

WRITING BEYOND STRUCTURED LITERACY

At Cloverlea School writing is explicitly taught based on the age, stage and needs of LEGENDs. Writing programmes are to be fun and engaging for our LEGENDs to learn best. We understand that oral language is a key component of a LEGENDary writing programme. Writing experiences and contexts are deliberately chosen to be relevant and interesting for our LEGENDs and are based around our localised curriculum.



IT IS IMPORTANT BECAUSE:

Writing is important for our LEGENDs because it provides an opportunity for them to express their thoughts and feelings freely. It also provides an opportunity to view learning from a different lens. Each LEGEND comes with their own unique ideas and perspectives. Strong writing skills give them the tools to share these ideas. It's important for all our LEGENDs to understand how vital developing writing skills is and the many ways they will use writing in their daily life. Writing is also linked to social and emotional development; it can be seen as a way to break barriers between kaiako and tamariki.

LINKS TO OUR LEGEND VALUES:

- L**ead - completing our mahi, supporting others to stay on task, seeing other legends lead by example of writing skills, helps others gain confidence in that area
- E**xcellence - doing our very best, working hard, taking pride in our mahi, use feedback that's given
- O**rganised - coming to teacher workshops with the right equipment, completing tasks in the time given
- R**esilience - take risks and have a go, keep going even if writing is hard, practice lots
- I**nclusive - give feedback to others about their writing, supporting each other when working independently, sharing ideas
- D**etermined - being Determined when working with the kaiako, keep trying even when learning is hard

PLANNING AND TEACHING

In years 1 and 2 our LEGENDs begin to learn to write through Structured Literacy, as well as through participating in rich language experiences that provide relevant contexts for them to write about. Oral language is the foundation of early writing programmes. Deliberately chosen play-based learning provides further opportunities for LEGENDs to practice their writing skills.

As LEGENDs get older and have developed strong basic writing skills, the focus shifts more towards the deeper features of writing. Four key areas make the most impact on writing progress:

- kaiako knowledge of LEGENDs and the relationship between kaiako and tamariki;
- clear specific next steps and chances to discuss progress towards these - the 1%ers that will improve writing bit by bit;
- direct instruction (modelling, think alouds, explicit teaching of new knowledge - I do, we do, you do), breaking down parts of a piece of writing into manageable parts;
- differentiation (providing options, giving choices, interest-based writing).

After LEGENDs have the foundation from structured literacy, writing programmes will focus on:

- providing a real audience and motivating purpose for writing;
- daily opportunities to write;
- developing understanding that writing skills can be transferred from one piece of writing to another;
- regular opportunities to share their writing with peers, whānau and kaiako;
- relevant and engaging independent tasks;
- using Kagan Structures to encourage oral language in writing;
- improving written vocabulary;
- extending ideas by adding relevant details;
- the confidence they gain to share their thoughts and feelings;
- using a range of tools to help them improve their writing and overcome barriers;
- writing by hand and digitally.

Note: Bringing flipped learning into writing programmes beyond Structured Literacy will be a focus after the mathematics flipped learning library is complete.

MONITORING AND ASSESSMENT:

Formative assessment of writing is ongoing as feedback and next steps are regularly given about writing tasks. LEGENDs are taught the skills and have opportunities to self-assess their own writing.

LEGENDs are assessed at least twice a year using adapted E-AssTL writing prompts, created to be relevant and engaging while still maintaining the same purpose and essence as the traditional prompts. LEGENDs' writing is assessed against the E-AssTL matrices. We have developed Cloverlea School Milestones as benchmarks for mid-year and end of year progress, which is tracked using HERO.

RELATIONSHIPS:

Our kaiako understand the impact that relationships have on achievement. Opportunities to talk first helps improve writing so we use Kagan to enable all LEGENDs to share in a low risk setting. Buddy writing can be highly engaging and also enables tuakana/teina to scaffold learning in writing and help increase confidence. As kaiako, we know that writing can be an important tool to build a shared understanding from one learner to another.

RESEARCH & EVIDENCE:

[Literacy Online: Teaching writing in years 1-8](#)
[Keeping children engaged and achieving in writing](#)
Learning Through Talk: Oral Language (in Yrs 1-3) (in Yrs 4-8)

ENACTING TE TIRITI O WAITANGI:

We have high expectations of ākonga Māori and know Māori can achieve in writing. We foster achievement through using writing contexts and purposes that ākonga Māori can see themselves in and relate to. We are continually finding ways to build genuine partnerships with whānau, understanding whānau aspirations and how we can bring this to life in our curriculum. Our localised curriculum is being developed alongside Rangitaane, with rich links to local history that we also want to be living in our writing programmes.

Ārahi, Kairangi, Nahanaha, Manawaroa, Kotahitanga, Rae Pakari

LEAD, EXCELLENCE, ORGANISED, RESILIENCE, INCLUSIVE, DETERMINED