

BIG IDEA:

Capable writers do not always reach the Upper 2 Bands in NAPLAN Writing. When writing on demand, many of these students have difficulty planning a cohesive and engaging piece. They sometimes limit themselves by writing to a formula.

Just Write students discover how successful writers create ideas and expand on those ideas to draw the audience in. They practise the craft of writing, constructing sentences and passages that convey subject matter, mode and tenor.

Just Write helps schools to build staff and student capability simultaneously. School leaders and Years 2-3 class teachers can access the IMPACT Centre's [Writing Squad](#). Web conference supervisors can co-teach with our online teacher.

SELECTION CRITERIA:

- ✓ Selected students should be achieving results in diagnostic testing that indicates they are likely to reach the Upper 2 Bands in Year 3 NAPLAN Writing.
- ✓ Selected students should be operating **at or above** a reading age of 8.0 years.
- ✓ Teacher judgement about a student's suitability for the program should be considered, e.g. an ability to learn independently, work collaboratively and use a computer.

AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links, NAPLAN online, and assessment/reporting details.

SAMPLE COURSE:

This is a new course in 2017. We are collaborating with the QCAA to determine final content and the outline below is a sample only. It will be influenced by trends identified via data analysis of the Year 3 NAPLAN Writing Test - 2016.



LESSON OVERVIEW		
NO.	TITLE	CONTENT
1	Welcome to <i>Just Write</i>	<ul style="list-style-type: none"> ▪ Introduction to web conferencing tools
2	Online Connection	<ul style="list-style-type: none"> ▪ Introduction to eLearn ▪ Writing for fun and writing scoreboards
3	Pre-test	<ul style="list-style-type: none"> ▪ Completion of pre-test (demand writing task)
4	What's the big idea?	<ul style="list-style-type: none"> ▪ Purpose of a big idea/theme ▪ Identifying the big idea/theme in writing
5	Weaving it in	<ul style="list-style-type: none"> ▪ Story mapping with a big idea
6	Who, why and how?	<ul style="list-style-type: none"> ▪ The importance of audience, purpose and tone
7	Hit the target	<ul style="list-style-type: none"> ▪ Specific strategies for appealing to different audiences ▪ Word choice, tone, and ideas
8	What are the details?	<ul style="list-style-type: none"> ▪ Introducing clauses ▪ Subject/verb agreement
9	Craft it with care	<ul style="list-style-type: none"> ▪ Practise making meaning and developing atmosphere with sentence types
10	Score Check	<ul style="list-style-type: none"> ▪ Reviewing all concepts and application of scoreboard ▪ Post-test preparation and editing practise
11	Post-test	<ul style="list-style-type: none"> ▪ Completion of post-test (demand writing task)
12	Sharing and Reflection	<ul style="list-style-type: none"> ▪ Reflection on learning ▪ Sharing of post-tests

[How it Works](#)

[Participation Costs](#)

[Primary Main Page](#)

[Register Now!](#)

Australian Curriculum – Sample Only

NB: We are collaborating with the QCAA to determine final content and the outline below is a sample only.

English Learning Area

Language Strand – Expressing and Developing Ideas	Literacy Strand – Creating Texts	
Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

General Capabilities

<p>Literacy Composing texts through speaking, writing and creating</p> <ul style="list-style-type: none"> • Use language to interact with others • Compose texts <p>Text knowledge</p> <ul style="list-style-type: none"> • Use knowledge of text structures • Use knowledge of text cohesion <p>Grammar knowledge</p> <ul style="list-style-type: none"> • Use knowledge of sentence structures • Use knowledge of words and word groups • Express opinion and point of view 	<p>Critical and Creative Thinking Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> • Imagine possibilities and connect ideas • Consider alternatives <p>Reflecting on thinking and processes</p> <ul style="list-style-type: none"> • Reflect on processes <p>Analysing, synthesising and evaluating reasoning and procedures</p> <ul style="list-style-type: none"> • Apply logic and reasoning
<p>Personal and Social Capability Self-management</p> <ul style="list-style-type: none"> • Work independently and show initiative <p>Social management</p> <ul style="list-style-type: none"> • Communicate effectively • Work collaboratively <p>Self-awareness</p> <ul style="list-style-type: none"> • Develop reflective practice 	<p>ICT Capability Investigating with ICT</p> <ul style="list-style-type: none"> • Locate, generate and access data and information <p>Creating with ICT</p> <ul style="list-style-type: none"> • Generate ideas, plans and processes <p>Communicating with ICT</p> <ul style="list-style-type: none"> • Understand computer mediated communications • Collaborate, share and exchange

NAPLAN Online – ICT Skills Guide

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.

<ol style="list-style-type: none"> 1. Locate and select an answer from a list – YES 2. Type an answer – YES 3. Read the screen and navigate web pages – YES 4. Manipulate objects on screen – YES 	<ol style="list-style-type: none"> 5. Read and comprehend digital texts – YES 6. Plan and compose text using word processing – YES 7. Listen using a headset – YES <p>NB: See DET's NAPLAN Online ICT Skills Guide for details.</p>
---	--

Assessment

Pre and Post Tests
 Students complete a pre-test and then a post-test to gauge their level of improvement. Both tests require students to plan and write a narrative on demand in response to a given stimulus.

Reporting

- Pre and post assessment data are provided to schools, along with student attendance data.
- Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.

[How it Works](#)

[Participation Costs](#)

[Primary Main Page](#)

[Register Now!](#)