

Writing instruction framework

A template for primary school principals and leaders

The intent of this framework is to show how the school approaches and implements the effective teaching of writing and writing assessment, and to evaluate opportunities for further improvement.

For a worked example providing detail of how this may look in your school, visit edresearch.edu.au/writinginstruction

	What we currently do in our school	What else needs to be done?
Developing teacher expertise		
When teachers join our school, we seek to understand their knowledge and skills related to writing instruction and assessment.		
We provide professional learning opportunities for teachers to develop their skills related to writing instruction and assessment.		
We are intentional in our selection and planning of high-quality, evidence-based professional learning opportunities about writing for all staff, from both internal and external providers.		
Those leading curriculum design, curriculum delivery, assessment and instruction in writing are experts in the writing domain.		

	What we currently do in our school	What else needs to be done?
Curriculum and instruction		
Teachers are supported to implement what they learn from the professional learning they undertake on best practices for teaching writing.		
We know how much time is dedicated to writing and writing instruction across all year levels and/or subjects in our school.		
Students across all grades in our school spend at least an hour per day receiving writing instruction and composing.		
We know which writing knowledge, skills and strategies are taught, and when they are taught, across all grades in our school; for example, detailed scope and sequence documents.		
Writing instruction is a priority across all grades in our school and our annual implementation plan/strategic plan reflects this.		
Students write frequently for a range of audiences and purposes.		
Teachers use effective writing instructional techniques frequently and consistently.		

	What we currently do in our school	What else needs to be done?
Curriculum and instruction		
Writing programs in our school are evidence based and we can explain and justify the choices we have made.		
Students receive adequate instruction in handwriting and spelling.		
Students are taught typing and have opportunities to write using digital writing tools (once basic spelling and handwriting proficiencies have developed).		
Students receive adequate sentence-level writing instruction across all year levels and subjects.		
We embed grammar and punctuation instruction within sentence, paragraph and compositional writing.		
<p>We use exemplars, modelling and guided practice to explicitly teach our students:</p> <ul style="list-style-type: none"> • how to deliberately select and organise words/ phrases within sentences (functional grammar or microstructure) • the ways that different types of written texts are organised (macrostructure). 		
Students are taught how to plan, draft, evaluate and revise their writing.		

	What we currently do in our school	What else needs to be done?
Curriculum and instruction		
Informational and persuasive writing are prioritised, alongside narrative writing.		
We provide students with rich content knowledge, understanding of linguistic and rhetorical devices, and vocabulary.		
Writing instruction is integrated across the curriculum.		
We provide appropriate scaffolding and instruction for: <ul style="list-style-type: none"> students with learning difficulties and disabilities students learning Standard Australian English as an additional language or dialect. 		
We create motivating and supporting writing environments where writing is valued, routine and collaborative.		

	What we currently do in our school	What else needs to be done?
Assessment and feedback		
We align our assessment practices with our writing goals, curriculum and instructional methods.		
We regularly review assessment data and adjust instruction accordingly, particularly to close achievement gaps.		
We use both formative and summative assessment data to plan and review approaches in the writing domain.		
Teachers are supported to make reliable and consistent judgements; for example, through moderation or comparative judgement processes.		
Formative assessment is a daily practice, and teachers in our school provide explicit feedback to enable student writing progression.		
Teachers are supported to assess and provide feedback on writing in consistent ways across the school.		

