

# RAINWORTH STATE SCHOOL WRITING FRAMEWORK



## BUILDING BLOCKS WARM UPS

3 – 4 times per week

- Vocabulary
- Sentence Structure
- Editing
- Grammar



*\*Prep – Year 2 integrated through InitialLit Program*

## TEACHING/ EXPLICIT INSTRUCTION

3 – 4 times per week

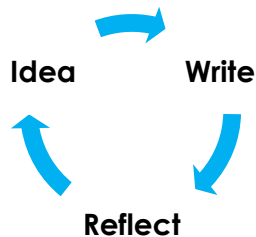
I DO  
WE DO  
YOU DO  
Plough  
Back

- Following RSS English Scope & Sequence
- Use of WALT/WILF, review of genre concepts, modelled and guided writing
- Data informed practice



## QUICK WRITES

2 times per week



Opportunity for students to engage in short writing activities using prompts to build writing stamina, idea generation, fluency in thinking, planning and editing skills.

## LEARNING WALLS

One per Writing Unit / Task

- Visual classroom displays focused on the learning intentions for the writing task.
- They help students to track their progress, assess their learning, and establish the next steps in writing.
- Learning walls are created by students, using student work samples, with the teacher as the facilitator.
- They evolve throughout the unit to reflect new learning.

### SPELLING

Prep – Year 2: InitialLit  
Year 3 - Year 5: Spelling Mastery  
Year 6: Spelling Mastery for students who have not passed Level D

### WRITING GOALS

Students have a writing goal/s:

- Individually
- in groups or
- as a class

Goals focus on grammar, spelling or punctuation informed by writing data

### ASSESSMENT

Includes formative and summative tasks:

- Diagnostic Pre-Tests
- Written pieces
- Portfolio of work
- Presentations
- Oral

### RESOURCES

Use of

- InitialLit
- Spelling Mastery
- Australian Curriculum V9
- Year Level Moderation

# HOW CAN YOU HELP AT HOME?

## ENCOURAGING WRITING

**Prep:** Encourage writing when it occurs in everyday life! If they're keen, have pencils and paper handy! Encourage them to explore when they are ready – this is different for every child!

**Year 1 – Year 2:** Encourage children to use Super Sentences (1. Capital letter 2. Full Stop 3. Who/What 4. Does it make sense.) These children are also encouraged to use a variety of interesting words in their sentences too!

**Year 3 – Year 6:** Encourage children to improve their sentences by using a range of vocabulary, sentence types (simple, compound or complex)

## SPELLING

**Prep – Year 1:** Encourage children to 'sound out' the word into known InitialLit sounds (these are on the back of their Home Reader Book).

**Year 2 – Year 6:** Encourage children to separate the word into morphographs and think about the spelling rules they know from Spelling Mastery.

## HANDWRITING

**Prep – Year 1:** Firstly, reinforce correct pencil grip. These children are encouraged to form their letters using the 'Casey Caterpillar' directions.

**Year 2:** These children are encouraged to begin using Queensland Pre-Cursive (entries and exits) focusing on correct letter formation including from top to bottom and consistent letter sizing.

**Year 3:** These children are introduced to Queensland Cursive. Students focus on the range of joining types and letters that don't join. Students are encouraged to focus on consistent letter sizing.

**Year 4 – Year 6:** These students are focusing on their consolidation of Queensland Cursive. Students focus on tricky joins, letter size and spacing.

## GIVING FEEDBACK

When providing feedback to your child you can use the structure of 'Two stars & a wish' this means you provide two specific positives about their writing and one wish on how they could improve.

For example, "I liked the way you used descriptive words and a compound sentence. Next time don't forget capital letters for proper nouns.

## TYPING

### **Year 2 – Year 6**

These children are starting to develop their typing skills and then building up their speed and automaticity.

To support your child at home with typing they can use our online program Typing Tournament or other practise games such as 'Flappy Typing', 'Type Racer' or 'Space Typing Junior'.