

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 Year 7 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 7 or Band 8** in Year 5 NAPLAN Writing 2015. The aim is to maintain or boost their U2B result.
- ✓ **U3B groups** are for students who achieved **Band 6 or Band 7** in Year 5 NAPLAN Writing 2015. 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 6-7-8** group to create a full group.

AUSTRALIAN CURRICULUM:

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

THE COURSE:

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 eLearnWriting 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/themeIdentifying the big idea/theme in writing
5	Weaving it in	<ul style="list-style-type: none">Creating a big idea and applying it to a given/chosen context
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 audiencesWord choice, tone, and ideas
8	What are the details?	<ul style="list-style-type: none">Identifying and practising the three sentence types for a purpose
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
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 learningSharing of post-tests



Year 7

Suggested Pathway

R1 **R2** **R3**

Year 7 → Year 7 → Year 7

'Students totally enjoyed extending their skills in a different learning environment. For students who are passionate about writing and are keen to develop their skills, the project provided wonderful opportunities to be creative in an environment that enabled them to achieve success.'

Supervisor 2016

'Before Just Write, I wasn't very confident in writing stories and I needed to improve my sentence structure. Now I actually enjoy writing stories and I can even use modality in my stories!'

Student 2016

[How it Works](#)

[Participation Costs](#)

[Secondary Main Page](#)

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Australian Curriculum

English Learning Area

Language Strand	Literature Strand	
Expressing and developing ideas Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)	Creating texts Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	Creating texts Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

General Capabilities

Literacy Composing texts through speaking, writing and creating <ul style="list-style-type: none"> Use language to interact with others Compose texts Text knowledge <ul style="list-style-type: none"> Use knowledge of text structures Use knowledge of text cohesion Grammar knowledge <ul style="list-style-type: none"> Use knowledge of sentence structures Use knowledge of words and word groups Express opinion and point of view 	Critical and Creative Thinking Generating ideas, possibilities and actions <ul style="list-style-type: none"> Imagine possibilities and connect ideas Consider alternatives Reflecting on thinking and processes <ul style="list-style-type: none"> Reflect on processes Analysing, synthesising and evaluating reasoning and procedures <ul style="list-style-type: none"> Apply logic and reasoning
Personal and Social Capability Self-management <ul style="list-style-type: none"> Work independently and show initiative Social management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Self-awareness <ul style="list-style-type: none"> Develop reflective practice 	ICT Capability Investigating with ICT <ul style="list-style-type: none"> Locate, generate and access data and information Creating with ICT <ul style="list-style-type: none"> Generate ideas, plans and processes Communicating with ICT <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.	
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	5. Read and comprehend digital texts – YES 6. Plan and compose text using word processing – YES 7. Listen using a headset – YES NB: See DET's NAPLAN Online ICT Skills Guide for details.

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. 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](#)

[Participation Costs](#)

[Secondary Main Page](#)

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