



THE WRITING WORKSHOP - INSTRUCTIONAL PRACTICES AND NON NEGOTIABLES

Whole Group Focus	What is happening?	High Impact Teaching Strategies
Explicit Teaching 15-20 minutes Modelled Writing Shared Writing Interactive Writing Language Experience	<ul style="list-style-type: none"> • Learning Intention and Success Criteria are introduced and explained (Opening) • Mini Lesson - Explicit Teaching • Teacher scaffolds the learning through modelled, shared writing or shares a piece of writing/ text with the learning intention as its focus. 	1. Setting Goals 2. Structuring lessons 3. Explicit Teaching 4. Worked examples 7. Questioning

Small Group	What is happening?	High Impact Teaching Strategies
Small Group / Writing Conference and Independent Writing 10-40 minutes Shared Writing Interactive Writing Guided Writing/ Writing conferences Independent Writing Language Experience	<ul style="list-style-type: none"> • Writing Activities are related to the learning goal and/or student's individual writing goal. • Students complete independent writing guided by the whole group / individual learning goal • The teacher works with a small group or individual students with specific learning intentions. • Pedagogical practices could include: shared writing, interactive writing, guided writing, writing conferences conference, independent writing and language experiences • Students can be working on individual writing goals 	1. Setting Goals 2. Structuring Lessons 3. Explicit Teaching 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning (small groups) 8. Feedback (conferences) 9. Metacognitive strategies 10. Differentiated Teaching

Whole Group	What is happening?	High Impact Teaching Strategies
Whole Group Reflection Lesson Closure Share time - Speaking and Listening 5 -15 minutes	<ul style="list-style-type: none"> • Students are helped to bring things together in their own minds, to make sense out of what has just been taught Closure involves reviewing and clarifying the key points of the lesson (Hattie, 2009) • Provides an opportunity for feedback related to the success criteria (teacher, peer and self assessment) 	1. Setting Goals (revisit and students explain their learning) 2. Structured Lesson 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognition Strategies



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The model assists teachers in achieving the aims of Victorian Curriculum Writing- use this as a guide to inform your teaching practices.

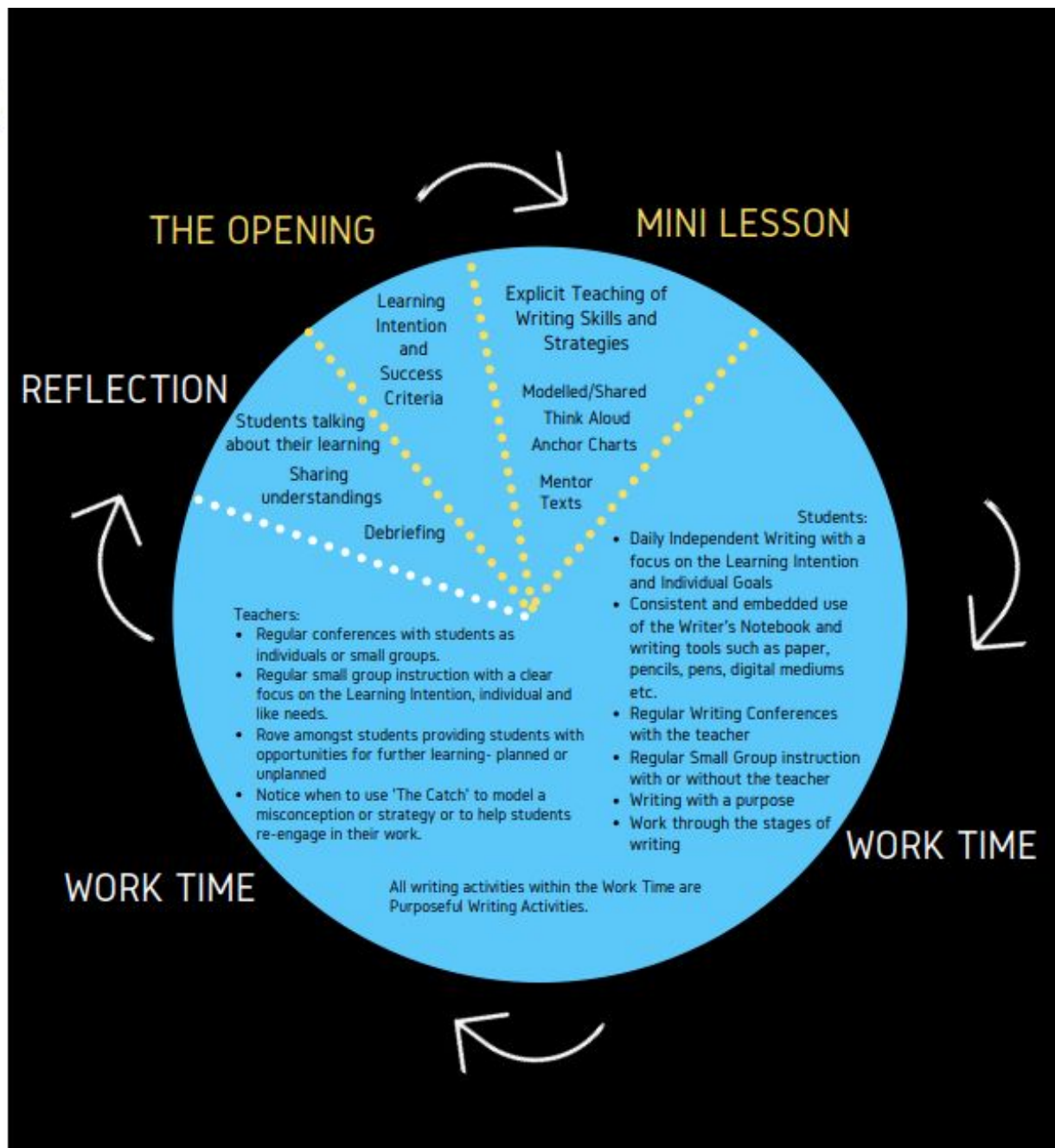


Kismet Park Primary School
Building the Foundations for Success and Happiness

KPPS WRITING INSTRUCTIONAL MODEL

This model was created with the staff of KPPS, Term 3, 2019 and supports evidence based research outlined on the Literacy Toolkit.

Each stage of the model is detailed further in The Writing Workshop- Instructional Practices and Non Negotiables document located in the English folder on Drive.





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The structure of the writing workshop

While the processes of writing are an integral component of any effective teaching approach to writing, the principles underpinning writing workshop draw heavily on the work of Donald Graves, motivated by an emphasis on ‘writing as a process’, and where individual interest and choice are fundamental to students becoming independent writers. The writing workshop is designed to offer a simple and predictable learning environment. Ideally it should occur daily for 50 to 60 minutes.

A typical writing workshop session

[Mini-lessons](#)

[Work time \(writing and conferring\):](#)

[Roving student-teacher conferences:](#)

[Guided or group student–teacher conferences:](#)

[Peer conferring, response groups, sharing sessions:](#)

[Share Time:](#)

[Publication celebrations:](#)

The teacher’s role in the writing workshop

While student choice and ownership of their own writing is often foregrounded in the Writing Workshop (and certainly responsibility lies with the students as they plan, draft, revise and publish) the teacher’s role is fundamental to the success of this approach in the classroom.

The teacher needs to scaffold and model the entire writing process, so engaging in acts of writing by the teacher helps facilitate this:

- If the students keep a Writer’s Notebook, so should the teacher.
- If the students take the author’s chair to showcase their writing and seek responses, so should the teacher.

Specifically, teachers need to think about the focussed, explicit teaching they can offer to the whole class, to small groups and to individuals.

Some of these instructional approaches (modelled writing, shared writing, interactive writing) are focussed on elsewhere in the toolkit and these can be deployed strategically to support students as they move through the process from planning to publication.

Writing Focus
Learning Intention:
Success Criteria:
Mini Lesson (10-15 min) Modelled Shared Interactive The Language Experience Approach
WORKSHOP (10-40 mins) INDEPENDENT WRITING GUIDED WRITING WRITING CONFERENCES SHARED WRITING INTERACTIVE WRITING
Reflection (5-10 min) In pairs, small groups or as a class



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The Writer's Notebook

An important component of the Writing Workshop approach is the Writer's Notebook which 'creates a place for students (and writers) to save their words—in the form of a memory, a reflection, a list, a rambling of thoughts, a sketch, or even a scrap of print taped on the page' (Buckner, 2005, p.4). The notebook serves as a means to encourage young writers to value writing, where 'seeds' for a longer writing project require revisiting and rereading to locate 'a phrase, a paragraph, a page' which might be expanded and developed (Calkins, 1994, pp. 38-39).

Ideas for developing a seed include:

- I think ... I feel... I wonder... chart
- mind maps
- PMI chart (plus, minus, interesting)
- Y chart (looks, feels, sounds like..)
- three by three—list three-word phrases for three minutes
- capture what is important—try to capture feelings and emotions
- drawings and sketches
- collections of artefacts in a 'seed box'.

The generation of ideas is only the beginning. It is the teacher's role to support the extension and elaboration of the 'seeds' which might become a more detailed plan, a draft or a published text.

While not all ideas will be seen through to a 'final' copy, it is the role of the teacher to monitor students' writing to ensure experiences which progress their writing through the various processes of writing, and across a range of text types, are provided each term and across the school year.

Some key points about the Writer's Notebook

1. A writer's notebook is a tool students use to record the things they notice, observe, and think about. Each recording is called an 'entry'. The entries can be any of a variety of ideas. The most common are:

- memories
- observations of the things happening around them
- descriptions of people and places important in their lives
- opinions
- wonderings
- wishes
- family stories, hobbies and other passions.

Children write best about the things that are important to them and what they are interested in. It is writing that comes from what they know and what they have experienced.

2. A writer's notebook houses ideas that writers can return to in order to grow ideas, restructure, rethink, revise, connect ideas and ultimately choose from a variety of entries to publish for an audience. It supports the work of publishing.

3. Notebook writing encourages a writer to take to the 'long view'. What might start off as a small undeveloped idea has the potential to be developed into something fully formed.

4. Students need daily sustained periods of time to write. The writer's notebook helps give direction to those sustained times for writing, especially early in the year when establishing a classroom community that will support students' writing throughout the year.
5. Assessing how the students are using the notebook might include:
 - reading the recent entries in your students' notebooks
 - asking students to put post-it notes on the entries they would like you to read— give some criteria to the students for example, chose an entry you love, an entry where you tried something new, an entry that shows your best writing
 - conferring with students and asking them to talk about the entries they have included over the last week.

Literacy Teaching Toolkit Map

Literacy Teaching Toolkit Map - Foundation to Level 6

Speaking and listening	Writing	Reading and viewing
Effective speaking and listening instruction Literacy focus Phonological awareness Vocabulary Pragmatics Purposeful listening Speaking and listening across the curriculum	Effective writing instruction The four resources model for writing Literacy focus Phonological awareness and early writing The writing process Spelling Punctuation Handwriting Teaching grammar in context Genre in the primary curriculum	Effective reading instruction The four resources model for reading and viewing Literacy focus Concepts of print Phonological awareness Phonics Word morphology Vocabulary Fluency Comprehension Literature Multimodal literacy Visual literacy Literacy across the curriculum
Teaching practices Accountable talk Extended talk and dialogic talk Teacher talk Discussions in the dialogic classroom Talk for writing Language experience Modelling through think alouds Readers' theatre Reciprocal teaching	Teaching practices Modelled writing Shared writing Interactive writing Guided writing / writing conferences Independent writing Language experience approach Teaching grammar in context Shared writing Spelling units Teaching and learning cycle: English across the curriculum Approaches to the teaching of writing Teaching and learning cycle	In practice examples Running records lessons Modelled reading lessons Shared reading lessons Guided reading Close reading Reciprocal reading Independent reading lessons Literature circle lessons Literature unit of work Teaching and learning cycle Phonological awareness
In practice examples Classroom talk techniques Interactive read alouds Picture chats Talk about texts Socratic discussions Dictations Frameworks for talk Role play and drama	In practice examples Teaching grammar in context Shared writing Spelling units Teaching and learning cycle: English across the curriculum Approaches to the teaching of writing Teaching and learning cycle	Teaching practices Modelled reading Shared reading Guided reading Independent reading Reciprocal teaching The language experience approach Literature circles Close reading Reading conferences Teaching-learning cycle: reading and writing connections

Key:
 📺 = Video
 📅 = Lesson Sequence

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