



## Case study: Text Generation



**Jack is in Year 10.**

**He's studying GCSE French and his teacher has shown a model piece of extended writing on the topic of sport. It's now his turn to write an extended piece on the topic of 'holidays'.**

**Jack is a conscientious student—but, he just doesn't know where to start.**



### What is happening cognitively?

It's the lesson after lunch and it's a hot day. The classroom is stuffy and the grass is being cut outside. Another pupil is swinging on his chair, there is a pupil being told off in the corridor outside. Jack has a maths exam tomorrow – he hasn't done much revision and he has a football match tonight.



### Sensory memory overload

Jack is struggling to pay attention – it's hot, he's tired, there's a lot of noise and distraction. Most of what the teacher is saying is lost.



### Attention deficit

Jack is distracted and not focused on the intended learning. Because his attention is directed elsewhere, he isn't thinking hard about the model he has just seen or making any links with his prior knowledge.



### Executive function breakdown

Jack isn't thinking hard about the right things. He hasn't bothered writing a plan. He hasn't thought about the key structures and vocabulary he can apply to this piece of work. He's just going to write everything he can about holidays – even though he's never really been on a holiday. He has no intention of checking it. He just wants to get it done and get to the end of the day.

### Teaching implications

To support Jack and others like him:



- ✔ Reduce distractions
- ✔ Break it down – present writing in small, manageable steps
- ✔ Support working memory by making explicit links to prior knowledge
- ✔ Use scaffolds such as sentence starters for key ideas
- ✔ Build in routines for writing – predictable habits free up working memory.
- ✔ Explicitly teach planning and self-monitoring – model how to plan an extended piece of writing and insist upon it.