

Writers Workshop

5 min.

VCOP warm up

10 min.

Explicit teaching

LI & SC

Teachers model 'what good writers do'

Links to prior learning

30 min.

Mini lesson
20 minutes

Conferencing
Assessing

Independent
Writing

Students practise their
'writing goal'

5 min.

Reflection

Non-negotiables

Evidence is collected from Big Write and Cold Writes. **Teachers follow the school's approach** based on VCOP, Seven Steps for Writing Success, and Think, Talk, Sketch, Write.

6 Writing sessions (300 minutes) taught every week.

An agreed set of editing symbols is used across the school.

Students write for a purpose "Let's Write" (story vending machine; this will be accessible over the server) and "A Writer's Gift"

All published work is a student's personal best – *including all spelling and punctuation accurate*. Work in books requires that errors related to the learning intention be corrected, as well as additional edits (stamp work; student corrected and/ or student w/teacher corrected).

VCOP warm ups

Time Guide: 5 mins.

Agreed Definition: A VCOP warm up gets your students ready for their writing session.

Extended Definition: Warm ups should allow students to start thinking about their writing in a fun and relaxed environment. During warm ups children don't necessarily need to physically write. Remember that for children to be able to be good writers they must participate in a lot of talking first. TALK, TALK, TALK, WRITE. Warm ups can be completed as a whole class, in partners or individually depending on your focus.

WARM UPS	TEACHER	STUDENT
ALWAYS SEE	<ul style="list-style-type: none"> • Purposeful tasks • Different focuses • Encouragement • Questioning 	<ul style="list-style-type: none"> • Enthusiasm • Talking • Sharing • Creative thinking • Inclusive • Having fun • Having success • Enjoyment
SOMETIMES SEE	<ul style="list-style-type: none"> • Teacher led activity • Teacher participation • Adding to VCOP wall • Differentiation • Use of technology • Repetition 	<ul style="list-style-type: none"> • Student led activities • Moving around the room • Group work • Use of Writers' Notebook

WARM UP ideas can be found in Shared Admin (S:) > VCOP > Resources

Explicit teaching

Time Guide: 10 mins.

Agreed Definition: A focused lesson, whole group instruction with an explicit skill or strategy focus.

MODELLED OR SHARED WRITING IS CRUCIAL – ONE (OR BOTH) OF THESE NEEDS TO BE SEEN IN ALL WRITING LESSONS

Possible Explicit Teaching Approaches:

Modelled Writing

- Involves the teacher writing and making explicit the considerations and thinking behind a piece of text ‘Think Aloud’, as well as articulating the process.

Guided writing

- Involves the teacher guiding a small group of students as they create their own individual texts. The teacher guides, extends students’ thinking and responds to questions.

Shared Writing

- Involves the teacher (as scribe) and students collaboratively composing a piece of writing .

Interactive Writing

- Involves the teacher and small groups of students jointly composing a large print text on a subject of interest to the students and sharing responsibility for the recording at various points in the writing.

Think, Talk, Sketch, Write – ‘Teacher as the writer’

- Involves a structured approach to the writing workshop. Used in all Prep classrooms, for all genres. During Explicit teaching time, the teacher is the writer.

THINK - The teacher ‘thinks aloud’ to show the students how they think about their writing to develop their ideas, so students can see and hear what they should be doing during their ‘thinking’ time. Use the ‘read on your hand’ strategy during this time (when students use each finger to represent a word they will put in their sentence).

TALK - The teachers ‘writing partner’ is the whole class. You will talk to the class just as you would expect the student talk partners to be talking to each other – 1 person talking, while the other is listening. The person who is listening has the job of asking questions to their partner that will help to add detail into the other persons writing. In this instance, the class can ask questions during ‘talk time’ that will help you add some detail in to your writing. This is often the longest part of the process, as this is where all the ideas will be developed.

SKETCH - The teacher will do a **quick sketch** (it is extremely important this is referred to as a SKETCH and not a drawing – it is done in grey led with NO COLOR. It is simply a plan for writing.)

Your sketch must be labelled so that 'anyone who comes and looks at it knows who the people are'. This helps students to remember what they have sketched, and will help their writing partner to prompt them if they need it. This is the quickest part of the process.

WRITE - The teacher shares with students not only how they write, but what their thought process is when structuring sentences and making spelling choices. During this time you will explicitly model using the word wall, using your 'phoneme fist' to spell unfamiliar words and depending on the learning intention of the lesson – how to punctuate, add in in Wow words, add detail, add a sizzling start, how to edit etc.

Possible Explicit Teaching Content:

- Teach Vocabulary
- Teach Openers
- Teach Punctuation
- Teach Connectives
- Review previously taught skills
- Introduce new genres
- Planning and brainstorming techniques
- Grammar
- Spelling
- Handwriting
- Editing
- Think, Talk, Sketch Write model

It is important that all teachers plan to explicitly teach a WIDE variety of writing types across the year.

Genre Purpose Activities:

Descriptive Writing- Students observe carefully and choose precise language. They take notice of sensory details and create comparisons (metaphors and similes) to make their writing more powerful.

- Character sketches
- Comparisons
- Descriptive essays
- Descriptive sentences
- Found poems

Expository Writing- Students collect and synthesize information. This writing is objective; reports are the most common type. Students use expository writing to give directions, sequence steps, compare one thing to another, explain causes and effects, or describe problems and solutions.

- Alphabet books
- Autobiographies
- Directions
- Essays
- Posters
- Reports
- Summaries

Journals and Letters- Students write to themselves and to specific, known audiences. Their writing is personal and often less formal than other genres. They share news, explore new ideas, and record notes. Students learn the special formatting that letters and envelopes require.

- Business letters
- Courtesy letters
- Double-entry journals
- E-mail messages
- Friendly letters
- Learning logs

- Personal journals

Narrative Writing- Students retell familiar stories, develop sequels for stories they have read, write stories about events in their own lives, and create original stories. They include a beginning, middle, and end in the narratives to develop the plot and characters.

- Original short stories
- Personal narratives
- Retellings of stories
- Sequels to stories
- Story scripts

Persuasive Writing- Persuasion is winning someone to your viewpoint or cause using appeals to logic, moral character, and emotion. Students present their position clearly and support it with examples and evidence.

- Advertisements
- Book and movie reviews
- Letters to the editor
- Persuasive essays
- Persuasive letters

Poetry Writing- Students create word pictures and play with rhyme and other stylistic devices as they create poems. Through their wordplay, students learn that poetic language is vivid and powerful but concise and that poems can be arranged in different ways on a page.

- Acrostic poems
- Colour poems
- Free verse Haiku "I Am" poems
- Poems for two voices

Genres and definitions:

Narrative - Narratives entertain and engage the reader in an imaginative experience.

Narrative texts are organised according to setting, event leading to a problem and solution. The main features of narrative writing are: defined characters, descriptive language, past tense.

Recount Writing- Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy).

Recount writing is organised by setting, events in chronological order and a concluding statement. The main features of recount writing are specific participants, action verbs and past tense.

Procedural Writing- Procedures are written to explain how something is done, in a series of sequenced steps. They are organised by goal, material, method and evaluation. Features of procedural writing include: detailed factual description, reader referred to in a general way (draw a line), linking words to do with time, tense is timeless.

Report Writing- Reports are written to describe or classify the way things are or seem to be. They organise and record information. Reports are organised by; classification, description and summarising comment. The features of report writing are; generalised participants, impersonal objective language, timeless present tense and subject specific vocabulary.

Explanation Writing- Explanations are written to explain how something works or the process involved in actions, events or behaviour. E.g. How does a rainbow occur? Explanation texts are organised by: a definition or statement, and a sequenced explanation. The features of explanation writing are: non-human participants, cause and effect relationships, passives and timeless present tense.

Persuasive Writing- Persuasive texts are written to argue or persuade. They promote the writers point of view. Persuasive texts are organised with: Proposition to be argued, arguments in logical order, reiteration. The features of persuasive writing are: generalised participants, passives to help text structure, linking words associated with reasoning, nominalisation (actions become things) e.g. to pollute becomes pollution.

Writing to Socialise- Texts used to socialise help writers to maintain or enhance relationships. These forms of writing can be formal or informal in tone depending on the relationship between the writer and the audience. Different text forms used to socialise include apologies, thank you notes, invitation, greetings, notes and messages. The framework for this genre will vary depending on the form and topic but will include the orientation, body and prompt:

- Orientation: This will include a greeting, establish the purpose and may include the time and place.
- Body: The body of the text consists of the ‘message’, stating the details of communication.
- Prompt: This is often a call to action and involves instructions about what to do e.g. RSVP. It may include how, by when and where that information is to be passed on. If the prompt is not a call to action, it is most likely to be a formal farewell e.g. yours sincerely.
- Language features include: first and second person pronouns (I, me, you), specific participants, questions or statements of inquiry, concise language, simple past tense, call to action, action verbs signal words to show time, formal or informal tone and may include abbreviations or pictograms.

EXPLICIT TEACHING	TEACHER	STUDENT
ALWAYS SEE	<ul style="list-style-type: none"> • Learning Intention • Success Criteria • Writing • Referring to previous lessons • Modelling writing • Talking • Clarifying • Correct spelling and grammar • Different writing purposes • Articulate what good writers do 	<ul style="list-style-type: none"> • Asking questions Attentive listening • Sharing ideas
SOMETIMES SEE	<ul style="list-style-type: none"> • Writing- modelling • Developing and referring to anchor charts & VCOP walls • Technology 	<ul style="list-style-type: none"> • Writing- modelling and sharing • Technology • Linking individual goals • Student generated Success Criteria

Independent Writing

Time Guide: Working up to 30 minutes

Agreed Definition: Independent writing is time for students to practise skills and strategies. In this time children should be applying the skills taught from explicit teaching. In independent writing students take responsibility for their own writing. It provides an opportunity for them to demonstrate the processes and strategies that have been demonstrated through the other elements of the writing block. It is crucial that sufficient scaffolding of the processes and strategies required to successfully complete the task have occurred prior to students working independently

There **must** to be opportunities for students to have a choice about what they write.



Possible Independent Teaching Approaches:

- Teacher selected genre – student selected topic
- Teacher selected topic – student selected genre
- Think, Talk, Sketch, Write – ‘Students as the writers’

Involves a structured approach to the writing workshop. Used in all Prep classrooms, for all genres.

During Independent writing time, the student is the writer.

The students will now undertake the same process modelled by the teacher, but with their writing partner. **IT IS IMPERATIVE THAT DURING THIS TIME, THE STUDENTS ARE SITTING EYE TO EYE, KNEE TO KNEE.**

Think - During the ‘think’ phase, the room is silent. Students are ‘thinking’ about what they are going to be writing about. A timer can be useful during this phase so students know how long they need to sit and think for.

Talk - If you have a student that speaks very little, or finds it tricky to develop ideas, they may be put in a group of 3 with 2 other students that are quite good at the ‘think, talk’ phase so they have good models. To start with, students may not be asking questions during the ‘talk’ phase, but as they become more confident with the structure and the process, they will start doing this. Within each pair, one person is number 1, the other is number 2 (and 3 if you have some groups of 3). Number 1 ‘s talk first – if one partner is more confident in their talking, use them as a number 1 so the number 2 partner has a good model to watch and learn from.

Sketch – no color, quick sketch, stick figures, all the details you need for your writing (characters, setting, how you are feeling etc). **LABELLING. This often needs to be taught as a stand alone lesson when the program is being introduced.**

Write – it is now time for the students to turn their sketches into a writing piece. They should not have to sit and think about what they are writing, as the whole process so far has been building to this point and their ideas should be developed. Students use the word wall, their writing partners and their knowledge of spelling patterns to help spell any unfamiliar words. Students are encouraged to just ‘have a go’ at spelling, using these strategies, as we can fix any spelling during the editing phase (which may happen the next day), this time is for getting all their ideas down on paper.

INDEPENDENT TASK	TEACHER	STUDENT
ALWAYS SEE	<ul style="list-style-type: none"> • Referring to Learning Intention • Celebrating writing • Sharing ideas • Feedback- immediate • Use of word wall • Talking 	<ul style="list-style-type: none"> • Students writing • Using resources such as VCOP wall and dictionaries, word walls • Sharing with peers • Giving Feedback • Celebrating • Using new skills
SOMETIMES SEE	<ul style="list-style-type: none"> • Roving • Modelling • Mini Lessons • Conferencing • Linking and reminding goals • Cross checking • Share • Redirect • Clarify 	<ul style="list-style-type: none"> • Use of iPads • Proof reading and editing • Planning and expanding ideas. • Student working in groups • Referring to goals • Highlighting VCOP • Risk-taking • Self-assessment

Mini lesson

Time Guide: 15 mins.

Agreed Definition: Small group instruction is the explicit teaching of skills and strategies to flexible collections of students with like needs.

Possible Mini Lesson Teaching Approaches:

Writing mini lessons are usually made up of four parts:

- Connection
- Teach
- Active Engagement
- Link

Connection- The teacher puts today's work into the contexts of children's ongoing work as writers and explicitly explains what they will be focusing on and learning today.

Example: "Writers, I've been very impressed as I've read over your informational articles lately. You've been doing a great job of writing creative leads to capture your readers' interest. Today I'm going to teach you how informational authors also use *headings* to make their writing more organized and interesting to their readers."

Teach- The teacher explicitly teaches students ONE concept that will make their writing better. It is important not to teach too much here and to be very explicit with the instruction. The teacher might use their own writing, an excerpt from children's literature or a students' writing to teach the target concept.

Active Engagement- This section of the mini-lesson allows students the opportunity to try the strategy you just demonstrated within the safety of the group. Turning and talking to a neighbour or examining their own writing should actively engage all students.

Link- The teacher restates the teaching point and either tries to ensure that every student applies this new learning to their ongoing writing today or encourage children to add today's teaching point to their collection of strategies.

MINI LESSON	TEACHER	STUDENT
ALWAYS SEE	<ul style="list-style-type: none"> • Focus • Modelling- shared, guided and interactive • Lots of support • Text examples • Linking to goals 	<ul style="list-style-type: none"> • Sharing writing • Talking • Having a go • Taking risks • Small groups • Resources • Engaging tasks
SOMETIMES SEE	<ul style="list-style-type: none"> • Shared writing • Teachers scribing • Different tools- story spinners and planning templates • Linking back to previous lesson • Dictation 	<ul style="list-style-type: none"> • Linking to individual goals • Using spelling words • Generated ideas

Conferencing

Time Guide: 15 mins.

Agreed Definition: A time for the teacher and student to focus on individual writing needs. Conferencing gives time to review, celebrate and set writing goals.

Extended Definition : Writing conferences can be used to model what good writers do and give **feedback**. This time also allows teachers and students to set and celebrate writing goals. According to Hattie and Timperley (2007) **feedback** is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. They developed a model of effective feedback that identifies the particular properties and circumstances that make it work. Feedback on task, process and self regulation level is far more effective than on the Self-level (e.g. praise which contains no learning information). Descriptive feedback is closely related to providing formative assessment.

CONFERENCING	TEACHER	STUDENT
ALWAYS SEE	<ul style="list-style-type: none"> • Talking to child • Sitting with a child • Setting goals together (child's voice is the main voice) • Discussions around goals • Sharing the positives from a writing piece • Constructive feedback 	<ul style="list-style-type: none"> • Student has a goal • Questions • Discussions about writing with teacher
SOMETIMES SEE	<ul style="list-style-type: none"> • Shared editing & spelling • Modelling punctuation • Editing • Referring to students plan • Directing to word walls and dictionaries • Systems to ensure all students are seen • Referring to Criterion Scale 	<ul style="list-style-type: none"> • Editing own work • Highlighting • Finding words from resources • A peer included • Peer Feedback

Reflection

Time Guide: 5 mins.

Agreed Definition: Reflection is a focused opportunity for all to evaluate the learning of self and others through sharing.

Extended Explanation: At the conclusion of the writing session, reflection takes place through the process of sharing. The focus for these conversations / activities should be to share a skill or strategy, something students learned as writers or one of many conversations about being a writer and the writing community in the classroom. Reflection could focus on the learning, the teaching or the workshop itself. Revisit the Learning Intention and Success Criteria during Reflection time.

	TEACHER	STUDENT
ALWAYS SEE	<ul style="list-style-type: none"> • Celebrating • Giving equal opportunities to share • Feedback • Linking to Learning Intention and Success Criteria 	<ul style="list-style-type: none"> • Sharing • Vocabulary from Learning Intention and Success Criteria • Linking goals
SOMETIMES SEE	<ul style="list-style-type: none"> • Prompting • Examples • Inviting kids to share 	<ul style="list-style-type: none"> • Great models • Peer feedback • Volunteering • Snowballing of ideas

References:

<http://www.education.com/reference/article/writing-genres/>

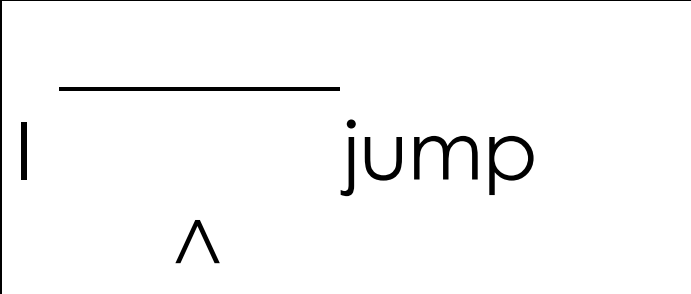
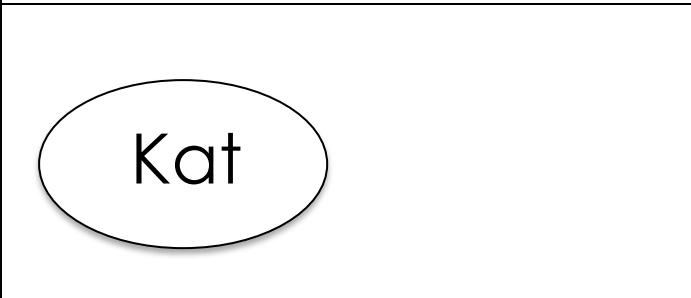
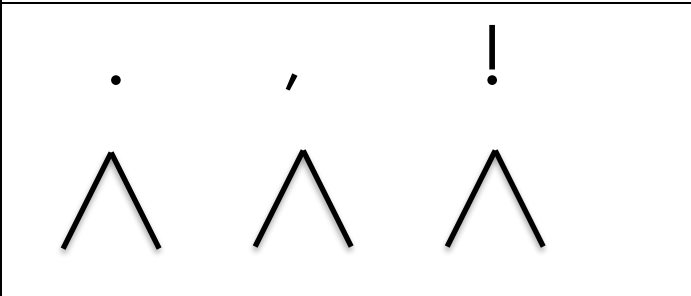
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<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentssupport/programs/lrngdificulties/writespellsec3.pdf>

<https://twowritingteachers.org/2014/08/14/how-to-plan-a-minilesson-from-scratch/>

<http://visible-learning.org/glossary/>

Editing @ Bannockburn
Conventions for students and teachers
USE A PURPLE PEN OR PENCIL

	(Insert word)
<u>Kat</u>	Not sure of spelling
	Spelt incorrectly
<u>cat</u>	Capitalise
	Insert Punctuation
//	Space
P	Paragraph