

Writing Hub Rationale

These resources have been developed in response to a series of scoping projects undertaken in 2010, which investigated the support teachers needed to teach writing more effectively. A key finding was that teachers need most support when planning and teaching writing for particular curriculum purposes. Another finding was that teachers use three main “drivers” when planning across the curriculum: students’ strengths and needs, curriculum foci, and contexts for learning. Teachers identified that all three drivers are important for effective planning, although the starting point may vary.

As students move through primary school, the texts they write and the tasks they engage with become increasingly complex. In years 1–3, students need to make expected progress in literacy from day one so that they develop a strong foundation (knowledge, skills and attitudes) in order to write across the curriculum, and so that an achievement gap does not develop. In years 4–8, many students need to make greater progress in using writing to meet curriculum demands. Professional development research shows that, with strategic and focused teaching, students can develop a strong literacy foundation and make greater than expected progress in one year.