



Chancellor State School

Writing Program

1. Beliefs About Learning to Write
2. Chancellor's Writing Program
 - Communication
 - Quality Writing Programs
 - Quality Assessment and Monitoring
3. Components of a Balanced Writing Program
 - Shared and modelled reading
 - Language experience (speaking, reading, writing)
 - Shared and modelled writing
 - Independent writing
4. Focus Teaching Areas
5. Strategies for Teaching Writing
6. Assessment

1. EQ Syllabus
2. Chancellor English Program
3. Writing Program
4. Grammar Framework
5. Punctuation Framework
6. Spelling Program
7. Genre Grid
8. Handwriting Program
9. Criteria Sheets
10. Assessment Framework

1. Beliefs about learning to write:

- All students need to have opportunities to write everyday and to see regular demonstrations of the writing process.
- Students learn to write by writing and by talking about and reflecting on their writing.
- Writing needs to have a clear purpose and to be written for real audiences.
- Writing requires knowledge of the linguistic system (e.g. grammar, punctuation).
- Students need to be encouraged to set personal goals and take responsibility for applying skills and strategies.

2. Chancellor's writing program:

Chancellor's commitment to ensuring each child is attaining the best educational outcomes in writing is reflected by the following emphases:

Communication Focus	Quality Writing Programs	Quality Assessment and Monitoring
<p>Purposeful talk is a major means through which students construct and refine their understandings of language. Talk underpins all language activities.</p> <p>Effective communication can be achieved by focusing on activities based on purposeful language interactions.</p>	<ol style="list-style-type: none"> 1. Skills for writing are actively taught from Preschool to Year 7. 2. Writing programs are integrated within all units of work. 3. The First Steps Writing Continuum is used to assist with the identification of student learning needs, program goals and teaching strategies. 4. Writing programs are supported by flexible use of resources (ie. teacher aides, parent help, rotation activities). 5. Writing programs provide opportunities for extension and support. 	<ol style="list-style-type: none"> 1. Student progress is monitored to ensure that students are using writing strategies effectively in a range of contexts for a variety of purposes. 2. Student progress is monitored through criterion-based assessment, moderation and comparison with school benchmarks. Student progress is mapped on the Writing Developmental Continuum. Data is transferred to the administration database. Progress is monitored on three levels: whole school, year level, and individual students. Refer Assessment Schedule for more detailed information. 3. Benchmarks are set to assist with early identification and intervention for students experiencing difficulties or requiring extension.

Note: This program focuses on the teaching of writing. The teaching of handwriting is detailed in Chancellor's Handwriting Program.

3. Components of a balanced writing program

Shared and modelled reading	Language experience (Speaking, reading, writing)	Shared and modelled writing	Independent writing
<p>Purpose</p> <p>Shared reading is a procedure that is used to help students see how reading is done. It enables them to participate in real reading with guaranteed success.</p> <p>Shared and modelled reading provides opportunities to enrich language, set the scene, and introduce a topic or a new text form.</p>	<p>Purpose</p> <p>Language experience draws on student's experience to generate oral and written language. The teacher records language from the students and they cooperatively revise and edit the text.</p>	<p>Purpose</p> <p>Reading and writing are closely linked and each provides support for the development of the other.</p> <p>Modelled and shared writing provide opportunities for students to see a proficient writer in action.</p>	<p>Purpose</p> <p>To promote writing as valuable and encourage students to engage in 'real' writing.</p>
<p>Expectations</p> <ol style="list-style-type: none"> 1. Read to students every day using a range of literature that extends student's literacy experiences. 2. Model and discuss reading strategies (ie. Meaning making strategies, word identification and general strategies) 3. Where possible, use large print texts to 'share' the book. This involves the teacher and students in reading and re reading from a large print text 	<p>Expectations</p> <ol style="list-style-type: none"> 1. Establish a language-rich environment where print is presented in meaningful contexts. 2. Provide a common context for students of different abilities to help them feel that they 'own' the text. 3. Provide many opportunities for language enrichment. 4. Demonstrate the use of language for different purposes. 5. Model the writing process and draw attention to various language features. 	<p>Expectations</p> <ol style="list-style-type: none"> 1. Students are encouraged to 'read as writers' and 'write as readers'. 2. Teachers plan short writing workshop sessions each day to demonstrate processes and skills involved in writing. 3. Workshops may involve the whole class or a small group of students who need more exposure to a particular area of writing or reading. 	<p>Expectations</p> <ol style="list-style-type: none"> 1. Ensure students have the opportunity to write independently every day. 2. Students have time to talk about their writing. 3. Students are assisted to write for a variety of contexts for a range of purposes and audiences. 4. Students have time to refine their writing through editing and review when writing for publication. 5. The teacher models independent writing. 6. Students have the opportunity to reflect on the writing process. 7. Students have time to share their finished writing.

Further information, **First Steps Writing Resource Book, First Steps Writing Developmental Continuum**

4. Focus Teaching Areas

The following writing skills need to be explicitly taught so that children become confident, independent writers.

Contextual features: audience/purpose	Editing	Spelling	Punctuation, Grammar	Text structure	Conferencing	Reflection and Critical Thinking
	Refer Chancellor Editing Framework.	Refer Chancellor Spelling Program.	Refer Chancellor Punctuation and Grammar Frameworks	Refer Chancellor Genre Grid		
<ul style="list-style-type: none"> Language is appropriate to audience and purpose. Generic structure is appropriate to audience and purpose. Ideas are organised and sequenced. Planning is evident. 	<ul style="list-style-type: none"> Checking for meaning / sense Reviewing: <ul style="list-style-type: none"> - meaning - sentence structure - spelling - punctuation Progressing work from draft to publication. Using editing checklist. 	<ul style="list-style-type: none"> Finding little words in big words Syllabification Understanding graphophonic relationships (sound and letter patterns). Recognising compound words Understanding the structure of singular and plural words Using knowledge of word derivations and root words (prefixes, suffixes) Using knowledge of common letter clusters. 	<ul style="list-style-type: none"> Using appropriate and varied sentence structures. Using cohesive ties. Using appropriate punctuation. Using conventions of print. 	<ul style="list-style-type: none"> Modelling correct usage Creating text innovation Using knowledge of syntax to make meaning Using knowledge of context to make meaning Awareness of a range of generic structures. 	<ul style="list-style-type: none"> Sharing ideas with others Asking questions (personal reflection or with other) to clarify meaning, check for accuracy and enhance writing. Progressing work from draft to publication. 	<ul style="list-style-type: none"> Setting personal goals Taking personal responsibility for own writing development. Sharing finished products with others. Reflecting on own writing. Reviewing progress as a writer.
Student Outcomes	Student Outcomes	Student Outcomes	Student Outcomes	Student Outcomes	Student Outcomes	Student Outcomes
The student demonstrates an awareness of audience, purpose, appropriate generic structure and applies this to the writing task.	The student is responsible for self-correcting and monitoring accuracy when writing independently.	The student is able to use a variety of strategies to spell unfamiliar words with confidence - the student is a risk-taker.	The student is able to see connections between reading and writing. The student is able to reflect an understanding of punctuation in written work. The student is aware of the conventions of the English language.	The student is aware of the grammatical features of the English language. The student begins to acquire a language for talking about language. The student used the 'three cuing system' to make meaning.	The student is able to respond to and reflect meanings he/she has constructed of the text. The student is able to ask and answer questions. The student is able to demonstrate an understanding of the text at various levels.	The student is aware of the meanings that he/she has created and is able to extend them and compare them critically with those perceived by others.

5. Strategies for Teaching Writing

It is critical that a school has a consistent approach to teaching literacy skills. Students require a consistent message about what literacy skills are and, in the context of writing, what the writing process is all about. As a school we have made a commitment to the teaching strategies outlined by First Steps which is consistent with the mapping process required by the Year 2 Diagnostic Net.

The following 7 teaching strategies are used to teach all core genre (refer Chancellor Genre Grid).

Step 1: Familiarisation	Step 2: Problem Solving	Step 3: Modelled Writing	Step 4: Shared Writing
<ul style="list-style-type: none"> ❑ Provide a wide variety of texts (bulk loans, reading kits) ❑ Read texts to children ❑ Use samples of children's work (keep samples from previous year) ❑ Use real-life examples (newspapers) ❑ Big Books. 	<p>Analyse texts:</p> <ul style="list-style-type: none"> - children read 3-4 pieces of text and rank the pieces from best to worse. The discussion which follows should produce a list which illustrates why one text is better than another. E.g. opening and concluding statements; compound & complex sentences; logical argument; appropriate language and vocabulary <p>Direct model:</p> <ul style="list-style-type: none"> - use an overhead projector to display a piece of text. Elicit information through questioning. eg, a report about a frog focuses on classification, description of physical appearance, location, dynamics and summary comment. This framework is then applicable to other reports on animals. 	<p>Provide opportunities to show how writers make decisions about how to start, what to write, how to edit and how to write a new form.</p> <p>It is an effective teaching tool and can also be used to teach a particular element in language.</p>	<p>Enable children to participate in the production of a piece of text.</p> <p>Shared writing involves a number of sessions to generate ideas, classify information, construct paragraphs, demonstrate editing and present a final copy.</p>
Step 5: Guided Writing	Step 6: Independent Writing	Step 7: Presentation to an Audience	
<p>Provide opportunities for children to work as partners or in small groups.</p> <p>Guided support moves children towards independent construction of a text.</p>	<p>Provide opportunities for each child to choose a topic and write a draft using the framework and examples from previous sessions.</p>	<p>Children revise the text and prepare for a final presentation. This can be directed at parents, other classes, the office foyer, school newsletter or displays in the resource centre.</p>	

6. Assessment

When assessing student writing it is important that it occurs within the context of the school assessment and reporting framework. A shared understanding of assessment and its purposes is critical for ensuring consistency and continuity.

What is assessment?

Assessment is a process of identifying and interpreting student achievement for a variety of purposes -

- **Formative** - providing students and parents with ongoing feedback about their progress to assist their development;
- **Summative** - providing students and parents with summary information about student achievement at a point in time usually through a formal reporting process;
- **Diagnostic** - helping teachers identify individual or group needs and suggesting possible approaches to remediating any difficulties;
- **Evaluative** - helping teachers to plan and reflect upon the effectiveness of teaching approaches and ways this might be enhanced or improved.

Assessment can be formal and informal.

Assessment Principles

Assessment should:

- Provide a wide range of information
- Involve a wide variety of techniques
- Be purposeful
- Be planned, relevant and linked to teaching
- Be ongoing

Assessment and writing

At Chancellor State School we monitor and assess writing on an individual, group and cross school basis. This data informs our school, class and individual responses to the writing needs of our students. This involves -

- Monitoring student progress on the Writing Developmental Continua across years P to 7. (Terms 1,3 updating occurs)
- Entering data on the KIDMAP database which provides individual, class and year level profiles. This occurs within a cross curricular framework.
- Assessing writing through the English program. This involves -
 - identified core genre
 - criteria sheets
 - year level moderation
 - benchmarking years P - 7
 - student portfolios
 - observation and selection of student work on both a formal and informal basis.
- Preparing students for external assessment tasks eg Year 3/5/7 tests; year 2 Net; Uni of NSW test.

Portfolios of student work represent student development and are based on the premise of fullest and latest ie where the student is now. Samples should be representative of student writing across a range of genres and conditions. Both first draft and final draft should be included as well as both formal and informal tasks to provide an accurate picture of student progress.