



A Continuing Professional Development Opportunity

Boosting Writing @Primary

BW@P training builds on the basic Boosting Reading@Primary course. It supports TAs through showing them how to include writing in the Boosting Reading programme or as a discrete writing intervention. This additional element not only makes pupils more confident and independent in writing and spelling but also has the potential to increase the rate of acceleration in reading. Approaches to teaching writing have been adapted from Reading Recovery principles and practice. Adding writing into the programme exploits the reciprocity of reading and writing, leading to greater pupil gains.

This training comprises of 3 half-day sessions

Target Teacher/Teaching Assistant Group:

Teacher coordinators and **experienced BRP TAs who have attended basic 2 day BRP training** and who are working with children on a 1-1 in **KS1 and Year 3/4**.

Concepts: Best practice in teaching writing, the writing process, effective observation of pupils' writing behavior, careful analysis in order to make the most effective teaching decisions, composition, transcriptional skills, teaching of segmentation skills in continuous text.

Target Pupil Group: TAs will be supported to take children within the target group of 6 to 9 months below average, who require highly tailored teaching in writing.

Impact: BWP is included in 'What works for children and young people with literacy difficulties? The effectiveness of intervention schemes' Brooks 2013*.

Data (2009-11) were available on 798 children who had received the intervention. The results showed a 'remarkable impact on reading accuracy' p26

Bespoke In-School CPD: This course can be adapted for school INSET. In addition, in-school coaching sessions by an accredited trainer working with staff and pupils after the course significantly improves pupil outcomes.

What is involved in BW@P?

TAs will continue to work with pupils using their reading approaches where appropriate. They can include writing in their pupils' programmes where it is felt appropriate or just focus on writing. The writing lesson can be increased from 15 minutes to 25 to incorporate the reading and writing component or lessons can be kept to 15 minutes and reading and writing taught on alternate days. Lessons can be increased from 3 times a week to daily in order to maximise impact

This training will be delivered by one of Target Literacy's small team of expert practitioners. All trainers are qualified Reading Recovery teachers. Christine Cork, director of Target Literacy, has been instrumental in driving the Every Child a Reader initiative in Kent and is an accredited provider for a range of interventions including Reading Recovery. Her aim is to work in targeted collaboration with schools to raise attainment for all pupils in reading, writing and language.

"If the scheme matches the child's needs, teachers and children should expect to achieve rapid improvement." Brooks*

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current courses
and prices

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