talk about writing; be a writer teacher

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Byrnes-Cloet, H., & Hill, S. (2022) Writing Play-Books With Linguistically Diverse Young Learners, *The Reading Teacher*, 75, 413– 427

The article presents a classroom-based study that engaged linguistically diverse preschool and early school-age children in illustrating books, jointly composing written narratives to accompany their illustrations, and enacting these child-authored books through shared sociodramatic play. Findings from story retell tasks show significant improvement in children's narrative language: vocabulary, syntax, accuracy, and text structure. Analysis of collaborative dialogue during book-making highlights the role of peer and teacher scaffolding in supporting children's literate language and identity development.

The article presents an engaging play-based approach for ECE educators to (1) significantly and equitably increase child-led literate language interactions; (2) improve early writing instruction, by increasing meaningful composing experience; (3) strengthen culturally sustaining home/community–school partnerships, through authentic dialogue with caregivers about children's writing; and (4) harness the social and multimodal power of play to promote a range of important early learning goals.

(£): **LINK**

Tags: treat every child as a writer; writing workshop; early writers; drawing; planning; funds of language; English as an additional language; English language learners; bilingualism; writer-identity

Bonyadi, A. (2014) The effect of topic selection on EFL students' writing performance, *Sage Open*, 4(3), 2158244014547176

This study aimed to measure the effect of topic selection on English as a Foreign Language (EFL) students' writing performance. Findings of the study indicated a significant difference in the performance of the students who wrote on their self-selected topics and for those who wrote on a teacher-assigned topic. The magnitude of the difference was large.

Free access: **LINK**

Tags: agency; generating ideas; multilingual; bilingual; English as an additional language; writer-identity

Jones, L. D., & de Oliveira, L. C. (2022) Collaborative Writing with Young Multilingual Learners, *Journal of English Learner Education*, 14(1), 2

Effectively teaching writing to multilingual learners (MLs) has been identified as one of the most prominent challenges currently facing educators. Collaborative writing has been identified as one promising pedagogical practice that responds to this challenge; however, little of the existing research focuses on the elementary level. This study seeks to address this gap in the literature, describing a design-based research study focused on collaborative writing with MLs in a diverse first-grade classroom. This paper showcases two iterations of collaborative writing, closely examining the how-to and opinion texts that two focal MLs produced with their peers. The evaluation of students' writing revealed that their collaboratively produced texts varied across the writing activities. In some instances, the students' texts exhibited their clear understanding of the genre, including its purpose and stages, as well as their ability to control and implement different language features. In other cases, their texts indicated that they needed further instruction or revision in specific areas. This paper concludes with implications for future research as it relates to collaborative writing with young MLs, underscoring the need for additional work in this area and the promise of this approach to writing instruction.

Free access: **LINK**

Tags: treat every child as a writer; multilingualism; English as an additional language; English language learners; be a writer teacher; collaborative writing; teacher modelling; writing alongside; genre instruction; textual instruction

Salmerón, C. (2022) Leveraging translanguaging practices in an elementary poetry writing workshop, *Bilingual Research Journal*, 1-17

While scholars across a range of disciplines challenge the idea that bi/multilinguals have separate linguistic repertoires, monolingual expectations are common in bilingual education. Using elements of case study design and discourse analysis, I explore translanguaging as both a dynamic linguistic practice and a linguistically sustaining pedagogy to develop biliteracy in a fourth-grade bilingual poetry writing workshop. As a linguistic practice, the teacher and her students utilised receptive and productive translanguaging for a variety of purposes, such as to emphasise meaning and establish group membership. It is important to note that the term receptive translanguaging does not necessarily counter the unitary view of bi/multilingualism, rather it focuses on the social duality of language and it acknowledges how bilinguals use their full linguistic repertoire. In terms of pedagogy, I found that the teacher modelled translanguaging in whole class mini lessons and one-on-one conferences, highlighted translingual mentor texts and encouraged students to write translingually for their bi/multilingual families. This work is significant to the field of bilingual education as it highlights how bi/multilinguals language in school settings when there are no linguistic constraints and provides specific examples of translanguaging pedagogy.

Free access: **LINK**

Tags: treat every child as a writer; multilingualism; English as an additional language; English language learners; multilingual; bilingual; linguistically sustaining pedagogy; translanguaging; writing workshop; poetry; be a writer-teacher; teacher modelling; mini-lessons; pupil-conferencing; mentor texts; genre study; textual instruction

Brown, S., & Allmond, A. (2021) Constructing my world: a case study examining emergent bilingual multimodal composing practices, *Early Childhood Education Journal*, 49(2), 209-221

An extensive focus on written language in early literacy instruction and assessment for emergent bilinguals

places students at a disadvantage since they are learning English as a new language. Typically, classroom instruction has a narrow view of literacy and is dominated by a focus on tested skills, with little emphasis on the diverse backgrounds and experiences of today's students. In order to value the rich meaning-making process that emergent bilinguals bring with them to the classroom, this article explores the ways in which technology affords multimodal composing opportunities. A case of one emergent bilingual, Alon, whose home language is Tagalog, is presented to showcase his text productions as responses to children's literature. The findings help extend an understanding of articulating meaning through talk, contributions of written language, and the importance of the visual mode. This case helps educators see the need to take into account a cohesive portrait of composing processes as a way to make sense of the strengths of emergent bilingual students in English-only classrooms.

Free access: **LINK**

Tags: treat every child as a writer; early writers; emergent writing; multilingualism; English as an additional language; English language learners; multilingual; bilingual; linguistically sustaining pedagogy

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Flint, A. S., Fisher, T., (2014). Writing Their Worlds: Young English Language Learners Navigate Writing Workshop, *Writing & Pedagogy* 1756-5839

The growing disparity in the cultural and linguistic backgrounds in U.S. classrooms of teachers and students suggests that there is a critical need for teachers to be knowledgeable and prepared to effectively teach this diverse population of students.

In this study, researchers examined the impact of a sustained and generative model of professional development on teachers' sense of agency and their understandings of what it means to be a writing teacher with multilingual students. The focus was on pedagogical practices that strengthened the writing curriculum and teachers' understandings of the children they teach. The pedagogical shifts, which happened over an extended period of time, were marked by two distinct and interconnected processes:
- Teachers began to understand and adopt the discourse of writing workshop and then use it as a mediator of students' thought to promote student voice
- Teachers gradually released their control over students' authorial voice and agency for writing.

These processes enabled students to share more about their lives, beliefs, and interests, and for their teachers to recognize the uniqueness and perspective each child brought to the classroom.

(£): **LINK**

Tags: treat every child as a writer; writing workshop; agency; writing realities; funds of knowledge; funds of identity; English as an additional language; English language learners; bilingualism; writer-identity

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Sánchez, L., López Pinzón, M. (2019) The Effect of the Process-Based Approach on the Writing Skills of Bilingual Elementary Students, *Latin American Journal of Content and Language Integrated Learning,* 12(1):72-98

The objective of this action research study was to assess the impact of the process-based writing approach on the development of the writing skills of young students who are learning English as a Foreign Language. Six workshops were implemented, guiding the students to write different texts in English by using the writing process stages and applying some writing strategies, such as planning, monitoring, and evaluating their own output.

The results suggest that the process-based writing approach was useful for enhancing the writing skills of young English learners. Additionally, the strategies applied during the process bettered third-grade students' writing performance in aspects such as content, organisation, conventions, vocabulary, and fluency. Finally, the data illustrated that the process-based approach and the writing strategies made students feel confident about writing, which, at the same time, contributed to the students' self-efficacy in writing tasks.

Free access: **LINK**

Tags: treat every child as a writer; writing workshop; teach the writing processes; teach-mini lessons; writing study; self-efficacy; English as an additional language; bilingual; writer-identity; writing realities

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Beschorner, B., Hall, A. (2021) Building Inclusivity and Empathy Through Writers' Workshop, *The Reading Teacher*, 74(5), 631– 634

In this paper, we learn about how Mr. Jackson, a first grade (6-7 year olds) teacher, uses a 'writing workshop' approach to create a writing environment which supports children to be inclusive and empathic. Through daily writing workshop, children:

- Build self-awareness

- Experience different points of view and develop empathy
- See how their writing affects others
- Explore important social issues that matter to their peers

According to Beschorner & Hall 'all children have the right to experience a safe and inclusive classroom, which engages students in learning and advances equity'. Mr. Jackson does this by:

- Inviting children to write on topics of their own choice within the parameters of the type of writing being studied. This way, children can listen to the ideas and experiences of others and engage in perspective taking.
- Writing his own mentor texts for children to discuss and study. He is careful to ensure that the mentor texts that he writes reflect varying languages, genders, cultures, family structures and races. For Mr. Jackson, it's important that children see themselves, and others, reflected in the mentor texts that he writes and shares with them.
- Encouraging children to write multilingual books. Children were shown mentor texts where the author writes in both their first language and in English.
- Looking for commonalities, shared experiences and shared expertise in his students' texts.
- Providing time for children to talk and share their writing with their peers.

Free access: **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; bilingualism; multilingualism; translanguaging; writer-identity; writing realities

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Machado, E., Hartman, P. (2020) '"It Took Us a Long Time to Go Here": Creating Space for Young Children's Transnationalism in an Early Writers' Workshop', *Reading Research Quarterly*, 56(4), pp. 693–714

In this paper, we learn about how Mr. Hartman, a second grade (7-8 year olds) teacher, uses a 'writing workshop' approach to create a writing environment which supports children to write about their transnationalism. Transnationalism in this context relates to children who repeatedly move across national borders, regularly converse with family members living in other countries, and/or consume and produce media that travels through the internet. The authors note that many 'approaches ask students to assume a monolingual, monocultural audience for their writing, with a preference for text-based literacies'.

Mr. Hartman encouraged children to write transnational poetry by:

- Sharing bilingual poetry with the children in his class.
- Modelling how children could write in dual language.
- Using mentor texts with his class which focused on child culture, migration, language and family.
- Inviting members of the local community to come into the classroom and share about their lives and history.
- Encouraging children to conduct oral history interviews with parents, grandparents, and siblings.
- Encouraging children to write in the language(s) of their choosing.

Free access: **LINK**

Tags: build a community of writers; treat every child as a writer; English as an additional language; English language learners; bilingualism; multilingualism; translanguaging; writer-identity; writing realities; early writers; emergent writers

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Salmerón, C., Kamphaus, J. (2021) Fostering Critical Translingual Writing in an Elementary English Dominant Classroom, *Language Arts*, 99 (2), pp.87-98

In this article, we learn about how Ms. Kamphaus, a fourth grade (9-10 year olds) teacher, encouraged her bi and multilingual pupils to engage in translanguaging. Translanguaging, put simply, is about using different languages together. Ms. Kamphaus fostered an environment where students produced translingual writing and consistently challenged negative deficit perspectives of bi and multilingual children. Ms. Kamphaus was able to encourage her students to engage in translanguaging by:

- Challenging the assumption that 'standard English' is the right and only way to speak English. Instead, children discussed the different styles and standards of English they used in different contexts.
- Asking children to write and share their 'language autobiographies'.
- Providing them with multiple audiences who required them to write in multiple languages. For example, writing a family journal in dual language, performing translanguaged poetry for the local community, writing bilingual picture books for younger children and producing and publishing information e-books on the web in dual languages.
- Using mentor texts which showcased authors translanguaging.
- Using children's translanguaged writing when trying to teach an aspect of writers' craft to the rest of the class.

- Asking children to strike up translanguaging 'writing partnerships' where children could work together to produce multilingual and translated texts.
- Allowing children to mix their writing with other visual media such as art, music, technology.

(£): **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; bilingualism; multilingualism; translanguaging; writer-identity; writing realities

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Harvey-Torres, R., Valdez, C. (2021) Nadie más puede contar tu historia: Rewriting Whose Stories Matter through an Antiracist Bilingual Writer's Workshop, *Language Arts*, 99 (1), pp.37-47

Teachers should love students, their languages, and their cultures

According to Harvey-Torres & Valdez (2021), writing curricula and schemes of work often mirror the white, monolingual, middle-class experiences of the teachers or providers who write them. As a consequence, students from non-dominant backgrounds can often be positioned as deficient. Thankfully, Ms. Valdez, a first grade (6-7 year olds) teacher, shows how this need not be the case. She uses a personally relevant 'writing workshop' approach to help her bilingual students write. By inviting children to use their home languages, and to write about what they know best, their lives, Ms. Valdez was able to value children's linguistic, racial, socioeconomic, and cultural backgrounds, and, in the process, teach them much about writing and being a writer.

The article shares how Ms. Valdez and her students were able to use writing as a tool for positioning oneself in the world and *righting* any wrongs and assumptions people might have about your reality and identity. Ms. Valdez:

- Delivered her daily writing instruction in both English and Spanish.
- Chose mentor texts which reflected her students' races, cultural backgrounds and experiences.
- Undertook 'picture walks' with her class using bilingual picture books.
- Invited children to choose their own topics to write about within the parameters of whole-class writing projects.
- Asked children to teach the rest of the class about their home language through their writings, drawings and picture book making.
- Invited children to write letters to people they care about.
- Positively compared her students' writing with commercially published authors. Children's writing held the same status and regard.

Free access: **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; drawing; funds of knowledge; funds of identity; writer-identity; writing realities; mentor texts; genre study; bilingualism; multilingualism; translanguaging

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McClain, J.B., Schrodt, K. (2021) Making Space for Multilingualism: Using Translanguaging Pedagogies to Disrupt Monolingual Language Ideologies within a Culturally Responsive Kindergarten Curriculum, *The Reading Teacher* p.1-4

This article shares how Katie, a kindergarten teacher, invited her class of five year olds to make multilingual books. She did this by:

- Sharing multilingual picture books with her class as mentor texts to learn from.
- Despite her limited proficiency in languages other than English, Katie taught children how to write multilingual texts by modelling how she went about making her own.
- Inviting children to make the same kinds of texts.
- Having parents and other members of the community come and help her and the children in their book making.

(£): **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; drawing; funds of knowledge; funds of identity; writer-identity; writing realities; mentor texts; genre study; bilingualism; multilingualism; translanguaging; culturally sustaining pedagogy; culturally responsive pedagogy; early writers; emergent writers

Solsken, J., Willett, J., Wilson-Keenan, J., (2000) Cultivating Hybrid Texts in Multicultural Classrooms: "Promise and Challenge" *National Council of Teachers of English* pp.179-212

This ethnographic study explores the ability 6-8 year old children have for transforming knowledge, texts, and 'schooled' identity into new hybridised texts which bring together school learning and their own existing cultural capital. Families were invited to visit the classroom to share their own funds of knowledge and funds of identity. According to the authors, 'children whose lifeworlds involve cultural and linguistic practices that may not be familiar…may not be valued by conventional school norms'.

The results of the study show that, when children are given the opportunity to interweave the lifeworlds of home and school, they can create hybrid texts that are not only appropriate to the writing situation but are more sophisticated than the sorts of texts usually required by teachers and schools.

Free access (if read online): **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; drawing; funds of knowledge; funds of identity; writer-identity; writing realities; mentor texts; genre study; bilingualism; multilingualism; translanguaging; culturally sustaining pedagogy; culturally responsive pedagogy

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Hill, K., Ponder, J. M., Summerlin, J., Evans, P. (2020) Two Language Books: The Power and Possibilities of Leveraging Multilingual Texts for Critical Translanguaging Pedagogy, *Journal of Higher Education Theory and Practice*, 20(12)

The number of Emergent Bilinguals (EBs) in U.S. schools increases each year, yet mainstream teachers remain predominantly white and monolingual and receive little training for teaching this population. Additionally, many states mandate harmful "English-only" policies that perpetuate the systemic institutional oppression of minorities. In contrast, translanguaging theory promotes linguistic inclusivity and calls for repositioning EBs as competent multilingual users.

Translanguaging pedagogy can promote more socially-just educational environments and opportunities for EBs. Drawing from critical theory and critical pedagogy, this multiple-case study aimed to understand early childhood teachers' experiences and perceptions of implementing translanguaging pedagogy in writing.

Free access: **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; early writers; emergent writers; translanguaging; culturally sustaining pedagogy; culturally responsive pedagogy

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Pilonieta, P., Shue, P., Kissel, B. (2014) Reading Books, Writing Books: Reading and Writing Come Together in a Dual Language Classroom, *Young Children*, 69(3), p.14–21

In Ms Leon's dual language preschool classroom of 3-5 year olds, the children speak English and Spanish as they create books. Some children write about Transformers, others write about their families, while other books are collections of words, scribbles, or pictures. Even the books that look like 'just scribbles' convey a message the young authors share with their teachers and other readers. In this classroom, young children read books and make books in multiple ways and languages.

Free access (if read online): **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; early writers; emergent writers; translanguaging; dual language; culturally sustaining pedagogy; culturally responsive pedagogy

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Fisher-Ari, T.R. Flint, A.S. (2018) Writer's workshop: a (re)constructive pedagogy for English learners and their teachers, *Pedagogies*, 13(4), pp.353–373

This study examines the possibilities that writer's workshop created for two experienced teachers and their English learners (EL) as they came to know and see each other and themselves in more complex and holistic ways. This inquiry addresses ways that writer's workshop not only altered the practice of experienced teachers, but also provided a platform for ELs to demonstrate their abilities, understandings, and interests. Writer's workshop fostered and sustained networks of relationships where views of self and "the other" became more

additive and honouring and where the lives and experiences of students were welcomed into the literacy community.

(£): **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; translanguaging; culturally sustaining pedagogy; culturally responsive pedagogy; writing realities; writer-identity; funds of knowledge; funds of identity; writing workshop; build a community of writers

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Curiel, C.L. Ponzio, C.M. (2021) Imagining Multimodal and Translanguaging Possibilities for Authentic Cultural Writing Experiences, *Journal of Multilingual Education Research,* 11(6) pp.79-102

This article proposes ways to authentically amplify writer's workshop for emergent bilinguals. Through the study of one bilingual teacher's mediation in teaching, we examined the affordances that translanguaging and transmodal practices have for emergent bilingual students' writing processes.

In this case study, we focused on a writing sequence associated with the well-known Latin American holiday of the Day of the Dead, in which 3rd grade emergent bilinguals wrote "calaveras," or literary poems, as part of an interdisciplinary language arts and social studies lesson. Our work is framed by sociocultural theories of mediation, literacy, and language.

Under a multiliteracies pedagogy, we observed how a bilingual teacher and emergent bilinguals negotiate meaning through a variety of linguistic and multimodal resources. In our interactional analysis of talk, we found how the teacher mediated background knowledge and vocabulary as a part of the writing process; we also identified ways in which her mediation included extensive scaffolding as she provided linguistic and disciplinary knowledge needed to write calaveras. Through integrating the tenets of mediation with biliteracy, multiliteracies, and translanguaging pedagogies, this study offers a promising example of how teachers can build a culturally sustaining writers' workshop to support emergent bilingual learners' language development and writing practices.

Free access: **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; translanguaging; culturally sustaining pedagogy; culturally responsive pedagogy; writing realities; writer-identity; funds of knowledge; funds of identity; writing workshop; build a community of writers; genre study; mentor texts

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Garza, T.O., L. Lavigne, A., Si, S. (2020) Culturally Responsive Teaching through the Lens of Dual Language Education: Intersections and Opportunities, *Universal Journal of Educational Research*, 8, 1557-1571.

Students benefit from culturally responsive teaching. Culturally responsive teaching is central to dual language education - an additive approach that is effective for educating emergent bilinguals and closing the achievement gap.

Students' achievements in dual language education models are higher than in any other type of language learning pedagogy.

The purpose of this research was to identify the culturally responsive teaching practices that are employed in dual language classrooms; so that teachers in other educational settings (mainstream) might implement similar practices and improve their effectiveness with diverse students.

This study reveals that dual language teachers validate students' experience through:

- Speaking affirmations
- Offering texts that represent and reflect students' culture
- Differentiating instruction
- Providing cooperative learning experiences for students
- Establishing a welcoming and safe climate.
- Producing performance assessment with students that authentically evaluates their learning.
- Empowering students by offering instruction that facilitates independence in learning.

These study findings provide a unique window into dual language teacher practice, which can be leveraged by teachers to improve the achievement of diverse learners in every classroom.

Free access: **LINK**

Squire, A. Clark, S.K. (2020) Exploring How Fourth-Grade Emerging Bilinguals Learn to Write Opinion Essays, *Literacy research and instruction*, 59(1), pp. 53–77

The population of emerging bilinguals is rapidly growing across the United States leaving many teachers wondering how best to teach these students to read and write effectively in English.
Concurrently, children are required to produce more sophisticated writing than ever before. For example, students are expected to write opinion essays that require an understanding of the topic in order to generate an opinion and the ability to craft evidence to support this opinion.

The purpose of this study was to determine how emerging bilinguals develop as writers of opinion essays. A multiple case study was conducted in a 4th grade English as a Second Language classroom where students were taught to write opinion essays in English. Three specific categories emerged from the data including:

- A more knowledgeable other.
- The need for graphic organisers.
- The value of partner talk and collaboration.

Implications and recommendations of these findings are provided for both educators and researchers.

(£): **LINK**

Zapata, A., Valdez-Gainer, N., & Haworth, C. (2015) Bilingual picturebook making in the elementary school classroom, *Language Arts*, 92(5), 343–58.

Two classrooms are hard at work making bilingual picture books. With guidance from their teachers, Latino picture book mentors, and one another, the different materials and languages to design and publish their own bilingual picturebooks. It all began when three like-minded teacher-researchers, Nancy, Corinna, and Angie wondered, "What if elementary classroom writing included more innovative and culturally responsive visions of writing?" So over the course of a year at Angie's kitchen table (with her dogs at their feet), they read, discussed, and puzzled over writing instruction for Nancy's and Corinna's English as an additional language classrooms. After reading together, they concluded:

- Composing across linguistic varieties and modalities is a more democratic orientation to writing, one that better acknowledges students' globalised and networked worlds and everyday ways of knowing, being, and doing. They then focused their learning on picturebook making as a potential multilingual-multimodal format. They found that the synergy between the words and the illustrations within picturebooks afforded many complex openings for interpretation and design.
- What really got them excited were the possibilities of bilingual picturebook making. If children could creatively compose with diverse materials and linguistic varieties, might they better access and employ their everyday ways of knowing, being, and doing as composing resources? So, they looked to award-winning Latino children's picturebook makers to learn how they remix colour, motifs, textures, languages, and other composing resources to evoke personal themes and histories in authentic ways.

(£): **LINK**

Pacheco, M. B., Miller, M. E. (2016) Making meaning through translanguaging in the literacy classroom, *The Reading Teacher*, 69(5), 533–537

This article shares three literacy activities for teachers working with emergent bilinguals. Leveraging students' heritage languages in instruction holds rich opportunities for literacy achievement. Translanguaging pedagogies encourage emergent bilinguals to use the full range of their linguistic repertoires when making meaning in the classroom. The article describes three snapshots of three different classroom activities that welcome, leverage, and develop students' heritage languages in literacy instruction through translanguaging pedagogies. These activities include:

- using text features with heritage language newspapers,
- summarising when writing bilingual book reports,
- using translating and home photos when creating eBooks.

The article concludes with implications for both student and teacher learning.

(£): **LINK**

Tags: treat every child as a writer; English as an additional language; English language learners; translanguaging; culturally sustaining pedagogy; culturally responsive pedagogy; genre study

Children With Special Educational Needs & Disabilities

Maxwell, J., Nelson, R., Damico, J., & Weill, C. (2022). The sociocultural nature of writing in children with autism. *Journal of Interactional Research in Communication Disorders, 13*(1), 70–100.

This study addresses the considerable challenge of developing written expression skills among students with specific learning disabilities (SLDs). Focused on 5th and 6th-grade Greek students, the research introduces a novel 28-hour intervention program designed to enhance cognitive and metacognitive written expression strategies. Utilising the Self-Regulated Strategy Development (SRSD) instructional approach, resource room teachers guided the participants through this intervention.

The study, employing a pre-while-post-follow-up experimental design, divided participants into experimental (N = 36) and control (N = 44) groups. Comprehensive assessments covered written expression, cognitive skills, and metacognitive strategy knowledge. Results from ANOVA analyses revealed statistically significant improvements in writing and metacognitive skills within the experimental group compared to the control group. This compelling evidence suggests that, with the right instructional approach, writing skills can be effectively taught to students with specific learning disabilities.

The educational implications of these findings are substantial, signalling a promising avenue for educators to explore in addressing the unique needs of SLD students. By incorporating cognitive and metacognitive strategies within a structured intervention program, educators can foster meaningful improvements in the written expression abilities of students facing specific learning challenges.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; children with SEND; specific learning disabilities (SLD); struggling writers; teach mini-lessons; self-regulated strategy development instruction; SRSD instruction

Arfé, B., & Dockrell, J. E. (2023). Difficulties in Acquiring and Developing Writing Skills. In Development of Writing Skills in Children In *Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 223-240). Cham: Springer International Publishing.

This chapter considers the proximal and distal skills which impact on children's developing writing competencies. We examine three dimensions: text-based factors, child-based factors, and the role of writing instruction in supporting struggling writers. Text-based factors include writing levels (word sentence and discourse), writing genre, and the medium of text production. In terms of child-based factors, we examine the language in which children are learning to write; children's competencies in oral language, spelling, and handwriting; and the processes they engage in (planning and revising) in text production. Finally, we consider the role of pedagogy and instructional programs in supporting struggling writers.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; struggling writers; balance composition and transcription; early writers; emergent writers; oral language development; functional grammar teaching; sentence-level instruction;

Matta, M. (2023). Assessing an Extended Version of the Not-So-Simple View of Writing Model in School-Aged Students With Attention-Deficit/Hyperactivity Disorder. Journal of Psychoeducational Assessment, 07342829231211965.

This study addresses the challenging issue of writing difficulties faced by students with Attention-Deficit/Hyperactivity Disorder (ADHD), a group that often grapples with poor writing outcomes. Despite the existing struggle, there is a lack of a validated comprehensive model to explain these challenges. The research aims to fill this gap by testing an extended version of the Not-So-Simple View of Writing (NSVW) model, specifically tailored to elucidate the impact of key abilities on the writing performance of students with ADHD.

The sample for this investigation includes both students with and without ADHD, all of whom participated in cognitive and academic assessments as part of the Colorado Twin Project. Employing a Multi-Group Structural Equation Model approach, the study reveals that various broad cognitive abilities significantly predict student writing performance. Additionally, basic writing skills emerge as influential predictors of more advanced writing skills. Model fit is demonstrated to be excellent, whether considering writing as a single latent variable (fully latent) or as interrelated manifest variables (partially latent). Importantly, comparable patterns of relationships among variables are observed in both students with and without ADHD.

These findings not only contribute to understanding the factors influencing writing difficulties in students with ADHD but also have important implications for the assessment of these challenges. The research suggests that a nuanced understanding of the interplay between cognitive abilities and writing skills can inform more effective strategies for supporting students with ADHD in overcoming writing barriers.

(£): **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; children with SEND; struggling writers; ADHD writers; balance composition and transcription

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Gadd, M., Berthen, D., Lundgren, L. (2021) Helping Students with Intellectual Disabilities Become Better Writers: An Inquiry into Writing Instruction, *International Journal of Disability*, Development and Education, 68:3, 395-413

This inquiry investigates whether effective implementation of pedagogical actions closely associated with strong engagement and greater than expected learning gains in writing by typically developing students apply similarly to engagement and gains in writing by students with mild to moderate intellectual disabilities (ID). It was undertaken in response to low levels of engagement and achievement in writing by students with ID noted by other researchers.

Pedagogical actions, designed to assist students recognise the purposefulness of writing tasks, involve them in constructing tasks and setting goals for successful implementation, observe tasks being demonstrated, reflect on the successful (or otherwise) completion of tasks and learn about writing in differentiated contexts, were considered in relation to learner outputs.

A close association between strategic operationalisation of these actions and substantial increases in engagement and gains in writing by students with ID (particularly in relation to productivity, complexity and grammatical fluency) is noted.

(£): **LINK**

Tags: treat every child as a writer; purpose purposeful and authentic class writing projects; set writing goals; agency; motivation; be a writer-teacher; mentor texts; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Gersten, R., & Baker, S. (2001) Teaching expressive writing to students with learning disabilities: A meta-analysis, *Elementary School Journal*, 101(3), 251–272

This paper presents results of a meta-analysis of 13 studies published during the period 1963–1997 concerning writing interventions for students with learning disabilities. All examined studies included at least 1 overall measure of student writing quality. Results show that the reviewed interventions consistently produced strong effects on the quality of students' writing as well as students' sense of efficacy and understanding of the writing process. Most interventions adhered to the framework of the 3 basic steps of planning, writing, and revising. Findings suggest that teaching the conventions of writing genres, and extensive teacher or peer feedback concerning writing quality should be part of any comprehensive instructional program.

Free access: **LINK**

Tags: treat every child as a writer; teach the writing processes; genre instruction; textual features instruction;

product goals; read, share, think and talk about writing; pupil-conferencing; planning instruction; special educational needs; additional learning needs; intellectual disabilities children with SEND

Joseph, L. M., & Konrad, M. (2009) Teaching students with intellectual or developmental disabilities to write: A review of the literature, *Research in Developmental Disabilities*, 30(1), 1–19

The purpose of this review was to identify effective methods for teaching writing to students with intellectual disabilities. Findings revealed that strategy instruction was investigated more frequently than other types of approaches. Strategy instruction was consistently found to be very effective for teaching writing skills to students with intellectual disabilities.

Free access: **LINK**

Tags: treat every child as a writer; self-regulation strategy development instruction; teach mini-lessons; self-regulation; process goals; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Santangelo, T., & Olinghouse, N. (2009) Effective writing instruction for students who have writing difficulties, *Focus on Exceptional Children*, 42, 1-20

This article offers a synthesis of contemporary qualitative and quantitative research related to improving struggling writers' performance. This article discusses four overarching recommendations:

1. Establish the context for effective writing instruction.
2. Use research-based instructional methods and practices.
3. Teach writing strategies.
4. Teach word-, sentence-, and paragraph-level skills

Free access: **LINK**

Tags: treat every child as a writer; create a community of writers; self-regulation strategy development instruction; teach mini-lessons; self-regulation; sentence-level instruction; vocabulary instruction; paragraph instruction; planning; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Datchuk, S. M., & Kubina, R. M. (2012) A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities, *Remedial and Special Education*, 34(3), 180–192

Students with writing difficulties and learning disabilities struggle with many aspects of the writing process, including use of sentence-level skills. This literature review summarises results from 19 published articles that used single-case or group-experimental and quasi-experimental designs to investigate effects of intervention on the sentence-level skills of handwriting, sentence construction, and grammar/usage.

Results suggest struggling writers benefited from intervention, particularly in handwriting and sentence construction, and transferred acquired skills to more complex tasks such as sentence writing and extended composition.

(£): **LINK**

Tags: treat every child as a writer; sentence-level instruction; intervention; handwriting instruction; grammar instruction; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Kaldenberg, E., Hosp, J. L., Ganzeveld, P., & Rodgers, D. B. (2016) Common characteristics of writing interventions for students with learning disabilities: A synthesis of the literature, *Psychology in the Schools*, 53(9), 938–853

Twenty-three single-subject studies aimed at improving the writing achievement of students identified as having a learning disability were analysed meta-analytically. Results suggest intervention studies using the self-regulated strategy development (SRSD) or a non-SRSD writing strategy produced high effect sizes, suggesting the overall success of the writing interventions.

(£): **LINK**

Tags: treat every child as a writer; self-regulation strategy development instruction; interventions; teach mini-lessons; special educational needs; additional learning needs; intellectual disabilities; children with SEND

McMaster, K. L., Kunkel, A., Shin, J., Jung, P. G., & Lembke, E. (2017) Early writing intervention: A best evidence synthesis, *Journal of Learning Disabilities*, 51(4), 363–380

The purpose of this best evidence synthesis was to identify promising interventions that align with a theoretical model of early writing development, targeting three components of early writing: transcription, text generation, and self-regulation. We determined the extent to which these interventions are effective for children who struggle with early writing skills, by calculating effect sizes for group and single-subject designs, and we examined the overall quality of the research.

Twenty-five studies met inclusion criteria. Among group design studies, mean effects (Hedge's g) ranged from 0.19 to 1.17 for measures of writing quantity and from 0.17 to 0.85 for measures of writing quality. Percentage of all nonoverlapping data for single-subject designs ranged from 83% to 100% for measures of writing quantity. Interventions with the strongest evidence of effects and highest methodological quality are described in detail. Recommendations for research and practice are provided.

Free access: **LINK**

Tags: treat every child as a writer; self-regulation strategy development instruction; interventions; teach mini-lessons; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Datchuk, S. M., Wagner, K., & Hier, B. O. (2020) Level and trend of writing sequences: A review and meta-analysis of writing interventions for students with disabilities, *Exceptional Children*, 86(2), 174–192

This paper examines the effects of intervention on the level and trend of text-writing sequences of students with disabilities and writing difficulties,

Results indicate that writing interventions, including direct instruction and self-regulated strategy development, produced gradual improvement in the trend of correct writing sequences per minute. Older students produced higher levels of writing sequences, but younger students showed steeper trends during intervention. Furthermore, students had higher levels of writing fluency on sentence-writing tasks than on discourse-writing tasks (narratives and essays).

(£): **LINK**

Tags: treat every child as a writer; self-regulation strategy development instruction; interventions; teach mini-lessons; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Roitsch, J., Gumpert, M., Springle, A. & Raymer, A.M. (2021) Writing instruction for students with learning disabilities: quality appraisal of systematic reviews and meta-analyses, *Reading & Writing Quarterly*, 37(1), pp.32-44

Students with learning disabilities (LD) often struggle to initiate writing tasks and have difficulty devoting sufficient resources to complete written compositions. Educators must determine the most effective writing instruction to help these students. Evidence-based educational practices benefit from research reviews such as systematic reviews (SRs) and meta-analyses (MAs). However, not all SRs and MAs are conducted with utmost rigor. The purpose of this project was to examine existing reviews of writing instruction for students with LD, appraise their methodologic quality, and summarize findings.

Evidence suggests explicit instruction and goal-setting approaches may benefit students with LD who demonstrate writing difficulties.

(£): **LINK**

Tags: treat every child as a writer; self-regulation strategy development instruction; interventions; teach mini-lessons; set writing goals; product goals; process goals; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Rogers, D.B., & Loveall, S. J. (2022) Writing Interventions for Students With Intellectual and Developmental Disabilities: A Meta-Analysis, *Remedial and Special Education*, p.07419325221108896

The goals of this study were to determine what writing interventions have been used with students with IDD, how their writing skills have been measured, the effects of those interventions, and study-level moderators via meta-analytic procedures.

A majority of studies used strategy instruction/self-regulated strategy development (SRSD), direct instruction,

or response prompting to instruct writing skills, and the most common outcome measures were related to writing output, conventions, quality rubrics, elements, and spelling. Results indicated that writing interventions led to significant improvements in students' writing skills.

(£): **LINK**

Tags: treat every child as a writer; self-regulation strategy development instruction; interventions; teach mini-lessons; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Ahmed, Y., Kent, S., Cirino, P., Keller-Margulis, M. (2022) The Not-So-Simple View of Writing in Struggling Readers/Writers, *Reading & Writing Quarterly*, 38:3, 272-296

Research suggests that executive function, motivation, transcription, and composition processes are implicated in the writing quality and productivity of children with and without learning difficulties. However, numerous components embedded within these constructs create both conceptual and empirical challenges to the study of written expression. These challenges are reflected in the writing research by way of poor delineation of constructs and insufficient distinction among domain general resources (e.g. working memory) versus processes related to the academic domain of writing (e.g. pre-planning), as well as among lower- (e.g. handwriting) and higher-order (e.g. editing) writing-specific processes.

This study utilises the Not-so-Simple View of Writing (NSVW) as an organising framework for examining the relations among multiple components, correlates, and attributes of writing in a sample of struggling readers/writers in grades 3–5.

Results showed generally moderate correlations among observed/latent variables and found support for relations among writing-specific processes. Domain-general resources (executive function and motivation/self-efficacy) were related to spelling directly and indirectly to writing. Domain-specific processes (handwriting, spelling, planning, editing, and revision) were related to writing. The results have implications for explicit instruction of writing processes and for future research on empirical models.

Free access: **LINK**

Tags: treat every child as a writer; teach the writing processes; handwriting; spelling; motivation; self-efficacy; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Dunn, M. (2021) The challenges of struggling writers: strategies that can help, *Education Sciences*, 11(12)

In this article, the author discusses recent examples from the professional literature about why writing can be a challenge for students, what is involved in writing assessment, how we can help students improve their writing skills, and how we can promote technology as part of the instruction and learning processes.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND

Gallego-Ortega, J. L., García-Guzmán, A., Rodríguez-Fuentes, A., & Figueroa-Sepúlveda, S. (2022) What students with intellectual disabilities know about writing planning, *Journal of Applied Research in Intellectual Disabilities*, 35(3), 834– 842

Studies on the writing of students with intellectual disabilities have been scarce and unrepresentative. Therefore, the purpose of this research was to analyse this group of students' abilities to plan their texts.

A collective case study was carried out, with an eminently qualitative approach, although aided by an initial quantitative analysis. Fifteen students with unspecified intellectual disabilities were interviewed using open-ended questions. For data interpretation, content analysis and quantification of responses were used.

The results revealed the abilities and limitations of these students regarding the knowledge and use of one of the key processes of written expression (writing planning). The cognitive operations of planning, in which these students admitted the greatest problems, were the ordering and recording of ideas, and textual structuring.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; planning; teach the writing processes

Graves. D. (1985) All children can write, *Learning Disabilities Focus*, 1. 36-43

Reexamines writing as communication for oneself and for other audiences. This process occurs in classrooms where children see how teachers demonstrate their own learning in the midst of a highly structured environment. Four essentials to a successful writing-process program for learning disabled children are described:

- The adequate provision of time (at least 4 days per week).
- Child choice of writing topic.
- Response to child meaning.
- The establishment of a community of learners.

It is argued that continued success in teaching writing depends on teachers' work with their own writing.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; be a writer-teacher; be reassuringly consistent; agency; generating ideas; pupil-conferencing; build a community of writers

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Harris, K. R., & Graham, S. (2013) "An adjective is a word hanging down from a noun": Learning to write and students with learning disabilities, *Annals of Dyslexia*, 63(1), 65-79

By the upper elementary grades, writing becomes an essential tool both for learning and for showing what you know. Students who struggle significantly with writing are at a terrible disadvantage. Data from the National Assessment of Educational Progress indicate that only 25% of students can be classified as competent writers; students with learning disabilities (LD) have even greater problems with writing than their normally achieving peers and frequently demonstrate a deteriorating attitude toward writing after the primary grades.

This article focuses on composing and the writing process, and examines the knowledge base about writing development and instruction among students with LD. We address what research tells us about skilled writers and the development of writing knowledge, strategies, skill, and the will to write, and how this relates to students with LD. Next, we summarise what has been learned from research on writing development, effective instruction, and the writing abilities of students with LD in terms of effective instruction for these students.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; teach mini-lessons; SRSD instruction; teach the writing processes

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Lam, E. A., Kunkel, A. K., McKevett, N. M., & McMaster, K. L. (2022) Intensifying Instruction to Meet Students' Early Writing Needs, *Teaching Exceptional Children*, 54(3), 214–222

With over 70% of fourth-, eighth-, and twelfth-grade students in the United States scoring below proficiency levels in writing, teachers must provide early and effective writing intervention to accelerate students' writing skills to meet grade-level standards. This paper provides teachers with a theoretical framework to conceptualise the writing process, link evidenced-based writing interventions to each component of writing, and discuss how to create a writing instructional plan to individualise instruction. Then, we outline a data-based decision making process for intervention delivery. Our aim is to provide educators with steps to identify students' writing needs, translate these needs into actionable teaching strategies, and accelerate writing progress for students who struggle to meet grade-level writing standards.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; teach mini-lessons; SRSD instruction; teach the writing processes; writing interventions; pupil-conferencing

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Lam, E. A., Kunkel, A. K., McKevett, N. M., & McMaster, K. L. (2022) Intensifying Instruction to Meet Students' Early Writing Needs, *Teaching Exceptional Children*, 54(3), 214–222

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McMaster, K. L., Kunkel, A., Shin, J., Jung, P. G., & Lembke, E. (2017) Early writing intervention: A best evidence synthesis, *Journal of Learning Disabilities*, 51(4), 363–380

The purpose of this best evidence synthesis was to identify promising interventions that align with a theoretical model of early writing development, targeting three components of early writing: transcription, text generation, and self-regulation. We determined the extent to which these interventions are effective for children who struggle with early writing skills, by calculating effect sizes for group and single-subject designs, and we examined the overall quality of the research. Twenty-five studies met inclusion criteria. Among group design studies, mean effects (Hedge's g) ranged from 0.19 to 1.17 for measures of writing quantity and from 0.17 to 0.85 for measures of writing quality. Percentage of all nonoverlapping data for single-subject designs ranged from 83% to 100% for measures of writing quantity.

Interventions with the strongest evidence of effects and highest methodological quality are described in detail. Recommendations for research and practice are provided.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; early writers; transcriptional instruction; idea generation; planning; self-regulation

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Ray, A., Graham, S. (2019) Effective practices for teaching students who have difficulty with writing, *Learning Difficulties Australia Bulletin*, 51(1), pp.13-16

The authors explain that effective writing does not develop naturally but that we can teach it. They explain their approach to teaching writing called the self-regulated strategy development model (SRSD), which teaches students to write with a plan, to use text structure, to monitor their work, and write with confidence.

(£): **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; teach mini-lessons; SRSD instruction; teach the writing processes; planning; genre study; textual instruction; pupil-conferencing; self-regulation; metacognition; self-efficacy

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Satchwell, C. (2019) Collaborative writing with young people with disabilities: Raising new questions of authorship and agency, *Literacy*, 53(2),77–85

How an author communicates with a reader is a central consideration in the critical examination of any text. When considering the communication of ideas from young people whose voices are seldom heard, the journey from author to audience has particular significance. The construction of children and young people as 'authors' is important, especially for those with learning difficulties or who struggle to comply with the current emphasis on spelling, punctuation and grammar. This article relates to a UK Research Council-funded 3-year collaborative research project involving the co-creation of fictional stories with young people with disabilities to represent aspects of their lives. Drawing on frameworks from narratology, I analyse the co-creation of one of the stories and present an interpretation and elaboration of the discourse structure of narrative fiction to illustrate the complexities of the relationship between the multifaceted 'author' and community 'reader' of these stories. The combination of qualitative research and fictional prose has particular characteristics and implications for the dissemination and communication of research findings. An extension of feminist critique of Barthes' claim for the death of the author provides new insights for engaging children in writing with their own voice.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; functional grammar instruction; spelling; punctuation; writing realities; agency; writer-identity; writer-teacher

Troia G.A., & Graham S. (2002) The effectiveness of a highly explicit, teacher-directed strategy instruction routine: changing the writing performance of students with learning disabilities, *Journal Learn Disabilities*, 35(4):290-305

This study examined the effectiveness of a highly explicit, teacher-directed instructional routine used to teach three planning strategies for writing to fourth and fifth graders with learning disabilities. In comparison to peers who received process writing instruction, children who were taught the three planning strategies—goal setting, brainstorming, and organising—spent more time planning stories in advance of writing and produced stories that were qualitatively better. One month after the end of instruction, students who had been taught the strategies not only maintained their advantage in story quality but also produced longer stories than those produced by their peers who were taught process writing. However, the highly explicit, teacher-directed strategy instructional routine used in this study did not promote transfer to an uninstructed genre, persuasive essay writing. These findings are discussed in terms of their relevance to effective writing instruction practices for students with learning disabilities.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs; additional learning needs; intellectual disabilities; children with SEND; teach mini-lessons; SRSD instruction; teaching the writing processes; planning; set writing goals

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Fu, D., Shelton, N. (2007) Including students with special needs in a writing workshop, *Language Arts*, 84, 325–336

A teacher adapts Writing Workshop for children in her class who have learning and behavioural challenges and addresses larger issues of belonging in a community of learners. This article illustrates not only how students with special needs grew as writers in an inclusive writing community, but also how a fourth-grade teacher systematically structured the learning environment and tailored her instruction to guide her students to develop as writers as well as to improve their language skills.

Free access: **LINK**

Tags: treat every child as a writer; writing workshop; build a community of writers; mini-lessons; teach the writing processes; responsive teaching; self-regulation; self-efficacy; special educational needs and disabilities

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Gillespie, A., Graham, S. (2014) A meta-analysis of writing interventions for students with learning disabilities, *Exceptional Children*, 80, 454–473

In this meta-analysis, the impact of writing interventions on the quality of writing produced by students with learning disabilities was assessed. Overall, the following writing interventions had a statistically significant positive impact on the writing quality of students with learning disabilities:

- Self-regulation strategy instruction
- Dictation
- Goal setting
- Process writing (writing workshop)
- Time for planning,
- Time for revising

Implications for the types of writing treatments and the types of instruction that may be most beneficial to students with learning disabilities are discussed.

Free access: **LINK**

Tags: treat every child as a writer; writing workshop; process writing; teach the writing processes; special educational needs and disabilities; teach mini-lessons; self-regulation; self-regulation strategy instruction; planning; revising; set writing goals

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Graham, S., Harris, K.R. (1994) Implications of constructivism for teaching writing to students with special needs, *The Journal of Special Education*, 28(3), 275–289

In this article, we address implications of constructivism for teaching writing to students with special needs. Specifically, whole language and process approaches to writing instruction, the two most popular composition programs based on the principles of constructivism, are examined. Benefits of these two programs include:

- Frequent and meaningful writing

- Creation of environmental conditions that support self-regulated learning,
- Emphasis on the integrative nature of learning in literacy development.

These benefits may be weakened, however, by an overreliance on incidental learning and by a lack of emphasis on the mechanics of writing. Recommendations for whole language and process writing as well as traditional writing instruction are offered.

Free access: **LINK**

Tags: treat every child as a writer; writing workshop; process writing; teach the writing processes; build a community of writers; connect reading and writing; read, share, think and talk about writing; special educational needs and disabilities; teach mini-lessons; self-regulation; self-regulation strategy instruction

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Graham, S., Harris, K.R., Troia, G. (2000) Self-regulated strategy development revisited: Teaching writing strategies to struggling writers, *Topics in Language Disorders*, 20(4), 1–14

For almost 20 years, the Self-Regulated Strategy Development Model (SRSD) has been used to teach writing strategies and self-regulation procedures to students with writing difficulties. This article examines the development of SRSD, describes how it operates, and examines evidence on its effectiveness. It also highlights how the model has been used to respond to variations in settings, characteristics of children, and modes of composing.

(£): **LINK**

Tags: treat every child as a writer; special educational needs and disabilities; teach mini-lessons; self-regulation; self-regulation strategy instruction

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Graham, S., Harris, K.R., Larsen, L. (2001) Prevention and intervention of writing difficulties for students with learning disabilities, *Learning Disability Research & Practice*, 16, 74–84

Many students with learning disabilities experience difficulties mastering the process of writing. This paper examines how schools can help these children become skilled writers. Six principles designed to prevent as well as alleviate writing difficulties are presented. These include:

- Providing effective writing instruction
- Tailoring instruction to meet the individual needs
- Intervening early
- Expecting that each child will learn to write
- Identifying and addressing roadblocks to writing
- Employing technologies

Free access: **LINK**

Tags: treat every child as a writer; special educational needs and disabilities; teach mini-lessons; self-regulation; self-regulation strategy instruction

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Helsel, L., Greenberg, D. (2007) Helping struggling writers succeed: A self-regulated strategy instruction program, *The Reading Teacher*, 60(8), 752–760.

While writer's workshop provides a nurturing environment for many students, others struggle with the independence it gives. This may be due to the difficulty of coordinating the cognitive and self-regulatory demands of the writing process.

Self-regulation refers to thoughts, feelings, and actions that individuals use to attain personal goals. Because of the independent nature of writing, an adequate level of self-regulation is required to move through the process. Teaching self-regulatory strategies within the context of writing may enable students to develop and execute a plan of action independently, resulting in more independent writing. The Self-Regulated Strategy Development model of instruction is one such strategy.

In order to examine its impact, the model was used to teach a summary writing strategy to a struggling sixth grader. Following instruction, the student exhibited more confidence in her writing abilities, a greater belief in the benefits of strategy use, and the ability to tackle the writing task more independently.

(£): **LINK**

Tags: treat every child as a writer; special educational needs and disabilities; teach mini-lessons; self-regulation; self-regulation strategy instruction; writing workshop; create a community of writers

Marchisan, M., Alber, S. (2001) The write way: Tips for teaching the writing process to resistant writers, *Intervention in School and Clinic*, 36(3), 154–162

Producing effective and interesting written expression is an overwhelming task for many students, especially those with disabilities who have had a history of failure.

The process approach to teaching writing has been demonstrated to be an effective strategy for increasing the overall quality of students' written expression. However, students with learning disabilities may need additional support and guidance from their teachers and peers to learn to produce quality compositions and stories.

This article presents practical and specific strategies for helping students with writing difficulties become successful in each of the following stages of the writing process: prewriting, writing, revising, and publishing.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs and disabilities; writing workshop; teach the writing processes; planning; drafting; revising; publishing; teach mini-lessons; self-regulation; self-regulation strategy instruction

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Olinghouse, N.G., Colwell, R.P. (2013) Preparing students with learning disabilities for large scale writing-assessment, *Intervention in School and Clinic*, 49(2), 67–76

This article provides recommendations for teachers to better prepare 3rd through 12th grade students with learning disabilities for large-scale writing assessments.

- The variation across large-scale writing assessments and the multiple needs of struggling writers indicate the need for test preparation to be embedded within a comprehensive, evidence-based writing curriculum.
- In addition, students with learning disabilities can benefit from instruction in self-monitoring and self-evaluation of their writing and in understanding writing test formats.
- Finally, teachers should support the affective needs of students when they are taking large-scale writing assessments. Teacher vignettes as illustrative examples are provided for each recommendation.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs and disabilities; assessment; self-efficacy; self-regulation; motivation

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Satchwell, C. (2019) Collaborative writing with young people with disabilities: Raising new questions of authorship and agency, *Literacy*, 53(2),77–85

How an author communicates with a reader is a central consideration in the critical examination of any text. When considering the communication of ideas from young people whose voices are seldom heard, the journey from author to audience has particular significance. The construction of children and young people as 'authors' is important, especially for those with learning difficulties or who struggle to comply with the current emphasis on spelling, punctuation and grammar.

This article relates to a UK Research Council-funded 3-year collaborative research project involving the co-creation of fictional stories with young people with disabilities to represent aspects of their lives.

Drawing on frameworks from narratology, Satchwell analyses the co-creation of one of the stories and presents an interpretation and elaboration of the discourse structure of narrative fiction to illustrate the complexities of the relationship between the multifaceted 'author' and community 'reader' of these stories.

The combination of qualitative research and fictional prose has particular characteristics and implications for the dissemination and communication of research findings. An extension of feminist critique of Barthes' claim for the death of the author provides new insights for engaging children in writing with their own voice.

Free access: **LINK**

Tags: treat every child as a writer; special educational needs and disabilities; pursue purposeful and authentic class writing projects; writer-identity

Children With Social & Behavioural Disorders

Adkins, M., Gavins, M. (2012) Self-Regulated Strategy Development and Generalisation Instruction: Effects on Story Writing and Personal Narratives among Students with Severe Emotional and Behavioural Disorders, *Exceptionality*, 20:4, 235-249

The effects of Self-Regulated Strategy Development (SRSD) with 3 second and third grade students with severe emotional/behavioural disorders, in one self-contained classroom were examined.

- Students wrote stories that were longer, contained more essential elements, and were qualitatively better.
- In addition, their personal narratives became longer, contained more essential elements, and were of overall better quality following SRSD instruction.
- Self-efficacy for writing improved for two of the three students.

Finally, all three students reported that the strategies they learned were useful and valued their impact on their writing.

(£): **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; children with behavioural disorders; children with emotional disorders

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Ennis, R. P., Jolivette, K., Terry, N. P., Fredrick, L. D., Alberto, P. A. (2015) Classwide teacher implementation of self-regulated strategy development for writing with students with emotional/behavioural disorders in a residential facility, *Education and Treatment of Children*, 24, 88–111

One promising intervention to support the writing skills of students with and at risk for emotional and behavioural disorders is self-regulated strategy development (SRSD).

The purpose of this study was to extend this line of inquiry to a residential setting with teachers serving as interventionists and determine the effects of the SRSD using the STOP and DARE mnemonic for persuasive writing on the writing performance and academic engagement of secondary students.

Results suggest statistically significant gains were made over the course of the intervention in writing and academic engagement when compared to baseline. In addition, student variables such as writing achievement, externalising/internalising behaviour patterns, age, and attendance predicted writing and engagement. Results of generalisation, fidelity, and social validity also are reported.

(£): **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; motivation; children with behavioural disorders; children with emotional disorders

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Ennis, R. P. (2016) Using self-regulated strategy development to help high school students with EBD summarise informational text in social studies, *Education and Treatment of Children*, 39, 545–568

Students with emotional and behavioural disorders often struggle to be effective writers. Self-regulated strategy development is one approach to writing instruction that has demonstrated success for students with emotional and behavioural disorders. However, there is little research exploring its utility to teach writing to students with emotional and behavioural disorders in social studies. The current study expanded the literature base by investigating the effectiveness of self-regulated strategy development to teach summary writing of informational texts to three high school students with emotional and behavioural disorders served in a residential facility.

A researcher taught the self-regulated strategy development lessons for writing using the mnemonic TWA+PLANS, which stands for Think before reading, think While reading, think After reading and Pick goals, List ways to meet goals, And make Notes, Sequence notes.

(£): **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; motivation; children with behavioural disorders; children with emotional disorders

Lane, K., Graham, S., Harris, K., Weisenbach, JL. (2006) Teaching Writing Strategies to Young Students Struggling with Writing and at Risk for Behavioural Disorders: Self-Regulated Strategy Development, *Teaching Exceptional Children,* 39(1): 60-64

This article focuses on the use of the self-regulated strategy development (SRSD) educational model, which teaches students the planning, goal setting, and self evaluation skills necessary for writing success. The article outlines the six stages of the SRSD model, including the development of background knowledge, discussion, modelling, memorization, support and independent performance. Finally, a case example is presented of students with behavioural or emotional problems working through the method to improve their writing.

Free access: **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; children with behavioural disorders; children with emotional disorders

Lane, K., Harris, K., Graham, S., Weisenbach, J., Brindle, M., Morphy, P. (2008) The Effects of Self-Regulated Strategy Development on the Writing Performance of Second-Grade Students With Behavioural and Writing Difficulties, *The Journal of Special Education*, 41(4), 234–253

The effects of an intervention, embedded in the context of a positive behaviour support model, on the writing of second-grade students at risk for emotional and behavioural disorder and writing problems were examined in this study. Students were taught how to plan and draft a story using the self-regulated strategy development model. Results revealed lasting improvements in story completeness, length, and quality for all students. Students and teachers rated the intervention favourably, with some indicating that the intervention exceeded their expectations.

Free access: **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; children with behavioural disorders; children with emotional disorders
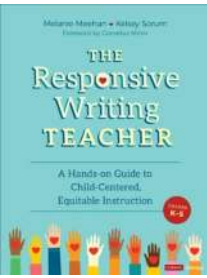
Mastropieri, M. A., Scruggs, T. E., Mills, S., Cerar, N. I., Cuenca-Sanchez, Y., Allen Bronaugh, D. (2009) Persuading students with emotional disabilities to write fluently, *Behavioural Disorders*, 35, 19–40

A study was conducted to evaluate the effectiveness of strategy instruction in persuasive writing with eighth-grade students who attended a public day school for students with severe emotional and behaviour disabilities. Students were taught to plan and write persuasive essays using the Self-Regulated Strategy Development model. Following mastery of the strategy, students were taught to apply the learned strategy to write fluently for 10 minutes. After more than four months of instruction, findings indicated that all students had mastered the components of effective persuasive essay writing and increased from baseline to post instruction and fluency in length and quality of essays. Effects were also noted on maintenance and generalisation essay probes administered over 11 weeks after fluency testing. Observed on-task behaviour was significantly correlated with a number of fluency, maintenance, and generalisation outcomes.

Implications for teaching and further research are discussed.

Free access: **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; children with behavioural disorders; children with emotional disorders
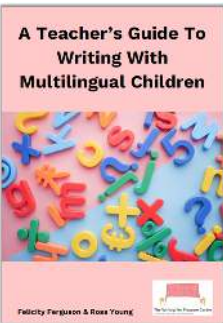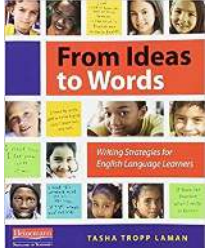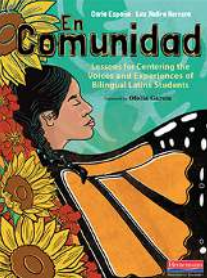
Mastropieri, M. A., Scruggs, T. E., Cerar, N. I., Guckert, M., Thompson, C., Bronaugh, D. A. (2015) Strategic persuasive writing instruction for students with emotional and behavioural disabilities, *Exceptionality*, 23, 147–169

Expressive writing is important for school and life success, but remains challenging for many students with emotional and behavioural disabilities. Emerging evidence reveals promise for teaching students with learning and behavioural issues to improve written expression with self-regulated strategy development instruction. Findings revealed students were able to successfully learn and apply the strategy within a reduced time period as evidenced by statistically significant higher quality essays that contained more essay elements, words, sentences, and transition words. Student interviews revealed positive attitudes toward instruction and strategy use. Two months following posttesting, surprise maintenance measures were administered that yielded equivocal results suggesting periodic review sessions may be appropriate. Implications for the classroom practice are discussed.

(£): **LINK**

Nordness, P., Hagaman, J., Herskovitz, R., Leader-Janssen, E. (2019) POWER UP: A Persuasive Writing Strategy for Secondary Students with Emotional and Behavioural Disorders, *Special Education and Communication Disorders Faculty Publications*. 25

In the area of written expression, students with emotional and behavioural disorders typically perform one to two grades below their same age, non-disabled peers. Unfortunately, there is a lack of research on writing interventions to improve these outcomes.

The purpose of this study was to examine the effect of a persuasive writing strategy called POWER UP to improve the quality of persuasive essays for secondary students with emotional and behavioural disorders. The results suggest that a mnemonic strategy based on the Self-Regulated Strategy Development Model (SRSD) can improve the quality of persuasive writing essays for secondary students with emotional and behavioural disorders.

Free access: **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; children with behavioural disorders; children with emotional disorders

Saddler, B., Asaro-Saddler K., Moeyaert M., Ellis-Robinson T. (2017) Effects of a Summarising Strategy on Written Summaries of Children With Emotional and Behavioural Disorders, *Remedial and Special Education*, 38(2), pp. 87–97

In this study, Saddler and his colleagues examined the effects of a summarising strategy on the written summaries of children with emotional and behavioural disorders. Six students with emotional and behavioural disorders in fifth and sixth grades learned a mnemonic-based strategy for summarising taught through the self-regulated strategy development (SRSD) approach.

Analyses revealed evidence for a functional relation between the treatment program and quality points. Quantitatively, very large effects were noted for all six students. Anecdotal evidence suggested the students understood the purpose of the strategy and could independently recall the steps of the mnemonic by the end of the intervention.

Results suggest that the strategy has the potential to improve the summary writing skills of students with emotional and behavioural disorders.

Free access: **LINK**

Tags: treat every child as a writer; teach mini-lessons; self-regulation; self-regulation strategy instruction; self-efficacy; children with behavioural disorders; children with emotional disorders

Recommended chapters and literature
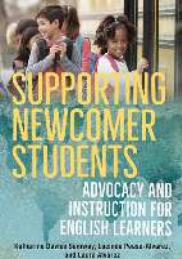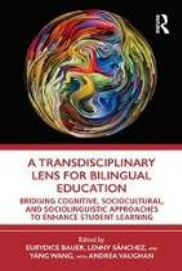
- See also *Writer-Identity* (see page 62)
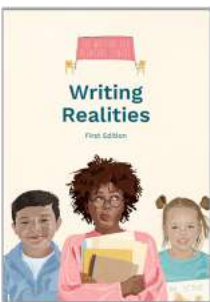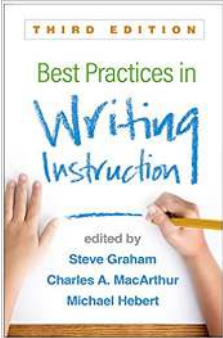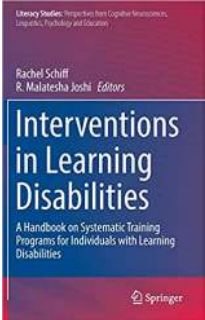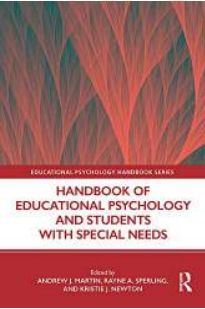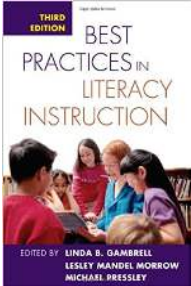
	Young, R., Ferguson, F., Kaufman, D., Govender, N. (2022) *Writing Realities* Brighton: The Writing For Pleasure Centre [**LINK**]

	Meehan, M., Sorum, K. (2021) *The Responsive Writing Teacher: A Hands On Guide To Child-Centered Equitable Instruction* USA: Corwin

English as an additional language, English language learners, bilingualism, multilingualism and translanguaging
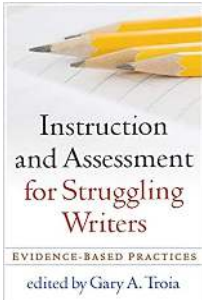
	Ferguson, F., Young, R. (2022) *A Teacher's Guide To Writing With Multilingual Children* Brighton: The Writing For Pleasure Centre [**LINK**]
	Laman, T. (2013) *From Ideas to Words: Writing Strategies for English Language Learners* Portsmouth, NH: Heinemann
	España, C., Herrera, L. Y. (2020) *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students* Portsmouth NH: Heinemann
	Samway, K., Pease-Alvarez, L., Alvarez, L. (2020) *Supporting Newcomer Students: Advocacy and Instruction for English Learners* USA: Norton Books
	Machado, E., Hartman, P. (2021) More Deeply "Knowing the Children" Bringing a Translanguaging Approach to Writing Conferences in the Early Literacy Classroom In *A Transdisciplinary Lens for Bilingual Education* Bauer, E., Sánchez, L., Wang, Y., & Vaughan, A. London: Routledge.

	Young, R., Ferguson, F. (2023) *Supporting Children With SEND To Be Great Writers: A Guide For Teachers And SENCOS* Brighton: The Writing For Pleasure Centre [**LINK**]
	Rouse, A.G. (2018) Instruction for students with special needs In *Best Practices In Writing Instruction* (p.361-384) New York: Guilford Press [**LINK**]
	Rouse, A., Graham, S. (2016) Best practices in writing instruction for students with learning disabilities. In *Interventions in Learning Disabilities* (pp. 175-190). Springer
	Graham, S. & Harris, K. (2020) Writing and students with learning disabilities In *Handbook of Educational Psychology and Students with Special Needs* (pp. 487-509) London: Routledge
	Reutzel, D.R. (2007). Organizing effective literacy instruction: Differentiating instruction to meet the needs of all children. *Best Practices in Literacy Instruction*, Gambrell, L.B., Morrow, L.M., and Pressley, M. (Eds.) (pp. 313–434). New York: The Guilford Press.
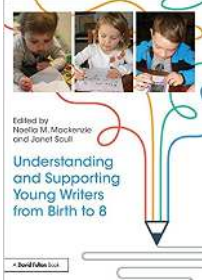
	Thompson, N. (2018) When learning to write isn't easy. In *Understanding and Supporting Young Writers from Birth to 8*, Mackenzie, N., and Scull, J. (Eds.) (pp. 245–265). London: Routledge.
	Troia, G.A., Lin, S.C., Monroe, B.W., and Cohen, S. (2009). The effects of writing workshop instruction on the performance and motivation of good and poor writers. In *Instruction and Assessment for Struggling Writers*, Troia, G.A. (Ed.) (pp. 77–112). New York: Guilford Press.

Children with social & behavioural disorders
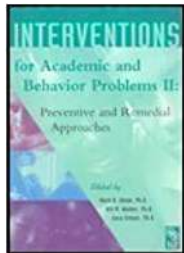
	Graham, S., & Harris, K. R. (2002) Prevention and intervention for struggling writers. In M. Shinn, H. Walker, & G. Stone (Eds.) *Interventions for academic and behaviour problems II: Preventive and remedial approaches* Bethesda, MD: NASP

Chapter 12
Read, Share, Think & Talk About Writing

Introduction

This chapter begins by examining the value of talk in the writing community of the classroom. It explores the crucial role played by dialogic teaching and exploratory talk in effective writing teaching. This is followed by discussion surrounding the kind of talk that would be expected within a Writing For Pleasure classroom, including the vital role direct and explicit instruction has in the development of apprentice writers, making the implicit explicit and the role of metacognition in writing for pleasure. Positive and productive interactions between writer-teachers and pupils are also presented, as is the role of collaborative talk and writing amongst pupil-writers. The importance of specific lessons in how to talk is explored, including how children can productively share their developing compositions with one another. The chapter concludes with examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.

DOWNLOAD CHAPTER

Young, R., Ferguson, F. (2021) *How Important Is Talk For Writing?* The Writing For Pleasure Centre

This article explores how important talk is in helping children write successfully and happily. Research would suggest essential and transformative. It is also an evidence-based research recommendation.

Evidence shows that talk is important at all aspects of children's writing process. For example, children talk with one another before they write, as they write and after they write. These interactions occur in different ways and can include:

- **Idea explaining** Children share what they plan to write about during the session with others.
- **Idea sharing** Children work in pairs or small 'clusters' to co-construct their own texts together.
- **Idea spreading** One pupil mentions an idea to their group. Children then leapfrog on the idea and create their own texts in response too.
- **Supplementary ideas** Children hear about a child's idea, like it, and incorporate it into the text they are already writing.
- **Communal text rehearsal** Children say out loud what they are about to write – others listen in, comment, offer support or give feedback.
- **Personal text rehearsal** Children talk to themselves about what they are about to write down. This may include encoding individual words aloud. Other children might listen in, comment, offer support or give feedback.
- **Text checking** Children tell or read back what they've written so far and others listen in, comment, offer support or give feedback.
- **Performance** Children share their texts with each other as an act of celebration and publication.
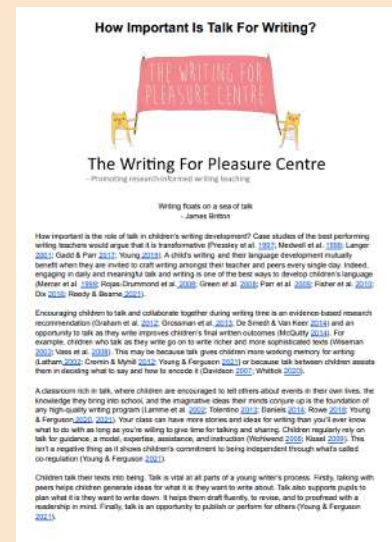
Free access: **LINK**

Tags: read, share, think and talk about writing; teach the writing processes; pursue purposeful and authentic class writing projects; pupil conferencing; emergent writers; early writers

This article shares how teachers can develop children's talk for writing.

Firstly, it explores what is meant by talk, reciting, writing and dictating.

Next, it shares the typical milestones for children's early language development.

Finally, the authors discuss the importance of explicitly teaching children strategies for talk that they can employ during class writing time.

Free access: **LINK**

Tags: read, share, think and talk about writing; teach the writing processes; pursue purposeful and authentic class writing projects; pupil conferencing; be a writer teacher; encoding; emergent writers; early writers

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This article challenges the prevailing notion that children's writing is best viewed through an individualistic lens, shaped by an ideology emphasising mastery of 'basic' skills and self-expression. The spotlight of scrutiny falls on the often-dismissed practice of 'copying.' Through a nuanced exploration, the article navigates the complex terrain of 'copying' by investigating its evolution in the context of theoretical perspectives, methodological choices, and responses to evolving educational discourse. Initiating the journey with an examination of two prior studies on 'copying,' the article highlights the transformative nature of theoretical tools and methodological decisions on perceptions of children, composition, and the act of copying itself. Shifting focus to the present study, the narrative unfolds in the classrooms of two low-income urban neighbourhoods, a kindergarten, and a first grade. The analysis of collected data unveils the intricate ways in which copying acts as a mediator in relationships.

Far from a mere replication of content, the observed instances of copying reveal a tapestry of collegiality, textual choreography, complementary authorial roles, and co-constructed dramas. The article, therefore, paints a vivid picture not of children composing in isolation but of the multifaceted participatory dynamics through which writing becomes a meaningful and relevant activity for young minds. In challenging the hegemonic vision of solitary writing mastery, the article invites readers to appreciate the collaborative and socially embedded nature of children's engagement with the written word.

(£): **LINK**

Tags: build a community of writers; read, share, think, and talking about writing; environmental community orientation; situational motivation; collaborative writing; intertextuality; writing realities

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In this research, we developed and empirically tested a dialogic writing intervention, an integrated language approach in which grade 5/6 students learn how to write, talk about their writing with peers, and rewrite. The effectiveness of this intervention was experimentally tested in ten classes from eight schools, using a pretest–posttest control group design. Results show that our dialogic writing intervention with support for dialogic talk significantly improved students' argumentative writing skills (ES = 1.09), but that the effects were not automatically transferable to another genre. Based on these results we conclude that a dialogic writing intervention is a promising approach to teach students how to talk about their texts and to write texts that are more persuasive to readers.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation; the needs of the reader; reader-response; revision; revising; teach the writing processes; read, share, think and talk about writing

Jesson, R., Fontich, X. and Myhill, D. (2016) 'Creating dialogic spaces: Talk as a mediational tool in becoming a writer', *International Journal of Educational Research, 80*, pp. 155 - 163 DOI: 10.1016/j.ijer.2016.08.002

This paper explores how talking plays a big role in helping students become better writers. We're talking about how language itself, especially when we talk about language (meta-talk), can be a powerful tool for learning. The focus is on how deliberately choosing words and organising thoughts is a key part of writing, as suggested by Vygotsky.

We look at how kids learn not just the basics of grammar but also how they understand words in a deeper way. The paper suggests that talking about writing in this way creates a space for conversation that helps students generalise and organise their thoughts, which is crucial for really understanding how writing works.

Adding to this, Bakhtin's idea that writing is like a conversation between the writer and the reader is discussed. In school, students write in settings that are influenced by the culture around them. Classrooms have unwritten rules and different ways of talking about writing, and students bring in their own beliefs and values as writers. This space for conversation, involving the words, the writer, and the context, allows for the exploration of unspoken details, hidden understandings, and the many different ways people talk about writing.

The paper also highlights how teachers play a vital role in creating and managing these conversational spaces. They provide a space for students to talk about writing, bringing out unspoken ideas and various ways of thinking. Drawing on Bernstein's idea of 'recontextualisation,' the paper explores how teachers navigate their own beliefs about teaching writing, their knowledge of teaching, and their understanding of what students need in terms of writing. This exploration not only helps us understand the complex world of teaching writing but also gives practical ideas for teachers looking to encourage more discussion and development in their writing classrooms.

Free access: **LINK**

Tags: read, share, think and talk about writing; build a community of writers; be a writer-teacher; community and environmental orientation

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Arfé, B., Festa, F., Ronconi, L., Spicciarelli, G. (2021) Oral sentence generation training to improve fifth and 10th graders' writing, *Read Writ*, 34, 1851–1883

Text generation—the mental translation of ideas into language at word, sentence, and discourse levels—involves oral language abilities. However, oral language skills are rarely a target of writing interventions.

We ran an intervention to improve fifth and 10th graders' written production through the development of oral sentence generation (grammatical and syntactic) skills. One hundred and fifteen students—68 fifth graders (four classrooms) and 47 tenth graders (four classrooms) —participated in a stepped-wedge cluster-randomised controlled trial. Two fifth-grade classrooms and two 10th-grade classrooms received nine 90-min sessions (3 weeks, three sessions a week) of oral language intervention immediately after the pretest (experimental groups); the two other fifth- and 10th-grade classrooms received business-as-usual writing instruction and received a delayed oral language intervention after the posttest (waiting list group).

The intervention consisted of team-based games to improve oral sentence generation and sentence reformulation skills. We assessed written sentence generation, written sentence reformulation, written text quality (macrostructure and language), and text writing fluency before (pretest) and after (posttest) the intervention and 5 weeks after the intervention (follow-up). The results showed that training on oral sentence generation skills can lead to significant gains in both sentence generation and sentence reformulation skills and text macrostructural quality. Improvement at the sentence level was, however, significant only for the younger writers (fifth graders).

Free access: **LINK**

Tags: read, share, think and talk about writing; oral language; writing difficulties; intervention

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Jaeger, E. (2021) Friends and authors: Spontaneous co-composing in a writing workshop, *Journal of Early Childhood Literacy*, 21(2), 177-207

In the mid-1980s, researchers began to study writers working in collaboration. Much of this research attended to what might be termed side-by-side composing: authors working on their own individual pieces and discussing them with others as needed. Others have studied co-composing—that is, multiple authors crafting a single text—describing the various aspects of these collaborations and their constraints and affordances. Nevertheless, few of these researchers have examined settings in which children spontaneously undertake co-composing. The study described here is a case analysis of a group of third-grade boys who chose to work together to write a superhero story over a period of six weeks.

Analysis showed that both the students' interaction and the text that resulted from it was multi-voiced in nature. I argue here for a Writing Workshop model that foregrounds student choice and agency, rather than asserting that procedures are the primary drivers of success. In the context described here, such a model allowed students in this classroom to follow their own interests and work with peers who were supportive of those interests.

(£): **LINK**

Tags: agency; co-authoring; co-construction; read, share, think and talking about writing; pupil-conferencing; pursue personal writing projects

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Boyd, M., Mykula, V., & Choi, Y. (2020) Responsive and responsible teacher telling: An across time examination of classroom talk during whole group writing workshop minilessons, *Research Papers in Education*, 35(5), 574-602

This study of whole class minilesson talk adds to the literature on how teacher talk shapes student involvement with learning. Minilesson talk is commonly associated with monologic, authoritative teacher telling – but there are few empirical studies of minilesson talk. Our systematic examination of the types of talk within and across the 14 minilessons of a Writing Workshop instructional unit found that about three quarters of the time types of talk were interactive (that is, at least one student was interacting with the teacher) and about half the time types of talk involved uptake of student ideas.

Findings show particular types of talk were associated with particular content, and types of talk flowed in purposeful cumulative manner to support instructional purposes. This study is important because it illustrates that teachers can incorporate dialogic elements into an instructional practice that is often conceived as being primarily authoritative.

(£): **LINK**

Tags: read, share, think and talk about writing; mini-lessons; self-regulation strategy development instruction; mini-lessons; responsive teaching

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Khosronejad, M., Ryan, M., Barton, G., Myhill, D., & Kervin, L. (2022) Examining how classroom talk shapes students' identities as reflexive writers in elementary classrooms, *Classroom Discourse*, 13(1), 64-82

This paper works on the premise that classroom talk conveys meaning about students as writers and asks how classroom talk facilitates the formation of students' identities as writers.

The first section of findings revealed how classroom talk positions students as either autonomous, communicative, metareflexive, or fractured writers. Furthermore, findings showed that the observed writing lessons position students as writers who are concerned with form and pay attention to function. In the second section, we share an indepth investigation of a year six writing lesson to show how different types of positions are negotiated by teacher and students on a temporal basis.

(£): **LINK**

Tags: agency; writer-identity; read, share, think and talk about writing; pupil-conferencing; metareflexive; self-regulation; motivation

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Stagg Peterson, S., Friedrich, N. (2022) Viewing young children's drawing, talking, and writing through a 'language as context 'lens: implications for literacy assessment, *International Journal of Early Years Education*, 30(1), 106-121

We report on our analysis of talk during an assessment task where we asked children living in northern Canadian communities to draw and write about activities they share with family and friends in their daily lives. We introduce a language as context approach to assessing young children's (ages 4–6 years) literacy and sociocultural knowledge, defining context as understandings of the demands of creating texts through drawing and writing, the genre of classroom assessment, and the values and worldviews of their local community and family. From our inductive analysis of children's (n = 64) talk during the assessment tasks in the fall and spring of one school year (n = 128), we conceptualise relationships between children's oral language strategies and their understandings of the conventions of an adult-initiated, one-on-one classroom assessment, their strategies for carrying out the task, and of social meanings in everyday experiences with family and friends in their northern communities. We argue this form of assessment provides a comprehensive picture of children's meaning-making that encompasses social and cultural practices of a diversity of contexts, including school and community.

(£): **LINK**

Kissel, B., Hansen, J., Tower, H., Lawrence, J. (2011) The influential interactions of pre-kindergarten writers
Journal of Early Childhood Literacy, 11(4), pp.425–452

This article examines six years of ethnographic research in Robyn Davis's pre-kindergarten classroom in the USA. The authors show how children used interactions during writing to create various written products. Three themes emerged from their findings:

- Interactions among children challenge their writing identities
- Interactions among children introduce new possibilities in their writing
- Interactions among children with more knowledgeable peers help push writers forward with their writing acquisition.

Through these findings, the authors conclude that peer interactions among four-five-year-old children are influential in their writing processes and products.

Free access: **LINK**

Tags: read, share, think and talk about writing; writer-identity; pupil conferencing

Wohlwend, K. (2008) From "What Did I Write?" to "Is this Right?": Intention, Convention, and Accountability in Early Literacy, *The New Educator*, 4:1, 43-63

When children enter public kindergartens in the current atmosphere of high-stakes testing, they often encounter an emphasis on correctness that casts doubt on the integrity of their personally invented messages, prompting them to ask not "What did I write?" but "Is this right?"

This case study examines early writing by kindergarten children within the context of their free-writing time and their teacher's plan to restore intention to compensate for a mandated curriculum that overemphasised convention. Children's writing samples were analysed before and after the teacher introduced peer sharing, a strategy aimed at reestablishing the children's communicative intent.

Free access: **LINK**

Tags: read, share, think and talk about writing; writer-identity; pursue personal writing projects; emergent writers; early writers; balance composition and transcription; free writing

Kissel, B. (2009) Beyond the Page: Peers Influence Pre-Kindergarten Writing through Image, Movement, and Talk, *Childhood Education,* 85:3 pp.160-166

The purpose of this article is to show how pre-kindergarten children influence the writing of peers as they construct messages through images, movement, and talk.

The author observed and listened to students as they engaged in the process of writing, then asked them about the meanings of their final written products. He found that pre-kindergarten children are writers (not meaningless scribblers) who share their writing ideas with peers, provide scaffolded guidance to peers during writing, and confer with peers about their final message.

These findings are made clear through detailed transcripts that note talk and movement, and through examples of final written products that are accompanied by the writer's description.

(£): **LINK**

Tags: read, share, think and talk about writing; emergent writers; early writers; drawing; writing workshop; the writing processes; pursue purposeful and authentic class writing projects

Wiseman, A. (2003) Collaboration, Initiation, and Rejection: The Social Construction of Stories in a Kindergarten Class, *The Reading Teacher,* 56(8) pp.802-810

Wiseman finds that the social complexity of learning is revealed during read-aloud and journal writing time in a classroom where students are encouraged to interact with peers as they learn and write. They consider how stories create opportunities for children to interpret and reflect their own experiences as well as the experiences of others.

Tags: read, share, think and talk about writing; writer-identity; connect reading and writing; intertextuality; funds of knowledge; writing realities

Tolentino, E. (2013) "Put an explanation point to make it louder": Uncovering Emergent Writing Revelations through Talk, *Language Arts,* 91(1) 10-22

The article focuses on the role of talk in igniting and influencing the pursuit of emergent writing discoveries and in transforming emergent writers' identities as literacy learners. Children's talk is examined across three levels:

- What participants talked about
- The roles that they played during interactions
- Ways they communicated intent.

Three aspects of the classroom environment contributed to children's writing revelations:

- Work time is fertile ground for literacy learning
- Talk plays a key role in becoming literate
- Peers play a role in the transformation of emergent writers.

The article illustrates children's use of writing to convey meaning and their ability to mentor and jointly construct their understanding of literacy with fellow writers. The findings expand our understanding of emergent writing development and provides further direction for investigating the potential of talk in supporting emergent writers.

Free access: **LINK**

Tags: read, share, think and talk about writing; emergent writers; early writers; connect reading and writing

Rojas-Drummond, S. M. Albarrán, C. D. Littleton, K. (2008) Collaboration, creativity and the co-construction of oral and written texts, *Thinking Skills and Creativity*, 3(3) pp. 177–191

In this paper, the authors explore how primary school children 'learn to collaborate' and 'collaborate to learn' on creative writing projects by using diverse cultural artefacts—including oracy, literacy and ICT.

They begin by reviewing some key sociocultural concepts which serve as a theoretical framework for the research reported. Secondly, they describe the context in which the children talked and worked together to create their projects. This context is a 'learning community' developed as part of an innovative educational programme with the aim of promoting the social construction of knowledge among all participants.

Overall, the work reveals the dynamic functioning in educational settings of some central sociocultural concepts. These include: co-construction; intertextuality and intercontextuality amongst oracy, literacy and uses of ICT; collaborative creativity; development of dialogical and text production strategies and appropriation of diverse cultural artefacts for knowledge construction.

Free access: **LINK**

Tags: read, share, think and talk about writing; build a community of writers; intertextuality; ICT; writing realities; funds of identity

Dix, S. (2016) Teaching writing: a multilayered participatory scaffolding practice, *Literacy*, 50: 23– 31

This article adds to the research on teachers' writing pedagogy. It reviews and challenges the research literature on scaffolding as an instructional practice and presents a more inclusive framework for analysis. As student participation and voice were absent from much of the literature, a participatory scaffolding framework was developed to observe, analyse and interpret how one teacher and her primary school aged students co-constructed learning to write.

The case study revealed that the scaffolding interactions were complex, recursive and responsive to students' learning. The teacher wove multiple layers of scaffolding, encouraging student talk and metacognitive awareness, thus creating a 'magic space' where minds could meet, allowing negotiation and handover.

(£): **LINK**

Tags: read, share, think and talk about writing; build a community of writers; pupil-conferencing

Vass, E., Littleton, K., Miell, D., Jones, A.C. (2008) The discourse of collaborative creative writing: Peer collaboration as a context for mutual inspiration, *Thinking Skills and Creativity*, 3, 192-202.

This paper focuses on children's classroom-based collaborative creative writing. The central aim of the reported research was to contribute to our understanding of young children's creativity, and describe ways in which peer collaboration can resource, stimulate and enhance classroom-based creative writing activities. The study drew on ongoing activities in Year 3 and Year 4 classrooms (children aged 7–9) in England. The paper discusses two significant aspects of the observed paired creative writing discourse. It reports the significance of emotions throughout the shared creative writing episodes, including joint reviewing. Also, it shows children's reliance on the collaborative floor (Coates, 1996), with discourse building on interruptions and overlaps.

The authors argue that such use of the collaborative floor was indicative of joint focus and intense sharing, thus facilitating mutual inspiration in the content generation phases of the children's writing activities. These findings have implications for both educational research and practice, contributing to our understanding of how peer interaction can be used to resource school-based creative activities.

Free access: **LINK**

Tags: read, share, think and talk about writing

Rowe, D. (2008) The Social Construction of Intentionality: Two-Year-Olds' and Adults' Participation at a Preschool Writing Center, *Research in the Teaching of English,* 42(4) pp.387-434

This paper describes how one group of Euro-American, middle-class two-year-olds living in the southern US learned to form and enact locally appropriate textual intentions and literate identities as they participated in writing events.

Data were collected during a nine-month study of two-year-olds' and adults' interactions at a preschool writing table. Adult talk functioned to elicit information about the children's writing to guide their participation, and to showcase adult writing activities as demonstrations. Children observed adult writing, initiated their own graphic activities, and co-authored with adults. A large portion of children's talk involved verbal or gestural descriptions of their intentions.

Analysis showed children making intertextual connections. Through adult-child talk, children showed how they learned intentionality through joint participation in writing, focusing on five key patterns:

- The joint negotiation of textual intentions in face-to-face interaction
- The forceful nature of the "pedagogical mode of address"
- Children's use of existing resources to take up roles as writers
- Changes in participation
- Children's agency in shaping their participation as writers.

Free access (if read online): **LINK**

Tags: read, share, think and talk about writing; pupil conferencing; be a writer-teacher; writing centre' writing station; funds of knowledge; funds of identity; intertextuality; agency; purposeful personal writing projects; emergent writers' early writers

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Dix, S., Cawkwell, G. (2011) The Influence of peer group response: Building a teacher and student expertise in the writing classroom, *English Teaching: Practice and Critique*, 10(4), 41–57

New Zealand students in the middle and upper school achieve better results in reading than they do in writing. This claim is evident in national assessment data reporting on students' literacy achievement. Research findings also state that teachers report a lack of confidence when teaching writing. Drawing on the *National Writing Project* developed in the USA, a team of researchers from the University of Waikato (New Zealand) and teachers from primary and secondary schools in the region collaborated to "talk" and "do" writing by building a community of practice.

The effects of writing workshop experiences and the transformation this has on teachers' professional identities, self-efficacy, and their students' learning provided the research focus. This paper discusses the influence of peer group response – a case study teacher's workshop experiences that transformed her professional identity, building her confidence and deepening her understandings of self as writer and ultimately transforming this expertise into her writing classroom practice.

Free access: **LINK**

Tags: read, share, think and talk about writing; pupil conferencing; be a writer-teacher

This article shares how a class of 8-9 year olds became a community of independent and collaborative writers who flourish through a responsive and culturally sustaining approach to writers' workshop. This includes:

- Providing daily and dedicated time for writing
- Honouring children's writing choices
- Providing daily writing instruction which is responsive to what the class needs instruction in most.
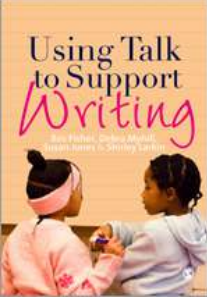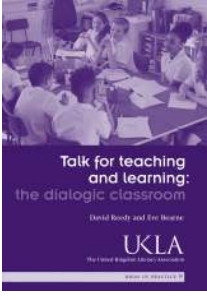- Providing children with additional instruction and feedback through pupil conferences

The authors then share the four ways in which teachers can be responsive to the needs of their students. These include:

- **Academic responsiveness:** Ensuring that skills and content align with students' abilities and curriculum goals.
- **Linguistic responsiveness:** Valuing the languages and dialects of students.
- **Cultural responsiveness:** Valuing the social and cultural identities and cultural capital of students.
- **Social-emotional responsiveness:** Providing a safe and loving environment for children to take risks, write and be writers.

(£): **LINK**

Tags: read, share, think and talk about writing; treat every child as a writer; building a community of writers; pupil conferencing; culturally sustaining pedagogy; responsive teaching; writing instruction; writing workshop; linguistics; agency mini-lesson; be reassuringly consistent; writer-identity; motivation; translanguaging; funds of knowledge; funds of identity

Recommended chapters and literature

	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) *The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
	Fisher, R., Jones, S., Larkin, S., & Myhill, D. (2010) *Using talk to support writing* London: SAGE
	Reedy, D., Bearne, E. (2021) *Talk for teaching and learning: the dialogic classroom* Leicester: UKLA
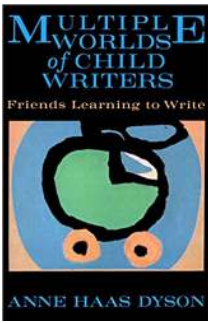
	Dyson, A.H. (1989) *Multiple Worlds of Child Writers: Friends Learning to Write* New York:Teachers College Press
	Green, J., Yeager, B., & Castanheira, M. L. (2008). Talking texts into being: on the social construction of everyday life and academic knowledge in the classroom. In N. Mercer, & S. Hodgkinson (Eds.), *Exploring talk in school: Inspired by the work of Douglas Barnes* (pp. 115-130) London: SAGE [**LINK**]
	Parr, J., Jesson, J., and McNaughton, S. (2009). Agency and platform:The relationships between talk and writing. *The SAGE Handbook of Writing Development* London: Sage.
	Dyson, A.H. (2000).Writing and the sea of voices: Oral language in, around and about writing. *Perspectives on Writing: Research Theory and Practice*, Indrisano, R., and Squires, J.R. (Eds.) (pp. 45–65). Newark, DL: International Reading Association.
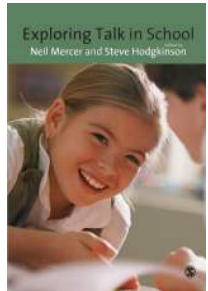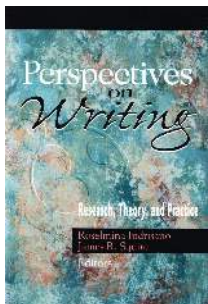
Chapter 13
Teach The Writing Processes

Introduction

A writer's process is a recursive, flexible, and sometimes spontaneous undertaking which can, depending on the context of the writing, include a set of processes such as generating ideas, planning, drafting, revising, editing, publishing, or performing. Children need time to generate ideas, plan their writing, draft freely, and conference with their peers and teacher. They need time in which to reflect and attend to their initial drafts through revision and proof-reading until the manuscript is as accurate as possible before publication or performance. The goal of engaging children in the process of writing is to help them gain control over the types of recursive activity characteristic of mature authors. Children will participate and respond within the context of the writing situation by generating ideas for individual pieces. Planning becomes imp as ortant when ideas need to be captured on paper or screen as external representations.
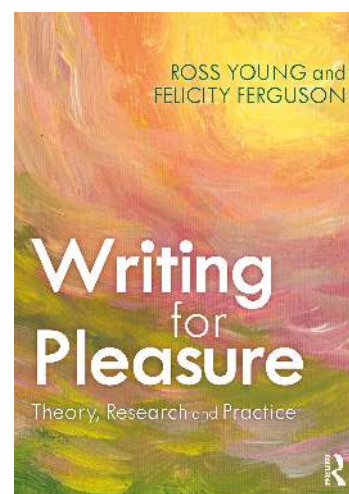
Explicit direct instruction in the writing processes is one of the best ways of teaching apprentice writers. There is no single agreed-upon writing process, but there are many approaches to it. The writing processes are often recursive and include strategies such as exploring, generating ideas and thinking; pre-writing, visioning, dabbling, talking aloud, drawing and planning; drafting; refining, re-drafting, re-reading, improving and revising; proof-reading and editing; and publishing, performing and evaluating. Research shows that, when experienced, children should be given agency over their writing process.

Agency over writing topics contributes to the writer's motivation, enjoyment and development. Research shows the importance of planning and drafting as a low-stakes process with the focus on composition. The important revision stage is discussed, including different types of re-reading and making improvements. Reconsidering and trying out are key to effective revising.

Motivation to proof-read and use punctuation with care comes from the sense of a genuine reader at the end of the writing. Editing skills are best embedded in the context of children's own composition, and aspects of proof-reading can be attended to over several sessions. The chapter discusses that only when children become fluent writers can they cognitively deal with composition and transcription at the same time.

The links between drawing and writing

Andrzejczak, N., Trainin, G., & Poldberg, M. (2005). From Image to Text: Using Images in the Writing Process. *International Journal of Education & the Arts, 6*(12), 1-17.

This study explores the advantages of integrating visual art creation with the writing process. Employing a qualitative inquiry, the research combines interviews with students, parents, and teachers, along with field observations and artefact analysis. Through emergent coding grounded in theory, the study elucidates that visual art creation significantly enhances the writing process. Students, when engaged in visual art creation, dedicated more time to thoughtful elaboration, produced robust descriptions, and developed a more concrete vocabulary.

The utilisation of art production and artwork in the prewriting phase emerged as a catalyst for motivation, providing a meaningful entry point and a platform for developing and elaborating on scenes or narratives. This research underscores the notion that a rich visual art experience brings about benefits that extend beyond the artistic realm, influencing thought processes and enhancing writing in response to the completed artwork. The findings highlight the interconnectedness of visual art creation and the writing process, emphasising the potential for a synergistic relationship between these two expressive forms.

Free access: **LINK**

Tags: drawing; planning; teach the writing processes; motivation; writing quality

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Selvester P., Steffani, S. (2012) The relationship of drawing and early literacy skills development in kindergarten children, *California Reader*, 45(4): 15–27

This study supports and extends previous research that suggests there is a relationship between picture naming and a variety of other factors that impact early literacy. The study explores the picture naming/representing ability of kindergarteners, their ability to name and draw pictures of objects they could and could not immediately identify, and their early literacy and math assessments.

Significant results were found for 1) drawing ratings and alphabet writing, and 2) alphabet writing, geometric shape sorting, and rhyming. Relationships between kindergarteners' picturing naming and drawing and their early literacy assessment performance are explored.

Free access: **LINK**

Tags: emergent writing; early writers; drawing; planning

Penn, L. R. (2020) Room for monsters and writers: Performativity in children's classroom drawing, *Contemporary Issues in Early Childhood*, 21(3), 208–223

Much research on children's classroom drawing emerged from an interest in the relationships between drawing and early writing and focused on drawing as a pedagogical tool to engage young children in planning, generating, and illustrating story ideas. In an eight-month case study of children's drawing in a kindergarten language arts curriculum, the author focused on children's classroom drawing not as a pedagogical intervention, but as an emergent event in which the intra-actions of children, drawing, and discourses coalesce. Of the many findings from this project, prevalent is the notion that children's drawing and drawings function as vehicles for more than just pre-literacy—that drawing and drawings produce critical, creative, and constructive thinking and learning.

In this article, the author discusses children's drawing and drawings as events in which the often divergent interests of children, teachers, and curriculum materialize. Butler's and Barad's notions of performativity—the ways in which bodies materialize larger social discourses, such as gender—help the author to make sense of the ways children perform popular culture discourses, such as "monster," or local classroom discourses, such as "writer," in the kindergarten classroom. In looking at children's drawing and drawings as material, discursive, and productive events, the author hopes to expand perceptions of children's drawing beyond indicators of development, aesthetics, or literacy acquisition into critical, creative, and constructive learning experiences with significant cultural implications.

(£): **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing; writer identity; writing realities

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Edwards CP., Willis LM. (2000) Integrating visual and verbal literacies in the early childhood classroom, *Early Childhood Education Journal*, 27(4): 259–265

As children begin to grasp the basic functions of literacy, they become engaged in meaning-making that alternates between and/or combines oral language, written and printed symbols, drawings, and other formats. This article examines the benefits to children of an integrated approach to literacy, highlighting the Reggio Emilia approach, and offers suggestions for achieving a more integrated curriculum.

Free access: **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing

Dunn, M.W., Miller, D., Stair, M. & Welsh-Griffin, H. (2021) Glimpses inside the minds of young writers: How children plan texts with art, *Journal of Research in Childhood Education*, 35(3), pp.503-519

Many children find writing to be a challenge. This exploratory case study included four students with a learning disability who had writing goals/objectives in their individual education program. The students participated in a larger project in which they learned and practised writing with an iPad art app. Planning a text with digital art offered students the opportunity to think about key questions that should be addressed in a story (e.g., who, when, where, what happened) and then illustrate their ideas. The focus of this study was to examine the effect of drawing on idea generation for writing. The researchers employed visual and thematic analysis methods to compare students' texts with their iPad drawings. A general finding of this study was that art did indeed help the students generate ideas for their stories and, specifically, that: (1) art was aligned with written/spoken stories, (2) art allowed for multiple options to explore, (3) art served as a reminder about story details and story line, and (4) art served as a catalyst for adding details and drama to stories.

(£): **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing; children with SEND

Dunn, M.W. & Finley, S., (2010) Children's struggles with the writing process: Exploring storytelling, visual arts, and keyboarding to promote narrative story writing, *Multicultural Education*, 18(1), pp.33-42

For many students, choosing a topic, creating an outline, generating an initial draft, and making edits to produce a final copy is a fluid process which poses minimal difficulty. For students who struggle with composing text, the writing process can be an arduous challenge which often results in frustration and a final copy which is lower in quality than standards dictate.

To produce a publishable story that fits the expectations of logical sequence of events that move forward through the conventions of rising action to crisis and climax and final resolution, students need to demonstrate command of writing practices such as idea generation, grammar, paragraphing, and story structure. Students who struggle with writing often experience difficulty with how to plan a story. Although the teacher may have provided one or even a few examples, this is probably insufficient for students who have had little or no past success in the writing process. Not knowing how to create a story plan impedes the writing process because the required characters, locations, descriptions, and sequence of events need to be presented cohesively so as to demonstrate the idea of story structure and to hold the reader's interest.

Beginning writers may have ideas to include in a story plan yet struggle with the demanding task of the visual-motor integration process of manuscript printing or handwriting and, therefore, have little mental energy to retain or develop their story ideas. The brain's memory and motor functions must work in tandem to help the student define the words to be written in a logical order, with correct spelling, and to convey the intended meaning and ideas. Even with a good idea and plan, a student's lack of knowledge about proper sentence structure and syntax can hinder the creation of fluid and elaborate text. The result is a strenuous editing task where the student's interest can wane and leave the potentially strong composition in a stage of illegibility. The student may be able to note ideas but not in a way that conveys the story to the reader. This article describes a study that explores how elementary-age students, after reviewing a published story example, employed the use of art and writing-assistance software in planning and composing their own narrative text.

Free access: **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing; children with SEND

Dunn, M. (2013) Using Art Media During Prewriting: Helping Students with Dysgraphia Manage Idea Generation Before Encoding Text, *Exceptionality*, 21:4, 224-237

Many students struggle with writing skills. This study focuses on three students (second and fourth grades) who were classified with a learning disability by their school. These children had writing goals and objectives (i.e., characteristics of having dysgraphia) included in their Individual Education Plan. In a single case design format, each student was taught the Ask, Reflect, Text (ART) mnemonic strategy to help improve story content and quality. The components of ART include students Ask themselves a series of seven questions; the students then Reflect on their answers and illustrate their story-content responses with art media (e.g., paints, colored markers, play dough); and from this prewrite illustration, students generate their Text. All participants improved greatly in story content. They also improved in story quality but to a lesser extent.

Free access: **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing; children with SEND

Coates E., Coates A. (2006) Young children talking and drawing, *International Journal of Early Years Education*, 14(3): 221–241

The relationship between children's narrative and their drawing process formed the basis for this investigation and built on both previous knowledge and many years of observing young children in early years settings. It focused upon children in the two age phases (three to four year olds—nursery, and four to five year olds—reception class) of the English Education Foundation Stage. Narrative observations were carried out during each drawing episode with pairs of children, and audio recordings were also made to complement these.

Free access: **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing

Caldwell, H., Moore, BH. (1991) The art of writing: Drawing as preparation for narrative writing in the primary grades, *Studies in Art Education*, 32(4): 207–219

This study compared drawing, as a planning activity for writing, with discussion, as a traditional planning activity, to determine the effects of each upon the quality of narrative writing. The subjects were 42 second- and third-grade students, randomly assigned to two groups; the drawing group and the control group. The drawing and control groups participated in 15 weekly sessions consisting of a 15-minute discussion followed by 45 minutes of drawing or language arts activities and 30 minutes producing a first writing draft. Students' writing drafts were analysed for the effects of drawing and discussion planning activities on writing. Repeated measures ANOVA revealed that the writing quality of the drawing group was significantly higher than that of the control group. It was concluded that drawing is a viable and effective form of rehearsal for narrative writing at the second- and third-grade levels and can be more successful than the traditional planning activity, discussion.

Free access: **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing

Trujillo, A. R., & Emerson, A. M. (2021). Scaffolding Compositions by Valuing Illustrations in Preschool. The Reading Teacher, 74(5), 635-638.

The authors guide early childhood educators through steps for empowering the inner authentic writer in young preschool children by maximising illustrations. Preschoolers' emergent writing experiences should be authentic and support positive writing identities as their skills develop. The authors explain how to model flexible and authentic processes through practical strategies to engage children in compositional writing through a focus on illustrations. Four steps will help harness children's illustrations as a launch pad to encourage emergent writing, scaffold drawing and illustrations through questions, model authenticity, and value making and sharing young children's picture books in preschool.

(£): **LINK**

Tags: teach the writing processes; emergent writing; early writers; drawing; planning; oral language; read, share, think and talk about writing; book-making

Stagg Peterson, S., Friedrich, N. (2022) Viewing young children's drawing, talking, and writing through a 'language as context 'lens: implications for literacy assessment, *International Journal of Early Years Education*, 30(1), 106-121

We report on our analysis of talk during an assessment task where we asked children living in northern Canadian communities to draw and write about activities they share with family and friends in their daily lives. We introduce a language as context approach to assessing young children's (ages 4–6 years) literacy and sociocultural knowledge, defining context as understandings of the demands of creating texts through drawing and writing, the genre of classroom assessment, and the values and worldviews of their local community and family. From our inductive analysis of children's (n = 64) talk during the assessment tasks in the fall and spring of one school year (n = 128), we conceptualise relationships between children's oral language strategies and their understandings of the conventions of an adult-initiated, one-on-one classroom assessment, their strategies for carrying out the task, and of social meanings in everyday experiences with family and friends in their northern communities. We argue this form of assessment provides a comprehensive picture of children's meaning-making that encompasses social and cultural practices of a diversity of contexts, including school and community.

Mackenzie, N. (2011) From drawing to writing: What happens when you shift teaching priorities in the first six months of school?, *Australian Journal of Language and Literacy*, 34: 322–340

Most young children love to draw and they all need to learn to write. However, despite the research over the past 30 years which identifies a strong relationship between emergent writing and drawing, in some classrooms young children are being obliged to see drawing and writing separately rather than as a unified system of meaning making.

In this article Mackenzie highlights one outcome of a research project which focuses on writing in the first year of formal schooling. In 2009 Mackenzie challenged 10 teachers working with children in the first year of school to make drawing central to their writing program, particularly during the first half of the year. She wanted to examine the relationship between children's drawing and learning to write in the first six months of formal schooling in an era where visual literacy and linguistic literacy combine. The result of the research is unambiguous: if teachers encourage emergent writers to see drawing and writing as a unified system for making meaning, children create texts which are more complex than those they can create with words alone. The findings are significant for two reasons:

- Firstly, in an era where visual literacy is central to new literacies it does not make sense to ignore the research which identifies the important relationship between drawing and emergent writing.
- Secondly, the findings remind us of the power of building on from the known to the new; meaning making through talking and drawing are the known, and writing as script is the new.

The approach discussed also leads children to develop a positive attitude towards themselves as writers.

Free access: **LINK**

Christianakis, M. (2011) Children's Text Development: Drawing, Pictures, and Writing, *Research in the Teaching of English,* 46(1) pp.22-54

This paper traces the construction of texts composed by fifth graders in an urban classroom in order to answer the following questions:

- How do children develop as writers in school?
- How do writing and drawing function in children's texts?
- How do teaching practices shape children's writing development?

Data revealed how children used drawing to create classroom texts. Data show that drawing is not simply a developmental preface to writing. Rather, when given guided intellectual freedom, children integrate writing, drawing, and pictures in sophisticated and creative ways. The author traces children's text development to show how schooling as an institution bounds and limits their use of their authorial prerogatives, their textual possibilities, and ultimately their developmental potential. She concludes by asserting that we must reconsider development in writing to include not only orthographic symbols, but also the wide array of communicative tools that children bring to writing. Any analysis of development that fails to include an analysis of the corresponding institutional practices and ideologies is liable to be no more than a contribution to the efficacy of that developmental model.

Free access (if read online): **LINK**

Rowe, D. (2018) The Unrealized Promise of Emergent Writing: Reimagining the Way Forward for Early Writing Instruction *Language Arts* 95(4) pp.229-241

This column traces the journey of theory and research that has allowed us to fundamentally reimagine the very beginnings of early childhood writing. In preschool classrooms, we find an unexpected disconnect between research and practice. Despite a half century of research affirming the power of early writing experiences, many preschool classrooms currently offer limited opportunities for emergent writing. There is an urgent need to reimagine the place of writing in preschool classrooms. To this end, Rowe outlines five research-based recommendations for the design of preschool writing experiences. These include:

- Play needs to be an important part of children's early writing.
- Children need to write for real, meaningful and authentic purposes.
- Name writing is important but not nearly enough if we are to develop children's preschool writing.
- Adults need to provide children with instruction in the context of the meaningful writing they are trying to make each day.
- Adults need to invite children to write about their own cultural and personal experiences and expertise.

(£): **LINK**

Tags: teach the writing processes; emergent writing; early writers; genre study; invented spelling; letter formation; handwriting; pursue purposeful and authentic writing projects; multimodality; drawing; encoding; fluency; writer-identity; balance composition and transcription

Helping children learn the processes of writing

Sampson, M.R., Ortlieb, E., Leung, C.B. (2016). Rethinking the Writing Process: What Best-Selling and Award-Winning Authors Have to Say. *Journal of Adolescent & Adult Literacy*, 60(3), 265– 274. doi:10.1002/jaal.557.

Increasing attention has been directed recently to literacy education as a means for disciplinary learning and career readiness. All the while, concepts of print have dramatically changed because the majority of reading and writing now occurs in digital formats. Therefore, it is an ideal time to investigate the complexities of the writing process to determine how current writers hone their skills and how pedagogical practices can reflect those elements of writing. To unearth ways in which students can develop the writing proficiencies necessary for academic and career success, this investigation set out to determine the writing processes and practices of prolific best-selling and award-winning authors. Using a questionnaire containing both open-ended and multiple-choice items, findings reveal that successful writers maintain degrees of plasticity in terms of how their story, content, and voice unfold. Their processes for writing are not only purposefully pragmatic and highly individualised but also do not always progress linearly through the five elements of the writing process. Recommendations are made to assist classroom teachers of writing in their pedagogical planning, instruction, and assessment.

(£): **LINK**

Tags: teach the writing processes; be a writer-teacher

De La Paz, S. (1997) Strategy Instruction in Planning: Teaching Students with Learning and Writing Disabilities to Compose Persuasive and Expository Essays, *Learning Disability Quarterly*, 20(3), 227–248

This article summarizes two intervention studies using the Self-Regulated Strategy Development (SRSD) model of instruction. The major objective of the studies was to evaluate the effectiveness of teaching students with learning and writing disabilities an approach to planning persuasive essays before and during composing. An in-progress investigation will also be described, in which the planning strategy has been modified to accommodate a change in genre from persuasive to expository writing. Instructional effects have been investigated using different research designs (multiple-baseline-across-subjects with multiple probes in baseline and between-group comparisons); in different settings (individual instruction, small groups in resource rooms, and general education classrooms); and with different types of students (fifth through eighth graders, including students with and without learning disabilities). Instructional procedures and methodology from these studies are summarized, and the central findings from the first two investigations are presented. Suggestions for future interventions that focus on planning strategies are proposed.

(£): **LINK**

Tags: teach the writing processes; planning; children with SEND; teach mini-lessons; SRSD instruction; self-regulation

Agha, A. A., Truckenmiller, A. J., Fine, J. G., & Perreault, M. (2022) A Preliminary Investigation Into the Role of Planning in Early Writing Development, *Assessment for Effective Intervention*, 48(1), 3–12

The development of written expression includes transcription, text generation, and executive functions (including planning) interacting within working memory. However, executive functions are not formally measured in school-based written expression tasks, although there is an opportunity for examining students' advance planning—a key manifestation of executive functions. We explore the influence of advance planning on Grade 2 written expression using curriculum-based measurement in written expression (CBM-WE) probes with a convenience sample of 126 students in six U.S. classrooms.

(£): **LINK**

Zurcher, M., & Stefanski, A. (2022) Valuing and supporting the complex writing processes of emergent writers, *Journal of Early Childhood Literacy*, 14687984221123709

This collective case study sought to investigate the distinctive writing processes and productions of young writers within the space of a writers' workshop. Based on video-taped observations, fieldnotes, writing samples, and teacher and student interviews, a description of preschool students' writing processes began to unfold. Some might consider these preschool writing processes to be necessary stepping stones to more conventional writing, but this study makes clear the students already engaged in complex writing processes that may have distinct, valuable qualities to be encouraged and supported. The following research questions guided the data collection and analysis for this study: "How do preschool students create texts within a writers' workshop?" and "How do these processes differ from past descriptions of the writing process?" These questions are significant, because much of the literature focuses on the writing processes of older students or specific aspects of the emergent writing process (e.g., rehearsal, transcription, dialogue), but this study attempted to describe preschool writing processes as a whole and then identify the dimensions distinctive to these early writers.

The data collected in this study highlighted three tightly interconnected themes that reflected aspects of preschool writing processes: the use of illustrations to direct the story, play within writing, and the socialisation of emergent authoring. All of these themes underscore how students were writing "in the moment" and creating a multimodal production. By valuing this entire production rather than only the finished written product, young students can view themselves as authors and take on that role.

(£): **LINK**

Tags: teach the writing processes; drawing; playing; early writers; emerging writers; pre-school writers; writer-identity

Hier, B. O., Eckert, T. L., & Datchuk, S. M. (2022) The use of advanced planning among emerging writers, *Reading and Writing*, 1-20

This descriptive study examined differences in children's text production as a function of the advanced planning strategies they used. Analyses of variance showed that engaging in advanced planning was associated with higher rates of text production pre-intervention when basic writing skills were not automatized; however, as the children developed greater fluency with text production over the course of intervention, their planning processes shifted, and the advanced planning they engaged in was no longer associated with their writing outcomes post-intervention.

Free access: **LINK**

Tags: teach the writing processes; planning; emerging writers; early writers

Schneider, J. (2003) Contexts, genres, and imagination: An examination of the idiosyncratic writing performances of three elementary children within multiple contexts of writing instruction. *Research in the Teaching of English*, 37, 329–379

A year-long descriptive and interpretive study was initiated in one elementary classroom to understand further children's writing in the context of school. A two-level case study was conducted to examine both the complex writing performances of three students in a 2nd-3rd grade class and the instructional strategies of their teacher, focusing on the interplay between the children's strategy use and the teacher's instruction. Observations of and interviews with the children revealed the features of each child's enacted textual production, attention to textual features, and rhetorical knowledge. Observations of and interviews with the teacher revealed her attention to aesthetics and pragmatics and her positioning of herself as a writing authority. Results indicate that the focus students exhibited idiosyncratic strategies for creating text and attended to multiple aspects within each writing event including the visual features of their textual products, the reactions of peers and the teacher, and the characteristics of various genres. Throughout all writing opportunities, the children's personal experiences guided their knowledge of genre as well as their relationships in and around texts. This study contributes to theories of writing development by recasting children's writing as performance within the differing instructional contexts designed to support it.

Free access (if read online): **LINK**

Tags: teach the writing processes; genre study; textual features; writer-teacher; mini-lessons; writing study; generating ideas; funds of knowledge; funds of identity; agency; set writing goals; mentor texts

Sharp, L. (2016) Acts of writing: A compilation of six models that define the processes of writing, *International Journal of Instruction*, 9, 77–90

Writing is a developmental and flexible process. Using a prescribed process for acts of writing during instruction does not take into account individual differences of writers and generates writing instruction that is narrow, rigid, and inflexible. Preservice teachers receive limited training with theory and pedagogy for writing, which potentially leads to poor pedagogical practices with writing instruction among practicing teachers. The purpose of this article was to provide teacher educators, preservice teachers and practicing teachers of writing with a knowledge base of historical research and models that define and describe processes involved during the acts of writing.

Free access: **LINK**

Tags: teach the writing processes; writing study; craft knowledge

Alber-Morgan, S., Hessler, T., Konrad, M. (2007) Teaching writing for keeps. *Education and Treatment of Children*, 30, 107–128

Proficiency with written expression is critical for students' academic success. Unfortunately, writing presents a challenge for both students and teachers. Recent data suggest that many students in U.S. schools fail to meet even the most basic writing standards. And even when students receive effective (i.e., evidence-based) writing instruction, they often struggle with the generalization (i.e., transfer) of skills to other writing tasks, genres, and purposes and with maintaining skills over time. This article provides teachers with strategies for promoting generalization of writing skills in each stage of the writing process: prewriting, drafting, revising, editing, and publishing.

Free access: **LINK**

Tags: teach the writing processes

Danoff, B., Harris, K. R., Graham, S. (1993) Incorporating strategy instruction within the writing process in the regular classroom: Effects on the writing of students with and without learning disabilities, *Journal of Reading Behaviour*, 25(3), 295–322

Through a series of extended mini-lessons during writers' workshop, both students with and without a learning disability were taught a previously validated writing strategy and procedures for regulating the strategy and the writing process. The strategy instructional procedures had a positive effect on the 4th- and 5th-grade students' writing. The schematic structure of their stories improved substantially following instruction and remained improved over time and with a different teacher. The quality of what was written also improved for all but 2 of the students following instruction. Overall, improvements in story quality were maintained and generalised by all of the students, except for the younger 4th graders and 1 5th-grade student. In addition, 1 of the students who had not evidenced quality gains immediately following instruction wrote qualitatively better stories.

Free access: **LINK**

Tags: teach the writing processes, self-regulated strategy instruction, mini-lessons, writing workshop

Collier, D.R. (2017) What kind of writer are you?: Glancing sideways at writers becoming. In Cremin, T., and Locke, T. (Eds.) *Writer Identity and the Teaching and Learning of Writing* (pp. 169–182). London: Routledge

Writers are always in a state of becoming; in classrooms, teacher-writers and student-writers are always becoming writers and their social and academic identities are intertwined with their writer identities. In this chapter, I use a methodology of 'glancing sideways', to look at the writing trajectories of Stephanie and Kyle. I positioned myself alongside children while they wrote in the classroom and in the computer lab at school, in order to discern what was happening as they engaged in writing practices. This analysis examines what was happening and how writers are constructed through particular practices and relationships.

Free access: **LINK**

Tags: teach the writing processes

Allal, L. (2004) Integrated writing instruction and the development of revision skills. In *Revision of Written Language: Cognitive and Instructional Processes*, Allal, L., Chanquoy, L., and Largy, P. (Eds.) (pp. 139–155). Philadelphia, PA: Kluwer.

Research on writing instruction in the elementary grades is reviewed, based on findings from classroom investigations of multifaceted programs and from experimental studies of factors affecting the acquisition of revision skills. The principles underlying an integrated sociocognitive (IS) approach to writing instruction are presented, as are the results of a year-long field study in 20 classes comparing this approach to a componential skills (CS) approach. The results of this study show significant but modest effects of the IS approach on students' ability to revise narrative text in second and sixth grades. Analysis of developmental trends between the two grades shows several important changes in students' revision skills, namely an increase in revisions affecting text organisation and semantics, as well as increased concern for grammatical rather than lexical aspects of spelling. Very substantial interindividual variation is found, however, in each grade. The findings are discussed in relationship to other studies of writing instruction and revision.

Free access: **LINK**

Tags: teach the writing processes; revision

Andrade, H., Brooke, G. (2010) Self-assessment and learning to write. In *Writing: Processes, Tools and Techniques*, Mertens, N. (Ed.) (pp. 74–89). New York: Nova Science Publishers

This chapter reviews several recent studies of the relationships between rubric referenced self-assessment and the quality of elementary and middle school students' writing and self-efficacy for writing. The self-assessment process employed in each study emphasised the articulation of criteria and a carefully scaffolded process of review by students, followed by revision. Taken together, the studies show that rubric-referenced self-assessment is associated with more effective writing, as evidenced by higher total scores for essays written by students in the treatment condition, as well as higher scores for each of the criteria on the scoring rubric. The reviewed research also reveals an association between the treatment and the self-efficacy of girls for writing. The chapter includes a review of relevant literature, a detailed description of the process of self assessment, a report on the studies, and a discussion of the implications for teaching and research.

Free access: **LINK**

Tags: teach the writing processes; revision, revision checklists, rubrics

Becker, A. (2006) A review of writing model research based on cognitive processes. In *Revision: History, Theory and Practice*, Horning, A., and Becker, A. (Eds.) (pp. 25–49). Herndon, VA: Clearinghouse.

Faced with many different levels of writing proficiency, composition instructors know all too well the extreme variations in ability between students. Typically inexperienced or novice writers do not take much time to develop detailed plans before writing, and when confronted with the need for revision, they consider any rewriting as punitive. This negative attitude toward correcting their text often means they focus on surface errors only, or if they do global revision, often it is less effective than their original text. Professional or expert writers, on the other hand, incorporate revision into every aspect of the writing process, looking at it as a positive opportunity for discovery as they write and rewrite. Since they view creating written text as a recursive activity, their revisions are typically global in scope.

Free access: **LINK**

Tags: teach the writing processes; revision

Chanquoy, L. (2001) How to make it easier for children to revise their writing: A study of text revision from 3rd to 5th grades, *British Journal of Educational Psychology*, 71(1), 15–41

The objective of this study was to examine if a delay between writing and revising could improve the frequency and the nature of revisions. In two out of three writing sessions the revising period was delayed to lighten the cognitive load associated with the revising process. The main hypothesis was that the revisions would be more frequent in older children's texts and during the sessions in which the revising process was delayed. Sixty children (20 per grade) from 3rd to 5th grades participated in the study. These children were asked to write a text, and to revise it, when the revising phase occurred, whether during the writing phase or afterwards. The text length, the frequency of errors and the frequency and the nature of revisions were analysed. The main results showed that, surprisingly, 3rd graders produced shorter texts, containing more errors, but revised more than 4th and 5th graders. The two postponed revising conditions led to more revisions than the revision occurring during writing. Surface revisions were more frequent than meaning revisions, but this result was only significant for younger children, or when revision occurred during writing. For all grades and revising conditions, surface revisions were mainly script and spelling corrections; meaning revisions were mainly additions and

deletions of words or parts of texts. This study shows the effect of children's grade on revision, and that postponing the revising process seems to help children to increase the frequency and the depth of their revisions.

Free access: **LINK**

Tags: teach the writing processes; revision

De La Paz, S., Swanson, P., Graham, S. (1998) The contribution of executive control to the revising by students with writing and learning difficulties, *Journal of Educational Psychology*, 90(3), 448–460

This study examined the role of executive control in the revising problems of 8th graders with writing and learning difficulties. The contribution of executive control was examined by providing students with executive support in carrying out the revising process. Students learned to use a routine that ensured that the individual elements involved in revising were coordinated and occurred in a regular way. Compared with revising under normal conditions, executive support made the process of revising easier for students and improved their revising behaviour. They revised more often, produced more meaning-preserving revisions that improved text, and revised larger segments of text more frequently when using the executive routine. Executive support also had a greater impact on the overall quality of students' text than did normal revising. Students' difficulties with revising were not due solely to problems with executive control because they also experienced difficulties with the separate elements involved in revising.

Free access: **LINK**

Tags: teach the writing processes; revision; self-regulated strategy instruction; process goals

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Englert, C. S., Raphael, T. E., Anderson, L. M., Anthony, H. M., Stevens, D. D. (1991) Making strategies and self-talk visible: Writing instruction in regular and special education classrooms, *American Educational Research Journal*, 28(2), 337–372.

Expository writing is an important skill in the upper-elementary and secondary grades. This study examined the effects of an intervention that attempted to improve students' expository writing abilities through an instructional emphasis on teacher and student dialogues about expository writing strategies, text structure processes, and self-regulated learning.

The findings suggested that the dialogic instruction was effective (a) in promoting students' expository writing abilities on two text structures taught during the intervention (explanation and comparison/contrast) and (b) in leading to improved abilities on a near transfer activity, in which students wrote using a text structure not taught during the intervention. The results support the importance of instruction that makes the writing processes and strategies visible to students through teacher-student and student-student dialogue.

Free access: **LINK**

Tags: teach the writing processes; read, share, think and talk about writing; genre-study; textual features; self-regulated strategy instruction; mini-lessons

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Frank, C. (2001) 'What new things these words can do for you': A focus on one writing-project teacher and writing instruction, *Journal of Literacy Research*, 33(3), 467–506.

This study explores a writing-project teacher's premises about writing and illustrates how those underlying principles drove her instruction, influenced children's work, and created a particular theory of writing in her classroom culture. The sociolinguistic and discourse analysis of the transcripts from her writing conferences revealed 7 assumptions about writing: (a) writers need time to write; (b) writers need to be in charge of their own writing; (c) writers find ideas to write about when they read; (d) writing is social and students learn to become writers and authors by interacting with their peers, their parents, and their teachers; (e) writing includes learning how to spell and proofread work; (f) "writers" write many things but "authors" write books; and (g) Writers speak to audiences that they may never meet.

Free access: **LINK**

Tags: teach the writing processes; pursue purposeful and authentic class writing projects; pupil conferencing; agency; reading and writing connection; read, share, talk and think about writing; editing; proof-reading; be a writer-teacher; balance composition and transcription

Graham, S., Sandmel, K. (2011) The process writing approach: A meta-analysis, *Journal of Educational Research*, 104, 396–407

The process approach to writing instruction is one of the most popular methods for teaching writing. The authors conducted a meta-analysis of 29 experimental and quasi-experimental studies conducted with students in Grades 1–12 to examine if process writing instruction improves the quality of students' writing and motivation to write. For students in general education classes, process writing instruction resulted in a statistically significant improvement in the overall quality of writing.

Free access: **LINK**

Tags: teach the writing processes; writing workshop

Hayes, J.R., Flower, L. (1980) Identifying the organisation of writing processes. In *Cognitive Processes in Writing: An Interdisciplinary Approach*, Gregg, L.W., and Steinberg, E.R. (Eds.) (pp. 3–30). Hillsdale, NJ: Lawrence Erlbaum.

Many have recognized that attention to process is potentially very important for the teaching of writing. Unfortunately, relatively few researchers have actually studied writing processes experimentally. This article shows how protocol analysis was used to identify writing processes and possible implications for teaching practices.

Free access: **LINK**

Tags: teach the writing processes

Hoogeveen, M., Van Gelderen, A. (2018) Writing with peer response using different types of genre knowledge: Effects on linguistic features and revisions of sixth-grade writers, *The Journal of Educational Research*, 111:1, 66-80

This study examined whether instruction in genre knowledge enriches students' feedback on each other's writing, resulting in better writing quality. Results showed strong effects of the SGK condition outperforming the other conditions on text quality. Video recordings of students commenting on each other's first drafts showed that the students in the SGK condition gave significantly more attention to the functions taught than students in the GACW condition. This finding supports the interpretation that knowledge about the genre-specific functions improves texts.

Free access: **LINK**

Tags: teach the writing processes; revision; revision checklists; rubrics; read, share, think and talk about writing; genre study

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Jasmine, J., Weiner, W. (2007). The effects of writing workshop on abilities of first grade students to become confident and independent writers, *Early Childhood Education Journal*, 35(2), 131–139

Writing Workshop is an interactive approach to teaching writing as students learn and practice the importance of rehearsal, drafting/revising, and editing their pieces of writing. This study implemented a mixed methodology design incorporating qualitative and quantitative analysis by administering a pre survey to each child before he/she began the Writing Workshop and a post survey after the intervention; systematic observational research as a checklist to record observed practices of students during peer revising conferences; portfolios to assess student writing and graded via a rubric; and lastly interview of students regarding confidence and ability in writing. Therefore, the purpose of this study was to explore the writing processes of drafting/revising and editing to support first grade students to become independent writers.

Free access: **LINK**

Tags: teach the writing processes; revision; revision checklists; rubrics; read, share, think and talk about writing; pupil conferencing; self-efficacy; self-regulation

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Kellogg, R.T. (2008) Training writing skills: A cognitive developmental perspective, *Journal of Writing Research*, 1(1), 1–26

Writing skills typically develop over a course of more than two decades as a child matures and learns the craft of composition through late adolescence and into early adulthood. The novice writer progresses from a stage of knowledge-telling to a stage of knowledge transforming characteristic of adult writers. Professional writers advance further to an expert stage of knowledge-crafting in which representations of the author's planned content, the text itself, and the prospective reader's interpretation of the text are routinely manipulated in

working memory. Knowledge-transforming, and especially knowledge-crafting, arguably occur only when sufficient executive attention is available to provide a high degree of cognitive control over the maintenance of multiple representations of the text as well as planning conceptual content, generating text, and reviewing content and text. Because executive attention is limited in capacity, such control depends on reducing the working memory demands of these writing processes through maturation and learning. It is suggested that students might best learn writing skills through cognitive apprenticeship training programs that emphasise deliberate practice.

Free access (if read online): **LINK**

Tags: teach the writing processes; craft knowledge; cognitive load; working memory; executive attention; planning; drafting; revision; self-regulation

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Kellogg, R.T. (1987) Effects of topic knowledge on the allocation of processing time and cognitive effort to writing processes, *Memory & Cognition*, 15(3), 256–266

Conditions of low and high knowledge about the topic of a writing task were compared in terms of the time and cognitive effort allocated to writing processes. These processes were planning ideas, translating ideas into text, and reviewing ideas and text during document composition.

Directed retrospection provided estimates of the time devoted to each process, and secondary task reaction times indexed the cognitive effort expended. The retrospection results indicated that both low-and high-knowledge writers intermixed planning, translating, and reviewing during all phases of composing. There was no evidence that low- and high-knowledge writers adopt different strategies for allocating processing time. About 50% of writing time was devoted to translating throughout composition. From early to later phases of composing, the percentage of time devoted to planning decreased and that devoted to reviewing increased. High-knowledge writers expended less effort overall than did the low-knowledge writers; there was no difference in allocation strategy across planning, translating, and reviewing.

Free access: **LINK**

Tags: teach the writing processes; craft knowledge; cognitive load; working memory; planning; drafting; revision; self-regulation

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Kellogg, R.T. (2001) Competition for working memory among writing processes, *American Journal of Psychology*, 114(2), 175–191

Narrative, descriptive, and persuasive texts were written by college students in longhand or on a word processor. Participants concurrently detected auditory probes cuing them to retrospect about whether they were planning ideas, translating ideas into sentences, or reviewing ideas or text at the moment the probes occurred. Narrative planning and longhand motor execution presumably were heavily practiced, freeing capacity for rapid probe detection. Spare capacity was distributed equally among all 3 processes, judging from probe reaction times, when planning demands were low in the narrative condition. When motor execution demands were low in the longhand condition, however, reviewing benefited more than planning. The results indicate that planning, translating, and reviewing processes in writing compete for a common, general-purpose resource of working memory.

Free access (if read online): **LINK**

Tags: teach the writing processes; craft knowledge; cognitive load; working memory; planning; drafting; revision; self-regulation

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Kellogg, R.T., Whiteford, A.P., Turner, C.E., Cahill, M., Mertens, A. (2013) Working memory in written composition: An evaluation of the 1996 model, *Journal of Writing Research*, 5(2), 159–190

A model of how working memory, as conceived by Baddeley (1986), supports the planning of ideas, translating ideas into written sentences, and reviewing the ideas and text already produced was proposed by Kellogg (1996). A progress report based on research from the past 17 years shows strong support for the core assumption that planning, translating, and reviewing are all dependent on the central executive. Similarly, the translation of ideas into a sentence does in fact also require verbal working memory, but the claim that editing makes no demands on the phonological loop is tenuous. As predicted by the model, planning also engages the viisuo-spatial sketchpad. However, it turns out to do so only in planning with concrete concepts that elicit mental imagery. Abstract concepts do not require visuo-spatial resources, a point not anticipated by the original model. Moreover, it is unclear the extent to which planning involves spatial as opposed to visual working memory. Contrary to Baddeley's original model, these are now known to be independent stores of working memory; the specific role of the spatial store in writing is uncertain based on the existing literature. The implications of this body of research for the instruction of writing are considered in the final section of the paper.

Free access: **LINK**

Lipson, M., Mosenthal, J., Daniels, P., Woodside-Jiron, H. (2000) Process writing in the classrooms of eleven fifth-grade teachers with different orientations to teaching and learning, *Elementary School Journal*, 101(2), 209–231

In this study we examined process approaches to writing in the classrooms of 11 teachers with 4 orientations to teaching and learning. All teachers engaged students in the recursive steps of process writing, but there was significant variability in other aspects of their writing programs. Epistemological beliefs about teaching and learning were highly predictive of the type of writing instruction, but these were mediated by experience and context. Of the 11 teachers, 6 took a procedural approach to the teaching of writing, and the other 5 used a workshop approach. None of the 6 "procedural" teachers used peer conferencing, and even teacher-directed writing conferences were peripheral to the writing programs of 4 of these 6 teachers. In contrast, 4 of the 5 workshop teachers used both teacher-led and peer conferences as a central part of their writing programs. These conferences were also different. Whereas 5 of the 6 procedural teachers focused almost exclusively on mechanics, all 5 of the other teachers focused their conference talk on effective writing-selecting appropriate words, writing effective leads, and so on. Other aspects of the writing programs varied as well. The amount and duration of sustained writing time, student control over ideas, and ownership of the editorial process differed across the 11 classrooms.

Free access (if read online): **LINK**

MacArthur, C.A., Graham, S., Schwartz, S.S., Schafer, W.D. (1995) Evaluation of a writing instruction model that integrated a process approach, strategy instruction, and word processing, *Learning Disability Quarterly*, 18, 278–291

This study evaluated the effectiveness of a model of writing instruction that integrated word processing, strategy instruction, and a process approach. Teachers established a social context for writing in which students worked on meaningful tasks, shared their writing with peers, and published their work for real audiences. The classroom structure supported extended cycles of planning, drafting, and revising. Teachers supported the development of writing strategies through conferencing and explicit instruction in strategies for planning and revising. Word processing supported fluent production of text, revising, and publishing. Students in the experimental classes made greater gains in the quality of their narrative and informative writing than the control classes.

Free access (if read online): **LINK**

McCutchen, D. (2011) From Novice to Expert: Implications of Language Skills and Writing Relevant Knowledge for Memory during the Development of Writing Skill, *Journal of Writing Research*, 3(1), 51-68

This article outlines a theory of the development of writing expertise illustrated by a review of relevant research. An argument is made for two necessary (although not sufficient) components in the development of writing expertise:

- fluent language generation processes.
- extensive knowledge relevant to writing.

Fluent language processes enable the developing writer (especially the young developing writer) to begin to manage the constraints imposed by working memory, whereas extensive knowledge allows the writer to move beyond the constraints of short term working memory and take advantage of long-term memory resources by relying instead on long-term working memory.

Free access: **LINK**

Smagorinsky, P., Smith, M. (1992) The nature of knowledge in composition and literary understanding: The question of specificity, *Review of Educational Research*, 62(3), 279–305

Psychologists have long debated the extent to which people transfer knowledge from context to context. This debate has emerged in the study of literacy where researchers of composition and literary understanding have begun to examine the extent to which different tasks require particular knowledge and the extent to which different interpretive communities require specific understandings. This article reviews issues related to transfer and knowledge specificity as articulated in psychology and then examines theory and research in composition and literary understanding which parallel the debate in psychology. The authors identify three positions that have emerged in literacy debates:

- The case for general knowledge.
- The case for task-specific knowledge.
- The case for community-specific knowledge.

Each position carries with it certain assumptions about learning and transfer, and each has clear implications for curriculum and instruction. The authors delineate the positions and the assumptions that drive them and detail their instructional consequences, arguing that researchers and teachers need an articulated understanding of their assumptions about knowledge and transfer in order to establish a clear and coherent relationship between theory and practice.

Free access: **LINK**

Tags: teach the writing processes; craft knowledge; writing study; genre study; pursue purposeful and authentic writing projects; build a community of writers

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Van Den Bergh, H., Rijlaarsdam G. (2001) Changes in cognitive activities during the writing process and relationships with text quality, *Educational Psychology*, 21(4), 373–385

This study investigates effective temporal organisations of writing processes in novice writers, using protocol analysis and focusing on task representation and formulating processes. Ninth grade students wrote an argumentative text under thinking-aloud conditions. Writers did not only differ with respect to the number of task representation and formulating activities, but also with respect to the moment on which these activities were performed. Task representation activities are positively related to text quality, but only during the initial phases of the writing process. Formulating activities are negatively correlated with text quality in the beginning, but positively in the end of the process.

Free access: **LINK**

Tags: teach the writing processes; craft knowledge; writing study; pursue purposeful and authentic writing projects; generating ideas; drafting; planning

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Olshansky, B. (2014) Time for a Paradigm Shift: Recognizing the Critical Role of Pictures Within Literacy Learning, *Occasional Paper Series,* (31)

This article helps us understand the critical role children's drawings have in their writing process. The author shows how socialising and discussing their pictures helps children access opportunities to write.

Free access: **LINK**

Tags: teach the writing processes; emergent writing; early writers; multimodality; drawing; read, share, think and talk about writing; writer-identity

Teaching children to plan

Arrimada, M., Torrance, M., & Fidalgo, R. (2019). Effects of teaching planning strategies to first-grade writers. British Journal of Educational Psychology, 89(4), 670–688

Traditionally writing instruction at the start of school has focused on developing students' ability to spell and handwrite. Teaching children explicit self-regulatory strategies for developing content and structure for their text has proved effective for students in later grades of primary (elementary) education.

The present study aims to determine whether first-grade students benefit from learning higher-level self-regulating strategies for explicit planning of content and structure.

Over 10, 50-min sessions, the intervention taught strategies for writing stories. Writing performance was

assessed prior to intervention, immediately after intervention and 7 weeks post-intervention, in terms of both text features associated with written narratives and by holistic quality ratings.

Students who received the intervention subsequently produced texts with better structure, coherence, and quality, and a larger number of features associated with narrative texts. These effects remained at follow-up and were not present in the control condition.

Our findings indicate that teaching explicit strategies for planning text content and structure benefits young writers even when spelling and handwriting skills are not yet well established.

Free access: **LINK**

Tags: teach the writing processes; emergent writing; early writers; teaching planning strategies

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Eyre, J. (2022). Planning for writing: What the results of NMSSA tell us about students' use of planning strategies. Journal issue, (1).

- Effective planning can support confidence and achievement in writing.
- Planning for writing is a multi-stage process.
- It is important to move beyond simple brainstorm-type plans.
- Teachers can support students to develop understanding of each stage of the planning process.

Drawing on research on the association between planning and achievement in writing, the article suggests that planning is best thought of as a multistage process covering identification of goals, generation and selection of ideas and content, and organisation. The final section of the article considers what can be done to support students' understanding of each stage, and suggests how this approach to planning might help to lift confidence and achievement in writing.

Free access: **LINK**

Tags: teach the writing processes; teaching planning strategies; idea generation; goal setting; setting product goals; content knowledge

Teaching children to revise

Spinillo, A. G. (2023). "Who Is Going to Read the Story That I Have Written?" The Role of the Audience in Textual Revision Made by Children. In *Development of Writing Skills in Children in Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 87-111). Cham: Springer International Publishing.

Revision is an important component of the writing process. It depends not only on linguistic and cognitive abilities but also on the audience the writer has in mind. This chapter examined the role played by the reader for whom the text under revision is intended.

Firstly, some theoretical aspects are discussed, followed by the presentation of studies conducted with children. Next, a research with 8-year-old Brazilian children is described, in which the manipulation of the audience was made. After writing a story, half of the participants were told that their text would be read by a child, and the other half were told that their text would be read by a teacher. They were also questioned if other changes would be made in their texts if the reader was a child, for those who had initially revised their texts for a teacher; and a teacher for those who had initially revised their texts for a child. Children were asked to justify the changes they have made.

The results revealed that the operations of revision, the nature of the changes, and the justifications given varied according to the reader who played an important role in the textual revision process. The conclusion was that children have a sense of audience, being able to consider the readers' informational needs when revising their texts.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation; the needs of the reader; reader-response; revision; revising; teach the writing processes

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Bouwer, R., & van der Veen, C. (2023). Write, talk and rewrite: the effectiveness of a dialogic writing intervention in upper elementary education, *Reading and Writing*, 1-22.

In this research, we developed and empirically tested a dialogic writing intervention, an integrated language approach in which grade 5/6 students learn how to write, talk about their writing with peers, and rewrite.

The effectiveness of this intervention was experimentally tested in ten classes from eight schools, using a pretest–posttest control group design.
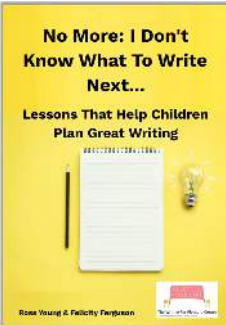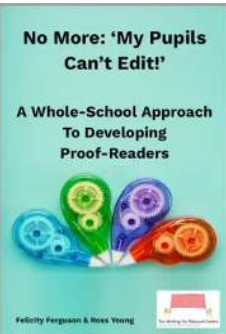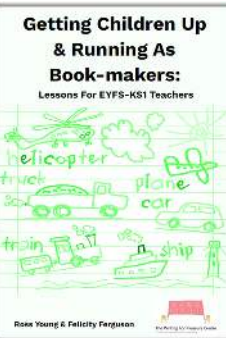
Results show that our dialogic writing intervention with support for dialogic talk significantly improved students' argumentative writing skills (ES = 1.09), but that the effects were not automatically transferable to another genre. Based on these results we conclude that a dialogic writing intervention is a promising approach to teach students how to talk about their texts and to write texts that are more persuasive to readers.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation; the needs of the reader; reader-response; revision; revising; teach the writing processes; read, share, think and talk about writing

Recommended chapters and literature

- See also *Balance Composition & Transcription*
- See also *Pursue Purposeful & Authentic Class Writing Projects*
- See also Explicit *Writing Instruction: Teach Mini-Lessons*
- See also *Self-Regulation*

	Young, R., Ferguson, F. (2023) *No More: I Don't Know What To Write Next… Lessons That Help Children Plan Great Writing* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2022) *No More: 'My Pupils Can't Edit!' A Whole-School Approach To Developing Proof-Readers* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2022) *Getting Children Up & Running As Book-makers: Lessons For EYFS-KS1 Teachers* Brighton: The Writing For Pleasure Centre [**LINK**]
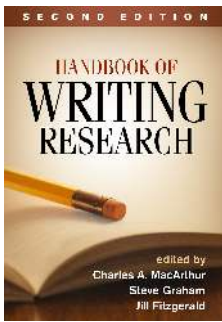
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Rowe, D. (2003). The nature of young children's authoring. In *Handbook of Early Childhood Literacy*, Hall, N., Jarson, J., and Marsh, J. (Eds.) (pp. 258–270). London: Sage.
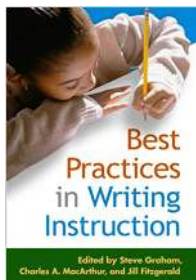
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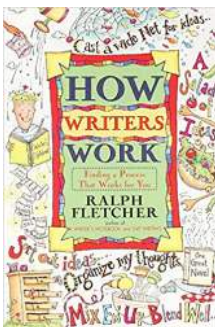
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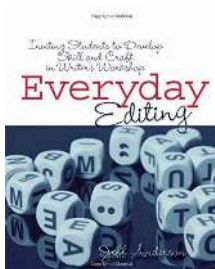
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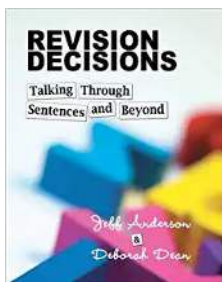
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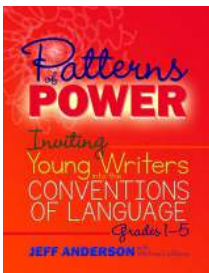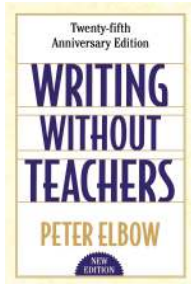
	Anderson, J. (2017) *Patterns Of Power* Portsmouth NH: Stenhouse
	Elbow, P. (1998) *Writing Without Teachers*. USA: Oxford University Press
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	Murray, D. (1985) *A Writer Teaches Writing (2nd Ed.)*. Boston, MA: Houghton Mifflin
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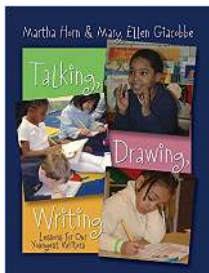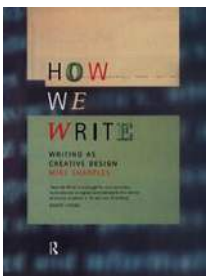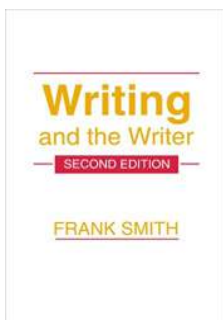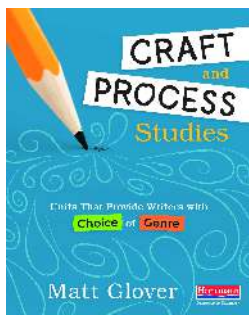
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Chapter 14
Be Reassuringly Consistent:
Have A Clear Approach To Teaching Writing

Introduction

This chapter begins by unpicking the effectiveness of the writing workshop routine: mini-lesson, writing time, pupil conferencing, and class sharing. Comparisons are made between the early conceptions of the writing workshop approach and more contemporary manifestations. How teachers can give responsive teaching, ensure children receive a good balance between direct and explicit instruction, and ample time to write are also shared. Discussion about writing as a mastery-based approach, including the importance of repeated meaningful practice, is offered. Suggestions for classroom organisation and routines are also given. The chapter concludes with examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.

DOWNLOAD CHAPTER

This chapter discusses the importance of a reassuringly consistent routine for individual writing lessons. It explains how a good writing lesson will typically follow the writing workshop routine of mini-lesson, writing time and class sharing. It explains how a good mini-lesson is short and responsive to what the class' learning needs are presently. Using research evidence, it makes clear that the most effective writing instruction includes teaching writing study and writing craft mini-lessons so as to increase children's level of independence through self-regulation strategy development (SRSD). These lessons involve teaching techniques and strategies children can use independently to navigate the writing processes. It discusses how, for children's knowledge and skill in grammar and punctuation use to improve, children should be taught to use it functionally through functional grammar lessons. Next, the chapter discusses how, as children become more experienced, they should be given agency to set their own process goals and deadlines. A rationale is given as to why children must have daily and sustained time for writing. Advice is given about what teachers should be doing whilst children are writing. Finally, it is explained how teachers can allow time for class sharing and how to conduct an effective 'author's chair'.

DOWNLOAD CHAPTER

Colognesi, S., & Niwese, M. (2020). Do effective practices for teaching writing change students' relationship to writing? Exploratory study with students aged 10-12 years. *L1-Educational Studies in Language and Literature, 20*, 1-25.

This research delves into the influence of effective writing instruction on two critical aspects: the progress students make in their written work and their overall relationship with writing. It specifically focuses on the emotional, conceptual, and axiological dimensions of this relationship, an area that hasn't been extensively studied in primary school settings.

To conduct this study, the researchers compared writing instruction incorporating known effective practices with a teacher's usual methods. Two classes of 10-to 12-year-old students (a total of 40 students) were given instruction for producing the same type of text, with one group following the teacher's usual practices and the other benefiting from proven effective strategies.

The proven effective practices included:

- **Publishing goal:** Explaining the purpose of the writing project.
- **Reading as writers and text structure instruction:** Helping students organise their ideas and structure the text according to reader expectations. Teaching specific knowledge and skills needed to produce the text. Steps for greater effectiveness: comparing initial products, comparing models, and learning through observing models.
- **Peer assistance:** Collaborative work in pairs or small groups for planning, drafting, and revising texts.
- **Teacher feedback:** Providing comments and opinions to modify thinking or behaviour and improve learning.
- **Goal-setting:** Setting both product and process objectives before engaging in writing time. Product goals involved determining text characteristics, while process goals specified learning or work strategies.
- **Strategy instruction:** General or genre-specific strategies for effective writing.

The findings reveal that writing instruction utilising effective practices leads to greater progress among students compared to a teacher's typical methods. Moreover, students exposed to the system incorporating effective teaching principles reported an improvement in their overall relationship with writing.

This study sheds light on the practical implications of incorporating effective writing instruction in primary school classrooms, emphasising its positive impact on both students' written outcomes and their broader connection to the act of writing.

Free access: **LINK**

Tags: be reassuringly consistent; pursue purposeful and authentic class writing projects; connect reading and writing; genre study; text structure instruction; explicitly teaching the writing processes; be a writer-teacher; model writing; model self-regulation writing strategies; pupil-conferencing; group instruction; read, share, think and talk about writing; set writing goals; self-regulation strategy development instruction

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Flores-Ferres, M., Van Weijen, D., Van Ockenburg, L., Ten Peze, A., Alkema, E., Holdinga, L., & Rijlaarsdam, G. (2023). Writing to Understand and Being Understood: Basic Design Principles for Writing Instruction. In *Development of Writing Skills in Children in Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 393-427). Cham: Springer International Publishing.

In this chapter, three basic design principles are discussed for creating or redesigning effective writing lessons: initiate communication and metacommunication, demonstrate procedures, and differentiate. These principles should guide the (re)design process and can be used for describing and evaluating instructional units. We consider these principles to be basic knowledge for language teachers, although the ability to implement them with maximum effect will take some years of professionalisation via experience in practice and in-service training to obtain. We sketch three consecutive developmental phases in teacher development. We will demonstrate the generic power of these three principles using cases we distilled from classroom practices in Chile and intervention studies designed and tested by teacher-researchers in the Netherlands.

We conclude that the essence of writing lessons – understanding and being understood – is not often realised. Having access to the outcomes of research-based interventions can support in-service programs to help teachers move through these three developmental phases and become more experienced writing teachers.

(£): **LINK**

Tags: be reassuringly consistent; pursue purposeful and authentic class writing projects; connect reading and writing; explicitly teach; be a writer-teacher; model writing; model self-regulation writing strategies; pupil-conferencing; group instruction; pursue personal writing projects

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Skar, G. B., Graham, S., Huebner, A., Kvistad, A. H., Johansen, M. B., & Aasen, A. J. (2023). A longitudinal intervention study of the effects of increasing the amount of meaningful writing across grades 1 and 2. *Reading and Writing*, 1-29.

The current study examined the effectiveness of a writing is caught approach with young developing writers in Norway. This method is based on the premise that writing competence is acquired naturally through real use in meaningful contexts. Our longitudinal randomised control trial study tested this proposition by examining if increasing first grade students' opportunities to write in various genres for different purposes and for a range of audiences over a two-year time period improved the quality of their writing, handwriting fluency, and attitude towards writing.

Across Grades 1 and 2, experimental teachers were asked to supplement their typical writing instruction by implementing 40 writing activities designed to increase students' purposeful writing. Increasing experimental students' writing over the two-year period did not result in statistically detectable differences in the writing

quality, handwriting fluency, and attitude towards writing of students in the experimental and BAU control conditions. These findings did not provide support for the effectiveness of the writing is caught approach. Implications for theory, research, and practice are discussed.

Free access: **LINK**

Wyse, D. (2019) Choice, voice and process:Teaching writing in the 21st century: Revisiting the influence of Donald Graves and the process approach to writing, *English in Australia*, 53(3), 82–92

In this paper, Dominic Wyse re-evaluates the once influential process approach to writing and its teaching developed by Donald Graves (1983), and recommends its return as a pedagogy relevant to contemporary primary school. Throughout, he reminds us that 'more than 30 years later there is compelling experimental evidence that process approaches to teaching writing are effective.' The paper is informed by his reporting on two empirical projects which were part of a four-year multidisciplinary study entitled How Writing Works: firstly, the qualitative data analysis of interviews with celebrated expert writers, and secondly, an account of the teaching of writing to novice adult writers based on previously published experimental research.

Wyse is able to show that the accomplished writers' reflections on their processes match many aspects of Graves' process approach, particularly in terms of creating writing ideas and the necessary skill and hard work involved in seeing a text through to final publication. He compares the evidence relating to novice writers with the much more extensive research into the most effective writing teaching of younger children, and finds that the key elements of the process approach to writing that work for young writers also seem to work for adult writers. He refers in particular to:

- Having ample time to write,
- Providing meaningful contexts for writing in a variety of genres (especially if these are linked to writers' life experiences),
- Allowing children choice and ownership over their writing ideas and writing processes,
- Collaborative and dialogic talking about writing,
- Individual feedback through pupil-conferences while children are in the act of writing.

All these too are promoted by Graves in his seminal work *Writing: Teachers & Children At Work*.

Of particular interest in this paper will be the very timely drawing of the reader's attention to the currently questionable state of writing teaching in English schools. Wyse says with some irony: *In the country where the English language originated, it might be reasonable to expect an evidence-informed and enlightened approach to teaching the English language and writing in its national curriculum*. He deplores the extent to which education policies fail to reflect the abundance of research evidence that is available, and singles out for comment *'approaches that assume an undue emphasis on imitation, copying and reproduction'* and the insistence on the teaching of formal grammar.

Finally, Wyse suggests that there is much to be learned from the comparisons of music composition with text composition that were part of the *How Writing Works* study. Parallels between the compositional process of music and words, with their required skills and knowledge (derived from other sources of reading or listening) of intonation, melody or theme, and layered meanings or harmonies, provide a rationale for such comparisons. And, as Wyse points out, when the ear of the writer or composer is well-tuned, it enables precision, fluency, and the technical skills necessary to create and craft writing or music.

Free access: **LINK**

Graham, S. (2021) Creating a Classroom Vision for Teaching Writing, *The Reading Teacher*, doi.org/10.1002/trtr.2064

If children are to receive the writing instruction they need and deserve, it is essential that teachers develop a coherent and well-constructed vision for teaching writing.

This article provides an example of how such a vision can be created. It is based on three assumptions.

- One, developing a vision for teaching writing should be guided by theory. This provides a framework for

thinking about how writing instruction should proceed.

- Two, visions for teaching writing should be informed by the best scientific evidence available. This increases the likelihood that the resulting vision is an effective plan.
- Three, theory and evidence-based writing practices are necessary but not sufficient for developing classroom visions for teaching writing. Teachers need to bring their own knowledge, gained through experience, to this process.

Collectively, these three ingredients make it possible for teachers to make informed, judicious, and intelligent decisions when constructing a vision for teaching writing.

(£): **LINK**

Tags: be reassuringly consistent; writing instruction; pursue purposeful and authentic class writing projects; be a writer-teacher

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Graham S. (2019) Changing How Writing Is Taught, *Review of Research in Education*, 43(1): 277-303

If students are to be successful in school, at work, and in their personal lives, they must learn to write. This requires that they receive adequate practice and instruction in writing, as this complex skill does not develop naturally.

A basic goal of schooling then is to teach students to use this versatile tool effectively and flexibly. Many schools across the world do not achieve this objective, as an inordinate number of students do not acquire the writing skills needed for success in society today.

One reason why this is the case is that many students do not receive the writing instruction they need or deserve. This article identifies factors that inhibit good writing instruction, including:

- Amount of dedicated instructional time
- Teachers' preparation and beliefs about writing
- National and school policies
- Historical, social, cultural, and political influences

It then examines how we can address these factors and change classroom writing practices for the better across the world by increasing pertinent stakeholders' knowledge about writing, with the goal of developing and actualizing visions for writing instruction at the policy, school, and classroom levels.

This includes specific recommendations for helping politicians, school administrators, teachers, and the public acquire the needed know-how to make this a reality.

Free access: **LINK**

Tags: be reassuringly consistent; writing instruction; pursue purposeful and authentic class writing projects; be a writer-teacher

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Applebee, A. (2002) Engaging students in the disciplines of English:What are effective schools doing?, *English Journal*, 91(6), 30–36

In an era of MTV, video games, and the internet, how do we keep students engaged in the discipline of English - literature, composition, and language study? At one level, we clearly do not; the signs of disengagement are everywhere. Students regularly report reading less, and enjoying it less, as they progress through school. Similarly, teachers around the country report that it is harder to keep students interested, harder to get them to complete homework, and harder to teach the canonical texts that traditionally anchor the disciplines of English.

This study looks to share what effective schools do to turn these kinds of attitudes around.

(£): **LINK**

Tags: be reassuringly consistent

Bazerman, C., Applebee, A.N., Berninger, V.W., Brandt, D., Graham, S., Matsuda, P.K., Schleppegrell, M. (2017) Taking the long view on writing development, *Research in the teaching of English*, 51, 351–360

Studies on writing development have grown in diversity and depth in recent decades, but remain fragmented along lines of theory, method, and age ranges or populations studied.

Meaningful, competent writing performances that meet the demands of the moment rely on many kinds of well-practiced and deeply understood capacities working together; however, these capacities' realization and developmental trajectories can vary from one individual to another. Without an integrated framework to understand lifespan development of writing abilities in its variation, high-stakes decisions about curriculum, instruction, and assessment are often made in unsystematic ways that may fail to support the development they are intended to facilitate; further, research may not consider the range of issues at stake in studying writing in any particular moment.

To address this need and synthesize what is known about the various dimensions of writing development at different ages, the coauthors of this essay have engaged in sustained discussion, drawing on a range of theoretical and methodological perspectives. Drawing on research from different disciplinary perspectives, they propose eight principles upon which an account of writing development consistent with research findings could be founded. These principles are proposed as a basis for further lines of inquiry into how writing develops across the lifespan.

1. Writing can develop across the lifespan as part of changing contexts.
2. Writing development is complex because writing is complex.
3. Writing development is variable; there is no single path and no single endpoint.
4. Writers develop in relation to the changing social needs, opportunities, resources, and technologies of their time and place.
5. The development of writing depends on the development, redirection, and specialized reconfiguring of general functions, processes, and tools.
6. Writing and other forms of development have reciprocal and mutually supporting relationships.
7. To understand how writing develops across the lifespan, educators need to recognize the different ways language resources can be used to present meaning in written text.
8. Curriculum plays a significant formative role in writing development.

Free access: **LINK**

Tags: be reassuringly consistent; teach the writing processes; set writing goals; build a community of writers

Writing In The Early Years (0-5 Year Olds)

Hertz, M., & Heydenberk, W. (1997). A Kindergarten Writing Workshop: How Kindergarten Students Grow as Writers. *Reading Horizons: A Journal of Literacy and Language Arts, 37* (3). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol37/iss3/3

The shift towards teaching the writing processes in the 1980s marked a departure from the longstanding tradition of prioritising reading instruction before introducing writing to young children. This evolution reflects a contemporary perspective where both reading and writing are recognised as crucial components of early literacy development from the outset. This article acknowledges the transformation in educational practices, highlighting the current emphasis on fostering both reading and writing skills in the early stages of literacy acquisition.

Free access: **LINK**

Tags: emergent writing; community and environmental orientation; teach the writing processes; writing workshop

Martin, A. (2023). Boosting Confidence in Kindergarten Writing: How to Assist Kindergarten Emergent Writers Through Developmentally Appropriate Practices in Phonics and Writing. *Culminating Experience Projects. 335*. https://scholarworks.gvsu.edu/gradprojects/335

For a kindergarten student, writing can be exhausting and difficult. For a kindergarten student, writing can also be imaginative and fun. Kindergarten students have a lot of stories to tell and words to write, they just need tools in their toolbox in order to do so. Writing, especially in the younger grade levels, often takes a back seat to other subjects. Unfortunately, this leaves many words unwritten, skills unpracticed, and minds unimaginative.

This project aims to create a resource for teachers to use within their designated writing time specifically focusing on developmentally appropriate practices and pulling from the intertwined skillset of reading and writing. From a theoretical perspective of social cognitive theory and emergent literacy theory, teachers will build on the natural social curiosity of young minds to support their ideas while also tapping into teaching reading through writing and writing through reading. By providing students with opportunities to share their ideas at a pace that is age appropriate, while simultaneously and explicitly teaching phonics skills, students will begin to build their own writing identity and self-efficacy through verbal, visual, and written storytelling.

Free access: **LINK**

Rowe, D. W., Davis, Z. G., & Piestrzynski, L. (2023). Adult Supports for Preschool Writers During Learning Centers. *Reading Research Quarterly*.

The purpose of this study was to describe how experienced emergent writing teachers supported 4-year-olds in writing their own messages during the learning centres period of the preschool day. Data were drawn from two, year-long qualitative studies of early writing instruction. Adult participants were three researcher-teachers who worked in publicly funded prekindergarten classrooms 1 or 2 days per week across a school year.

Results showed that more than a fourth of adult message units were produced in conversations occurring "off the page" aimed at developing a shared, meaningful topic for writing. Drawing was used as a platform for developing ideas and as a launch for page-based composing. Adults wrote their own texts alongside children as a means of engaging children as co-authors and providing demonstrations of adult writing. Adults frequently invited children to write messages related to their play and activity, and then asked them to read their writing. They provided direct support for writing processes. Support for children's phonetic spelling was most frequent, followed by support for writing concepts. Handwriting support was provided infrequently. Adults praised all attempts at writing, regardless of the conventionality of the product. Findings provide an empirical description of how adults can support early writing in the context of informal learning centre events.

(£): **LINK**

Tags: writing centre; be a writer-teacher; encoding; drawing; reading, talking, thinking and sharing writing; pupil-conferencing

Quinn, M. F., Gerde, H. K., & Bingham, G. E. (2022). Who, What, and Where: Classroom contexts for preschool writing experiences. *Early Education and Development*, 33(8), 1439-1460.

Although writing is a critical foundational skill and teachers' approaches to writing are connected to development, writing instruction in preschool is often limited, infrequent, and narrow. While research has investigated literacy environments of preschool classrooms, often with a focus on reading, less is known about writing environments. Thus, it is important to better understand writing contexts in preschool classrooms.

Research Findings: Through observations in preschool settings, this study sought to better understand the nature of writing in preschool classrooms. A total of 71 classrooms were observed across three US states, in a variety of settings. Observation data was coded based on grouping and environmental contexts and instructional content. Results demonstrate uneven writing experiences, often narrowly focused in terms of content, with more frequent writing in art, planned small group activities, and in writing centres, with few instances occurring naturalistically in play, despite professional recommendations.

(£): **LINK**

Tags: build a community of writers; naturalistic approach; community and environmental orientation; writing centre; pursue personal writing projects; be a writer-teacher; pupil-conferencing

Rohloff, R., Tortorelli, L., Gerde, H. K., & Bingham, G. E. (2022). Teaching early writing: Supporting early writers from preschool to elementary school. Early Childhood Education Journal, 1-13.

Early literacy research links children's interest in writing to early literacy development. It is unclear, however, what kind of learning activities related to writing are interesting to young children. Existing studies primarily rely on an adult-report approach to capture children's interest. This study used picture-based assessment and structured interview and interviewed 55 preschool children to capture children's perspectives about their writing experiences. Analysis showed that children exhibited significantly stronger interest in nonwriting activities involving meaningful themes and artistic learning materials than in transcription-focused writing activities. Children showed strong interest in digital writing (i.e., iPad and computer writing), although most children did not consider digital writing a writing activity. Children's responses demonstrated their developing perception of and positive experiences with writing processes, materials, and interactions. Classroom implications are discussed.

Free access: **LINK**

Tags: presentational skills orientation; community and environmental orientation; pursue purposeful and authentic class writing projects; pursue personal writing projects; be a writer-teacher; pupil conferencing

DeBaryshe, B. D. (2023). Supporting Emergent Writing in Preschool Classrooms: Results of a Professional Development Program, *Education Sciences*, 13(9), 961.

Emergent writing is a key component of early literacy development and contributes to later school success, yet it receives little attention in most preschool classrooms. This paper presents results of a quasi-experimental study of a teacher professional development package that included writing as one of four focal areas. The study was conducted in 15 Head Start classrooms located in the U.S. state of Hawaii. The participants were 39 lead and assistant teachers and 240 children.

Intervention teachers had higher quality writing environments and overall classroom environments, while intervention children showed better outcomes on emergent reading and upper case letter knowledge. Emergent writing was assessed only in the intervention group, where children showed large gains along with changes in code-related skills needed for invented spelling.

Free access: **LINK**

Tags: emergent writing; spelling; encoding; preschool; early years; build a community of writers; balance composition and transcription

Schrodt, K., Barksdale, B., & Fields, R. S. (2022) Self-Directed Kindergarten Writers, *Texas Journal of Literacy Education*, 9(2), 12-29

This article seeks to empower teachers to create a literacy environment in which children begin to identify as writers: confident, willing to take risks, engaged, excited, persistent, resilient, resourceful, and self-starting. The teaching methods provided in the article are centred around the writer's workshop model, applied in a Kindergarten classroom in the mid-South, where the focus is on independent writing time and not task completion. Writing was viewed as a time to dive deeper into creating meaningful messages, work on writing craft, and set goals as a writer. The methods discussed in the article can foster an environment where young children can become self-directed writers, and nurturing within them the confidence to share their stories with the world.

Free access: **LINK**

Tags: be reassuringly consistent; writer's workshop; mini-lesson; self-regulation strategy development instruction; direct instruction; class sharing; Author's chair; set writing goals; agency; writer identity; self-regulation; generating ideas; balance composition and transcription; book-making; pursue purposeful and authentic class writing projects

Rohloff, R., Tortorelli, L., Gerde, H.K., Bingham, G. (2022) Teaching Early Writing: Supporting Early Writers from Preschool to Elementary School, *Early Childhood Education*

Writing skills grow along a predictable developmental trajectory, yet what is considered "writing" can look very different in preschool and early elementary classrooms. The way in which writing may look in each setting reflects that teachers are working with different sets of learning standards, with different conceptualizations of writing to inform their pedagogical decisions. These differences translate into varied expectations for what young children are capable of and how these skills should be supported.

We recommend that across the 3–6 age band teachers provide meaningful writing experiences that link composing with writing concepts and transcription skills.

This article provides concrete instructional strategies to support an integrative approach to writing and includes guidance for writing concepts, handwriting, spelling, and composing to support a successful preschool to kindergarten writing transition for children.

(£): **LINK**

Tags: be reassuringly consistent; teacher orientations; teacher philosophy; pedagogical knowledge; presentational orientation; environmental and community orientation; emergent writers; early writers; dictation; pursue purposeful and authentic class writing projects; generating ideas; agency; balance composition and transcription; writing centres; pursue personal writing projects; multilingualism; home languages; writer-identity; translanguaging

Schrodt, K. E., Elleman, A. M., FitzPatrick, E. R., Hasty, M. M., Kim, J. K., Tharp, T. J., & Rector, H. (2019) An examination of mindset instruction, self-regulation, and writer's workshop on kindergarteners' writing performance and motivation: A mixed-methods study, *Reading & Writing Quarterly*, 35(5), 427-444

This study used qualitative and quantitative data collected simultaneously, analysed separately, and merged for an overarching interpretation. Kindergarten students (n = 27) were randomly assigned to either a control condition of Writer's Workshop or an experimental condition that featured collaboration, student choice, structured self-regulated strategy instruction, and mindset training embedded in the Writer's Workshop framework.

Results indicated significant growth for both basic and conceptual writing. Students in the experimental group significantly increased motivation and perseverance for difficult writing tasks. Results indicate that adding mindset and self-regulation strategy instruction to the Writer's Workshop framework may improve motivation and independence in young writers.

(£): **LINK**

Tags: be reassuringly consistent; early writers; emergent writing; early years; writer's workshop; mini-lesson; self-regulation strategy development instruction; direct instruction; mindset instruction; motivation; agency; collaboration; read, share think and talking about writing; set writing goals

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Gabas, C., Cabell, S. Q., Copp, S. B., Campbell, M. (2022) Evidence-based Features of Writing Instruction in Widely Used Kindergarten English Language Arts Curricula, *Literacy Research and Instruction*, 1-26

This study described the features of writing instruction in widely used kindergarten English Language Arts programs and examined their alignment with evidence-based, best-practice guidelines. Our coding of teacher manuals focused on instructional provisions for composing, spelling, and handwriting in key instructional sections within each curriculum: (1) genre writing, (2) grammar, and (3) reading instruction. Results indicated that, although variable across curricula, there were several features of writing instruction that aligned with evidence-based guidelines.

- All curricula included daily writing lessons and activities, along with provisions for teaching the writing process and basic writing skills (i.e., sentence construction, spelling, handwriting).
- However, instruction in basic writing skills were often isolated and support for these skills was rarely embedded within the context of children's own written compositions.
- In addition, children had relatively less opportunities to independently write their own compositions in genre writing compared to teacher modelling writing or using shared writing.

Results of this study could inform efforts to revise or develop curricula to better facilitate the writing development of kindergartners.

(£): **LINK**

Tags: be reassuringly consistent; early writers; early writing; emergent writing; textual instruction; textual features; genre teaching; genre instruction; sentence-level instruction; encoding; spelling; letter formation; handwriting; balance composition and transcription; pursue purposeful and authentic class writing projects; writing centre; pursue personal writing projects; be a writer-teacher; modelling writing; shared writing

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Brown, K. (2010) Young authors writing workshop in kindergarten, *YC Young Children*, 65(1) pp.24-28

Good literacy instruction begins with immersing children in diverse texts -educators need to marinate students in literature so that, over time, it soaks into their consciousness and, eventually, into their writing. In this article, the author describes her experiences with a writing workshop for the 5-6-year-old children in her class. She provides a detailed description of the children's evolution as writers by illustrating work samples from the young authors. Using the workshop approach in kindergarten, the author has found that approximations and authentic writing experiences are the cornerstones of good writing instruction.

(£): **LINK**

Tags: be reassuringly consistent; writing workshop; connect reading and writing

Gerde, H.K., Bingham, G.E., Wasik, B.A. (2012) Writing in Early Childhood Classrooms: Guidance for Best Practices, *Early Childhood Education Journal,* 40, pp.351–359

Writing is a critical emergent literacy skill that lays the foundation for children's later literacy skills and reading achievement. Recent work indicates that many early childhood programs offer children materials and tools for engaging in writing activities but teachers rarely are seen modelling writing for children or scaffolding children's writing attempts.

Early childhood educational settings hoping to support children's literacy development should provide multiple opportunities for children to observe teachers model writing, provide teacher support and scaffolding for children's writing attempts and engage children in meaningful writing in their play. This paper provides twelve research-based guidelines for supporting children's writing development in early childhood classrooms.

Free access: **LINK**

Tags: be reassuringly consistent; writing workshop; be a writer teacher; play; writing instruction; pursue purposeful and authentic class writing projects

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Dennis, L., Votteler, N. (2012) Preschool Teachers and Children's Emergent Writing: Supporting Diverse Learners, *Early Childhood Education,* 41: 439-446

Early literacy skill development is critical at the preschool years. Under that umbrella is emergent writing, a small but important component of overall literacy development. This article presents two writing strategies, writer's workshop and dictation within the context of storybook reading, that preschool teachers can utilize to target emergent writing development. Suggestions for modifications for diverse learners are provided without, as well as discussion on how to get parents involved in working with their children on early writing within the home environment

Free access: **LINK**

Tags: set writing goals; early writers; emergent writers; writing workshop; personal writing projects; funds of identity; funds of knowledge; home literacy practices; be reassuringly consistent

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Hall, A. H., Gao, Q., Guo, Y., Xie, Y. (2022) Examining the effects of kindergarten writing instruction on emergent literacy skills: a systematic review of the literature, *Early Child Development and Care*, 1-13

The importance of teaching kindergarteners to be effective writers has been emphasised in recent years. The purpose of this article is to provide a systematic review of current experimental and/or quasi-experimental studies investigating writing instruction in the kindergarten setting.

Framing the literature within three philosophical approaches, we identified instructional strategies related to increases in emergent literacy outcomes.

- Writing centres
- Teacher modelling
- Writing workshop
- Explicit instruction
- Authentic and purposeful writing projects
- Handwriting instruction

The results suggest that kindergarten writing instruction enhanced children's early literacy outcomes.

(£): **LINK**

Tags: be reassuringly consistent; writing workshop; writing centres; writing and play; be a writer-teacher; mini-lessons; teacher modelling; self-regulation strategy development instruction; pursue purposeful and authentic class writing projects; handwriting instruction; read, share think and talk about writing

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Hall, A., Simpson, A., Guo, Y., Wang, S. (2015) Examining the Effects of Preschool Writing Instruction on Emergent Literacy Skills: A Systematic Review of the Literature, *Literacy Research and Instruction*, 54:2, 115-134

This article presents the results of a systematic review of the literature involving writing interventions in the preschool setting. The information presented is timely considering the current expectations for young children to write.

The results suggest that preschool writing interventions enhanced children's early literacy outcomes. The findings also highlighted the importance of quality literacy environments and adult involvement. The findings from this article have important instructional implications for writing instruction in the preschool setting.

Free access: **LINK**

Tags: be reassuringly consistent; pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; encoding; letter formation

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Piestrzynski, L. (2020) *A Teacher's Supportive Practices for Preschoolers' Writing* Unpublished Dissertation: Vanderbilt University

Although extensive research has focused on young children's writing and identified the importance of early writing experiences, there is a limited amount of writing occurring in some early childhood classrooms. Furthermore, existing research on teacher support for emergent writing in preschool classrooms is limited.

This study examined how one teacher provided support for writing in a pre-kindergarten classroom in an urban school district in the southeastern part of the United States. The teacher was selected because she was an expert writing teacher for young children.

The findings provide a comprehensive description of an expert teacher's support for students' writing and determines that the teacher utilised a similar pattern of supportive practices across writing events. Statistical analysis confirmed that there was not a significant difference in the frequency and types of supports used for different types of writing activities or for different teacher identified student groups. The pattern of support included:

- First, engaging students in the writing event and supporting idea generation related to the writing topic.
- Then, students drew or wrote about their message.
- As students wrote, they were supported to state a message, segment the message, record the message with print, and then read the message.
- While writing, students were encouraged to develop understandings of print concepts and to move forward through the print process.
- Other supports that are considered foundational teaching practices were used including responsiveness to student-initiated conversations, praise and affirmation, and material management.

The pattern of support described in this study could be a starting point for practitioners to integrate writing into daily instruction. In addition, the supports identified in this study could have implications for the development of observational tools sensitive to a wider range of teacher writing supports.

Free access: **LINK**

Tags: be reassuringly consistent; pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; drawing; encoding; letter formation; read, share, think and talk about writing

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Boyle, B & Charles, M. (2010) Using socio-dramatic play to support a beginning writer: 'Daniel, the doctor and the bleeding ball', *International Journal of Early Years Education*, 18:3, 213-225

This article reports on a case study of a young child (aged five) at a very early stage of his journey as a writer, evidencing 'pre-alphabetic tendencies', who has not yet internalised the construction of his name.

Analysis of a 'baseline' piece of Daniel's writing demonstrates his awareness that the production of random letters conveys a simple message. However, Daniel does not yet recognise the relationship between spoken language and the corresponding grapheme–phonemes. At present he is not making the connections between his aural, oral and visual concepts of how words as text are constructed.

In addressing the development of early years writing, the practitioner should be aware of the learning needs of the child as the child develops as an emerging writer in a highly complex problem-solving activity. The complexity of the structural and developmental processes needed to become a writer requires that the child is taught not within a predominantly whole-class structure with its demands for completion within fast-paced time limits.

The emerging writer requires sustained recursive opportunities to engage with the experiences, which take the child from the steps of 'mark making' to the abstractions of written composition. The decision was made to use the strategy of socio-dramatic play as the framework for the intervention with Daniel.

The use of a play/literacy connection (socio-dramatic play) serves to unlock and support the child's writing/spelling development. The child is being supported in his development by the teacher strategically

easing the cognitive load, i.e. in this case, through scribing for the child.

(£): **LINK**

Tags: be reassuringly consistent; pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; drawing; encoding; letter formation; read, share, think and talk about writing; be a writer teacher; play; pupil-conferencing

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Blanch, N., Forsythe, L., Van Allen, J., Killingsworth Roberts, S. (2017) Reigniting Writers: Using the Literacy Block With Elementary Students to Support Authentic Writing Experiences, *Childhood Education*, 93:1, 48-57

Given the importance of writing, especially in light of college and career readiness emphasis, and the observations that time spent writing in context diminishes over a student's years in school, this article proposes to reignite writing instruction in elementary classrooms through five practical approaches for supporting students in authentic writing.

- Teaching writing strategies to plan, revise, and edit
- Writing collaboratively
- Utilising functional grammar instruction
- Using the writing processes
- Studying and emulating model mentor texts

Examples using these five approaches in the literacy block are included so as to reignite writers.

(£): **LINK**

Tags: be reassuringly consistent; teach mini-lessons; writing instruction; motivation; pursue purposeful and authentic class writing projects; teach the writing processes; functional grammar instruction; writing workshop; process approach; genre study; mentor texts; read, share, think and talk about writing; set writing goals

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Jones, C., Reutzel, R., Fargo, J. (2010) Comparing Two Methods of Writing Instruction: Effects on Kindergarten Students' Reading Skills, *The Journal of Educational Research,* 103(5) pp.327-341

This study directly compared the effects of two prevalent forms of classroom writing instruction, interactive writing and writing workshop, on kindergarten students' acquisition of early reading skills.

Repeated measures data was collected at four points over 16 weeks to monitor growth of 151 kindergarten students in phonological awareness, alphabet knowledge, and word reading.

Results of this study showed students in both the interactive writing group and the writing workshop group demonstrated significant growth over time for each of the three outcome measures, with no statistically significant difference between groups for any of the outcome measures at any of the time points. This study provides evidence that, when consistently implemented during the first 16 weeks of kindergarten, interactive writing and writing workshop are equally effective in promoting acquisition of early reading skills.

(£): **LINK**

Tags: be reassuringly consistent; balance composition and transcription; emergent writers; early writers; encoding; letter formation; writing workshop; connect reading and writing

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King, K., (2012) Writing workshop in preschool: Acknowledging children as writers, *The Reading Teacher,* 65(6) pp.392-401

Preschoolers may be novices in the area of writing but, as this article highlights, they are indeed writers.

In a year-long study of preschoolers during structured writing time the teacher/researcher explored how students adapted to a writing workshop format. Students participated in daily journal writing and sharing, and weekly conference time. This article shows how students used the classroom structure to demonstrate their growing understanding about what it means to be a writer; and how the teacher observed student behavior in order to adapt writing time to best meet the needs of her students.

(£): **LINK**

Tags: be reassuringly consistent; balance composition and transcription; emergent writers; early writers; encoding; letter formation; writing workshop; be a writer-teacher

Hachem, A., Nabhani, M., Bahous, R. (2008) 'We can write!' The writing workshop for young learners, *Education 3–13*, 36(4), 325–337

The study presents the process of differentiated instruction, its implementation, and impact on second graders in a Lebanese school. It analyses how writing instruction has been differentiated through implementing the writing workshop to help students demonstrate improved writing skills. It examines the effects of second graders' participation in the writing workshop and discusses the factors that enabled students to develop their writing skills. Findings show that students' writing skills improved as reflected in their progression of text, expansion of ideas, and development in conventional writing.

Free access: **LINK**

Tags: be reassuringly consistent; balance composition and transcription; emergent writers; early writers; encoding; letter formation; writing workshop

Writing At Primary School (5-11 Year Olds)

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., Olinghouse, N. (2012) *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012–4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

The recommendations in this guide cover teaching the writing process, teaching fundamental writing skills, encouraging students to develop essential writing knowledge, and developing a supportive writing environment. All of these practices are aimed at achieving a single goal: enabling students to use writing flexibly and effectively to help them learn and communicate their ideas.

- Recommendation 1: Provide daily time for students to write
- Recommendation 2: Teach students to use the writing process for a variety of purposes
- Recommendation 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing
- Recommendation 4: Create an engaged community of writers

Free access: **LINK**

Tags: be reassuringly consistent; teach mini-lessons; writing instruction; motivation; pursue purposeful and authentic class writing projects; teach the writing processes; functional grammar instruction; writing workshop; process approach; genre study; mentor texts; read, share, think and talk about writing; set writing goals

Konrad, M., Helf, S., Joseph, L.M. (2011) Evidence-based instruction is not enough: Strategies for increasing instructional efficiency, *Intervention in School and Clinic*, 47(2), 67–74.

Even evidence-based instructional methods may not be sufficient for closing achievement gaps. If teachers are not maximising instructional time, achievement gaps are likely to widen over time; therefore, instruction need not only be effective but efficient as well. The purposes of this article are to:

- Provide practitioners with a broad definition of instructional efficiency
- Describe several considerations for increasing efficiency in the classroom.

Suggestions are made for planning, delivering, and evaluating instruction.

Free access: **LINK**

Tags: be reassuringly consistent; writing instruction

Lipson, M., Mosenthal, J., Daniels, P., Woodside-Jiron, H. (2000) Process writing in the classrooms of eleven fifth-grade teachers with different orientations to teaching and learning, *Elementary School Journal*, 101(2), 209–231

In this study, the authors examined process approaches to writing in the classrooms of even teachers with four orientations to teaching and learning.

All teachers engaged students in the recursive steps of process writing, but there was significant variability in other aspects of their writing programs. Beliefs about teaching and learning were highly predictive of the type of writing instruction, but these were mediated by experience and context. Of the eleven teachers, six took a

procedural approach to the teaching of writing, and the other five used a workshop approach. None of the six "procedural" teachers used peer conferencing, and even teacher-directed writing conferences were peripheral to the writing programs of four of these six teachers. In contrast, four of the five workshop teachers used both teacher-led and peer conferences as a central part of their writing programs. These conferences were also different. Whereas five of the six procedural teachers focused almost exclusively on mechanics, all five of the other teachers focused their conference talk on effective writing-selecting appropriate words, writing effective leads, and so on. Other aspects of the writing programs varied as well.

Finally, the amount and duration of sustained writing time, student control over ideas, and ownership of the editorial process differed across the 11 classrooms.

(£): **LINK**

Tags: be reassuringly consistent; writing instruction; pupil conferencing; be a writer teacher; writing workshop; read, share, think and talk about writing

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Martin, L., Segraves, R.,Thacker, S., Young, L. (2005) The writing process:Three first grade teachers and their students reflect on what was learned, *Reading Psychology*, 26,235–249

The purpose of this study was to describe what three first grade teachers and their students in a Midwestern school learned when engaged in the writing process. The teachers and their students were observed for one year while engaged in the writing process via a workshop environment. From an analysis of the data, three categories emerged that described what the teachers and students learned:

- First grade children can and do want to write
- Learning is a messy process that takes time
- Empowerment is important for all.

This study supported what is known about the importance of professional development that allows for individual learning over time. The teachers had time to reflect on their learning in a collaborative teaching environment. Their successes greatly affected the students' interest and engagement in their writing programs.

(£): **LINK**

Tags: be reassuringly consistent; writing instruction; writing workshop; process approach; teach the writing processes; professional development

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Strech, L. (1994) The implementation of writing workshop: A review of the literature *Viewpoints*

Writing workshop is an approach that encourages students to become involved in the writing process by using their own topics and writing for their own reasons.

A history of writing pedagogy shows that educators have recently moved from a skills based approach of teaching writing to a process based approach: teachers are now interested in showing how a piece of writing improves as the author consults with his or her instructor and peers. A literature review of research on writing workshops suggests several conclusions.

- First, there is adequate evidence to support the assertion that the teaching of writing process is a valuable practice. While the writing process is the actual process or material to be taught, the writing workshop can be viewed as a way of approaching the task of teaching writing and organizing it.
- Second, the establishment of the writing workshop can feel risky to teachers since there is no prescribed sequence for teaching skills and strategies.
- Third, the abundance of qualitative research (and lack of quantitative research) is due to the nature of the topic studied. The cyclical nature of the writing process and the writing workshop approach parallels the dynamic characteristic of qualitative research.
- Lastly, writing workshop, when implemented in its ideal form, takes a large portion of the instructional day.

As a result of the literature review, recommendations are made for teachers, administrators, parents, school districts, state educational agencies, and future researchers.

Free access: **LINK**

Tags: be reassuringly consistent; writing instruction; writing workshop; process approach; teach the writing processes; agency

Troia, G. (2011) A year in the writing workshop: Linking writing instruction practices and teachers' epistemologies and beliefs about writing instruction, *Elementary School Journal*, 112(1), 155–182

This article reports the findings from a year-long study of six writing teachers in an urban elementary school who also received intensive professional development in writing instruction from a nonprofit organisation.

Repeated observations demonstrated that the teachers displayed consistency in their use of the core instructional elements associated with writing workshop, which aligned with the emphasis of the professional development support. However, the teachers exhibited substantial variability in their use of student engagement tactics, management techniques, and instructional supports.

According to survey data, the teachers demonstrated a strong and relatively stable sense of teaching efficacy and held a fairly balanced view of the importance of explicit and incidental writing instruction, and these beliefs were related to their instructional practices. Interviews with the teachers highlighted the relevance of teachers' own writing behaviours and attitudes.

(£): **LINK**

Tags: be reassuringly consistent; writing instruction; writing workshop; process approach; teach the writing processes; professional development; be a writer-teacher

Wyse, D., Torgerson, C. (2017) Experimental trials and 'what works?' In education:The case of grammar for writing, *British Educational Research Journal*, 43(6), 1019–1047

The place of evidence to inform educational effectiveness has received increasing attention internationally in the last two decades. An important contribution to evidence-informed policy has been greater attention to experimental trials including randomised controlled trials (RCTs).

The aim of this paper is to examine the use of evidence, particularly the use of evidence from experimental trials, to inform national curriculum policy. To do this the teaching of grammar to help pupils' writing was selected as a case. Two well-regarded and influential experimental trials that had a significant effect on policy, and that focused on the effectiveness of grammar teaching to support pupils' writing, are examined in detail. In addition to the analysis of their methodology, the nature of the two trials is also considered in relation to other key studies in the field of grammar teaching for writing and a recently published robust RCT.

The paper shows a significant and persistent mismatch between national curriculum policy in England and the robust evidence that is available with regard to the teaching of writing.

It is concluded that there is a need for better evidence-informed decisions by policy makers to ensure a national curriculum specification for writing that is more likely to have positive impact on pupils.

Free access: **LINK**

Tags: be reassuringly consistent; writing instruction; functional grammar instruction

Zumbrunn, S., Krause, K. (2012) Conversations with leaders: Principles of effective writing instruction, *The Reading Teacher*, 65(5), 346–353.

Findings from research demonstrate that student writing proficiency and classroom writing instruction is a national concern. This qualitative study explored principles of effective writing instruction through the perspectives of leading authorities in the field of writing. Five major themes of effective writing instruction emerged:

- Effective writing instructors realise the impact of their own writing beliefs, experiences, and practices;
- Effective writing instruction encourages student motivation and engagement;
- Effective writing instruction begins with clear and deliberate planning, but is also flexible;
- Effective writing instruction and practice happens every day;
- Effective writing instruction is a scaffolded collaboration between teachers and students.

This article summarises recommendations for best practices in the writing classroom.

Free access: **LINK**

Tags: be reassuringly consistent; agency; motivation; planning; read, share, think and talk about writing; be a writer-teacher; teach daily mini-lessons; pursue purposeful and authentic class writing projects

This article shares how a class of 8-9 year olds became a community of independent and collaborative writers who flourish through a responsive and culturally sustaining approach to writers' workshop. This includes:

- Providing daily and dedicated time for writing
- Honouring children's writing choices
- Providing daily writing instruction which is responsive to what the class needs instruction in most.
- Providing children with additional instruction and feedback through pupil conferences

The authors then share the four ways in which teachers can be responsive to the needs of their students. These include:

- **Academic responsiveness:** Ensuring that skills and content align with students' abilities and curriculum goals.
- **Linguistic responsiveness:** Valuing the languages and dialects of students.
- **Cultural responsiveness:** Valuing the social and cultural identities and cultural capital of students.
- **Social-emotional responsiveness:** Providing a safe and loving environment for children to take risks, write and be writers.

(£): **LINK**

Tags: read, share, think and talk about writing; treat every child as a writer; building a community of writers; pupil conferencing; culturally sustaining pedagogy; responsive teaching; writing instruction; writing workshop; linguistics; agency mini-lesson; be reassuringly consistent; writer-identity; motivation; translanguaging; funds of knowledge; funds of identity

Writing At Secondary School (11-16 Year Olds)

There is considerable concern that many adolescents do not attain the writing competence needed to be successful in school, their personal lives, or the workplace. Ensuring that students acquire this competence is a basic responsibility of schools. In order to meet this objective, teachers need access to effective practices for teaching writing.

In this meta-analysis, we examined if teaching writing improved the writing and reading of students in Grades 6–12, and what specific writing treatments enhanced students' writing. Our review included writing treatments tested using an experimental or quasi-experimental design (with pretests) and published and unpublished studies, and computed effect sizes (ESs) for all writing and reading outcomes assessed. Across 406 independent comparisons, yielding 3,514 ESs involving 52,529 students, teaching writing had a positive and statistically detectable impact on students' writing (ES = 0.47) and reading (ES = 0.22). Moreover, a variety of different writing treatments improved students' performance on writing measures. Across all writing outcomes, statistically detectable effects (presented in parentheses) were obtained for:

- Comprehensive writing programs (0.47; which included the process approach to writing)
- Strategy instruction (0.76)
- Digital writing tools (0.31)
- Transcription instruction (0.71)
- Computer-assisted instruction (0.32)
- Teaching critical/creative thinking skills for writing (0.27)
- Emulating good models of writing (0.46)
- Feedback (0.34)
- Goal setting (0.44)
- Prewriting activities (0.49)
- Grammar instruction (0.77)
- Sentence instruction (0.73)
- Class writing projects through inquiry (0.92)
- Observing writers/readers and peer assistance (0.41)
- Summarization instruction (0.49)
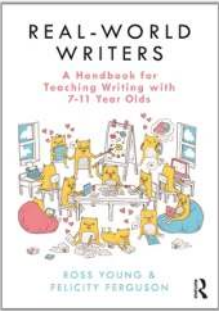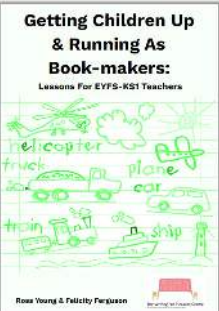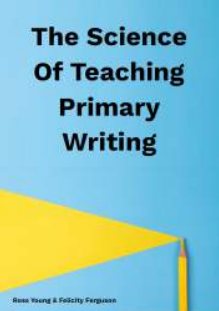- Genre study / text structure instruction (0.39)

Implications for practice, research, and theory are discussed.

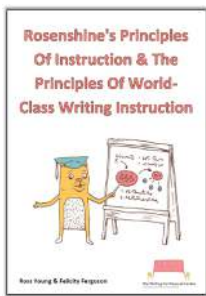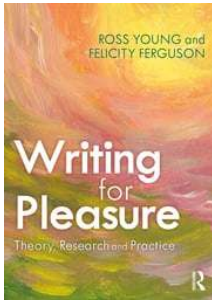(£): **LINK**

Recommended chapters and literature

- See also *The Enduring Principles Of World-Class Writing Teaching: Meta-Analysis & Case Studies*
- See also *Teach The Writing Processes*
- See also *Set Writing Goals*
- See also *Pursue Authentic & Purposeful Class Writing Projects*
- See also *Pursue Personal Writing Projects*
- See also *Explicit Writing Instruction: Teach Mini-Lessons*
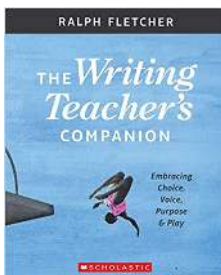- See also *Pupil-Conferencing*

REAL-WORLD WRITERS: A Handbook for Teaching Writing with 7-11 Year Olds	Young, R., Ferguson, F. (2020) *Real-World Writers: A Handbook For Teaching Writing With 7-11 Year Olds* London: Routledge [**LINK**]
Getting Children Up & Running As Book-makers: Lessons For EYFS-KS1 Teachers	Young, R., Ferguson, F. (2022) *Getting Children Up & Running As Book-makers: Lessons For EYFS-KS1 Teachers* Brighton: The Writing For Pleasure Centre [**LINK**]
The Writing For Pleasure Centre's Writing Development & Assessment Toolkit For 3-11 Year Olds.	Young, R., Ferguson, F. (2021) *Writing Development & Assessment Toolkit* Brighton: The Writing For Pleasure Centre [**LINK**]
The Science Of Teaching Primary Writing	Young, R., Ferguson, F. (2022) *The Science Of Teaching Primary Writing* Brighton: The Writing For Pleasure Centre [**LINK**]

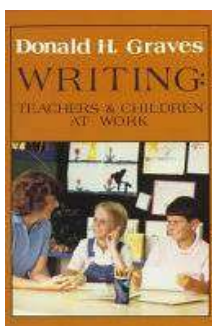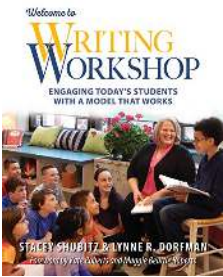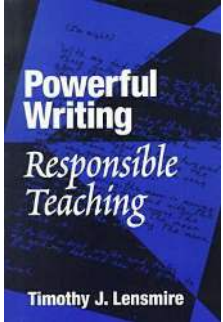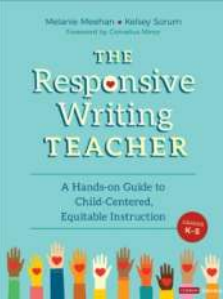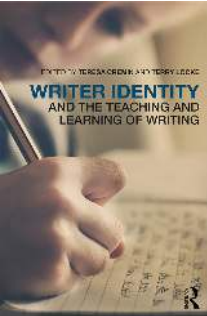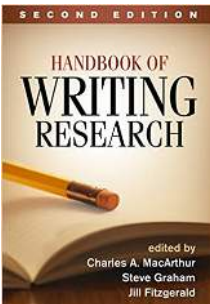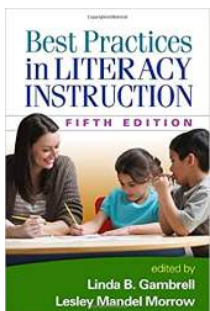|	
	Young, R., Ferguson, F. (2021) *Rosenshine's Principles Of Instruction & The Principles Of World-Class Writing Instruction* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. *Conclusion: An Action Plan For World-Class Writing Teaching* In Writing For Pleasure London: Routledge [**LINK**]
	Fletcher, R. (2017) *The Writing Teacher's Companion* USA: Scholastic
	Harwayne, S. (2001) *Writing Through Childhood: Rethinking Process & Product* Portsmouth NH: Heinemann
	Atwell, N. (2014) *In the Middle* (3rd Ed.) Portsmouth, NH: Heinemann
	Gaves, D. (1983). *Writing:Teachers and Children at Work*. Exeter, NH: Heinemann
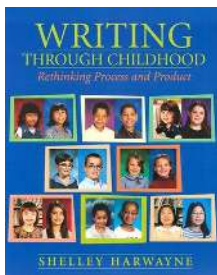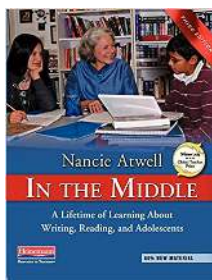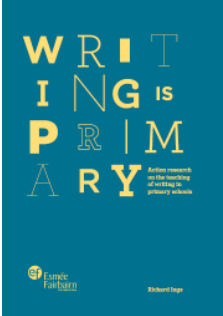
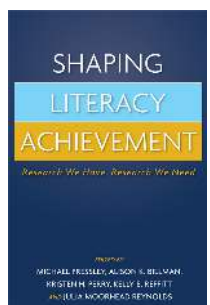|	Shubitz, S., Dorfman, L. (2019) *Welcome to Writing Workshop* Portsmouth, NH: Stenhouse
	Lensmire, T. (2000) *Powerful Writing Responsible Teaching* New York:Teachers' College Press
	Meehan, M., Sorum, K. (2021) *The Responsive Writing Teacher: A Hands On Guide To Child-Centered Equitable Instruction* USA: Corwin
	Locke, T. (2017) Developing a whole-school culture of writing *Writer Identity and the Teaching and Learning of Writing*, Cremin, T., and Locke, T.(Eds.) (pp. 132–148). London: Routledge
	Ings, R. (2009) *Writing Is Primary: Final Research Report* London: Esmee Fairbairn Foundation
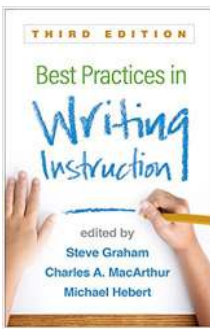
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	Graham, S., and Harris, K. (2019) Evidence-Based Practices in Writing, *Best Practices in Writing Instruction*, Graham, S., MacArthur, C., and Hebert, M. (Eds.) (3rd Ed.) (pp. 3–31). New York:The Guilford Press
	Graham, S., Harris, K., Chambers, A. (2017). Evidence-based practice and writing instruction: A review of reviews, *Handbook of Writing Research*, MacArthur, C., Graham, S., Fitzgerald, J. (Eds.) (2nd Ed.) (pp. 211–227). New York:The Guilford Press
	Morrow, L. M., Tracey, D. H. (2014) Best practices in early literacy development in preschool, kindergarten, and first grade L. Gambrell, L. M. Morrow & M. Pressley (Eds.) *Best practices in literacy instruction* New York: Guilford Press
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Chapter 15

Balance Composition & Transcription

Introduction

This chapter begins with a discussion of the importance of teaching the essential writing skills children require if they are to produce successful texts. This includes reflecting on the simple view of writing and what cognitive writing research has contributed to this area. The authors consider the cognitive load, metacognition, and demands on working memory involved when pupils compose and transcribe texts. They then explore what research and case studies into effective practice have been able to offer teachers in terms of successful and powerful writing instruction. The discussion includes developing children's handwriting, typing, spelling, and editing (proof-reading) abilities. The chapter concludes with examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.
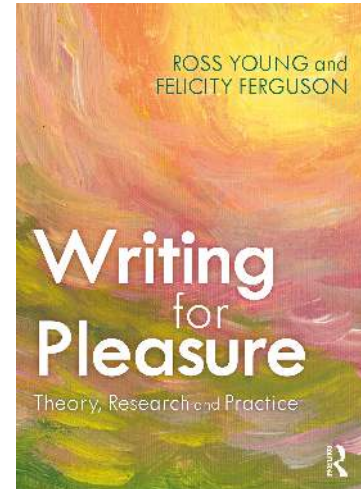
DOWNLOAD CHAPTER

Auguste, E. (2018). The balancing act of kindergarten writing instruction. *Educational Leadership*, 75(7), 61–64.

Teachers must focus on both mechanics and meaning to develop young writers' identities as authors.
In elementary schools, writing instruction often includes a heavy emphasis on penmanship, cleanliness, and mechanics. While the importance of crafting a story and creating meaning are taught, these elements may not be stressed enough to young budding writers. In this article, Auguste suggests that elementary school teachers—especially kindergarten teachers—should be very careful to strike the right balance of teaching both mechanics and meaning, so that student writers can develop their identities as authors.

Free access: **LINK**

Tags: balance composition and transcription

Harris, K., Kim, Y-S,. Yim, S., Camping, A., Graham, S. (2023) Yes, they can: Developing transcription skills and oral language in tandem with SRSD instruction on close reading of science text to write informative essays at grades 1 and 2, *Contemporary Educational Psychology, 73*, 102150

This randomised controlled trial with first- and second-grade students is the first experimental study addressing long-running disagreements about whether primary grade students should develop transcription and oral language abilities before learning to compose. A total of 93 children in Grade 1 and Grade 2 in a high poverty school participated in the study. Students were randomly assigned to either teacher-led SRSD instruction or business-as-usual (writers workshop) condition within class in each grade. SRSD instruction was implemented with small groups for 45 min, three times a week, for 10 weeks. Results showed moderate to large effect sizes in writing outcomes, oral language skills (vocabulary and sentence proficiency), spelling, and discourse knowledge.

Free access: **LINK**

Tags: balance composition and transcription; oral language development; self-regulation strategy development instruction

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Pinto, G., Bigozzi, L., & Vettori, G. (2023). The Effect of Low-Level Writing Process on Written Narrative Textual Competence in Kindergarten and Primary School Children. In *Development of Writing Skills in Children in Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 113-136). Cham: Springer International Publishing.

The focus of this chapter is on how children's writing skills (orthographic competence and narrative text skills) develop and interact during early and middle childhood. We specifically address the impact of children's transcription skills on the ability to write narrative texts, by focusing on the key transition from preschool age until the end of primary school.

In the first part of the chapter, an overview of representative models of writing is provided to define which components concur to writing and the relationships between its components. In the second part of this chapter, the representative, recent research findings, which contribute to enlightening the interplay between lower-level (e.g., orthographic competence) and higher-level (e.g., narrative production) processes are reviewed.

Results derive from the adoption of a longitudinal perspective, following children in the transition from kindergarten to primary school. Results will be discussed to show the predictive relations between lower and higher levels of writing, taking into account the contribution of oral narrative competences and to highlight the role of orthographic competence in mediating the relationship between oral and written narrative competences.

Free access: **LINK**

Tags: balance composition and transcription; oral language development; self-regulation strategy development instruction

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Guo, Y. (2022) *Does transcription instruction make writing interventions more effective?: a meta-analysis* (Doctoral dissertation, University of British Columbia)

Despite the importance of multi-component writing intervention and transcription intervention to writing performance, the systematic effects of these interventions and how transcription instruction contributes to such effects are unclear. I conducted a comprehensive meta-analysis including group experimental writing intervention studies for K-12 students to determine the overall writing quantity and quality effects and the extent to which the transcription intervention contributes to such effects. A total of 71 studies with 164 effect sizes (54 effect sizes for writing quantity outcomes and 110 effect sizes for writing quality outcomes) met the inclusion criteria. The mean effect sizes (Hedges' g) for the outcomes of writing quantity and quality were calculated separately under the Correlated and Hierarchical Effects model. Overall, the mean effect sizes were moderate to strong for both measures, with 0.57 for writing quantity and 0.71 for writing quality. These moderate to strong writing effects were consistent, regardless of students' grade level or academic skills. For both measures, transcription intervention generated the smallest aggregated effect size, followed by multi-component writing intervention with a transcription component, and the multi-component writing intervention without a transcription component yielded the strongest aggregated effect size.

These findings indicate that, even for young and/or struggling writers, multi-component writing intervention is promising, and transcription intervention only is insufficient to improve writing performance. Also, multi-component writing intervention was more effective when the instruction of transcription skills was targeted simultaneously in certain situations, such as when the intervention study explicitly taught both transcription skills and other writing skills. However, the ability to conclude the optimal combination of instruction on these writing skills for subgroups of students is limited; future studies would benefit from evaluating how the combination of writing skills can maximally contribute to improved writing performance for specific subgroups. Additionally, more intervention studies are needed, especially intervention studies related to multi-component writing intervention with a transcription component and intervention studies for students at secondary grade levels.

Free access: **LINK**

Tags: balance composition and transcription; intervention; special educational needs and disabilities; early writers

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Poulson, L., Avramidis, E., Fox, R., Medwell, J., Wray, D. (2001) The theoretical beliefs of effective teachers of literacy in primary schools: an exploratory study of orientations to reading and writing, *Research Papers in Education,* 16(3) pp.271-292

Raising standards of literacy has become a key issue for education policy in many countries. A critical factor in any attempt to improve education is the quality and consistency of teaching: thus there has been an increasing interest in teachers themselves. This has included not only what teachers do, but also what they know and believe; and how teachers' knowledge and beliefs relate to classroom practice. This paper reports an exploratory study of the theoretical beliefs of a sample of 225 British primary school teachers who were identified as successful in teaching literacy. The findings of this study indicated differences in theoretical orientation to literacy within the effective teacher sample, according to the type of teacher training course taken, the number of years' experience of teaching gained after qualifying, and the highest level of professional qualification. There were also differences in theoretical orientation between the effective teachers and the comparison sample. The paper concludes that these differences in beliefs about literacy and its teaching have implications for policy and professional development.

Free access: **LINK**

Tags: balance composition and transcription

Block, C.C., Oakar, M., Hurt, N. (2002) The expertise of literacy teachers: A continuum from preschool to Grade 5, *Reading Research Quarterly*, 37: 178-206

Research has demonstrated that teaching expertise makes a significant difference in the rate and depth of students' literacy growth, and that highly effective educators share similar characteristics.

The purpose of this study was to identify the qualities of teaching expertise that distinguished highly effective instruction at different grade levels. Preschool to Grade 5 literacy teachers were distinguished from one another by 44 aspects of teaching expertise. These include:

- Attending to children's emotional writing needs including their feelings of: self-efficacy, self-regulation, agency, motivation, volition and writer-identity
- Being a writer-teacher
- Reading, sharing, thinkinking and talking about writing
- Balancing composition and transcription
- Using children's existing funds of knowledge and identity
- Pursuing purposeful and authentic class writing projects
- Engaging in responsive teaching
- Treating every child as a writer
- Being reassuringly consistent
- Encouraging the use of invented spellings and teaching encoding strategies
- Connect reading and writing
- Undertake pupil conferencing
- Teaching mini-lessons
- Teach the writing processes
- Pursuing personal writing projects
- Writing in the writing centre and other play areas
- Building a community of writers
- Engaging in genre study
- Setting writing goals

(£): **LINK**

Tags: build a community of writers; balance composition and transcription

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Puranik, C., Lonigan, C. (2014) Emergent Writing in Preschoolers: Preliminary Evidence for a Theoretical Framework, *Reading Research Quarterly,* 49(4) pp.453-467

Researchers and educators use the term emergent literacy to refer to a broad set of skills and attitudes that serve as foundational skills for acquiring success in later reading and writing; however, models of emergent literacy have generally focused on reading and reading-related behaviours. The primary aim of this study was to articulate and evaluate a theoretical model of the components of emergent writing. Results provide evidence that these emergent writing skills are best described by three correlated but distinct factors:

- Conceptual Knowledge
- Procedural Knowledge
- Generative Knowledge.

Evidence that these three emergent writing factors show different patterns of relations to emergent literacy constructs is presented. Implications for understanding the development of writing and assessment of early writing skills are discussed.

Free access: **LINK**

Tags: balance composition and transcription; emergent writers; early writers

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Hall, A., Simpson, A., Guo, Y., Wang, S. (2015) Examining the Effects of Preschool Writing Instruction on Emergent Literacy Skills: A Systematic Review of the Literature, *Literacy Research and Instruction*, 54:2, 115-134

This article presents the results of a systematic review of the literature involving writing interventions in the preschool setting. The information presented is timely considering the current expectations for young children to write. The results suggest that preschool writing interventions enhanced children's early literacy outcomes. The findings also highlighted the importance of quality literacy environments and adult involvement. The findings from this article have important instructional implications for writing instruction in the preschool setting.

Free access: **LINK**

Dahl, K., Freppon, P. (1995) A Comparison of Innercity Children's Interpretations of Reading and Writing Instruction in the Early Grades in Skills-Based and Whole Language Classrooms, *Reading Research Quarterly,* 30(1) pp.50-74

This study focused on learner interpretations of beginning reading and writing instruction in skills-based and whole language inner-city classrooms across kindergarten and first grade.

Findings indicated similarity in learner concern about accuracy. Cross-curricular differences centred on applications of phonics knowledge, responses to literature, coping strategies of learners experiencing difficulty, and learner perceptions of themselves as readers and writers. Quantitative findings indicated a significant difference on written narrative register favouring whole language learners.

Free access: **LINK**

Tags: balance composition and transcription; emergent writers; early writers

Bingham, G. E., Quinn, M. F., Gerde, H. K. (2017) Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills, *Early Childhood Research Quarterly*, 39 pp.35−46

Despite a wide recognition about the importance of young children's language and literacy environments to later achievement, little is known about teachers' supportive approaches to early writing in preschool classroom contexts and the ways in which these supportive approaches relate to children's writing development.

This study examined how teachers support writing in their classrooms and how these supports related to children's expressions of early writing skill. 41 preschool and prekindergarten teachers in three US states and their students participated.

Findings indicated that teachers supported children's use of writing, however, the scope and focus of the supportive strategies used were limited. Examinations of teachers' supportive writing practices revealed that teachers were much more likely to focus on children's handwriting and spelling skills, with less attention to composing.

Analyses examining associations between teachers' pedagogical practice and children's writing skills indicated that children from classrooms with teachers who supported composing exhibited stronger writing skills.

(£): **LINK**

Tags: balance composition and transcription; pursue purposeful and authentic class writing projects; emergent writers; early writers; encoding; letter formation; be reassuringly consistent

Jones, C., Reutzel, R., Fargo, J. (2010) Comparing Two Methods of Writing Instruction: Effects on Kindergarten Students' Reading Skills, *The Journal of Educational Research,* 103(5) pp.327-341

This study directly compared the effects of two prevalent forms of classroom writing instruction, interactive writing and writing workshop, on kindergarten students' acquisition of early reading skills.

Repeated measures data was collected at four points over 16 weeks to monitor growth of 151 kindergarten students in phonological awareness, alphabet knowledge, and word reading.

Results of this study showed students in both the interactive writing group and the writing workshop group demonstrated significant growth over time for each of the three outcome measures, with no statistically significant difference between groups for any of the outcome measures at any of the time points. This study provides evidence that, when consistently implemented during the first 16 weeks of kindergarten, interactive writing and writing workshop are equally effective in promoting acquisition of early reading skills.

(£): **LINK**

Tags: balance composition and transcription; emergent writers; early writers; encoding; letter formation; be reassuringly consistent; writing workshop; connect reading and writing

Wohlwend, K. (2008) From "What Did I Write?" to "Is this Right?": Intention, Convention, and Accountability in Early Literacy, *The New Educator*, 4:1, 43-63

When children enter public kindergartens in the current atmosphere of high-stakes testing, they often encounter an emphasis on correctness that casts doubt on the integrity of their personally invented messages, prompting them to ask not "What did I write?" but "Is this right?"

This case study examines early writing by kindergarten children within the context of their free-writing time and their teacher's plan to restore intention to compensate for a mandated curriculum that overemphasised convention.

Children's writing samples were analysed before and after the teacher introduced peer sharing, a strategy aimed at reestablishing the children's communicative intent.

Free access: **LINK**

Tags: balance composition and transcription; read, share, think and talk about writing; writer-identity; pursue personal writing projects; emergent writers; early writers; free writing

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Breetvelt, I., van den Bergh, H., Rijlaarsdam, G. (1994) Relations between writing processes and text quality: When and how?, *Cognition and Instruction*, 12(2), 103–123

The purpose of this study was to investigate the relations between cognitive activities and text quality:

Are qualitatively different texts preceded by different distributions of cognitive activities? The main assumption was that the same cognitive activity might have a different impact, depending on the moment it is engaged in during the writing process. The research material consisted of 40 compositions on two themes, written by 20 ninth-grade students. Thinking-aloud protocols were recorded to assess the writing processes underlying the production of these texts.

Data were analysed by means of multilevel analyses of variance. It appeared that frequency of cognitive activities was not distributed at random over text production. Some cognitive activities appeared to be relatively restricted to the first part of the writing process, whereas others dominated at later stages. The relations between text quality and cognitive activities seemed to depend on the stage in the writing process at which a cognitive activity was employed; the same cognitive activity that showed a positive effect on text quality during one episode showed either a negative effect during another phase or no effect at all. Including time as a variable proved to make results clearer and more specific; the effect of activities having different signs, depending on the episode, would have been absent if the time variable had not been included in the analysis.

(£): **LINK**

Tags: balance composition and transcription; teaching the writing processes; cognitive perspective

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Casey, M., Hemenway, S. (2001) Structure and freedom: Achieving a balanced writing curriculum, *The English Journal*, 90(6), 68–75

This article describes a study of third graders experiencing a writing and revision program by following them through high school, interviewing them again in sixth, eighth, tenth, and twelfth grades. It reveals some important steps all teachers must take to achieve a balance between structure and freedom in the writing curriculum.

(£): **LINK**

Tags: balance composition and transcription; teaching the writing processes

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Corden, R. (2003) Writing is more than 'exciting': Equipping primary children to become reflective writers, *Literacy*, 37(1), 18–26

This article describes work undertaken as part of a partnership programme initiated to encourage collaborative research between teachers and university tutors. In the *Teaching Reading and Writing Links* project (TRAWL) primary school teachers, working as research partners, explored ways of developing children as reflective writers.

The research group wanted to know whether, through examining how texts are crafted by expert writers during literacy sessions, children might be encouraged to pay more attention to compositional rather than secretarial aspects of narrative writing during writing workshops. The overall writing achievement of 338 children was

monitored over one school year and narrative writing from 60 case study children was evaluated at the beginning and end of the research period.

In this article the impact on achievement is illustrated, some examples of writing are analysed and evidence of development in children's metacognition and confidence as writers is discussed.

Free access: **LINK**

Tags: balance composition and transcription; teaching the writing processes; be a writer teacher

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Daffern, T., Mackenzie, N. (2015) Building strong writers: Creating a balance between the authorial and secretarial elements of writing, *Literacy Learning*, 23(1), 23–32

Writing supports and extends learning across all disciplines, as well as promotes social, emotional and cognitive development. One of the challenges for teachers involves the interpretation of students' 'learning to write' journeys in a way that provides them with the information they need for informed, focused and explicit instruction in writing, as well as for providing feedback to students and parents.

This paper considers the importance of process and content when analysing student writing and creating a balance between the authorial and secretarial elements of writing.

Free access: **LINK**

Tags: balance composition and transcription; teaching the writing processes

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Frank, C. (2001) 'What new things these words can do for you': A focus on one writing-project teacher and writing instruction, *Journal of Literacy Research*, 33(3), 467–506

This study explores a writing-project teacher's premises about writing and illustrates how those underlying principles drove her instruction, influenced children's work, and created a particular theory of writing in her classroom culture. The sociolinguistic and discourse analysis of the transcripts from her writing conferences revealed 7 assumptions about writing: (a) writers need time to write; (b) writers need to be in charge of their own writing; (c) writers find ideas to write about when they read; (d) writing is social and students learn to become writers and authors by interacting with their peers, their parents, and their teachers; (e) writing includes learning how to spell and proofread work; (f) "writers" write many things but "authors" write books; and (g) Writers speak to audiences that they may never meet.

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; pursue purposeful and authentic class writing projects; pupil conferencing; agency; reading and writing connection; read, share, talk and think about writing; editing; proof-reading; be a writer-teacher

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Graham, S., Berninger, V., Abbot, R., Abbott, S., Whittaker, D. (1997) The role of mechanics in composing of elementary school students: A new methodological approach, *Journal of Educational Psychology*, 89(1), 170–182.

The authors analysed structural relationships between latent factors underlying separate measures of handwriting, spelling, and composing in Grades 1–6.

- For compositional fluency, the paths from both handwriting and spelling were significant in the primary grades, but only the path from handwriting was significant in the intermediate grades.
- For compositional quality, only the path from handwriting was significant at the primary and intermediate grades.
- The contribution of spelling to compositional quality was indirect through its correlation with handwriting. Handwriting and spelling accounted for a sizable proportion of the variance in compositional fluency (41% to 66%) and compositional quality (25% to 42%).

These findings show that the mechanical skills of writing may exert constraints on the amount and quality of composing. Theoretical and educational implications of the findings are discussed.

Free access: **LINK**

Tags: balance composition and transcription; spelling; handwriting; fluency

Harmey, S. (2020) Co-constructing writing: handing over the reins to young authors, *Education 3-13*, 3–11

Learning to write is a complex process and children have to orchestrate a range of processes and skills in order to produce written messages. Young children are facing increasing demands in terms of the expected complexity of their written messages in education settings across the world. Teachers, in turn, are challenged to support children and guide them towards independence in writing. This article explores the complexity of writing and, drawing on a study that describes the implementation of an observation as assessment framework for supporting writing, practical research-based strategies are provided to leverage observation as a form of assessment and how to support children to organise their own composition of messages.

(£): **LINK**

Tags: balance composition and transcription; agency; motivation; pursue purposeful and authentic class writing projects; generating ideas; planning

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Hayes, J. (2012) Modelling and remodelling writing, *Written Communication*, 29, 369–388

In this article, the author discusses the succession of cognitive models of adult writing that he and his colleagues have proposed from 1980 to the present. He notes the most important changes that differentiate earlier and later models and discusses reasons for the changes. In Section 2, he describes his recent efforts to model young children's expository writing against these models.

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; motivation; cognitive perspective

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Kellogg, R. (2008) Training writing skills: A cognitive developmental perspective, *Journal of Writing Research*, 1, 1–26

Writing skills typically develop over a course of more than two decades as a child matures and learns the craft of composition through late adolescence and into early adulthood. The novice writer progresses from a stage of knowledge-telling to a stage of knowledge-transforming characteristic of adult writers.

Professional writers advance further to an expert stage of knowledge-crafting in which representations of the author's planned content, the text itself, and the prospective reader's interpretation of the text are routinely manipulated in working memory. Knowledge-transforming, and especially knowledge-crafting, arguably occur only when sufficient executive attention is available to provide a high degree of cognitive control over the maintenance of multiple representations of the text as well as planning conceptual content, generating text, and reviewing content and text. Because executive attention is limited in capacity, such control depends on reducing the working memory demands of these writing processes through maturation and learning. It is suggested that students might best learn writing skills through cognitive apprenticeship training programs that emphasise deliberate practice.

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; pursue purposeful and authentic class writing projects; be reassuringly consistent; teach mini-lessons; funds of knowledge; cognitive perspective

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Kellogg, R.,Whiteford, A.,Turner, C., Cahill, M., Mertens, A. (2013) Working memory in written composition: An evaluation of the 1996 model, *Journal of Writing Research*, 5(2), 159–190

A model of how working memory supports the planning of ideas, translating ideas into written sentences, and reviewing the ideas and text already produced was proposed by Kellogg (1996). A progress report based on research from the past 17 years shows strong support for the core assumption that planning, translating, and reviewing are all dependent on the central executive. Similarly, the translation of ideas into a sentence does in fact also require verbal working memory, but the claim that editing makes no demands on the phonological loop is tenuous. As predicted by the model, planning also engages the visuo-spatial sketchpad. However, it turns out to do so only in planning with concrete concepts that elicit mental imagery. Abstract concepts do not require visuo-spatial resources, a point not anticipated by the original model. Moreover, it is unclear the extent to which planning involves spatial as opposed to visual working memory. The implications of this body of research for the instruction of writing are considered in the final section of the paper.

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; cognitive perspective

Kent, S.C., Wanzek, J. (2016) The relationship between component skills and writing quality and production across developmental levels: A meta-analysis of the last 25 years, *Review of Educational Research*, 86(2), 570–601

Theories of writing development posit several component skills as necessary to the writing process. This meta-analysis synthesises the literature on the correlation between these proposed component skills and writing outcomes. Specifically, in this study, we examine the bivariate relationships between handwriting fluency, spelling, reading, and oral language and students' quality of writing and writing production. Additionally, the extent to which such relationships are moderated by student grade level and type of learner is also investigated.

The findings document that each skill demonstrates a weak to moderate positive relationship to outcomes assessing writing quality and the amount students write. The implications of these findings to current theories and future research are discussed.

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; handwriting; spelling; connect reading and writing; fluency

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Kim, Y., Schatschneider, C. (2017) Expanding the developmental models of writing: A direct and indirect effects model of developmental writing (DIEW) *Journal of Educational Psychology*, 109(1), 35–50

We investigated direct and indirect effects of component skills on writing using data from 193 children in Grade 1.

In this model, working memory was hypothesised to be a foundational cognitive ability for language and cognitive skills as well as transcription skills, which, in turn, contribute to writing.

- Foundational oral language skills (vocabulary and grammatical knowledge)
- Higher-order cognitive skills (inference and theory of mind)

were hypothesised to be component skills of text generation (discourse-level oral language).

Results from structural equation modelling largely supported a complete mediation model among four variations of the model. Discourse-level oral language, spelling, and handwriting fluency completely mediated the relations of higher-order cognitive skills, foundational oral language, and working memory to writing. Moreover, language and cognitive skills had both direct and indirect relations to discourse-level oral language. Total effects, including direct and indirect effects, were substantial for discourse-level oral language (.46), working memory (.43), and spelling (.37), followed by vocabulary (.19), handwriting (.17), theory of mind (.12), inference (.10), and grammatical knowledge (.10). The model explained approximately 67% of variance in writing quality. These results indicate that multiple language and cognitive skills make direct and indirect contributions, and it is important to consider both direct and indirect pathways of influences when considering skills that are important to writing.

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; cognitive perspective; simple view of writing; not so simple view of writing

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Kim, Y,. & Park, S. (2019) Unpacking pathways using the direct and indirect effects model of writing (DIEW) and the contributions of higher order cognitive skills to writing, *Reading and Writing: An Interdisciplinary Journal*, 32, pp.1319–1343

We examined the Direct and Indirect Effects model of Writing (DIEW), using longitudinal data from Korean-speaking beginning writers. DIEW posits hierarchical structural relations among component skills (e.g., transcription skills, higher order cognitive skills, oral language, motivation/affect, background knowledge) where lower level skills are needed for higher order skills and where component skills make direct and indirect contributions to writing. A total of 201 Korean-speaking children were assessed on component skills in Grade 1, including:

- Transcription (spelling and handwriting fluency)
- Higher order cognitive skills (inference, perspective taking, and monitoring)
- Oral language (vocabulary and grammatical knowledge)
- Executive function (working memory and attention).

Their writing skills were assessed in Grades 1 and 3. DIEW fit the data well.

- In Grade 1, transcription skills were directly related to writing, whereas vocabulary, grammatical knowledge, working memory, and attention were indirectly related to writing.
- For Grade 3 writing, inference and spelling were directly related while working memory made both direct and indirect contributions. Attention, vocabulary, and grammatical knowledge made indirect contributions via spelling and inference.

These results support DIEW and its associated hypotheses such as the hierarchical nature of structural relations, the roles of higher order cognitive skills, and the changing relations of component skills to writing as a function of development (a developmental hypothesis).

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; cognitive perspective; simple view of writing; not so simple view of writing

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Lambirth, A. (2016) Exploring children's discourses of writing, *English in Education*, 50(3), 215–232

This article reports on a study which was part of a two year writing project undertaken by a University in South East England with 17 primary schools. A survey sought the views of up to 565 children on the subject of writing. The analysis utilises Ivanič's (2004) discourses of writing framework as a heuristic and so provides a unique lens for a new understanding of children's ideological perspectives on writing and learning how to write. This study shows the development of learned or acquired skills and compliance discourses by the participating children within which accuracy and correctness overrides many other considerations for the use of the written word.

Free access: **LINK**

Tags: children's views on writing teaching' pupil voice; balance composition and transcription; teach the writing processes; motivation; writer-identity; pursue purposeful and authentic class writing projects

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Limpo, T., Alves, R. (2013) Modelling writing development: Contribution of transcription and self-regulation to Portuguese students' text generation quality, *Journal of Educational Psychology*, 105, 401–413

Writing is a complex activity that requires transcription and self-regulation. The authors used modelling to test the contribution of transcription (handwriting and spelling), planning, revision, and self-efficacy to writing quality at two developmental points (Grades 4–6 vs. 7–9).

- In Grades 4–6, the model explained 76% of the variance in writing quality, and transcription contributed directly to text generation. This finding suggests that, for younger students, handwriting and spelling were the strongest constraints to text generation.
- In Grades 7–9, the model explained 82% of the variance in writing quality. Although transcription did not contribute directly to text generation, it contributed indirectly through planning and self-efficacy.

The progressive automatization of transcription throughout school years may contribute to the acquisition and development of self-regulatory skills, which, in turn, positively influence the quality of text generation. Explicit instruction and practice in handwriting, spelling, planning, and revising along with nurturing of realistic self-efficacy beliefs may facilitate writing development beyond primary years of schooling.

Free access: **LINK**

Tags: balance composition and transcription; teach the writing processes; self-efficacy; self-regulation; planning; revision; handwriting; spelling; teach mini-lessons

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McCutchen, D. (2011) From novice to expert: Implications of language skills and writing relevant knowledge for memory during the development of writing skill, *Journal of Writing Research*, 3(1), 51–68

This article outlines a theory of the development of writing expertise illustrated by a review of relevant research. An argument is made for two necessary (although not sufficient) components in the development of writing expertise:

- Fluent language generation processes
- Extensive knowledge relevant to writing

Fluent language processes enable the developing writer (especially the young developing writer) to begin to manage the constraints imposed by working memory, whereas extensive knowledge allows the writer to move beyond the constraints of short-term working memory and take advantage of long-term memory resources by relying instead on long-term working memory.

Free access: **LINK**

McQuitty, V. (2014) Process-oriented writing instruction in elementary classrooms: Evidence of effective practices from the research literature, *Writing & Pedagogy*, 6(3), 467–495

Process writing instruction is an influential paradigm in elementary classrooms, but studies of its effectiveness are mixed. These mixed results may occur because teachers implement process writing in vastly different ways, which makes it difficult to assess the effectiveness of process approaches broadly. Therefore, this literature review examines the features of the process writing instruction are effective. Drawing on empirical evidence, it answers the question: What practices within process writing have evidence of effectiveness?

A literature search was conducted. The studies indicate seven categories of effective practices:

- Writing strategy instruction
- Computers in the writing process
- Talk during the writing process
- Play during the writing process
- Including children's ways of knowing
- Flexible participation structures
- Mentor texts

Evidence about the effectiveness of these features and directions for future research are discussed.

(£): **LINK**

Olinghouse, N., Graham, S. (2009) The relationship between the discourse knowledge and the writing performance of elementary-grade students, *Journal of Educational Psychology*, 101, 37–50

This study examined whether knowledge about various forms (genres) of writing predicted young developing writers' (Grade 2 and Grade 4 students) story writing performance once four writing (handwriting fluency, spelling, attitude toward writing, advanced planning) and three non-writing (grade, gender, basic reading skills) variables were controlled.

It also examined whether Grade 4 students (18 boys, 14 girls) possessed more genre knowledge than Grade 2 students (18 boys, 14 girls).

Students wrote a story and responded to a series of questions designed to elicit their declarative and procedural knowledge about the characteristics of good writing in general and stories in particular as well as their knowledge about how to write.

Five aspects of this discourse knowledge (substantive, production, motivation, story elements, and irrelevant) together made a unique and significant contribution to the prediction of story quality, length, and vocabulary diversity beyond the seven control variables.

In addition, older students possessed greater knowledge about the role of substantive processes, motivation, and abilities in writing.

Findings support the theoretical propositions that genre knowledge is an important element in early writing development and that such knowledge is an integral part of the knowledge-telling approach to writing.

(£): **LINK**

Phonics, encoding and spelling

Maurer, M. N., Truxius, L., Sägesser Wyss, J., & Eckhart, M. (2023). From Scribbles to Script: Graphomotor Skills' Impact on Spelling in Early Primary School. *Children, 10*(12), 1886.

The mastery of handwriting skills is a crucial milestone in early primary education. Despite its significance, our understanding of handwriting development, encompassing both graphomotor skills and spelling, remains incomplete. Identifying predictors for handwriting skills is crucial for early intervention. This longitudinal study investigates the predictive roles of gender, working memory, and motivation to handwrite for graphomotor skills six months later and spelling skills one year later. Utilising paper-and-pencil tasks, a tablet task for working memory, and a questionnaire for teachers' ratings of children's handwriting motivation, the study involves 363 first-grade children aged 6–9 years.

Results from a structural equation model, controlling for age and socioeconomic background, reveal that girls outperform boys in graphomotor skills, while boys tend to demonstrate more accurate spelling. Working memory emerges as a predictor for graphomotor skills but not for spelling. Furthermore, motivation to handwrite predicts both first-grade graphomotor skills and second-grade spelling. This study adds to contemporary evidence, highlighting the predictive role of graphomotor skills in spelling, taking into account gender and motivation. The findings underscore the pivotal role of graphomotor skills in spelling acquisition and suggest their contribution to challenges in spelling development.

Free access: **LINK**

Tags: balance composition and transcription; handwriting instruction; alphabet knowledge; spelling instruction; encoding; graphomotor skills; motivation; working memory

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Pan, S. C., Rickard, T. C., & Bjork, R. A. (2021) Does spelling still matter—and if so, how should it be taught? Perspectives from contemporary and historical research, *Educational Psychology Review*, 33(4), 1523-1552

A century ago, spelling skills were highly valued and widely taught in schools using traditional methods, such as weekly lists, drill exercises, and low- and high-stakes spelling tests. In the early 21st century, however, scepticism as to the importance of spelling has grown, some schools have deemphasized or abandoned spelling instruction altogether, and there has been a proliferation of non-traditional approaches to teaching spelling. These trends invite a reevaluation of the role of spelling in modern English-speaking societies and whether the subject should be explicitly taught (and if so, what are research-supported methods for doing so).

In this article, we examine the literature to address whether spelling skills are still important enough to be taught, summarise relevant evidence, and argue that a comparison of common approaches to spelling instruction in the early 20th century versus more recent approaches provides some valuable insights.

We also discuss the value of explicit spelling instruction and highlight potentially effective ways to implement such instruction, including the use of spelling tests. Overall, our goals are to better characterise the role of spelling skills in today's society and to identify several pedagogical approaches—some derived from traditional methods and others that are more recent—that hold promise for developing such skills in efficient and effective ways.

Free access: **LINK**

Tags: balance composition and transcription; spelling instruction

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Hand, E. D., Lonigan, C. J., & Puranik, C. S. (2022) Prediction of kindergarten and first-grade reading skills: unique contributions of preschool writing and early-literacy skills, *Reading and Writing*, 1-24

Researchers have argued that writing skills have significant implications for developing reading skills. A growing body of research has provided evidence that writing skills, in particular invented spelling, provide unique predictive information regarding future reading skills. This study examined which preschool early writing skills (i.e., name writing, letter writing, and invented spelling) had unique predictive relations with kindergarten and first-grade reading outcomes beyond the predictive contributions of preschool early literacy skills. Results indicated that preschool children's invented spelling contributed unique variance to later reading outcomes beyond the contributions of early literacy skills. The results of this study suggest that, in addition to measures of early literacy skills, measures of invented spelling may be useful in the early identification of children at risk of reading difficulties.

Free access: **LINK**

Tags: balance composition and transcription; spelling instruction; encoding; early writing; early writers; reading and writing connection; invented spelling

Skar, G. B., Lei, P. W., Graham, S., Aasen, A. J., Johansen, M. B., Kvistad, A. H. (2022) Handwriting fluency and the quality of primary grade students' writing, *Reading and Writing*, 35(2), 509-538

Until children can produce letters quickly and accurately, it is assumed that handwriting disrupts and limits the quality of their text. This investigation is the largest study to date assessing the association between handwriting fluency and writing quality. Handwriting fluency accounted for a statistically significant 7.4% of the variance in the writing quality of primary grade students. In addition, attitude towards writing, language background, grade and gender each uniquely predicted writing quality. Finally, handwriting fluency increased from one grade to the next, girls had faster handwriting than boys, and gender differences increased across grades. An identical pattern of results were observed for writing quality.

Free access: **LINK**

Tags: balance composition and transcription; handwriting instruction; writing fluency; gender differences

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Ouellette, G., Sénéchal, M. (2017) Invented Spelling in Kindergarten as a Predictor of Reading and Spelling in Grade 1: A New Pathway to Literacy, or Just the Same Road, Less Known?, *Developmental Psychology*, 53(1) pp.77-88

This study evaluated whether the sophistication of children's invented spellings in kindergarten was predictive of subsequent reading and spelling in Grade 1. Children in their first year of schooling were assessed on measures of oral vocabulary, alphabetic knowledge, phonological awareness, word reading and invented spelling; approximately 1 year later they were assessed on multiple measures of reading and spelling.

Results supported a model in which invented spelling contributed directly to concurrent reading along with alphabetic knowledge and phonological awareness. Longitudinally, invented spelling influenced subsequent reading, along with alphabetic knowledge while mediating the connection between phonological awareness and early reading.

Invented spelling also influenced subsequent conventional spelling along with phonological awareness, while mediating the influence of alphabetic knowledge. Invented spelling thus adds explanatory variance to literacy outcomes not entirely captured by well-studied code and language-related skills.

(£): **LINK**

Tags: balance composition and transcription; encoding; spelling; connect reading and writing; phonics

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Rowe, D. (2018) The Unrealized Promise of Emergent Writing: Reimagining the Way Forward for Early Writing Instruction, *Language Arts,* 95(4) pp.229-241

This column traces the journey of theory and research that has allowed us to fundamentally reimagine the very beginnings of early childhood writing.

In preschool classrooms, we find an unexpected disconnect between research and practice. Despite a half century of research affirming the power of early writing experiences, many preschool classrooms currently offer limited opportunities for emergent writing. There is an urgent need to reimagine the place of writing in preschool classrooms.
To this end, Rowe outlines five research-based recommendations for the design of preschool writing experiences. These include:

- Play needs to be an important part of children's early writing.
- Children need to write for real, meaningful and authentic purposes.
- Name writing is important but not nearly enough if we are to develop children's preschool writing.
- Adults need to provide children with instruction in the context of the meaningful writing they are trying to make each day.
- Adults need to invite children to write about their own cultural and personal experiences and expertise.

(£): **LINK**

Tags: balance composition and transcription; teach the writing processes; emergent writing; early writers; genre study; invented spelling; letter formation; handwriting; pursue purposeful and authentic writing projects; multimodality; drawing; encoding; fluency; writer-identity

Adoniou, M. (2014) What should teachers know about spelling, *Literacy*, 48(3), 144–153

This article describes essential teacher knowledge for teaching spelling, along with a description of how this knowledge may convert to effective classroom pedagogy.

The article is the result of a study of 14 beginning teachers who were participants in a broader study of their experience of teaching literacy in the first year in the classroom after graduation. The broad aim of the study was to determine if there were changes that could be made to their teacher preparation that would better prepare them to teach literacy in their first year teaching in the classroom. Teaching spelling was quickly identified as an area of literacy in which they were struggling. They were nervous about their own spelling skills but also had a limited pedagogy for spelling.

The article describes the spelling knowledge they needed to have, with reference to the challenges they faced and presents the changes that were subsequently made to the teacher preparation of future teachers at the university from which they graduated.

Free access: **LINK**

Tags: balance composition and transcription; spelling

Graham, S., Santangelo, T. (2014) Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review, *Reading and Writing: An Interdisciplinary Journal*, 27, 1703–1743

Despite the importance of spelling for both writing and reading, there is considerable disagreement regarding how spelling skills are best acquired.

Some scholars have argued that spelling should not be directly or formally taught as such instruction is not effective or efficient. Graham & Santangelo conducted a comprehensive meta-analysis of experimental and quasi-experimental studies to address these claims.

Results provided strong and consistent support for teaching spelling:

- It improved spelling performance when compared to no/unrelated instruction or informal/incidental approaches to improving spelling performance.
- Increasing the amount of formal spelling instruction also proved beneficial.
- Gains in spelling were maintained over time and generalised to spelling when writing
- Improvements in phonological awareness and reading skills were also found.

The positive outcomes associated with formal spelling instruction were generally consistent, regardless of students' grade level or literacy skills.

Free access: **LINK**

Tags: balance composition and transcription; spelling

Summer, E., Connelly, V., Barnett, A. (2016) The influence of spelling ability on vocabulary choices when writing for children with dyslexia, *Journal of Learning Disabilities*, 49(3), 293–304.

According to Summer and colleagues, spelling is a prerequisite to expressing vocabulary in writing. Research has shown that children with dyslexia are hesitant spellers when composing. This study aimed to determine whether the hesitant spelling of children with dyslexia, evidenced by frequent pausing, affects vocabulary choices when writing. A total of 31 children with dyslexia, mean age 9 years, were compared to typically developing groups of children: the first matched by age, the second by spelling ability. Oral vocabulary was measured and children completed a written and verbal compositional task. Lexical diversity comparisons were made across written and verbal compositions to highlight the constraint of having to select and spell words. A digital writing tablet recorded the writing. Children with dyslexia and the spelling-ability group made a high proportion of spelling errors and within-word pauses, and had a lower lexical diversity within their written compositions compared to their verbal compositions. The age-matched peers demonstrated the opposite pattern. Spelling ability and pausing predicted 53% of the variance in written lexical diversity of children with dyslexia, demonstrating the link between spelling and vocabulary when writing. Oral language skills had no effect. Lexical diversity correlated with written and verbal text quality for all groups.

Practical implications are discussed and related to writing models.

(£): **LINK**

Tags: balance composition and transcription; spelling; dyslexia

Letter formation and handwriting

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Graham, S. (1992). Issues in handwriting instruction, *Focus on exceptional children*, 25(2).

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This paper examines the importance of handwriting instruction, through discussion of four issues: (1) whether handwriting should be taught directly outside other writing contexts; (2) slanted versus traditional manuscript alphabets; (3) use of a beginner's pencil and wide lined paper; and (4) the use of self-regulation procedures within the handwriting program.

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Tags: balance composition and transcription; letter formation; handwriting instruction; orthographic knowledge; writing fluency

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López-Escribano, C., Martín-Babarro, J., Pérez-López, R. (2022) Promoting Handwriting Fluency for Preschool and Elementary-Age Students: Meta-Analysis and Meta-Synthesis of Research From 2000 to 2020, *Frontiers in Psychology*, 13, 841573

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Handwriting is a complex activity that involves continuous interaction between lower-level handwriting and motor skills and higher-order cognitive processes. It is important to allocate mental resources to these high-order processes since these processes place a great demand on cognitive capacity. This is possible when lower-level skills such as transcription are effortlessness and fluent. Given that fluency is a value in virtually all areas of academic learning, schools should provide instructional activities to promote writing fluency from the first stages of learning to write. In an effort to determine if teaching handwriting enhances writing fluency, we conducted a systematic and meta-analytic review of the writing fluency intervention literature.

When compared to no instruction or non-handwriting instructional conditions, teaching different handwriting intervention programs resulted in statistically significant greater writing fluency. Moreover, three specific handwriting interventions yielded statistically significant results in improving writing fluency, when compared to other handwriting interventions or to typical handwriting instruction conditions:

- Handwriting focused on training timed transcription skills
- Multicomponent handwriting treatments
- Performance feedback

The significance of these findings for implementing and differentiating handwriting fluency instruction and guiding future research is discussed.

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Tags: balance composition and transcription; letter formation; handwriting instruction; orthographic knowledge; writing fluency

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Copp, S., Cabell, S., Invernizzi, M. (2019) Kindergarten Teachers' Use of Writing Scaffolds to Support Children's Developing Orthographic Knowledge, *Literacy Research and Instruction,* 58:3 pp.164-183

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Orthographic knowledge is information about the writing system stored in memory that children draw upon to read and write. The purpose of this study was to examine the ways in which kindergarten teachers use verbal scaffolds to support children's development of orthographic knowledge during writing instruction. Findings indicated that teachers regularly used a wide range of scaffolding strategies during writing instruction; however, teachers tended to use more high-support than low-support scaffolds. Teachers employed scaffolds more often in the independent writing context. This study represents a first step in closely observing the verbal scaffolds kindergarten teachers use to build children's orthographic knowledge during writing instruction.

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Tags: balance composition and transcription; letter formation; handwriting; orthographic knowledge

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Malpique, A., Pino-Pasternak, D., Valcan, D. (2017) Handwriting automaticity and writing instruction in Australian kindergarten: An exploratory study, *Reading & Writing*, 30(8) 1789-1812

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Accumulating evidence indicates handwriting automaticity is related to the development of effective writing skills. The present study examined the levels of handwriting automaticity of Australian children at the end of kindergarten and the amount and type of writing instruction they experienced before entering first grade.

Results showed a total variance of approximately 20% in children's handwriting automaticity attributable to

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differences among classrooms when gender and word-reading skills were controlled for. Large variability was noted in the amount and type of writing instruction reported by a subset of participating teachers. Handwriting automaticity was associated with the teaching of revising strategies but not with the teaching of handwriting. Implications for writing development and writing instruction are discussed.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; fluency

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Malpique, A., Pino-Pasternak, D., Roberto, M. (2020) Writing and reading performance in Year 1 Australian classrooms: associations with handwriting automaticity and writing instruction, *Reading & Writing*, 33 pp.783-805

Theories of writing development and accumulating evidence indicate that handwriting automaticity is related to the development of effective writing skills, and that writing and reading skills are also associated with each other. However, less is known about the nature of these associations and the role of instructional factors in the early years. The present study examines:

- The influence of handwriting automaticity in the writing and reading performance of Year 1 students, both concurrently and across time
- Associations between students' writing and reading performance and writing instruction.

Handwriting automaticity predicted writing quality and production concurrently and across time after accounting for gender and initial word-reading skills. Handwriting automaticity predicted reading performance across time. Writing and reading performance were associated with the amount of writing practice, while teaching planning and revising were positively associated with writing performance. Implications for writing development and writing instruction are discussed.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; fluency; be reassuringly consistent; connect reading and writing

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Puranik, C., AlOtaiba, S. (2012) Examining the contribution of handwriting and spelling to written expression in kindergarten children, *Read Writing*, 25:1523-1546

In this study, the authors examined the development of beginning writing skills in kindergarten children and the contribution of spelling and handwriting to these writing skills after accounting for early language, literacy, cognitive skills, and student characteristics. Two hundred and forty two children were given a battery of cognitive, oral language, reading, and writing measures. They exhibited a range of competency in spelling, handwriting, written expression, and in their ability to express ideas. Handwriting and spelling made statistically significant contributions to written expression, demonstrating the importance of these lower-order transcription skills to higher order text-generation skills from a very early age. The contributions of oral language and reading skills were not significant. Implications of these findings for writing development and instruction are addressed.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; fluency; spelling

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Graham, S. (2009) Want to improve children's writing?: Don't neglect their handwriting. *American Educator*, 33, 20–40

The famed playwright Harold Pinter, having just been introduced as a very good writer, was once asked by a six-year-old boy if he could do a "w." The author suspects that "w" was a difficult letter for this young man, and he judged the writing capability of others accordingly. This student's assumption--that being a "good writer" means having good handwriting--is not as off base as one might think. In dozens of studies, researchers have found that, done right, early handwriting instruction improves students' writing. Not just its legibility, but its "quantity" and "quality." In addition, poor handwriting skills often hinder students' creative writing. For young children, the act of writing is demanding. The thought they must put into how to form letters interferes with other writing processes. Legibility is also a serious problem. This article focuses on effective handwriting instruction.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; fluency

Medwell, J., Wray, D. (2007) Handwriting: What do we know and what do we need to know?, *Literacy*, 41(1), 10–16

Handwriting has a low status and profile in literacy education in England and in recent years has attracted little attention from teachers, policy-makers or researchers into mainstream educational processes.

This article identifies a substantial programme of research into handwriting, including studies located in the domains of special needs education and psychology, suggesting that it is time to re-evaluate the importance of handwriting in the teaching of literacy.

Explorations of the way handwriting affects composing have opened up new avenues for research, screening and intervention, which have the potential to make a significant contribution to children's progress in learning to write. In particular, the role of orthographic motor integration and automaticity in handwriting is now seen as of key importance in composing. Evidence from existing studies suggests that handwriting intervention programmes may have a real impact on the composing skills of young writers. In particular, they could positively affect the progress of the many boys who struggle with writing throughout the primary school years.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; fluency; boys

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Santangelo, T., Graham, S. (2016) A comprehensive meta-analysis of handwriting instruction, *Educational Psychology Review*, 28, 225–265

While there are many ways to author text today, writing with paper and pen (or pencil) is still quite common at home and work, and predominates writing at school. Because handwriting can bias readers' judgments about the ideas in a text and impact other writing processes, like planning and text generation, it is important to ensure students develop legible and fluent handwriting. This meta-analysis examined true- and quasi-experimental intervention studies conducted with K-12 students to determine if teaching handwriting enhanced legibility and fluency and resulted in better writing performance.

- When compared to no instruction or non-handwriting instructional conditions, teaching handwriting resulted in statistically greater legibility and fluency.
- Motor instruction did not produce better handwriting skills but individualising handwriting instruction and teaching handwriting via technology resulted in statistically significant improvements in legibility.
- Finally, handwriting instruction produced statistically significant gains in the quality, length and fluency of students' writing.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; fluency

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Kent, S., Wanzek, J., Petscher, Y., Al Otaiba, S., Kim, YS. (2014) Writing fluency and quality in kindergarten and first grade: The role of attention, reading, transcription, and oral language, *Reading & Writing,* 1:27(7) pp.1163-1188

In this study, the authors examined the influence of kindergarten component skills on writing outcomes, both concurrently and longitudinally to first grade. Using data from 265 students, we investigated a model of writing development including attention regulation along with students' reading, spelling, handwriting fluency, and oral language component skills. Results from structural equation modelling demonstrated that a model including attention was better fitting than a model with only language and literacy factors. Attention, a higher-order literacy factor related to reading and spelling proficiency, and automaticity in letter-writing were uniquely and positively related to compositional fluency in kindergarten. Attention and higher-order literacy factor were predictive of both composition quality and fluency in first grade, while oral language showed unique relations with first grade writing quality.

Implications for writing development and instruction are discussed.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; fluency; connect reading and writing; spelling; encoding

Writing fluency

Troia, G. A., Brehmer, J. S., Glause, K., Reichmuth, H. L., & Lawrence, F. (2020). Direct and indirect effects of literacy skills and writing fluency on writing quality across three genres. *Education Sciences*, 10(11), 297.

Data were collected for this study early in the school year to analyse the direct and indirect effects of word-level literacy skills (word recognition, spelling, and written vocabulary use) and handwriting fluency on writing quality across three genres of typewritten papers. We further explored whether typing fluency and text generation fluency mediated the effects. Finally, we examined whether there was any difference in the effects across three writing genres. Fourth and fifth graders (N = 175) from 21 typical classrooms in 12 different Midwestern U.S. schools participated. Regression path analyses were employed and revealed that word-level literacy skills had both significant direct and serial indirect effects on quality, via typing fluency and then text generation fluency (text length) when controlling for handwriting fluency. Further, handwriting fluency had no direct effect when controlling for word-level literacy skills but did have a significant serial indirect effect on writing quality via typing fluency then text generation fluency.

Results indicate that handwriting fluency matters, even when composing on the computer. Stronger transcription fluency, particularly by hand, leads to higher quality writing, likely because less cognitive effort is devoted to transcription. This study adds to limited research on the cross-modal effects of transcription on writing quality.

Free access: **LINK**

Tags: balance composition and transcription; letter formation; handwriting; writing fluency; spelling; encoding; vocabulary use; word choice; typing; text generation fluency

Typing instruction

Malpique, A. A., Valcan, D., Pino-Pasternak, D., Ledger, S., Asil, M., & Teo, T. (2023). The keys of keyboard-based writing: Student and classroom-level predictors of keyboard-based writing in early primary, *Contemporary Educational Psychology*, 102227.

In today's fast-paced digital world, keyboard-based writing has become a key component of daily communication, with students engaging in keyboarding early in their school trajectories. Nonetheless, there's a lack of systematic studies investigating individual-level factors impacting keyboard-based writing and relationships with the writing instruction typically provided in primary school settings.

Using multilevel modelling the current study examined student-level predictors of keyboard-based writing quality and fluency in Year 2 Australian children, including keyboarding automaticity, spelling, reading skills, executive functioning, writing attitudes, gender; and classroom-level variables predicting keyboard-based writing, such as teachers' preparation and instructional practices for writing.

Results revealed that keyboarding automaticity, spelling, word reading, general attitudes toward writing, and gender were uniquely related to compositional quality. Keyboarding automaticity, word reading, and gender were also uniquely related to compositional fluency. Results also showed that female students outperformed their male peers in keyboarding automaticity, compositional quality and fluency, but also on attitudes toward writing and reading comprehension.

For classroom-level factors, findings showed time teaching keyboarding positively related to compositional fluency and time teaching handwriting negatively related to compositional quality and fluency. Interactions were also found between gender and time teaching keyboarding, teaching revision and planning strategies, and specific student-level factors. The novel findings from this study suggest that, to support Year 2 students' keyboard-based writing, attention must be placed on multiple components predicting students' writing performance.
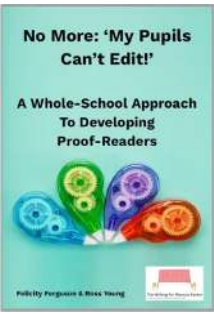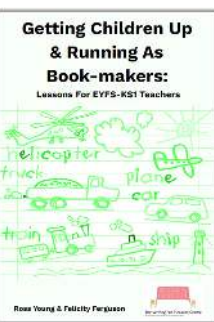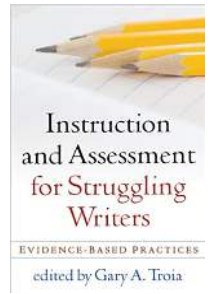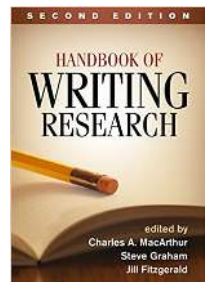
- Keyboarding automaticity and spelling predicted keyboard-based compositional quality.
- Word reading, writing attitudes and gender predicted keyboard-based compositional quality.
- Keyboarding automaticity, word reading, and gender predicted compositional fluency.
- Teaching keyboarding and revision were positively related to compositional fluency.
- Teaching handwriting was negatively related to compositional quality.

Free access: **LINK**

Tags: balance composition and transcription; typing instruction; keyboarding automaticity; writing fluency; affective writing needs; gender; compositional fluency; handwriting instruction

Recommended chapters and literature

- See also *Teach The Writing Processes*
- See also *Pursue Purposeful & Authentic Class Writing Projects*
- See also *Explicit Writing Instruction: Teach Mini-Lessons*
- See also *Grammar & Punctuation Instruction*
- See also *Sentence-Level Instruction*

	Young, R., Ferguson, F. (2022) *No More: 'My Pupils Can't Edit!' A Whole-School Approach To Developing Proof-Readers* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2022) *Getting Children Up & Running As Book-makers: Lessons For EYFS-KS1 Teachers* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) *Spelling* In The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds Brighton: The Writing For Pleasure Centre [**LINK**]
	Troia, G.A., Lin, S.C., Monroe, B.W., and Cohen, S. (2009). The effects of writing workshop instruction on the performance and motivation of good and poor writers. *Instruction and Assessment for Struggling Writers*, Troia, G.A. (Ed.) (pp. 77–112). New York: Guilford Press.
	Tolchinsky, L. (2017) From text to language and back: The emergence of written language *Handbook of writing research* C. MacArthur, S. Graham, & J. Fitgerald (Eds.) New York, NY: Guilford
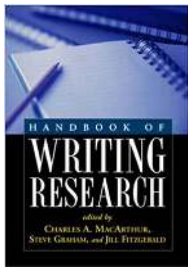
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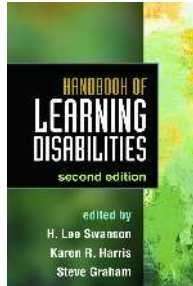
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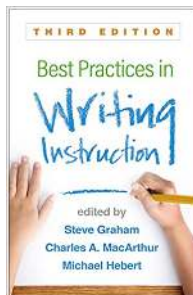
Graham, S., MacArthur, C., Hebert, M. (2019) *Best Practices in Writing Instruction* New York:The Guilford Press
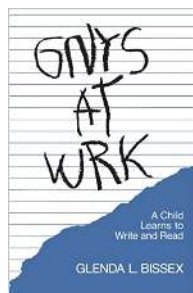
Bissex, G. (1980) *Gnys at Wrk: A Child Learns to Write and Read* Cambridge, MA: Harvard University Press.
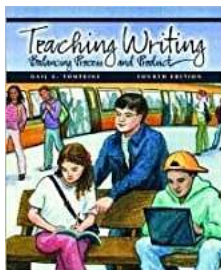
Tompkins, G.E. (2011) *Teaching writing: Balancing Process and Product* Upper Saddle River, NJ: Merrill.
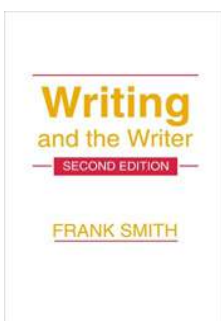
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	Grigorenko, E., Mambrino, E., Preiss, D. (2012) *Writing: A Mosaic of Perspectives and Views* Brandon, VT: Psychology Press
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	Perret, C., & Olive, T. (2019) *Spelling and writing words: Theoretical and methodological advances* Brill.

Chapter 16

Set Writing Goals:
Genre Study, Mentor Texts, Success Criteria & Writing Deadlines

Introduction

This chapter introduces the setting of writing goals within the context of a community of writers, including setting distant, product, and process goals. The concept of distant goals is explained, including its powerful relationship with establishing purpose and audience for writing and the teaching of genre and textual features. The setting of product goals follows, with the authors again making the link between the collaborative setting of product goals alongside exploration of the field, tenor, and mode of genre teaching. Next, the authors examine how teachers and children set process goals (writing deadlines) on their way towards publication and performance. The authors share ways in which teachers and children can work collaboratively to set writing goals for class writing projects. The chapter concludes with examples of effective practice taken from the classrooms of high-performing Writing For Pleasure teachers.
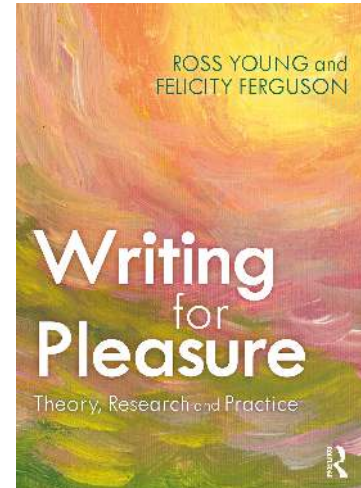
DOWNLOAD CHAPTER

This chapter gives practical advice on how teachers can manage the issues of marking writing and setting targets. It gives suggestions taken from real classroom practice. It discusses how pupil conferencing can be a powerful mode in which to improve children's sense of self-efficacy and gives a rationale for providing written feedback whilst children are still in the process of producing their texts. It shows how teachers can decrease their workload whilst still giving children high-quality support. This chapter provides advice on how to mark the compositional and transcriptional aspects of children's manuscripts, adapting the marking according to where children are in the writing process. It explains how teachers can set writing targets and future writing goals in collaboration with children and how formative feedback such as marking and target setting can inform future planning and encourage efficient and effective responsive teaching.

DOWNLOAD CHAPTER

McQuitty, V. (2014) Process-oriented writing instruction in elementary classrooms: Evidence of effective practices from the research literature, *Writing & Pedagogy*, 6(3), 467–495

Process writing instruction is an influential paradigm in elementary classrooms, but studies of its effectiveness are mixed. These mixed results may occur because teachers implement process writing in vastly different ways, which makes it difficult to assess the effectiveness of process approaches broadly. Therefore, this literature review examines the features of the process writing instruction are effective. Drawing on empirical evidence, it answers the question: What practices within process writing have evidence of effectiveness? A literature search was conducted. The studies indicate seven categories of effective practices:

- Writing strategy instruction
- Computers in the writing process
- Talk during the writing process
- Play during the writing process
- Including children's ways of knowing
- Flexible participation structures
- Mentor texts

Evidence about the effectiveness of these features and directions for future research are discussed.

(£): **LINK**

Gadd, M. (2014) *What is Critical in the Effective Teaching of Writing?* Auckland:The University of Auckland

This study ascertains what a small but purposefully selected set of highly effective teachers have done in authentic learning settings to promote higher than anticipated outcomes in writing for a set of Year 5 to 8 New Zealand students. Results of quantitative and qualitative analysis of observed teacher practice in relation to learner gains data have been utilised to generate a connected set of indicators (namely, some key dimensions of effective practice and related instructional strategies) that are strongly associated with optimum student achievement. Results are illustrated by reference to rich case study material. Teacher effectiveness data were analysed in relation to eight dimensions of effective practice and related instructional strategies, as generated from a critical reading of research literature on effective writing instruction:

- Expectations
- Learning Goals
- Learning Tasks
- Direct Instruction
- Responding to Learners
- Engagement and Challenge
- Organisation and Management
- Self-regulation

- Analysis suggested that effective teachers of writing employ all dimensions in strategic combination with each other. The apparent effectiveness of each dimension may well be contingent on its inter-connectedness to other dimensions within the same pedagogical context.
- Analysis also suggested a particularly strong association between the proficient operation of two dimensions (Learning Tasks and Direct Instruction) and learner gains over time. It also suggested a strong association between three dimensions (Self-regulation, Responding to Students, and Organisation and Management) and decreased levels of learner achievement variance.
- Self-regulation emerged from the analysis as the dimension with the greatest operational variance between teachers.
- In addition, an analysis of related instructional strategies suggested that effective teachers of writing employ an inter-connected range of pedagogical actions in a strategic and flexible way. It particularly suggested that instructional writing actions and activities are effective if regarded as purposeful by learners and if they include meaningful opportunities for learner involvedness.

Findings of the study apply to strategies for generating higher than anticipated gains by all learners in writing, including cohorts most at risk of under-achievement. But some differentiation of strategies appears to be necessary for achievement by under-achieving cohorts, particularly within the dimensions of Learning Tasks and Direct Instruction.

Free access: **LINK** and **LINK**

Dennis, L., Votteler, N. (2012) Preschool Teachers and Children's Emergent Writing: Supporting Diverse Learners, *Early Childhood Education,* 41: 439-446

Early literacy skill development is critical at the preschool years. Under that umbrella is emergent writing, a small but important component of overall literacy development. This article presents two writing strategies, writer's workshop and dictation within the context of storybook reading, that preschool teachers can utilize to target emergent writing development. Suggestions for modifications for diverse learners are provided without, as well as discussion on how to get parents involved in working with their children on early writing within the home environment

Free access: **LINK**

Ray, K., (2004) Why Cauley Writes Well: A Close Look at What a Difference Good Teaching Can Make, *Language Arts,* 82(2) pp.100-109

Cauley's books about snakes demonstrate intentional and interesting decisions by a beginning writer. The conclusion states that learning to choose topics for writing in thoughtful ways is an important part of the curriculum in writing workshop.

Free access: **LINK**

Tags: agency; writing workshop; creating a community of writers; purposeful and authentic writing projects; set writing goals; connect reading and writing

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Whitney, A. E. (2017) Keeping it real: Valuing authenticity in the writing classroom, *English Journal*, 6(106), 16–21

Teachers of writing strive for authenticity. When we ask students to write, we want it to be for authentic purposes. When we engage students in writing processes, we want those to be authentic processes.

When we ask students to compose a particular kind of text, we want those texts to be authentic genres reflecting authentic writing situations in which students might find themselves. When we develop audiences for our students, we want those to be authentic audiences, real readers who can provide authentic responses to the work. And in our relationships with students, too, we value authenticity: we want to be ourselves, and we want the students under our care to become their own best selves too.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; writing workshop; teach the writing processes; writer-identity; set writing goals

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Wiggins, G. (2009) Real-world writing: Making purpose & audience matter, *English Journal*, 98(5), 29–37

"Fresh, fearless, more or less brilliant stuff"- if you want to get hired.

That sums up the importance of authentic assessment in writing and the unwitting harm caused by typically vapid writing prompts and rubrics, and rigid use of the so-called writing process.

The point of writing is to have something to say and to make a difference in saying it. Rarely, however, is "impact" the focus in writing instruction in English class. Rather, typical rubrics stress organisation and mechanics; typical prompts are academic exercises of no genuine consequence; instruction typically makes the "process" formulaic rather than purposeful. The overwhelming majority of Americans will not write academic papers for a living. The writing tasks that are required of individuals in the real world are actually more like the context-bound precise and focused tasks where audience and purpose really matter. Reality therapy is the only way to escape the inherent egocentrism that makes "all" writers think that they said it all and said it well--when, in fact, the paper contains only a third of their thoughts, a third of the thoughts is not clear, and the paper's impact is far less than the writer believes has been achieved. By introducing a real purpose, a real audience--hence, "consequences"--individuals get the feedback" they desperately need to become good writers.

The author encourages individuals to be "serious" about their writing. "Serious" means committing oneself to never confusing effort with results; saying "But I worked so hard on this!" can never be the exclamation of a mature writer. On the other hand, they must resist the temptation to be dismissive of ad copy, joke-telling, or letters to Mom as not serious enough. The best writing--regardless of content--is "always" "fresh and fearless." But such writing is only possible when teachers teach from the start that the Purpose is to touch real Audiences and create some alteration of the world--whether students are writing jokes or the great American novel. Otherwise, why write? It is far too difficult to reduce it to a mere chore.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; writing workshop; teach the writing processes; writer-identity; funds of knowledge; funds of identity; set writing goals

Genre-study and mentor texts

Bazerman, C. (1997). The life of genre, the life in the classroom. In *Genre and writing: Issues, arguments, alternatives* (pp.19-26) USA: Boynton/Cook.

Genres, often perceived merely as forms, extend beyond structures to become integral aspects of life and social interactions. They serve as frameworks for action, learning environments, and settings where meaning takes shape. Genres influence our thoughts, communication, and the creation of intelligible actions. Acting as familiar spaces, they guide our interactions and facilitate exploration of unfamiliar territories. Despite their influence, the symbolic landscape we inhabit is tailored to fit us and our communities. Habitually dwelling in these places shapes our cognitive habits, even when dissension or dysfunction exists.

As teachers, we welcome students into our valued discursive landscapes, yet the familiarity and importance of these places may not resonate with them. Students bring their own communicative landscapes and desires, necessitating the provision of guideposts to navigate the new academic terrain. The selection of genres for student writing is a weighty decision, as it influences their perception of academic goals and destinations. We must not assume that all writing requires identical stances, commitments, and goals, nor should we neglect students' perceptions of their academic journey. This perspective on the role of genre in education draws from linguistics, rhetoric, psychology, and sociology, offering alternative viewpoints distinct from the literary tradition. The historical evolution of genre, originally rooted in the arts and art criticism, has broadened over two centuries to encompass various disciplines. Recognizing the diverse perspectives on genre aids educators in effectively guiding students through the intricacies of academic writing.

Free access: **LINK**

Tags: genre study; mentor texts; generating ideas; textual instruction; agency; pursue purposeful and authentic class writing projects; pursue personal writing projects; agency; self-determination theory; writing realities; funds-of-knowledge; funds-of-identity

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Andrew-Vaughan, S., & Fleischer, C. (2006). Researching writing: The unfamiliar-genre research project. *English Journal*, 36-42.

Sarah Andrew-Vaughan and Cathy Fleischer ask their students to investigate a genre of writing that they find challenging or unfamiliar, recognize the characteristics that define the genre, and then write an original piece in the genre. Students reflect on their process of inquiry throughout and gain confidence by writing in a challenging form.

Free access: **LINK**

Tags: genre study; mentor texts; generating ideas; textual instruction; agency; pursue purposeful and authentic class writing projects; pursue personal writing projects; agency; self-determination theory

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Rylak, D., Moses, L., Torrejón Capurro, C., & Serafini, F. (2022) Agency in a first-grade writing workshop: A case study of two composers, *Journal of Early Childhood Literacy*, 14687984221097285.

There is a need to better understand the agentic choices that students make to communicate meaning through their multimodal compositions. This article examines the composing of two first-grade students and discusses how these students utilised multimodal composing techniques from structured writing units during an "open unit" where students were given wider parameters for making intentional decisions with their compositions.

Analysis of students' compositions revealed that students chose to use and design composing techniques from the previous focal units in their compositions. Findings suggest that focal writing units, followed by open composing, allows students to have more agency as writers to make creative intertextual connections as they design techniques from available designs they've learned in order to serve their own compositional needs.

(£): **LINK**

Tags: agency; pursue purposeful and authentic class writing projects; mentor texts; textual instruction; genre study

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Kindenberg, B., (2021) Fixed and flexible, correct and wise: A case of genre-based content-area writing. *Linguistics and Education*, 64, p.100938.

Content area educators seeking to integrate genre-based writing instruction into their teaching are faced with the task of negotiating the simultaneously constraining and creative aspects of genres, in relation to their content-area teaching and also in relation to various needs and levels of proficiency among students in diverse

classroom settings. To explore how this negotiation plays out in instructional practice, this case study, set in a Swedish grade-eight diverse classroom, documents a genre-based history unit where students were offered a range of genres for writing. This multi-genre design offered students a range of genres and choices for their writing. It was found that the teacher could simultaneously present these various genres as flexible and fixed entities, without this alternation posing a problem for students. When scaffolding students' writing, the teacher was found to guide students either by offering them correct (limited) choices, or wise (open) choices with the overall purpose of steering students towards history- curriculum assessable texts, while still allowing room for creativity for more able students. These findings have implications for how we can understand and address issues related to genre-based instructional practices.

Free access: **LINK**

Tags: genre-study; agency; textual instruction; mentor texts

Allal, L. (2021) Involving primary school students in the co-construction of formative assessment in support of writing, *Assessment in Education: Principles, Policy & Practice*, 28:5-6, 584-601

This paper describes the enlargement of the initial conception of formative assessment with reference to constructivist, sociocultural and situated theories of learning and the concept of co-regulation.

It reviews research on student involvement in formative assessment practices (self-assessment, peer assessment, whole-class discussions of criteria and exemplars) in the area of writing, with a focus on primary school classrooms.

Student participation in the co-construction of formative assessment is illustrated by qualitative observations from a study of a writing activity carried out in grades 5 and 6. The observations are discussed in relation to findings from other research and implications are presented for teacher professional development and for future studies of formative assessment of writing.

Free access: **LINK**

Tags: formative assessment, co-regulation, self-regulation, rubrics, product goals, writing goals, process goals, self-assessment, peer-assessment, whole-class discussion, mentor texts

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Laist, R. (2021) "Good Writing": Defining It and Teaching It, *Transformative Dialogues: Teaching and Learning Journal*, 14(2) 115-125

9-10 year olds were introduced to a detailed process approach to examining mentor texts and then transferring their newfound knowledge of author craft to their own independent writing. The EASE strategy was created as a way to scaffold students from merely noticing the exceptional moves that authors make to adeptly applying these techniques. In an effort to read like writers and then write like readers, students were taught to closely examine powerful writing craft and assess why the author may have chosen to write in that particular way. They were also required to suggest other ways to write the excerpt and envision where they might use a similar move in a current or upcoming writing project. Through small-group writing conferences and writing samples, students showcased how they made direct connections between mentor texts and their narratives and reports.

(£): **LINK**

Tags: set writing goals; genre-study; mentor texts; craft knowledge; writing traits; self-regulation strategy instruction; connect reading and writing

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Dollins, C.A. (2020) A Critical Inquiry Approach to Mentor Texts: Learn It With EASE, *The Reading Teacher*, 74(2), 191– 199

9-10 year olds were introduced to a detailed process approach to examining mentor texts and then transferring their newfound knowledge of author craft to their own independent writing. The EASE strategy was created as a way to scaffold students from merely noticing the exceptional moves that authors make to adeptly applying these techniques. In an effort to read like writers and then write like readers, students were taught to closely examine powerful writing craft and assess why the author may have chosen to write in that particular way. They were also required to suggest other ways to write the excerpt and envision where they might use a similar move in a current or upcoming writing project. Through small-group writing conferences and writing samples, students showcased how they made direct connections between mentor texts and their narratives and reports.

(£): **LINK**

Tags: set writing goals; genre-study; mentor texts; craft knowledge; writing traits; self-regulation strategy instruction; connect reading and writing

Crawford, P., Sobolak, M., Foster, A. (2017) Focus on Elementary: Knowing and Growing With Mentor Texts, *Childhood Education*, 93:1, 82-86

Mentor texts have the potential to offer strong support for the development of young writers. As children engage with high quality children's literature, they are able to tap into the worlds of authors; drawing both inspiration and concrete lessons for the ways in which one can effectively craft different forms of writing. This column addresses the benefits of utilising mentor texts, and offers concrete examples how they can be used to help children develop a sense of genre, to effectively incorporate the traits of writing, and to utilise specific writing features.

Free access: **LINK**

Tags: set writing goals; genre-study; mentor texts; craft knowledge; writing traits; self-regulation strategy instruction; connect reading and writing

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Myhill, D.A., Lines, H., Jones, S. M. (2018) Texts that teach: Examining the efficacy of using texts as models, *L1-Educational Studies in Language and Literature*, 18, p. 1-24

The classical rhetorical tradition advocated imitation as a tool for learning to be an effective orator, and thus foregrounded the pedagogical importance of using texts as models. More recent contemporary research has also flagged the value of using texts as models, enabling explicit attention to how texts work, and scaffolding students' learning about writing.

Despite some empirical evidence which points to the efficacy of this approach there is little detailed evidence of how the use of texts as models plays out in classrooms or what pedagogical practices are most supportive of student learning. Drawing on a funded four-year study, including a qualitative longitudinal project following four cohorts of students over three school years, this paper attempts to redress this gap.

Through a detailed analysis of episodes of teachers using texts as models, it argues that it is critical to understand the pedagogical actions of teachers using texts as models to avoid text models being a straitjacket, constraining learning about writing, rather than possibilities for creative emulation.

We highlight the fundamental importance of establishing a link between linguistic choice and rhetorical purpose so that young writers are inducted into the craft of writing, and empowered to make their own authorial choices.

Free access: **LINK**

Tags: set writing goals; genre-study; mentor texts; craft knowledge; writing traits; self-regulation strategy instruction; functional grammar teaching; connect reading and writing

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Ward, B., Collet, V., Eilers, L. (2021) Using published authors as mentors to teach grammatical conventions, Research Papers in Education, DOI: 10.1080/02671522.2020.1864764

This study considers a contextualised approach to grammar instruction, asking: "Does embedded instruction using published authors as mentors improve grammar and usage for young writers?"

Twenty-three 7-8 year old students participated. Students were taught grammar conventions through the use of mentor texts for 45 minutes a day, four to five days a week for nine weeks. Students' scores on a criterion-referenced test of grammar skills, and on the RDGU, a test specific to second-grade grammar standards, showed statistically-significant improvement over the course of the intervention.

Results suggest that use of mentor texts is an instructional approach that provides authentic models and increases students' understanding of the syntax of language.
Such an approach contrasts starkly to ineffective methods using worksheets and isolated grammar instruction.

Free access: **LINK**

Tags: set writing goals; genre-study; mentor texts; craft knowledge; functional grammar teaching; connect reading and writing

Premont, D., Young, T., Wilcox, B., Dean, D., Morrison, T. (2017) Picture Books as Mentor Texts for 10th Grade Struggling Writers, *Literacy Research and Instruction*, 56:4, 290-310

The purpose of this study was to determine if picture books in high school classrooms could enhance word choice, sentence fluency, and conventions. Previous research has not fully considered employing picture books as mentor texts in high schools. Twelve participants from two low-performing 10th grade English classes were identified as low-, medium-, or high-performing students. Using action research, students were taught from an inquiry-based approach as the teacher read aloud picture books and asked students what they noticed.

Students referred to the picture books as they were challenged to improve their narrative writing. Findings demonstrated that picture books helped secondary students of all ability levels improve. Conclusions shed light on the abstract nature of sentence fluency, and showed teacher modelling to be effective.

Free access: **LINK**

Tags: set writing goals; genre-study; mentor texts; craft knowledge; writing traits; self-regulation strategy instruction; functional grammar teaching; connect reading and writing; writer-teacher

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Opatz, M. O., & Nelson, E. T. (2022) The Evolution from Mentor Texts to Critical Mentor Text Sets, *Teaching/Writing The Journal of Writing Teacher Education*, 11(2), 12

This article chronicles how two teacher educators changed the mentor text set assignment--one component of a larger writing unit plan--from a simple list of texts to a critical mentor text set that includes intentionally selected, culturally and linguistically diverse texts. The goal of the critical mentor text set was to support preservice teachers' understanding of how to implement culturally sustaining writing pedagogy through developing students' identities, skills, and intellect as writers, and students' abilities to read texts through a critical stance that evaluates the privilege and power within the texts while working towards anti-oppression.

Free access: **LINK**

Tags: be a writer-teacher; mentor texts; genre study; writing realities; culturally sustaining pedagogy; literacy for pleasure; connecting reading and writing

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Rowe, D. (2018) The Unrealized Promise of Emergent Writing: Reimagining the Way Forward for Early Writing Instruction, *Language Arts,* 95(4) pp.229-241

This column traces the journey of theory and research that has allowed us to fundamentally reimagine the very beginnings of early childhood writing.

In preschool classrooms, we find an unexpected disconnect between research and practice. Despite a half century of research affirming the power of early writing experiences, many preschool classrooms currently offer limited opportunities for emergent writing. There is an urgent need to reimagine the place of writing in preschool classrooms. To this end, Rowe outlines five research-based recommendations for the design of preschool writing experiences. These include:

- Play needs to be an important part of children's early writing.
- Children need to write for real, meaningful and authentic purposes.
- Name writing is important but not nearly enough if we are to develop children's preschool writing.
- Adults need to provide children with instruction in the context of the meaningful writing they are trying to make each day.
- Adults need to invite children to write about their own cultural and personal experiences and expertise.

(£): **LINK**

Tags: set writing goals; pursue purposeful and authentic class writing projects; teach the writing processes; emergent writing; early writers; genre study; invented spelling; letter formation; handwriting; multimodality; drawing; encoding; fluency; writer-identity

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Brisk, ME, Hodgson-Drysdale T, O'connor C. (2011) A Study of a Collaborative Instructional Project Informed by Systemic Functional Linguistic Theory: Report Writing in Elementary Grades, *Journal of Education,* 191(1) pp.1-12

This study examines the teaching of report writing from pre-kindergarten through fifth grade through the lens of systemic functional linguistics (SFL) theory. Teachers were part of a university and public school collaboration that included professional development on teaching genres, text organisation, and language features. Grounded in this knowledge, teachers explicitly taught students to write reports.

Results indicate that students understood the purpose of reports. Although report writing was challenging, students at all levels, supported by their teachers, presented the topic in an organised way, showed awareness of audience and voice, and used language that resulted in coherent writing.

(£): **LINK**

Tags: set writing goals; genre study; systemic functional linguistics; functional grammar instruction; mentor texts

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Block, C.C., Oakar, M. and Hurt, N. (2002) The expertise of literacy teachers: A continuum from preschool to Grade 5, *Reading Research Quarterly*, 37: 178-206

Research has demonstrated that teaching expertise makes a significant difference in the rate and depth of students' literacy growth, and that highly effective educators share similar characteristics.

The purpose of this study was to identify the qualities of teaching expertise that distinguished highly effective instruction at different grade levels.

Preschool to Grade 5 literacy teachers were distinguished from one another by 44 aspects of teaching expertise. These include:

- Attending to children's emotional writing needs including their feelings of: self-efficacy, self-regulation, agency, motivation, volition and writer-identity
- Being a writer-teacher
- Reading, sharing, thinkinking and talking about writing
- Balancing composition and transcription
- Using children's existing funds of knowledge and identity
- Pursuing purposeful and authentic class writing projects
- Engaging in responsive teaching
- Treating every child as a writer
- Being reassuringly consistent
- Encouraging the use of invented spellings and teaching encoding strategies
- Connect reading and writing
- Undertake pupil conferencing
- Teaching mini-lessons
- Teach the writing processes
- Pursuing personal writing projects
- Writing in the writing centre and other play areas
- Building a community of writers
- Engaging in genre study
- Setting writing goals

(£): **LINK**

Tags: build a community of writers; balance composition and transcription; set writing goals; genre study

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Gallagher, K. (2014) Making the most of mentor texts, *Educational Leadership*, 71(7), 28–33

The best way to teach students to write well-crafted essays, Gallagher claims, is to consider how people learn to do anything unfamiliar. They carefully examine someone who knows how to do that thing and then emulate that person's actions.

Just so, if teachers want students to write persuasive arguments, interesting explanatory pieces, and captivating narratives, they need to have students read high-quality arguments, explanatory pieces, and narratives. But it's not enough to just hand students a mentor text and ask them to imitate it.

Rather, teachers should guide students to pay close attention to model texts before they write, while they are composing, and as they revise their drafts. Gallagher gives specific examples of how he guide his secondary students to closely read and extract craft lessons from model texts at all stages of the writing process.

Free access: **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory; motivation; product goals

Smith, F. (1983) Reading like a writer, *Language Arts*, 60(5), 558–567
'The first time I explored in detail how children learn to write, I was tempted to conclude that it was, like the flight of bumblebees, a theoretical impossibility. I dissected the trivialising oversimplification that writing is basically a matter of handwriting and a few spelling and punctuation rules. I questioned the myth that one could learn to write by diligent attention to instruction and practice. And I was left with the shattering conundrum that writing requires an enormous fund of specialised knowledge that cannot possibly be acquired from lectures, textbooks, drill, trial and error, or even from the exercise of writing itself. A teacher may set tasks for children that result in the production of a small but acceptable range of sentences, but much more is required to become a competent and adaptable author of letters, reports, memoranda, journals, term papers, and perhaps occasional poems or pieces of fiction appropriate to the demands and opportunities of out-of-school situations.' Frank Smith's article argues that the specialised knowledge that writing demands can only be acquired through a particular kind of reading. He illustrates how this kind of reading occurs and considers ways teachers can facilitate such learning.
Free access: **LINK** (£): **LINK**
Tags: set writing goals; genre study; mentor texts

Hoogeveen, M. (2012) *Writing with Peer Response Using Genre Knowledge* Thesis University of Twente
This study investigated the effects of writing with peer response using genre knowledge of 6th grade students. Meta-studies indicate that peer response is effective for writing. However, these studies did not focus on what makes peer response work. In addition, several studies discuss the quality of peer comments during writing conferences (too general comments, preoccupation with spelling and interpunction, no concrete suggestions for revision of contents). A literature review was undertaken indicating that instruction in genre knowledge may be used to improve the quality of peer comments by providing a concrete focus. However, studies into peer response with instruction in genre knowledge with strong experimental designs have not been conducted yet. In addition it is not clear what type of genre knowledge supports students' writing, discussing and revising. In an experiment, the effects of two approaches of peer response with genre knowledge were investigated. ● In one condition students were taught Specific Genre Knowledge (functions of linguistic indicators of time and place in narratives and instructions). ● In another condition students were taught General Aspects of Communicative Writing (general purpose of narratives and instructions, and goal-and audience-oriented writing). Results showed strong effects of the condition SGK, outperforming the other condition on text quality.
Free access: **LINK**
Tags: set writing goals; writing workshop; rubrics; success criteria; genre study; systemic functional linguistics

Hyland, K. (2007) Genre pedagogy: Language, literacy and L2 writing instruction, *Journal of Second Language Writing,* 16, 148–164
For teacher educators, genre-based pedagogies offer a valuable resource for assisting both pre- and in-service writing instructors to assist their students to produce effective and relevant texts. Instead of focusing on the process of composition, the content of texts, or the abstract prescriptions of disembodied grammars, genre pedagogies enable teachers to ground their courses in the texts that students will have to write in their target contexts, thereby supporting learners to participate effectively in the world outside the ESL classroom. Genre theory and research thus give teacher educators a more central role in preparing individuals to teach second language writing and to confidently advise them on the development of curriculum materials and activities for writing classes. In this paper, Hyland briefly introduces the principles of genre-based language instruction and sketches some broad classroom models, looking at ESP and SFL approaches. They then explore what it means to implement genre teaching in more practical terms, setting out some key ways in which teachers can plan, sequence, support, and assess learning.
(£): **LINK**
Tags: set writing goals; rubrics; success criteria; genre study; systemic functional linguistics

Martin, J.R. (2009) Genre and language learning: A social semiotic perspective, *Linguistics and Education*, 20(1), 10–21.

This paper provides a basic introduction to the genre-based literacy research undertaken over the past three decades by educators and functional linguists in Australia and their innovative contributions to literacy pedagogy and curriculum.

It focuses on the concept of genre, its place within the model of language and context developed as systemic functional linguistics, and the implementation of this concept in learning to read and write.

This approach to genre is illustrated with respect to the synthesis of a story genre built in steps through key choices for lexis, grammar, and discourse structure.

(£): **LINK**

Tags: set writing goals; rubrics; success criteria; genre study; systemic functional linguistics; connect reading and writing

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Martin, J., Rose, D. (2007) Interacting with text: The role of dialogue in learning to read and write. *Foreign Languages in China*, 4(5), 66–80

This paper provides a basic introduction to the genre-based literacy research undertaken over the past three decades by educators and functional linguists in Australia and their innovative contributions to literacy pedagogy and curriculum.

It focuses on the concept of genre, its place within the model of language and context developed as systemic functional linguistics, and the implementation of this concept in learning to read and write.

This approach to genre is illustrated with respect to the synthesis of a story genre built in steps through key choices for lexis, grammar, and discourse structure.

Free access: **LINK**

Tags: set writing goals; rubrics; success criteria; genre study; systemic functional linguistics; connect reading and writing

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Olinghouse, N., Graham, S., Gillespie, A. (2015) The relationship of discourse and topic knowledge to fifth graders' writing performance, *Journal of Educational Psychology*, 107(2), 391–406

This study examined whether discourse and topic knowledge separately predicted the overall quality and the inclusion of basic genre elements in 5th grade students' stories, persuasive papers, and informational text once the other type of knowledge as well as topic interest, spelling, handwriting fluency, length of text, and gender were controlled. Fifty students wrote a story, persuasive paper, and informative text about outer space. In addition, students' discourse knowledge, knowledge about the writing topic, interest in the topic, and handwriting fluency were measured.

Discourse knowledge made a unique and statistically significant contribution to the prediction of the quality and inclusion of genre-specific elements in story, persuasive, and informational writing beyond topic knowledge and 5 control variables (gender, topic interest, handwriting fluency, spelling accuracy, and text length). Topic knowledge also predicted story, persuasive, and informational writing quality beyond discourse knowledge and the five control variables. Further, topic knowledge predicted the inclusion of genre-specific elements in informational text.

These findings supported the proposition that discourse and topic knowledge are important ingredients in children's writing and provided support for the architecture of the knowledge-telling model.

Free access: **LINK**

Tags: purposeful and authentic class writing projects; agency; motivation; connect reading and writing; genre study; mentor texts; set writing goals

Purcell-Gates, V., Duke, N., Martineau, J. (2007) Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching, *Reading Research Quarterly*, 42(1), 8–45

This study explored the role of authentic writing and the explicit explanation of genre function and features on growth in genre-specific reading and writing abilities of children in grades two and three.

Results showed a strong relationship between degree of authenticity of reading and writing activities and writing quality. Children from homes with lower levels of parental education grew at the same rate as those from homes with higher levels. These results add to the growing empirical evidence regarding the efficacy of involving students in reading and writing for real-life purposes in the classroom.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; genre study; connect reading and writing; set writing goals; mentor texts

Success criteria, toolkits and rubrics

Aitken, A. A., & Halkowski, M. (2023). The effect of student-directed writing goals on writing outcomes for adolescent developing writers. *Reading and Writing*, 1-25.

In this single-case research design study, we investigated the effects of student-directed writing goals with adolescent writers who were developing their writing proficiency. Two students with a learning disability and two multilingual writers engaged in a pre-baseline condition to learn the functional elements of a persuasive essay. Once they reached criterion for a stable baseline, they began a self-directed goal-setting intervention.

As part of the intervention, students received feedback as to the number and quality of the persuasive writing elements that they wrote in a previous session. Based on this instructor feedback, they identified strengths and areas for improvement. Then, they created a writing goal for the next essay that they wrote. A functional relation was established with the primary dependent measure, the number of functional elements, and a more distal measure, holistic writing quality. Furthermore, we found that student-directed writing goals were an effective tool for teaching writing, as evidenced by the percentage of cumulative goals students met across the writing sessions. Future research and implications for writing instruction are discussed.

Free access: **LINK**

Tags: set writing goals; read, share, think and talk about writing; pupil-conferencing; product goals

Morris, S. & Peterson, M. (2020) Co-Constructing Rubrics: A Social Justice Method for Teaching Writing, *Journal of Teaching Writing*, 35(2), pp.49-68

As teachers and teacher educators, we must critically consider the methods for teaching writing we use in our classrooms and the impact those methods have upon student learning. In this article, we begin to develop a theory of writing instruction for social justice using student co-constructed rubrics as a method for breaking hierarchies, and a set of conditions to shift authority to the student writer through collaborative analysis, student articulation of critical language for evaluation, and student application of criteria to their own writing. We describe this method used in writing instruction as one way to deconstruct student notions of standardised rubrics and discuss the ways in which it fosters the teaching of writing for social justice.

Free access: **LINK**

Tags: set writing goals; read, share, think and talk about writing; play; mentor texts; genre study; product goals; agency; writer-identity

Kennedy, E., Shiel, G. (2022) Writing assessment for communities of writers: rubric validation to support formative assessment of writing in Pre-K to grade 2, *Assessment in Education: Principles, Policy & Practice*, 1-23

Formative assessment is an important driver in supporting children's writing development. This paper describes a writing rubric designed for use by teachers to formatively assess the writing of children in Pre-K to Grade 2, how the rubric was received by teachers, and its implementation in classrooms. Teachers endorsed the use of the rubric for providing formative feedback to students, identifying learning needs, and differentiating instruction. They highlighted how the rubric provides a framework through which teachers and students engage with the language of writing assessment and raise expectations about writing quality.

(£): **LINK**

Hayden, T., (2021) *Agency in a Year 4 Writing For Pleasure classroom: Influencing their own instruction and co-developing product goals for a memoir class project.* Unpublished dissertation: University of East London

This action research study in a Year Four *Writing for Pleasure* classroom explored the idea of increasing pupils' agency over assessment criteria and daily instruction.

- By co-developing product goals for memoir writing after a week of genre-study, pupils crafted their own memoirs over a period of 13 writing sessions.
- After each mini-lesson, pupils were invited to evaluate its usefulness and were given the opportunity to suggest the next day's mini-lesson through a daily-attitude survey.
- The project included mini-lessons derived from a broad range of writing craft areas such as *Generating Ideas, Clarity and Accuracy* and *Being Writers* and included strategies like *Memories that generate strong feelings, Getting it 'reader ready': how to use an editing checklist*, and *Choose something delicious from the publishing menu*.

The results suggest that students were able to engage authentically and effectively to influence their own instruction, and produce memoir writing which replicated many of the strategies they had been taught. Final writing products displayed how children paid close attention to audience, purpose and reader treatment, attended to many of the textual features, and attempted several new writing techniques independently.

Free access: **LINK**

Andrade, H., Du, Y., Wang, X. (2008) Putting rubrics to the test: The effect of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing, *Educational Measurement: Issues and Practice*, 27, 3–13.

The purpose of this study was to investigate the effect of reading a model written assignment, generating a list of criteria for the assignment, and self-assessing according to a rubric, as well as gender, time spent writing, prior rubric use, and previous achievement on elementary school students' scores for a written assignment. The treatment involved using a model paper to scaffold the process of generating a list of criteria for an effective story or essay, receiving a written rubric, and using the rubric to self-assess first drafts.

Findings include a main effect of treatment and of previous achievement on total writing scores, as well as main effects on scores for the individual criteria on the rubric. The results suggest that using a model to generate criteria for an assignment and using a rubric for self-assessment can help elementary school students produce more effective writing.

Free access: **LINK**

Eltringham, K., Hawe, E., Dixon, H. (2018) Checking, highlighting, adding and ticking off:Year 6 students' understandings of and responses to the use of goals in New Zealand writing classroom *Education 3-13*, 46(7), 851–866

Understanding the goals for learning is fundamental to students' success as writers. We investigated how Year 6 students in New Zealand experienced, understood and responded to goals during a writing unit. Student selected goals, success criteria and rubric statements served as points of reference for a number of writing experiences. Findings indicated that the discourses underpinning students' goals and the way they were framed resulted in the checking, highlighting, adding and ticking off of elements of persuasive writing. It was concluded if writing is to be understood and practised as an art rather than a technical activity, goals for learning need to address the more substantive aspects of the genre and the writing process.

(£): **LINK**

functional grammar instruction; self-regulation; self-efficacy; rubrics; success criteria; teach the writing processes; genre study

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Bradford, K., Newland, A., Rule, A., Montgomery, S. (2016) Rubrics as a tool in writing instruction: Effects on the opinion essays of first and second graders, *Early Childhood Education*, 44, 463–472

Recently-adopted standards call for more emphasis on writing in early elementary grades. Rubrics may assist students in attending to important characteristics of effective writing, but research data on their use in early childhood is lacking.

This study explores the effects of rubric use on writing instruction of opinion paragraphs for first and second grade students. Results show that by providing a rubric and instructing students on how to use it, in addition to teaching writing mini-lessons regarding specific areas of the rubric, teachers will see an improvement in student writing scores compared to the mini lessons alone.

Although student attitude ratings did not show a significant difference between conditions, student-supplied reasons for those ratings indicated that initial use of a rubric promoted later positive attitudes toward writing and higher self-efficacy while using the rubric. The authors recommend rubric use in writing to assist students in remembering and self-monitoring important components of writing.

(£): **LINK**

Tags: set writing goals; teach mini-lessons; writing instruction; agency; self-regulation strategy instruction; functional grammar instruction; self-regulation; self-efficacy; rubrics; success criteria

Writing deadlines

Bloodgood, J. (2002) Quintilian: A classical educator speaks to the writing process, *Reading Research and Instruction*, 42(1), 30–43

The impact of state-mandated writing tests has altered process writing instruction practices in many elementary and middle school classrooms. Ancient Roman educational principles designed to produce the perfect orator and citizen have relevance to modern writing instruction and may cause us to rethink what is meant by "back to basics." The views of Quintilian provide a new lens for examining the writing process and its components as advocated by Graves, Murray, and others. The Quintilian Progression contains guidelines to support teachers and students as they endeavour to become more effective writers and critical thinkers.

(£): **LINK**

Tags: set writing goals; teach mini-lessons; writing instruction; agency; motivation; genre study; mentor texts; self-regulation strategy instruction; functional grammar instruction; writing instruction; self-regulation; self-efficacy; pursue purposeful and authentic class writing projects

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Schneider, J. (2003). Contexts, genres, and imagination: An examination of the idiosyncratic writing performances of three elementary children within multiple contexts of writing instruction. *Research in the Teaching of English*, 37, 329–379.

A year-long descriptive and interpretive study was initiated in one elementary classroom to understand further children's writing in the context of school. A two-level case study was conducted to examine both the complex writing performances of three students in a 2nd-3rd grade class and the instructional strategies of their teacher, focusing on the interplay between the children's strategy use and the teacher's instruction. Observations of and interviews with the children revealed the features of each child's enacted textual production, attention to textual features, and rhetorical knowledge. Observations of and interviews with the teacher revealed her attention to aesthetics and pragmatics and her positioning of herself as a writing authority. Results indicate that the focus students exhibited idiosyncratic strategies for creating text and attended to multiple aspects within each writing event including the visual features of their textual products, the reactions of peers and the teacher, and the characteristics of various genres. Throughout all writing opportunities, the children's personal experiences guided their knowledge of genre as well as their relationships in and around texts. This study contributes to theories of writing development by recasting children's writing as performance within the differing instructional contexts designed to support it.

Free access (if read online): **LINK**

Tags: teach the writing processes; genre study; textual features; writer-teacher; mini-lessons; writing study; generating ideas; funds of knowledge; funds of identity; agency; set writing goals; mentor texts

Schunk, D. H., Swartz, C. W. (1993) Goals and progress feedback: Effects on self-efficacy and writing achievement, *Contemporary Educational Psychology*, 18(3), 337-354.

Two experiments investigated how goal setting and progress feedback affect self-efficacy and writing achievement. Children received writing strategy instruction and were given a process goal of learning the strategy, a product goal of writing paragraphs, or a general goal of working productively. Half of the process goal children periodically received feedback on their progress in learning the strategy.

In Experiment 2 we also explored transfer (maintenance and generalisation) of achievement outcomes. The process goal with progress feedback treatment had the greatest impact on achievement outcomes to include maintenance and generalisation; the process goal without feedback condition resulted in some benefits compared with the product and general goal conditions.
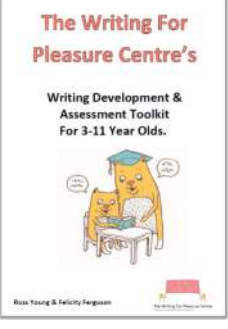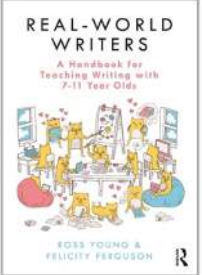
Self-efficacy was highly predictive of writing skill and strategy use. Suggestions for future research and implications for classroom practice are discussed.

Free access: **LINK**

Tags: set writing goals; writing deadlines; process goals; self-efficacy; self-regulation strategy instruction; writing instruction; teach mini-lessons; feedback; responsive teaching

Recommended chapters and literature

- See also *Pursue Purposeful & Authentic Class Writing Projects*
- See also *Teach The Writing Processes*
- See also *Explicit Writing Instruction: Teach Mini-Lessons*
- See also *Connect Reading & Writing*

Getting success criteria right for writing — Helping 3-11 year olds write their best texts	Young, R., Hayden, T. (2022) *Getting Success Criteria Right For Writing: Helping 3-11 Year Olds Write Their Best Texts* Brighton: The Writing For Pleasure Centre [**LINK**]
The Writing For Pleasure Centre's Writing Development & Assessment Toolkit For 3-11 Year Olds.	Young, R., Ferguson, F. (2021) *Writing Development & Assessment Toolkit For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
REAL-WORLD WRITERS: A Handbook for Teaching Writing with 7-11 Year Olds	Young, R., Ferguson, F. (2020) *Real-World Writers: A Handbook For Teaching Writing With 7-11 Year Olds* London: Routledge [**LINK**]

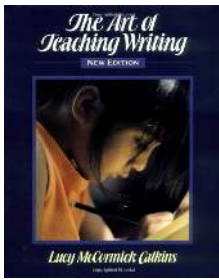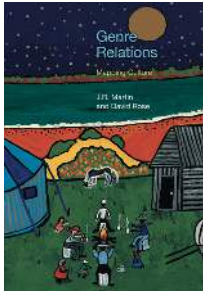|	
	Young, R., Ferguson, F. (2021) *A Quick Guide To Teaching Writing In KS1* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2021) *A Quick Guide To Teaching Writing In The EYFS* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2021) *EYFS: Class Writing Projects* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2021) *KS1: Class Writing Projects* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2021) *KS2: Class Writing Projects* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2020) *Part B* In Real-World Writers London: Routledge [**LINK**] This chapter reintroduces the rationale for undertaking genre teaching weeks. It explains how genre can be effectively taught and how attention must be paid to discussion about purpose, audience, field, tenor and modality. It discusses how, once experienced enough, children should be encouraged to manipulate, hybrid and subvert the genres they have learnt about. It considers the strengths and weaknesses of the supplied planning grids before finally discussing the connections between effective genre teaching and planning class writing projects. For example, as

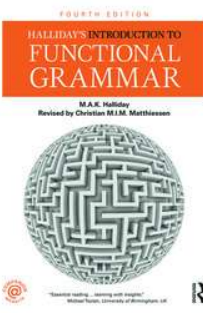|	children's genre knowledge increases, other nuances and sub-genres are introduced. The idea is that children use what they have learnt in previous projects by using a mastery through repeated practice approach. It gives specific guidance on what teachers should be seeing in terms of writing development within the most popular genres and gives advice on how to extend children's thinking and progress over time.
	Calkins, L. (1998) *The Art of Teaching Writing* Portsmouth, NH: Heinemann
	Martin, J.R., Rose, D., (2009) *Genre Relations: Mapping Culture* Equinox Publishing
	Kress, G. (1994) *Learning to Write* (2nd Ed) London: Routledge
	Halliday, M. (2013) *Introduction to Functional Grammar* (4th Ed) London: Routledge
	Shanahan, T. (2017) Relationships between reading and writing development *Handbook of Writing Research*, MacArthur, C., Graham, S., and Fitzgerald, J. (Eds) (2nd Ed.) (pp. 194–207) New York:The Guilford Press
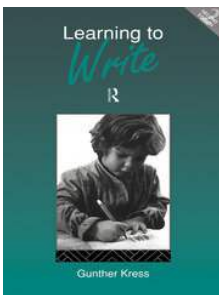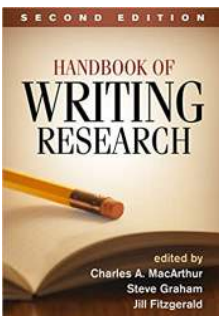
Rose, D. (2008) Writing as linguistic mastery:The development of genre-based literacy pedagogy *Handbook of Writing Development*, Myhill, D., Beard, R., Nystrand, M., and Riley, J. (Eds.) (pp. 151–166). London: Sage
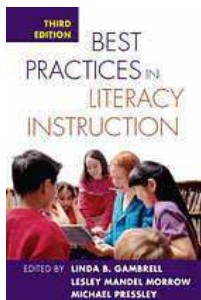
Reutzel, D.R. (2007) Organizing effective literacy instruction: Differentiating instruction to meet the needs of all children *Best Practices in Literacy Instruction*, Gambrell, L.B., Morrow, L.M., and Pressley, M. (Eds.) (pp. 313–434). New York:The Guilford Press
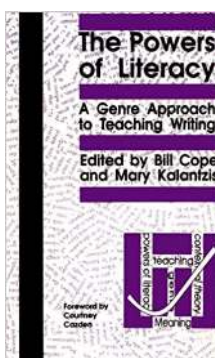
Martin, J.R., Rothery, J. (1993) Grammar: Making meaning in writing *The Powers of Literacy: A Genre Approach to Teaching Writing*, Cope, B., and Kalantzis, M. (Eds.) (pp.137–153). Pittsburgh, PA: University of Pittsburgh Press

Stewart, M. Correia, M., (2021) *5 Kinds of Nonfiction: Enriching Reading and Writing Instruction with Children's Books* USA: Stenhouse Publishers

Chapter 17
Pursue Purposeful & Authentic Class Writing Projects

Introduction

This chapter begins by exploring what is meant by authentic, purposeful, and meaningful writing and its importance in developing successful writers. Discussion is had about the needs of the pupil-writers and the needs of the teacher and curriculum. How teachers can pursue authentic and purposeful writing projects is then examined. The relationship between authentic writing and attention to purpose, audience, genre and pragmatics is also explored. The negative consequences of a lack of authentic and meaningful writing within the writing curriculum are shared, as are the links between authentic class writing projects and building a community of writers within the classroom. The chapter concludes with examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.
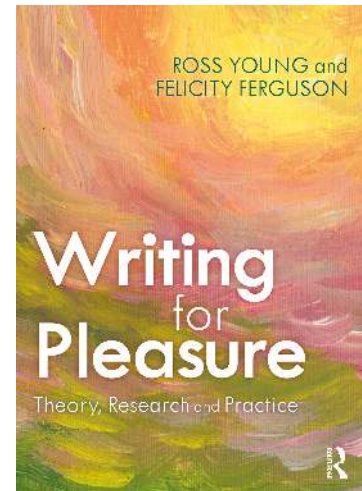
DOWNLOAD CHAPTER

This chapter describes how to plan a class writing project. It helps teachers realise the importance of choosing types of rhetoric or genres which will be meaningful to children's development as writers. It discusses how the whole class should participate in the setting of distant and product writing goals related to the purpose and audience for the final written products. The chapter discusses and suggests how teachers can locate authentic places and situations for children's writing to be published and performed once completed. The chapter then explains how a genre-week should be planned, including how to introduce a class writing project, look at and discuss exemplar texts, critique poor examples and techniques, produce class success criteria or product goals, and teach strategies for generating writing ideas.

DOWNLOAD CHAPTER

Spinillo, A. G. (2023). "Who Is Going to Read the Story That I Have Written?" The Role of the Audience in Textual Revision Made by Children. In *Development of Writing Skills in Children in Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 87-111). Cham: Springer International Publishing.

Revision is an important component of the writing process. It depends not only on linguistic and cognitive abilities but also on the audience the writer has in mind. This chapter examined the role played by the reader for whom the text under revision is intended. Firstly, some theoretical aspects are discussed, followed by the presentation of studies conducted with children. Next, a research with 8-year-old Brazilian children is described, in which the manipulation of the audience was made. After writing a story, half of the participants were told that their text would be read by a child, and the other half were told that their text would be read by a teacher. They were also questioned if other changes would be made in their texts if the reader was a child, for those who had initially revised their texts for a teacher; and a teacher for those who had initially revised their texts for a child. Children were asked to justify the changes they have made. The results revealed that the operations of revision, the nature of the changes, and the justifications given varied according to the reader who played an important role in the textual revision process. The conclusion was that children have a sense of audience, being able to consider the readers' informational needs when revising their texts.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation; the needs of the reader; reader-response; revision; revising; teach the writing processes

Rodesiler, L., & Kelly, B. (2017). Toward a readership of "real" people: A case for authentic writing opportunities. The English Journal, 106(6), 22–28

This piece documents one teacher's effort to provide students with an authentic writing opportunity: the collaborative writing and publication of a middle grade novel.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation; the needs of the reader; reader-response

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Lindblom, K. (2004). Writing for real, *English Journal*, 94(1), 104–108.

The disconnection of school writing from the writing done for the world outside the school has encouraged the development of a set of rules for writing that operate only in school or among those for whom school writing is treated as real writing. Here, Lindblom discusses some techniques for teachers to effectively teach writing.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation

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Behizadeh, N. (2015). Engaging students through authentic and effective literacy instruction, *Voices From the Middle*, 23(1), 40–50.

A growing body of research demonstrates how current high-stakes reading and writing tests can cause teachers to focus heavily on preparing students for success on these assessments, often to the detriment of culturally relevant, authentic, and engaging curricula. However, effective literacy education and authentic literacy education can be achieved simultaneously. In this collaboration, one university researcher (the author) and a classroom teacher worked together to implement and reflect on lessons designed by the author to motivate students through highly authentic literacy tasks while simultaneously developing reading and writing skills.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; community and environmental orientation; balance composition and transcription; motivation

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Daniels, E. (2007). Literacy cafe: Making writing authentic, *Voices From the Middle*, 14(3), 12–19.

The "Literacy Cafe," a celebration of genre study and student writing, offers students (and visitors!) a positive environment in which to engage in reading and discussion of writing without self-consciousness or fear of criticism. It works because students learn to recognize writing as a learning tool and a relevant, authentic skill in the real world. Daniels walks us through the preparation, context, and execution of this sound and successful strategy.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; genre study; community and environmental orientation

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Barton, G., Khosronejad, M., Ryan, M., Kervin, L., & Myhill, D. (2023). Teaching creative writing in primary schools: a systematic review of the literature through the lens of reflexivity. *The Australian Educational Researcher*, 1-20.

Teaching writing is complex and research related to approaches that support students' understanding and outcomes in written assessment is prolific. Written aspects including text structure, purpose, and language conventions appear to be explicit elements teachers know how to teach. However, more qualitative and nuanced elements of writing such as authorial voice and creativity have received less attention. We conducted a systematic literature review on creativity and creative aspects of writing in primary classrooms by exploring research between 2011 and 2020. The review yielded 172 articles with 25 satisfying established criteria. Using Archer's critical realist theory of reflexivity we report on personal, structural, and cultural emergent properties that surround the practice of creative writing. Implications and recommendations for improved practice are shared for school leaders, teachers, preservice teachers, students, and policy makers.

Free access: **LINK**

Donovan, E. (2016). Learning to embrace our stories: Using place-based education practices to inspire authentic writing, *Middle School Journal*, 47(4), 23–31. https://doi.org/10.1080/00940771.2016.1202657

The idea of place extends beyond just the location where people live. Place is a narrative, a story that involves interactions, characters, conflicts, and the rise and flow of humanity. By understanding the importance of place and the connection to the places from which people originate, the people, their motivations, and their strengths and weaknesses begin to take a shape that inspires transformational ideas and actions. Adolescents must often deal with issues that are attached to the places they live.

This article explores the adolescent and how, by learning about their own community, they may begin to tell and embrace their stories. When education provides space for students to write stories in which they are the expert, they can begin to take pride in their abilities while learning to respect the home, school, and community that has informed who they are.

(£): **LINK**

Land, C. L. (2022) Recentering purpose and audience as part of a critical, humanising approach to writing instruction, *Reading Research Quarterly*, 57(1), 37-58

This study addressed tensions faced by teachers in balancing the types of writing valued in today's schools, the needs of today's writers beyond school, and the rich cultural and linguistic resources that students bring into today's classrooms.

New understandings illuminated in this article highlight how one teacher drew on purpose and audience, as (re)defined tools for writing, to recognize and value her students' capabilities and to support them as agentive designers of texts. To examine these possibilities for repositioning students and approaching writing instruction from a critical, humanising perspective, I describe this teacher's shift from beginning with genre to beginning with purpose and audience and draw attention to the teacher's and students' use of these tools for guiding their decision making across multiple writing situations in a school year.

(£) **LINK**

Cho, M., Kim, Y. S. G., Olson, C. B. (2021) Does perspective taking matter for writing? Perspective taking in source-based analytical writing of secondary students, *Reading and Writing*, 34(8), 2081-2101

Perspective taking, one's knowledge of their own mental and emotional states and inferences about others' mental and emotional states, is an important skill for writing development. In the present study, we examined how perspective taking is expressed in writing and how it is related to overall writing quality. We analysed seventh graders' source-based analytical essays to investigate (1) the extent to which students incorporated perspective taking in their essays, (2) how the extent of perspective taking in essays differ by students' sex and English learner status, and (3) the extent to which perspective taking in writing is associated with overall writing quality.

Findings revealed that students wrote more from their own perspective than that of others. Moreover, the results of multi-level analyses suggested that female students exhibited more varied perspectives but there was no meaningful difference by English learner status. Lastly, greater extent of perspective taking, particularly that of higher level of perspectives (i.e., dual perspective), was associated with better writing quality, after accounting for students' demographic backgrounds (e.g., sex, poverty status, English learner status) and essay length. These results underscore the importance of writing from multiple perspectives on writing quality.

Free access: **LINK**

Blanch, N., Forsythe, L., Van Allen, J., Killingsworth Roberts, S. (2017) Reigniting Writers: Using the Literacy Block With Elementary Students to Support Authentic Writing Experiences, *Childhood Education*, 93:1, 48-57

Given the importance of writing, especially in light of college and career readiness emphasis, and the observations that time spent writing in context diminishes over a student's years in school, this article proposes to reignite writing instruction in elementary classrooms through five practical approaches for supporting students in authentic writing.

- Teaching writing strategies to plan, revise, and edit
- Writing collaboratively
- Utilising functional grammar instruction
- Using the writing processes
- Studying and emulating model mentor texts

Examples using these five approaches in the literacy block are included so as to reignite writers.

(£) **LINK**

Tags: teach mini-lessons; writing instruction; motivation; pursue purposeful and authentic class writing projects; teach the writing processes; be reassuringly consistent; functional grammar instruction; writing workshop; process approach; genre study; mentor texts; read, share, think and talk about writing; set writing goals

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Bingham, G. E., Quinn, M. F., Gerde, H. K. (2017) Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills, *Early Childhood Research Quarterly*, 39 pp.35–46

Despite a wide recognition about the importance of young children's language and literacy environments to later achievement, little is known about teachers' supportive approaches to early writing in preschool classroom contexts and the ways in which these supportive approaches relate to children's writing development.

This study examined how teachers support writing in their classrooms and how these supports related to children's expressions of early writing skill. 41 preschool and prekindergarten teachers in three US states and their students participated.

Findings indicated that teachers supported children's use of writing, however, the scope and focus of the supportive strategies used were limited. Examinations of teachers' supportive writing practices revealed that teachers were much more likely to focus on children's handwriting and spelling skills, with less attention to composing. Analyses examining associations between teachers' pedagogical practice and children's writing skills indicated that children from classrooms with teachers who supported composing exhibited stronger writing skills.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; encoding; letter formation; be reassuringly consistent

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Hall, A., Simpson, A., Guo, Y., Wang, S. (2015) Examining the Effects of Preschool Writing Instruction on Emergent Literacy Skills: A Systematic Review of the Literature, *Literacy Research and Instruction*, 54:2, 115-134

This article presents the results of a systematic review of the literature involving writing interventions in the preschool setting. The information presented is timely considering the current expectations for young children to write.

The results suggest that preschool writing interventions enhanced children's early literacy outcomes. The findings also highlighted the importance of quality literacy environments and adult involvement. The findings from this article have important instructional implications for writing instruction in the preschool setting.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; encoding; letter formation; be reassuringly consistent

Quinn, M. F., Bingham, G. E. (2018) The Nature and Measurement of Children's Early Composing, *Reading Research Quarterly,* 54(2) pp.213–235

Young children's writing development (writing occurring in preschool and kindergarten prior to the skilled, fluent writing associated with formal schooling) is an important predictor of later literacy achievement.

Current policy movements invoke increased composing demands, yet research has often focused on children's growing ability to transcribe (form letters, spell words) rather than their ability to compose text and generate ideas. The current study examined literature from the past 30 years to determine the prevailing operational definitions of early composing and the ways in which composing has been measured to date.

Findings revealed that tasks used to measure children's early composing development have not always aligned with theoretical notions of early writing, nor have they been properly operationalized in psychometrically sound, valid, and reliable ways. Further, analyses of trends across time yielded insight into the evolving conceptualizations and prioritisation of particular aspects of early composing, such as the focus on children's use of conventional encoding in a composing task context.

Implications for practice are discussed in light of these findings.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; encoding; letter formation; be reassuringly consistent

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Bruyère, J., Pendergrass, E. (2020) Are Your Students Writing or Authoring? Young Author's Milieux, *Early Childhood Education Journal,* 48 pp.561-571

This paper aims to differentiate between writing and authoring.

In order to teach young authors, the authors believe transforming our thinking and our language surrounding the act of writing is necessary.

This paper works in opposition to top-down, scripted, and pre-set curriculum guides. Instead, this process centred, inquiry-based view of authoring views the teacher as an accompanist to student learning and creation. Using emergent literacy theory as a springboard, the authors provide six milieux; each offering a snapshot of the authoring, the theory, and the teacher moves that support student learning.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; emergent writers; early writers; balance composition and transcription; encoding; letter formation; be reassuringly consistent

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Jones, S. (2015) Authenticity and Children's Engagement with Writing, *Language and Literacy*, 17, 63-82

Authentic literacy activities engage children with meaningful reading and writing but little investigation has been conducted into the relationship between the kinds of writing children enjoy and the authenticity of the writing activity and experience.

This paper reports findings from a study that investigates the question: How, if at all, does authenticity factor into kinds of writing that children like and/or dislike? Findings indicate that children enjoy writing that purposefully engages them with the real world, and is therefore authentic, and do not enjoy writing that they perceive as merely "school work".

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; set writing goals

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Rowe, D. (2018) The Unrealized Promise of Emergent Writing: Reimagining the Way Forward for Early Writing Instruction, *Language Arts,* 95(4) pp.229-241

This column traces the journey of theory and research that has allowed us to fundamentally reimagine the very beginnings of early childhood writing.

In preschool classrooms, we find an unexpected disconnect between research and practice. Despite a half century of research affirming the power of early writing experiences, many preschool classrooms currently

offer limited opportunities for emergent writing. There is an urgent need to reimagine the place of writing in preschool classrooms. To this end, Rowe outlines five research-based recommendations for the design of preschool writing experiences. These include:

- Play needs to be an important part of children's early writing.
- Children need to write for real, meaningful and authentic purposes.
- Name writing is important but not nearly enough if we are to develop children's preschool writing.
- Adults need to provide children with instruction in the context of the meaningful writing they are trying to make each day.
- Adults need to invite children to write about their own cultural and personal experiences and expertise.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; teach the writing processes; emergent writing; early writers; genre study; invented spelling; letter formation; handwriting; multimodality; drawing; encoding; fluency; writer-identity; set writing goals

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Rowe, D., Shimizu, A., Davis, Z. (2021) Essential Practices for Engaging Young Children as Writers: Lessons from Expert Early Writing Teachers, *The Reading Teacher,* pp. 1-10

Given the importance of early writing experiences, a key question is how educators can increase the amount and quality of writing in early childhood settings.

Expert early writing teachers were observed to identify the types of activities and interactions they used to engage 4-5-year-olds as writers.

- Writing instruction occurred as part of meaningful activities related to class units of study and the children's play.
- Teachers wrote in front of and alongside children to provide live demonstrations of what, how, and why to write.
- They encouraged young children to participate as writers by inviting children to write, talking with them about their messages and texts, supporting idea development and print processes as needed, inviting children to read their print, and creating opportunities for children to share their writing with others.
- Teachers accepted and valued children's writing attempts, regardless of the types of marks produced.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; teach the writing processes; emergent writing; early writers; be a writer teacher; encoding; pursue personal writing projects; read, share, think and talk about writing; treat every child as a writer; connect reading and writing

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Clark, C., Teravainen, A. (2017) *Writing for Enjoyment and Its Link to Wider Writing* London: National Literacy Trust

Numerous national and international studies have explored reading for enjoyment in connection to reading skill as well as to other reading variables, such as reading motivation and reading frequency. These studies tend to show that reading for enjoyment is an important predictor of reading skill, and is linked with how often children and young people read and how they feel about reading.

Yet, despite its recognised importance in the world of reading, a similar focus on writing for enjoyment, both in terms of research activities and policy, is scarce. Using data from 39,411 pupils aged 8 to 18 who took part in our annual literacy survey in November/December 2016 and who answered questions about writing, this report aims to address some of the current gaps in knowledge. It aims to establish how many children and young people enjoy writing, how writing enjoyment has changed over the years and who the children and young people are who enjoy writing. The report also investigates the link between writing enjoyment and writing behaviour, confidence, motivation and attainment.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; self-efficacy; agency; motivation; writing for pleasure

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Dyson, A. (2003) Popular literacies and the 'all' children: Rethinking literacy development for contemporary childhoods, *Language Arts*, 81(2), 100

In literacy education, the concerns about "all" the children are often undergirded by what might be called the "nothing" assumption - the decision to make the assumption that children have no relevant knowledge. Here,

Dyson offers an account of school literacy development for all children that depends on the assumption that children will always bring relevant resources to school literacy.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; build a community of writers; read, share, think and talk about writing; be a writer-teacher; writer-identity; funds of knowledge; funds of identity

Dyson, A. (2020) 'This isn't my real writing':The fate of children's agency in too-tight curricula, *Theory Into Practice*, 59(2), 119–127

In literacy education, the concerns about "all" the children are often undergirded by what might be called the "nothing" assumption - the decision to make the assumption that children have no relevant knowledge. Here, Dyson offers an account of school literacy development for all children that depends on the assumption that children will always bring relevant resources to school literacy.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; read, share, think and talk about writing; be a writer-teacher; writer-identity; funds of knowledge; funds of identity

Flint, A.S., Laman, T. (2012) Where poems hide: Finding reflective, critical spaces inside writing workshop, *Theory Into Practice*, 51(1), 12–19

Research and teaching resources are replete with ideas for creating a more culturally responsive and critical curricula. Many have suggested that by offering a curriculum that is authentic and meaningful to children, real differences will be made in teaching and learning.

In this article, findings are shared when elementary teachers in two schools in the southeastern region of the United Sates implemented a study that integrated poetry with issues related to social justice.

Analyses of students' poems and interviews revealed that their compositions and ideas reflected the four dimensions of critical literacy identified by Lewison, Flint, and Van Sluys (2002). Through a writing workshop poetry study, the teachers began to reposition children and curriculum, and in the process, built interest in navigating the terrain of more critical approaches to literacy instruction.

(£): **LINK**

Tags: pursue purposeful and authentic writing class projects; writer-identity; funds of knowledge; funds of identity; agency; culturally responsive pedagogy; culturally sustaining pedagogies

Frank, C. (2001) 'What new things these words can do for you': A focus on one writing-project teacher and writing instruction, *Journal of Literacy Research*, 33(3), 467–506

This study explores a writing-project teacher's premises about writing and illustrates how those underlying principles drove her instruction, influenced children's work, and created a particular theory of writing in her classroom culture. The sociolinguistic and discourse analysis of the transcripts from her writing conferences revealed 7 assumptions about writing: (a) writers need time to write; (b) writers need to be in charge of their own writing; (c) writers find ideas to write about when they read; (d) writing is social and students learn to become writers and authors by interacting with their peers, their parents, and their teachers; (e) writing includes learning how to spell and proofread work; (f) "writers" write many things but "authors" write books; and (g) Writers speak to audiences that they may never meet.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; teach the writing processes; pupil conferencing; agency; reading and writing connection; read, share, talk and think about writing; editing; proof-reading; be a writer-teacher

Gadd, M., Parr, J. (2016) It's all about Baxter:Task orientation in the effective teaching of writing, *Literacy*, 50(2), 93–99

This New Zealand-based study of the classroom practice of nine exemplary teachers of writing to upper primary-age students explored the significance of task orientation as a component of effective teacher instruction and the instructional strategies or actions that effective teachers utilise to promote such.

Effectiveness pertains to teachers being able to generate a positive impact on learners' engagement and academic outcomes. Particular attention was given to the content and organisation of the tasks and activities that teachers required of their students. Analysis of observed teacher practice in relation to learner gains showed actions associated with task orientation to be strongly associated with student progress in writing. Two indicators linked particularly with learner gains in writing.

- They relate to teachers being able to select and promote learning tasks that are purposeful and challenging for students.
- Students being involved in the selection or construction of learning tasks.

There were relatively high levels of proficiency with regard to teachers being able to select and promote purposeful and challenging tasks but significant operational variability with regard to teachers involving their students in task selection or construction.

Classroom illustrations are provided on how effective teachers promote learner involvement in task selection or construction.

(£): **LINK**

Tags: purposeful and authentic class writing projects; agency; motivation

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Hickey, D. T. (2003) Engaged participation versus marginal nonparticipation: A stridently sociocultural approach to achievement motivation, *The Elementary School Journal*, 103(4), 401–429

In recent years, some educational researchers who study motivation have been expanding their focus to consider the broader contexts of motivated activity. Sociocultural views of knowing and learning are an influential force in this movement. In this article, Hickey applies the sociocultural assumption that knowledge resides in contexts of its use to the study of achievement motivation. Hickey then uses this "participatory" view of knowing and learning to define a stridently sociocultural approach to "motivation-in-context." They contrast conventional behavioural and cognitive assumptions about engagement with the sociocultural notion of engaged participation in the coconstruction of standards and values in learning contexts. Hickey also explores the complex issue of reconciliation between individual and social activity that is critical to contextual considerations of motivation. The conventional aggregative approach to reconciliation is compared to the dialectical approach that follows from a sociocultural perspective.

Finally, Hickey discusses the potential value of this model and approach in terms of the new perspective they offer for persistent education questions, such as use of extrinsic rewards to motivate engagement in learning.

Free access: **LINK**

Tags: purposeful and authentic class writing projects; agency; motivation

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Olinghouse, N., Graham, S., Gillespie, A. (2015) The relationship of discourse and topic knowledge to fifth graders' writing performance, *Journal of Educational Psychology*, 107(2), 391–406

This study examined whether discourse and topic knowledge separately predicted the overall quality and the inclusion of basic genre elements in 5th grade students' stories, persuasive papers, and informational text once the other type of knowledge as well as topic interest, spelling, handwriting fluency, length of text, and gender were controlled. Fifty students wrote a story, persuasive paper, and informative text about outer space. In addition, students' discourse knowledge, knowledge about the writing topic, interest in the topic, and handwriting fluency were measured.

Discourse knowledge made a unique and statistically significant contribution to the prediction of the quality and inclusion of genre-specific elements in story, persuasive, and informational writing beyond topic knowledge and 5 control variables (gender, topic interest, handwriting fluency, spelling accuracy, and text length). Topic knowledge also predicted story, persuasive, and informational writing quality beyond discourse knowledge and the five control variables. Further, topic knowledge predicted the inclusion of genre-specific elements in informational text. These findings supported the proposition that discourse and topic knowledge are important ingredients in children's writing and provided support for the architecture of the knowledge-telling model.

Free access: **LINK**

Tags: purposeful and authentic class writing projects; agency; motivation; connect reading and writing; genre study; mentor texts; set writing goals

Szczepanski, S. (2003) Writing workshop: Three ingredients that work, *Michigan Reading Journal*, 35(2), 13–15

In this article, Szczepanski discusses three things that are effective in the writing classroom. These include giving children time, ownership and response.

- Children need time to work through the writing processes
- Children need to feel a sense of ownership over their writing ideas and writing process
- Children need to hear the response of their teacher, peers and other readers beyond the classroom.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; genre study; connect reading and writing

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White, C. (2000) Strategies are not enough, *Education 3-13*, 28(1), 16–21

The Framework for Teaching of the *National Literacy Strategy* (DfEE 1998) includes a set of teaching strategies for classroom implementation. This paper reports on a longitudinal study of the development of children as writers, set in two primary classrooms. In terms of their teaching strategies the two teachers studied were similar in many respects. Both used a writing process approach, based on Graves' (1983) guidance, that conformed to the requirements of the National Curriculum Programme of Study for writing.

However, significant differences were found in the two sets of children in terms of their achievements as writers and their attitudes to writing. These were linked to differences in the two classroom cultures, and in the teachers' perceptions of their role. The conclusion is drawn that the implementation of a prescribed set of teaching strategies cannot ensure that children develop into effective and enthusiastic writers.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; writing workshop; teach the writing processes

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Whitney, A. E. (2017) Keeping it real: Valuing authenticity in the writing classroom, *English Journal*, 6(106), 16–21

Teachers of writing strive for authenticity. When we ask students to write, we want it to be for authentic purposes. When we engage students in writing processes, we want those to be authentic processes.

When we ask students to compose a particular kind of text, we want those texts to be authentic genres reflecting authentic writing situations in which students might find themselves. When we develop audiences for our students, we want those to be authentic audiences, real readers who can provide authentic responses to the work. And in our relationships with students, too, we value authenticity: we want to be ourselves, and we want the students under our care to become their own best selves too.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; writing workshop; teach the writing processes; writer-identity; set writing goals

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Wiggins, G. (2009) Real-world writing: Making purpose & audience matter, *English Journal*, 98(5), 29–37

"Fresh, fearless, more or less brilliant stuff"- if you want to get hired.

That sums up the importance of authentic assessment in writing and the unwitting harm caused by typically vapid writing prompts and rubrics, and rigid use of the so-called writing process. The point of writing is to have something to say and to make a difference in saying it. Rarely, however, is "impact" the focus in writing instruction in English class. Rather, typical rubrics stress organisation and mechanics; typical prompts are academic exercises of no genuine consequence; instruction typically makes the "process" formulaic rather than purposeful. The overwhelming majority of Americans will not write academic papers for a living. The writing tasks that are required of individuals in the real world are actually more like the context-bound precise and focused tasks where audience and purpose really matter. Reality therapy is the only way to escape the inherent egocentrism that makes "all" writers think that they said it all and said it well--when, in fact, the paper contains only a third of their thoughts, a third of the thoughts is not clear, and the paper's impact is far less than the writer believes has been achieved. By introducing a real purpose, a real audience--hence, "consequences"--individuals get the "feedback" they desperately need to become good writers.

The author encourages individuals to be "serious" about their writing. "Serious" means committing oneself to never confusing effort with results; saying "But I worked so hard on this!" can never be the exclamation of a

mature writer. On the other hand, they must resist the temptation to be dismissive of ad copy, joke-telling, or letters to Mom as not serious enough. The best writing--regardless of content--is "always" "fresh and fearless." But such writing is only possible when teachers teach from the start that the Purpose is to touch real Audiences and create some alteration of the world--whether students are writing jokes or the great American novel. Otherwise, why write? It is far too difficult to reduce it to a mere chore.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; writing workshop; teach the writing processes; writer-identity; funds of knowledge; funds of identity; set writing goals

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Behizadeh, N. (2014) Xavier's take on authentic writing: Structuring choices for expression and impact, *Journal of Adolescent & Adult Literacy*, 58(4), 289–298

Because authenticity in education is a subjective judgement regarding the meaningfulness of an activity, a need exists to co-investigate with students classroom factors increasing authenticity of writing. In this case study, one 8th grade student's needs for authentic writing are explored in detail.

Xavier's take on authentic writing illustrates how the factors of impact, choice, expression, and sharing connect in a unique way for this particular individual on specific writing tasks.

Also, by examining in depth Xavier's individual perspective, one can see how Xavier's views align with and differ from previous research on authentic writing. Additionally, this article offers a conversation between the author and Xavier, depicting a method for structuring students' choices to increase authenticity. The study contributes to the existing literature by illustrating how authenticity depends on the values and life experiences students bring to the writing task, not the inherent value of the task itself.

Free access: **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy

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Behizadeh, N. (2018) Aiming for authenticity: Successes and struggles of an attempt to increase authenticity in writing, *Journal of Adolescent & Adult Literacy*, 62(4), 411–419

In this study, the author and a classroom teacher designed a curriculum that sought to help students choose a valued topic, emphasise meaning making while developing writing skills and strategies, and have an impact on an audience. Students were also provided with opportunities to share in-process and final work with others. Curricular attempts to enact these proposed factors of authentic writing in a personal narrative project are detailed, along with successes and struggles with implementing each factor.

Findings highlight the importance of students writing for an actual, intended audience instead of an imagined one. Additionally, the author discusses how social justice education may provide a unifying curricular framework that strengthens students' sense of audience and purpose.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; funds of knowledge; funds of identity; culturally sustaining pedagogy; read, share, think and talk about writing

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Purcell-Gates, V., Duke, N., Martineau, J. (2007) Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching, *Reading Research Quarterly*, 42(1), 8–45

This study explored the role of authentic writing and the explicit explanation of genre function and features on growth in genre-specific reading and writing abilities of children in grades two and three. Results showed a strong relationship between degree of authenticity of reading and writing activities and writing quality. Children from homes with lower levels of parental education grew at the same rate as those from homes with higher levels. These results add to the growing empirical evidence regarding the efficacy of involving students in reading and writing for real-life purposes in the classroom.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; agency; generating ideas; genre study; connect reading and writing; set writing goals; mentor texts

DeFauw, D., Saad, K. (2014) Creating Science Picture Books for an Authentic Audience, *Science Activities*, 51:4, 101-115
This article presents an authentic writing opportunity to help ninth-grade students use the writing process in a science classroom to write and illustrate picture books for fourth-grade students to demonstrate and share their understanding of a biology unit on cells. By creating a picture book, students experience the writing process, understand how to share their learning with an authentic audience, and create an artefact that demonstrates their understanding of content knowledge.
(£): **LINK**
Tags: pursue purposeful and authentic class writing projects; science writing; writing across the curriculum; mentor texts; genre study; connect reading and writing; set writing goals; product goals

Rodier, A. (2000) A cure for writer's block: Writing for real audiences, *The Quarterly*, 22(2)
This article discusses how, by reconstructing a dialogue with one of her students, Anne Rodier supports her belief that: if your writing has no possibility of reaching a real audience, then there will be no investment in the work.
Free access: **LINK**
Tags: pursue purposeful and authentic class writing projects; set writing goals; publishing goals

Recommended chapters and literature

- See also *Pursue Personal Writing Projects*
- See also *Teach The Writing Processes*
- See also *Set Writing Goals*
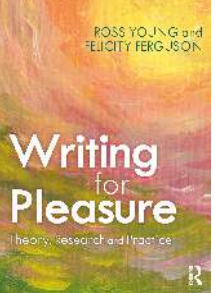- See also *Connect Reading & Writing*
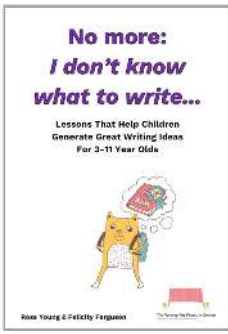
	Young, R., Ferguson, F. (2021) *EYFS: Class Writing Projects* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2021) *KS1: Class Writing Projects* Brighton: The Writing For Pleasure Centre [**LINK**]

	Young, R., Ferguson, F. (2021) *KS2: Class Writing Projects* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2020) *Part B* In Real-World Writers London: Routledge [**LINK**] This chapter reintroduces the rationale for undertaking genre teaching weeks. It explains how genre can be effectively taught and how attention must be paid to discussion about purpose, audience, field, tenor and modality. It discusses how, once experienced enough, children should be encouraged to manipulate, hybrid and subvert the genres they have learnt about. It considers the strengths and weaknesses of the supplied planning grids before finally discussing the connections between effective genre teaching and planning class writing projects. For example, as children's genre knowledge increases, other nuances and sub-genres are introduced. The idea is that children use what they have learnt in previous projects by using a mastery through repeated practice approach. It gives specific guidance on what teachers should be seeing in terms of writing development within the most popular genres and gives advice on how to extend children's thinking and progress over time.
	Young, R., Ferguson, F. (2020) *Poetry* In Real-World Writers London: Routledge [**LINK**] This chapter begins with an explanation of how and why poets write poetry and gives practical advice to writer-teachers wishing to write their own poetry, followed by a series of class writing project suggestions. These projects include the natural world, animals and pets, sensory poetry, poetry that hides in things, inspired by … poetry, social and political poetry, and an anthology of life. Each writing project comes with an explanation as to why it will be useful for the development of young apprentice writers. It gives advice on how the project is linked to previous or future projects and gives teaching points for consideration. Each project provides teachers with idea generation techniques that the children can use to inform their own topic ideas and finally offers a list of high-quality texts which could assist children's development in the project.
	Young, R., Ferguson, F. (2020) *Memoir* In Real-World Writers London: Routledge [**LINK**] This chapter begins with an explanation of how and why memoirists write personal narrative and gives practical advice to writer-teachers wishing to write their own memoir. It offers a series of suggestions for class writing projects including memoir and autobiography. Each writing project is prefaced with an explanation as to why it will be useful for the development of young apprentice writers and how it is linked to past and future projects. Each one gives idea generation techniques that children can use to find their own topic ideas and a list of high-quality texts which could help their writing development.
	Young, R., Ferguson, F. (2020) *Narrative* In Real-World Writers London: Routledge [**LINK**] This chapter begins with an explanation of how and why authors and hobbyist writers write narratives and gives practical advice to writer-teachers wishing to write their own stories, followed by suggestions for a series of class writing projects. These projects include fairy tales, fables, character- and setting-driven stories, developed short stories, flash fiction and micro-fiction. Each writing project is prefaced by an explanation as to why it will be useful for the development of young apprentice writers and how it is linked to previous and future projects. It gives teaching points for consideration. Each project provides teachers with idea generation techniques

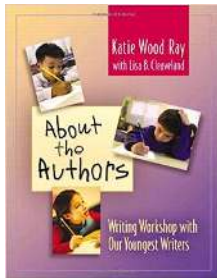|	
	that the children can use to inform their own topic ideas and, finally, offers a list of high-quality texts which could help their writing development.
REAL-WORLD WRITERS	Young, R., Ferguson, F. (2020) *Non-Fiction* In Real-World Writers London: Routledge [**LINK**] This chapter begins with an explanation of how and why people write non-fiction and gives practical advice to writer-teachers wishing to write their own texts. It sets out a series of suggested class writing projects including information (non-chronological report), explanation and discussion texts. Each writing project is prefaced by an explanation as to why it will be useful for the development of young apprentice writers and how it is linked to previous and future projects and gives teaching points for consideration. Each project provides teachers with idea generation techniques that the children can use to inform their own topic ideas and finally offers a list of high-quality texts which could help their writing development.
REAL-WORLD WRITERS	Young, R., Ferguson, F. (2020) *Persuading & Influencing* In Real-World Writers London: Routledge [**LINK**] This chapter begins with an explanation of how and why people write persuasive and opinion pieces and gives practical advice to writer-teachers wishing to write their own texts, followed by a series of suggested class writing projects including instructions, persuasive letters (for personal gain), advocacy journalism, and persuasive community activism writing. Each writing project is prefaced by an explanation as to why it will be useful for the development of young apprentice writers and how it is linked to previous and future projects and gives teaching points for consideration. Each project provides teachers with idea generation techniques that the children can use to inform their own topic ideas and finally offers a list of high-quality texts which could help their writing development.
REAL-WORLD WRITERS	Young, R., Ferguson, F. (2020) *History* In Real-World Writers London: Routledge [**LINK**] This chapter begins with an explanation of how and why historians write about history and gives practical advice to writer-teachers wishing to write their own texts, followed by a series of suggested class writing projects including people's history (local and social history and recounting history), biography and historical account. Each writing project is prefaced by an explanation as to why it will be useful for the development of young apprentice writers and how it is linked to previous and future projects and gives teaching points for consideration. Each project provides teachers with idea generation techniques that the children can use to inform their own topic ideas and finally offers a list of high-quality texts which could help their writing development.
Writing for Pleasure	Young, R., Ferguson, F. (2021) 'Motivation' In *Writing For Pleasure* London: Routledge **LINK** This chapter discusses the affective domain of motivation, which is associated with goal theory, self-determination, engaging instruction, value theory, writer attitude, and interest theory. Motivation is a vital force in increasing writers' engagement and their writing performance. Evidence is presented about the strong relationship between writer motivation and academic achievement. Theory, research, and educational practices associated with developing children's motivation in writing and its important role in developing confident and effective writers are also explored in the chapter. This includes discussion on the typical behaviours witnessed in a rich variety of educational research and differences observed in the behaviour of pupil-writers who hold high and low levels of motivation. Finally, the authors share the relationship between developing apprentice writers' intrinsic, extrinsic, and situational motivation and the 14 principles of effective writing teaching. They give examples of the kinds of instructional practice carried out by the most effective teachers of writing.

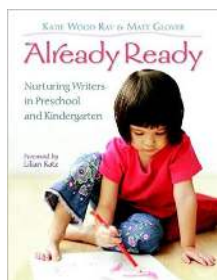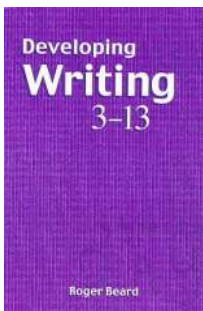|	
	Young, R., Ferguson, F. (2022) *No More: I Don't Know What To Write... Lessons That Help Children Generate Great Writing Ideas* Brighton: The Writing For Pleasure Centre [**LINK**]
	Harwayne, S. (2021) *Above and Beyond the Writing Workshop* Portsmouth NH: Stenhouse
	Walshe, R. (2015). Writing as process. In *Teaching Writing in Today's Classrooms: Looking Back to Look Forward*, Turbill, J., Barton, G., and Brock, C. (Eds.) (pp. 13–26). Adelaide, SA: Australaian Literacy Educators' Association
	Ray, K., Cleveland, L., (2004) *About the authors: writing workshop with our youngest writers* Portsmouth NH: Heinemann
	Ray, K., Glover, M. (2008) *Already ready: nurturing writers in preschool and kindergarten* Portsmouth NH: Heinemann
	Beard, R. (2000) *Developing Writing 3–13* London: Hodder & Stoughton.
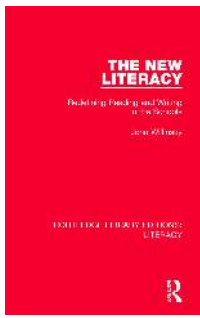
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	Willinksy, J. (1990) *New Literacy: Redefining Reading and Writing in Schools* London: Routledge. **245**
	Stewart, M. Correia, M., (2021) *5 Kinds of Nonfiction: Enriching Reading and Writing Instruction with Children's Books* USA: Stenhouse Publishers
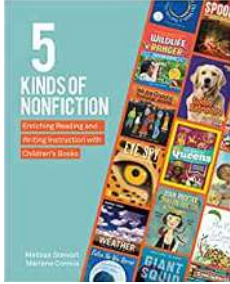
Chapter 18
Pursue Personal Writing Projects

Introduction

This chapter examines how the contemporary understanding of writing workshop has evolved from its naturalistic and self-expressionist beginnings. The authors then discuss the essential contribution personal writing projects make to a pupil-writer's development and successful and meaningful practice. They explore the affective benefits personal writing projects afford children and how they are able to develop a sense of self and voice in their own writing. The authors then consider funds of identity and the principle of children harnessing their funds of knowledge. The authors reflect on their own research to present the profound relationship between children's self-efficacy, self-regulation, and agency. They meditate on how children are able to balance the needs of the curriculum with their own writing desires. The authors reflect on why, despite a rich body of research to support such practice, personal writing projects remain on the periphery of the writing classroom and curriculum. Beyond this, the authors discuss excellent examples of practice and the opportunity 21st-century multiliteracies offer children in terms of pursuing personal writing projects. The chapter concludes with examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.
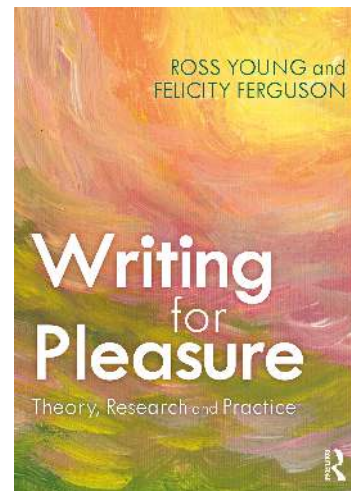
DOWNLOAD CHAPTER

This chapter presents a rationale for children to use their own writers' notebooks and to pursue personal writing projects through the planning of dedicated personal writing project weeks. It explains how providing substantial and sustained time for personal writing can have profound positive effects on children's attitudes, writing progress and academic achievements. The chapter gives specific guidance on how teachers can set up writers' notebooks with their class. It explains the connection between home- and school-based writing and gives advice on how to manage, organise and have high expectations for personal writing weeks. This includes advice on: keeping writing registers; encouraging daily writing momentum; setting up classroom and independent publishing houses and how to deal with children's sensitive or contentious topic choices.

DOWNLOAD CHAPTER

Skar, G. B., Graham, S., Huebner, A., Kvistad, A. H., Johansen, M. B., & Aasen, A. J. (2023). A longitudinal intervention study of the effects of increasing the amount of meaningful writing across grades 1 and 2. *Reading and Writing*, 1-29.

The current study examined the effectiveness of a writing is caught approach with young developing writers in Norway. This method is based on the premise that writing competence is acquired naturally through real use in meaningful contexts. Our longitudinal randomised control trial study tested this proposition by examining if increasing first grade students' opportunities to write in various genres for different purposes and for a range of audiences over a two-year time period improved the quality of their writing, handwriting fluency, and attitude towards writing.

Across Grades 1 and 2, experimental teachers were asked to supplement their typical writing instruction by implementing 40 writing activities designed to increase students' purposeful writing. Increasing experimental students' writing over the two-year period did not result in statistically detectable differences in the writing quality, handwriting fluency, and attitude towards writing of students in the experimental and BAU control conditions. These findings did not provide support for the effectiveness of the writing is caught approach. Implications for theory, research, and practice are discussed.

Free access: **LINK**

Coker Jr, D. L., Jennings, A. S., Farley-Ripple, E., & MacArthur, C. A. (2018). When the type of practice matters: The relationship between typical writing instruction, student practice, and writing achievement in first grade. *Contemporary Educational Psychology, 54*, 235-246.

A substantial body of research has demonstrated the efficacy of early writing interventions that target skills and composing processes; however, much less is known about the effectiveness of classroom writing instruction outside of the context of an intervention. The goal of this study was to investigate if writing instruction and student practice predict first-grade writing achievement and if the relations between writing instruction, practice and achievement depend on student factors.

Assessments of students' spelling, handwriting, vocabulary, and reading were collected in the fall of first grade, and norm-referenced and researcher-designed writing tasks were administered in the spring (N = 391). During the school year, four full-day observations of classroom instruction and student writing practice were conducted in 50 classrooms. The effects of writing instruction and student writing practice on spring writing achievement were analysed using two-level, fixed-effects hierarchical linear models. Composing instruction was negatively related to contextualised spelling, but no other main effects of instruction were found.

One type of writing practice, "generative writing" (like personal writing project opportunities), was positively related to all three measures of writing achievement. Interactions were also found between student gender, minority status and multiple types of writing instruction and practice. These results point to the potential benefit of generative writing practice and indicate that efforts to differentiate instruction and practice may be beneficial for students. Additionally, the findings raise doubts about the effectiveness of current writing instruction.

Free access: **LINK**

Jaeger, E. L. (2022) "I won't won't be writing": young authors enact meaningful work, *The Australian Journal of Language and Literacy*, 1-17

The article considers the beliefs and practices of elementary-aged children who write for personal fulfillment. The author examines the ways in which these children experienced writing and sharing their work in a voluntary after school writing workshop and at home. Data are gathered from observations of the children as they wrote and shared their ideas with peers, from interviews in which they conveyed their beliefs about and experiences with writing, and from the varied texts they composed surfaced the core aspects of meaningful work: self-development, self-expression, and unity with others. The children were aware of their individual needs as writers, they were delighted in the opportunity to control their writing activities, and they interacted with peers and family members as they produced texts.

Free access: **LINK**

Rylak, D., Moses, L., Torrejón Capurro, C., & Serafini, F. (2022) Agency in a first-grade writing workshop: A case study of two composers, *Journal of Early Childhood Literacy*, 14687984221097285.

There is a need to better understand the agentic choices that students make to communicate meaning through their multimodal compositions. This article examines the composing of two first-grade students and discusses how these students utilised multimodal composing techniques from structured writing units during an "open unit" where students were given wider parameters for making intentional decisions with their compositions.

Analysis of students' compositions revealed that students chose to use and design composing techniques from the previous focal units in their compositions. Findings suggest that focal writing units, followed by open composing, allows students to have more agency as writers to make creative intertextual connections as they design techniques from available designs they've learned in order to serve their own compositional needs.

(£): **LINK**

Duke, N., Purcell-Gates, V. (2003) Genres at home and at school: Bridging the known to the new, *The Reading Teacher*, 57(1), 30–37.

Children begin schooling with experience and knowledge of print from their homes/communities. Previous studies have demonstrated that children are aware of different genres and change their language based on context. For example, when pretending to be a teacher, they would speak differently than when pretending to play a doctor; or writing a list is different than writing a story.

The premise for this study is that children may face problems with the print they encounter in school because it is so different from what they are familiar with at home. However, when school and home literacies are more similar or familiar to the child the different print literacies may support the child's general literacy development.

The authors cite that previous research has found that familiarity with genre can aid comprehension; therefore the authors argue that teachers should be aware of what genres their students already know when they begin school and build off of those, and also understand that students will need more help in learning genres that they are unfamiliar with. The authors recommend using familiar genres to teach difficult literacy concepts, thereby building on students' prior knowledge to facilitate acquiring new knowledge. The authors also suggest that the genres taught in school can be more reflective of genres the students actually encounter at home or in other places outside of school.

(£): **LINK**

Goouch, K., Lambirth, A. (2006) Golden times of writing: The creative compliance of writing journals, *Literacy*, 40(3), 146–152

This paper examines the history, rationale, uses and abuses of writing journals in primary classrooms.

We argue that writing journals form part of a pedagogy derived from an understanding of how children can be motivated to express themselves, independently of teachers. Moreover, they demonstrate the power of welcoming children's home cultures into the classroom. However, we also wish to argue that the use of writing journals is part of the teaching profession's 'creative compliance' that can still contribute to the marginalisation of effective educational practice.

We document how, in some schools in England, writing journals have been reduced to token gestures towards creativity and independence and in effect collude with and support what is increasingly becoming a pedagogical hegemony.

Free access: **LINK**

Hidi, S., Berndorff, D., Ainley, M. (2002) Children's argument writing, interest and self-efficacy: An intervention study, *Learning & Instruction*, 12(4), 429–446

The purpose of this study was to examine how a combination of motivational and instructional variables can be best utilised in an intervention program to improve students' emotional and cognitive experiences during argument writing. The basic program given to all students included instructions on argument writing and incorporated strong motivational features. The second form of intervention provided students with an additional motivational component consisting of extended collaborative writing activities. In addition, we examined the relation between students' general interest in writing and their genre-specific liking and self-efficacy of writing. More specifically, we focused on the relation between interest and self-efficacy, two motivational factors relevant to writing: an Interest, Liking and Self-efficacy Questionnaire was administered pre- and post-intervention.

The intervention programs resulted in a significant overall improvement in the quality of children's argument writing. The collaborative writing experience was especially effective for boys. The responses to the questionnaires indicated that children's genre-specific liking and self-efficacy of writing are closely associated and that both of these factors are also associated with their general interest in writing.

Free access: **LINK**

Tags: pursue personal writing projects; writer-identity; agency; home literacies; funds of identity; funds of knowledge; writing journals; boy writers; genre study; motivation; self-efficacy

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Hull, G., Schultz, K. (2001) Literacy and learning out of school: A review of theory and research, *Review of Educational Research*, 71, 575–611

In this article, Hull & Schultz review research on literacy in out-of-school settings.

- The first purpose is to identify the conceptual advances in theories of literacy that have arisen from non-school-based research and to trace their evolution. The authors were especially interested in clarifying the historical roots of current theories.
- A second purpose is to highlight recent research on literacy in out-of-school settings that exemplifies the range and dimensions of current work.

Finally, the authors call for an examination of the relationships between school and nonschool contexts as a new direction for theory and research. They ask, How can research on literacy and out-of-school learning help us to think anew about literacy teaching and learning across a range of contexts, including school?

Free access: **LINK**

Tags: pursue personal writing projects; writer-identity; agency; home literacies; funds of identity; funds of knowledge

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Kucirkova, N., Rowe, D., Oliver, L., Piestrzynski, L. (2019) Systematic review of young children's writing on screen: What do we know and what do we need to know, *Literacy*, 53(4), 216–225

Writing is part and parcel of children's active meaning-making on and with screens, but it has been relatively neglected in the literature focused on children's digital literacies.

This study synthesises existing empirical evidence focused on young children's (aged between 2 and 8 years) writing on screen and identifies the relationships between dominant themes in published literature and contemporary theories of children's technology use.

A systematic literature review that included studies from diverse disciplines yielded 21 papers. Constant comparative analysis generated five themes that indicate four key directions for future research.

- They call attention to researchers' theoretical framing to supplement mono-disciplinary approaches and single levels of analysis.
- They suggest that future research should provide greater specification of the purpose of children's writing on screen and the different types of tools and applications supporting the activity.
- They also highlight the need for interdisciplinary approaches that would capture the composing stages involved in the writing process with and around screens.
- Finally, they point out possible age-related differences in documenting and reporting the composing process in classrooms.

Free access: **LINK**

Tags: pursue personal writing projects; writer-identity; agency; home literacies; funds of identity; funds of knowledge; multimodality; digital literacy

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Lensmire, T. (1994) Writing workshop as carnival: Reflections on an alternative learning environment, *Harvard Educational Review*, 64(4), 371–392.

In this article, Timothy Lensmire reflects on his teaching and research in a third-grade classroom in order to raise new questions about the theory and practice of writing workshop approaches. Using Bakhtin's notion of carnival, Lensmire highlights both the captivating strengths and perhaps less apparent weaknesses of such literacy practices in schools. As writing workshop approaches become increasingly popular, his work opens an important dialogue between theory and practice.

Free access: **LINK**

Tags: pursue personal writing projects; writer-identity; agency; home literacies; funds of identity; funds of knowledge; writing workshop

Lensmire, T. (1998) Rewriting student voice, *Journal of Curriculum Studies*, 30(3), 261–291

Progressive and radical visions of education have accorded student voice an important place in their critiques of traditional schooling and their proposals for change.

In this paper, Lensmire examines and criticises two popular conceptions of student voice.

- Voice as individual expression - is put forward by advocates of writing workshop approaches to the teaching of writing. Workshop advocates emphasise students' desire to express their unique selves in writing, and how traditional instruction frustrates this desire.
- Voice as participation - comes from advocates of critical pedagogy. These advocates call for critical dialogues among teachers and students, within which student voices would sound and be heard.

Lensmire concludes the paper by sketching an alternative conception, one that affirms the strengths of these previous versions, as well as responds to their weaknesses. He proposes that voice be conceived of as a project involving appropriation, social struggle and becoming.

His goal is to envision student voice in a way that more adequately recognizes the interactional and ideological complexities of student expression, so that we might, as educators and researchers, better support the flourishing of student voices in schools.

Free access: **LINK**

Tags: pursue personal writing projects; writer-identity; agency; home literacies; funds of identity; funds of knowledge; writing workshop

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Moll, L., Amanti, C., Neff, D., Gonzalez, N. (1992) Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms *Theory into practice, Qualitative Issues in Educational Research*, 31(2), 132–141

This paper discusses a collaborative project between education and anthropology which qualitatively studies the establishment of strategic connections between households and classrooms in Arizona's Mexican communities. Teacher-researchers visit households, assume the role of learners, establish connections with parents, and develop instructional activities based on observations. The paper summarises studies and findings.

Free access: **LINK**

Tags: pursue personal writing projects; writer-identity; agency; home literacies; funds of identity; funds of knowledge

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Nolen, S. (2007) Young children's motivation to read and write: Development in social contexts, *Cognition and Instruction*, 25(2–3), 219–270

In a 3-year study, 67 children in two schools were observed during literacy activities in Grades 1–3. Children and their teachers were interviewed each year about the children's motivation to read and write. Child interviews identified the motivations that were salient to children at each grade level in each domain, looking for patterns by grade and school. Analysis of field notes, teacher interviews, and child interviews suggests that children's motivation for literacy is best understood in terms of development in specific contexts. Development in literacy skill and teachers' methods of instruction and raising motivation provided affordances and constraints for literate activity and its accompanying motivations. In particular, there was support for both the developmental hypotheses of Renninger and her colleagues (Hidi & Renninger, 2006) and of Pressick-Kilborne and Walker (2002). The positions of poor readers and the strategies they used were negotiated and developed in response to the social meanings of reading, writing, and relative literacy skill co-constructed by students and teachers in each classroom. The relationship of these findings to theories of motivation is discussed.

Free access: **LINK**

Tags: pursue personal writing projects; motivation; pursue purposeful and authentic writing class projects

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Parry, B., Taylor, L. (2018) Readers in the round: children's holistic engagements with texts, *Literacy*, 52(2): 103–110

In this paper, the authors demonstrate the relationship between reading and writing for pleasure.

Children read a wide range of media as well as books for pleasure and develop strong affective bonds with the artefacts of literacy they encounter. What remains less well understood is the relationship between the array of texts children engage with and the texts they subsequently create.

A focus on 'Reading for Pleasure' has enabled us to think anew about the relationships between the texts children read, play and engage with and those they make, play and tell. Data from two doctoral research projects illuminates the ways children draw on cultural resources, moving skilfully across mode, medium and form. In doing so they learn language conventions which enable them to engage in schooled literacies and learn to use conventional language techniques for their own purposes to transform and re-imagine texts.

Children's identities as readers, writers, and storytellers are constructed holistically and we explore the role of pleasure in reading and meaning making. In conclusion we consider the potential for positioning reading for pleasure not in isolation, but as a strand in the complex fabric of literacy that needs to be nurtured in children.

Free access: **LINK**

Tags: pursue personal writing projects; agency; connect reading and writing; writer identity; reader identity

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Solsken, J., Willett, J., Wilson-Keenan, J. (2000) Cultivating hybrid texts in multicultural classrooms: "Promise and challenge", *National Council of Teachers of English*, 179–212.

This ethnographic study explores the ability 6-8 year old children have for transforming knowledge, texts, and 'schooled' identity into new hybridised texts which bring together school learning and their own existing cultural capital. Families were invited to visit the classroom to share their own funds of knowledge and funds of identity. According to the authors, 'children whose lifeworlds involve cultural and linguistic practices that may not be familiar…may not be valued by conventional school norms'. The results of the study show that, when children are given the opportunity to interweave the lifeworlds of home and school, they can create hybrid texts that are not only appropriate to the writing situation but are more sophisticated than the sorts of texts usually required by teachers and schools.

Free access: **LINK**

Tags: pursue personal writing projects; agency; writer-identity; writing realities; home literacies; cultural capital; funds of knowledge; funds of identity

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Subero, D., Vujasinović E., Esteban-Guitart, M., (2016) Mobilising funds of identity in and out of school, *Cambridge Journal of Education*, 47(2), 247–263.

This article, using examples from classroom practice, makes the claim that children and young people need to become a generation of knowledge creators and not simply knowledge acquirers if they are to succeed as writers in our globalised 21st century life. Learners spend 81% of their time in informal learning situations. However, the learning that takes place in these situations is rarely utilised by teachers; particularly teachers of ethnic minority pupils or pupils who come from low-income backgrounds, despite what we know about the major educational and affective benefits of inviting children's funds of knowledge and identities to meet the school curriculum. Subero and his colleagues share how teachers investigated the knowledge, skills and resources of families and the local community in order to bridge the gap between writing in school and learners' lives. Teachers also investigated their students' talents, passions, cultures, local heroes and interests as sources for writing material. They did this by:

- Setting up a home-school knowledge exchange project which involved 'all about me' shoeboxes being sent home and filled with artefacts, drawings and symbols that were significant to them. For example: photos, objects, trinkets, toys, postcards, books and magazines.
- Producing identity texts. Learners were invited to create a written, spoken, visual or musical piece which had part of their identity invested in it. They wrote on themes such as: the history of their family, documentaries and interviews with people from their neighbourhoods, and dual-language texts discussing their migration story.
- Publishing a fairy-tale anthology. Learners were asked to gather folk and fairy-tales from their countries of origin and to use them to create an anthology of dual-language tales for the school and public library.
- Creating video documentaries. Learners were given recording equipment to take home and create documentaries detailing aspects of their home lives and activities.
- Crafting autobiographies. Pupils took part in open-ended interviews with their peers, and were asked to write diary entries, bring in family artefacts, create maps and timelines, collect photographs and paint self-portraits before producing an autobiography of their lives so far.

(£): **LINK**

Tags: pursue personal writing projects; building a community of writers; writer-identity; agency; writing workshop; pursue purposeful and authentic class writing projects; teach the writing processes; self-efficacy; self-regulation

Wyse, D. (2019) Choice, voice and process: Teaching writing in the 21st century: Revisiting the influence of donald graves and the process approach to writing, *English in Australia*, 53(3), 82–91

The narrow teaching of writing that had been common in schools for hundreds of years was challenged in the 1980s by 'one of the most seductive writers in the history of writing pedagogy'. Donald Graves's process approach to writing, as it came to be known, was popular in Australia, New Zealand, USA and the UK.

At the heart of Graves's approach was learner choice, and the development of the writer's voice, enacted in a publication process in the classroom. However, one alleged weakness was the lack of a research base for Graves's approach. Since then, more than 30 years of research gives us the opportunity to re-evaluate Graves's ideas.

In its exploration of the process approach to writing, this paper examines theory and empirical research in order to contribute to knowledge about the effective teaching of writing. The paper reports findings from a four-year multidisciplinary study, in particular the findings from a secondary data analysis of the work of expert writers compared with experimental evidence of what is effective for novice writers.

Overall, the research found that the metaphor of 'the ear of the writer' represented fundamental aspects of how writing is learned and could be taught. In conclusion, some implications for national curriculum policy and the teaching of writing are considered.

Free access: **LINK**

Tags: pursue personal writing projects; building a community of writers; writer-identity; agency; writing workshop; pursue purposeful and authentic class writing projects; teach the writing processes; self-efficacy; self-regulation; writer-identity

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Mayer, K.. (2007) Emerging knowledge about emergent writing, *YC Young Children,* 62 pp.34-40

In this article, the author reviews the research on young children's emerging writing and presents a comprehensive synthesis of this research on emergent writing. She discusses children's early writing knowledge; writing skills development; the social process of learning to write; teacher support; and a supportive environment. She also lists six implications of this research base for preschool teachers, including:

- The importance of having developmental awareness
- Modelling writing
- Providing supportive instruction
- Opportunities to write
- Motivating environments and resources
- Locations for writing

Free access: **LINK**

Tags: pursue personal writing projects; building a community of writers; writer-identity; agency; writing workshop; pursue purposeful and authentic class writing projects; teach the writing processes; self-efficacy; self-regulation; writer-identity

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Quinn, M. F., Gerde, H. K., Bingham, G. E. (2016) Help me where I am: Scaffolding writing in preschool classrooms, *The Reading Teacher*, 70, 353–357

Early writing is important to young children's development —research indicates that writing is predictive of later reading and writing. Despite this, preschool teachers often do not focus on writing and offer limited scaffolding to foster children's writing development.

This article shares innovative ways to scaffold early writing across the three component skills of writing: composing, spelling, and forming letters.

Free access: **LINK**

Tags: pursue personal writing projects; building a community of writers; balance composition and transcription; encoding; letter formation; handwriting; spelling

Bingham, G. E., Quinn, M. F., Gerde, H. K. (2017) Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills *Early Childhood Research Quarterly*, 39 pp.35–46

Despite a wide recognition about the importance of young children's language and literacy environments to later achievement, little is known about teachers' supportive approaches to early writing in preschool classroom contexts and the ways in which these supportive approaches relate to children's writing development.

This study examined how teachers support writing in their classrooms and how these supports related to children's expressions of early writing skill. 41 preschool and prekindergarten teachers in three US states and their students participated.

Findings indicated that teachers supported children's use of writing, however, the scope and focus of the supportive strategies used were limited. Examinations of teachers' supportive writing practices revealed that teachers were much more likely to focus on children's handwriting and spelling skills, with less attention to composing. Analyses examining associations between teachers' pedagogical practice and children's writing skills indicated that children from classrooms with teachers who supported composing exhibited stronger writing skills.

(£): **LINK**

Tags: pursue personal writing projects; emergent writers; early writers; balance composition and transcription; encoding; letter formation; be reassuringly consistent

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Bollinger, C., Myers, J. (2020) Young Children's Writing in Play-Based Classrooms *Early Childhood Education Journal* 48:233-242

Few studies connect teachers' intentionality with children's writing in play-based contexts. Thus, the goal of this study was to examine how the use of writing stations and intentional teaching encouraged writing in two preschool classrooms. Interviews with the preschool director and classroom teachers as well as observations of the children helped our understanding of how the teachers worked to naturally integrate writing into children's play.

Findings suggest learning stations that encourage writing offered authentic and creative opportunities for composition, but must be scaffolded with intentional teaching in order for children to continue to develop their writing skills.

(£): **LINK**

Tags: motivation; self-efficacy; be a writer teacher; teach daily mini-lessons; read, share, think and talk about writing; pursue purposeful and authentic class writing projects; pursue personal writing projects; emergent writers; early writers; writing stations; writing centres

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Puranik, C. S., Phillips, B. M., Lonigan, C. J., Gibson, E. (2018) Home literacy practices and preschool children's emergent writing skills: An initial investigation, *Early Childhood Research Quarterly*, 42(1), 228–238

- Results from this study indicate that practices in the home include writing related activities and that these activities have an impact on children's writing development.
- A sizeable proportion of parents in this study reported engaging in a variety of writing activities fairly frequently.
- Parental teaching predicted a child's letter writing, spelling, and spontaneous writing skills.
- Child independent practices predicted letter writing and spontaneous writing but not spelling.

Home literacy practices are known to facilitate children's oral language and reading skills. In this study, the authors extend previous work by examining the amount and types of writing-related home practices that parents engage in with their young preschool children. Next, they examined the relation between these home practices and the development of writing skills in 4-5-year old preschool children. Correlations between parental teaching activities and child independent activities and letter writing, spelling, and spontaneous writing were statistically significant.

Results from the multi-level modelling indicated that parental teaching predicted a child's letter writing, spelling, and spontaneous writing skills whereas child independent practices predicted letter writing and spontaneous writing but not spelling. Results of the current study clearly indicate that practices in the home include writing related activities and that these activities have an impact on children's writing development.

Free to access: **LINK**

Guo, Y., Puranik, C., Kelcey, B., Sun, J., Schneider Dinnesen, M., Breit-Smith, A. (2021) The Role of Home Literacy Practices in Kindergarten Children's Early Writing Development: A One-Year Longitudinal Study *Early Education and Development* 32:2 pp.209-227

Home literacy practices are an important variable in the development of literacy skills among children. However, several questions regarding the relationship between home literacy practices and writing are unanswered.

The objective of this correlational study is to examine the relationship between reading-related and writing-related home practices and children's writing development. Participants included 282 kindergarten children and their parents in the South and Midwest United States.

Three major findings are reported:

- Independent reading significantly predicted children's fall letter writing, spelling, and composition skills as well as their spring spelling skills.
- Independent writing significantly predicted children's fall letter writing and spelling skills.
- Other home practices did not contribute to any fall or spring writing outcome.

These findings highlight the importance of independent practices related to reading and writing at home in improving children's writing.

Free to access: **LINK**

Byington, T., Kim, Y. (2017) Promoting Preschoolers' Emergent Writing *National Association for the Education of Young Children* 72(5) pp.74-82

Emergent writing is young children's first attempts at the writing process. Children as young as two years old begin to imitate the act of writing by creating drawings and symbolic markings that represent their thoughts and ideas. This is the beginning of a series of stages that children progress through as they learn to write. Emergent writing skills, such as the development of name writing proficiency, are important predictors of children's future reading and writing skills.

Teachers play an important role in the development of 3- to 5-year-olds' emergent writing by encouraging children to communicate their thoughts and record their ideas. In some early childhood classrooms, however, emergent writing experiences are almost nonexistent. One recent study, which is in accord with earlier research, found that 4- and 5-year-olds (spread across 81 classrooms) averaged just two minutes a day either writing or being taught writing (Pelatti et al. 2014).

This article shares a framework for understanding emergent writing and ties the framework to differentiating young children's emergent writing experiences.

Free to access: **LINK**

Bradford, H., Wyse, D. (2013) Writing and writers: the perceptions of young children and their parents, *Early Years*, 33:3, 252-265

Over the past three decades early writing research has focused on the processes involved as children learn to write. There is now a powerful evidence base to show that children's earliest discoveries about written language are learned through active engagement with their social and cultural worlds. In addition, the idea of writing development as an emergent process is well established. The study reported in this paper adopted a case study methodology combined with an age-appropriate data collection technique in order to explore children's perceptions of themselves as writers.

This study found that the children had clear perceptions about themselves as writers. There were important links between parents' perceptions of their children as writers and the ethos for writing they created in the home. It was found that, overall, more positive parental perceptions were linked with more attention to the meaning of children's writing. It is concluded that early years settings could usefully identify and compare

children's and parents' perceptions of writing in order to enhance children's writing development.
Free to access: **LINK**
Tags: pursue personal writing projects; emergent writers; early writers; home literacies

Children writing at home

Perry, N. E., Nordby, C. J., & VandeKamp, K. O. (2003). Promoting self-regulated reading and writing at home and school. *Elementary School Journal*, 103(4), 317–338.
In this insightful study, the researchers examined the intriguing disparities between the home and school literacy environments for two dynamic Canadian first-grade students, aiming to understand their potential in fostering self-regulated approaches to reading and writing. Through a comprehensive array of observations, including running records, illuminating parent questionnaires, engaging semi-structured interviews, perceptive teacher assessments, and enlightening student interviews, a nuanced narrative of literacy development unfolded. Surprisingly, the researchers discovered captivating nuances and discrepancies between the home and school settings, especially for the emerging reader and writer encountering specific challenges. Amidst these findings, the classroom emerged as a fertile ground offering numerous opportunities for young minds to adopt attitudes and actions associated with self-regulated learning (SRL). However, the study revealed a captivating interplay of messages and methods used to nurture literacy at home—some aligning seamlessly with the classroom, while others provided an intriguing contrast. This exploration journey uncovered a rich tapestry of attitudes and actions displayed by both students, showcasing glimpses of self-regulated learning despite occasional misalignments. Teachers are invited to delve into the narrative of these young learners, where the classroom becomes a stage for the flourishing of independent, academically effective forms of learning in the domains of reading and writing.
Free to access: **LINK**
Tags: home writing; pursue personal writing project; connect reading and writing

Brady, J. (2009) 'Exploring Teachers' Perceptions of Children's Imaginative Writing at Home'. *English in Education, 43*(2), pp. 129 – 148.
This study embarks on an exploration into a somewhat overlooked realm—children's imaginative writing within the home environment. In an educational landscape heavily influenced by standardised measures and top-down directives, this research draws inspiration from the proactive efforts of children who create writing opportunities for themselves, fostering agency through their home-based writing endeavours. Echoing the affirmative stance on reading articulated by Margaret Clark in her seminal work on 'young fluent readers' (1976), this study refrains from highlighting children's limitations and instead seeks inspiration from their self-initiated writing activities at home. Taking a cue from Clark's approach, the premise of this investigation is to delve into the experiences of young proficient writers, mirroring the exploration of competent pre-school readers in Clark's work. The central question guiding this study is: What can we learn from children who willingly engage in writing outside the formal school setting? This paper unveils the initial findings of an ongoing doctoral study, utilising questionnaire data. Specifically, it hones in on the perspectives of Year 5 and 6 teachers regarding children's imaginative writing at home. The exploration delves into challenges related to identification and examines teachers' perceptions of their students as imaginative writers within the home environment. As we navigate through the early phases of this study, the aim is to shed light on the intricate dynamics of children's voluntary writing experiences beyond the classroom.
(£): **LINK**
Tags: home writing; pursue personal writing projects

Chamberlain, L. (2019) 'Places, spaces and local customs: honouring the private worlds of out-of-school text creation'. *Literacy, 53*(1), pp. 39-45
This paper delves into the intricacies of out-of-school writing practices exhibited by three primary-aged children, aged 9–10, offering a nuanced exploration of the writing endeavours they choose to pursue at home,

including tasks designated 'for school' completed in the home environment. Through this inquiry, the study unravels the distinctive ways in which these young writers engage with the act of writing, drawing comparisons between their out-of-school writing and the context-specific writing done for school assignments at home.

In seeking a deeper comprehension of the implications outlined in national surveys linking writing for pleasure to positive writing attainment, this research endeavours to expose the broad spectrum and adaptability of the children's home and voluntary writing practices. It's noteworthy that the children selected for this case study were not chosen for their established writing prowess but rather for their active involvement in writing beyond the confines of the school setting.

Adopting an ecological paradigm, as proposed by Bronfenbrenner (1979), this study explores the intricate dynamics of participation and interaction that shape the children's writing practices within the multifaceted home environment.

The paper advocates for teachers to cultivate a heightened curiosity about the private realms of out-of-school text creation, urging a deeper understanding of the origins of home writing events and artefacts. By delving into these private worlds, educators can better appreciate and tap into the rich provenance of out-of-school writing experiences, enriching the overall understanding of students' literacy development.

(£): **LINK**

Tags: home writing; pursue personal writing projects

Cummings, S, McLaughlin, T. and Finch, B. (2018) Examining preadolescent children's engagement in out-of-school literacy and exploring opportunities for supporting literacy development'. *Australian Journal of Language and Literacy, 41*(2), pp. 103-116. Curwood.

In recent decades, the landscape of children's everyday environments has undergone a profound transformation due to technology, reshaping the literacy-related skills highly valued in educational and workplace settings. This study hones in on the out-of-school literacy-related activities of preadolescent children aged 9–11 years, a crucial age range marked by declining positive attitudes toward leisure reading and a simultaneous surge in individual autonomy and peer influence. Employing a mixed methods design that integrates a survey and semi-structured interviews, the research delves into how children immerse themselves in literacy activities across diverse technology formats, the types of activities that captivate them, and the underlying motivations that drive their engagement.

The results unveil a rich tapestry of literacy activities embraced by children across various formats. Their engagement is influenced by a spectrum of motivations, encompassing communication, family practices, social connectedness, participation and identity, and a yearning for autonomy and competence. The findings underscore the complexity and embedded nature of preadolescent children's literacy choices within educational and social contexts. As a consequence, supporting these children in their literacy activities necessitates a profound understanding of these intricate dynamics.

This study not only sheds light on the multifaceted nature of children's literacy engagement but also holds implications for educators. It prompts a reevaluation of pedagogical approaches and underscores the need for tailored strategies that acknowledge the diverse motivations driving literacy activities. The findings present educators with new opportunities to empower struggling students by aligning instructional methods with the intricate interplay of factors influencing preadolescent children's literacy choices beyond the classroom.

Free to access: **LINK**

Tags: home writing; pursue personal writing projects

Gardner, P. (2013) 'Writing in Context: Reluctant Writers and Their Writing at Home and at School'. *English in Australia, 48*(1), pp. 71–81.

This study delves into the intricate dynamics of reluctant writers' engagement with writing, exploring the contexts of both home and school. Employing a comprehensive survey method, blending structured and semi-structured approaches, the research gathers insights from 106 reluctant writers, aged 6-9, across 9 primary schools in the UK. Despite being labelled as reluctant by their teachers, the majority of these students disclosed active participation in writing across diverse genres within the home environment.

Remarkably, the findings reveal that these seemingly reluctant writers benefit from adult assistance and readily available audiences in their home settings. A sociocultural lens is applied to unravel the discontinuity in the writing behaviours observed between the home and school environments. This perspective highlights the influence of social and cultural factors on these students' writing experiences.

The implications of this study resonate particularly in societies characterised by highly prescriptive writing

curricula that prioritise transcriptional skills over creativity and compositional processes. The study advocates for a shift in educational approaches, urging schools to adopt ethnographic perspectives on literacy. By doing so, educators can uncover the multifaceted identities of students as writers and provide a conducive environment for the seamless application of literacy practices developed in the home to the school writing context. This research offers valuable insights for educators aiming to bridge the gap between home and school literacy experiences, fostering a more holistic and inclusive approach to nurturing writing skills.

(£): **LINK**

Tags: home writing; pursue personal writing projects; reluctant writers; community/ environmental orientation; presentational skills approach

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Puranik, C. S., Phillips, B. M., Longian, C. J. and Gibson, E. (2018) 'Home literacy practices and preschool children's emergent writing skills: An initial investigation'. *Early Childhood Research Quarterly, 42* (1), pp. 228-238.

This study builds upon established knowledge about the role of home literacy practices in enhancing children's oral language and reading skills by exploring the extent and types of writing-related activities parents engage in with their young preschool children. Focusing on 4- and 5-year-olds, we investigate the correlation between these home practices and the development of writing skills. Significant correlations emerged between parental teaching activities, child independent activities, and children's letter writing, spelling, and spontaneous writing.

Multi-level modelling revealed that parental teaching significantly predicted a child's letter writing, spelling, and spontaneous writing skills. Meanwhile, child independent practices were predictive of letter writing and spontaneous writing, but not spelling. The findings underscore the presence of writing-related activities in home practices and their tangible impact on children's writing development.

This study contributes to our understanding of the multifaceted ways in which home practices shape early writing skills. It emphasises the dual roles of parental teaching and child independence in fostering specific aspects of writing proficiency.

The implications of these findings are discussed, emphasising the importance of integrating writing-related activities into home literacy practices for optimal writing skill development in preschool children.

Free to access: **LINK**

Tags: home writing; emergent writing; early writing

Skibbe, L. E., Bindman, S. W., Hindman, A. H., Aram, D. and Morrison, F. (2013) 'Longitudinal relations between parental writing support and preschoolers' language and literacy skills', *Reading Research Quarterly, 48* (4), pp. 387-401.

This study delves into the nuanced dynamics of parental writing support over time and its correlation with children's language and literacy skills. Seventy-seven parent-preschooler pairs were videotaped engaging in a collaborative writing task—an invitation—twice over the course of a year. The analysis focused on parental writing support, specifically at the letter level, documenting graphophonemic support (letter–sound correspondence), print support (letter formation), and demand for precision (expectation for correcting errors).

Parents predominantly employed a limited set of strategies, relying on both graphophonemic (such as saying the word as a whole, dictating letters as children write) and print (such as parents writing the letter alone) support. The study revealed that graphophonemic and print support in preschool significantly predicted children's decoding skills, with graphophonemic support also being a predictor of future phonological awareness. Interestingly, neither form of support demonstrated a correlation with children's vocabulary scores. The infrequent occurrence of demand for precision did not show a significant relationship with children's outcomes.
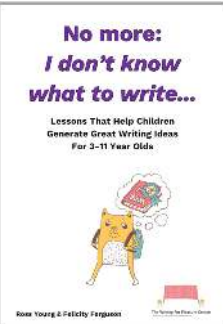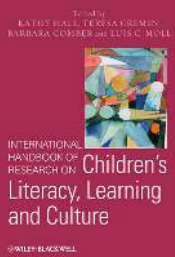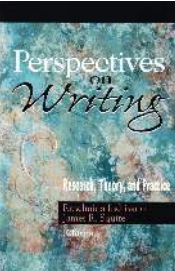
These findings underscore the pivotal role of parental writing support in enhancing children's literacy skills, shedding light on specific strategies that contribute to decoding and phonological awareness. The study emphasises the importance of recognizing and fostering parental involvement in writing-related activities as a means of bolstering children's foundational literacy abilities.

Free to access: **LINK**

**Tags:** home writing; emergent writing; early writing; teaching encoding strategies

Recommended chapters and literature

- See also *Agency (Ownership & Personal Responsibility)*
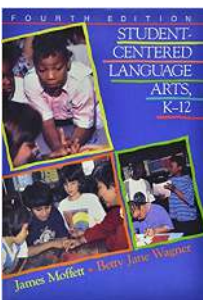- See also *Writer-Identity*

	Young, R., Ferguson, F. (2021) *A Guide To Personal Writing Projects & Writing Clubs For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Kaufman, D. (2021) *Supporting Children's Writing At Home* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2022) *No More: I Don't Know What To Write… Lessons That Help Children Generate Great Writing Ideas* Brighton: The Writing For Pleasure Centre [**LINK**]
	Rosemberg, C.R., Stein, A., and Alam, F. (2013). At home and at school: Bridging literacy for children from poor rural or marginalized urban communities *International Handbook of Research on Children's Literacy, Learning, and Culture*, Hall, K., Cremin,T., Camber, B., and Moll, L. (Eds.) (pp. 67–82). Oxford:Wiley-Blackwell.
	Dyson, A. (2000). Writing and the sea of voices: Oral language in, around and about writing. *Perspectives on Writing: Research Theory and Practice*, Indrisano, R., and Squires, J.R. (Eds.) (pp. 45–65). Newark, DL: International Reading Association.
	Graham, L., and Johnson, A. (2012) *Children's Writing Journals* Royston: United Kingdom Literacy Association.
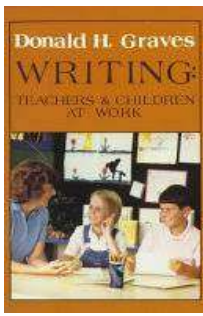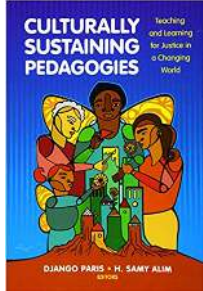
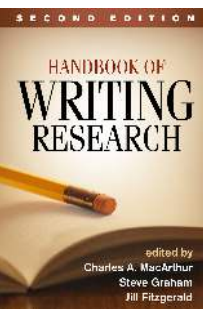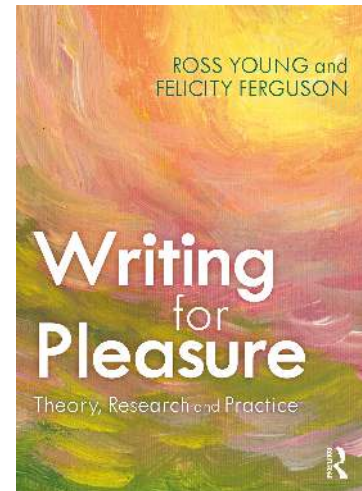|	Gaves, D. (1983). *Writing:Teachers and Children at Work*. Exeter, NH: Heinemann.
	Kinloch,V. (2017). 'You ain't making me write': Culturally sustaining pedagogies and black youths' performance of resistance. *Culturally Sustaining Pedagogies*, Paris, D.,and Alim, S. (Eds.) (pp. 25–42). New York:Teachers' College Press.
	Moffett, J., Wagner, B., (1991) *Student-centred Language Arts* USA: Cook Publishers
	Rosen, M. (1998) *Did I Hear You Write?* (2nd Ed.). London: Five Leaves Publications.
	Schultz, K., Hull, G., and Higgs, J. (2017). After writing, after school. *Handbook of Writing Research*, MacArthur, C., Graham, S., and Fitzgerald, J. (Eds.) (2nd Ed.) (pp. 102–115). New York: Guilford Press.

Chapter 19
Explicit Writing Instruction: Teach Mini-Lessons

Introduction

This chapter begins by exploring how teachers can, through mini-lessons, effectively deliver explicit and direct instruction within the context of a community of writers. The authors first share the theory, research, and practice which has looked into increasing children's knowledge and understanding of writing through writing-study. This includes learning about craft, process, genre, transcriptional and technological knowledge as well as knowledge about readership, positive writerly environments, and the affective dispositions and behaviours of writers. Next, the authors focus their attention on research which has looked into effective grammar instruction including functional grammar lessons and sentence combining. The authors share their own conception of self-regulated strategy development instruction and how this relates to writing study and functional grammar teaching. Towards the end of the chapter, the authors examine the role of the writer-teacher in effective instruction, the profound link between writing goals and writing instruction, and the importance of responsive teaching and daily writing time. The chapter ends with the authors sharing examples of effective practice from exceptional teachers of Writing For Pleasure.

DOWNLOAD CHAPTER

This chapter discusses the importance of a reassuringly consistent routine for individual writing lessons. It explains how a good writing lesson will typically follow the writing workshop routine of mini-lesson, writing time and class sharing. It explains how a good mini-lesson is short and responsive to what the class' learning needs are presently. Using research evidence, it makes clear that the most effective writing instruction includes teaching writing study and writing craft mini-lessons so as to increase children's level of independence through self-regulation strategy development (SRSD). These lessons involve teaching techniques and strategies children can use independently to navigate the writing processes. It discusses how, for children's knowledge and skill in grammar and punctuation use to improve, children should be taught to use it functionally through functional grammar lessons. Next, the chapter discusses how, as children become more experienced, they should be given agency to set their own process goals and deadlines. A rationale is given as to why children must have daily and sustained time for writing. Advice is given about what teachers should be doing whilst children are writing. Finally, it is explained how teachers can allow time for class sharing and how to conduct an effective 'author's chair'.

DOWNLOAD CHAPTER

Writing study: Self-regulation strategy instruction

Sun, T., Wang, C., Wang, Y. (2022) The effectiveness of self-regulated strategy development on improving English writing: Evidence from the last decade, *Reading & Writing*
Self-Regulated Strategy Development (SRSD) is a teaching approach incorporating explicit and systematic instruction of writing strategies, knowledge or skills, and self-regulation procedures into writing. This study aims to estimate the overall average effect of SRSD on English writing outcomes. Results suggested that SRSD had a positively large effect on writing outcomes.
(£) **LINK**
Tags: teach mini-lessons; writing instruction; self-regulation strategy instruction; self-regulation

Michael, E. L., Ray, A., & McKeown, D. (2022) Assessment for effective strategy instruction in writing, *Preventing School Failure: Alternative Education for Children and Youth*, 1-6

Strategy instruction is an effective method for improving the writing skills of students who struggle when writing. It is critical when implementing strategy instruction that assessment of the strategy takes place in addition to assessment of writing. Practitioners should consider strategy assessment to ensure student proper use of strategy. This manuscript details variety in writing assessment and strategy instruction assessment that can be implemented to determine specific student needs for writing instruction. Consideration for practitioners is included.

(£) **LINK**

Tags: teach mini-lessons; writing instruction; self-regulation strategy instruction; self-regulation; special educational needs and disabilities

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Blanch, N., Forsythe, L., Van Allen, J., Killingsworth Roberts, S. (2017) Reigniting Writers: Using the Literacy Block With Elementary Students to Support Authentic Writing Experiences, *Childhood Education*, 93:1, 48-57

Given the importance of writing, especially in light of college and career readiness emphasis, and the observations that time spent writing in context diminishes over a student's years in school, this article proposes to reignite writing instruction in elementary classrooms through five practical approaches for supporting students in authentic writing.

- Teaching writing strategies to plan, revise, and edit
- Writing collaboratively
- Utilising functional grammar instruction
- Using the writing processes
- Studying and emulating model mentor texts

Examples using these five approaches in the literacy block are included so as to reignite writers.

(£) **LINK**

Tags: teach mini-lessons; writing instruction; motivation; pursue purposeful and authentic class writing projects; teach the writing processes; be reassuringly consistent; functional grammar instruction; writing workshop; process approach; genre study; mentor texts; read, share, think and talk about writing; set writing goals

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Managhan, E. (2020) Effective Practices to Balance Literacy Instruction in Early Childhood, *Learning to Teach*, 9(1)

Emergent literacy practices have been debated for decades between developmentally appropriate play-based instruction and direct instruction.

Recently, accountability and more rigorous standards have placed pressure on early childhood educators to shift literacy instruction to direct teaching with less emphasis on developmentally appropriate play-based instruction. However, emergent literacy skills are multi-faceted, requiring flexible instructional practices.

This manuscript addresses the benefits of implementing both play-based and direct instructional practices to balance literacy instruction. Educators should implement a balanced approach to literacy instruction to meet the developmental needs of children and the academic demands of the standards.

Free access: **LINK**

Tags: teach mini-lessons; writing instruction; play; emergent writers; early writers; volition; be reassuringly consistent; writing workshop; process approach; read, share, think and talk about writing

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Swant, S. (2016) *"Preschool Writing Instruction: Modelling the Writing Stages"* Graduate Student Theses, Dissertations, & Professional Papers. 10649

Writing is an essential component of language development and early literacy. With the growing focus on national and state education standards, the early foundation of writing and literacy skills proves to be an area of importance and concern; however, limited research has been conducted in the area of preschool writing instruction.

This study investigated writing and other foundational literacy skills in preschoolers following three different instructional conditions. Preschoolers (n=85), who attended a preschool educational setting serving low-income families, were randomly assigned to classrooms in three research groups: control, comparison, and treatment. The control group participated in implicit writing experiences and instruction, typical in many preschool classrooms. Students in the comparison group received biweekly modelled adult writing instruction, and students in the treatment group received biweekly modelled emergent writing instruction over a 10 week period of time.

Pre- and post-assessment of early literacy skills indicated that children who received modelled emergent writing and those who received modelled adult writing demonstrated statistically significant improvement in their early writing skills compared to children in the control group who did not receive explicit writing instruction.

This study contributes to the knowledge base of the most effective and efficient form of writing instruction for preschool children building early literacy foundations needed for later achievement.

Free access: **LINK**

Tags: teach mini-lessons; writing instruction; emergent writers; early writers; be reassuringly consistent; be a writer teacher

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Hayden, T. (2021) *Agency in a Year 4 Writing For Pleasure classroom: Influencing their own instruction and co-developing product goals for a memoir class project.* Unpublished dissertation: University of East London

This action research study in a Year Four *Writing for Pleasure* classroom explored the idea of increasing pupils' agency over assessment criteria and daily instruction.

- By co-developing product goals for memoir writing after a week of genre-study, pupils crafted their own memoirs over a period of 13 writing sessions.
- After each mini-lesson, pupils were invited to evaluate its usefulness and were given the opportunity to suggest the next day's mini-lesson through a daily-attitude survey.
- The project included mini-lessons derived from a broad range of writing craft areas such as *Generating Ideas, Clarity and Accuracy* and *Being Writers* and included strategies like *Memories that generate strong feelings, Getting it 'reader ready': how to use an editing checklist*, and *Choose something delicious from the publishing menu*.

The results suggest that students were able to engage authentically and effectively to influence their own instruction, and produce memoir writing which replicated many of the strategies they had been taught. Final writing products displayed how children paid close attention to audience, purpose and reader treatment, attended to many of the textual features, and attempted several new writing techniques independently.

Free access: **LINK**

Tags: teach mini-lessons; writing instruction; set writing goals; responsive teaching; agency; self-regulation strategy instruction; functional grammar instruction; genre study; mentor texts; self-regulation; self-efficacy; pursue purposeful and authentic class writing projects

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Helsel, L., Kelly, K., Wong, K. (2021) Responsive Teaching in the Writer's Workshop, *The Reading Teacher*, doi.org/10.1002/trtr.2074

Journey with a third-grade community of writers as they develop their writing identities and abilities in a responsive approach to writers' workshop. Instruction is framed around the writers' workshop approach, where students' choice and voice are centred within extended periods of time for writing, alongside daily mini-lessons addressing the ongoing needs of each student writer. Knowledgeable about each child as an individual and as a writer, their teacher, Ms. H tailors whole group, small group, and individual instruction to address their unique needs. She fosters a community of writers through her intentional feedback and guidance to support children as they navigate writing partnerships with their peers. She supports them as they work to overcome roadblocks along the way while celebrating the journey as a community of authors.

(£): **LINK**

Tags: teach mini-lessons; writing instruction; set writing goals; writing workshop; writer-identity; responsive teaching; agency; motivation; treat every child as a writer; build a community of writers; self-regulation strategy instruction; functional grammar instruction; self-regulation; self-efficacy; pursue purposeful and authentic class writing projects

Bradford, K., Newland, A., Rule, A., Montgomery, S. (2016) Rubrics as a tool in writing instruction: Effects on the opinion essays of first and second graders, *Early Childhood Education*, 44, 463–472.

This study explores the effects of rubric use on writing instruction of opinion paragraphs for 20 first grade students. The study determined that providing a rubric and instructing students on how to use it, in addition to teaching writing mini-lessons regarding specific areas of the rubric improved student writing scores to a highly significant degree (+0.92). Student feedback also indicated that initial use of a rubric promoted positive attitudes toward writing and higher self-efficacy.

(£) **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; rubrics; set writing goals; self-efficacy; writing instruction

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Holmes, K. (2003) Show, Don't Tell: The Importance of Explicit Prewriting Instruction, *The Clearing House*, 76, 5 241–243.

This article suggests that immersion alone is not sufficient for students who lack knowledge of writing strategies. The article advocates for direct strategy instruction to enable students to be successful during the writing process.

(£) **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; writing instruction

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Tracy, K., Headley, K. (2013) I Never Liked to Read or Write: A Formative Experiment on the Use of a Nonfiction-Focused Writing Workshop in a Fourth Grade Classroom, *Literacy Research and Instruction*, 52:3, 173-191

This study investigated how a nonfiction-focused writing workshop could be implemented to improve students' reading and writing. Analyses revealed that the success of the intervention related mainly to the teacher's awareness, her beliefs about her own self-efficacy, students' shared vocabulary, and students' use of strategies. Unanticipated effects and changes to the educational environment are also discussed.

(£) **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; writing instruction

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Danoff, B., Harris, K. R., Graham, S. (1993) Incorporating strategy instruction within the writing process in the regular classroom: Effects on the writing of students with and without learning disabilities, *Journal of Reading Behaviour*, 25(3), 295–322.

This study examined the effectiveness of embedding strategy instruction in the context of a process approach to writing in inclusive classrooms. Through a series of extended mini-lessons during writers' workshop, both students with and without a learning disability were taught a writing strategy and procedures for regulating the strategy and the writing process. The strategy instructional procedures had a positive effect on the participating students' writing. The structure of their stories improved substantially following instruction and remained improved over time and with a different teacher. The quality of what was written also improved. Overall, improvements in story quality were maintained and generalised by all of the students.

Free access: **LINK**

Tags: teach mini-lessons; writing study; writing instruction; connect reading and writing; mentor texts; metacognition

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Alber-Morgan, S., Hessler, T., Konrad, M. (2007) Teaching writing for keeps, *Education and Treatment of Children*, 30, 107–128

Proficiency with written expression is critical for students' academic success. Unfortunately, writing presents a challenge for both students and teachers. Recent data suggest that many students in U.S. schools fail to meet even the most basic writing standards. And even when students receive effective (i.e., evidence-based) writing instruction, they often struggle with the generalisation (i.e., transfer) of skills to other writing tasks, genres, and purposes and with maintaining skills over time. This article provides teachers with strategies for promoting generalisation of writing skills in each stage of the writing process: prewriting, drafting, revising, editing, and publishing.

Free access: **LINK**

Corden, R. (2003) Writing is more than 'exciting': Equipping primary children to become reflective writers, *Literacy*, 37(1), 18–26

This research group wanted to know whether, through examining how texts are crafted by expert writers during literacy sessions, children might be encouraged to pay more attention to compositional rather than secretarial aspects of narrative writing during writing workshops. The overall writing achievement of 338 children was monitored over one school year and narrative writing from 60 case study children was evaluated at the beginning and end of the research period. In this article the impact on achievement is illustrated, some examples of writing are analysed and evidence of development in children's metacognition and confidence as writers is discussed.

Free access: **LINK**

Englert, C.S., Raphael, T.E., Anderson, L.M., Anthony, H.M., Stevens, D.D. (1991) Making strategies and self-talk visible: Writing instruction in regular and special education classrooms, *American Educational Research Journal*, 28(2), 337–372

This study examined the effects of an intervention that attempted to improve students' explanation writing abilities through an instructional emphasis on teacher and student dialogues about explanation writing strategies, text structure processes, and self-regulated learning. The findings suggested that the dialogic instruction was effective in:

- promoting students' explanation writing abilities
- improving children's writing using a text structure not taught.

The results support the importance of instruction that makes the writing processes and strategies visible to students through teacher-student and student-student dialogues

Free access: **LINK**

Saddler, B., Graham, S. (2017) The relationship between writing knowledge and writing performance among more and less skilled writers, *Reading & Writing Quarterly*, 23(3), 231–247

This study assessed whether skilled writers are more knowledgeable than less skilled writers, and that individual differences in knowledge are related to writing performance. Both of these assumptions were supported.

- Fourth-grade students who were more skilled writers were more knowledgeable than their less skilled peers. They knew more about how writing promoted school and later occupational success. They also were more knowledgeable about the role of substantive processes in composing, the use of substantive procedures when writing for a younger child, and the value of seeking assistance when experiencing difficulties.
- For more skilled writers, writing knowledge was significantly correlated with their story writing performance.

Free access: **LINK**

Harris, K., Graham, S., Mason, L. (2006) Improving the writing, knowledge, and motivation of struggling young writers: effects of self- regulated strategy development with and without peer support, *American Educational Research Journal*, 43(2), 295–340.

Writing development involves changes that occur in children's strategic behaviour, knowledge, and motivation. The authors examined the effectiveness of self-regulated strategy development (SRSD), a strategy instructional model designed to promote development in each of these areas. Instruction focused on planning and writing stories and persuasive essays. The addition of a peer support component to SRSD instruction aimed at facilitating maintenance and generalisation effects was also examined. SRSD had a positive impact on the writing performance and knowledge of struggling second-grade writers. SRSD-instructed students were more knowledgeable about writing and evidenced stronger performance in the two instructed genres (story and persuasive writing) as well as two uninstructed genres (personal narrative and informative writing).

(£): **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; read, share, think and talk about writing; self-regulation; writing instruction; writing study

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Regan, K., Berkeley, S. (2012) Effective reading and writing instruction: A focus on modelling, *Intervention in School and Clinic*, 47(5), 276–282

When providing effective writing instruction, teachers need to provide explicit modelling. Modelling is particularly important when teaching students to use cognitive learning strategies. Examples of how teachers can provide specific, explicit, and flexible instructional modelling is presented in the context of two evidence-based practices in the areas of reading and writing.

(£): **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; functional grammar teaching; cognitive theory

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Harvey, S. (2002) Nonfiction inquiry: Using real reading and writing to explore the world, *Language Arts,* 80(1)

This article considers how nonfiction is the genre most likely to spur children's passion and wonder for learning. It describes how educators teach students that their best writing teachers are the authors they love, not the encyclopaedias they need for beginning research. In addition, it discusses the importance of making the implicit explicit through modelling and regular writing-study mini-lessons.

Free access: **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; pursue authentic and purposeful writing projects; genre theory; textual features; be a writer teacher; connect reading and writing; writing instruction

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Kellogg, R.T. (2008) Training writing skills: A cognitive developmental perspective, *Journal of Writing Research*, 1(1), 1–26

Writing skills typically develop over a course of more than two decades as a child matures and learns the craft of composition through late adolescence and into early adulthood. The novice writer progresses from a stage of knowledge-telling to a stage of knowledge-transforming characteristic of adult writers. Professional writers advance further to an expert stage of knowledge-crafting in which representations of the author's planned content, the text itself, and the prospective reader's interpretation of the text are routinely manipulated in working memory. Knowledge-transforming, and especially knowledge-crafting, arguably occur only when sufficient executive attention is available to provide a high degree of cognitive control over the maintenance of multiple representations of the text as well as planning conceptual content, generating text, and reviewing content and text. Because executive attention is limited in capacity, such control depends on reducing the working memory demands of these writing processes through maturation and learning. It is suggested that students might best learn writing skills through cognitive apprenticeship training programs that emphasise deliberate practice.

Free access: **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; functional grammar teaching; cognitive theory

Grammar and punctuation instruction

Chatterjee, A., & Halder, S. (2022). Teaching Grammar in the Context of Writing: A Critical Review. *Journal of Education*, 0(0). https://doi.org/10.1177/00220574221074308

The place of grammar within the teaching of writing has long been contested, and a vast body of research has found no correlation between grammar teaching and writing attainment. However, recent studies of contextualised grammar teaching have argued that if grammar input is intrinsically linked to the demands of the writing being taught, a significant positive impact on writing results. This review aims to analyse existing studies of contextualised grammar teaching in the L1 setting. Finally, the review suggests the need to replicate existing studies and explore peer influence in contextualised grammar teaching classes.

(£): **LINK**

Tags: craft knowledge; functional grammar teaching; contextualised grammar instruction

Sotomayor, C. (2023). The Role of Grammar and Vocabulary for Writing Instruction in School. In Development of Writing Skills in Children In *Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 65-83). Cham: Springer International Publishing.

The purpose of this chapter is to examine the role of grammar and vocabulary as fundamental linguistic knowledge to teach writing in school. This paper presents research about the teaching of grammar integrated with writing, as a linguistic resource that the writer can choose for their communicative purposes. Likewise, it examines evidence that reveals vocabulary as a fundamental variable of quality for written texts.

The chapter provides a background to the presence of grammar and vocabulary in current Latin American curricula and their relationship to the linguistic skills for effective communication (i.e., reading, writing, and speaking). Next, it explores a classroom activity in which grammar and vocabulary were taught to sixth-grade primary school students in Chile when writing a story and an article. The results showed a positive effect on grammar and on the textual structure of both genres. Finally, the chapter looks at the pedagogical implications for the teaching of school writing.

Free access: **LINK**

Tags: craft knowledge; functional grammar teaching; vocabulary instruction

Chatterjee, A., & Halder, S. (2022) Teaching Grammar in the Context of Writing: A Critical Review, *Journal of Education*, 00220574221074308.

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(£): **LINK**

Tags: teach mini-lessons; pursue purposeful and authentic class writing projects; formative assessment; pupil-conferencing; mentor texts; craft knowledge; functional grammar teaching; connect reading and writing

Healey, B., Gardner, P. (2022) Explicit embodiment of narrative worlds: a case study of student-teacher concept-led grammar conferencing for writing, *Language Awareness*, DOI: 10.1080/09658416.2022.2092122

The abstract nature of grammar makes metalinguistic thinking a challenge for both teachers and students. However, it is suggested that writing conferences in which students are encouraged to reflect on grammatical choices and their impact on meaning may be an effective means to develop metalinguistic awareness.

This paper draws on cognitive linguistics and mentor texts to investigate what impact a concept-led, dialogic approach to grammar teaching has in the context of student- teacher discussions. By means of writing conferences between a teacher and three Year Five students, the paper explores how students made effective grammatical choices, as a result of metalinguistic dialogue with their teacher.

Six concepts, scope, action chains, deixis, attentional windowing, fictive motion, and figure and ground, provided the explicit foci for imagining narrative scenes and appropriate grammatical choices.

The findings suggest these concepts may have an enduring effect on students' ability to make independent and creative choices in their writing.

(£): **LINK**

Tags: teach mini-lessons; pupil-conferencing mentor texts; craft knowledge; cognitive linguistics; pedagogical stylistics; functional grammar teaching; connect reading and writing

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Ward, B., Collet, V., Eilers, L. (2021) Using published authors as mentors to teach grammatical conventions, *Research Papers in Education*, DOI: 10.1080/02671522.2020.1864764

This study considers a contextualised approach to grammar instruction, asking: "Does embedded instruction using published authors as mentors improve grammar and usage for young writers?"

Twenty-three 7-8 year old students participated. Students were taught grammar conventions through the use of mentor texts for 45 minutes a day, four to five days a week for nine weeks. Students' scores on a criterion-referenced test of grammar skills, and on the RDGU, a test specific to second-grade grammar standards, showed statistically-significant improvement over the course of the intervention.

Results suggest that use of mentor texts is an instructional approach that provides authentic models and increases students' understanding of the syntax of language.
Such an approach contrasts starkly to ineffective methods using worksheets and isolated grammar instruction.

Free access: **LINK**

Tags: teach mini-lessons; genre-study; mentor texts; craft knowledge; functional grammar teaching; connect reading and writing

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Cushing, I. (2019) Grammar policy and pedagogy from primary to secondary school, *Literacy*, 53(3), 170–179

Grammar is a key focus of current UK national curriculum policy, at both primary and secondary school level. But grammar policy across these levels is incongruous: at primary level, policy is largely prescriptive, framing language as a system of constraints and rules, whereas at secondary level, policy is much more geared towards descriptive, functional linguistics.

Using data acquired from a survey with 275 secondary English teachers and interviews with 24 secondary English teachers, I critically explore how the incongruity of primary–secondary level grammar policy is impacting upon grammar pedagogy at secondary level. Using a combination of thematic and metaphor analysis, I show how many teachers report secondary students conceptualising grammar as a list of technical terms, with little idea or experience of how to use this knowledge in applications such as critical reading or creative writing. I also show how some secondary teachers were aiming to integrate grammar into their teaching, looking to build and develop on the grammatical knowledge students have from primary level.

The data show that teacher and student conceptualisations of grammar are shaped by curriculum policy, and I call for a more coherent and coordinated vision of grammar across primary and secondary level.

Free access: **LINK**

Tags: balance composition and transcription; functional grammar teaching; grammar; self-regulation strategy instruction; functional grammar mini-lessons; teach mini-lessons; writing study; writing instruction

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Fearn, L., Farnan, N. (2007) When is a verb? Using functional grammar to teach writing, *Journal of Basic Writing*, 26(1), 63–87

While evidence shows that grammar study focused on identification, description, and definition fails to enhance writing performance, the grammar most students study remains focused on the IDD tradition.

The authors taught a functional grammar that featured what words do in sentences, rather than what words are called and how they are defined, to two sections of tenth graders while another teacher taught grammar identification-definition-description. Students completed a grammar test and submitted writing samples prior to, and following, the five-week treatment. Functional grammar students scored essentially the same as IDD students on the grammar test and in mechanical accuracy. However, they scored significantly better than IDD students in a holistic rating of writing.

There can be a positive interaction between grammar instruction and writing performance if the grammar is functional and used for writing purposes.

Free access: **LINK**

Tags: balance composition and transcription; functional grammar teaching; grammar; self-regulation strategy instruction; functional grammar mini-lessons; teach mini-lessons; writing study; writing instruction

Calkins, L. (1980) When children want to punctuate: Basic skills belong in context, *Language Arts*, 57, 567–573.

This article reports on classroom observations and dialogues with children that show children's understanding and use of punctuation. Data shows that children in a class in which punctuation was taught in the context of writing learned more about punctuation than children in a class in which it was taught in isolation.

Free access (if read online): **LINK**

Tags: balance composition and transcription; functional grammar teaching; grammar; self-regulation strategy instruction; functional grammar mini-lessons; teach mini-lessons; writing study; writing instruction

Weaver, C., Bush, J., Anderson, J., Bills, P. (2006) Grammar intertwined throughout the writing process: An inch wide and a mile deep, *English Teaching: Practice & Critique*, 5(1), 77–101

Drawing on theory and practice, the authors of this paper argue that, rather than trying to "cover" all grammatical skills, something traditionally done in many classrooms, and with limited results, teachers can more successfully teach less grammar with better results by focusing on key grammatical options and skills in the context of actual writing, throughout the writing process and over time.

The article includes specific examples of teachers integrating grammar within writing instruction, as supported by theoretically and pedagogically sound practices. The article also presents a planning framework for teachers seeking to integrate grammar more effectively in their classrooms. Particularly emphasised is the value of using literature as a source for grammatical examples and skills. Sections also address specific adaptations for elementary writing workshops and the teaching of editing.

Free access: **LINK**

Tags: teach mini-lessons; writing study; functional grammar teaching; mentor texts; writing workshop; reassuringly consistent routine; pursue purposeful and authentic writing projects

Kolln, M. (1996) Rhetorical grammar: A modification lesson, *English Journal*, 85(7), 25–31.

This article explores what "grammar" means and suggests that grammar has a place in the writing classroom. Kolln suggests that by modifying "grammar" with adjectives such as "functional" and "rhetorical" teachers can contribute to positive, meaningful changes in the language arts curriculum.

Free access: **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; functional grammar teaching; sentence combining; writing instruction

Myhill, D. (2018) Grammar as a meaning-making resource for improving writing (Contribution to a special issue Working on Grammar at School in L1-Education: Empirical Research across Linguistic Regions), *L1-Educational Studies Language and Literature*, 18, 1–21.

This article will review recent research which demonstrates that explicit grammar teaching can support learner outcomes in reading and writing. Drawing on a framework for grammar, which emphasises grammar as a resource for meaning-making, the article will offer a rationale for the inclusion of grammar in the curriculum. This argument will be evidenced with data from a series of related studies and will discuss:

- linking grammar and the learning of writing in a meaningful way
- the role of talk in supporting the development of students' metalinguistic knowledge
- students' understanding of grammatical terms
- the place of teachers' grammatical subject knowledge in supporting a meaning-rich approach to the teaching of grammar.

Free access: **LINK**

Tags: teach mini-lessons; functional grammar teaching; read, share, think and talk about writing

Myhill, D., Jones, S., Lines, H., Watson, A. (2012) Re-thinking grammar: The impact of embedded grammar teaching on students' writing and students' metalinguistic understanding, *Research Papers in Education*, 27(2), 139–166.

This paper reports on a national study which set out to investigate whether contextualised teaching of grammar, linked to the teaching of writing, would improve student outcomes in writing and in metalinguistic understanding. The results indicate a significant positive effect for the intervention, but they also indicate that this benefit was experienced more strongly by the more able writers in the sample. Teachers found the explicitness, the use of discussion and the emphasis on playful experimentation to be the most salient features of the intervention. The study is significant in providing robust evidence for the first time of a positive benefit of teaching grammar.

Free access: **LINK**

Tags: teach mini-lessons; functional grammar teaching; read, share, think and talk about writing

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Wyse, D., Torgerson, C. (2017) Experimental trials and 'what works?' In education: The case of grammar for writing, *British Educational Research Journal*, 43(6), 1019–1047.

The aim of this paper is to examine the use of evidence, particularly the use of evidence from experimental trials, to inform national curriculum policy. To do this the teaching of grammar to help pupils' writing was selected as a case. Two well-regarded and influential experimental trials that had a significant effect on policy, and that focused on the effectiveness of grammar teaching to support pupils' writing, are examined in detail. The paper shows a significant and persistent mismatch between national curriculum policy in England and the robust evidence that is available with regard to the teaching of writing. It is concluded that there is a need for better evidence-informed decisions by policy makers to ensure a national curriculum specification for writing that is more likely to have positive impact on pupils.

Free access: **LINK**

Tags: teach mini-lessons; writing study; functional grammar teaching

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Andrews, R., Torgerson, C., Beverton, S., Locke, T., Low, G., Robinson, A., Zhu, D. (2006) The effect of grammar teaching on writing development, *British Educational Research Journal*, 32(1), 39–55

This article reports on the results of two international systematic research reviews which focus on different aspects of teaching grammar to improve the quality and accuracy of 5-16-year-olds' writing in English. The results show that there is little evidence to indicate that the teaching of formal grammar is effective; and that teaching sentence-combining has a more positive effect. In both cases, however, despite over a hundred years of research and debate on the topic, there is insufficient quality of research to prove the case with either approach. More research is needed, as well as a review of policy and practice in England with regard to the teaching of sentence structure in writing.

Free access: **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; functional grammar teaching; sentence combining

Sentence-level instruction

Saddler, B. (2023). It Was a Dark and Stormy Sentence: Teaching the Fine Art of Sentence Construction. In *The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham* (pp. 147-166). Cham: Springer International Publishing.

Learning to compose a variety of effective sentences is an important element within the writing process and one of the first tasks writers take on when learning to communicate in writing. Although creating a sentence may seem simple, for many writers it can be quite challenging. To improve sentence construction skills, writers need to develop an ability to place clear ideas into a variety of sentence formats using a style that is pleasing to the reader. One well-researched method to teach sentence construction skills is sentence combining. In this chapter sentence combining is introduced and situated within the writing process. Additionally, the theoretical benefits and practical applications are reviewed along with recent empirical studies. Finally, future directions for research are suggested.

Free access: **LINK**

Tags: sentence combining; sentence-level instruction; teach the writing processes; functional grammar teaching

Tavsanli, O. F., Graham, S., Kaldirim, A., & Collins, A. (2023). The Effect of Sentence Combining Instruction with Second-to Fourth-Grade Children: a Replication Study in Turkey, *Educational Psychology Review*, 35(3), 1-25.

Translating ideas into acceptable sentence is an essential writing production process. Limited sentence construction skills can hinder young writers from expressing ideas as intended or creating sentences that are comprehensible to their audiences. This may also limit other writing production processes, as young writers must devote considerable attention to this skill until it becomes more facile.

This investigation replicated an earlier sentence combining study conducted in the USA by Saddler and Graham (Journal of Educational Psychology, 97:43–54, 2005). In the current study, 88 Grade 2 to 4 Turkish students who received sentence combining instruction that included peer-assisted learning were compared to 83 students in the same grades and school who continued to receive their regular classroom writing instruction.

Students receiving sentence combining instruction had statistically higher scores on measures of sentence fluency, writing quality, and length of essays than students in the business-as-usual comparison. The study provided evidence that the peer-assisted learning model of sentence combining instruction tested here and in Saddler and Graham (Journal of Educational Psychology, 97:43–54, 2005) was effective.

 These findings also provided support for the importance of sentence construction skills, as teaching such skills resulted in more general improvements in writing, including an improvement of overall quality of text. Implications for practice, theory, and research are discussed.

Free access: **LINK**

Tags: teach mini-lessons; functional grammar teaching; sentence combining; sentence-level instruction

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Saddler, B., Ellis-Robinson, T., Asaro-Saddler, K. (2018) Using Sentence Combining Instruction to Enhance the Writing Skills of Children With Learning Disabilities, *Learning Disabilities*, 16(2) pp.191-202

One area of writing that may be particularly problematic, causing both academic and behavioural challenges for writers with learning disabilities, is constructing sentences. Sentences are the building blocks of coherent and effective writing and constructing syntactically correct and complex sentences is a critical skill characterising expert writing. Unfortunately, many students with learning disabilities struggle with this critical skill. These students may produce sentences with fewer words, less syntactical complexity, and more errors of spelling and grammar than their regularly achieving peers.

For researchers and teachers of children with learning disabilities, improving sentence construction ability with empirically based interventions is imperative. In this review of literature a method to teach sentence construction, called sentence combining, is presented and current research providing support for the use of sentence combining as a method to improve sentence construction ability, overall writing quality, and quantity of revisions is summarised.

Free access: **LINK**

Tags: teach mini-lessons; functional grammar teaching; sentence combining; sentence-level instruction

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Keen, J. (2004) Sentence-combining and redrafting processes in the writing of secondary school students in the UK, *Linguistics & Education,* 15(1-2) pp.81-97

This article builds on the established research on sentence combining with respect to students' writing development. The findings are discussed in relation to the use of coordinating conjunctions, the subordinating conjunctions 'as' and 'because' and subordination other than explanatory 'as' and 'because'. They suggest that aspects of grammatical development in students' writing are integrally related to propositional meaning, cohesion and rhetorical effects, and in particular that redrafting can enable students to explore forms of expression in their own writing, that coordination and use of explanatory 'as' and 'because' can enable students to explore relationships between clauses in writing, and that a complex process of rank shift of clause types, including subordinate clauses, can enable students to enhance their clause planning and their ability to elaborate.

(£): **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; functional grammar teaching; sentence combining; teach the writing processes; revision; writing instruction

Walter, K., Dockrell, J., Connelly, V. (2021) A sentence-combining intervention for struggling writers: response to intervention, *Reading & Writing,* 34 pp.1825-1850

Children who struggle with writing are a heterogeneous group and may experience difficulties in a range of domains, including spelling, reading, and oral language. These difficulties are reflected in their writing and may influence their responsiveness to writing interventions.

Children receiving a sentence-combining intervention showed significant improvements. Findings indicate that when devising interventions for struggling writers, specific profiles of skills should be considered. Specifically, sentence combining may be more appropriate for students whose primary area of difficulty is reading, rather than poor spelling or oral language.

Free access: **LINK**

Tags: teach mini-lessons; functional grammar teaching; sentence combining; sentence-level instruction; connect reading and writing; spelling

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Berninger, V., Nagy, W., Beers, S. (2011) Child writers' construction and reconstruction of single sentences and construction of multi-sentence texts: Contributions of syntax and transcription to translation, *Reading and Writing*, 24, 151–182

Children in grades one to four completed two sentence construction tasks:

- Write one complete sentence about a topic prompt.
- Integrate two sentences into one complete sentence without changing meaning.

Most, but not all, children in first through fourth grade could write just one sentence. Many beginning writers have syntactic knowledge of what constitutes a complete sentence, but not until fourth grade do both syntax and transcription contribute uniquely to flexible translation of ideas into the syntax of a written sentence.

For multi-sentence texts, more single, independent clauses were produced by pen than keyboard in grades 3 to 7. The most frequent category of complex clauses in multi-sentence texts varied with genre (relative for essays and subordinate for narratives). This means that in addition to sentence construction and word-level transcription, number of sentences, writing by pen or keyboard, and genre influence children's translation of ideas into written language.

Free access: **LINK**

Tags: teach mini-lessons; functional grammar teaching; sentence combining; cognitive theory

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Limpo, T., Alves, R. (2013) Teaching planning or sentence-combining strategies: Effective SRSD interventions at different levels of written composition, *Contemporary Educational Psychology*, 38,328–341

This study tested the effectiveness of two strategy-focused interventions aimed at promoting fifth and sixth graders' opinion essay writing. Over 12 weekly 90-min lessons, two groups of 48 and 39 students received, respectively, planning and sentence-combining instruction, which followed the Self-Regulated Strategy Development (SRSD) model. These intervention groups were compared with a practice control group of 39 students receiving standard writing instruction. The following main findings were noteworthy:

- Planning and sentence-combining instruction enhanced planning and sentence-construction skills.
- The treatment increased opinion essay quality and text length.
- Planning instruction enhanced not only discourse-level writing but also some sentence- and word-level aspects of composition
- Sentence-combining instruction enhanced not only sentence- and word-level writing but also some discourse-level aspects of composition.
- After instruction, there was a correlation between self-efficacy and writing quality.

Free access: **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; functional grammar teaching; self-efficacy

Myhill, D. (2008) Towards a linguistic model of sentence development in writing, *Language & Education*, 22(5), 271–288

Drawing on the findings of a research study which included a detailed linguistic analysis of a large corpus of writing from secondary English classrooms, this article describes patterns of linguistic deployment at the level of the sentence.

Given the limited number of applied linguistic studies which consider writing development in older writers, as opposed to primary aged writers, the paper aims to investigate developmental differences in mastery of the sentence in this older age group. It describes similarities and differences in linguistic characteristics of writing at sentence level according to age and writing ability, and makes connections between the linguistic patterns and effectiveness in writing.

The paper illustrates that clear developmental trajectories in writing can be determined which have implications for appropriate pedagogical or instructional designs. Finally, the paper offers a linguistic model of sentence development in writing, and signals the potential significance of linguistic models within a multi-disciplinary approach to writing pedagogy.

Free access: **LINK**

Tags: teach mini-lessons; self-regulated strategy instruction; writing study; functional grammar teaching; sentence-level instruction; writing instruction; sentence combining

Word choice | vocabulary instruction

Newton, M., Jesson, R., & Parr, J. (2023). Word choice for writing: the nature and types of children's meta-lexical awareness. *The Australian Journal of Language and Literacy*, 1-16.

Children's increasing expertise in composition relies partly on word choice. Little is known about how children consider words as they write, their meta-lexical awareness, or about their choice of words for writing.

In this study, we investigate children's meta-lexical awareness, as one aspect of their metalinguistic awareness, which guides their word choices as they write. We describe how child writers express their meta-lexical awareness and how this might relate to writing achievement. We view language as functional in context of use following systemic, functional grammar theorists. We employ a mixed methods approach using writing achievement scores and a modified think aloud protocol to understand what children think about words as they write.

Findings show that children develop increasing sophistication in the way they consider and choose words and that this relates to their writing achievement. The nature of children's meta-lexical awareness and its relationship to writing achievement is theorised, adding to the growing body of research into the importance of metalinguistic awareness to children's writing.

Free access: **LINK**

Tags: word choice; meta-lexical awareness; vocabulary instruction

Sotomayor, C. (2023). The Role of Grammar and Vocabulary for Writing Instruction in School. In Development of Writing Skills in Children In *Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 65-83). Cham: Springer International Publishing.

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Free access: **LINK**

Tags: craft knowledge; functional grammar teaching; vocabulary instruction; word choice; meta-lexical awareness

Summer, E., Connelly, V., Barnett, A. (2016) The influence of spelling ability on vocabulary choices when writing for children with dyslexia, *Journal of Learning Disabilities*, 49(3), 293–304.

According to Summer and colleagues, spelling is a prerequisite to expressing vocabulary in writing. Research has shown that children with dyslexia are hesitant spellers when composing. This study aimed to determine whether the hesitant spelling of children with dyslexia, evidenced by frequent pausing, affects vocabulary choices when writing.

A total of 31 children with dyslexia, mean age 9 years, were compared to typically developing groups of children: the first matched by age, the second by spelling ability. Oral vocabulary was measured and children completed a written and verbal compositional task. Lexical diversity comparisons were made across written and verbal compositions to highlight the constraint of having to select and spell words. A digital writing tablet recorded the writing. Children with dyslexia and the spelling-ability group made a high proportion of spelling errors and within-word pauses, and had a lower lexical diversity within their written compositions compared to their verbal compositions. The age-matched peers demonstrated the opposite pattern. Spelling ability and pausing predicted 53% of the variance in written lexical diversity of children with dyslexia, demonstrating the link between spelling and vocabulary when writing. Oral language skills had no effect. Lexical diversity correlated with written and verbal text quality for all groups.

Practical implications are discussed and related to writing models.
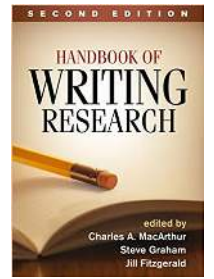
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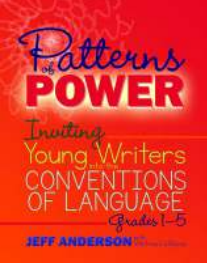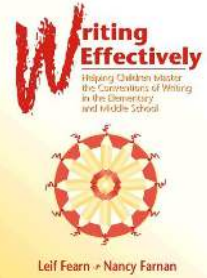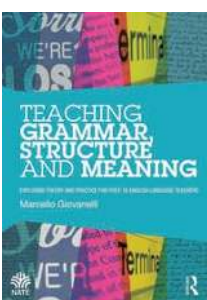**Tags:** balance composition and transcription; spelling; dyslexia

Recommended chapters and literature

- See also *Self-efficacy (Writing Confidence)*
- See also *Self-regulation (Competence & Independence)*
- See also *Teach The Writing Processes*
- See also *Balance Composition & Transcription*
- See also *Set Writing Goals*

	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) *The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2021) *The Writing For Pleasure Centre's Grammar Mini-Lessons* Brighton: The Writing For Pleasure [**LINK**]

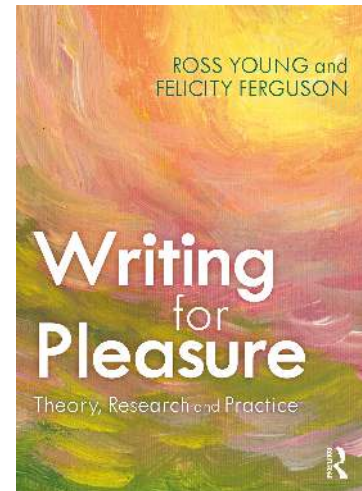|	
	Young, R., Ferguson, F. (2023) *The Writing For Pleasure Centre's Sentence-Level Instruction* Brighton: The Writing For Pleasure [**LINK**]
	Young, R., Ferguson, F. (2022) *No More: 'My Pupils Can't Edit!' A Whole-School Approach To Developing Proof-Readers* Brighton: The Writing For Pleasure Centre [**LINK**]
	Graham, S. (2006) Strategy instruction and the teaching of writing: A meta-analysis *Handbook of Writing Research*, McArthur, C., Graham, S., and Fitzgerald, J. (Ed.) (pp.187–207). New York: Guilford Press.
	Hudson, R. (2017) Grammar instruction *Handbook of Writing Research*, MacArthur, C., Graham, S., Fitzgerald, J. (Eds.) (pp. 288–300) (2nd Ed.). New York: Guildford Press.
	Saddler, B. (2019) Sentence combining *Best Practices in Writing Instruction*, Graham, S., MacArthur, C., and Hebert, M. (3rd Ed.) (pp. 240–261). New York: Guildford Press.
	Harris, K., Graham, S., Mason, L. (2008). *Powerful Writing Strategies For All Students* Baltimore: Brookes Publishing

	Fletcher, R., and Portalupi, J. (2001). *Non-Fiction Craft Lessons: Teaching Information Writing K-8*. New York: Stenhouse
	Fletcher, R., and Portalupi, J. (2007). *Craft Lessons: Teaching Writing K-8 (2nd Ed)*. New York: Stenhouse
	Serravallo, J. (2017). *The Writing Strategies Book*. Portsmouth NH: Heineman
	Anderson, J. (2017) *Patterns Of Power* Portsmouth NH: Stenhouse
	Fearn, L., Farman, N. (1998) *Writing Effectively: Helping Students Master the Conventions of Writing*. London: Pearson
	Giovanelli, M. (2014) *Teaching Grammar, Structure and Meaning: Exploring theory and practice for post-16 English Language teachers* London: Routledge

Chapter 20

Be A Writer-Teacher

Introduction

This chapter begins by considering the role being a writer-teacher plays in employing the most effective writing practices most effectively. The authors proceed by discussing a teacher's requirement to be a role-model and to demonstrate what writers do and how they undertake their writing pursuits. This includes sharing and discussing their own writing and craft with their community of writers in the classroom. The authors then unpick what is meant by shared writing, demonstration writing, and thinking-aloud. The authors examine writer-teachers as investigators of their own writerly life and writing practices and how Writing For Pleasure teachers will, in all likelihood, live the writer's life. In the penultimate section, the authors discuss the challenges currently faced in nurturing teachers as writer-teachers. The chapter concludes with examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.

DOWNLOAD CHAPTER

This chapter discusses the pedagogical and personal significance of teachers developing their own literacy. It discusses the 'teachers as writers' movement and provides full and rich guidance on how teachers can develop themselves as writer-teachers to the benefit of their classroom practice and themselves. It discusses how teachers' writing, undertaken outside the classroom, can be used as a powerful and effective educational tool within it. It describes how writer-teachers are better positioned to help their classes develop and progress as writers. It gives guidance on how teachers can share their writing effectively with the classes. Finally, it gives support and further reading on how schools can create their own special interest or writer-teacher groups.

DOWNLOAD CHAPTER

The UKLA's *Teachers' Writing Project Questionnaire*

Created by members of The UKLA's Teaching Writing SIG, this questionnaire is intended as a self-review tool for both teachers and pre-service teachers. The questions are designed to engage you in some introspection and reflection about yourself as a writer and as a teacher of writing. When considering these questions, you will be examining:

- Your personal writing history
- Your own attitudes towards writing
- Your perceptions of yourself as a writer

This process of self-review, we hope, will help you understand that all these factors have a profound impact on your classroom practice, the writerly environment you create in your classroom, and how you define and enact your role within it, all of which are crucial in developing children as writers.

The questionnaire also offers very practical resources to help you build confidence in your own ability to write, extend your writerly knowledge, find opportunities to write alone or alongside others, and especially to develop yourself as a writer-teacher and so offer children the best possible apprenticeship by bringing your own expertise and pleasure into the writing classroom.
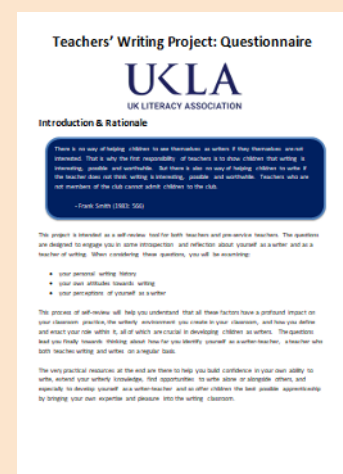
Tags: be a writer-teacher; study groups; teachers' writing group; UKLA' teachers' subject knowledge; teachers' pedagogical knowledge; preservice teachers; initial teacher education; initial teacher training

Troia, G. A. (2023). Relations Among Teachers' Efficacy Beliefs, Knowledge, Preparation, Abilities, and Practices: Expanding Our Understanding of Teacher Characteristics That Impact Writing Instruction. In *The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham* (pp. 295-312). Cham: Springer International Publishing.

Malleable factors believed to affect classroom writing instructional practices such as teachers' preparation for writing instruction, their perceived competence to teach writing, and their knowledge about writing-related concepts and instructional practices have been investigated in a small number of studies (and indeed found to be related to instruction), though typically not all simultaneously, and no study has evaluated the impact of teachers' own writing ability on their instruction or how ability is related to these other factors.

This chapter presents data from a small scale study of 41 fourth- and fifth-grade teachers that examines the relationships between all four of these factors and their associations with instructional practices, specifically frequency of teaching writing in general, specific components of writing, and particular genres of writing, and with observed writing lesson quality.

Ability and knowledge were found to be significantly correlated, as were efficacy beliefs and preparation. Professional preparation and perceived competence for teaching writing were related to writing lesson quality and how often each week teachers spent on writing generally, though not to how frequently they spent teaching specific aspects of writing or writing genres.

Conversely, teacher knowledge and ability had little relationship to writing instructional practices. These findings highlight the importance of quality professional learning opportunities for teachers of writing, as these opportunities likely positively impact their efficacy beliefs and, ultimately, their writing instruction.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers

Wray, D. (2021) I was never much good at writing: Trainee Teachers' Attributions in Writing, *Research in Teacher Education*, 11 (1), pp. 30-36

It might be thought that, in order to successfully teach a skill or process to others, teachers would need to be fairly competent in that process themselves, and fairly confident in their competence. There is evidence, however, that, in the case of the teaching of writing, this may not actually be true.

This article explores some of the background to this problem and reports an investigation into the self-perceived competence in writing of teachers in training. It goes on to argue that, in the attributions these young teachers make about their success or failure in writing, there are important implications for the teaching and development of writing.

Free access: **LINK**

Tags: be a writer-teacher; writing for pleasure; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; initial teacher education; initial teacher training; pre-service teachers

Bifuh-Ambe, E (2020) "Examining Elementary Teachers' Feelings of Self-Efficacy as Writers: Do the Writing Samples Tell More Compelling Stories?," *Teaching/Writing: The Journal of Writing Teacher Education,* 9(2)

Teaching writing to elementary students can be a difficult instructional task for many teachers, due to the complexity of the writing process and the variety of skills that students must demonstrate to be considered proficient writers. Because quality instruction is highly predictive of students' achievements, teachers need to feel competent in various subject-specific disciplines. This mixed-methods study examines the role of professional development in fostering elementary teachers' writing proficiency, and improving their feelings of self-efficacy as writers. Results indicate that it is difficult for teachers whose students struggle with writing to feel confident in their own writing abilities.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; culturally sustaining pedagogy; writing realities

Frank, C. R. (2003) Mapping our stories: Teachers' reflections on themselves as writers, *Language Arts*, 80(3), 185-195

This article makes visible how a linguistically diverse group of teachers who were themselves fearful of writing and teaching writing became engaged in writing their own stories. It considers differences and similarities in diverse cultures among the teachers. The article notes that as teachers explore the "inscape" of their own cultural and personal stories, memory bridges personal expression and connects teachers' experiences to each other.

Free access: **LINK**

Tags: be a writer-teacher; teacher self-efficacy; subject knowledge; pedagogical knowledge; teacher orientations; teacher philosophy; culturally sustaining pedagogy; writing realities

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Masuda, A., Ebersole, M. (2012) Beginning Teachers' Study Groups: A Place to Continue Critical Conversations About Teaching Writing, *The New Educator,* 8:2, 160-176

This article describes how a study group for beginning teachers supported the novice teachers' abilities to survive their induction year and the constraints of school practices influenced by high-stakes accountability policies. Findings demonstrate that the study group is an important space to support beginning teacher knowledge, to improve teaching practices, and to sustain continuous professional growth.

(£): **LINK**

Tags: be a writer-teacher; study groups

McCarthey, S., Mkhize, D. (2013) Teachers' orientations towards writing, *Journal of Writing Research*, 5(1),1–33

This study of 29 teachers from four states in the US investigated teachers' orientations towards writing and the influences on their beliefs. Through interviews about writing instruction, the researchers found significant differences between teachers in high and low-income schools.

- While teachers in high-income schools valued rhetorical style, developing voice, and reading-writing connections, teachers in low-income schools focused on grammar, mechanics and sentence structure.
- Teachers in high-income schools appear to be exercising more choice in curricular materials and valuing quality of writing beyond grammar and mechanics, whereas teachers in low-income schools are using specific curriculum mandated by the districts.

Influences on teachers' orientations included school context, programs and materials, and assessments. The study raises concerns that students in low-income schools are missing out on authentic, challenging, and meaningful writing opportunities since the focus is on skills-based instruction.

The findings point to the need for teachers to provide all students with opportunities to develop rhetorical style, voice, and reading-writing connections in addition to grammar, mechanics, and sentence structure.

Free access: **LINK**

Tags: be a writer-teacher; teacher orientations; teacher philosophy; pedagogical knowledge

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Whyte, A., Lazerte, A., Thomson, I., Ellis, N., Muse, A., Talbot, R. (2007) The national writing project, teachers' writing lives, and student achievement in writing, *Action in Teacher Education*, 29(2), 5–16

This survey research on National Writing Project (NWP) teachers and comparison teachers in a southeastern state found that the NWP teachers wrote more than the comparison teachers did and that the participating teachers' writing was associated with students' achievement in writing.

The pattern of the impact of writing life on achievement was different among the NWP teachers than it was among the comparison teachers: NWP teachers who wrote had students whose achievement in writing increased significantly, whereas comparison teachers and NWP teachers who wrote less did not.

This finding of an interaction effect between NWP affiliation and teachers' writing life in association with student achievement suggests that the writing by teachers central to NWP professional development may combine with the two other core elements of the NWP's programs across its 198 sites (demonstrations of practices for teaching writing and professional reading and study) to improve student achievement in writing.

In light of the nature of modelling and feedback during NWP summer institute and extension programs, these

findings have implications for preservice teacher education and in-service programs serving elementary as well as secondary teachers and across the school subjects.

(£): **LINK**

Tags: be a writer-teacher; teacher orientations; teacher philosophy; pedagogical knowledge; national writing project; initial teacher education; initial teacher training; pre-service teachers

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Smith, J., Wrigley, S. (2012) What has writing ever done for us? The power of teachers' writing groups, *English in Education*, 46(1), 69–84

This article proposes that teachers writing together develop confidence and self-realisation and strengthen pedagogy through the practice of writing and through the conversations which arise around written texts. It outlines a brief history of teachers' writing groups and suggests what it is that characterises a growing number of teachers' writing groups that are part of the NATE writing project. The authors suggest that writing groups have an impact on teachers that goes beyond the development of craft.

Free access: **LINK**

Tags: be a writer-teacher; teacher orientations; teacher philosophy; pedagogical knowledge; national writing project

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Kaufman, D. (2002) Living a literate life: Revisited, *English Journal*, 91(6), 51–57

Eleven years ago in the *English Journal,* high school teacher Karen Jost declared that 'high school writing teachers should not write'. Hundreds of other English teachers, harried by time constraints and overburdened with piles of paperwork, write back to Jost, applauding her for finally articulating what had seemed too impolitic to say. And yet, the more I teach, the more I've come to value the opposite conclusion: if I want my students to become passionately literate people, I too, must be a passionate, literate person, who reads, writes, and learns in front of them.

In light of the fact that today's English teachers still appear to accept Jost's declaration -few actually write or read with their students despite evidence of the benefits. I think it is time we revisit the concept. In this article, I describe a bit of my own personal journey as a teacher of adolescents and teachers, acknowledging some of the reasons why we don't and offer some of the reasons why we must live literate lives in the classroom.

Free access: **LINK**

Tags: be a writer-teacher; connect reading and writing

Kaplan, J. (2008) The national writing project: Creating a professional learning community that supports the teaching of writing, *Theory Into Practice*, 47, 336–344

This article describes an effort to create a teacher learning community in which university and local school teachers worked together to improve the teaching of writing at elementary and secondary levels.

I describe how a university's National Writing Project (NWP) engaged in developing a cadre of selected teachers to share understandings about the theory and practice of writing instruction. The specific focus is on the NWP summer institute and the effort of its leaders, the director, the codirector, and the teacher consultants, to increase understanding among participating teachers through conversations that shape relationships among members of the educational community and various constituent groups.

Practical examples of how the NWP facilitators fostered writing instruction to benefit students and colleagues are detailed in the context of theoretical understandings about the nature and development of learning communities devoted to the teaching of writing.

(£): **LINK**

Tags: be a writer-teacher; national writing project

Graham, S., Harris, K.R., Fink, B., MacArthur, C.A. (2001) Teacher efficacy in writing: A construct validation with primary grade teachers, *Scientific Studies of Reading*, 56, 177–202

Teacher efficacy has been identified as a variable accounting for individual differences in teacher practice and student outcome.

Because teacher efficacy is a specific rather than a generalised expectancy, an examination was done on the validity and reliability of a teacher efficacy instrument designed specifically for the area of writing. Consistent with previous teacher efficacy research, a factor analysis of the instrument yielded two dimensions: measuring personal teaching efficacy and the other general teaching efficacy. Both factors were reliable and only slightly correlated with each other.

The reported classroom practices of high- and low-efficacy teachers differed, providing further support for the validity of the instrument. It was also found that variation in efficacy scores was related to teachers' beliefs about how to teach writing.

Free access: **LINK**

Tags: be a writer-teacher; national writing project; teacher orientations; teacher philosophy; pedagogical knowledge; teacher self-efficacy

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Cremin, T., Myhill, D., Eyres, I., Nash, T., Wilson, A., Oliver, L. (2019) Teachers as writers: Learning together with others, *Literacy*, 54(2), 49–59

In the context of renewed interest in teachers' identities as writers and the writers as artist-educators, this paper reports upon the findings of 'Teachers as Writers' (2015-2017). A collaborative partnership between two universities and a creative writing foundation, the study sought to determine the impact of writers' engagement with teachers on changing teachers' classroom practices in the teaching of writing and, as a consequence, in improving outcomes for students. The project afforded opportunities for writers and teachers to work together as learners in order to improve student outcomes.

The findings reveal that the teachers' identities and assurance as writers shifted significantly. The Arvon experience also led to pedagogic shifts which the students reported impacted positively upon their motivation, confidence, and sense of ownership and skills as writers. However, these salient dispositional shifts did not impact upon the young people's attainment. The professional writers gained new understandings which substantially altered their conceptions of writers' potential contribution in schools.

Free access: **LINK**

Tags: be a writer-teacher; subject knowledge; pedagogical knowledge; teacher self-efficacy; motivation; professional writers; teachers as writers

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Cremin, T. (2006) Creativity, uncertainty and discomfort: Teachers as writers, *Cambridge Journal of Education*, 36(3), 415–433

Teaching for creativity in writing requires not only knowledge, skills and understanding, but the emotional capacity to tolerate uncertainty, take risks and engage artistically. This paper reflects upon one strand of a research project which is examining the relationship between teachers' development as writers at their own level and their efficacy as creative teachers of writing. It draws on the compositional experiences of sixteen English primary teachers, who wrote regularly in project sessions, in school and at home and documented the process.

The teachers' lived experience of composing clustered around a number of themes, these included:

- Constraints and intuitive insights
- A sense of the personal and deep feelings of uncertainty and insecurity.

This paper focuses on only one of these themes; it explores three teachers' uncomfortable encounters with ambiguity and risk and considers the diverse ways in which they responded to the emotional discomfort evoked.

Pedagogical implications are also examined. It is argued that in order to support children's creative development as writers, teachers need extended opportunities to engage artistically and creatively as writers themselves.

Free access: **LINK**

Tags: be a writer-teacher; subject knowledge; pedagogical knowledge; teacher self-efficacy; motivation

Bifuh-Ambe, E. (2013) Developing successful writing teachers: Outcomes of professional development exploring teachers' perceptions of themselves as writers and writing teachers and their students' attitudes and abilities to write across the curriculum, *English Teaching*, 12, 137–156

Writing is a complex, recursive and difficult process that requires strategic decision-making across multiple domains. Students are expected to use this process to communicate with a variety of audiences for a variety of purposes.

Modelling and providing effective instruction is critical, especially in elementary grades, when students begin to experience difficulties in learning to write and use writing to learn content across the curriculum.

Professional development can foster teachers' writing proficiency and in turn improve students' writing achievements. This study examined elementary teachers' attitudes towards writing, perceptions of themselves as writing teachers, their students' attitudes towards writing and the extent to which these attitudes and perceptions improved after ten weeks of research-based professional development.

Results indicate that a majority of participants had positive attitudes towards writing, felt competent teaching some domains of writing (for example, generating prompts), but not all (for example, revising and editing).

Recommendations include more involvement of teachers in developing the content and design of PD workshops.

Free access: **LINK**

Tags: be a writer-teacher; subject knowledge; pedagogical knowledge; teacher self-efficacy; modelling writing

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Andrews, R. (2008) The Case for a National Writing Project for Teachers. *Reading: CfBT Educational Trust*

This research reviews the experience of the USA in developing and implementing a National Writing Project for teachers to inform the establishment of a similar project in the UK. Key findings:

- The research found that the National Writing Project which has run in the USA from 1974 to the present is the most successful, sustained continuing professional development (CPD) project in the USA. It operates in over 200 centres, and is based on a simple formula: teachers of writing practise the art of writing in a wide variety of genres. They then form self-support groups to continue writing and discuss the teaching of writing.
- Results from independent evaluations show classrooms where teachers have engaged with the National Writing Project experience improved literacy progress for students at all ages in the American school system.

Free access: **LINK**

Tags: be a writer-teacher; national writing project

Yoo, J. (2018) Teachers as creative writers: Needs, desires and opportunities for growth, *New Writing*, 15(3), 300–310

This article contributes to the growing body of research in teacher professional development that involves teachers of writing as creative writers.

The authors draw on the discussions and reflections generated from one teacher professional learning initiative to address the question of why writing teachers may not write creatively and for enjoyment. They further seek to understand the possible impact this might have on the effectiveness of creative writing instruction. Teacher and researcher reflections on their writing practices are analysed to explore the connections and tensions between writing and the teaching and learning process.

The themes emerging from this data include the different positioning of teachers' identities on a spectrum from 'teacher writer' to 'writer teacher', as well as the ways that self-efficacy impacts creative writing instruction. The authors propose that engaging teachers as creative writers can enhance their professionalism and rejuvenate their practices as authentic meaning-makers and risk-takers.

(£): **LINK**

Tags: be a writer-teacher; teacher self-efficacy; writing instruction

Woodard, R. (2015) The dialogic interplay of writing and teaching writing: Teacher writers' talk and textual practices across contexts, *Research in the Teaching of English*, 50(1), 35–59

This study looks to understand teacher-writers' practices across in-and-out of school contexts. Using case study methods to closely observe and interview a middle school teacher and a high school teacher, as well as analyse their writing, the study identified similarities in the teachers' appropriations of language, textual practices, and ideologies across contexts. However, each teacher appropriated distinct practices in discipline-specific ways, with one focused on the literate practices of creative writers and the other focused on the literate practices of online, networked writers. These contrastive examples highlight ways in which teacher-writers' literate and instructional activities dialogically inform each other in both similar and distinct ways. Ultimately, I make the argument that dialogic perspectives that attend to teachers' out-of-school practices provide richer, more complex understandings of instructional practice than currently popular conceptions of "best practices" and "value-added" teaching.

Free access: **LINK**

Tags: be a writer-teacher; multimodality; home literacies

Whitney, A. (2008) Teacher transformation in the national writing project, *Research in the Teaching of English*, 43(2), 144–187

Teachers who have participated in Summer Institutes of the National Writing Project (NWP) have often claimed "it changed my life."

- What do teachers mean when they say this?
- What does it mean to "transform" in a professional development setting and what might researchers and professional development providers gain from an understanding of teacher transformation as a kind of teacher learning?
- How, if at all, does the writing that teachers engage in at the Summer Institute matter for transformation?

This article addresses such questions through a study of teacher participants in one NWP Summer Institute involving analysis of interview, observation, and textual data. The author offers a model of teacher transformation that highlights the influence of writing groups and feedback.

Free access (if read online): **LINK**

Tags: be a writer-teacher

Whitney, A. (2018) Shame in the writing classroom, *English Journal*, 107(3), 130–132

Ask any adult about writing in school. You may hear a success story or two, but almost all can also tell a story of feeling deep shame in a writing classroom. It's a story of the teacher or parent who, reading a piece of writing, told us we weren't smart. Or who responded to writing that was heartfelt and risky only with correction and a low grade. There are stories about feeling worthless in the face of or in the wake of a writing event.

In this article, Whitney shows just how important emotions are to writers and the writing classroom.

Free access (if read online): **LINK**

Tags: be a writer-teacher; teacher self-efficacy; build a community of writers

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Regan, K., Berkeley, S. (2012) Effective reading and writing instruction: A focus on modelling, *Intervention in School and Clinic*, 47(5), 276–282

When providing effective reading and writing instruction, teachers need to provide explicit modelling.

Modelling is particularly important when teaching students to use cognitive learning strategies.

Examples of how teachers can provide specific, explicit, and flexible instructional modelling is presented in the context of two evidence-based practices in the areas of reading and writing.

(£): **LINK**

Tags: be a writer-teacher; teacher modelling

McKinney, M., Giorgis, C. (2009) Narrating and performing identity: Literacy specialists' writing identities, *Journal of Literacy Research*, 41, 104–149

In this study, we explored ways that four literacy specialists who worked in three schools that were part of one state's Reading Excellence Act (REA) grant constructed their identities as writers and as teachers of writing. We also explored how they negotiated the performance of those identities in different contexts over a two-year period.

The analysis explored complicated ways in which identities and contexts associated with schooled literacies aligned and conflicted, uncovering layers and intricacies of identity construction and enactment over time, and within and across narratives.

Implications of these explorations for work in teacher education in terms of preparation of literacy educators and professional development suggest the importance of creating opportunities for revisiting autobiographical narratives to inform practice. In addition, we point to the power of narrative as it relates to both the telling of stories about identity and as an analytic tool.

Free access: **LINK**

Tags: be a writer-teacher

Englert, C.S., Raphael,T.E., Anderson, L.M., Anthony, H.M., Stevens, D.D. (1991) Making writing strategies and self-talk visible: Cognitive strategy instruction in writing in regular and special education classrooms, *American Educational Research Journal*, 28, 337–372

Expository writing is an important skill in the upper-elementary and secondary grades. Yet few studies have examined the effects of interventions designed to increase students' expository writing abilities and their ability to generalise their knowledge to write expository texts using novel text structures.

The present study examined the effects of an intervention that attempted to improve students' expository writing abilities through an instructional emphasis on teacher and student dialogues about expository writing strategies, text structure processes, and self-regulated learning. The findings suggested that the dialogic instruction was effective:

- In promoting students' expository writing abilities on two text structures taught during the intervention (explanation and comparison/contrast)
- In leading to improved abilities on a near transfer activity, in which students wrote using a text structure not taught during the intervention.

Although students in the control group exhibited some pretest-posttest gains on specific text structures, they were not successful in using their knowledge to write about student-selected topics and text structures. The results support the importance of instruction that makes the writing processes and strategies visible to students through teacher-student and student-student dialogues.

Free access: **LINK**

Tags: be a writer-teacher; teacher modelling; think aloud; self-talk; self-regulation strategy instruction; pursue purposeful and authentic class writing projects; agency

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Dix, S., Cawkwell, G. (2011) The influence of peer group response: Building a teacher and student expertise in the writing classroom, *English Teaching: Practice and Critique*, 10(4), 41–57

New Zealand students in the middle and upper school achieve better results in reading than they do in writing. This claim is evident in national assessment data reporting on students' literacy achievement.

Research findings also state that teachers report a lack of confidence when teaching writing. Drawing on the National Writing Project developed in the USA, a team of researchers from the University of Waikato (New Zealand) and teachers from primary and secondary schools in the region collaborated to "talk" and "do" writing by building a community of practice.

The effects of writing workshop experiences and the transformation this has on teachers' professional identities, self-efficacy, and their students' learning provided the research focus.

This paper draws mostly on data collected during the first cycle of the two-year project. It discusses the influence of peer group response - a case study teacher's workshop experiences that transformed her professional identity, building her confidence and deepening her understanding of self as writer and ultimately transforming this expertise into her writing classroom practice.

Cremin, T., Oliver, L. (2017) Teachers as writers: A systematic review, *Research Papers in Education*, 32(3), 269–295

This paper is a critical literature review of empirical work from 1990-2015 on teachers as writers.

It interrogates the evidence on teachers' attitudes to writing, their sense of themselves as writers and the potential impact of teacher writing on pedagogy or student outcomes in writing. The findings reveal that the evidence base in relation to teachers as writers is not strong, particularly with regard to the impact of teachers' writing on student outcomes.

The review indicates that teachers have narrow conceptions of what counts as writing and being a writer and that multiple tensions exist, relating to low self-confidence, negative writing histories, and the challenge of composing and enacting teacher and writer positions in school.

However, initial training and professional development programmes do appear to afford opportunities for reformulation of attitudes and sense of self as a writer.

Cremin, T., Baker, S. (2010) Exploring teacher-writer identities in the classroom: Conceptualising the struggle, *English Teaching: Practice and Critique*, 9(3), 8–25

In the light of increased interest in teachers' professional identities, this paper addresses the under-researched area of teachers' writing identities and examines the factors which influence how primary phase teachers are positioned and position themselves as teacher-writers in the literacy classroom.

It draws on case studies of two practitioners in England who seek to model their engagement as writers in order to support young writers; they undertake this through demonstrating writing in whole class contexts and composing individually alongside children. The data show that the writing classroom, in which the practitioners performed and enacted their identities as teacher-writers and as writer-teachers, appeared to be a site of struggle and tension.

The research reveals whilst institutional and interpersonal factors influence their identity positioning, intrapersonal factors are significant with regard to teachers of writing. Their situated sense of themselves as writers, relationship with their unfolding compositions and emotional engagement, personal authenticity and authorial agency all have saliency in this context. The paper presents a model for conceptualising teachers' writing identities and considers the pedagogical consequences of their participation as writers.

Brooks, G.W. (2007) Teachers as readers and writers and as teachers of reading and writing, *The Journal of Educational Research*, 100(3), 177–191

Scholars such as Lucy Calkins, Donald Graves and R. Routman hypothesised that teachers must be confident, avid readers and writers to be effective reading and writing teachers. Three questions guided a case study that examined this hypothesis among four fourth-grade teachers nominated as exemplary reading and writing instructors.

- How did they describe themselves as readers and writers?
- What factors were most influential in their reading and writing teaching?
- How did they describe any relationships, or lack thereof, between their reading and writing and their reading and writing teaching?

Findings indicate that although the teachers considered themselves to be competent readers and writers, their individual reading and writing experiences played little or no role in their effectiveness in teaching reading and writing.

(£): **LINK**

Tags: be a writer-teacher; subject knowledge; pedagogical knowledge; home literacies

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Block, C.C., Israel, S.E. (2004) The ABCs of performing highly effective think-alouds, *The Reading Teacher*, 58(2), 154–167

The purpose of this article is to provide teachers with examples of how to perform effective think-alouds. Twelve think-alouds are described. A rationale for their use in kindergarten through grade five is also included.

In addition, this article was designed to provide teachers with lessons and activities to assist students in developing the ability to perform think-alouds independently, without teacher prompting. The last section of the article provides teachers with methods of assessing think-alouds.

(£): **LINK**

Tags: be a writer-teacher; think-aloud; modelling writing; self-talk; self-regulation strategy instruction; writing instruction

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Alford, K., Early, J. (2017) Take time to write!: A teacher's story of writing within a community of teacher writers, *English Leadership Quarterly*, 40, 2–5

A few decades ago, high school teacher Karen Jost declared that 'high school writing teachers should not write'.

However, authors Alford and Early share how taking time to write can transform teachers as writer-teachers and help them create genuine writing communities in their classrooms.

Free access: **LINK**

Tags: be a writer-teacher; build a community of writers

Recommended chapters and literature

- See also *Teach The Writing Processes*
- See also *Explicit Writing Instruction: Teach Mini-Lessons*
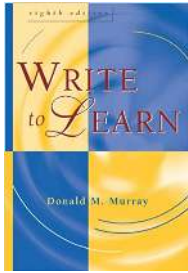- See also *Genre Study & Mentor Texts*
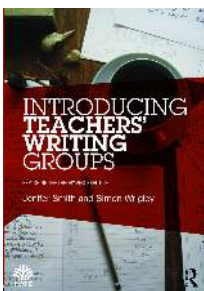
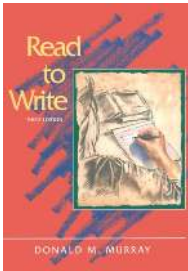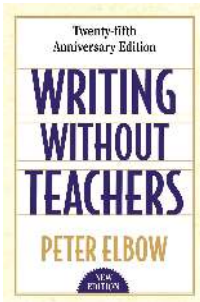|	
	Smith, J., Wrigley, S. (2015) *Introducing Teachers' Writing Groups* London: Routledge
	Locke, T. (2015) *Developing Writing Teachers* London: Routledge
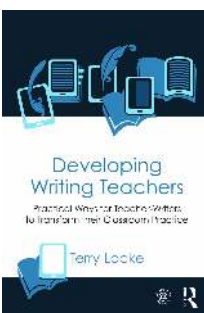
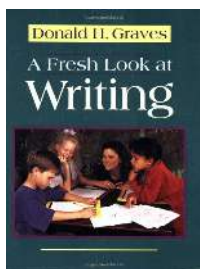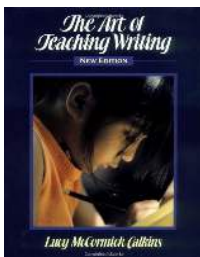|	
	Graves, D. (1991) *Discover Your Own Literacy* Portsmouth, NH: Heinemann
	Murray, D. (1990) *Learn to Write* (3rd Ed) New York: Rinehart & Winston
	Murray, D. (1993) *Read to Write* (3rd Ed) San Diego, CA: Harcourt
	Elbow, P. (1998) *Writing Without Teachers* Oxford: Oxford University Press
	Graves, D. (1994) *A Fresh Look At Writing* Portsmouth, NH: Heinemann
	Calkins, L. (1994) *The Art of Teaching Writing* Portsmouth, NH: Heinemann

	Atwell, N. (2014) *In the Middle* (3rd Ed) Portsmouth, NH: Heinemann
	Leigh, S.R. (2014) *Wounded Writers: Am I Doing it Write?* Netherlands: Sense
	Gennrich, T., Janks, H. (2013) Teachers' literate identities *International Handbook of Research on Children's Literacy*, Learning and Culture, Hall, K., Cremin,T., Comber, B., and Moll, L. (Eds.) (pp.456–468). Oxford: Wiley
	Baker, S., Cremin, T. (2017) Teachers' identities as writers *Writer Identity and the Teaching and Learning of Writing*, Cremin,T., Locke,T. (Ed.)(pp. 98–114). London: Routledge Whitney, A. (2017) Developing the teacher-writer in professional development. *Writer Identity and the Teaching and Learning of Writing*, Cremin,T., Locke,T. (Eds.) (pp. 67–79). London: Routledge Locke, T. (2017) Developing a whole-school culture of writing *Writer Identity and the Teaching and Learning of Writing*, Cremin, T., and Locke, T.(Eds.) (pp. 132–148). London: Routledge
	Carter, D., & Yoo, J. (2023) Developing teachers' writing lives: A case study of English teacher professional learning. In *International Perspectives on English Teacher Development* (pp. 215-225). Routledge
	Anderson, C., & Glover, M. (2023). *How to Become a Better Writing Teacher*. Heinemann.

Chapter 21

Pupil Conferencing: Meeting Children Where They Are

Introduction

This chapter explores the essential role feedback plays in developing writers. The chapter discusses the powerful position teachers hold when giving feedback and how it can positively or negatively impact on children's dispositions towards being a writer, their writing performance, and their long-term academic achievement. The authors then share what constitutes high-quality feedback and discuss the benefits and limitations of both verbal and written feedback. Pupil conferencing is then afforded its own dedicated exploration, with specific focus on the relationship between conferencing and responsive teaching. The advantageous and unique position writer-teachers hold in delivering high-quality pupil conferences is explored, and finally the authors share examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.
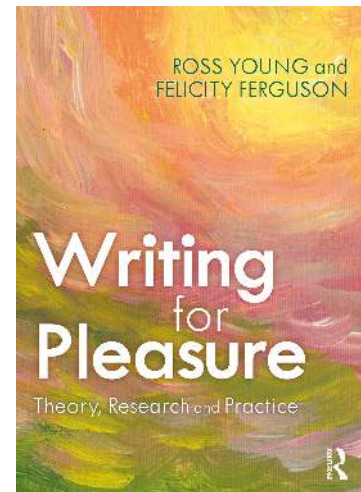
DOWNLOAD CHAPTER

This chapter makes the case for providing regular, specific and rich verbal feedback to young writers. Conferences are conversations between writer and writer which can challenge, set targets and help achieve writing goals. For conferences to be effective, children need to see their teachers as a trusted fellow writer who is there to give careful direct instruction which helps them to develop their pieces but does not judge or correct them. The chapter helps teachers to draw on their own experiences as a writer-teacher when giving advice and discusses the powerful impact this can have on developing young writers' progress and academic achievements. Through real-life examples, the chapter gives clear advice on how you can encourage children in profitable dialogic talk and help them to see writing as a social process. Finally, the chapter explains how a good conference has a definite and specific structure which promotes children's self-regulation and leaves them with something practical to apply in moving their writing forward. It also discusses classroom organisation, common issues, behavioural expectations, classroom practicalities and the potential for peer conferencing.

DOWNLOAD CHAPTER

Fostering self-regulated learning through effective feedback in early writing stages is a crucial yet often overlooked aspect of elementary education. This study explores the role of teachers in facilitating constructive feedback interactions that empower second-grade (7-year-old) students to take charge of their writing development. Recognizing the autonomy of young writers is imperative for their literacy growth. The research involves a comprehensive thematic analysis of 540 minutes of video recordings from four teachers' classrooms.

The findings reveal that teachers play a pivotal role in nurturing self-regulated learning when guiding second graders in their writing endeavours. Notably, encouraging autonomy by relinquishing control and allowing students to embrace assessment criteria, monitor their own texts, and provide self-generated feedback proves to be effective. Furthermore, the study emphasises the importance of teachers supporting students in employing help-seeking strategies, all under the backdrop of high expectations. This approach not only empowers young learners but also enhances their reflective capacities, ultimately contributing to a more effective and engaging writing education.

Free access: **LINK**

Tags: formative assessment, written feedback, teacher feedback, peer feedback, self-feedback, rubrics, set writing goals; product goals; success criteria

Silver, R., & Lee, S. (2007). What does it take to make a change? Teacher feedback and student revisions. *English Teaching: Practice and Critique, 6*(1), 25-49

This study delves into the impact of teacher-written feedback on students' writing within the context of Singaporean primary schools. The research examines various forms of teacher feedback, namely advice, criticism, and praise, and assesses their effectiveness in motivating revisions by Primary 4 children. The quality of revisions is evaluated in terms of both length and overall improvement in the revised compositions.

Additionally, the study explores student attitudes toward the feedback through a questionnaire, shedding light on the factors influencing the varying degrees of revision prompted by different types of feedback. The findings offer valuable insights into the nuanced relationship between teacher feedback, student revision, and attitudes in the Singapore primary school setting.

Free access: **LINK**

Tags: formative assessment; written feedback; teacher feedback; revision; motivation

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Multiple authors. (2022) Formative writing assessment for change – special issue, *Assessment in Education: Principles, Policy & Practice,* Volume 29, Issue 2

This special issue centres on formative writing assessment with children in the elementary grades. Participants in the investigations included in this special issue represent a span from the very youngest students just learning to write to students in fifth and sixth grades who generally have overcome the barriers of knowing how to encode writing, but who face increased demands for producing discursive, audience-adapted texts.

The editors limited papers in the special issue to include studies conducted with students in this grade span because it has been under-researched compared to other grade spans. That these grades have received less attention does not reflect on the importance of early writing instruction; becoming a skilled writer takes time, and the first writing instruction is essential.

Free access: **LINK**

Tags: formative assessment, written feedback, teacher feedback, peer feedback, self-feedback, rubrics, affective needs, motivation, computerised feedback, scoring writing, predicting writing performance, student-centred assessment, assessing motivation and engagement

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Zumbrunn, S., Ekholm, E., Broda, M., & Koenka, A. C. (2022) Trajectories of students' writing feedback attitudes, *The Journal of Experimental Education*, 1-20

Students' acceptance and use of feedback to improve their writing may be influenced by their attitudes toward receiving such feedback. In the present study, we investigated the trajectories of students' attitudes toward receiving feedback on their writing from teachers and peers in Grades 3–7. Data were collected from 1,071 students in the fall of three consecutive academic years using a cohort-sequential design. Results indicate that students have a generally positive attitude toward receiving writing feedback by both peers and teachers at all grades. However, results of parallel process latent growth modelling suggest that these attitudes decline annually between third and seventh grade. Further, both trajectories seem to shift between fifth and sixth grade, suggesting different processes between Grades 3–5 and Grades 5–7. Finally, female students tended to like receiving feedback from teachers and peers more than their male peers.

Free access: **LINK**

Tags: formative assessment; written feedback; teacher feedback; peer feedback; pupil-conferencing

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Allal, L. (2021) Involving primary school students in the co-construction of formative assessment in support of writing, *Assessment in Education: Principles, Policy & Practice*, 28:5-6, 584-601

This paper describes the enlargement of the initial conception of formative assessment with reference to constructivist, sociocultural and situated theories of learning and the concept of co-regulation.

It reviews research on student involvement in formative assessment practices (self-assessment, peer assessment, whole-class discussions of criteria and exemplars) in the area of writing, with a focus on primary school classrooms.

Student participation in the co-construction of formative assessment is illustrated by qualitative observations from a study of a writing activity carried out in grades 5 and 6. The observations are discussed in relation to

findings from other research and implications are presented for teacher professional development and for future studies of formative assessment of writing.

Free access: **LINK**

Tags: formative assessment, co-regulation, self-regulation, rubrics, product goals, writing goals, process goals, self-assessment, peer-assessment, whole-class discussion, mentor texts

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Kennedy, E., Shiel, G. (2022) Writing assessment for communities of writers: rubric validation to support formative assessment of writing in Pre-K to grade 2, *Assessment in Education: Principles, Policy & Practice*, 29:2, 127-149

Formative assessment is an important driver in supporting children's writing development. This paper describes a writing rubric designed for use by teachers to formatively assess the writing of children aged 3-8, how the rubric was received by teachers, and its implementation in classrooms. Coaches endorsed use of the rubric for providing formative feedback to students, identifying learning needs, and differentiating instruction. They highlighted how the rubric provides a framework through which teachers and students engage with the language of writing assessment and raise expectations about writing quality.

(£): **LINK**

Tags: early writers, formative assessment, rubrics, writing assessment, responsive teaching

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Skar, G., Huebner, A. (2022) Predicting first grade students' writing proficiency, *Assessment in Education: Principles, Policy & Practice*, 29:2, 219-237

This study aimed to investigate the predictability of writing development and if scores on a writing test in the first weeks of first grade accurately predict students' placements into different proficiency groups. Participants were 832 first grade students in Norway. Writing proficiency was measured twice, at the start and at the end of first grade (time 1 and time 2, respectively).

Multilevel linear regression analysis showed that writing proficiency measures at time 1 were significant predictors of writing proficiency at time 2. The results also showed that measures at time 1 could identify students running the risk of not meeting expectations with high precision. However, the results also revealed a substantial proportion of false positives.

Free access: **LINK**

Tags: early writers, formative assessment, rubrics, writing assessment, responsive teaching

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Graham, S., Harbaugh-Schattenkirk, A., Aitken, A., Harris, K., Ng, C., Ray, A., Wilson, J., Wdowin, J. (2022) Writing motivation questionnaire: validation and application as a formative assessment, *Assessment in Education: Principles, Policy & Practice*, 29:2, 238-261

This study evaluated the validity of a multi-dimensional measure of motives for writing. Based on an earlier instrument and theoretical conceptualisations of writing beliefs, we developed the Writing Motivation Questionnaire (WMQ). A sample of 2,186 fourth- (558 girls; 521 boys) and fifth-grade students (546 girls; 561 boys) completed 28 writing motivation items assessing seven motives for writing.

Two of these motives addressed intrinsic reasons for writing (curiosity, involvement); three motives assessed extrinsic reasons (grades, competition, and social recognition); and two motives examined self-regulatory reasons (emotional regulation, relief from boredom).

Confirmatory factor analyses supported the hypothesised structure of the WMQ, and each of the seven motives evidenced adequate reliability for research purposes. Measurement invariance was established for grades four and five students, girls and boys, White and non-White students, children receiving or not receiving free/reduced lunch, and students receiving or not receiving special education services.

The WMQ predicted students' writing performance.

(£): **LINK**

Tags: affective needs, self-efficacy, self-regulation, motivation, formative assessment

Rogers, P., Marine, J., Ives, S., Parsons, S., Horton, A., Young, A. (2022) Validity evidence for a formative writing engagement assessment in elementary grades, *Assessment in Education: Principles, Policy & Practice*, 29:2, 262-284

This article reports on the implementation of a formative assessment tool (the Writing Engagement Scale, or WES) in grades 3–5 in schools in the United States. We used confirmatory factor analysis (CFA) to collect validity evidence for the WES for our population. Survey results indicated that teachers perceived the WES to be useful as a formative writing assessment. We make the case that the WES provides an opportunity to inform teachers' practice and help researchers understand the dimensions of students' engagement in writing.

(£): **LINK**

Tags: affective needs, self-efficacy, self-regulation, motivation, formative assessment

Bardine, B. A., Bardine, M. S., & Deegan, E. F. (2000). Beyond the Red Pen: Clarifying Our Role in the Response Process, *The English Journal*, 90(1), 94–101.

Research into the marking of writing assignments and the response of students in high schools is presented, with focus on the techniques that teachers can learn from their students' reaction to criticism.

Free access: **LINK**

Tags: written feedback; self-efficacy

Brannon, L., & Knoblauch, C. H. (1982). On Students' Rights to Their Own Texts: A Model of Teacher Response, *College Composition and Communication*, 33(2), 157–166.

Examines how the relationship between teacher and student alters the connection between the writer's authority and the quality of the reader's attention. Discusses how teachers assess student writing from the perspective of an "ideal text," at the expense of discerning what the student is actually trying to say.

Free access (if read online): **LINK**

Tags: written feedback; agency; writing assessment; genre theory

Hyland, F., Hyland, K. (2001). 'Sugaring the pill: Praise and criticism in written feedback', *Journal of second language writing*, 10(3), pp. 185–212.

This paper offers a detailed text analysis of the written feedback given by two teachers to ESL students over a complete proficiency course. We consider this feedback in terms of its functions as praise, criticism, and suggestions. Praise was the most frequently employed function in the feedback of these two teachers, but this was often used to soften criticisms and suggestions rather than simply responding to good work. Many of the criticisms and suggestions were also mitigated by the use of hedging devices, question forms, and personal attribution. We explore the motivations for these mitigations through teacher interviews and think-aloud protocols and examine cases where students failed to understand their teachers' comments due to their indirectness. While recognising the importance of mitigation strategies as a means of minimising the force of criticisms and enhancing effective teacher–student relationships, we also point out that such indirectness carries the very real potential for incomprehension and miscommunication.

(£): **LINK**

Tags: written feedback; writing assessment; responsive instruction; writer-teacher; multilingual; bilingual; English as an additional language

Sperling, M. (1992) 'In-Class Writing Conferences: Fine-Tuned Duets in the Classroom Ensemble', *English journal. High school edition*, 81(4), pp. 65–71

This paper discusses how conferences or conversations between student and teacher are important processes in learning to write. In these conversations, students and teacher shape the writing together through discussion. The paper describes how a ninth grade teacher uses short, in-class writing conferences to help students with their writing process. It discusses the writing conferences of specific students and offers suggestions on planning, timing, and organising the conferences.

Tags: pupil-conferencing; verbal feedback; responsive instruction; writer-teacher; teach the writing processes

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Jaeger, E. (2021) Friends and authors: Spontaneous co-composing in a writing workshop, *Journal of Early Childhood Literacy*, 21(2), 177-207

In the mid-1980s, researchers began to study writers working in collaboration. Much of this research attended to what might be termed side-by-side composing: authors working on their own individual pieces and discussing them with others as needed. Others have studied co-composing—that is, multiple authors crafting a single text—describing the various aspects of these collaborations and their constraints and affordances. Nevertheless, few of these researchers have examined settings in which children spontaneously undertake co-composing. The study described here is a case analysis of a group of third-grade boys who chose to work together to write a superhero story over a period of six weeks.

Analysis showed that both the students' interaction and the text that resulted from it was multi-voiced in nature. I argue here for a Writing Workshop model that foregrounds student choice and agency, rather than asserting that procedures are the primary drivers of success. In the context described here, such a model allowed students in this classroom to follow their own interests and work with peers who were supportive of those interests.

(£): **LINK**

Tags: agency; co-authoring; co-construction; read, share, think and talking about writing; pupil-conferencing; pursue personal writing projects

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Hawkins, L. K. (2019) Writing conference purpose and how it positions primary-grade children as authoritative agents or passive observers. *Reading Horizons: A Journal of Literacy and Language Arts*, 58(1), 3

A common practice in today's primary-grade classrooms, teacher-student writing conferences are considered a vital component of instruction by accomplished writing teachers and advocates of process writing. Moreover, what teachers say and how they say it shapes those opportunities for student learning that are possible in classrooms. As such, building an understanding of the talk that ensues during primary-grade writing conferences, those purposes that such talk serves overall, and the significance of its pedagogical appropriateness is essential.

Findings from a multiple-case study of conference enactment in both a kindergarten and a first-grade classroom illuminate the varying degrees of authoritative and dialogic discourses made available to child participants during conference interactions. These findings range from enactments that empower students to co-construct ideas and meaning with their teachers as dialogic partners (e.g., conferencing as verbal rehearsal, conferencing as criterion-specific collaboration), to those more indicative of traditional recitation patterns in which students are given little space to contribute to the conversation (e.g., conferencing as transcription activity, conferencing as find-and-fix correction). Findings also suggest the importance of conference purpose and writing-process phase in determining the role child writers are invited to assume within a given conference interaction.

Free access: **LINK**

Tags: pupil conferencing; read, share, think and talking about writing; early writers; agency

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Bayraktar, A. (2013) Nature of interactions during teacher-student writing conferences, revisiting the potential effects of self-efficacy beliefs, *Eurasian Journal of Educational Research*, 50, 63–85

The use of teacher-student writing conferences is accepted as an effective strategy for teaching writing. The writing conference allows for an individual one-on-one teacher-student conversation about the students' writing or writing process and provides the student an audience in terms of revising or sharing purposes. Although there is more than one way to label writing conferences, their process and purpose is consistently defined. Teacher-student writing conferences have purpose, follow predictable structure, and put students in a position of being partners in collaboration. Several studies purport that writing conferences:

- make students better writers
- help them learn better and increase their achievement
- improve their habits and attitudes toward learning, independence, and authority

Bandura (1989) introduced the concept of self-efficacy and argued its effects on motivation and school success. Self-efficacy is "an individual's judgement of his or her capabilities to perform given actions" (Schunk, 1991, p. 207). This research investigated the nature of the interaction during scheduled teacher-student writing

conferences and explored the relationship between students' level of perceived self-efficacy beliefs and their participation during writing conferences.

Free access: **LINK**

Tags: pupil-conferencing; self-efficacy; metacognition

Roser, N., Hoffman, J., Wetzel, M., Price-Dennis, D., Peterson, K., Chamberlain, K. (2014) Pull Up a Chair and Listen to Them Write: Preservice Teachers Learn From Beginning Writers, *Journal of Early Childhood Teacher Education*, 35:2, 150-167

This study was conducted in the context of a preservice teacher education program with a focus on early literacy. The study focused on the insights preservice teachers gained from working closely beside one emergent writer. The authors report on six focus cases and identify five cross-case themes—describing preservice teachers who:

- Approached young children's efforts to compose texts with deep appreciation regardless of the child's level of development
- Deeply valued the time spent near a young writer and described their own learning as emanating both from the writer and the writing
- Gained an understanding of how literacy emerges/develops, and made efforts to take up the discourse of literacy teachers
- Talked sensitively about the importance of their teaching moves—the "just right" invitations or steps that enabled children to take risks
- Valued the purposeful writing that emanated from children's interests and lives and motivated them to write.

The findings are interpreted as a way of reenvisioning teacher education as "practice" supported by representations, deconstructions, and approximations.

Free access: **LINK**

Tags: pupil-conferencing; pre service teachers; initial teacher education; initial teacher training

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Kissel, B., Hansen, J., Tower, H., Lawrence, J. (2011) The influential interactions of pre-kindergarten writers *Journal of Early Childhood Literacy*, 11(4), pp.425–452

This article examines six years of ethnographic research in Robyn Davis's pre-kindergarten classroom in the USA. The authors show how children used interactions during writing to create various written products. Three themes emerged from their findings:

- Interactions among children challenge their writing identities
- Interactions among children introduce new possibilities in their writing
- Interactions among children with more knowledgeable peers help push writers forward with their writing acquisition.

Through these findings, the authors conclude that peer interactions among four-five-year-old children are influential in their writing processes and products.

Free access: **LINK**

Tags: pupil conferencing; read, share, think and talk about writing; writer-identity

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Rowe, D. (2008) The Social Construction of Intentionality: Two-Year-Olds' and Adults' Participation at a Preschool Writing Center, *Research in the Teaching of English,* 42(4) pp.387-434

This paper describes how one group of Euro-American, middle-class two-year-olds living in the southern US learned to form and enact locally appropriate textual intentions and literate identities as they participated in writing events.

Data were collected during a nine-month study of two-year-olds' and adults' interactions at a preschool writing table. Adult talk functioned to elicit information about the children's writing to guide their participation, and to showcase adult writing activities as demonstrations. Children observed adult writing, initiated their own graphic activities, and co-authored with adults. A large portion of children's talk involved verbal or gestural descriptions of their intentions. Analysis showed children making intertextual connections. Through adult-child talk, children showed how they learned intentionality through joint participation in writing, focusing on five key patterns:

- The joint negotiation of textual intentions in face-to-face interaction
- The forceful nature of the "pedagogical mode of address"
- Children's use of existing resources to take up roles as writers
- Changes in participation
- Children's agency in shaping their participation as writers.

Free access (if read online): **LINK**

Tags: pupil conferencing; read, share, think and talk about writing; be a writer-teacher; writing centre; writing station; funds of knowledge; funds of identity; intertextuality; agency; purposeful personal writing projects; emergent writers; early writers

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Cabell, S., Tortorelli, L., Gerde, H. (2013) How Do I Write …?: Scaffolding Preschoolers' Early Writing Skills, *The Reading Teacher,* 66(8) pp.650-659

Providing preschoolers with rich writing experiences can help to lay a foundation for their later reading and writing success. Early writing experiences can be greatly enhanced by how preschool teachers answer young children's questions about writing and engage them in productive writing instruction. With appropriate scaffolding, early writing provides support for children's overall literacy development. Taking an individualised approach to writing instruction allows teachers to capitalise on children's literacy skills at each level of development.

This article provides a framework for teachers to evaluate and understand the writing that young children produce and research-based guidance on how to shape instruction in response to each child's strengths. Scenarios are presented to illustrate the varied child-centred responses teachers can use to support and develop foundational literacy skills through writing across typical preschool classroom contexts (i.e., centres, journals, morning message).

Free access: **LINK**

Tags: pupil conferencing; be a writer-teacher; writing centre; writing station; emergent writers; early writers

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Bayraktar, A. (2012) Teaching writing through teacher-student writing conferences, *Procedia – Social and Behavioural Sciences*, 51, 709–713

Teacher-Student Writing Conferences are "private conversations between teacher and student about the student's writing or writing processes" (Sperling, 1991, p. 132). Murray (1985) called these conversations "professional discussion between writers" on students' writings (p. 140). This literature review paper investigates the related studies about:

- The effects of writing conferences on student's writing achievement, learning, independence and authority
- Effective and ineffective writing conferences
- Interaction during writing conferences
- Effects of writing conferences on students' self-efficacy.

Based on reviewed studies' findings, recommendations and suggestions while conducting teacher-student writing conferences will be provided.

Free access: **LINK**

Tags: pupil conferencing; be a writer-teacher; self-efficacy; self-regulation; writing instruction; self-regulation strategy instruction

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Ebsworth, M. (2014) The many faces of feedback on writing: A historical perspective, *Writing & Pedagogy*, 6(2), 195–221

This article traces the development of feedback from comments on product alone to the interactive process-oriented approaches that are currently the state of the art. A range of variables that impact how feedback is given and received are considered. Attention is also paid to feedback givers, their beliefs, philosophies, and practices along with a critical view of language varieties and the roles they play in teachers' evaluation of writing. Finally, the evolution of written feedback to incorporate the development of online technologies brings us to the present time and an exploration of their use and efficacy.

(£): **LINK**

Tags: pupil conferencing; feedback; process writing; online technologies; written feedback; written marking

Elliott, V., Baird, J., Hopfenbeck, T.N., Ingram, J., Thompson, I., Usher, N., Zantout, M., Richardson, J., Coleman, R. (2016) A marked improvement? A review of the evidence on written marking, *Education Endowment Foundation*,

Marking plays a central role in teachers' work and is frequently the focus of lively debate. It can provide important feedback to pupils and help teachers identify pupil misunderstanding.

However, the UK government's 2014 Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads. The reform of marking policies was the highest workload-related priority for 53% of respondents. More recently, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating". To shed further light on the prevalence of different marking practices, the Education Endowment Foundation (EEF) commissioned a national survey of teachers in primary and secondary schools in England. The survey, conducted by the National Foundation for Educational Research, identified a wide range of marking approaches between schools and suggests teachers are combining different strategies to fulfil the multiple purposes of marking pupils' work. Given this diversity, the increased use of high-intensity strategies such as triple-marking, and the huge amount of time currently invested in marking, it is essential to ensure that marking is as efficient and impactful as possible.

Free access: **LINK**

Tags: pupil conferencing; feedback; written feedback; written marking

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Glasswell, K., Parr, J. (2009) Teachable moments: Linking assessment and teaching in talk around writing, *Language Arts*, 86(5), 352–361

Traditionally, assessing student writing ability has often been product-focused. Advocates of child-centred process-oriented classrooms, however, suggest that teachers should also focus on understanding children's writing behaviours in the context of meaningful communicative tasks. In such an approach, writing conferences are one way in which teachers can gather information to use for teaching purposes.

While engaging with children around writing, skilled teachers can make the most of writing conference interactions by taking advantage of the "teachable moments" that children present to them.

In this article, we will discuss teachable moments as powerful instructional episodes in which assessment and teaching mesh to produce a finely tuned instructional system that moves students forward. We identify and explore three key hallmarks of the teachable moment as assessment and instruction in action, and discuss how teachers can make the most of these seemingly simple, but instructionally complex events.

Free access: **LINK**

Tags: pupil conferencing; feedback; writing instruction; responsive teaching; be a writer teacher

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Glasswell, K., Parr, J., McNaughton, S. (2003) Four ways to work again yourself when conferencing with struggling writers, *Language Arts*, 80(4), 299–309

Despite their high goals for all writers, teachers can unintentionally interact in unproductive ways with struggling writers. This article therefore examines the interactions that take place as nine exemplary teachers from New Zealand provide support for struggling writers in ways that inadvertently often turn out to be less effective than they hoped.

The authors offer four ways teachers can typically produce unintended outcomes and illustrate that even for exceptional teachers of writing, conducting effective conferences with struggling writers is a difficult and thought-provoking task.

Free access: **LINK**

Tags: pupil conferencing; feedback; writing instruction; responsive teaching; be a writer teacher

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Graham, S., Harris, K., Hebert, M.A. (2011) *Informing Writing: The Benefits of Formative Assessment. A Carnegie Corporation Time to Act Report* Washington, DC: Alliance for Excellent Education

The report uses the powerful statistical method of meta-analysis to determine that classroom-based writing assessments can help students improve their writing skills. Additionally, these formative assessments, as they are called, allow teachers to gauge the effectiveness of their instructional practices, modify instruction as

needed, and provide students with feedback on writing strengths and areas in need of improvement.

During this decade there have been numerous efforts to identify instructional practices that improve students' writing. Despite these efforts, educators and policymakers need additional evidence-based practices for improving the writing of students in American schools. One tool with potential for improving students' ability to effectively convey thoughts and ideas through text is classroom-based writing assessment. Such formative assessments allow teachers to gauge the effectiveness of their instructional practices, modify instruction as needed, and provide students with feedback on writing strengths and areas in need of further development. These assessments can be administered in a variety of ways in the classroom, including teachers assessing students' writing, students assessing their own writing, and peers assessing others' writing.

This report provides evidence to answer the following two questions:

- Does formative writing assessment enhance students' writing?
- How can teachers improve formative writing assessment in the classroom?

This is the first report to examine the effectiveness of formative writing assessment using the powerful statistical method of meta-analysis. This technique allows researchers to determine the "consistency" and "strength" of the effects of an instructional practice, and to highlight practices holding the most promise. This report also identifies best practices in writing assessment that need to be implemented in order to maximise the accuracy and trustworthiness of formative writing assessment

Free access: **LINK**

Tags: pupil conferencing; feedback; formative assessment; writing instruction; responsive teaching; be a writer teacher

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Neitzel, C., Davis, D. (2014) Direct and indirect effects of teacher instruction and feedback on student adaptive help-seeking in upper-elementary literacy classrooms, *Journal of Research in Education*, 24(1),53–68

Ninety-three 9-11 year olds were observed once weekly for one semester during reading and writing instruction. A structured observational protocol was used to record information about instruction and feedback provided to these students by their teachers, as well as the students' participation, regulation, and self-instruction behaviours.

The findings reveal that some aspects of teacher instruction and feedback influence student self-instructive information pursuits directly; however, the primary influence of teacher instruction occurs indirectly through effects on students' patterns of participation and monitoring. A student's personal pattern of participation and monitoring during teacher-directed instructional episodes was an important determinant of self-instructional information pursuits during independent literacy activities in the upper-elementary school classroom.

Free access: **LINK**

Tags: pupil conferencing; feedback; writing instruction; responsive teaching; be a writer teacher; self-regulation

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Taggart, A., Laughlin, M. (2017) Affect matters: When writing feedback leads to negative feeling, *International Journal for the Scholarship of Teaching and Learning*, 11(2), 1–11

A continuous challenge in the writing classroom is maintaining openness and positivity around feedback. There are myriad factors that influence the felt experience of the feedback process, and the researchers wanted to understand better how students experience and perceive negative moments, as well as what factors remain salient in their minds after the fact. Therefore, Taggart & Laughlin surveyed students nationwide who had taken a writing intensive course to learn about the moments when they were not able to take teacher feedback and use it to revise, as well as the times when they used feedback against their own judgement.

The researchers found that students' expressions of those negative moments often reflected hierarchy, felt disrespect, and confusion; their desire was most often for more time and space, for respect, and for clearly worded, consistent instructions.

Free access: **LINK**

Tags: pupil conferencing; feedback; writing instruction; responsive teaching; be a writer teacher; self-regulation; self-efficacy; volition; motivation; affective needs

Zumbrunn, S., Marrs, S., McBride, C., Stringer, J.K. (2016) Exploring elementary student perceptions of writing feedback, *Journal on Educational Psychology*, 10(1), 16–28

The purpose of this study was to explore elementary students' perceptions of the feedback they receive on their writing. After responding to the closed-ended question, "Do you like to receive feedback about your writing?" students were branched to the appropriate follow-up open-ended question, "Why do/don't you like to receive feedback about your writing from your teacher?"

The majority of students reported liking writing feedback and provided reasons related to mastery and positive affective responses to feedback. A sizeable number of students reported not liking feedback and provided reasons related to avoidance of receiving feedback and negative affective responses associated with feedback.

Qualitative findings highlight the range of both positive and negative views about writing feedback, as well as the power of listening to student voices.

Free access: **LINK**

Tags: pupil conferencing; feedback; writing instruction; responsive teaching; be a writer teacher; self-regulation; self-efficacy; volition; motivation; affect

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Helsel, L., Kelly, K., Wong, K. (2021) Responsive Teaching in the Writer's Workshop, *The Reading Teacher*, doi.org/10.1002/trtr.2074

This article shares how a class of 8-9 year olds became a community of independent and collaborative writers who flourish through a responsive and culturally sustaining approach to writers' workshop. This includes:

- Providing daily and dedicated time for writing
- Honouring children's writing choices
- Providing daily writing instruction which is responsive to what the class needs instruction in most.
- Providing children with additional instruction and feedback through pupil conferences

The authors then share the four ways in which teachers can be responsive to the needs of their students. These include:

- **Academic responsiveness:** Ensuring that skills and content align with students' abilities and curriculum goals.
- **Linguistic responsiveness:** Valuing the languages and dialects of students.
- **Cultural responsiveness:** Valuing the social and cultural identities and cultural capital of students.
- **Social-emotional responsiveness:** Providing a safe and loving environment for children to take risks, write and be writers.

(£): **LINK**

Tags: read, share, think and talk about writing; treat every child as a writer; building a community of writers; pupil conferencing; culturally sustaining pedagogy; responsive teaching; writing instruction; writing workshop; linguistics; agency mini-lesson; be reassuringly consistent; writer-identity; motivation; translanguaging; funds of knowledge; funds of identity

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Schuldt, C. (2019) Feedback in action: Examining teachers' oral feedback to elementary writers, *Teaching and teacher education* 83: 64–76

Despite potential variability in practice, feedback is widely accepted as a powerful source for increasing student learning. However, little is known about teachers' oral feedback practices and how they relate to elements of effective feedback.
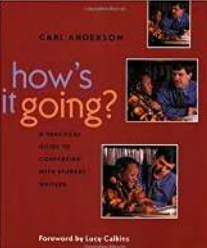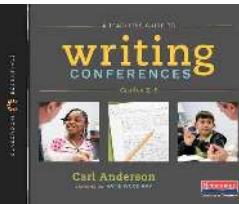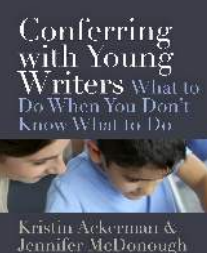
This study examines four fourth-grade teachers' oral feedback interactions during writing instruction. Findings indicate that teachers provided regular, specific, and positive writing-focused feedback to students. However, teachers distributed their feedback differently, and their feedback varied in the extent to which it was actionable and provided students with opportunities to develop content.

(£): **LINK**

Tags: read, share, think and talk about writing; treat every child as a writer; building a community of writers; pupil conferencing; culturally sustaining pedagogy; responsive teaching; writing instruction; writing workshop; linguistics; agency mini-lesson; be reassuringly consistent; writer-identity; motivation; translanguaging; funds of knowledge; funds of identity
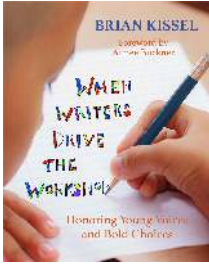
Recommended chapters and literature

- See also *Explicit Writing Instruction: Teach Mini-Lessons*
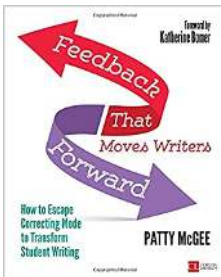
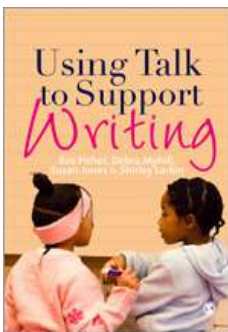|	
	Young, R., Ferguson, F. (2021) A *Guide To Pupil-Conferencing With 3-11 Year Olds: Powerful Feedback & Responsive Teaching That Changes Writers* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) *The Writing For Pleasure Centre's BIG Book Of Mini-Lessons: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
	The Writing For Pleasure Centre's children as writers survey [**LINK**]
	Anderson, C. (2000) *How's It Going* Portsmouth, NH: Heinemann
	Anderson, C. (2018) *A Teacher's Guide to Writing Conferences* Portsmouth, NH: Heinemann
	Ackerman, K., McDonough, J. (2016) *Conferring with Young Writers* Portsmouth, NH: Stenhouse
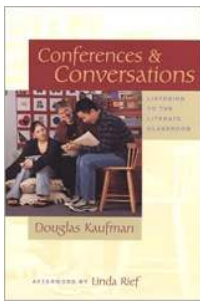
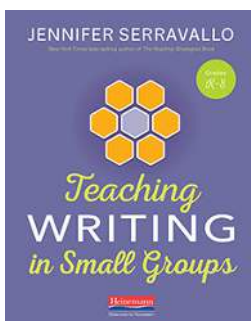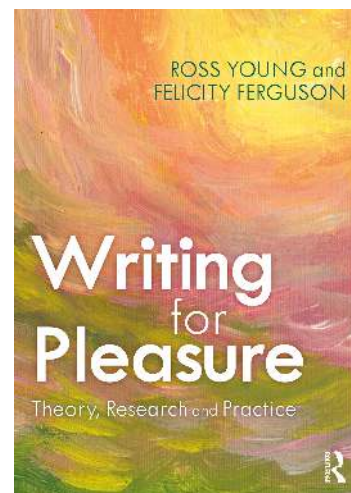|	
	Kaufman, D., (2000) *Conferences and Conversations* Portsmouth NH: Heinemann
	Kissel, B. (2017) *When Writers Drive the Workshop* Portsmouth, NH: Stenhouse
	McGee, P. (2017) *Feedback that Moves Writers Forward* Thousand Oaks, CA: Corwin Literacy
	Fisher, R., Myhill, D., Jones, S., Larkin, S. (2010) *Using Talk to Support Writing* London: Sage
	Serravallo, J. (2023). *Teaching Writing in Small Groups*. Heinemann.

Chapter 22
Connect Reading & Writing

Introduction

This chapter begins by reviewing the research evidence which has investigated the profound connection between reading and writing. Next, the authors lay down the principles and research related to a reading for pleasure pedagogy. The authors look specifically at reading's role in promoting a *Writing For Pleasure* pedagogy. This includes concepts such as personal response; who possesses the text in a writing classroom; children participating in the creation of writing projects in response to reading; intertextuality; writing to learn; non-fiction and voice; knowledge-telling, knowledge transforming and knowledge crafting; collective social responses; the production of culturally sustaining texts; children writing about texts; learning from mentor texts; literature-based mini-lessons; teachers as reading and writing mentors, and children reading their peers' compositions. Before concluding, the authors share what might be considered as a literacy for pleasure pedagogy and how teachers can profitably build a reading and writing community concurrently. The chapter ends with examples of effective practice from the classrooms of high-performing *Writing For Pleasure* teachers.

DOWNLOAD CHAPTER

This chapter proposes that a reading for pleasure pedagogy can have a positive influence on writing for pleasure. Promotion of the reading and writing connections and integrated reading and writing approaches are popular and potentially effective. The chapter therefore provides teachers with advice on how to build a rich class library containing a variety of high-quality texts. It shows teachers how they can encourage children to discuss their personal responses during class read-alouds and how these discussions can lead to high-quality writing through the use of intertextuality. However, it questions the advisability of the currently popular 'novel study' or 'book planning' approach invading children's writing and casts doubt on the benefits of 'literary criticism' as a part of teaching the craft of writing. This chapter gives practical advice on how a class can democratically generate a variety of writing ideas inspired by the texts they have read together. It explains how teachers can help children see the connection between writing personal narrative or memoir and how we write stories. It explains how teachers can encourage children to dabble whilst they read or listen and to regularly 'squirrel' away great writing they've read. Other techniques and strategies are also discussed.

DOWNLOAD CHAPTER

Quinn, M. F., & Traga Philippakos, Z. A. (2023). Building a Bridge: Writing and Reading Connections in Early Childhood, *The Reading Teacher*, 77(2), 260-267.

Reading and writing are essential components of literacy. Children's initial preschool experiences with literacy set important foundations for later school success. Instruction that can create a bridge between reading and writing to support children's developing understandings in both these areas of literacy has powerful implications for their literacy growth. This teaching and learning in action guide explores meaningful connections between reading and writing by examining the way in which one prekindergarten teacher supports children's reading–writing skills across various components of written language (i.e., sounds, letters, words, sentences, and content) and within various instructional contexts (centres, small groups, large group/read-aloud).

This article shares research-based approaches in the context of specific examples in which the focal teacher fosters meaningful reading and writing connections using two key read-alouds as starting points. How do we make reading–writing connections in preschool across contexts and learning experiences to support children's literacy in meaningful, engaging, and developmentally appropriate ways and make connections visible to children? What high-quality reading and writing experiences influence preschoolers' engagement in activities?

What ways are reading and writing addressed in your classroom across various instructional contexts (i.e., whole group, small group, centres)?
Free access: **LINK**
Tags: connect reading and writing; reading as writers; genre study; textual knowledge

Kim, Y.-S. G., Wolters, A., & Lee, J. won. (2023). Reading and Writing Relations Are Not Uniform: They Differ by the Linguistic Grain Size, Developmental Phase, and Measurement, *Review of Educational Research*, 0(0). https://doi.org/10.3102/00346543231178830
We conducted a meta-analysis to investigate reading-writing relations. Beyond the overall relation, we systematically investigated moderation of the relation as a function of linguistic grain size (word reading and spelling versus reading comprehension and written composition), measurement of reading comprehension (e.g., multiple choice, open-ended, cloze), and written composition (e.g., writing quality, writing productivity, writing fluency, writing syntax), and developmental phase of reading and writing (grade levels as a proxy). A total of 395 studies (k = 2,265, N = 120,669) met inclusion criteria.

Overall, reading and writing were strongly related (r = .72). However, the relation differed depending on the subskills of reading and writing such that word reading and spelling were strongly related (r =.82) whereas reading comprehension and written composition were moderately related (r =.44). In addition, the word reading-spelling relation was stronger for primary-grade students (r =.82) than for university students/adults (r =.69). The relation of reading comprehension with written composition differed depending on measurement of reading comprehension and written composition—reading comprehension measured by multiple choice and open-ended tasks had a stronger relation with writing quality than reading comprehension measured by oral retell tasks; and reading comprehension had moderate relations with writing quality, writing vocabulary, writing syntax, and writing conventions but had weak relations with writing productivity and writing fluency. Relations tended to be stronger when reliability was higher, and the relation between word reading and spelling was stronger for alphabetic languages (r = .83) than for Chinese (r = .71). These results add important nuances about the nature of relations between reading and writing. |
| Free access: **LINK** |
| **Tags:** connect reading and writing |

Zagata, E., Kearns, D., Truckenmiller, A. J., & Zhao, Z. (2023). Using the Features of Written Compositions to Understand Reading Comprehension. *Reading Research Quarterly*.
The current study is an exploration of the association between the characteristics of students' written compositions and their reading comprehension performance.

We address the empirical question about the degree to which writing is predictive of reading comprehension by comparing the utility of several popular written composition metrics. These include the 6+1 Trait® Model of Writing, a metric from curriculum-based measurement in written expression, Coh-Metrix, and automated counts of word features. The dependent variable for all data analytic models was the reading comprehension score (RC score) from the FAIR-FS. First, we conducted two random forest regressions, one containing the reading skills, namely, scores on the vocabulary, syntax, word recognition, and reading fluency tasks on the FAIR-FS and the other containing these reading skills in addition to all of the writing scores calculated from the written composition task. Second, we use the importance indices from the random forest regression to select skills to include in an explanatory regression model. In addition to finding that the writing related skills added to the importance, we further found that the most important skills in the random forest regression were reading-related followed by the various instantiations of curriculum-based measures, number of morphemes, and incidence of gerund density. These signify a unique contribution between curriculum-based measures and reading comprehension when accounting for comprehension-related reading skills thus furthering our understanding of the interdependency between the components of writing and reading. |
| (£): **LINK** |
| **Tags:** connect reading and writing |

Truckenmiller, Adrea & Chandler, Brennan. (2023) Writing to Read: Parallel and Independent Contributions of Writing Research to the Science of Reading, *The Reading League,* 4(1) pp.5-11
When considering instructional activities to support students' reading development, writing instruction might not be the first thing that comes to educators' minds. In a practical sense, there are few structural facilitators of writing instruction compared to the availability of high quality reading and math curricular materials. Educators typically have greater confidence in their own abilities to comprehend text and teach reading than in

their own abilities to write clearly and effectively and to teach writing (Troia & Graham, 2016). Teaching and assigning writing in response to reading is punishing to teachers because of the time-consuming nature of reviewing student writing and deciding in which areas to provide feedback (Cutler & Graham, 2008). Almost 75% of students in U.S. classrooms are not proficient in their writing (National Assessment of Education Progress, 2017), which likely makes the act of writing very frustrating for students and potentially makes many students resistant to writing tasks.

While these barriers are significant and valid, neglecting writing instruction is leaving money on the table. There is clear and consistent evidence that writing instruction has some of the largest impacts on reading comprehension and in education more broadly (Graham & Harris, 2018). Luckily, the most effective writing instruction is freely available or very low-cost. In this article, we curate relevant theories on the co-development of reading and writing, highlight a recent empirical model of reading and writing from developmental psychology that has direct implications for education (Kim & Graham, 2022), and we give practical examples of research-based writing instruction that have impact on both writing and reading achievement.

Free access: **LINK**

Tags: connect reading and writing; spelling instruction; encoding instruction; genre study; textual instruction; sentence-level instruction; sentence-combining; self-regulation strategy development instruction

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Ahmed, Y., Kent, S. C., & Keller-Margulis, M. (2023). Reading-to-Writing Mediation model of higher-order literacy. *Frontiers in Psychology*, 14.

Writing difficulties frequently manifest comorbidly with reading challenges, and reading is implicated in particular acts of writing, such as reviewing and editing. Despite what is known, however, there remain significant barriers to understanding the nature of reading-writing relations, as few studies are comprehensive in the number and types of literacy skills evaluated.

This study consists of a secondary data analysis of two studies employing structural equation modelling (SEM) to evaluate relations among reading and writing components skills independently, using the Direct and Inferential Mediation Model (DIME) of reading comprehension and Not-so-Simple View of Writing (NSVW) as theoretical frameworks.

We examine relations between reading and writing components from these models with a sample of upper elementary students with/at-risk for learning disabilities. Lower-order components included word reading, vocabulary, handwriting and spelling. Higher-order components included background knowledge, reading strategies, inferencing, planning, editing, and revision. The literacy outcomes were oral and silent reading fluency, reading comprehension, and writing quality and productivity. We systematically build a Reading-to-Writing Mediation (RWM) model by first merging the DIME and NSVW components in a direct effects model, expanding the joint model to include reading and writing fluency, evaluating indirect effects between DIME and NSVW component skills, and finally, evaluating indirect effects with reading and writing fluency.

The findings suggest that higher order fluency and comprehension skills are differentially related to writing activities and products.

The pattern of results helps elucidate the mechanisms of how various reading and writing skills transfer and relate. The results have implications for targeted and implicit instruction in multicomponent interventions and the use of screeners to identify areas of risk.

Free access: **LINK**

Tags: connect reading and writing

DiCicco, M. & Shanahan, E. (2023). Dr. Seuss, police reports, and lamb recipes: Examining text reformulation as a literacy strategy. *Journal of Adolescent & Adult Literacy, 00*, 1–12. https://doi.org/10.1002/jaal.1316

Engaging college students in purposeful academic tasks that foster both reading and writing competencies necessitates deliberate decision-making regarding the goals and benefits of literacy tasks in college courses. In this context, we investigate text reformulation as a literacy strategy aimed at enhancing students' reading and writing skills. Text reformulation involves taking an existing text and recreating it in a new form, providing students with opportunities to develop competencies such as analysing story details, sequencing, utilising mentor texts, and considering audience awareness.

Drawing on recorded small group and whole-class conversations, student work samples, and reflections, this study delves into how preservice teachers constructed meaning from an existing short story and applied it to new modalities through text reformulation. The findings highlight the potential benefits of this strategy in developing students' analytical and expressive capabilities.

Implications for implementing text reformulation in middle, secondary, and college programs are discussed, including the importance of orienting students to the task, teaching text structures, and guiding them through considerations of purpose, audience, and tone. The study contributes valuable insights into the practical application of text reformulation as an effective pedagogical tool to enhance both reading and writing competencies among college students.

(£): **LINK**

Tags: connect reading and writing; text reformation; knowledge-telling, knowledge-transforming, knowledge-crafting; intertextuality; remixing; genre study; textual instruction; pursue purposeful and authentic class writing projects; set writing goals; field, tenor and mode

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Cremin, T., Hendry, H., Chamberlain, L., Hulston, S. (2023) *Reading and Writing for Pleasure: A Framework for Practice Executive Summary* The Open University: The Mercers' Company

This report discusses the imperative need to elevate the status of reading and writing for pleasure (R and WfP) in educational settings. Emphasising the significance of these activities for both academic achievement and children's overall engagement, the study presents a Framework developed through the Literacy Special Initiative.

The Framework, deeply rooted in research, serves as a comprehensive guide for practitioners working in diverse contexts such as homes, schools, libraries, online literacy spaces, and communities, aiming to foster young people's R and WfP. It underscores the importance of viewing young individuals as readers and writers rather than mere pupils engaged in formal reading and writing tasks.

The research reveals that effective strategies for nurturing R and WfP are anchored in expansive literacy understandings, acknowledging young people as experts and centering on their personal experiences. The Literacy Special Initiative's values-driven programs, unconstrained by curriculum expectations, exemplify an egalitarian emphasis on children, respecting their perspectives, ideas, and rights as readers and writers.

The optimal approaches to R and WfP, as outlined in the Framework, hinge upon access to diverse and relevant texts and dedicated time, facilitated by responsive adult involvement. These approaches are both individually focused, considering learners' autonomy and interests, and socially oriented, promoting inclusive interactions, non-hierarchical discussions, and the creation of positive communities of readers and writers. This reflects the application of relational pedagogy in literacy education.

The Framework, presented as a valuable tool, is recommended for use by literacy organisations, schools, teachers, student teachers, and librarians. It provides a platform for affirming, questioning, and challenging existing practices, allowing stakeholders to identify priorities for development. Furthermore, the Framework facilitates the development of a shared vocabulary around literacy development, fostering collaboration among volunteers, partners, stakeholders, funders, governors, and trustees. Ultimately, it showcases the value of current practices while highlighting the potential for enrichment to maximise impact on young people as readers and writers.

Free access: **LINK** and **LINK**

Tags: build a community of writers; read, share, think and talking about writing; self-determination theory; agency; motivation; pursue purposeful and authentic class writing projects; pursue personal writing projects; volitional writing; home writing; be a writer-teacher; pupil-conferencing; verbal feedback; connect reading and writing; writing realities; funds-of-knowledge; funds-of-identity

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Kim, Y. S. G. (2022) Co-Occurrence of Reading and Writing Difficulties: The Application of the Interactive Dynamic Literacy Model, *Journal of Learning Disabilities*, 00222194211060868

This article presents the application of the interactive dynamic literacy (IDL) model toward understanding difficulties in learning to read and write. According to the IDL model, reading and writing are part of communicative acts that draw on largely shared processes and skills as well as unique processes and skills. As such, reading and writing are dissociable but interdependent systems that have hierarchical, interactive, and dynamic relations. These key tenets of the IDL model are applied to the disruption of reading and writing development to explain co-occurrence of reading–writing difficulties using a single framework. The following hypotheses are presented:

- Co-occurrence between word reading and spelling and handwriting difficulties
- Co-occurrence of dyslexia with written composition difficulties
- Co-occurrence between reading comprehension and written composition difficulties
- Co-occurrence of language difficulties with reading difficulties and writing difficulties
- Co-occurrence of reading, writing, and language difficulties with weak domain-general skills or executive functions such as working memory and attentional control (including attention-deficit/ hyperactivity disorder [ADHD]

- Multiple pathways for reading and writing difficulties.

(£): **LINK**

Hand, B., Chen, Y. C., Suh, J. K. (2021) Does a knowledge generation approach to learning benefit students? A systematic review of research on the science writing heuristic approach, *Educational Psychology Review*, 33(2), 535-577

The shifting emphases of new national curricula have placed more attention on knowledge generation approaches to learning. Such approaches are centered on the fundamental sense of generative learning where practices and tools for learning become the focus of the learning environment, rather than on the products of learning. This paper, building on from the previous review by Fiorella and Mayer (2015, 2016), focuses on a systematic review of doctoral and master theses of a knowledge generation approach to the learning of science called the science writing heuristic (SWH) approach. The outcomes of examining 81 theses show that students regardless of grade levels and cultural settings were significantly advantage in terms of content knowledge, critical thinking growth, and representational competency. The results also indicate that time in terms of engagement with the approach is critical for achieving student outcomes and for teachers to develop expertise with the approach. Questioning was also noted as being critical. Implications arising from the study are centered on the development and use of writing, the need for interactive dialogical environments, and the importance of questioning as critical elements for success.

Free access: **LINK**

Coker Jr, D. L., Jennings, A. S., Farley-Ripple, E., & MacArthur, C. A. (2018) The type of writing instruction and practice matters: The direct and indirect effects of writing instruction and student practice on reading achievement, *Journal of Educational Psychology*, 110(4), 502

Previous research has demonstrated that writing instruction can support reading achievement; however much of this work involved carefully designed interventions. In this study, we evaluated a conceptual framework of the direct and indirect effects of typical writing instruction and student writing practice on reading achievement in first grade. Fall reading, vocabulary, and writing data were collected from 391 students, and classroom writing instruction and student writing practice were observed in 50 classrooms. The effects of writing instruction on spring reading achievement were evaluated using a 2-level, fixed effects structural equation model. In a multiple mediator model, the total indirect effect of composing writing instruction through student writing practice on spring reading achievement was positive and statistically significant, with a modest effect of composing writing instruction mediated by generative writing practice. The final model explained 86% and 59% of the variability in spring reading achievement at the student and classroom levels, respectively. These results suggest that generative writing practice mediates the relationship between composing instruction and spring reading achievement. The results also highlight some potentially positive effects of typical writing instruction and student writing practice after controlling for reading instruction and fall reading achievement.

Free access: **LINK**

Elbow, P. (2004) Writing First! Putting Writing Before Reading Is An Effective Approach to Teaching And Learning, *Educational Leadership,* 62(2) pp.9-13

The phrase "reading and writing" reflects the implicit assumption that reading comes first and that writing must follow. First graders can "write" all the words they can say, albeit in their own manner and using invented spelling. Encouraging this kind of writing gives children control over letters and texts, giving them an understanding that they need ultimately for reading. The word learning itself tends to promote reading over writing because we often assume learning refers to input, not output, that it's a matter of putting other people's ideas inside us. Writing is more caught up with meaning making, however, and encourages students to break out of their characteristically passive stance in school and in learning. "Reading tends to imply 'Sit still and pay attention', whereas writing tends to imply 'Get in there and do something.'" It's not the case that putting writing first--output before input--will encourage rampant individualism. Reading and writing are joined, in fact, at the hip. Students will put more care into reading when they have had more of a chance to write.

Free access: **LINK**

Parry, B. Taylor, L., (2018) Readers in the round: children's holistic engagements with texts, *Literacy,* 52 (2): 103-110

This paper looks at the relationship between reading and writing for pleasure. Children read a wide range of media texts as well as books, and they develop strong affective relationships with these artefacts. These relationships affect the children's writing craft. By allowing volitional reading time to move directly into volitional writing time, children profitably and naturally remixed the texts they read with their own lives, popular culture, interests, knowledge, thoughts and experiences (their cultural resources) to create something new. Through their own cultural contexts and identities, children are able to learn the language conventions and techniques of schooled literacy, and are able to hybrid genres at a high level of sophistication. Children were choosing themes that included:

- Vampires, werewolves, zombies
- Star Wars
- The Percy Jackson series
- The Hunger Games
- Pokemon

Free access: **LINK**

Dutro, E., (2010) What 'hard times' means: Mandated curricula, class-privileged assumptions, and the lives of poor children, *Research in the Teaching of English*, 44(3) pp.255–291

This qualitative analysis looked to understand 8-9 year olds' experiences of a commercial literacy curriculum which, according to the researcher, revealed class-privileged assumptions and so failed to offer children time or space to discuss and craft their personal connections with texts. Dutro concluded that:

- The published scheme being used was written from a middle-class perspective. It treated this perspective as being the norm and carried potentially offensive assumptions about the lives of families living in poverty.
- The curriculum failed to honour or hold any regard for children who live in poverty. Instead, children were required to interpret and write about the studied text in the same way the published scheme writer interpreted it.
- When children did write about their own lives, it was held in disdain and relegated to the margins of the literacy classroom. Their lives had no place because they were seen by the scheme to hold no value.

Dutro shares how commercial publishers must honour 'children's sophisticated and deeply felt connections to text' and allow them to craft their own personal response. However, to do so, they must first recognise and then hold in high regard the lives of children living in poverty. Only then will children be able to use their lived knowledge from outside the school gates to support their learning inside the classroom. By inviting children to bring their own ideas and interpretations to class writing projects, we ensure pupils from different cultural and social backgrounds can write from a position of strength and expertise. They are, perhaps for the first time in their young lives, allowed to write their realities.

Free access: **LINK**

Lancia, P. (1997) Literary borrowing:The effects of literature on children's writing, *The Reading Teacher*, 50(6), 470–475

Literature is seen to be the most effective model for writing in the author's second-grade classroom. They discuss five ways that children borrow ideas from literature and the function of these borrowed ideas.

The children listened with interest, reacting with surprise when Nate found Fang hiding under Rosamond's chair. When Josh finished reading, the children applauded and raised their hands to make comments. Josh called on Anna first. She tilted her head, shook her finger at Josh, and announced, "Did you know your book is just like the other Nate the Greats?" With a serious expression, Josh responded immediately, "Oh, yeah. I planned it that way."

Over the years I have encountered many students who, like Josh, composed stories based on ideas from books they have read. They appeared to spontaneously "borrow" ideas from literature in order to create their own pieces of writing. Some wrote new stories about familiar characters such as George and Martha, Frog and Toad, Lyle Crocodile, Arthur, and Miss Frizzle. Others retold the original plot in their own words or modified the same events to fit a new setting. Some created plots in which characters from different stories interacted. And occasionally some attempted to imitate the writing style of a particular author, book, or genre. Having read many stories obviously inspired by books in our classroom, I wondered how the children selected and manipulated ideas while writing on their own. This "literary borrowing" has gone on independently, without direct teacher involvement, as I have never asked my students to write imitatively of a literary model by themselves, although groups have written stories patterned after books that were read aloud.

Free access (if read online): **LINK**

Tags: connect reading and writing; intertextuality; funds of identity; read, share, think and talk about writing; author's chair; writing workshop; mentor texts

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Glenn, W. (2007) Real writers as aware readers: Writing creatively as a means to develop reading skills, *Journal of Adolescent & Adult Literacy*, 51(1), 10–20

Increased attention on written response to literature has tended to eliminate other forms of student writing in literature classrooms. However, when we allow students to write fiction unrelated to a particular text, their commitment to and understanding of texts are enhanced. This can serve as a means of engaging students with reading.

Eight preservice teachers volunteered to participate in a writing workshop, meeting to share their fiction and provide written and oral feedback to others in the group. Each week, participants drafted reflections about the works read for class in relation to their own work as authors. These were analysed using the constant comparative method. Two case studies provide representative examples of how participants demonstrated behaviours associated with good readers as a direct result of their commitment to their writing. They were motivated to improve their stories, and this motivation translated into their use of effective reading strategies.

Free access (if read online): **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory; motivation; literature-based orientation; book planning; novel study

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Solsken, J., Willett, J., Wilson-Keenan, J., (2000) Cultivating Hybrid Texts in Multicultural Classrooms: "Promise and Challenge", *National Council of Teachers of English*, pp.179-212

This ethnographic study explores the ability of 6-8 year old children to transform knowledge, texts, and 'schooled' identity into new hybridised texts which bring together school learning and their own existing cultural capital. Families were invited to visit classrooms to share their own funds of knowledge and funds of identity. According to the authors, 'Children whose lifeworlds involve cultural and linguistic practices that may not be familiar...may not be valued by conventional school norms'. The study shows that, when children are given the opportunity to interweave the lifeworlds of home and school, they can create hybrid texts that are not only appropriate to the writing situation but are more sophisticated than the sorts of texts usually required by teachers and schools.

Free access (if read online): **LINK**

Tags: connect reading and writing; funds of knowledge; funds of identity; intertextuality; writing realities

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Lewison, M., Heffernan, L., (2008) Rewriting Writers Workshop: Creating Safe Spaces for Disruptive Stories, *Research in the Teaching of English,* 42(4) pp.435-465

This case-study explores a teacher of 8-9 year olds' use of a critical writing pedagogy to encourage students' exploration of issues that were important in their lives from personal as well as social perspectives. Pupils read, discussed and then wrote in personal response to picture books carrying social and political themes such as racism, classism and ageism. By writing in personal response, the class was able to create a collective response and in the process became 'a writing collective'. Many children explored the theme of bullying and used their writing to call for social action against the dominant school culture.

Free access: **LINK**

Tags: connect reading and writing; funds of knowledge; funds of identity; intertextuality; writing realities

Lankshear, C., Knobel, M. (2009) More than words: Chris Searle's approach to critical literacy as cultural action, *Race & Class,* 51(2) pp.59-78

This study examines the work of one teacher as he serves his local working-class community and teaches children to write as a way to improve their lives and the lives of others. Part of this process, the authors claim, involved the teacher ensuring that 'learning and literacy are as directly and concretely as possible situated and grounded in the lived experiences of children's lives as members of communities and participants in worldly practices' (p.63). The researchers were able to identify eight key principles of the teacher's approach:

- Promoting and harnessing the imagination of children.
- The promotion of language pride and the use of their 'established languages'.
- Teaching learners to be proficient users of standard varieties of English.
- Writing to the highest levels of transcriptional accuracy that they can.
- Being able to legitimately participate in society using discourses and genres that allow them to write with confidence, power and influence.
- Ensuring that writing connects with children's identities, the local community, and their self-development.
- Using writing as a tool for action and for bringing about change.
- Seeing writing as a social practice and building the writing community on the precepts of cooperation, collective responsibility and mutual learning.

According to this teacher, 'even reluctant readers and writers will engage in projects that have direct bearing on their interests, concerns and lives' (p.63). In this way, according to the researchers, learning cannot and should not be separated from participation in the very real writing practices which are occurring outside of school. Some of the class writing projects the teacher undertook with his pupils included:

- Producing a people's history by interviewing and writing about the lives of women in the local area. This included translating their mother tongue into English. The published content included writings on civil war, resistance movements, migration, racism and the struggles and opportunities experienced through living in an adopted country.
- Writing and professionally publishing poetry and memoirs about the pride, aspirations, interests, concerns and struggles of working-class life.
- Starting a community action group to help protect their local docklands site.
- Discussing local papers and recorded interviews; reading the memoirs and biographies of others; analysing and discussing historical documents; watching movies and documentaries and, after listening to guest speakers and performers, writing narratives, poems and diary entries as a way of showing respectful connection, 'imaginative empathy' and human solidarity with the subject or people being studied.

Free access: **LINK**

Tags: connect reading and writing; funds of knowledge; funds of identity; intertextuality; writing realities

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Knight, A. (2009) Re-engaging students disengaged with English: A unit of work on Othering, *English Teaching: Practice & Critique*, 8(1) pp.112-124

This teacher's narrative research is set in an Australian secondary school with over 50 nationalities. It highlights how disengaged students can have their attitudes transformed when they are allowed to connect a variety of texts and reading with their own realities. This project was in contrast to what the students were typically required to do - notably, being asked to write in response to how their teacher or a published scheme writer sees a single text. The teacher provided their class with a variety of 'texts'. These included:

- Emotive images and words.
- News articles.
- Fictional texts.
- Pupil - produced reports and manuscripts from interviews with one another.
- A variety of photographs taken by pupils.

Once these different texts were explored, the students were invited to design their own writing project. A variety of outcomes were produced, including: stories for younger children, young adult fiction, autobiographies, personal narratives, letters, and editorials.

Free access: **LINK**

Tags: connect reading and writing; funds of knowledge; funds of identity; intertextuality; writing realities

Gallagher, K. (2014) Making the most of mentor texts, *Educational Leadership*, 71(7), 28–33

The best way to teach students to write well-crafted essays, Gallagher claims, is to consider how people learn to do anything unfamiliar. They carefully examine someone who knows how to do that thing and then emulate that person's actions.

Just so, if teachers want students to write persuasive arguments, interesting explanatory pieces, and captivating narratives, they need to have students read high-quality arguments, explanatory pieces, and narratives. But it's not enough to just hand students a mentor text and ask them to imitate it.

Rather, teachers should guide students to pay close attention to model texts before they write, while they are composing, and as they revise their drafts. Gallagher gives specific examples of how he guide his secondary students to closely read and extract craft lessons from model texts at all stages of the writing process.

Free access: **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory; motivation; product goals

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Brownell, C. (2018) Creative language play(giarism), *Elementary English Language Arts Classroom*, 95(4), 218–228

This article illustrates how one fourth grader used creative language as play to incorporate popular culture into the mandated writing curriculum.

Segmented by one snapshot of the child's in-class writing, I illuminate how he used subtle, intertextual tracings to other texts—drawing on characters, setting, and plot from a range of sources—to bring worlds of play into his writing.

After exploring how the child playfully tailored and/or retold the story for his own purposes, I outline the concept of play(giarism) and demonstrate how, in an era of standardisation, children are engaging in meaningful literacy practices, even if they must create them.

Through this inquiry approach, teachers and researchers are offered new points of consideration to reimagine the teaching and learning of writing.

Free access: **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory; personal response; funds of knowledge; funds of identity

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Smith, F. (1983) Reading like a writer, *Language Arts*, 60(5), 558–567

The first time Frank Smith explored in detail how children learn to write, he was tempted to conclude that it was, like the flight of bumblebees, a theoretical impossibility. He dissected the trivialising oversimplification that writing is basically a matter of handwriting and a few spelling and punctuation rules. He questioned the myth that one could learn to write by diligent attention to instruction and practice. And He was left with the shattering conundrum that writing requires an enormous fund of specialised knowledge that cannot possibly be acquired from lectures, textbooks, drill, trial and error, or even from the exercise of writing itself.

A teacher may set tasks for children that result in the production of a small but acceptable range of sentences, but much more is required to become a competent and adaptable author of letters, reports, memoranda, journals, term papers, and perhaps occasional poems or pieces of fiction appropriate to the demands and opportunities of out-of-school situations.

Free access (if read online): **LINK**

Tags: connect reading and writing; genre study; textual features; writing study; be a writer-teacher

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Hoewisch, A., (2001) "Do I have to have a princess in my story?": Supporting children's writing of fairytales, *Reading and Writing Quarterly,* 17 pp.249–277

This collaborative case-study involved a teacher educator working alongside three preservice teachers. Children who are viewed as 'linguistically lacking' by their teachers face additional hurdles to writing. Topics that culturally and linguistically diverse children select may be considered less worthy by teachers who are more familiar and comfortable with white middle-class values. As part of the project, children were read a number of fairy-tales before engaging in conversations about the similarities and differences between the tales and their

own lives. They were invited to draw in personal response to the fairy-tales. They also received regular responsive mini-lessons on various writing processes, skills and strategies. When the children subsequently wrote their own fairy-tales, they used intertextuality to a high degree of sophistication and produced better texts. The children also used personally meaningful experiences not often broached in their school writing to build their own fairy-tales. For example they wove into their tales:

- Famous singers they admired
- Doing magic with friends
- Going to parties
- Divorce
- The death of a relative
- Separation from parents
- Gang violence, police raids and drug deals

According to Hoewisch, giving children the responsibility to choose their own topics 'led to some uncomfortable moments' for the teachers. They stated that some children brainstormed characters and events that they felt were 'violent or just plain gross' and wondered what to do when a child decides that the police or their teachers are the bad guys. The teachers found themselves in a difficult situation of privately criticising the lived experiences or interests of their pupils. However, they were able to reflect on the fact that traditional fairy-tales incorporate their own brutality, and the children were simply upholding these traditional textual features using contemporary life. It was concluded that the children were able to successfully combine their newly-acquired knowledge of the genre with content they were interested in writing and were knowledgeable of, which served the purpose and audience for the writing project.

(£): **LINK**

Tags: connect reading and writing; genre study; textual features; writing study; intertextuality; funds of identity; funds of knowledge; writing realities

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Griffith, R. R. (2010) Students Learn to Read Like Writers: A Framework for Teachers of Writing, *Reading Horizons: A Journal of Literacy and Language Arts*, 50 (1).

This study provides insight into the role of the elementary school writing teacher in helping students learn to "read like writers" (Smith 1983). This case study documents how one fourth-grade teacher employed a gradual release of responsibility model as she deliberately planned activities that drew students' attention to well-crafted writing.

Findings indicate that this teacher played an important role in helping her students learn to read like writers and that through carefully crafted lessons she significantly influenced students' knowledge of and implementation of crafting techniques.

Free access: **LINK**

Tags: connect reading and writing; textual features; mini-lessons; writing study; be a writer-teacher; reassuringly consistent routine; writing workshop

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Rowe, D., Shimizu, A., Davis, Z. (2021) Essential Practices for Engaging Young Children as Writers: Lessons from Expert Early Writing Teachers, *The Reading Teacher,* pp.1-10

Given the importance of early writing experiences, a key question is how educators can increase the amount and quality of writing in early childhood settings. Expert early writing teachers were observed to identify the types of activities and interactions they used to engage 4-5-year-olds as writers.

- Writing instruction occurred as part of meaningful activities related to class units of study and the children's play.
- Teachers wrote in front of and alongside children to provide live demonstrations of what, how, and why to write.
- They encouraged young children to participate as writers by inviting children to write, talking with them about their messages and texts, supporting idea development and print processes as needed, inviting children to read their print, and creating opportunities for children to share their writing with others.
- Teachers accepted and valued children's writing attempts, regardless of the types of marks produced.

(£): **LINK**

Tags: pursue purposeful and authentic class writing projects; teach the writing processes; emergent writing; early writers; be a writer teacher; encoding; pursue personal writing projects; read, share, think and talk about writing; treat every child as a writer; connect reading and writing

Ackerman, S. (2016) Becoming Writers in a Readers' World: Kindergarten Writing Journeys *Language Arts* 93(3) pp.200-212

We held up our drinks and cried, "To the writing factory!" sloshing lemonade on our carpet and sleeves as we celebrated my class of kindergartners' first published books. After a month of learning where to find pencils and paper, how to transfer thoughts to text, and what constitutes a finished piece, the children were ready to celebrate their work. To prepare for their publishing party, the kindergartners stapled their stories into construction paper covers. "We could be a writing factory," Jackson noted, and suddenly we were christened just that. And with a name, a celebratory drink, and their drawings, squiggles, and stories, my class initiated themselves into the lives of writers.

The previous year I had begun teaching at a new school and was attempting to reconcile my belief that writing is crucial for young children with competing expectations put in place by school programs and policies that deemphasized the importance of writing, particularly compared to reading. My experiences as a kindergarten teacher indicate that my students identify as writers-even before they can write conventionally and even before they can read. I am not alone in noting this. To the adults who don't believe in writing for young children, Lucy Calkins (1994) responds, "[T]he children believe in it" (p. 59). They "discover and invent literacy as they participate in a literate society" (Goodman, 1988, p. 316). Faced with the dissonance of what I was being told as a teacher and what I knew as a teacher based upon my experience, I began asking myself questions that shaped my research, my teaching, and ultimately my own learning:

- How do my kindergarten students develop identities as writers?
- What relationship exists between their reading and writing development?
- What are the implications of this for me as a kindergarten teacher?

(£): **LINK**

Tags: build a community of writers; every child a writer; emergent writers; early writers; writing workshop; pursue purposeful and authentic writing projects; connect reading and writing

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Ray, K., (2004) Why Cauley Writes Well: A Close Look at What a Difference Good Teaching Can Make *Language Arts* 82(2) pp.100-109

Cauley's books about snakes demonstrate intentional and interesting decisions by a beginning writer. The conclusion states that learning to choose topics for writing in thoughtful ways is an important part of the curriculum in writing workshop.

Free access: **LINK**

Tags: agency; writing workshop; creating a community of writers; purposeful and authentic writing projects; set writing goals; connect reading and writing

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Tolentino, E. (2013) "Put an explanation point to make it louder": Uncovering Emergent Writing Revelations through Talk, *Language Arts,* 91(1) 10-22

The article focuses on the role of talk in igniting and influencing the pursuit of emergent writing discoveries and in transforming emergent writers' identities as literacy learners. Children's talk is examined across three levels:

- What participants talked about
- The roles that they played during interactions
- Ways they communicated intent.

Three aspects of the classroom environment contributed to children's writing revelations:

- Work time is fertile ground for literacy learning
- Talk plays a key role in becoming literate
- Peers play a role in the transformation of emergent writers.

The article illustrates children's use of writing to convey meaning and their ability to mentor and jointly construct their understanding of literacy with fellow writers. The findings expand our understanding of emergent writing development and provides further direction for investigating the potential of talk in supporting emergent writers.

Free access: **LINK**

Tags: read, share, think and talk about writing; emergent writers; early writers; connect reading and writing

Johnston, P. (2019) Talking Children Into Literacy: Once More, With Feeling *Literacy Research: Theory, Method, and Practice* 68(1) pp.64-85

Children's literate development is mediated by classroom talk. That same talk also mediates children's emotional, relational, self-regulatory, and moral development. Consequently, the discourse of some literacy teaching practices may be important for shaping the course of human development, and those dimensions of human development can play reciprocal roles in children's literate development.

For example, conversations about the inner life of book characters (and authors) expand children's social imaginations, which improve their self-regulation, social relationships, and moral development.

Coincidentally, literacy learning requires cognitive self-regulation (working memory, attention, focus), social self-regulation in interactions with peers and teachers, and emotional self-regulation (frustration and anxiety).

Children who develop self-regulation earlier, and to higher levels, develop decoding and reading comprehension earlier. Similarly, when children's conversations explore the pragmatics of their linguistic interactions, such as how to disagree productively, they become more able to comprehend texts and argue persuasively but also more able to learn from and with each other.

Children need to acquire "the codes," but the ecology of acquisition matters a great deal not only for the ease of acquisition but also for the nature of the literacy that is acquired and for the trajectory of human development.

Children's social and emotional development lies squarely in the bailiwick of the language arts and the literate talk within which they are immersed. But the accompanying human development, in turn, supports literate development.

Free access: **LINK**

Tags: self-regulation; motivation; volition; agency; self-efficacy; funds of identity; create a community of writers; read, share, think and talk about writing; pupil conference; self-regulation strategy instruction; connect reading and writing

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Stein, N. (1983) On the goals, functions, and knowledge of reading and writing, *Contemporary Educational Psychology*, 8, 261–292

This paper reviews current theories of reading and writing and discusses the development of prose comprehension in children. It is suggested that children's prior knowledge might affect their subsequent performance on both reading and writing tasks.

Several types of knowledge are used during the process of comprehension and composition. Functional, structural, and content knowledge are all used and integrated during the understanding and generation process. Breakdown in comprehension and composition could occur because of an inadequate knowledge base in any one of these systems.

1. The 1st step in constructing a framework for a theory of instruction is to focus on what knowledge children should acquire as a function of undergoing certain types of training procedures.
2. A 2nd step is to construct a set of procedures that will allow a good estimation of the knowledge children have already acquired about a particular topic.
3. The 3rd step in teaching comprehension skills is to develop a set of instructional strategies that aid the student acquiring new knowledge.

Because comprehension involves the coordination of many types of knowledge systems, successful instructional strategies will probably have to reflect this coordination in some way and provide children with many different types of information during the instructional interaction.

Free access: **LINK**

Tags: connect reading and writing; funds of knowledge; funds of identity; funds of language; content knowledge; genre study; genre knowledge; writing study; transcription

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Sénéchal, M., Hall, S., Malette, M. (2018) Individual differences in grade 4 children's written compositions: The role of online planning and revising, oral storytelling, and reading for pleasure, *Cognitive Development*, 45, 92–104

The study documented sources of individual differences in written composition. The stories written and told by 103 grade 4 children were analysed according to a proposed model that separated dimensions of narrative

quality (i.e., coherence, cohesion, and adherence to writing conventions) from linguistic productivity (i.e., the number of independent clauses, words, and different words).

The results confirmed that different skills predicted each dimension after controlling for vocabulary, word reading, spelling, and reading comprehension.

- First, observed planning and revising behaviours were associated with texts that were more cohesive and linguistically productive.
- Second, children who reported reading more tended to write stories that were more coherent and adhered more to writing conventions.
- Third, oral storytelling dimensions each explained unique variance in the corresponding written narrative skill.

In conclusion, considering written composition as multi-dimensional allowed for a greater understanding of the differential role of writing process factors, oral storytelling skills, and experiential factors.

(£): **LINK**

Tags: connect reading and writing; read, share, think and talk about writing; teach the writing processes

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Rowsell, J., Pahl, K. (2007) Sedimented identities in texts: Instances of practice, *Reading Research Quarterly*, 42(3), 388–404

The authors argue for an understanding of how texts are put together that accounts for multimodality and draws on children's ways of being and doing in the home, their habitus. It focuses on identities as socially situated. It argues that it is important to trace the process of sedimenting identities during text production. This offers a way of viewing text production that can inform research into children's text making. Particular attention is paid to the producer, contexts, and practices used during text production and how the text becomes an artefact that holds important information about the meaning maker.

Four case studies describe sedimented identities as a lens through which to see a more nuanced perspective on meaning making. This work offers a lens for research and practice in that it enables researchers to question and interrogate the way texts come into being.

Free access: **LINK**

Tags: connect reading and writing; read, share, think and talk about writing; intertextuality; multimodality

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Pantaleo, S. (2010) Developing narrative competence through reading and writing metafictive texts, *Literacy Research and Instruction*, 49(3), 264–281

The classroom-based research discussed in this article focuses on how elementary students' experiences with a collection of postmodern picturebooks developed their narrative competence. This article explores how grade 3-4 students' written and visual texts were affected by reading a particular selection of picturebooks. The students wrote responses about the literature, discussed the focus picturebooks with peers, received explicit instruction about metafictive devices, and created their own print multimodal texts. As well as presenting the overall findings of the content analysis of the children's books, the written and visual texts of two children is discussed in depth to show how the children were able to identify, understand and create narratives that were sophisticated, complex, and metafictive in nature.

(£): **LINK**

Tags: connect reading and writing; read, share, think and talk about writing; intertextuality; multimodality

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Pantaleo, S. (2007) The reader in the writer: Exploring elementary students' metafictive texts, *The Journal of Reading, Writing and Literacy*, 2(3), 42–74

Although some researchers have examined students' literary understandings of and responses to books with metafictive characteristics, few have explored how elementary students incorporate metafictive devices into their writing. In this article I analyse the stories and books created by a class of Grade 5 students and discuss the metafictive devices evident in their work. In addition to considering how the literature students read and how the classroom interpretive community influenced the students' stories/books, I discuss some broader issues about the significance of students reading and writing metafictive texts.

(£): **LINK**

Tags: connect reading and writing; read, share, think and talk about writing; intertextuality; multimodality

Pantaleo, S. (2006) Readers and writers as intertexts: Exploring the intertextualities in student writing, *Australian Journal of Language and Literacy*, 29(2), 163–181

Margaret Meek wrote, 'If we want to see what lessons have been learned from the texts children read, we have to look for them in what they write' (1988, p. 38). She acknowledged that when writing, children will 'draw on the whole of their culture if we let them' and maintained that, 'we have to be alert to what comes from books as well as from life' (p. 38). Readers and writers are indeed 'intertexts' as other texts 'lurk' inside them shaping meanings, whether they are 'conscious of this or not' (Scholes, 1982, p. 145).

In this article I examine how the writing of one Grade 5 student was influenced by the literature she read during a multifaceted study that explored elementary students' processes of reading and understanding texts.

(£): **LINK**

Tags: connect reading and writing; read, share, think and talk about writing; intertextuality; multimodality

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O'Sullivan, O., McGonigle, S. (2010) Transforming readers: Teachers and children in the centre for literacy in primary education power of reading project, *Literacy*, 44(2), 51–59

This paper presents findings from a national project in England, *The Power of Reading*, which has involved to date 41 projects over 5 years, in 16 Local Authorities nationally, with 900 schools and 1,350 teachers. The paper presents findings for the first 4 years. Our data demonstrate how professional development has increased teachers' knowledge of children's literature and developed their confidence in using a wide range of creative pedagogies based on texts. The paper draws on evidence to describe how the emotional power of texts can affect both teachers and children and change their engagement as readers. A range of evidence demonstrates children's responses to texts and their developing understanding through writing, talk, drawing and art work. We provide evidence to show how these factors have increased children's motivation and attainment as readers.

(£): **LINK**

Tags: connect reading and writing; book planning; novel study

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Manak, J. (2011) The social construction of intertextuality and literary understanding: The impact of interactive read-alouds on the writing of third graders during writing workshop, *Reading Research Quarterly*, 46(4), 309–311

Teachers frequently read aloud as a part of writing instruction so that children's book authors can serve as mentors for students' writing. Despite extensive anecdotal reporting of the significance of reading aloud children's literature within writing workshop, the intertextual connections students construct between interactive read alouds and their writing within writing workshop has received little attention.

This descriptive, naturalistic study conducted in a third-grade collaborative learning environment examined how interactive read alouds at the beginning of writing workshop influenced students' writing. Specifically, this study examined how the dialogue occurring among the teacher, students, and the children's book authors during the interactive read alouds influenced students' writing. A grounded theory of "reading like a writer and writing like a reader" emerged from the data and addressed the social construction of intertextuality and literary understanding within interactive read alouds at the beginning of writing workshop. This grounded theory was composed of seven conceptual categories which included: "noticing," "examining," "guiding," "explaining," "understanding," "mentoring," and "crafting."

The literary understanding socially constructed by the teacher, students, and children's book authors during the interactive read alouds significantly influenced students' writing. Within each sentence of their writing, students made intertextual connections to multiple texts. The content and ideas within students' writing were intertextually connected to a wide variety of texts they had previously experienced; however, the students consciously crafted their writing based on the socially constructed understanding of the purpose of author's craft which intertextually connected their writing to the interactive reading and examining of the mentor texts.

The teacher facilitated the social construction of literary understanding and intertextuality during the interactive read alouds by guiding the discussion and explicitly discussing the interconnected nature of reading and writing.

Free access: **LINK**

Tags: connect reading and writing; read aloud; intertextuality; funds of identity; read, share, think and talk about writing; writing workshop

Lewis, C. (2000) Critical issues: Limits of identification:The personal, pleasurable, and critical in reader response, *Journal of Literacy Research*, 32(2), 253–266

In this article, Lewis argues that the most common use of reader-response theory in the classroom is misguided in its emphasis on personal response and identification. After reconsidering the meaning of the "aesthetic stance" as defined in the work of Louise Rosenblatt, Lewis discusses the social and political nature of readers, texts, and contexts. They include two examples of teachers talking about a work of children's literature to illustrate that when a text is about characters whose cultures and life worlds are very different from the reader's, disrupting the reader's inclination to identify with the text can heighten the reader's self consciousness and text consciousness. This stance should not be viewed as less aesthetic than a more direct or immediate relationship between reader and text. Finally, Lewis argues for a broader view of what aesthetic reading can mean, one that addresses the social and political dimensions of texts and invites students to take pleasure in both the personal and the critical.

Free access: **LINK**

Tags: connect reading and writing; intertextuality; funds of identity; read, share, think and talk about writing

Graham, S., Hebert, M. (2010) *Writing to read: Evidence for how writing can improve reading* Washington, DC: Alliance for Excellent Education, Carnegie Corporation

Writing to Read was a new Carnegie Corporation report published by the Alliance for Excellent Education which found that while reading and writing are closely connected, writing is an often-overlooked tool for improving reading skills and content learning.

This booklet identifies three core instructional practices that have been shown to be effective in improving student reading and provides practitioners with research-supported information about how writing improves reading while making the case for researchers and policymakers to place greater emphasis on writing instruction as an integral part of school curriculum.

Free access: **LINK**

Tags: connect reading and writing

Graham, S., Xinghua, L., Aitken, A., Ng, C., Bartlett, B., Harris, K., Holzapfel, J. (2018) Effectiveness of literacy programs balancing reading and writing instruction: A meta-analysis, *Reading Research Quarterly,* 53(3), 279–304

Reading and writing are critical to students' success in and outside of school. Because they draw on common sources of knowledge and cognitive processes, involve meaning making, and can be used conjointly to accomplish important learning goals, it is often recommended that reading and writing should be taught together.

This meta-analysis tested this proposition by examining experimental intervention studies with preschool through high school students to determine whether literacy programs balancing reading and writing instruction strengthen students' reading and writing performance.

As predicted, these programs improved students' reading, resulting in statistically significant effects when reading measures were averaged in each study or assessed through measures of reading comprehension, decoding, or reading vocabulary. The programs also statistically enhanced writing when measures were averaged in each study or assessed via writing quality, writing mechanics, or writing output.

These findings demonstrated that literacy programs balancing reading and writing instruction can strengthen reading and writing and that the two skills can be learned together profitably.

(£): **LINK**

Tags: connect reading and writing; meta-analysis

Graham, S. (2020) The Sciences of Reading and Writing Must Become More Fully Integrated, *Reading Research Quarterly*, 55(S1), pp.35–44

Science has greatly enhanced what we know about reading and writing. Drawing on this knowledge, researchers have proffered recommendations for how to teach these two literacy skills. Although such recommendations are aimed at closing the gap between research and practice, they often fail to take into account the reciprocal relation that exists between reading and writing. Writing and writing instruction improve students' reading and vice versa.

Theory and evidence that support this reciprocal relation are presented, and implications for the scientific study of reading and writing, policy, and practice are offered, including the proposal that the sciences of reading and writing need to be better integrated.

(£): **LINK**

Tags: connect reading and writing

Graham, S., Liu, X., Bartlett, B., Harris, K.R., Aitken, A., Talukdar, J. (2017) Reading for writing: A meta-analysis of the impact of reading and reading instruction on writing, *Review of Educational Research*, 88(2), 243–284

This meta-analysis examined if students' writing performance is improved by reading interventions in studies where students were taught how to read and studies where students' interaction with words or text was increased through reading or observing others read.

As predicted, teaching reading strengthened writing, resulting in statistically significant effects for an overall measure of writing and specific measures of writing quality, words written, or spelling. The impact of teaching reading on writing was maintained over time. Having students read text or observe others interact with text also enhanced writing performance, producing a statistically significant impact on an overall measure of writing and specific measures of writing quality or spelling.

These findings provide support that reading interventions can enhance students' writing performance.

Free access: **LINK**

Tags: connect reading and writing; meta-analysis

Fitzgerald, J., Shanahan, T. (2000) Reading and writing relations and their development, *Educational Psychologist*, 35(1), 39–50

A brief retrospective is first provided on the study of reading and writing relations. Next, it is suggested that research has supported the theoretical contention that reading and writing rely on analogous mental processes and isomorphic knowledge. Four basic types of shared knowledge are delineated. Then, reasons are articulated about why it is also important to consider the separability of reading and writing. Further, over time, as reading and writing are learned, the nature of their relation changes. A description is then offered of a preliminary developmental outlook on the relation of reading and writing. The article concludes with theoretical and practical implications for use of a developmental model.

Free access: **LINK**

Tags: connect reading and writing

Holliway, D. (2004) Through the eyes of my reader: A strategy for improving audience perspective in children's descriptive language, *Journal of Research in Childhood Education*, 18(4), 334–349

The findings in the study suggest "reading-as-the-reader" can improve 5th-9th-grade writers' ability to compose descriptive writing consistent with their readers' informational needs.

The results indicate that when young writers engage in a process that mirrors their readers' experiences, they can more accurately revise their descriptive writing to meet their readers' informational needs.

A qualitative analysis of the writers' reflection comments completed at the end of the experiment found that reading-as-the-reader was a positive task that enabled students to consider descriptive strategies and the interpretive effect that their descriptions had on their readers. An analysis of the readers' reflections on their experiences revealed that readers were assisted most if the writer included in his or her descriptions a familiar "global" analogy, with additional specific spatial language that describes the internal organisation and spatial orientation of the tangram figure.

(£): **LINK**

Tags: connect reading and writing; pursue purposeful and authentic class writing projects; read, share, think and talk about writing

Harman, R. (2013) Literary intertextuality in genre-based pedagogies: Building lexical cohesion in fifth-grade L2 writing, *Journal of Second Language Writing*, 22(2), 125–140

Literary narrative is a highly privileged genre in subject English classrooms in school and university contexts. This article investigates how an explicit instructional focus on the language in this literary genre supported language minority students in developing advanced academic literacy.

Through a systemic functional linguistics and ethnographic analytic framework, the study explores how an urban school teacher's genre-based pedagogy in literature, implemented with the support of a professional development initiative, afforded her 5th grade students with a meta-linguistic awareness of how to use an expanded repertoire of linguistic choices in their genre writing. An analysis of students' texts over the course of five months reveals how the teacher's explicit focus on intertextuality encouraged her language minority students to borrow and play with lexical patterns, such as repetition, taxonomic categorization, and synonymy from children's literature, to build the genre sequences in their narratives and other academic writing.

The concluding section of the paper discusses possible implications, including the importance of an explicit instructional focus on literature as an intertextual resource in teaching writing.

Free access: **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory

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Dix, S., Amoore, L. (2010) Becoming curious about cats: A collaborative writing project, *Australian Journal of Language & Literacy*, 33(2), 134–150

This article describes one teacher's classroom practice in a New Zealand primary school. It outlines a collaborative project between a local teacher and a university lecturer. The two educators were concerned about political and educational changes and the influence this had on teachers' writing pedagogy. They were concerned about the differences between the children's reading and writing achievement evident in this year three classroom. As researchers they were keen to explore the 'power of literature' as a way of enriching children's oral and written language experiences.

The writers argue that by using quality literature in the classroom, with an explicit focus on authors' literary techniques, students develop an awareness of how authors craft and construct texts. The young writers were apprenticed to experts and developed a metalanguage, which enhanced their own writing skills.

Free access: **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory; self-regulation strategy instruction; writing instruction

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Cushing, I. (2018) 'Suddenly, I am part of the poem': Texts as worlds, reader-response and grammar in teaching poetry, *English in Education*, 52(1), 7–19

This article draws on research into using reader-response theory as a way of thinking about teaching grammar and poetry in the English classroom. Framing my discussion around world-based models of reader-response such as *Transactional Theory* (Rosenblatt 1938, 1978) and *Text World Theory* (Gavins 2007; Werth 1999), I argue that this approach is useful in that it foregrounds the creative nature of reading whilst providing a systematic way of analysing language.

I analyse data from a series of Key Stage 3 poetry lessons, showing how world-based approaches provide a "concept-driven pedagogical tool" for the teaching of grammar, giving KS3 students the opportunity to build and develop on KS2 grammatical knowledge. I also show how this approach helped to produce authentic responses to literature and generated meta-reflective discussions on the reading process. I argue that this approach offers an intuitive, accessible and contextualised method for exploring how language and grammar work.

Free access: **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory; functional grammar instruction; personal response; funds of knowledge; funds of identity

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Corden, R. (2007) Developing reading–writing connections:The impact of explicit instruction of literary devices on the quality of children's narrative writing, *Journal of Research in Childhood Education*, 21, 269–289

The purpose of this collaborative schools-university study was to investigate how the explicit instruction of literary devices during designated literacy sessions could improve the quality of children's narrative writing. A guiding question for the study was: Can children's writing can be enhanced by teachers drawing attention to

the literary devices used by professional writers or "mentor authors"? Daily literacy sessions were complemented by weekly writing workshops where students engaged in authorial activity and experienced writers' perspectives and readers' demands.

Samples of children's narrative writing were collected and a comparison was made between the quality of their independent writing at the beginning and end of the research period. The research group documented the importance of peer-peer and teacher-student discourse in the development of children's metalanguage and awareness of audience. The study suggests that reading, discussing, and evaluating mentor texts can have a positive impact on the quality of children's independent writing.

Free access: **LINK**

Tags: connect reading and writing; genre study; mentor texts; intertextuality; writing study; genre theory; self-regulation strategy instruction; writing instruction

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Compton-Lilly, C. (2006) Identity, childhood culture, and literacy learning: A case study, *Journal of Early Childhood Studies*, 6(1), 57–76

Recent conceptions of identity view people's identities as multiple and situated. The ways we see ourselves are filtered through the relationships we share with others, the knowledges and experiences we bring, and the contexts within which we live and learn.

McCarthey and Moje (2002) explain that the identities we construct shape our literacy practices while literacy practices become a means for acting out the identities we assume. This case study demonstrates how children's identities and cultural resources intersect and converge during literacy learning. Fieldnotes, running records, and audiotaped interviews are used to construct a case study of a reluctant African American student that illustrates the ways students' identities are constructed and revised in conjunction with literacy learning. This case study demonstrates how teachers can access children's cultural resources to support literacy learning.

(£): **LINK**

Tags: connect reading and writing; intertextuality; funds of knowledge; funds of identity; writing realities; personal response

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Attiyat, N.M.A. (2019) The impact of pleasure reading on enhancing writing achievement and reading comprehension, *Arab World English Journal*, 10(1), 155–165

Reading opens up wide-reaching paths for knowledge as it deepens the feelings of empathy. Therefore, it represents a unique skill consists of a mixture of several procedures that encourage the interaction with printed words for content and pleasure. The current study tries to identify the impact of pleasure reading on enhancing writing achievement and reading comprehension.

The results reveal that; pleasure reading has a positive impact on enhancing writing achievement and reading comprehension. In addition to, pleasure reading provides readers with entertainment, relaxation, comfort, as it also offers them a creative outlet and means of escape, which, in turn, affect positively effect on the writing performance. Moreover, reading helps learners develop their writing experience by inspiring them, expanding their vocabulary, and improving their grammatical structure.

Free access: **LINK**

Tags: connect reading and writing; reading for pleasure; writing for pleasure; pursue personal writing projects

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Hand, E. D., Lonigan, C. J., & Puranik, C. S. (2022) Prediction of kindergarten and first-grade reading skills: unique contributions of preschool writing and early-literacy skills, *Reading and Writing*, 1-24

Researchers have argued that writing skills have significant implications for developing reading skills. A growing body of research has provided evidence that writing skills, in particular invented spelling, provide unique predictive information regarding future reading skills. This study examined which preschool early writing skills (i.e., name writing, letter writing, and invented spelling) had unique predictive relations with kindergarten and first-grade reading outcomes beyond the predictive contributions of preschool early literacy skills.
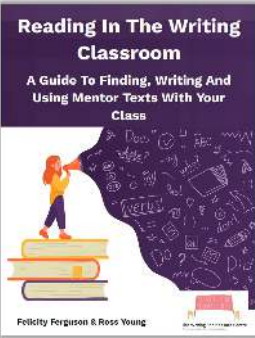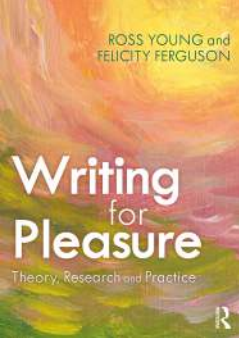
Results indicated that preschool children's invented spelling contributed unique variance to later reading outcomes beyond the contributions of early literacy skills. The results of this study suggest that, in addition to measures of early literacy skills, measures of invented spelling may be useful in the early identification of children at risk of reading difficulties.

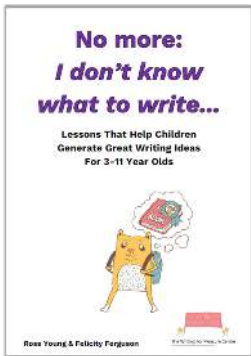| Free access: **LINK** |
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| **Tags:** balance composition and transcription; spelling instruction; encoding; early writing; early writers; reading and writing connection; invented spelling |

Recommended chapters and literature

- See also *Set Writing Goals (Genre Study & Mentor Texts)*
- See also *Pursue Purposeful & Authentic Class Writing Projects*
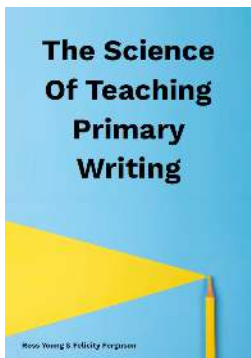- See also *Teach The Writing Processes*

Reading In The Writing Classroom — A Guide To Finding, Writing And Using Mentor Texts With Your Class — Felicity Ferguson & Ross Young	Ferguson, F., Young, R. (2023) *Reading In The Writing Classroom* Brighton: The Writing For Pleasure Centre
ROSS YOUNG and FELICITY FERGUSON — Writing for Pleasure — Theory, Research and Practice	Young, R., Ferguson, F. (2021) *Literacy For Pleasure: Connect Reading & Writing* In Writing For Pleasure London: Routledge

This chapter begins by reviewing the research evidence which has investigated the profound connection between reading and writing. Next, the authors lay down the principles and research related to a reading for pleasure pedagogy. The authors look specifically at reading's role in promoting a Writing For Pleasure pedagogy. This includes concepts such as personal response; who possesses the text in a writing classroom; children participating in the creation of writing projects in response to reading; intertextuality; writing to learn; non-fiction and voice; knowledge-telling, knowledge transforming and knowledge-crafting; collective social responses; the production of culturally sustaining texts; children writing about texts; learning from mentor texts; literature-based mini-lessons; teachers as reading and writing mentors, and children reading their peers' compositions. Before concluding, the authors share what might be considered as a literacy for pleasure pedagogy and how teachers can profitably build a reading and writing community concurrently. The chapter ends with examples of effective practice from the classrooms of high-performing Writing For Pleasure teachers.. [**LINK**] |
| REAL-WORLD WRITERS — A Handbook for Teaching Writing with 7-11 Year Olds — ROSS YOUNG & FELICITY FERGUSON | Young, R., Ferguson, F. (2020) *Will They Remember Writing It? How To Plan A Class Writing Project* In Real-World Writers London: Routledge

This chapter describes how to plan a class writing project. It helps teachers realise the importance of choosing types of rhetoric or genres which will be meaningful to children's development as writers. It discusses how the whole class should participate in the setting of distant and product writing goals related to the purpose and audience for the final written products. The chapter discusses and suggests how teachers can locate authentic places and situations for children's writing to be published and performed once completed. The chapter then explains how a writing study week should be planned, including how to introduce a class writing project, look at and discuss high-quality mentor texts, critique poor examples and techniques, produce class success criteria or product goals, and teach strategies for generating writing ideas. [**LINK**] |
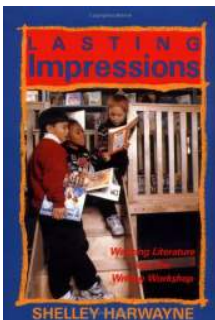
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	Young, R., Ferguson, F., Hayden, T., Vasques, M. (2021) *The Big Book Of Writing Mini-Lesson: Lessons That Teach Powerful Craft Knowledge For 3-11 Year Olds* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2022) *No More: I Don't Know What To Write... Lessons That Help Children Generate Great Writing Ideas* Brighton: The Writing For Pleasure Centre [**LINK**]
	Young, R., Ferguson, F. (2022) *The Science Of Teaching Primary Writing* Brighton: The Writing For Pleasure Centre [**LINK**]
	Harwayne, S. (1992) *Lasting Impressions Weaving Literature into the Writing Workshop* Portsmouth NH: Heinemann
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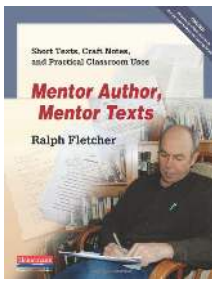
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	Smith, F. (1988) *Joining the Literacy Club* Portsmouth, USA: Heinemann
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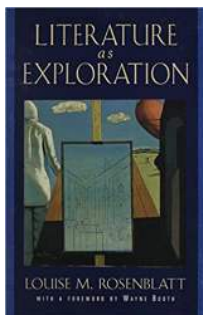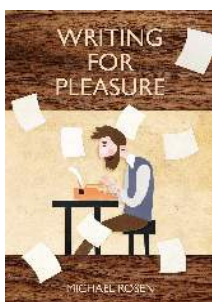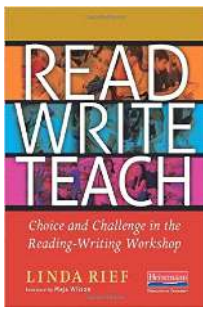
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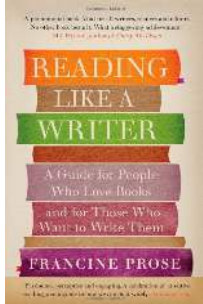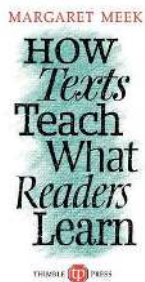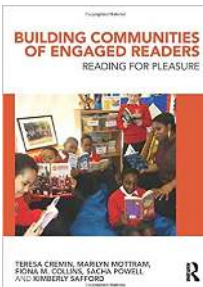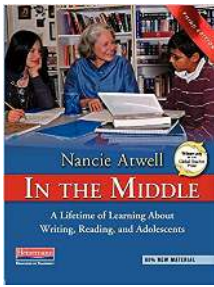
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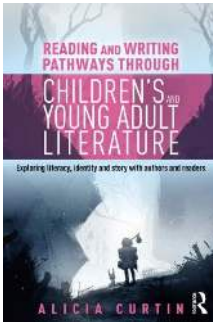
Curtin, A., (2023) *Reading & Writing Pathways Through Children's & Young Adult Literature* London: Routledge
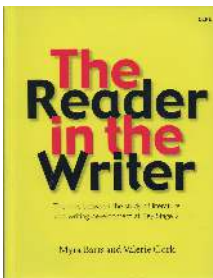
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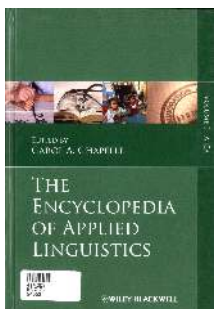
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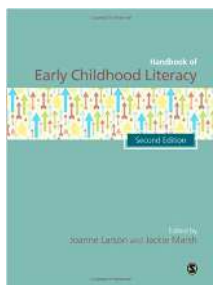
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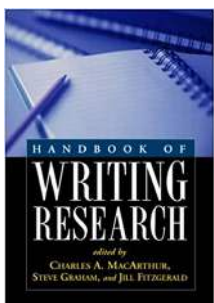
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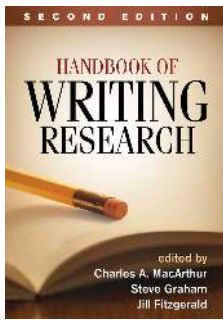
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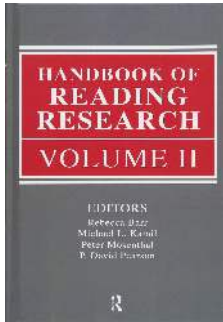
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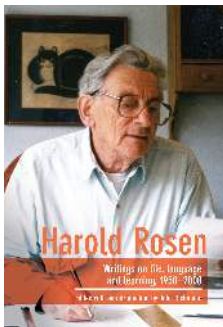
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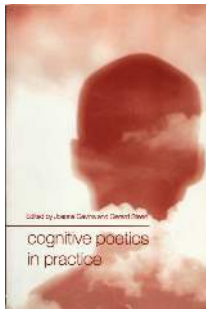
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Stewart, M. Correia, M., (2021) *5 Kinds of Nonfiction: Enriching Reading and Writing Instruction with Children's Books* USA: Stenhouse Publishers

This handbook addresses all the major aspects of teaching writing. We would like to support teachers in developing sound subject knowledge and exceptional classroom practice. The handbook includes:

- Over 600 research entries covering the major aspects of developing students as writers.
- Short abstracts and keyword tags to help teachers find the research they are looking for.
- An analysis of the analysis and what it is the best performing writing teachers do that makes the difference.
- A chapter dedicated to each of the 14 principles of world-class writing teaching.
- Research on the early teaching of writing including compositional development, phonics, encoding, spelling, letter formation and handwriting.
- Extended entries on major topics such as speaking and listening, reading/writing connection, multilingualism, special educational needs and disabilities, and social and emotional disorders.
- Focused chapters on the affective needs of student writers, including: self-efficacy (confidence), self-regulation (competence and independence), agency, motivation and writer-identity.
- Essential literature and suggested reading offered at the end of each chapter.

This text is a useful resource for anyone interested in developing world-class writing teaching. Teachers should find what is shared within these pages utterly interesting, informed and helpful.