

Self Regulated Strategy Development (SRSD)



“This made me more confident when I was doing my writing.”
“Now I know how to do this, when I am older I could work in school and help other children with their work.”
“I enjoyed writing. We had a lot of fun.”
~ Essex pupils

Purpose of intervention:

Develops:

- writing composition strategies, effectively and independently.
 - detailed self-regulation and metacognition strategies, including prompts and mnemonics to support memory and generalisation.
 - positive pupil attitudes about writing and themselves as writers.
- Can be run as a whole class/school approach, or with targeted intervention groups.

Training suitable for: SENCO plus teachers and Head of English/Literacy.

Age of pupils:

Key Stage 2 and 3. Pupils need to:

- be able to write simple complete sentences and use simple connectives.
- have basic handwriting and spelling skills.
- have basic reading skills that allows them to read what they have written.

Frequency and duration:

Group/class sessions, 45-60 minutes twice weekly, over 2 terms.

Examples of research-based outcomes:

- SRSD led to an average effect size of twice the progress of other approaches on a diverse range of writing measures (Graham 2006).
- SRSD leads to changes and improvements in students' performance: planning, revising, substantive content, quality of writing, knowledge of writing, approach to writing, length and structure of writing, and self-efficacy (Graham & Harris 2005).

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.