



ST GERARDS SCHOOL

LOVE-aroha ai... LEARN-ako ai... GROW-tipu ai

Curriculum Statement for Writing

At St Gerard's we consider writing to be one of the expressive arts. We believe that every student and teacher has the potential to be creative, expressive human beings.

Students are writing to think about, record, communicate experiences, ideas and information. Students are given opportunities, through a formal writing skill development programme throughout the whole school, to develop their abilities to create through observation and response by speaking, listening, writing and presenting.

Our teachers explore, with students, how authors put their work together, demonstrate how reader-writers think and behave as well as share examples of well-crafted and successful writing.

An effective piece of writing will leave a strong impression with the audience. The piece of writing will be legible; hook the reader in, making them want to read on; convey a message that can be understood; is written in a form that suits the purpose; has a sincerity of voice; is constructed to read fluently and uses appropriate vocabulary for the subject and the intended audience.

We celebrate the success of writing. We ensure our students have effective feedback and feedforward to reflect and improve their own work and the work of others.

Students are expected to apply their skills across the curriculum.

Acknowledgements: Gail Loane - I've got something to say
Kate Lloyd - Words Alive
Reading and Writing Standards for Year 1-8 (January 2013)

Effective writing practice in the classroom

- The writing programme will include shared, guided and independent writing.
- The Sounds Alive programme is used as the main resource throughout the school to teach letter sounds and word building.
- **Junior Syndicate Years 0-3** will receive four instructional lessons a week
- **Senior Syndicate Years 4-8** receive 2-3 instructional lessons a week with various cross-curricular writing tasks elsewhere

Key Indicators

Children will:

- Use writing WALTs and be able to say what they are learning to do
- Be actively involved in discussion as part of the planning process e.g. to generate ideas and language
- Use planning formats appropriate to their level
- Check their work by re-reading, proof-reading and editing, using a red pen.
- Use pink (tickled pink) and green (for growth) highlighters to identify achievement and next steps
- Write on alternate lines.
- Learn to provide constructive feedback through buddy conferencing
- Choose appropriate publishing formats
- Share their writing with an audience

Teachers will:

- Plan for writing using the ***St Gerard's Writing Overview*** and ***school-wide progressions***
- Discuss and display WALTs (class or individual) with students and ensure their next learning steps are clear
- Inspire and motivate children to write by providing a range of experiences and resources across the curriculum
- Model writing daily including grammar conventions, parts of speech and language features
- Group students when necessary according to need and/or ability
- Provide feedback and feed-forward
- Identify children that are not meeting the national standards and develop a plan that is monitored closely, and maintain regular communication with their parents
- Track progress of students through formative and summative assessment and through the reporting process