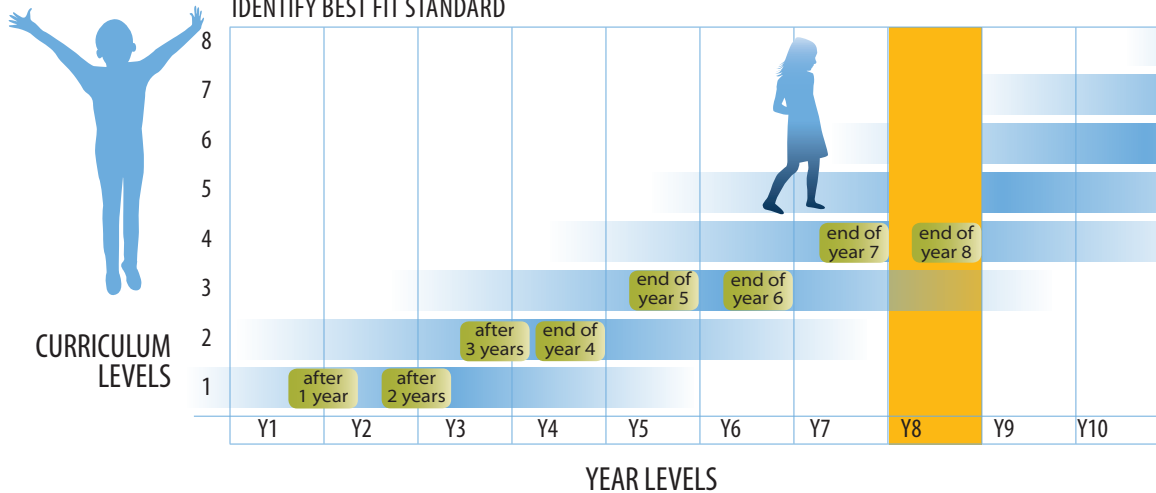




FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

Identify Year 8 students not making expected progress. Considering the best fit standard, identify these students' strengths, needs, and next steps for learning, e.g., Lily is one of a group of students in Year 8, whose progress most closely matches the Year 6 standard for writing. Lily and the others in this group can do most things within the Literacy Learning Progressions at Year 6 and some things within the Literacy Learning Progressions at Year 7. What do you need to plan in order to accelerate Lily's and this group of students' progress to the Year 8 standard?

IDENTIFY BEST FIT STANDARD



By the end of Year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at Level 4.

Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.*

*The text and task demands of the curriculum are similar for students in Year 7 and Year 8. The difference in the standard for Year 8 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of Year 8, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas.

Source: The New Zealand Curriculum Reading and Writing Standards for years 1-8. P.35.

BASED ON A RANGE OF EVIDENCE WHAT ARE THE STUDENTS' STRENGTHS?
(Sources could include teacher judgments, assessment tools, student and whānau voice)

These students can do most of these things when writing curriculum Level 3 texts:

- use a range of vocabulary to communicate meaning
- demonstrate a good understanding of all basic spelling patterns and sounds in written English
- independently revise and edit their writing to clarify its meaning
- write legibly, fluently, and with ease when creating texts
- are more confident organising written ideas into paragraphs
- use basic punctuation that is mostly correct.

Feedback from this group of students indicates that they still don't see themselves as writers, and that all writing has a purpose and an audience.

Whānau comment that they don't see many of the students in this group engaging in writing tasks at home independently.

EXAMPLE

BASED ON A RANGE OF EVIDENCE WHAT ARE THE STUDENTS' NEEDS?
(Sources could include teacher judgments, assessment tools, student and whānau voice)

To progress their writing these students need to select writing processes and strategies appropriate to curriculum level 4 texts:

- plan their writing more effectively by using strategies such as mind mapping to find and record the information they need for their writing
- use language that is more appropriate to the topic, audience, and purpose
- organise their writing into paragraphs in which the ideas are clearly related and paragraphs are linked
- work towards using a variety of sentence structures, beginnings and lengths for effect
- work towards using all basic punctuation correctly and attempting some complex punctuation

This group of students need to see that they are able to write for a range of different purposes on topics and themes across the curriculum.

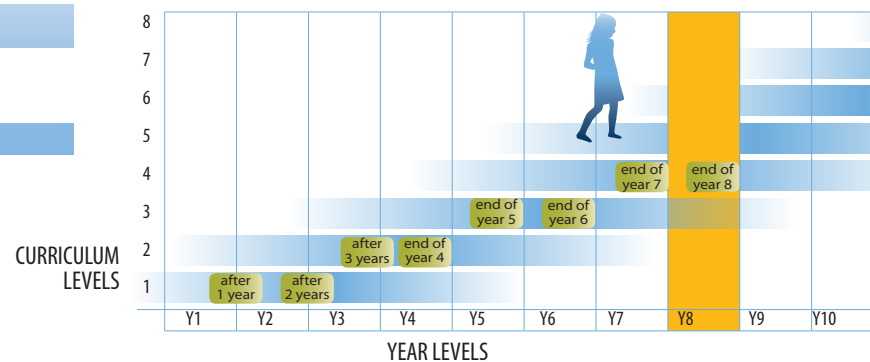
Feedback from whānau will show that students are writing more independently at home.

EXAMPLE

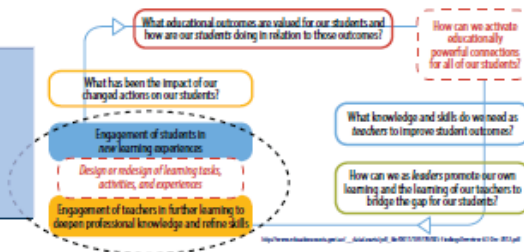
Using the information on Page 1:

FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

- Confirm best fit writing standard and the next steps for the focus students;
- Identify and investigate what is important (and, therefore, worth spending time on), given where my students are at;
- Refer to relevant strategies and resources.



WHAT DO YOU NEED TO FOCUS YOUR TEACHING ON?

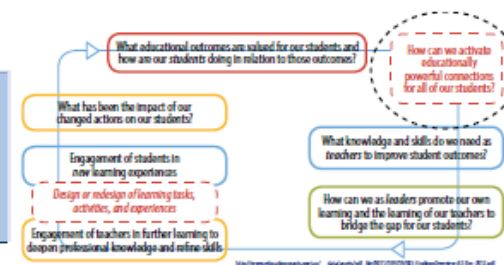


Provide opportunities every day and throughout the day for students to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum:

- the purpose and audience for any piece of writing is clearly understood (why, when and to whom)
- create a plan before starting any writing that includes a vocabulary tool box and a structure for the piece of writing
- students recognise and understand that all writing conventions learnt, and used in writing time, are expected to be used when writing in other curriculum areas
- ensure students are provided with, and learn, the precise language to use when writing across the curriculum e.g. scientific and artistic language
- the language, culture and identity of students is incorporated/acknowledged whenever possible in writing activities
- write a series of related sentences that contain grammatically correct syntax
- use a variety of sentence structures in daily writing (simple and complex)
- all writing shows correct use of surface features e.g. fullstops, punctuation etc
- model the use of some complex punctuation (e.g., using semicolons, colons, and parentheses).

EXAMPLE

HOW CAN YOU BETTER ENGAGE WHĀNAU TO HELP?



In order to further engage the whānau of these students, school leaders and teachers will need to:

- ensure whānau are invited to meetings twice a term to discuss the progress and achievement of their child
- share the writing resources "Supporting Your Child's Learning - by the end of Years 7 and 8"
- ask whānau to share information about their child's language, culture and identity and work together to provide ways this can be used to ensure that learning contexts are rich and authentic
- find out what writing students engage in at home
- work with whānau to find ways to make writing at home fun, look for real reasons for writing, discuss what their child may be writing about e.g. emails, blogs, messages, postcards, invitations, lists, rosters, thank-you notes, recipes etc
- find out what learning needs whānau have in order to better support their child.

EXAMPLE