Writing at Girraween

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| Guiding Beliefs: | | | Instructional Practices:  explicit and targeted teaching that reflect our guiding beliefs | Assessment and Reporting Practices:  (to move learning forward) |
| All students are authors.  Writing is not just writing – it needs to involve talking, drawing, thinking, reading and listening.  Effective writers draw on a range of skills while writing, which enables them to create appropriate content for their audience and purpose.  Students need to see their teachers as writers.  Students who read more are better writers.  The student’s view of themselves as an author impacts profoundly on their confidence and motivation to write. (Teachers need to put the writer before the writing)  Student engagement increases when writing is purposeful and authentic  Oral language and discussion is important in the writing process and enriches students’ ideas and vocabulary in the craft (talking is the foundation of literacy). Sharing time is an important aspect of the writing process.  Formative assessment is used as a tool to design for future teaching and learning.  Students need time to write every day to improve confidence, stamina and their craft (not just in paper form).  Student choice means a stronger voice in writing.  Learning needs to be made visible – goals set by student and teacher to progress learning).  Digital literacy enhances a student’s ability to be an effective writer/communicator in the 21st Century.  Quality literature enhances students writing  Handwriting is very important in the early years to develop automaticity and fluency in order to communicate ideas in written form.  Spelling is taught explicitly and in context | | | Explicit teaching through a balanced approach – modelled, guided, shared, independent (gradual release of responsibility) **– whole-part-whole**  Writer’s Notebook – collecting seeds  Writing Process – including planning, drawing, prewriting and brainstorming  Writing Workshops and mini-lessons  Connecting writing with other learning areas i.e The Arts – oral storytelling, dramatization, writing about reading.  Multimodal writing  Differentiation  Buzz writing/lightning writing  Writer’s Craft  Gallery Walks – encourage notebook sharing, students walk around class and other classes to look at others’ notebooks | Feedback – Conferencing (teacher-student, student-student)  Bump it up Writing Walls  Setting, monitoring and evaluating goals  Formative Assessment  Summative Assessment  Confirming  Rubrics |
| **We want to develop:**  Self-directed, independent writers  Writers with confidence in their identity who have their own writing projects who make informed choices around the topic and genre  Writers who demonstrate an increasing awareness of the world and it’s potential for ideas  Writers who possess an increasing appreciation of writer’s notebook to inform and impact their writing | | | | |
| **Resources that support our beliefs and practices:**  **All resources are available from the library and in addition, each teacher has access to a curriculum box containing the essentials** | | | | |
| Early Years | | **Primary Years** | | |
| Northern Territory Preschool Curriculum – writing development growth points  Already Ready – Katie Woods Ray  Phonics in Context – David Hornsby  Danielle Curtano - <https://www.youtube.com/channel/UCYIsumXsN0S539UGXvvhKww>  First Steps - <http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/first-steps-literacy/writing-resource-book.en?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-13760408> | | Sheena Cameron ‘The Writing Book’ & ‘The Oral Language Book’.  Rodney Martin – Writer’s Guide  Regie Routman – Read, Write, Lead | | |
| Australian Curriculum including literacy progressions  Girraween Spelling Scope and Sequence  Christine Topfer ‘Guided Thinking for Effective Practice’  Ralph Fletcher – Writing Workshops, writer’s notebook, live writing, Joy Write, writer’s craft lessons Early Years and Primary Years  Confirming: [..\Confirming\Confirming Part One](file:///\\ntschools.net\SchoolsData\GIRRASCH\Unmanaged%20Data\Teacher%20Public\Confirming\Confirming%20Part%20One) [..\Confirming\Confirming Part Two](file:///\\ntschools.net\SchoolsData\GIRRASCH\Unmanaged%20Data\Teacher%20Public\Confirming\Confirming%20Part%20Two)  Alan Wright – Igniting Writing | | | | |
| **School and Class Organisation for writing** | | | | |
| Whole School | Class | | | |
| * Collaborative release for each year level teaching team scheduled weekly in the whole school timetable * PLC meetings to be used for confirming stage 1/stage 2 throughout the semester * Learning Walks to observe practice in action * Each student has an EOL folder for teachers to include writing samples at the end of the year * Portfolios to showcase student progress in writing (see reporting overview) * Promoting learning to families – class letters, school reading challenges * Writing competitions * Chances to display published writing authentically – Field Day, Dance Night | * Classroom culture that values risk taking in writing and builds students to see themselves as writers * Have a class library rich in quality literature which is changed regularly – wide range of reading materials – this needs to be inviting (all grade levels) * Have a variety of materials for writing and spaces conducive to writing * Have access to digital technologies for multimodal texts * Student writing is displayed around the room * Environmental print * Inclusion of Fine motor and sensory development activities responsive to student needs * Students have a ‘have a go’ or word study book * Teacher and students use a common editing tool * Organisation of writing books   -set up clear guidelines and consistent expectations for student writing books is an important management tool for writing. Photocopied exemplars of the correct way to set up a book can make it explicit for students. Keep the layout simple so students do not need to spend their energy recording the date in full and listing learning intentions/criteria before they even begin the writing task. IDEA separating the book into two sections (front is for ongoing writing, keeping last third of the book for quickwrites and shorter tasks)  **A student’s writing book/digital folder should include evidence of:**   * Regular writing by the student * Planning for some writing tasks * Regular self-editing * A range of different writing forms * Longer and shorter writing tasks, such as quickwrites and mini-lessons * Annotated exemplars (for fluent writers) * Regular comments identifying the student’s next steps (evidence of conferencing), comments about the content of writing and the students successes from teacher and peers as well as themselves * Students responding to feedback and improving their writing – set/monitor and evaluate writing goals * Progress over time * Writers’ tools and supports to scaffold writing * Writers’ tools and supports are most effective when they are matched to the developmental level of the writers and are introduced and modelled by the teacher.   **Writers’ tools**  -books, pencils, pens, computers, tablets, sticky notes for students to comment on others’ writing including two stars and wish stamps  **Writers’ supports**  -Word cards, word walls, dictionaries/thesauri(including online) at a range of different levels depending on the needs of the students, modelling books, word lists to support specific writing topics, alternative word lists constructed jointly by teacher and students. | | | |
| * **Differentiating learning**   -writing lessons will be most successful if teachers identify a limited number of criteria. Additional criteria could be listed as an extension for students if necessary, or personal/group goals could be agreed upon.  -during a writing session, teachers can effectively differentiate the learning by:   * Grouping students strategically and deciding where they will sit in the class/on the mat (mixed or ability grouping) * Tuning in during ‘think,pair,share’ discussions and supporting and extending students as needed * Using ‘think alouds’ to support the needs of different learners * Reviewing students writing regularly, planning guided writing support to meet the different needs * Targeting students during guided writing for support and extension * Setting group or individual writing goals * Teaching groups of students specific skills * Planning support for students who may not be able to access the independent writing task i.e providing writing frames, partner support, technology, breaking down a task into manageable chunks * Adjusting the formative and summative assessment process/product | | | | |
| **Programming Expectations:** | | | | |
| * Start with the curriculum – what students need to know and be able to do * Yearly/termly overview along with weekly Planning/Day Book detailed with LI and SC - responsive to students’ needs * Diagnostic and formative assessments that inform teaching and learning of writing * Links between reading and writing * Writing purpose within inquiry units and across learning areas * Writing time every day in Day Book * Differentiation through task design, assessment to cater for different needs of students * T-3 – 3 sessions per week explicit handwriting * Instructional walks by leadership | | | | |

Developed by Girraween Staff 2018-19