

Consider your classroom programme in relation to the
writing framework

These prompts are intended to support teachers to become more familiar with the writing framework and use it to consider the extent to which their classroom programme provides opportunities for students to develop all aspects of writing.

Task one can be carried out by teachers across the school at a PLD meeting, or as a smaller group or syndicate. The resources referred to in this activity can be found in the resources column at <https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-writing-framework/>.

|  |  |
| --- | --- |
| **1.** | **Take stock of your current writing programme** |
| For the week prior to the first meeting, record all the opportunities students have for using their writing throughout a typical school day. Note the kinds of tasks where they use writing and the different types of texts they have to create. Record each opportunity on a sticky note (to be used later).In particular take note of the incidental occasions when writing is part of a learning task but isn’t the teaching focus. Some examples could include students using a graphic organiser to analyse characters, plots or themes, recording key information to answer inquiry questions, writing sentences or paragraphs to clarify their thinking, taking notes whilst listening to a speaker or viewing a video clip, making a list, writing instructions, developing a story plan, or creating a mind map.  |
|  |  |
| **2.** | **Evaluate your writing programme** |
| **Use these prompts to discuss and compare your notes with a partner.** * What opportunities to write do your students have throughout the day? Do they change throughout the week?
* What are the different purposes students need to use their writing for throughout the day, and what kinds of texts do they create?
* In which kinds of tasks do you plan a specific writing focus? When do you explicitly teach writing knowledge and skills?
* Is writing a separate subject in your programme or is it linked to a wider curriculum focus? How often is the teaching of writing able to be integrated into your wider learning focuses? For example, how often do you teach or reinforce a new writing skill, such as using writing as a tool for clarifying thinking or using subject specific vocabulary in a science report?
 |
|  |  |
| **3.** | **Review your understanding of the framework:**  |
| In pairs, read and discuss the webpage *Understanding the writing framework*. You could also read the more info resource *A rationale for the seven aspects in the writing framework* to understand how it was developed and the key messages underpinning the aspects. Take particular note of each aspect’s descriptor and identify the different purposes and focuses for each. Discuss what was new for you, or what you need to know more about. |
|  |  |

|  |  |
| --- | --- |
| **4.** | **Match your programme to the aspects in the framework** |
| **Do this activity, then share your results.**Divide a large piece of paper into seven columns – one for each of the writing aspects.Return to your collection of sticky notes. Find the aspect where you think it best fits. It is likely that some writing activities belong in more than one aspect. Note which aspects have no sticky notes and which aspects have many.Discuss your collection of sticky notes with colleagues.Do you have similar patterns of sticky notes?Do your writing programmes cover the breadth of the writing framework, or do you tend to focus on just a few aspects? Discuss your reasons for this. |
|  |  |
| **5.** | **Focus on one aspect and match your programme to the signposts.** |
| Return to the writing framework and choose one or two aspects to investigate further. Find and read the sets of illustrations that best match the writing tasks and incidental uses of writing your programme provides opportunities for, as well as the knowledge and skills your students demonstrate as they respond to these opportunities. Note the range of sets that represents your programme and your students’ writing knowledge and skills. |