

WRITING GROUP ANALYSIS

Group Name: Full stops

Teacher:

Room:

Term: 2

Weeks: 3-9

Student names	In class data black - Term 1 blue - Term 1, week 9 purple - Term 2, week 5	asTTle level	asTTle aRs Score	Student voice about learning blue - term 2 purple - term 3
	<p>simple plan, needs to expand ideas in planning and writing, needs to improve spelling, needs to improve vocab, misses full stops, organised work well</p> <p>ideas planning is beginning to have more detail, sentences, punctuation, organisation asttle - good at structure and organisation, work on vocab, sentence, punctuation and spelling Needs to consistently use punctuation, could improve spelling by learning some spelling rules, is learning to improve sentences. Uses a range of vocab learnt from reading books, in some texts punctuation, spelling</p>	3A	1556	<p>"I don't know. Punctuation I'm not really that good at. and language features." "Maybe some of the things I have been lowest in asTTle. I could look in my portfolio, punctuation, spelling and vocab."</p>
	<p>short plan, short writing, well organised into paragraphs, needs to improve vocab, strong punctuation</p> <p>ideas / vocab uses a range of detailed vocab, strong personal voice, planning is beginning to have detail, correct spelling and punctuation, repetitive sentence beginnings sentences, organisation and revising asttle - good at punctuation, no areas to work on from asTTle uses a range of punctuation mostly correct, including commas within direct speech, needs to be challenged, good at spelling, some writing doesn't make sense, could work on revising work well, needs to use paragraphs consistently revising and ???</p>	3A	1556	<p>"Maybe interesting poetry. I think I could improve my ideas and persuasive vocab and language." "I'm not sure, maybe .. um I dont know. Maybe ideas and using hooks at the start?"</p>
	<p>strong plan with detail, writing is organised into paragraphs, strong punctuation and spelling, needs more detailed vocab and more length into her writing</p> <p>vocab / ideas planning is getting more detailed, sentences have correct punctuation, doesn't always use paragraphs, organisation, sentences asttle - good at organisation, work at punctuation and spelling Uses simple punctuation for sentences and a range of punctuation for direct speech, although not</p>	3A	1556	<p>" I would like to learn how to write a procedure, as I like to explain how things work. I get confused with explanations and procedures. I need to learn how to structure and put together my writing." "Maybe paragraphs and spelling."</p>

	<p>all correct, spells words accurately, uses paragraphs consistently to separate ideas, needs to improve work by expanding ideas and revising to check for improvements in vocab too, some writing doesn't make sense</p> <p>revising,,</p>			
	<p>struggled - could move down a group or 2???, sentences dont make sense, needs to work on spelling, good punctuation, spelling ok, simple vocab, sentences could be improved</p> <p>sentences / vocab / ideas</p> <p>making pleasing progress in writing, sentences are often run on, needs to re-read to check they make sense, needs to use paragraphs to organise ideas better, needs to add more detail in and think about what else to add into each paragraph, needs to use actual paragraphs</p> <p>revising, organisation (move from hyphens to full stops for term 2)</p> <p>astle - good at organisation and vocab, work on punctuation and spelling</p> <p>needs to consistently use paragraphs to separate ideas, uses interesting vocab, needs to learn common spelling rules to improve spelling accuracy, needs to expand ideas within each paragraph, forgets simple punctuation at times and doesn't use punctuation for direct speech in narratives</p> <p>spelling, vocab and punctuation</p>	3P	1537	<p>"I like writing narratives and long stories with chapters. I need help getting my ideas to make sense and make my sentences link and add correct punctuation."</p> <p>"More interesting vocab. ideas and spelling"</p>
	<p>struggles with spelling some words needs work on sounds. strong punctuation, planning needs more ideas, writing is well organised, needs to improve her vocab</p> <p>ideas / vocab</p> <p>struggles with spelling at times and gets sounds incorrect within words, uses correct punctuation, clearly structured writing uses paragraphs, beginning to use a detailed plan, sometimes writing is short in length, could benefit from organisation - extending ideas within paragraphs to get P.E.E and to use topics sentences, needs paragraphs consistently</p> <p>organisation and sentences at a higher level - spelling</p> <p>astle - good at organisation, punctuation, needs spelling , sentences</p> <p>needs to learn spelling rules to improve accuracy in spelling, uses punctuation for all sentences including direct speech, some writing doesnt make sense, could work on revising, beginning to improve vocab</p> <p>spelling and revising</p>	2A	1463	<p>"I don't know what I want to learn next, I have already learnt language and that was what I needed to work on. I'm not good at spelling, I think I could work on that. I would like to learn how to use a variety of sentences."</p> <p>"Here's my asTTle it says, sentences and spelling."</p>
	<p>plan is simple but writing is of length and organised into paragraphs, spelling is mostly correct, simple vocab, needs to improve this</p> <p>vocab</p> <p>Good planning skills, beginning to use more detailed vocab in his writing, could benefit from working on organisation or planning to help build upon paragraphs and build detail with topic sentences P.E.E. Punctuation is ok.</p> <p>Organisation, ideas, sentences (move from apostrophes to full stops for term 2)</p>	3P	1537	<p>"I wana learn how to write information reports and spelling."</p>

	asttle - good at organisation, sentence and punctuation, work on structure - wrote an information report needs to improve spelling as often makes errors on common words. Consistently uses punctuation for sentences, needs to work on planning and expanding ideas (missed ideas teaching as was in apostrophes before, needs to continue to work on vocab and sentences spelling and ideas			
	could move up a group?, well organised plan and writing, fast finisher, strong punctuation and spelling, tries to add detailed vocab but repeats - work on this vocab could work on spelling as many words are incorrect, needs to learn spelling rules, sounds out literally, uses correct punctuation most of the time, could improve on this, needs to improve use of paragraphs organisation, sentences, spelling and punctuation (move from apostrophes to full stops for term 2) asttle - good at organisation, work on sentence and spelling needs to continue to expand ideas (missed ideas teaching as moved groups) to make writing longer, uses paragraphs for most writing, beginning to use interesting vocab, punctuation mostly correct, makes some common errors in spelling ideas, spelling and revising	2A	1463	"Paragraphs, how and when to use them and ideas and spelling."

Focussing the learning - Teacher analysis of children's needs in writing

What is the data telling me my students can do and now need to learn?

Sentences R3 TO R4/5 - Overall this group needs to learn how to use a range of sentence types and lengths to make their writing interesting. They often have repetitive sentence beginnings so need to learn different ways to structure a sentence to help with this. Look at adding detail into a sentence eg: adding in who, what, when, where and how. Student voice has also suggested that the group would like to work on sentences and organisation.

Organisation R4 TO R5/6 - They also need to work on using paragraphs consistently and knowing when to move onto a new paragraph in each genre. They also need to understand how to structure an actual paragraph with a topic sentence, Point, Explanation, Example - seeing the link to ideas and how these P.E.E points need to be thought about and come from their planning stage. Also how to link paragraphs.

Common Learning Needs What is important and therefore	Common Learning Needs	Planning	Planning
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- looking for/ reading examples of the skill being used by other writers eg: journals

Reflection on learning, peer and self assessment

- sharing back follow on tasks and getting feedback from the teacher and peers
- assess against the SC and rubric, asking the sentence questions from pg 75 again
- peer assess another students work
- assess or compare against an exemplar
- reflection on progress, teacher to check off against LI

Organisation

Introducing the LI

- connecting the learning to other prior learning - ideas learning from Term 1
- look at the questions for writers to ask themselves at the organisation stage pg 63
- thinking about the purpose and why we are learning this skill - because we need to separate our ideas
- teacher modelling of the skill - looking at a plan and then deliberately using new paragraphs and using the T.E.E structure

Unpacking at the rubric

- looking at the rubric for SC - organisation and sticking into books
- co-constructing any additional SC together from teacher modelling

Looking at exemplars

- looking at own work in books and google docs and assessing where improvements could have been made - look for ideas which are joined together
- looking at good exemplars of the skill by other writers
 - tki exemplars
 - asTTle writing exemplars - organisation at R5
- create examples of the skill together as a group in the modelling book

Practising the skill in isolation

- practising the skill within the group context or with a buddy
- follow on task to practise the skill
 - using ARBs to draw in where paragraphs should be - narrative and info report
 - using Tip Top to change paragraphs
 - Practising T.E.E structure to add detail
 - Understanding the difference between fiction and non-fiction paragraph structures pg 28 of the writing book.

	<p>Practising the skill in context</p> <ul style="list-style-type: none"> ● independently writing a piece with the organisation as the focus ● annotate where you have changed paragraphs ● looking for/ reading examples of the skill being used by other writers eg: journals <p>Reflection on learning, peer and self assessment</p> <ul style="list-style-type: none"> ● sharing back follow on tasks and getting feedback from the teacher and peers ● assess against the SC and rubric, asking the sentence questions from pg 65 again ● peer assess another students work ● assess or compare against an exemplar ● reflection on progress, teacher to check off against LI 		
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Teaching as Inquiry in the NZC

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

What is important (and therefore worth spending time on), given where my students are at?

This focusing inquiry establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

What strategies (evidence-based) are most likely to help my students learn this?

In this teaching inquiry, the teacher uses evidence from research and from their own past practice (and that of colleagues) to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

What happened as a result of the teaching, and what are the implications for future teaching?

In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.