

Writing Teaching and Learning Model

Launch

What can it look like?

- Share the Learning Intention and Success Criteria and these are displayed and referred to throughout the lesson.
- Explicit teaching of the the text type and/or genre occurs within Reading lessons prior to being taught within the Writing lesson.
- Explicit teaching of skills and strategies as determined by formative assessment.
- Modelled and/or shared Writing is conducted.
- Codeveloped anchor charts are displayed in the learning space to support learning.
- Exposure to relevant vocabulary.

Independent Writing

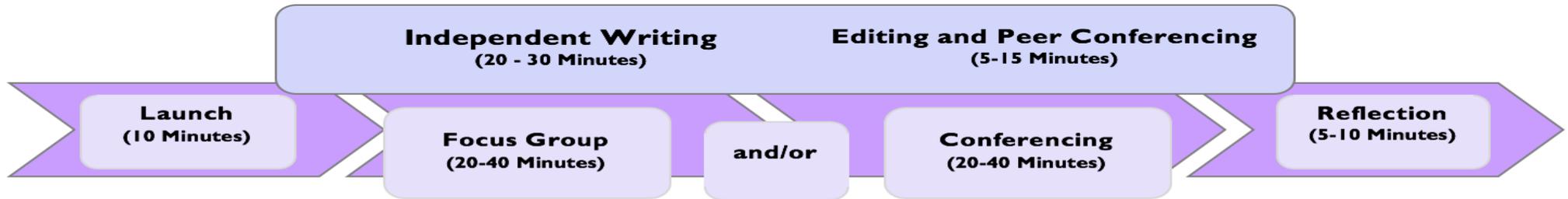
What can it look like?

- Independent Writing is an opportunity for students to practise writing skills identified within their personal Writing Goals.
- Student use Writer's Notebooks for inspiration and ideas.
- Students self-select genre and text type when participating in Choice Writing. At other times teachers direct Writing genre and text type according to lesson focus
- Students are on task and accountable for their writing.
- Teacher conducts conferences and/or **small focus groups** such as Shared Writing.

Reflection

What can it look like?

- Opportunity to self-assess against the Success Criteria and identify direction for future learning goals.
- Students articulate what they have learnt and the strategies/processes they used.
- Author's Chair - students share their work.
- Recognition and celebration of student learning.
- Reflection strategies vary from lesson to lesson e.g. partner, individual, journal/diary entry, thinking routines etc.



Formative Assessment and Feedback

Examples: teacher questioning, observation notes during turn and talk tasks, conferencing and goals setting records, standardised assessment, anecdotal records, collecting work samples, photographing or filming students, checklists, rubrics, journal entries, exit strategies such as an exit pass, peer and self-assessment tools etc.

Givens

- Students engage in one Writing lesson every day.
- Teachers confer with students to set goals and these goals are visible and can be articulated by the students.
- Students' Writing Goals are communicated with their families.
- Genres and text types are taught according to the CNPS Scope and Sequence for Writing.
- Author's Chair occurs at the end of each lesson.

Conferencing

What can it look like?

- The teacher confers with 2-3 students (est. 3-5 mins), engaging in purposeful conversations regarding student learning, progress towards learning goals and assessing understanding.
- Students articulate and explain their thinking.
- Teachers identify areas of need and perform on-the-spot teaching in order to demonstrate a targeted strategy.
- Teachers maintain anecdotal notes as a record of formative assessment – observations are noted.
- Feedback is timely, specific and allows students to adjust their thinking and work towards meeting their learning goals and criteria for success.

Focus Group

What can it look like?

- A small group of students with similar needs (skills, concept or content).
- Explicit teaching at point of need.
- Focus groups could include Shared Writing.
- Formative assessment used to identify students and the focus.

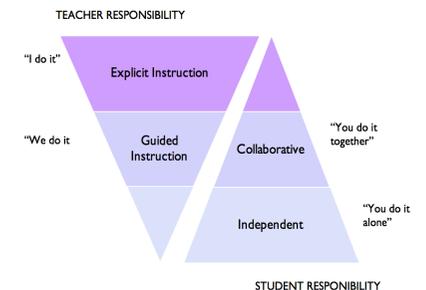
Author's Chair

What can it look like?

- Teachers facilitate the Author's Chair.
- Students (Authors) share their writing with the class.
- Teachers support students to provide cool and warm feedback to the Author on their writing.

Writing Skills

- Spelling
- Grammar
- Phonic Knowledge
- Vocabulary
- Handwriting
- Editing
- Punctuation
- Use of Reference Materials



At CNPS all staff acknowledge the importance of student voice and agency within their learning. Students are provided with opportunities to contribute to what they learn, how they learn and how they demonstrate their learning.

