QUESTIONS	SOURCE
How do I know my focus students' strengths and their learning needs?	Refer to the Progress and Achievement Inquiry Tool. The self review tools available via this link are helpful to get you started: http://literacyonline.tki.org.nz/Literacy-Online/Impact/Progress-and-achievement/Self-review-tool-for-schools-focus-on-students-achieving-below-curriculum-expectations-in-Literacy-years-1-8
How can I give my focus students more and better opportunities to improve their writing across the curriculum?	NZC Online - NZC Updates http://nzcurriculum.tki.org.nz/ *Issue 25* in particular provides information about how you can maximise opportunities that will help students increase their writing skills in curriculum learning areas http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-25-September-2012 Oral language skills and knowledge provide the foundations for writing and reading, and for curriculum key competencies. For information about how to ensure that oral language, reading and writing are linked components of your literacy teaching and learning programme, refer to the resource *Learning through Talk: Oral Language in Years 4-8.* Copies of this resource are in your school. Additional copies are available by email at orders@thechair.minedu.govt.nz or online at www.thechair.minedu.govt.nz. The item number to quote is 33379. If you wish to also order *Learning Through Talk: Oral Language in Years 1 to 3* the item number is 33378. The following link, with information about writing approaches, draws from the resource *Effective Literacy Practice in Years 5-8.* http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Pedagogy/Writing/Approaches-to-teaching-writing
Where do I go to get more information about teaching and learning writing for my focus students?	The Writing Hub http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Writing-hub The six sections or 'chapters' on the Writing Hub cover: • Teaching writing in Years 1 to 8 • Teacher support materials • Making writing judgements • Approaches to teaching writing • Supporting the writing process • Literacy planner The document *Supporting the teaching of writing in New Zealand schools* provides the evidence base for the resource material on the Writing Hub http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Writing-hub Go here for support with phonological awareness, spelling, vocabulary, and grammar: Sounds and Words at http://soundsandwords.tki.org.nz/
How do I help my focus students?	http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Writing-hub/Teaching-writing-in-years-1-8 If focus students' best fit standard is closest to Year 7 then refer to *Teaching Writing in Year 7 and 8 Accelerating Progress.*

QUESTIONS	SOURCE
And how do I help the students in my class who have a range of English proficiency?	If focus students' best fit standard is closest to Year 4, 5 or 6, then refer to *Teaching Writing in Year 4-6 Increasing Progress.* If focus students' best fit standard is closest to Year 1, 2 or 3, then refer to *Teaching Writing in Year 1-3 Building a Strong Foundation.* The resources provide a wealth of information about how you can provide more opportunities for your students to learn and practise their writing skills in authentic curriculum contexts. *Supporting English Language Learning in Primary Schools - Years 7 and 8* *Supporting English Language Learning in Primary Schools - Years 5 and 6* *Supporting English Language Learning in Primary Schools - Years 3 and 4* *Supporting English Language Learning in Primary Schools - Years 1 and 2* http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Reviewed-resources/Supporting-English-Language-Learning-in-Primary-School-SELLIPS These resources give suggestions for helping not only those students who are learning English as an additional language, but also those students who would benefit from explicit English language support. They give suggestions for developing students' academic, cross-curricular English language. The resources focus not only on writing but also speaking, listening and reading across the curriculum. They include links to the *English Language Learning Progressions*, a resource you will find invaluable for helping you support your English language learners http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions
How can I target my classroom teaching for these students with their diverse language skills and needs?	DVD: *Making Language and Learning Work, 3: Integrating language and learning in Years 5 to 8* http://esolonline.tki.org.nz/Making-language-and-learning-work/3 This resource provides examples of effective literacy and language teaching practice by mainstream teachers in classes with students who have a range of literacy/language proficiency. The learning areas exemplified in the DVD are: • Social science • Technology • Visual arts • Science
Where can I get some specific ideas from, especially for different learning areas and different levels of the NZC?	*Teacher Support Materials* http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Writing-hub/Teacher-support-materials This resource covers: • Level 3 Science • Level 3 Social Science • Level 4 Social Science • Level 4 English
How can I get started with planning writing in different learning areas?	*Literacy Planner* http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Writing-hub/Literacy-planner This is an online, interactive tool that will help you plan writing tasks that support learning across the curriculum.