



Pigeon Mountain Primary School



Welcome to LITERACY EVENING

‘Writing is the painting of the voice’ by Voltaire

‘WORDS CHANGE WORLDS’ @PamAllyn‘



Target Students /Priority Learners

- Based on data from last year this year we are focussing on boys who were below National Standards. They are our Target Students/priority learners
- Teachers are using deliberate strategies to accelerate the performance of these students to reduce the disparity between boys and girls' writing
- Students who are at risk of not being at National Standard at the end of the year are our priority learners too.



Strategic Aim 2017- Ensure high levels of students achievement in Writing across the school

Writing Target

By the end of 2017, we shall have targeted boys' achievement in writing through the areas of ideas and organisation , so that the disparity between the boys and girls achieving at or above National Standard decreases.





Written Language in Junior School

- Daily Explicit Oral Language Programme
- Students must talk in sentences so they can write in sentences
 - <http://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-1-4/Approaches-to-teaching-writing/Writing-Video-Clip-2>
- Writing is not about quantity but quality (recrafting)
- Create a love of writing- write using meaningful experiences and ignite their love of writing!
- Shared Writing, Guided Writing, Mirrored Writing and Teacher Modelling
- Students write every day
- Students write for different purposes such as recounts, descriptions, narratives, reports, instructions or persuasive writing





Writing Techniques Used

Techniques used for writing a recount are:

- Show don't tell
- Moment in Time (Not writing about the whole experience but only the part you enjoyed the most)
- Using Senses such as 'In winter I can see, I can feel, I can smell, I can taste, I can hear

Student Conferencing is an essential part of the Writing programme





Writing Steps

Writing Steps

Level 1(i)
Beginning

Foundation

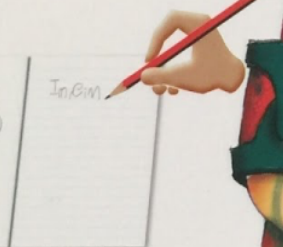
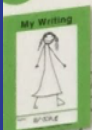
A



B



C



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Writing Steps

Level 1(ii)
Progressing

Year One

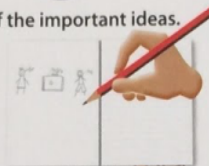
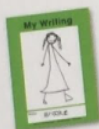
A

Think of an idea.



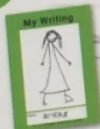
B

Make a plan of the important ideas.



C

Write the main ideas in order.

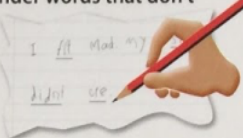


D

Read your writing.

E

Put a line under words that don't look right.



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Writing Steps

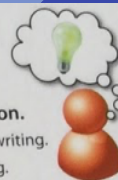
Advancing

Year Two

A

Choose a topic to write on.

- Think about why you are writing.
- Think about your planning.
- Make a quick sketch plan of the main ideas you are going to write about in order.
- Start writing.



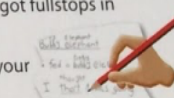
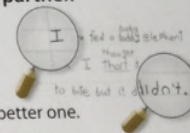
B

Read your writing to yourself or a partner.

C

Check your writing.

- Does your writing make sense.
- Do you need to change a word for a better one.
- Do you need to add a word to make a better picture for your reader.
- **Check!** Have you got capital letters in the right place?
- **Check!** Have you got fullstops in the right place?
- Put a line under your spelling errors.
- Can you find some words in the dictionary?



D

Go back to A.

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Giving Feedback to children about their Writing

Tramping with my Family

Yesterday ^mMy family

^mMe and ^mMy cousins

Went ^{Tramping} tpg. I had the

tent and I set the

tent up by myself.

I ^lloked My Sister and

^mMy Mum and Dad out.

You are very clever to set the tent up by yourself. I hope your family didn't have to stay out all night.

^{Grizzly}
Grizzly Bears are very big.

^{tall}
^{Grizzly} bears said ^{grizzly}
Grizzly Bears are very big.

My dad ^{said} sied a ^{grizzly}
Grizzly Bear is ^{taller} toller than a

fence ^{think} a ^{grizzly}
fence. I ^{think} think ^{grizzly} bear

is the ^{biggest} bigest bear that

lived
ever liveed.

A grizzly bear must be really big if it is taller than a fence.

On Saturday

Sister broke

my Sar bra kt

my treasure box
thsea bos.

I ^{felt} fft Mad. my ^{Sister} Sar

didn't didn't ^{care} cre.

I am sorry your sister broke your treasure box. I hope you can fix it.



Phonics

Scientific studies have shown that explicit, systematic phonics teaching is the most effective way to teach children to read, write and spell words.

Phonics - the sounds made by individual letters or letter groups e.g. letter “c” says *k*
- merging separate sounds together to make a word e.g. *k-a-t* says “cat”

Jolly phonics phase 1 and 2



Phonics

- After teaching the initial letter sounds, the lessons progress to blending the sounds, such as “b” and “r” make “br” (*cr, dr, fr, sw, pl, etc.*) Blends songs
- The next stage involves digraphs, such as ph, wh, ch, sh, where the two letters blended together make a new sound. Digraphs
- Diphthongs such as ai, oi, ou, where two vowel sounds combine to make one vowel sound. Digraphs and diphthongs Jolly phonics phase 3
- Word families e.g. pack, back, sack Word families
- specific rules are taught such as the magic “e” in side, made, rope and “when two vowels go walking, sometimes the first vowel does the talking” e.g. toe, rain, When two vowels go walking



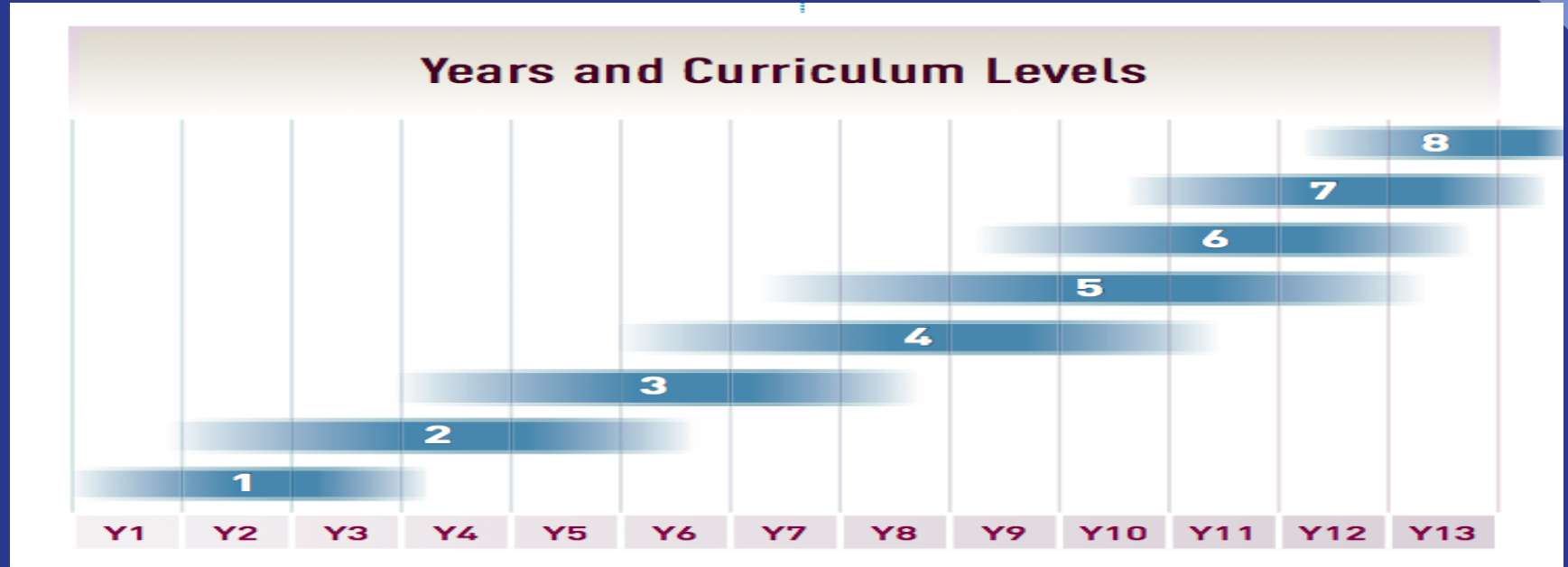
Elements of Writing

Student writing is assessed against 7 elements and these are:

- Ideas - Are they relevant, engaging and well elaborated
- Structure- Purpose of writing- recount, narrative or description
- Organisation- Are the ideas linked together, does the text flow
- Sentences- quality, effectiveness and correctness of sentences- tense
- Vocabulary- words chosen appropriate to topic, descriptive, expressive, range of words
- Punctuation- Full stops, capital letters, comma, question mark etc
- Spelling- Everyday words and topic specific words, letter sounds



Curriculum Levels





National Standards

Writing within Curriculum level 1

After 1 year at school students will be learning to:

- Use drawing, talking or words to plan their writing
- Link their story to their everyday experiences
- Use many words they know from their reading

Writing at level 1

After 2 years at school :

- Write stories for different purposes
- Use full stops and capital letters
- Spell many words correctly and write new words using their knowledge about similar words
- Write longer sentences by joining them with 'like' or 'and'

Working towards level 2

After 3 years at school:

- Think about, record and communicate experiences, ideas and information
- Organise- using beginning, middle and end
- Write sentences using different beginnings and lengths
- Use topic specific words
- Use punctuation
- Correct spelling and use of letter sounds for unknown words



Examples of Writing

Deeper features

Ideas

Forms and expresses ideas.

Vocabulary

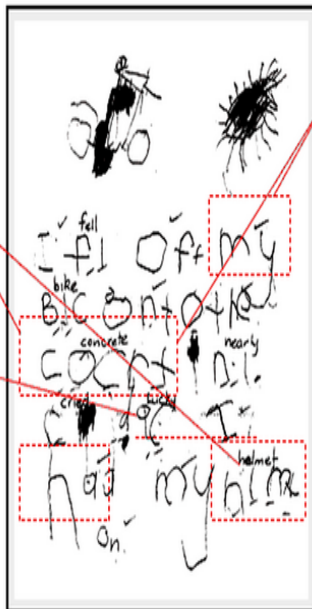
Attempts to write some personal content words. Uses some high-frequency words appropriately.

Voice

Records personal experience simply and honestly.

Sentences

Attempts simple sentences.



I fl off my Bic onto the coct I n l. c d.
Lc I had my hlm on.

[I fell off my bike onto the concrete.
I nearly cried. Lucky I had my helmet on.]

Surface features

Spelling

Identifies initial letter sounds and dominant sounds in words.

Layout

Shows a strong sense of directionality and leaves space between some words.

Grammar

Writes simple sentences that make sense.

Deeper features

Voice

Includes a personal response.

Ideas

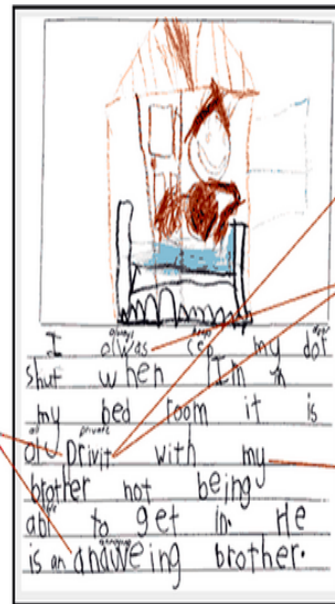
Expresses ideas clearly.

Sentences

Varies sentence beginnings ("I always ...", "He is ...", "It is ...") and lengths.

Vocabulary

Attempts to write high-frequency and personal content words.



[I always keep my door shut when I'm in my bedroom. It is all private with my brother not being able to get in. He is an annoying brother.]

Surface features

Spelling

Spells some high-frequency words correctly.

Identifies dominant sounds in words and generally records these accurately.

Attempts vowels.

Punctuation

Attempts capitalisation and full stops with support.

Grammar

Attempts at complex sentences, include errors.



Examples of Writing

Deeper features

Sentences

Begins writing with a bold and interesting statement.

Varies sentence beginnings.

Makes some attempt at complex sentences for effect.

Ideas

Focuses on ideas that are personally significant, together with some supporting detail and comment.

Voice

Displays a confident sense of personal voice. Shares a range of personal details with the reading audience.

Structure

Sequences ideas logically with first and last sentences well linked.

My Grandma always tells me of for not having good enough table manners. She's got all these serviettes and serviette rings. Me and my Grandma, and Grandad all have our own serviette and serviette rings. One, has Grandads name ingraved ont it. My Grandparents have a lot of butter knives and When is say a lot I mean a lot. They got them all for Wedding presents. They Were in fashion then. When ever I go there I always tell myself table manners, serviettes, serviette rings Gee What next.

Surface features

Grammar

Generally writes correctly formed sentences.

Explores past and present tenses.

Punctuation

Uses capital letters, full stops, commas, and apostrophes but somewhat inconsistently.

Spelling

Shows some knowledge of common spelling patterns.

Ariel's handwritten copy (see original) demonstrates that she has proofread for spelling, for example, "serviette".

Deeper features

Voice

Records a personal experience and shows the beginning of personal voice.

Also includes a personal response.

Ideas

Includes ideas that are personally significant.

Begins to support ideas with some detail.

Language features

Uses precise description, direct speech, and a reading analogy to give his writing impact.

Sentences

Uses some variation in sentence beginnings.

Writes mainly simple sentences but uses a compound and a complex sentence.

I was sad When my cat died from a car. I trid to Ual alt to him "Look out you silly gos you well pae for this." We had a fonroe and he was vare flat. We bered him in the dirt at Wellton. He was like Geed cat because he was a golden colour and ol of the far cam off.

[I was sad when my cat died from a car. I tried to yell out to him, "Look out you silly goose you will pay for this." We had a funeral and he was very flat. We buried him in the dirt at Wellington. He was like Greedy Cat because he was a golden colour and all of the fur came off.]

Surface features

Spelling

Spells most high-frequency words correctly.

Records dominant sounds in order.

Punctuation

Uses capital letters and full stops with support.

Uses speech marks with some success.

Grammar

Uses most sentence structures correctly.



Perceptions/Myths about Writing

- Writing is not about handwriting
- A long story is not necessarily a good story
- Ideas play an important part in a story, they must flow
- Neatness is not necessarily an indicator of good writing
- It is about student voice - the message in the story is the key element



How parents can help at home?

- Make writing fun- use i-pad, computers, paints, coloured pencils, make photo books, write lists, journals, e-mails
- Write with them- model for them, do word games, display/share their writing, use magnetic letters on the fridge and make words with these
- Give them reasons to write- making cards, write post cards, shopping lists, write recipes, keep a diary, write labels
- Invitation cards, journal, write about games
- You can help at home by giving your children lots of experiences at home even if it is just cooking, playing games, gardening. In the holidays try simple ideas eg a walk in the rain, a forest walk, a bike ride, climb a Pohutakawa tree, make a hut, make a snail house, go fishing, climb Pigeon Mountain.



How parents can help at home?

- Parents can model how they use writing at home. Oral language is vital- encourage your child to use their senses, talk with them and help them do a brainstorm. Try a pic-collage and email it to their teacher
- Starting in Year 1 children love to race the clock at school, writing known words. At home begin with the magenta words and write them every day. Think of places your child could do this? Eg with wet chalk, shells at the beach, on a misty window. Aim for 50 -100 words by the end of this year. Help children generate rhyming words and use word endings. Build a bank of known words.
- In Year 2 this is a great activity..how many words can they write in 10 minutes? This is also a part of their 6 Year Net assessment.
- In Year 3 children are writing on google docs and can continue writing They recraft their writing. The teacher uses meaningful motivational experiences. They love to investigate topics and their report writing can be shared with their teacher, grandparents, and also family in other countries.
- One of the most powerful ways to teach writing is write to an audience. Comment on your child's writing and ask family also to do this in writing!



Any Questions?