

Allenstown S.S. Writing Improvement Agenda – TERM FOUR 2015

[Please note: Whether you focus on Narrative or Persuasive will be dependent on your C2C English assessment tasks for Term 4.]

- **Each fortnight**, there will be an explicit teaching focus of **ONE** aspect of the POWER Writing Process, and **ONE** aspect of the Marking Guide.
- Spelling will continue to be a focus each fortnight.
- **Across the term**, we will also work through each of the Seven Steps to Successful Writing.
- **Please do take the time to introduce, practise then extend each of the Seven Steps before moving on to the next one – remember that repetition brings ‘muscle memory’!**
- Towards the end of each EVEN week, teachers from Prep to Year 6 need to collect each students independent attempt at writing to the genre for their year level, in response to a stimulus. This writing will be marked against both the Spelling and the focus criteria.
- All student work will be marked using the [NAPLAN Marking Template](#) appropriate to the genre. Only one section of the Marking Guide (plus Spelling) needs to be marked each fortnight, as set out in the table below. When you mark the writing sample you are **analysing and reflecting** on how the student has responded to your explicit teaching focus from that fortnight.
- **The week two and nine demand writing tasks will need to be marked to every criteria on the Marking Guide, and results entered onto CQ3S, to provide information that will inform your teaching, and to celebrate growth.**
- **Each fortnight’s results (2 numbers) will also need to be entered onto CQ3S. This will enable you to track growth in that focus area against the most recent base data (from week two), ascertain any required change in goals for students, and will help to provide feedback to students.**
- *In weeks 3, 5, 7, & 9 time will be set aside at staff meetings to reflect on strategies that are working well, and to celebrate student growth.*

Term/ Week	Stage of POWER Writing Process	NAPLAN Writing Criteria Focus Area <i>Spelling to be covered each week</i>	7 Steps to Writing Success Focus Area	Demand Writing task (towards the end of each fortnight)	Marking/Feedback <i>(Feedback is an ongoing process through every stage of writing)</i>	EI Lesson Detail (completed by Teacher) <i>Needs to be a NAPLAN AND a 7 Steps focus –minimum ½ hour lesson each, based on analysis of student data: Responding to identified needs in your specific classroom.</i>	Writing Block Content (completed by Teacher) Format: Modelled Writing Shared Writing (co-construction) Guided Writing Independent Writing
T4, Weeks 1&2	Planning <i>(may include discussion, vocabulary building, brainstorming ideas or storyboard)</i> The Seven Steps strategy of ‘Plan for Success’ can be touched on at this stage. Show students the Story Graph.	Ideas ‘Train students to brainstorm, and frequently separate this from writing. If you need one great idea for a story, brainstorm ten ideas. Instil in students that thinking is the most important part of writing.’	Sizzling Starts: ‘A story has about 60 seconds to grab the reader and make them want to keep turning the pages. So your story has to start with action. Yet why does so much writing start at the beginning of the day - when nothing really happens?’	School directed. Narrative demand writing task: <i>Frog on a boat</i> Persuasive demand writing task: <i>Computer games – are they a waste of time?</i>	Mark student’s writing samples against the NAPLAN Narrative Marking Guide – ALL CRITERIA, as per Internal Monitoring Schedule. Feedback conversation with class (and individuals) on writing focus/needs.	EI Lesson Focus:	

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T4, Weeks 3&4	Organise <i>(May include discussion of the organisational pattern that will be used. Use Top Level Structures as appropriate)</i>	Text Structure: Skill focus: The <u>organisation</u> of the structural components of a persuasive text (introduction, body, conclusion) OR narrative text (orientation, complication, resolution) into an appropriate and effective text structure.	Tightening Tension: Use the Story Graphs; <u>organise</u> what will happen in beginning, middle, end; Structure chosen depends on the strategies you use.	Teacher choice: writing is dependent on the literacy demands of your C2C assessment tasks (reading or written components)	Mark student's writing samples against the NAPLAN Narrative Marking Guide – SPELLING and TEXT STRUCTURE; Feedback conversation with class (and individuals) on writing focus/needs. Week 3: discussion & showcase in staff meeting of growth and successful teaching strategies.	EI lesson Focus:	
T4, Weeks 5&6	Writing <i>(allowing students to focus on the stage of the POWER writing process where the focus is to get their ideas down on paper)</i>	Sentence Structure: The production of grammatically correct, structurally sound and meaningful sentences.	Dynamic Dialogue A scene from a story really comes alive when dialogue is used. Show, Don't Tell For important information, apply the 'seeing-is believing' test. Does the writer give me detail so I can see the picture in my mind?	Teacher choice: writing is dependent on the literacy demands of your C2C assessment tasks (reading or written components)	Mark student's writing samples against the NAPLAN Narrative Marking Guide – SPELLING and SENTENCE STRUCTURE; Feedback conversation with class (and individuals) on writing focus/needs. Week 5: discussion & showcase in staff meeting of growth and successful teaching strategies.	EI lesson Focus:	

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T4, Weeks 7&8	Editing: use of editing techniques to proofread own writing for spelling, punctuation and grammatical choices <i>(Use of class charts to support editing skills)</i>	Vocabulary: The control of multiple threads and relationships across the text, achieved through use of pronouns, use of ellipsis, use of text connectives, use of substitutions & word associations, including synonyms.	Ban the Boring Bits Ban all mention of the three 'B's' in writing. That means Bus trips (or car trips), Breakfast (or lunch and dinner) and Beds (I got up... or I went home to bed).	Teacher choice: writing is dependent on the literacy demands of your C2C assessment tasks (reading or written components)	Mark student's writing samples against the NAPLAN Narrative Marking Guide – SPELLING and VOCABULARY ; Feedback conversation with class (and individuals) on writing focus/needs; Week 7: discussion & showcase in staff meeting of growth and successful teaching strategies.	EI lesson Focus:	
T4, Week 9	Review: Analysis and reflection of writing for lower order (spelling, punctuation, grammar) and higher order strategies (Audience, Subject Matter, Vocabulary, Ideas & Cohesion) and whether they have been successful in achieving their purpose (to entertain or persuade).	Cohesion: The use of correct and appropriate punctuation that aids reading of the text.	Exciting Endings Remember the 'Story Graph' - don't start writing until you know the ending.	School directed Narrative demand writing task – <i>Through the Keyhole</i> Persuasive demand writing task – <i>What is more important, friends or family?</i>	Mark student's writing samples against the NAPLAN Narrative Marking Guide – ALL CRITERIA ; Feedback conversation and celebration with staff & students!!!!	EI lesson Focus:	