**An evidence based approach to teaching writing**

1. RAG (Red, Amber, Green) the following elements to identify which areas of practice to consider increasing / developing:

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| **Quantity / opportunities to write** | **Balancing pre-writing, writing and post-writing activities and lessons** |
| **Pupils having the opportunity to plan their writing** | **Building pupil background knowledge** |
| **Classroom ethos** | **Pupil confidence** |
| **Vocabulary** | **Sentence construction** |
| **Goals** | **Collaboration** |
| **Grammar in context** | **Handwriting** |
| **Developing revising and editing skills** | **Receiving feedback – use of formative assessment** |

1. We also know that the quantity of reading pupils undertake makes a difference to the development of writing, as does pupil’s reading comprehension levels. It is almost impossible to achieve ‘greater depth’ unless the pupil is an avid reader. How does your teaching / approach to home learning reflect this?
2. Having read the supporting document ‘Knowing what works – a quick reference guide to evidence based practice’, what stood out to you? What did you find interesting or particularly relevant to your teaching? Are you now considering any changes to your practice?