

BIG IDEA:

Capable writers do not always reach the Upper 2-3 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 4-5 class teachers can access the IMPACT Centre's [Writing Squad](#). Web conference supervisors can co-teach with our online teacher.

SELECTION CRITERIA – U2B or U3B STUDENTS:

- ✓ **U2B groups** are for students who achieved **Band 5 or Band 6** in Year 3 NAPLAN Writing in 2015 or 2016. The aim is to maintain or boost their U2B result.
- ✓ **U3B groups** are for students who achieved **Band 4 or Band 5** in Year 3 NAPLAN Writing in 2015 or 2016. The aim is to maintain or boost their U3B result.
- ✓ Schools can enrol students in U2B groups, U3B groups or a combination.
- ✓ Schools can form a combined **Band 4-5-6** group to create a full group.

AUSTRALIAN CURRICULUM:

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

THE COURSE:

NO.	TITLE	CONTENT
1	<i>Introducing Just Write</i>	<ul style="list-style-type: none"> ▪ Learn web conferencing skills ▪ Understand the course goals
2	<i>Let's write</i>	<ul style="list-style-type: none"> ▪ Plan, write and edit a narrative in the given timeframe
3	<i>Hero's Journey</i>	<ul style="list-style-type: none"> ▪ Receive individual feedback on narratives ▪ Complete a reflection/plan to improve
4	<i>Prepare to Plan</i>	<ul style="list-style-type: none"> ▪ Review narrative structure ▪ Plan the plot outline
5	<i>Perfect your Plan</i>	<ul style="list-style-type: none"> ▪ Plan characters and setting ▪ Plan to reveal the theme/message
6	<i>Writing: Sizzling starts</i>	<ul style="list-style-type: none"> ▪ Receive feedback on planning; ▪ Complete a mid-project survey ▪ Write your introduction
7	<i>Writing: Tightening tension</i>	<ul style="list-style-type: none"> ▪ Narrative devices ▪ Language choices ▪ Write the rising tension
8	<i>Writing: Cliff hanger climax and excellent endings</i>	<ul style="list-style-type: none"> ▪ Write the climax and resolution ▪ 5 minute writing challenge
9	<i>Editing: improving ideas</i>	<ul style="list-style-type: none"> ▪ Receive feedback on writing ▪ Write a reflection/plan to improve ▪ Begin editing in response to feedback
10	<i>Editing: wicked words</i>	<ul style="list-style-type: none"> ▪ Consistent tense; Word substitutions; Text connectives ▪ Sentence structure
11	<i>Editing: The end is near!</i>	<ul style="list-style-type: none"> ▪ Complete and submit of final drafts
12	<i>Share: Stunning stories</i>	<ul style="list-style-type: none"> ▪ Share short stories, survey, receive feedback



Years 4-5

Suggested Pathway

R1 **R2** **R3**
Year 5 → Year 4 → Year 4

'The Just Write course is a wonderful opportunity for students to learn in an encouraging 'have a go' environment. All students had their knowledge extended and showed an improvement in their writing during class.'

Supervisor 2016

'Before I started this course I hated writing stories and persuasive texts, but now I have developed my skills and I have learnt so many things. It was fun going along on this big journey and I hope everyone else enjoys this program.'

Student 2016

[How it Works](#)

[Participation Costs](#)

[Primary Main Page](#)

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Australian Curriculum

English Learning Area

Language Strand - Expressing and developing ideas

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([ACELA1467](#))

Literacy Strand - Creating literature

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features ([ACELY1705](#))

General Capabilities

Literacy

Composing texts through speaking, writing and creating

- Use language to interact with others
- Compose texts

Text knowledge

- Use knowledge of text structures
- Use knowledge of text cohesion

Grammar knowledge

- Use knowledge of sentence structures
- Use knowledge of words and word groups
- Express opinion and point of view

Personal and Social Capability

Self-management

- Work independently and show initiative

Social management

- Communicate effectively
- Work collaboratively

Self-awareness

- Develop reflective practice

Critical and Creative Thinking

Generating ideas, possibilities and actions

- Imagine possibilities and connect ideas
- Consider alternatives

Reflecting on thinking and processes

- Reflect on processes

Analysing, synthesising and evaluating reasoning and procedures

- Apply logic and reasoning

ICT Capability

Investigating with ICT

- Locate, generate and access data and information

Creating with ICT

- Generate ideas, plans and processes

Communicating with ICT

- 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.

- Locate and select an answer from a list – YES
- Type an answer – YES
- Read the screen and navigate web pages – YES
- Manipulate objects on screen – YES

- Read and comprehend digital texts – YES
- Plan and compose text using word processing – YES
- Listen using a headset – YES

NB: See [DET's NAPLAN Online ICT Skills Guide](#) for details.

Assessment

Pre and Post Assessment

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 in response to a given stimulus. Three criteria are used - Ideas, Audience and Sentence Structure.

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](#)

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