



Kilmore Primary School Literacy Program – Writing

Introductory Statement

We believe that all students learn differently and develop at different rates. Our students need to receive a consistent approach to teaching writing that is constantly reinforced as the students move from year to year. If teachers model common strategies when teaching writing, students will be encouraged to apply the skills themselves.

The writing block is a rigorous learning session where children are actively involved in creating their own texts and are taking responsibility for their learning. The teacher builds on the current strengths of the student to promote further learning.

Teachers will be using a variety of writing strategies including,

- Modelled writing – teacher speaks aloud about their writing as they write.
- Shared writing – students and teachers combine ideas and teacher records writing for everyone to see
- Guided writing – scaffolded support for a groups of students with similar needs
- Independent writing – students independently apply previously learnt writing processes, understandings and strategies to own texts

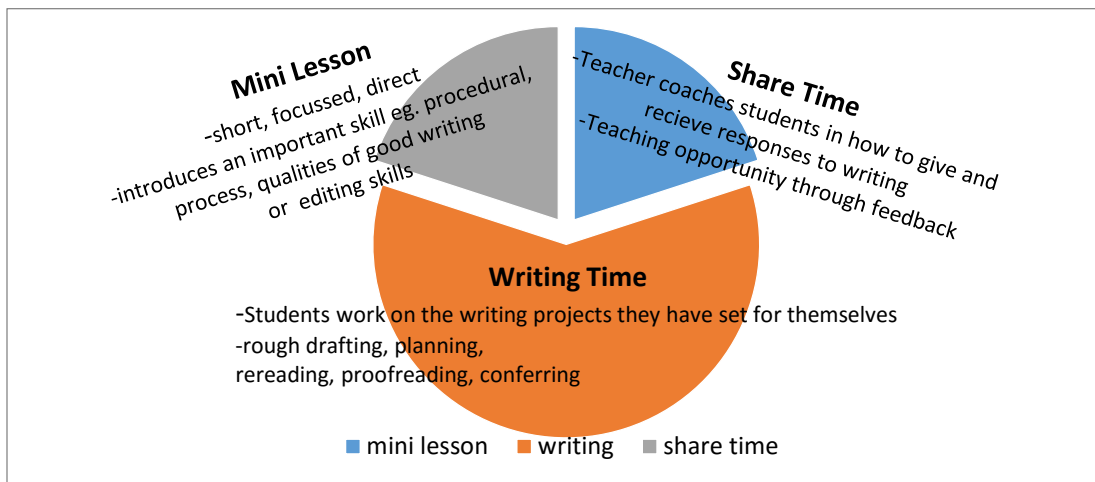
The act of writing consists of multiple processes, strategies and conventions. Students will be taught these during the writing block including authorial and secretarial features - different forms of writing (genres), spelling conventions, punctuation and grammar.

Duration and Frequency

A minimum expectation that teachers will teach 5 X 60 minute sessions for writing each week.

The Writing program will include the following approaches to the teaching of writing

The writing block will be structured with a short mini lesson (approx 10-15 minutes), time for writing (approx 30 -40 minutes) and a share time (approx 10 minutes)



Essential elements of the Writing Program

Frequency/Time

In the daily writing block, students develop a rhythm for writing. As a writer you keep your writing in mind day after day, knowing that you will work on it at regularly scheduled times.

Choice

In the daily writing hour students can write about things they choose to write about or there are prescribed tasks related to the genre being studied.

A Writing Community

The writing environment enables students to experience living in a writing community. They learn what it means to consider the writing of others and to provide thoughtful comment and support. They learn what writers teach each other.

Purpose

During writing, students learn that writing must have a purpose that it is not simply an assignment to complete. They explore a rich range of such purposes – for example, telling a story, arguing, persuading, describing. They produce final drafts that are shared within the group.

Demonstrations by authors and illustrators

Writing take place within a broad language and literacy community that includes quality literature. Students learn the craft of writing by analysing and discussing what good writers do. As you read aloud to children you expose them to the organisational structures and language that good writers use.

Through mini lessons based on the books your students have read or you have read to them, you teach specific elements of the writer's craft. Biographies, autobiographies and memoirs of authors provide important insights that may help young writers improve their skill.

Predictability

The writing block is highly predictable. Students understand how the routines work, how supplies are organised and how time is arranged. The structure makes it possible for you and your students to focus on the process of writing and to engage in learning conversations. Except for the soft murmuring of conferences and group work the work is quiet.

Revision, Editing, Proofreading and Publishing

Students are expected to revise and proofread their work. They learn that conventions are important. They value spelling and the correct use of punctuation. They also carefully consider word choice and sentence structures so that their work achieves coherence and clarity. They give a final check or proof read finished work and may publish the project.

Expectations

Expectations for students during the writing block are high. They will write or engage in conferences or group work. They will generate ideas for their own work and support the work of others. You stipulate the requirements for specific projects.

Assessment

Ongoing assessment of students enables teachers to measure progress, plan for the next learning goal and effectively group children. Ongoing assessment is conducted as per the KPS Literacy Assessment schedule

