The Simple View of Writing

Creating independence in writing
LDD
‘The Simple View of Writing’ - Adapted from Berninger and Amtmann 2003

- Handwriting
- Keyboarding
- Spelling
- Words
- Sentences
- Paragraphs
- Planning
- Review

[Diagram showing the relationships between writing components]
Haring's Hierarchy Of Learning

- Adaptation
- Generalisation
- Maintenance
- Fluency
- Skill
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What strategies are used in your school which could be used to get this pupil’s ideas down on paper?

Least support                              Most support
The Simple View Of Writing

• The pupil dictates their whole story/text to the adult.

• The adult writes this down on paper verbatim.

• The adult reads it back to the pupil.
• Together they agree on approx. ten spellings the pupil might need - the adult writes these down on the right hand side of the pupil’s page. They place these in the order in which they occur - it is not a cloze-procedure activity - it is supporting the sequencing of the narrative activity.
• The adult then reads the whole text back to the pupil – this is their words – not the adults.

• The pupil then starts to write.
• If the pupil becomes stuck or appears uncertain – the adult can re-read the text back to the pupil to trigger their memory.

• The idea is to prompt by re-reading, not to dictate one sentence at a time. This way the pupil can be supported by hover support. The pupil does not copy the text from the adult’s writing. The end result may well be different to the story they composed and was scribed by the adult. However – it is still the pupil’s own work.
Have a go!
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References


• Haring and Eaten - Hierarchy of Learning (1978)- Essex Provision Guidance