



TOWN END
RESEARCH SCHOOL
At WISE Academies



Write to Success **Free** Online Training

Suitable for literacy leads in both primary and secondary settings.
This online training is fully funded by DfE RISE North East.



Deadline to sign up is
25th September 2026.
Sign up using this [link](#) or
scan the QR code.



Funded by
UK Government

Write to Success is a complete, research-informed writing framework that brings together two concurrent pathways to develop confident, capable and successful writers across primary education and into Key Stage 3.

It offers flexible training, designed for implementation. Live online sessions focus on the leadership of writing - helping leaders interpret the evidence, diagnose need, identify priorities and turn evidence into realistic action. Sessions combine core training with protected time to do the work: auditing current practice, reflecting, exploring resources, asking questions and trying out practical, freely available tools. All resources are included and will be FREE to access via a Google Drive.

Following each session, an optional 10–15 minute drop-in provides an opportunity to ask questions, discuss implementation and troubleshoot challenges with the programme lead.

Schools will also have access to a suite of recorded modules, which can be used flexibly for in-school professional development. Staff can revisit key ideas, extend learning across teams and embed approaches at a pace that works for their context.

We aim for leaders to leave the live sessions equipped to confidently facilitate the recorded training in school - with the thinking already done and without adding unnecessary workload.

Pathway 1 - Fixed, Firm and Fluent Foundations, focuses on transcriptional fluency - securing the essential building blocks of writing through handwriting, spelling, sentence mechanics and automaticity. Through the Transcription Toolkit, pupils develop the accuracy, fluency and stamina needed to free up cognitive space for thinking and composition.

Pathway 2 - Sentenced to Success, a bridge between transcription and composition that explicitly teaches pupils how to craft, combine, shrink and expand sentences with purpose and control. It develops sentence-level confidence, oral rehearsal, vocabulary, syntax and written expression, helping pupils move from basic transcription towards effective composition.

Together, these pathways create a coherent approach to writing instruction - from foundational skills to confident communication. Importantly, Write to Success also strengthens the transition from Key Stage 2 to Key Stage 3 by providing shared language, consistent routines and transferable writing practices that support continuity across phases and subjects. This ensures pupils are equipped not only to write accurately, but to write meaningfully, successfully and with increasing independence as they progress through school.

Schools can choose to access either or both pathways. Please note that there are some joint modules that both pathways attend together.

Pathway 1

Fixed, Firm and Fluent Foundations: A Transcription Toolkit

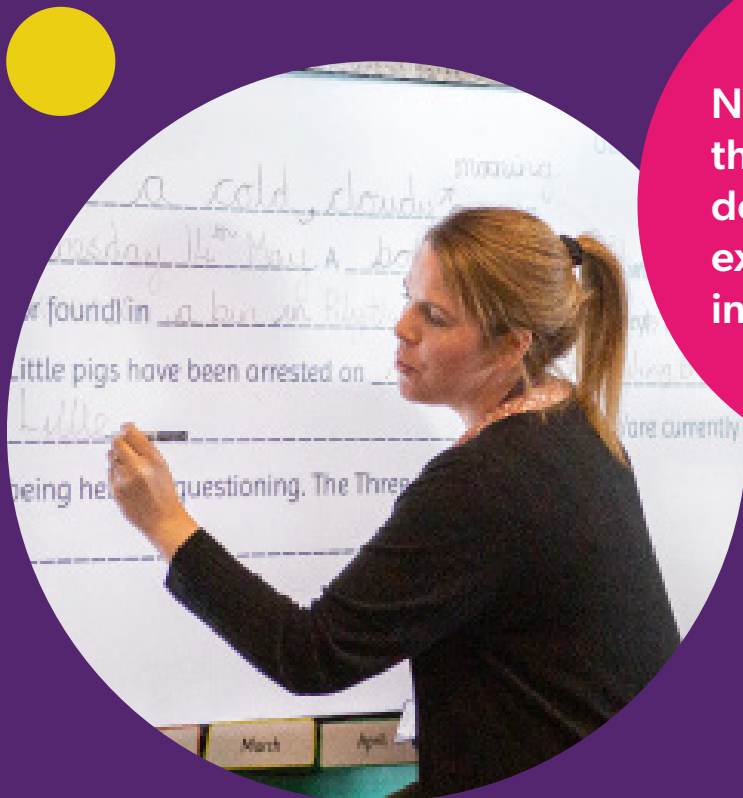
A CPD programme for strengthening transcription, executive function, working memory and dictation across the primary year.

Why transcription needs urgent attention

National data shows that 28% of pupils do not meet the expected standard in writing at KS2. For many, the barrier is not ideas or imagination, but weak transcription: slow or illegible handwriting, insecure spelling, limited automaticity and difficulty holding sentences in mind.

With the DfE Writing Framework stating that *"it may be sensible, therefore, for schools to focus on securing high-quality teaching of transcription now, pending publication of the revised national curriculum,"* there has never been a more important moment to strengthen the building blocks of fluent, confident writing.

Firm Foundations takes a proactive, early-intervention approach- building fences at the top of the cliff, not parking ambulances at the bottom. It helps schools systematically strengthen the three corners of the Simple View of Writing that are too often overlooked: executive functioning, working memory and transcription.



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Pathway 1 programme overview

Tuesday 6th October 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Setting the Scene • The science of learning • The science of reading and writing • Executive function	Joint Pathway sessions – Pathways 1&2 access together
Tuesday 13th October 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Oral language: The foundations • Expressive and receptive language for literacy • Oral composition • Talk moves - the 4 Rs (Reason, Routines, Resources, Reflection)	
Tuesday 20th October 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Implementation • What effective implementation is and isn't • Ensuring lasting change	
Tuesday 3rd November 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Assessing Writing • Summative assessment • Formative assessment • Keeping up from the start • Pupils in need of most support	
Tuesday 10th November 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Handwriting • The case for handwriting • Teaching handwriting • Assessing handwriting	
Tuesday 17th November 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Spelling • Teaching and developing spelling • Assessing spelling	
Tuesday 15th December 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Dictation & Grammar • Dictation • A shared terminology • Functional/applied grammar	

What the programme offers

1. Nominate committed staff

Schools receive high-quality training that builds teacher expertise in:

- Handwriting fluency
- Spelling through morphology, patterns and automatic retrieval
- Dictation as a tool for accuracy, auditory memory and sentence control
- Working memory load and how to reduce it in writing tasks
- Executive functioning skills essential for writing

2. Ready to write routines

A consistent set of classroom-ready routines that strengthen:

- Letter formation and fluency
- Writing stamina
- Spelling retrieval and pattern awareness
- Oral rehearsal to support accurate transcription
- Dictation exercises that build confidence and accuracy

These routines are plug-and-play and suitable for whole-class and small-group use.

3. Whole-school audit and development tools

Schools receive resources to review and enhance their transcription provision, including:

- A whole-school transcription audit
- Classroom environment checklists
- A progression map for handwriting, spelling and dictation
- Working memory supports and scaffolds
- Tools for identifying pupils who need early and targeted support

4. Inclusive, high-impact strategies for pupils who need more

The programme includes:

- Working memory-friendly approaches (chunking, rehearsal, sentence stems, reduced extraneous load)
- Executive function scaffolds for pupils who struggle to plan, organise or sustain writing
- Targeted transcription interventions for small groups
- Adaptations to ensure pupils with SEND or emerging needs are included, supported and successful

Why this CPD matters

It secures the foundations pupils need before writing can become fluent, confident and enjoyable.

- It prevents long-term writing difficulties by strengthening early skills before gaps widen.
- It enhances inclusion, ensuring pupils who struggle with handwriting, spelling or working memory are not left behind.
- It responds directly to DfE guidance, prioritising transcription in advance of curriculum reform.

Impact for schools

- Stronger handwriting, spelling and automaticity across year groups
- Improved accuracy and fluency in written work
- Reduced cognitive load for pupils during writing tasks
- Clear, consistent routines used across classrooms
- Earlier identification and support for pupils at risk of falling behind
- Better alignment between KS1 and KS2 transcription expectations
- Greater teacher confidence in supporting transcription, dictation, working memory and executive functioning

In summary

The Fixed Firm and Fluent Foundations pathway gives schools the expertise, tools and routines to secure writing success from the ground up.

By focusing on transcription, executive functioning and working memory - key corners of the Simple View of Writing - schools can ensure all pupils are truly ready to write.



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Pathway 2

Sentenced to Success: Bridging Transcription & Composition

Writing is too often viewed as a polished end product rather than a developmental process. Yet strong writing does not emerge fully formed. It is constructed gradually through secure foundations, fluent transcription and explicit teaching that enables pupils to translate thought into language with increasing control and confidence.

Sentenced to Success challenges product-driven approaches by placing the sentence at the centre of writing instruction. Drawing on research and evidence-informed practice, the programme recognises that fluent writing depends upon much more than ideas alone. Pupils require secure transcription skills, strong oral language, syntactic knowledge and carefully scaffolded opportunities to rehearse, construct and refine meaning.



Pathway 2 programme overview

Tuesday 6th October 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Setting the Scene • The science of learning • The science of reading and writing • Executive function	Joint Pathway sessions – Pathways 1&2 access together
Tuesday 13th October 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Oral language: The foundations • Expressive and receptive language for literacy • Oral composition • Talk moves - the 4 Rs (Reason, Routines, Resources, Reflection)	
Tuesday 20th October 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Implementation • What effective implementation is and isn't • Ensuring lasting change	
Tuesday 3rd November 2026 09:00 - 12:00 Plus, optional afternoon drop ins	Assessing Writing • Summative assessment • Formative assessment • Keeping up from the start • Pupils in need of most support	
Tuesday 12th January 2027 09:00 - 12:00 Plus, optional afternoon drop ins	The Sentence Solution (1) • A case for a sentence level focus • Syntax • Cohesion • Applied grammar – functional before formal	
Tuesday 19th January 2027 09:00 - 12:00 Plus, optional afternoon drop ins	The Sentence Solution (2) • Moves to teach sentence construction	

Tuesday 26th January 2027 09:00 - 12:00 Plus, optional afternoon drop ins	Powerful Pedagogy: Scaffolding Strong Sentences • Five sentence story • Slow Writing • Structure strips
Tuesday 9th February 2027 09:00 - 12:00 Plus, optional afternoon drop ins	Powerful Pedagogy: Modelling & Feedback • What is modelling and what it isn't • Effective feedback • Making revisions and edits
Tuesday 23rd February 2027 09:00 - 12:00 Plus, optional afternoon drop ins	Composition • Reading as a writer • The writing process • Author, Audience, Tone and Purpose • Writing as a reader
Tuesday 2nd March 2027 09:00 - 12:00 Plus, optional afternoon drop ins	A Writing Lesson • Elements of a writing lesson • Myth busting (cold write, LO, grammar, genres) • What a writing sequence might look like
Tuesday 23rd March 2027 09:00 - 12:00 Plus, optional afternoon drop ins	Wild About Words • Word WISE – selecting vocabulary to teach • Ways to teach words • Morphology

At its heart, Sentenced to Success teaches writing from the ground up:



By focusing explicitly on how sentences work, pupils develop grammatical understanding in context rather than through isolated rules or abstract terminology. They learn to distinguish between words, fragments and complete ideas, developing both linguistic precision and confidence as writers.

Fluency follows foundations. Pupils need deliberate, embedded practice in constructing sentences alongside essential transcription skills such as handwriting, spelling and dictation. Grammar cannot be bolted onto writing instruction as an afterthought; syntax must be taught explicitly and purposefully. Sentence construction therefore becomes both a gateway to writing success and a bridge between reading and writing development.

Through carefully modelled instruction and a gradual release approach, pupils develop an increasingly intuitive understanding of syntax. Supported practice, oral rehearsal, worked examples and structured routines help pupils internalise patterns of language before applying them independently.

Strengthening sentence-level competence leads directly to greater fluency, clarity and control across all forms of writing.

Crucially, Sentenced to Success is not simply a classroom strategy but a professional development programme that equips educators to design and implement coherent writing provision across phases. Participants develop deeper subject knowledge, refine pedagogy and strengthen assessment practices while designing bespoke writing curricula tailored to their setting.

The programme supports leaders and teachers to model writing effectively, teach grammar explicitly and engage pupils in purposeful metacognitive dialogue about writing.

By focusing equally on pupil progress and professional growth, Sentenced to Success lays foundations for sustained improvement in writing and reading outcomes.



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Bridging the writing gap between Key Stage 2 and Key Stage 3

The transition to secondary school can be a significant hurdle for writers. Pupils face increased expectations, unfamiliar subject vocabulary and new demands for explaining, analysing and justifying their thinking — often across multiple subjects and teachers.

The DfE Writing Framework highlights the importance of continuity between phases, while the EEF emphasises that writing is fundamental to learning across the curriculum. Yet, without a shared understanding of how writing develops, pupils can experience a sudden shift in expectations, fragmented teaching and declining confidence.

Sentenced to Success provides the bridge.

The training creates a shared approach to writing across KS2 and KS3, helping teachers build on what pupils already know rather than starting again. It strengthens the foundations of fluent writing - including transcription, sentence construction, syntax, vocabulary and executive functioning - while equipping teachers with practical approaches that can be applied across subjects.

The result is greater continuity, greater confidence and greater independence for pupils as they make the move to secondary school.

In summary

Sentenced to Success offers more than sentence instruction. It provides a coherent, research-informed and cross-phase approach to writing development that aligns closely with national guidance and responds directly to the challenges identified within the DfE Writing Framework.

By strengthening foundations, supporting struggling writers and creating continuity between Key Stage 2 and Key Stage 3, the programme ensures that pupils enter secondary education equipped with the linguistic tools, confidence and clarity needed to thrive.

What is required of your school?

What you put in — and why it matters

1. Nominate committed staff

What you put in

A senior leader to attend each online module.

Why?

Whole-school alignment and leadership buy-in are essential. The programme builds cumulatively, so consistent participation ensures ideas are implemented, tested and refined over time.

2. Dedicate time for professional development

What you put in

Attending delegates facilitate CPD in school via the provided training videos and resources.

Why?

Time to process new learning supports confident classroom application.

3. Complete reflective gap tasks

What you put in

Short, focused tasks between modules.

Why?

These bridge theory and practice so changes are purposeful and adapted to your school context.

4. Undertake audits and curriculum reflection

What you put in

Staff engage with whole-school audits and resource reviews.

Why?

Understanding your current provision ensures that improvements directly meet pupil need.

5. Implement and test strategies in real classrooms

What you put in

Trial and refine routines, strategies and tools.

Why?

The programme is about real, sustainable practice change - not abstract training.

What your school gains

What you get out — and why it matters

1. Stronger writing

What you get out

Improved oral language, grammar and transcription across year groups.

Why?

Secure foundations make writing more fluent, freeing pupils to focus on meaning.

2. Improved pupil writing outcomes

What you get out

Clear gains for pupils, particularly those at risk of underachievement.

Why?

Targeted, high-quality teaching is key to closing disadvantage gaps.

3. A coherent approach to teaching writing from Early Years – KS3

What you get out

A structured but flexible approach to growing writers and developing writing.

Why?

Consistency builds confidence—across staff and across year groups.

4. Enhanced teacher knowledge and pedagogy

What you get out

Staff who can model writing expertly, teach writing and support pupils' metacognitive thinking.

Why?

Teachers feel more confident, capable and consistent.

At a Glance: Your Commitment & Your Return

What you put in	Why	What you get out
Staff attendance at core sessions	Ensures whole-school alignment	Stronger, more consistent teaching
Time for PD videos	Supports confident practice	Better classroom routines and modelling
Reflective gap tasks	Bridges theory and practice	Practical improvements across the school
Audits and reviews	Anchors change in actual need	A clearer, tailored curriculum
Implementing strategies	Real change requires strong processes	Improved pupil outcomes

Ready to Strengthen Your Writing Offer?

Write to Success offers powerful, practical support at no financial cost—but it thrives on professional commitment.

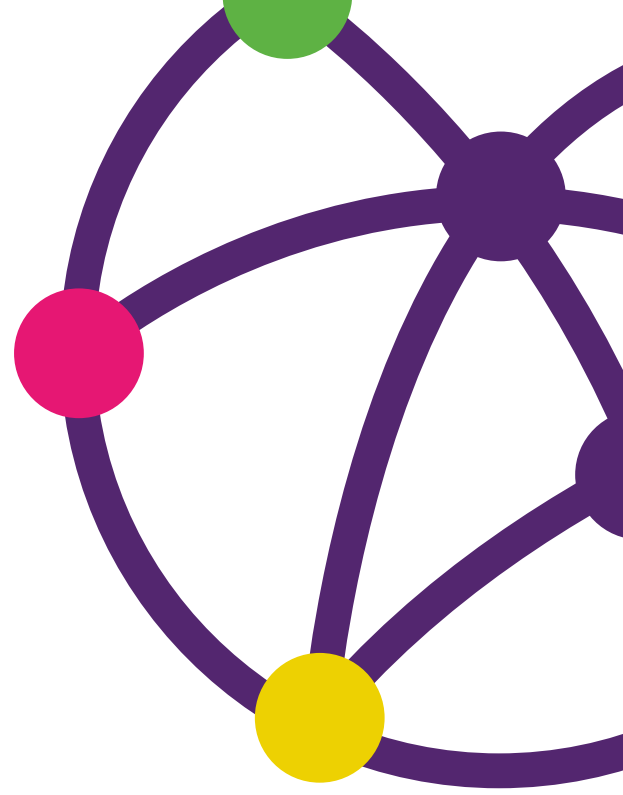
For more information before you register your school, contact:
stella.jones@wiseacademies.co.uk



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