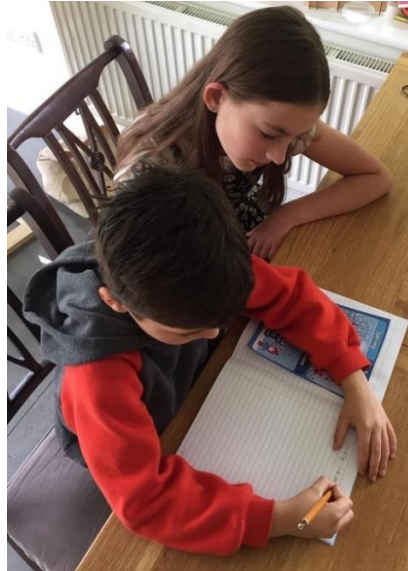


Paired Writing



Purpose of intervention:

To develop:

- writing composition skills.
- metacognitive skills for more effective writing - provides a consistent, structured framework that becomes internalised with practice.
- confidence with writing.

A framework and set of guidelines are followed by pairs of pupils working together to generate a piece of writing (suitable for different genres). Usually used when one (Helper) is more skilful at writing than the other (Writer).

Training suitable for: SENCO plus teachers and/or LSAs. Adults can then train pupils.

Age of pupils: Any age where both pupils in the pair have basic writing skills.

Frequency and duration: Initial training for pupils, then 3 sessions in first week (20-30 mins) to develop fluency, then 1-3 sessions per week (20-30 mins) for 8-12 weeks.

Examples of research-based outcomes:

- “Randomised controlled trials by Topping and colleagues showed significant gains in writing scores” (systematic research review by Brooks, 2016).
- Has been found effective with same-age and cross-age peers, both in groups within classes, and as part of class-wide peer tutoring arrangements.

Other information: Training consists of 2 parts:
Part A – training on the intervention and how to deliver it.
Part B – training on embedding and monitoring the intervention.