

Teaching Narrative



Presented by

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Outline:

4.00-4.20

- The NAPLAN rubric
- Link to outcomes

4.20-5.00

- Key teaching strategies

5.00-5.30

- What is good writing?
- Writing for an audience and purpose
- Writing ideas to inspire and extend young writers.

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Learning to...

Producing Texts

- WES1.9 Engages in writing texts with the intention of conveying an idea or message.
- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

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Learning to...

Grammar and Punctuation

- WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
 - WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.
 - WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.

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Learning to...

- .11 Spelling
- .12 Handwriting

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Learning about...

- WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.

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Learning about...

Language Structures and Features

- WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

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English K-6 Syllabus

Writing strand of the English K-6 Syllabus

- Foundation statements
- Learning about/Learning to
- Content pages- page 50
- Text type Scope and Sequence- page 69
- Grammar Scope and Sequence- page 74
- Phonological Scope and Sequence (handwriting)- page 78
- Plus Modules and Work samples

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Teaching Strategies

The text types

9 main text-types, each with a

- specific purpose
- specific structure
- specific grammar

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Strategy for teaching	Teachers' role	Students' role
Modelled writing	Teacher directed and controlled. Teacher initiates, models, explains, thinks aloud, shows how. Teacher holds the pen.	Students observe and listen.
Shared Writing	Teacher directed with shared control between teacher and students. Teacher holds the pen and demonstrates, leads, suggests, supports, explains acknowledges.	Students listen, interact, question, collaborates, responds.
Guided Writing	Direction originates from students' needs. Teacher facilitates, scaffolds, evaluates, observes, encourages, clarifies, confirms, teaches as necessary.	Students given opportunity to take control and to interact and make decisions with guidance from teacher. Students apply learning, practices, problem solves, approximates, self corrects. Student holds the pen.
Independent Writing	Teacher provides opportunities for students to write and affirms, assists as needed, responds, acknowledges, coaches, evaluates, sets goals.	Students are responsible for their writing and work independently. Initiates, self monitors, self-directs, applies learning, problem solves, self evaluates. Student holds the pen.

Modelled Writing

All aspects of writing at whole text, sentence and word level.

- Teacher provides model of a proficient writer.
- The teacher can model any aspect of the writing process or related skills.
- The lesson is planned, short and focused.

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Shared Writing

All aspects of writing at whole text, sentence and word level

- A joint construction of a text.
- Lesson is focused and planned.
- Students are involved by contributing knowledge of the genre, skills or content.

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Guided Writing

All aspects of writing at whole text, sentence and word level in small groups specifically designed to differentiate instruction to meet needs.

- Used with a small group.
- Teacher facilitates, guides and responds to student's writing to support or extend.
- Skillful questioning is the key.

Independent Writing

All aspects of writing at whole text, sentence and word level. Students apply what they have learnt by engaging in purposeful writing.

- Students apply what they have learned in modeled, shared and guided writing.
- There are clear expectations and routines.
- Students are supported by appropriate scaffolds.

Prompt for NAPLAN Narrative task

1. Audience (use Modelled and Shared)

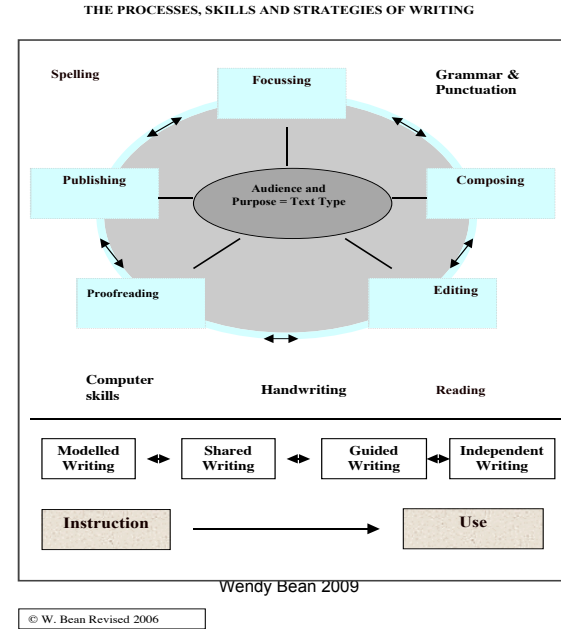
Skill focus: The writer's ability to:

orient
engage
affect

} the reader

Score range: 0-6

Thinking more about audience and purpose...



Audience and Purpose and Process (.9 outcome)

- Focusing
- Composing
- Editing
- Proofreading
- Publishing

Audience and Purpose and Skills (.10 outcome)

- Punctuation
- Grammar
- Handwriting
- Computer Skills
- Spelling

Punctuation (.10 outcome)

- Fox and Wilkinson (1993, 88) define punctuation as ‘... a written code for the sights and sounds of spoken English’.
- Punctuation provides the ‘signposts’ which assists the reader to find his or her way through the words on the page.
- To punctuate well the writer needs a strong awareness of the intended reader.

Grammar (.10 &.14 outcome)

- ‘Correct’ grammar ensures the writing flows and will ensure the reader gets the intended message of the writer.
- Grammatical choices will change according to specific text types.
- Text types are determined by audience and purpose.

Task

You are in an accident out the front of your child’s school

1. Write a letter to the principal telling what happened and that you think the pick up area is badly organised.
2. Write a letter to the insurance company regarding the damage to your car.
3. Write an email to your friend telling your news including the accident.
4. SMS to your husband about the accident.

What does this look like?

What the children said:

- *'Writing is easier now because we have an audience for our writing.'*
- *'Writing is easier because we have a choice.'*
- *'Writing is easier. We got taught all the genres and that was a bit boring but then Mrs A. said we could have a choice and we could write to different audiences. Now it is more interesting than when our writing just stayed in our writing book. We write using lots of genres and have more fun. We also use technology more.'*

2. Text structure (use Shared Writing & Modelled Reading)

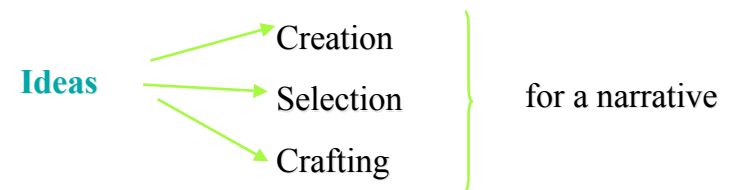
2. Text structure (use Shared Writing & Modelled Reading)

Skill focus:

The organisation of narrative (story) features including orientation, complication and resolution into an appropriate and effective text structure.

Score range: 0-4

3. Ideas (use Modelled Reading)



Score range 0-5

4. Character and Setting

(use Modelled Reading and Shared Writing-
extend in Guided Writing)

Skill focus:

Character: the portrayal and development of character.

Setting: the development of a sense of place, time and atmosphere.

Score range:0-4

5. Vocabulary

(use Modelled reading and writing)

Skill focus:

The range and precision of language choices.

Score range: 0-5

6. Cohesion

(use Modelled, Shared and Guided writing)

Skill focus: The control of multiple threads and relationships across the whole text:

- referring words (pronouns)
- Substitutions (synonyms)
- word associations
- text connectives

7. Paragraphs (use Shared reading)

Skill focus: The segmenting of text into paragraphs that assists a reader to negotiate the narrative.

Score range: 0-2

8. Sentence structure (model regularly)

Skill focus: The production of grammatically correct, structurally sound and meaningful sentences.

Score range: 0-6

9. Punctuation (use Shared reading)

Skill focus: The use of correct and appropriate punctuation to aid reading of the text.

Score range: 0-5

10. Spelling (use Modelled writing, Shared reading)

Skill focus: The accuracy of spelling and the difficulty of (spelling) the words used.

Score range: 0-6

Briefly, what is good writing?

What is good writing?

- Harwayne (2001, 150) argues that among the knowledge that teachers need is 'considerable expertise in knowing what makes good writing'.
- She goes on to argue that all members of a school should be well informed about the qualities of good writing and suggests ways of prompting staff to talk about good writing.

Charlotte's Web, E.B. White (1952)

- The barn was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of perspiration or tired horses It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. And whenever the cat was given a fish-head to eat, the barn would smell of fish. But mostly it smelled of hay... .

Task

- Why does this work for White?

Smith (1983)

- Smith believes that when we read like a writer we are consciously aware of the way that the author has written the piece.
- Learners who regard themselves as writers will engage in the written texts that they read differently from learners who do not write.
- As they read they seem to be able to 'get inside' the author's head and appreciate the conventions at the whole text, sentence and word levels that the author uses to create the particular text to achieve a particular purpose for readers.

Establish Goals

- to love writing
 - to see the world with open eyes
 - to engage in all parts of the writing process
 - to use writing as a tool for communication
 - to read and write a variety of text types
 - to see the power of writing beyond the classroom
- Harwayne-Writing Through Childhood 2001,43

Setting up for success: space and materials for young writers

- Set goals, organise materials. Let students and parents know your goals for writing (letters to families).
- Set up the environment (this should demonstrate your beliefs about writing and what you believe children deserve) It will also tell something about you!
- What do they deserve?... a room that is safe, organised, clean, functional...
- What will this look like in your classroom? What materials, seating, spaces, types of wall print

Know your children

- Provide an environment that values community/collaboration.
- Have a class library that caters for student interests, features a range of authors and text types, is changing and caters for a range of abilities
- Make sure the classroom is organised, labelled and has easy access to what they need (make a list-top being sharpened pencils). Make sure what you have is purposeful and convenient.
- Provide displays of children's work, work related to current learning, free of store bought materials.

- Get them to write
- Survey
- Each bring their favourite book from home

Websites

- Oral work-story circles
- Helping Circles
- Journals
- Book bags
- Grammar Experts (Mem Fox)

- See handout

Research Using Wikis

- Talk as a staff how to involve students in new technology in a way that is safe, engaging and purposeful.

Shelley Harwayne

The school culture can either support or hinder the teaching of writing. It is easier to write and teach writing where there exists:

- *a caring social tone*
- *a commitment to using time wisely*
- *authentic uses for student writing*
- *access to literature*
- *a deep respect for language*
- *a love of story*
- *a genuine curiosity about the world*
- *a passion for good writing*
- *a deep respect for childhood*