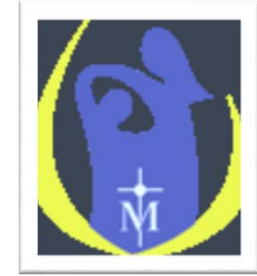# Evidence in Action Part 1

P-8 Learning Literacies 2012

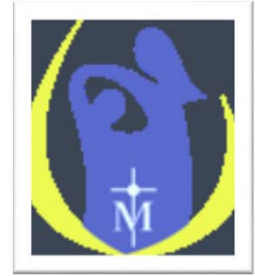**Writing**

2012 P-8 Learning Literacies –
Plan of Action for WRITING

AAP Key Literacy Improvement Strategies
ACTIONS to implement literacy improvement strategies

- **Linked Priority Actions – partnership with 3-6 Lit Leader**
  - **PLTs**
  - **Build professional knowledge around grammar**
  - **Genre as a social process**

2012 P-8 Learning Literacies –
Forming a P-8 WRITING TEAM

- Participants were invited
- Participants understood commitment to PL
  - Including planning and delivering PLTs
- Identified goals
- Set timeline
- Set meeting dates – team meeting & PLTs
- Organised planning sessions
- Booked classroom visits

Supporting peers professionally through – Questioning, planning, teaching, learning and discussing

Professional Dialogue
BASED ON STUDENT EVIDENCE

1. What is the student doing? **ANALYSIS OF EVIDENCE**
2. What is the learning intention for the student?
3. What is the priority focus for the student?
4. How will the student be moved forward?
5. What does the teacher need to know and do?
6. How will it be done?
7. What mentor texts will be used? Learning conversations?
8. What is the teacher's learning intention in terms of content knowledge and pedagogy?
9. What are the Ausvels links?
10. What monitoring, assessment and evidence will the teacher need to check effectiveness?

Grammar in Ausvels

Uses traditional grammar terminology

The Australian Curriculum

English Scope and Sequence

Sub Strand	Focus of thread within the sub-strand	Foundation Level	Level 1	Level 3
	Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement

Elaboration containing functional grammar

Elaboration containing traditional grammar

Uses functional grammar terminology

Traditional Grammar -FORM

Definite Article → **Adjective** → **Noun** → **Auxiliary Verb** → **Present Participle** → **Adverb**

The small boy was running quickly.

'The' is the definite article is English. It is used to restrict the meaning of a noun to make it refer to something that is known by both the speaker or writer and the listener or reader

An adjective is a word that **tells us more about a noun**. (By "noun" we include pronouns and noun phrases.) An adjective "qualifies" or "modifies" a noun (a **big** dog). Adjectives can be used before a noun (I like **Chinese** food) or after certain verbs (It is **hard**).

A noun is a word used to name a **person, animal, place, thing**, and **abstract idea.**

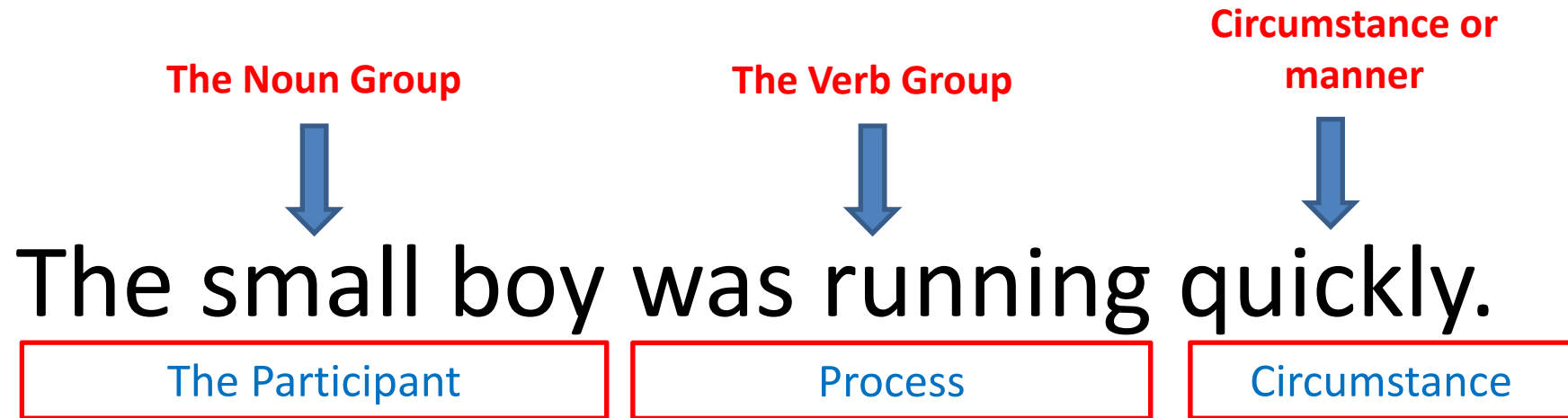A **verb**, such as have, can, or will, that **accompanies the main verb** in a clause and helps to make **distinctions in mood, voice, aspect, and tense.**

A **Present Participle** is used with the verb 'To Be' to indicate an action that is incomplete: Eg: I am reading / I was reading

The part of speech that **modifies a verb, adjective**, or other **adverb.**

Any of the words belonging to this part of speech, such as **so, very,** and **rapidly.**

Functional Grammar-**FUNCTION**

The Noun Group

The Verb Group

Circumstance or manner

The small boy was running quickly.

| The Participant | Process | Circumstance |

*Focus of thread within the sub-strand -***Sentences and clause level grammar**

The Australian Curriculum

Sub Strand	Focus of thread within the sub-strand
	Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)

Strand-Language
Sub-strand- Expressing and Developing Ideas
Focus within sub-strand- Sentences and clause level grammar
What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)

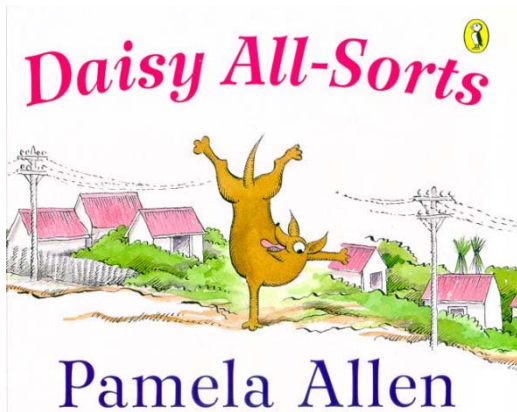# Simple Sentences

- ***simple*** *(one independent clause)*

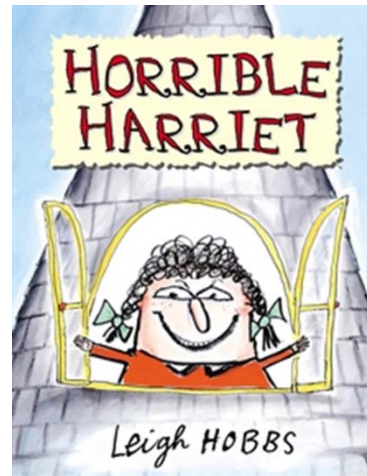The small boy was running.

Independent Clause

An independent clause can stand alone as a sentence, beginning with a capital letter and ending with terminal punctuation such as a period.

Action Verbs

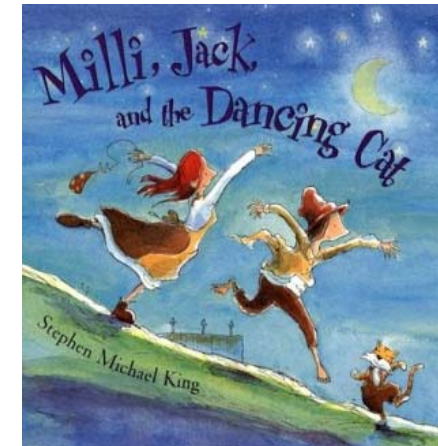Daisy tried every trick she knew. She _____, she _____, she _____, she _____. But Bella didn't have any liquorice all-sorts.

Saying Verbs

'I knew you were just the one to welcome the new boy,'_____ Mr Boggle.
'More pink in the cheeks,' he_____.

Thinking, Sensing, Feeling Verbs

Milli _____ her new friends, and all the odd things about them. She _____ to surprise them with more than just plain, ordinary boots.

Term 3 2012 – Action Research
Linking Writing Project and PLT's

Week	P-2 PLT	P-8 Learning Literacies – Project Team Meetings
1	**Monday** Teacher Self Evaluation for Genre / Grammar Knowledge - Building the Field – Ausvels links - exploration of professional resource - what questions do we have?	**Wednesday** Plan for Week 2 PLT presenting genre knowledge based on individual professional inquiry – student / teacher evidence
2	**Tuesday** P-8 LL participate in discussion protocol using student / teacher evidence – set goals for foci , evidence and student voice	
3		
4		
5		**Tuesday** Plan for Week 6 PLT presenting genre knowledge -based on individual professional inquiry - student / teacher evidence
6	**Tuesday** P-8 LL participate in discussion protocol using student / teacher evidence–set goals for foci , evidence and student voice	
7		**Wednesday** Plan for Week 8 PLT presenting genre knowledge based on individual professional inquiry – student/ teacher evidence
8	**Monday** P-8 LL participate in discussion protocol using student / teacher evidence–set goals for foci , evidence and student voice	
9		**Wednesday** Plan for Week 10 PLT presenting genre knowledge based on individual professional inquiry – student/teacher evidence
10	**Tuesday** P-8 LL participate in discussion protocol using student / teacher evidence–set goals for foci , evidence and student voice	

GENRES
SOCIAL PROCESSES THAT:

DESCRIBE through the process of *ordering* things into commonsense or technical frameworks of meaning.

EXPLAIN through the process of sequencing phenomena in temporal and/or causal relationships.

INSTRUCT through the process of logically sequencing actions or behaviours.

ARGUE through the process of *expanding* a proposition to persuade readers to accept a point of view.

NARRATE through the process of sequencing people and events in time and space.

PROCESSES

COMMONLY USED IN:

DESCRIBE	EXPLAIN	INSTRUCT	ARGUE	NARRATE
Personal descriptions	Explanations of how	Procedures	Essays	Personal recounts
Commonsense descriptions	Explanations of why	Instructions	Expositions	Historical recounts
Technical descriptions	Elaborations	Manuals	Discussions	Stories
Information reports	Illustrations	Recipes	Debates	Fairy tales
Scientific reports	Accounts	Directions	Interpretations	Myths
Definitions	Explanation essays		Evaluations	Fables
				Narratives

PRODUCTS

Science experiments • Reviews • Travelogues • Commentaries
Interviews • Letters • News stories • Articles • Web pages

MULTI-GENERIC PRODUCTS

FIGURE 1.3
Based on Knapp's genre model (Knapp 1992, p. 13)

Verbs that **Describe** used in:
personal, common-sense, technical descriptions, information, scientific reports, definitions

Verbs that **Explain** used in:
Explanations of how and why, elaborations, illustrations, accounts

Verbs that **Instruct** used in:
Procedures, instructions, manuals recipes, directions

Verbs that **Argue** used in:
Essays, expositions, discussions, debates, interpretations, evaluations

Verbs that **Narrate** used in:
Personal recounts, historical recounts, stories, fairy tales, myths, fables, narratives
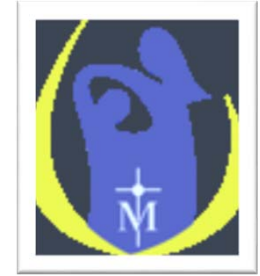
Evidence in Action Part 2

P-8 Learning Literacies 2013

Writing

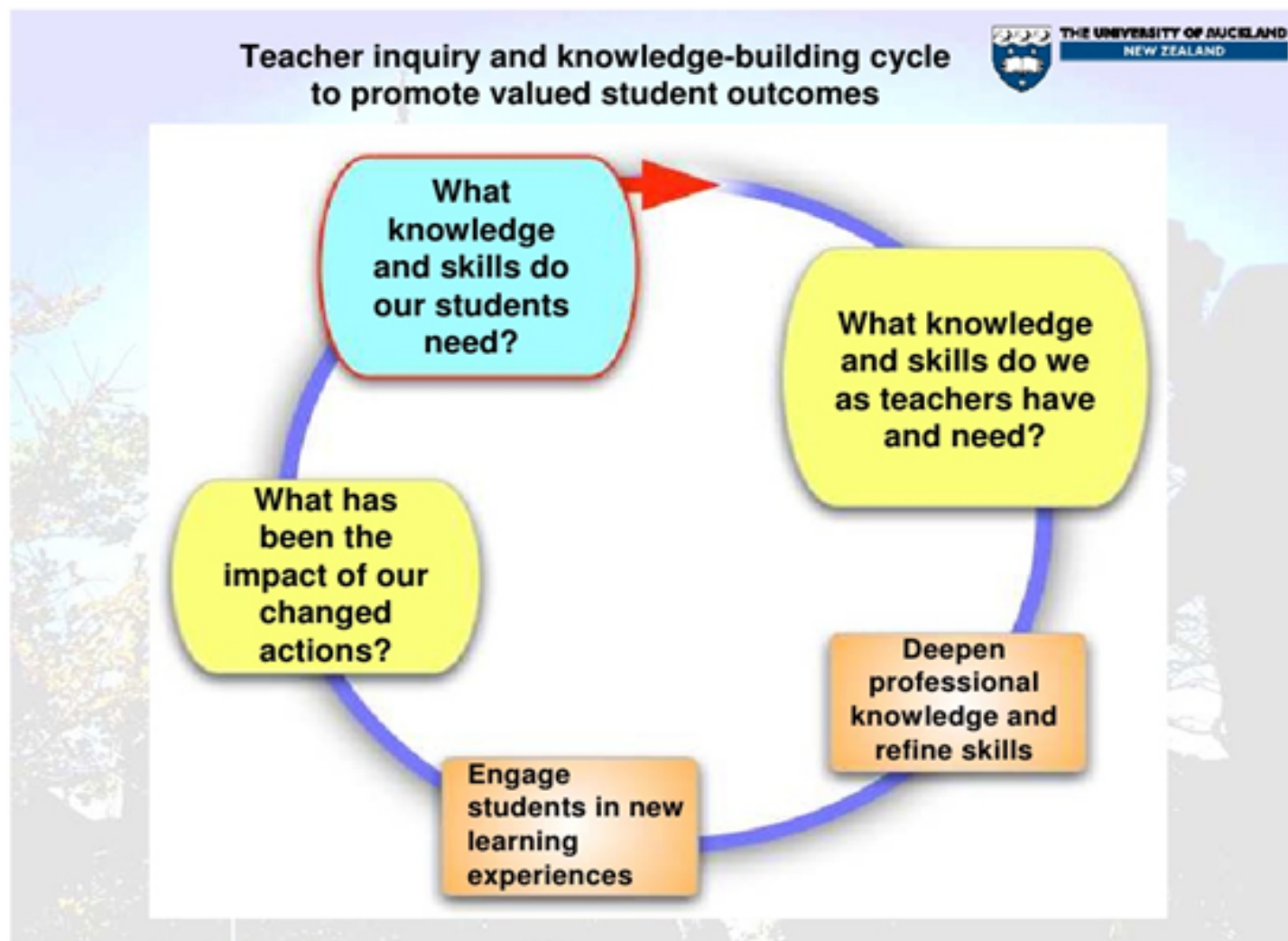# 2013 P-8 Learning Literacies – Plan of Action for WRITING

AAP Key Literacy Improvement Strategies

ACTIONS to implement literacy improvement strategies

- Linked Priority Actions – partnership with 3-6 Lit Leader
  - PLTs
  - Student assessment-gathering evidence, analysing, develop foci and match pedagogy
  - Moderation
  - Mentor Texts

Timperley Cycle

Writing Analysis – What is evident?
What is the next step for the student?

Writing Analysis Draft 4/2/2013   St. Mary's Prep – Two

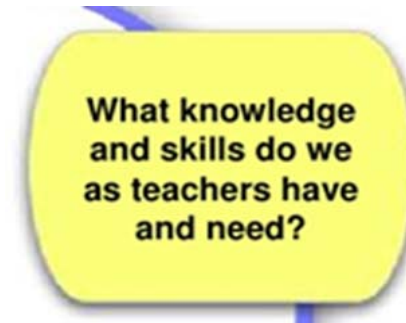| Name:			Text type:			Year level:	Date:
	Planning: Idea; thinking through, discussing ideas to be included in text	Composing: selecting, organising ideas	Record: Voice, word choice	Record: sentence fluency	Record: Writing conventions	Revise: reread and add to quality and meaning	Edit: reread and check writing conventions
What is the student doing? What is evident?	Talks about topic Generate ideas Name purpose of writing – recount to retell Discusses the audience for writing Draws pictures to represent ideas Records/ lists keywords Identifies ideas to be included in text Organises ideas before writing Uses storyboard, graphic organiser, text type planner	A clear beginning/ and or ending Include orientation (what, where, when, who, how, why) Sequential ideas/events Genre type used Narrate Argue Explain Describe Instruct	Organises information appropriate to text purpose Correct use of nouns Correct use of verbs Uses adjectives Uses adverbs Selects vocab for precise meaning (shows main points essential to text type) Varies vocab to add interest Uses similes-as black as Alliterations-careless cars Metaphor-noise is music to my ears Sight imagery- lurched Touch imagery-sticky Sound imagery-howled	Vary sentence type Vary sentence length Vary sentence starters Use simple sentence Compound sentences Complex sentences Use of transitional words Use sequence words first, then, later, after Use connecting words and, but, so Place adverbs, adjectives in sentence correctly	Correct letter formation Correct use of upper case letters Correct use of lower case letters Spells high frequency words correctly Spells phonetically Simple spelling patterns correct Correct use of full stops, commas Uses contractions Correct prefixes Correct suffixes Spelling rules evident Correct plurals- ies, es, s	Evidence of rereading Correct tense Sentences make sense Has clarity in meaning Correct text structure (beginning, middle, end) First steps developmental stage	Check capital letters Check full stops Check punctuation Correct misspelt high frequency words Uses classroom resources for other words
W	Teacher Strategy	Teacher Strategy	Teacher Strategy	Teacher Strategy	Teacher Strategy	Teacher Strategy	Teacher Strategy

Student needs identified

Planning: Idea; thinking through, discussing ideas to be included in text

Composing: selecting, organising ideas

Recording: Voice, word choice

Recording: Sentence fluency

Recording: Writing conventions

Revising: Reread and add to quality and meaning

Editing: Reread and check writing conventions

Teacher needs identified

Planning: recording key words about topic

Composing: sequence ideas

Recording: adjectives, verbs selection

Recording: vary sentence type, vary sentence beginners

Recording: Capital letters at start of sentence

Revising: Reread to check meaning

Editing: Check full stops at the end of sentences, use HFW charts to fix spelling

Deepen professional knowledge and refine skills

Genre, TEXT, grammar

Mentor Texts
Teaching Writing Through Children's Literature, K-6

A NEW GRAMMAR COMPANION FOR TEACHERS
BEVERLY DEREWIANKA
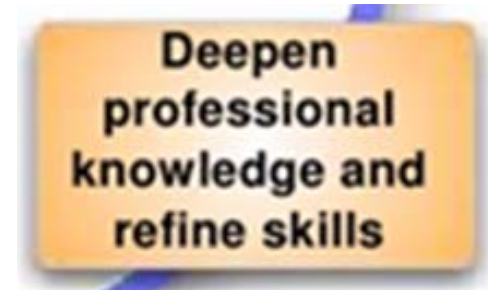
Use and Develop Mentor Texts

Fire Fighter

Fire fighters put out fires in a community. They rescue people from fires. They also save buildings, forests and other things that catch on fire. Fire-fighters often help police and medical workers in emergencies. They also teach people how to prevent fires.

The days grew longer. The nights grew shorter. The grass grew faster. The flowers grew higher. Leaves grew big on the trees.

The GROWING STORY
Ruth Krauss · Helen Oxenbury

Engage students in new learning experiences

Learning Intentions / Success Criteria

The Learning Intention and success criteria is identified by the teacher and articulated by the student as the learning session progresses

Learning Intentions / Success Criteria

Engage students in new learning experiences

WALT — We Are Learning To...

use actions verbs to **explain**

WILF — What I'm Looking For...

sentences containing **different action verbs**

TIB — This Is Because...

Explanation Texts have action verbs

Recording Student Learning – Focus Booklets

Using focus booklet to record evidence and observations

DATE:		TEXT TYPE:
MODELLED	SHARED	
WHOLE CLASS FOCUS		
WALT		
WILF		
TIB		
MODELLED LANG EXPERIENCE INTERACTIVE GUIDED SHARED		
TEACHER FOCUS GROUP		
TEXT TYPE:		
WALT		
WILF		
TIB		
STUDENTS	**NOTES**	
FUTURE TEACHING		

What has been the impact of our changed actions?

Ausvels Writing - Where does the writing fit into Ausvels? What is required at this level?

SUBJECT YEAR LEVEL OVERVIEW

SUBJECT: ENGLISH

YEAR: 2

STRAND: Writing

Writing	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words	Create events and characters using different media that develop key events and characters from literary texts	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	Reread and edit text for spelling, Sentence boundary punctuation and text structure	Write legibly and with growing fluency using unjoined upper case and lower case letters	Construct texts featuring print, visual and audio elements using software, including word processing programs

Progression points

- o spell words correctly, using knowledge of sound–letter patterns, visual memory and syllabification (ACELA1471 Spelling)
- o identify and use punctuation, including full stops, question marks, exclamation marks, commas and capital letters (ACELA1465 Punctuation)
- o create imaginative reconstructions of stories and poetry using a range of print and digital media (ACELT1593 Creating literary texts)
- o sequence content according to the text structure (ACELY1671 Creating texts)
- o select language features, for example simple and compound sentences, to express and combine ideas appropriate to audience and purpose (ACELY1671 Creating texts)
- o use vocabulary, including technical vocabulary, appropriate to text type and purpose (ACELY1671 Creating texts)
- o use strategies to reread, revise and edit writing for spelling, punctuation and/or text structure, for example reading aloud, use of feedback from others (ACELY1672 Editing)

Achievement Standards

Level 1
When writing, students provide details about ideas or events. (1)
They accurately spell words with regular spelling patterns and use capital letters and full stops. (2)
They correctly form all upper and lowercase letters. (3)

Level 2
Students create texts that show how images support the meaning of the text. (1) (Productive Mode)
They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. (2) (Productive Mode)
Students create texts, drawing on their own experiences, their imagination and information they have learned. (Productive Mode)
They legibly write unjoined upper and lowercase letters. (3) (Productive Mode)

Level 3
Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. (1)
They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. (2)
They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. (3)
They legibly write using consistently sized joined letters. (4)

Ausvels Writing Rubric
Where does the writing fit into Ausvels?
Designed a school based moderation matrix

	Start Foundation	Middle Foundation	End Foundation	Mid-Level 1	End Level 1	Mid-Level 2	End Level 2
Create texts, text types	Draw to compose ideas Orally compose a sentence to be scribed by the teacher	Write for a range of purposes and audiences Write a recount Create a list Label a diagram	Write for a range of purposes and audiences Write recount Create a list Label a diagram Write a description Write a letter	Discuss and write for a range of purposes and audiences Write one or more sentences to retell experiences	Discuss and write for a range of purposes and audiences Write one or more sentences for an imaginative or informative purpose and use sentence level grammar	Discuss and select text to be written to match purpose and audience Sequence texts with a beginning, middle and an end Discuss text structure	Discuss and select text to be written to match purpose and audience Sequence content according to a text structure Use simple and compound sentences
Creating texts, use voice to explain narrate, describe, instruct, argue	Understand what you think can be written	Understand writing communicates ideas, feelings and information Describe, explain, instruct, argue and narrate ideas Write sentences using keywords from brainstorm	Use who, what, when, where, why, how Describe, explain, instruct, argue and narrate ideas in simple texts Use variety of ways to plan writing e.g drawing, concept map, planner	Write or draw a simple plan Describe, explain, instruct, argue and narrate ideas in simple texts	Recreate texts imaginatively using a selection of drawing, writing, performance and digital forms of communication Describe, explain, instruct, argue and narrate ideas in simple texts	Recreate modelled texts Retell key events Recreate e texts using drawing, writing, performance Describe, explain, instruct, argue and narrate ideas in simple texts	Create retells of texts using mentor texts Create poetry Create fractured fairy tales Describe, explain, instruct, argue and narrate ideas in texts
Spelling – phonological awareness	Record a string of letters Record initial sounds	Record spoken sounds Recognise most common sounds made including consonants and short vowels a, e, i, o, u Record digraphs; ch, th, sh Write spoken words using letters of the alphabet	Generate new words by changing onset and rime h/ot, g/ot, sh/ot Using ch, th, sh, bossy e accurately ai, ee, ay Record short vowels in words a, e, i, o, u Record digraphs; ch, th, sh Record suffixes; ing, ed	Use phonological knowledge to records sound in words Recognise and use blends with onset and rime of short and long vowel words	Recognise and use morphemes in word families to spell unfamiliar words e.g. play in played / playing Record compound words; single closed (e.g. breakfast) Record contractions (isn't) Record homophones hear, here, to, two, too	Use growing knowledge of sound and letter patterns Add suffixes- ing, ed, s Represent all sound parts in a word when recording unfamiliar words Using regular letter patterns –at, ain, ark Recognise different letter patterns share the same sound (e.g. lake, rain, day, eight, great)	Use knowledge of sound and letter patterns Use visual memory to spell words Use syllabification to record words with irregular spelling patterns Recognise different letter patterns share the same sound (e.g. lake, rain, day, eight, great)
Spelling – high frequency words & patterns	Use initial sounds in words Copy words accurately	Record some high frequency words Locate and copy high frequency words and sentence starters	Spell a bank of 20 or more high frequency words Recognise ed can make two sounds	Spell the first 50 Oxford high frequency words accurately	Spell the first 100 Oxford high frequency words accurately	Spell the first 200 Oxford high frequency words accurately	Spell the first 300 Oxford high frequency words accurately Make plausible attempts at unfamiliar words using HFW knowledge
Structure – text type, sentence choice	Begin writing at designated mark on a page provided by teacher	Apply concepts about print in writing e.g. left to right, top to bottom	Record one or more sentences Use simple and compound sentence Use conjunctions in sentences	Record simple sentence Record compound sentences using connectives; time connectives and conjunctions	Select sentence type according to text type e.g. simple sentences in recounts answering who, what, where, when and how Sequence 5 or more sentences	Record simple sentences based on an idea / event Use simple sentences Use conjunctions to form compound sentences Sequence 6 or more sentences	Record simple sentences Record compound sentences Sequence ideas and events Sequence 8 or more sentences
Grammar	Verbalise simple	Record simple	Use grammatically correct simple and	Use grammatically correct simple and	Use grammatically correct simple and compound	Use grammatically correct simple and compound	Write in a consistent tense according to text

P-6 Literacy PLT – Teacher Peer Feedback

Rationale- Develop whole school consistent practices in the area of writing.

What to Bring- Learning Journals, evidence of teaching practices in writing this term

Agenda:

• Teacher Feedback - TED Talks - Bill Gates

• A phrase that captures/challenges your thinking

• Working in Teams- Criteria/Protocols- 3 members in a team, 3 minutes x 2 minutes. Observer does not contribute to questions, only observes and note takes.

• Discuss Questioning techniques sentence starters

• Collaborate in teams

• Observers feed back to the whole staff

• Personal Learning Journals- Reflecting on process, learning's etc.

Prep Level - Planning for Genre

Genre as a social process	Describing	Explaining	Instructing	Arguing	Narrating
	We describe through the process of ordering things into common sense or technical frameworks of meaning	We explain through the process of sequencing phenomena in temporal and / or casual relationships	We instruct through the process of logically sequencing actions or behaviours	We argue through the process of expanding a proposition to persuade readers to accept a point of view	We narrate through the process of sequencing people and events in time and space
Products - text types	Personal descriptions Common sense descriptions Technical descriptions Information reports Scientific reports definitions	Explanations of how Explanations of why Elaborations Illustrations Accounts Explanation essays	Procedures Instructions Manuals Recipes Directions	Essays Expositions Debates Interpretations evaluations	Personal accounts Historical accounts Stories Fairy tales Myths Fables Narratives
Products – Multi generic text types	Science experiments – reviews – travelogues – commentaries – interviews – letters – news stories – articles – web pages				
Text purpose and audience (e.g argue (persuade) in a persuasive text asking the principal for extra play time)					
Vocabulary development; Oral language, rehearsing of text (e.g. orally narrate the sequence of a pictorial recount using visuals)					
Sentence types (e.g. describe a scene by building a simple sentence; add adjectives)					
Grammar; subject and predicate, prepositional language, articles, tense					
Spelling; hfw, onset and rime, common letter patterns					
Punctuation – capital letter use, full stops as boundary punctuation					

Unit Planner

Link reading & viewing, speaking & listening and writing

Topic: Non-Fiction Texts	Year Level: 1	Term: 3 Weeks: 5-8	Date Beginning:

Ausvels used for Non Fiction Texts

Reading & Viewing

Understand that the purpose texts serve shape their structure in predictable ways | Identify the parts of a simple sentence that represent happenings, 'What's happening?', 'Who or what is involved?' and the surrounding circumstances | Explore differences in words that represent things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) | Compare different kinds of images in narrative and informative texts and discuss how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links | Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality | Recognise sound letter matches including common vowel and consonant digraphs and consonant blends | Understand the variability of sound - letter matches | Manipulate sounds in spoken words including phoneme deletion and substitution | Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words | Respond to texts drawn from a range of cultures and experiences | Describe some differences between imaginative informative and persuasive texts | Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading | Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features

Writing

Understand patterns of repetition and contrast in simple texts | Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication | Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams | Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation | Write using unjoined lower case and upper case letters | Construct texts that incorporate supporting images using software including word processing programs

SPEAKING AND LISTENING	READING and VIEWING	WRITING	SPELLING
What are the students' needs? - Follow protocols for speaking in group e.g. taking turns, respond to others - Speak in complete sentences - Actively listen - Project their voice - Use appropriate pace, volume - Use eye contact with the speaker - Use of appropriate body language - Use of topic specific language - Retell events - Discuss character; personality traits and characteristics - Justify opinions/ reflections	**What are the students' needs?** **What is a information report?** Information report provides a reader with factual knowledge about a topic, containing scientific classification and description **Decoding** Reading strategies (word detective strategies) – see Jenny **Eagle eye** – look at the pictures, use picture cues **Lips the fish** – get your lips ready to say the first sound, say the first few sound of the word out loud, read to the end of a sentence and say it again **Stretchy snake** – S-T-R-E-T-C-H it out, stretch the word out and then put it back together **Chunky monkey** – chunk the word, look for chunks you know **Flippy dolphin** – flip the vowel sound, try the other vowel **Skippy frog** – skip it, skip it **Tryin' lion** - try it again, reread the sentence, try a word that makes sense **Comprehension** Appearance, parts, functions, behaviours and habitat Literal comprehension locating keywords **Grammatical features** • Non-human nouns or noun groups • Common nouns • Pronouns – *it, they it* has legs • Timeless present tense – e.g: Turtles *breathe* on land and under water • Relational verbs - *has, have* An ant *has* six legs • Action verb groups-*toys, live, eat;*	**What are the students' needs?** To Describe : classification, appearance, behaviour, habitat **Building Knowledge of Scientific Language used** common nouns and collective nouns ants-colony, wasps- swarm, fish-school **Building Knowledge of Grammatical Use of Words** Consistent tense – present tense Action verbs (eat, sleep, crawl, climb, defend) Subject and verb agreement – singular and plural Simple sequenced sentences) An ant is on insect that lives in a colony. Compound sentences **Building technical knowledge / punctuation** Revise the writing process- Teach editing, different ways to plan e.g. diagrams Model Revising process: Re–read for meaning, check tense and subject and verb agreement Model Editing process and language (authorial, secretarial) – create class editing cards for students **Secretarial** Circling up to 5 words to edit (does it look right) – check high frequency words **Handwriting** - Posture, - Correct Pencil Grip - Letter formation - Sizing - Placement	**What are the students needs?** - Extend students topic specific vocabulary- - Make generalisations about spelling investigations (teacher to provide word banks/or use of current level text to ensure correct spelling and content) - Have a good grounding in dependable rimes - Syllables – teach how to locate syllables/divide words into syllables - Sound to check - stretching words, representation for each in words - CHIMP Strategies - Dictionary Skills

Naplan Data 2013

45.45

44.16

10.39

Year 3 Writing 2013

32.84

56.72

10.45

Year 5 Writing 2013

National Level

80
72
64
56
48
40
32
24
16
8
0
-8
-16
-24
-32
-40
-48
-56
-64
-72
-80

39.2

10.09

3.16

-17.42
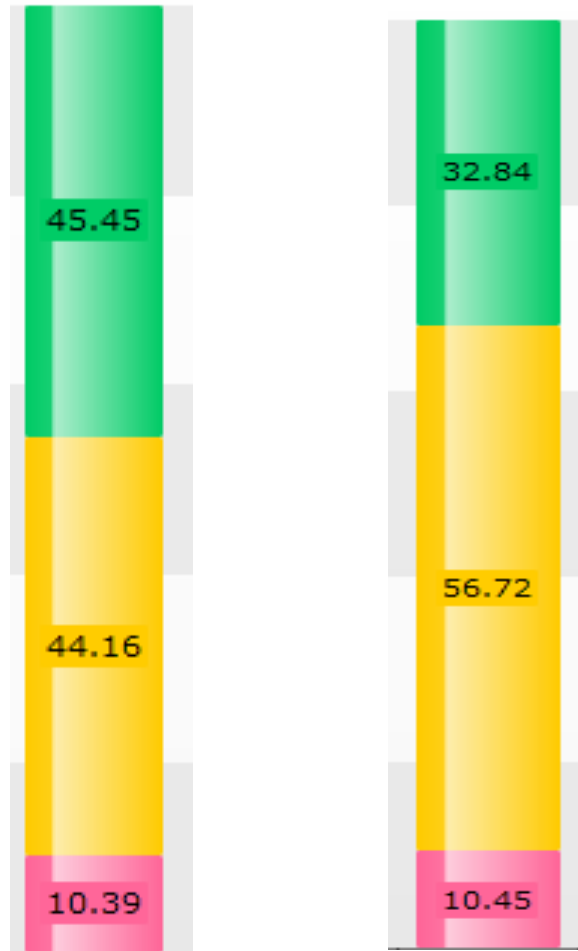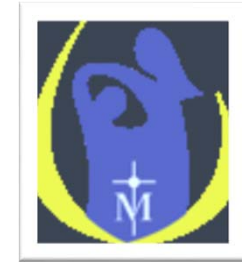
2008 - 2010   2009 - 2011   2010 - 2012   2011 - 2013
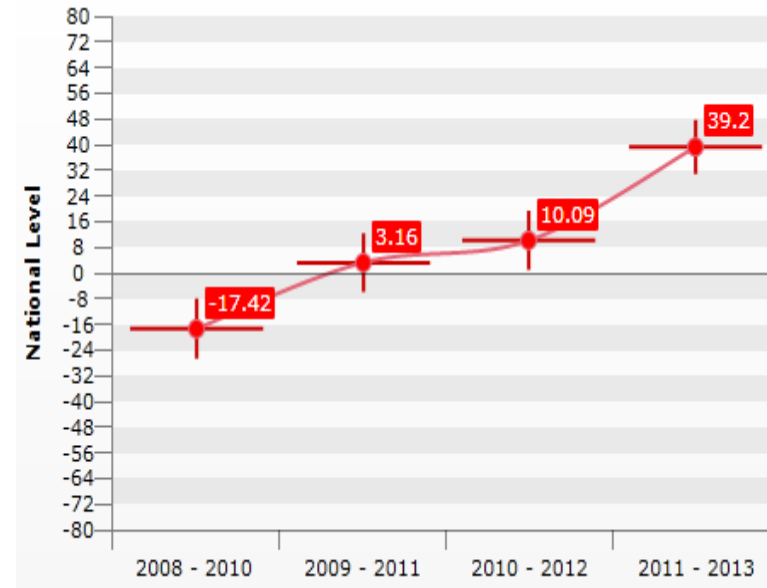
Growth Trend Data
Year 3 – Year 5
Writing 2011- 2013