C:\Users\Andrew Tagg\Desktop\Capture.PNG

Consider how you can provide opportunities for students to write for different purposes

These prompts are intended to be used by teachers as they consider the opportunities students need in order to develop the writing knowledge and skills that will enable them to meet different writing purposes required throughout the curriculum.

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| **1.** | **The context** | | |
| The teachers in a year 4–6 syndicate are developing a long-term plan for the year. In recent years they have focused on teaching students how to write using different genres, but the teachers have noticed that the students are not drawing on this knowledge to select and use appropriate text types when they write for different purposes for different curriculum tasks. They want to try another approach.  The teachers consider how they can best prepare their students to develop the writing knowledge and skills they need for learning across the curriculum. First they want to ensure that they are designing rich tasks in different curriculum areas that provide plenty of scope for teaching writing for different purposes. | | | |
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| **What to do …** | |  | **Record your answers** |
| What are the purposes for writing that students will meet as they engage in different tasks across the curriculum? | |  |  |

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| **2.** | **Turning to the writing framework** | | |
| The teachers use the writing framework to identify the kinds of tasks that provide opportunities for students to develop the writing knowledge and skills needed for different curriculum learning purposes. They look at the last three aspects in the writing framework as well as the aspect, *using writing to think and organise for learning*, before deciding to further explore one in depth. | | | |
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| **What to do …** | |  | **Record your answers** |
| Which aspect(s) will provide the best scope for providing students opportunities to develop the writing knowledge and skills needed for different areas of the curriculum? | |  |  |

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| **3.** | **A closer look at one aspect in the writing framework** | | |
| The teachers decide to explore the aspect *creating texts to communicate current knowledge and understanding.* They discuss which signposts are the best-fit for their students. Because their syndicate includes three class levels, they look at the illustrations in the second, third and fourth signposts. However, they also note that the first signpost is the best-fit for a few students whilst several students’ best-fit is the fourth signpost.  The teachers carefully read the illustrations at each of these signposts, initially taking note of the different kinds of tasks that they feature. They then turn to the student responses and annotations to see how the tasks have provided the students with the opportunity to develop specific writing knowledge and skills. | | | |
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| **What to do …** | |  | **Record your answers** |
| Identify the ways in which the rich tasks outlined in the illustrations: *Lantern*, *Seatbelts* and *Discrimination*  support students to develop and use different writing knowledge and skills? | |  |  |

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| **4.** | **Using the aspect when designing rich learning tasks** | | |
| The students need to be able to make writing choices suited to a particular purpose. The teachers identify the writing demands embedded in the range of tasks in the illustrations that have been designed for learning purposes related to a particular inquiry or topic. On reflection, the teachers realise that their current writing programmes have been too disconnected from their curriculum inquiries.  The teachers plan their first social studies topic of the year, Celebrating Our Diverse Community. They start by designing rich tasks that will engage all their students and provide them with authentic opportunities to use specific writing knowledge and skills at the same time that they are developing their conceptual understandings in social studies.  The teachers narrow their focus on the subject-specific writing skills needed for using writing in a social studies context, returning to the tasks in the framework to gain more ideas as they develop their classroom programme. | | | |
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| **What to do …** | |  | **Record your answers** |
| What writing knowledge and skills do students need to support their learning in social studies?  What kinds of tasks should the teachers design so that their students have a variety of opportunities and purposes for writing? | |  |  |