



# GLADSTONE STATE HIGH SCHOOL

## WRITING EXPECTATIONS

**Our Vision:** Teachers at Gladstone State High School actively engage students in writing and, through clear, consistent, evidence-based, thoroughly embedded practices, develop assessment literate, confident and competent writers able to use writing to think, to express their learning and, ultimately, to succeed in life beyond school; to communicate.

### COLLINS WRITING PROGRAM

#### Five Types of Writing

*Adapted from "The Collins Writing Program" J. Collins (2007)*

#### ALL TYPES:

- Label which type of writing in top, left hand corner
- Leave a line between writing (write on alternate lines)

#### TYPE ONE

- Arbitrary time limit (<10 mins eg. 92 seconds)
- One draft
- Requires minimum quota of items or lines
- Evaluated only with a ✓ or – if meets quota
- Questions/guesses permitted
- Spelling errors not penalised
- Use it to brainstorm, generate ideas, to quickly recall information, and for data gathering

#### TYPE TWO

- Tests student's knowledge
- Spelling, punctuation and capitals not marked.
- Only one draft
- Evaluated with points eg. 5 out of 5 correct.
- Audience: the teacher
- Spelling only counts when vocabulary is used in context and be part of the task
- Use to check understanding, including of: definitions, facts, opinions supported with details, evaluations

#### TYPE THREE

- Tests student's substantive knowledge
- **Read aloud to self**
- Draft – edited on the draft (leave a line between).
- Three **Focus Correction Areas (FCAs)** – assign points eg /100
- Audience: the student and the teacher (maybe other)
- Spelling corrected (limited to words explicitly taught)

#### Focus Correction Areas

The FCAs directs students and teacher attention in the following areas:

1. Content, 2 Organisation, 3. Convention and 4. Style.

#### TYPE FOUR

- Tests student's substantive knowledge
- **Read aloud to self first**
- **Drafted twice**
  - Draft 1 – author edits
  - Draft 2 – critical partnerLeave a line between for edits/corrections
- Three Focus Correction Areas (FCAs) – assign points eg /100
- Audience: the student, a peer and the teacher (maybe other)

#### TYPE FIVE

- Tests student's substantive knowledge
- Publishable quality (no technical errors)
- High expectations – all aspects of writing are evaluated.
- **Drafted multiple times**
- Audience: someone outside the classroom
- Takes considerable time to produce and can go outside the classroom.
- Audience: the student and the teacher (maybe other)
- Spelling corrected (limited to words explicitly taught)

### OUR BELIEFS ABOUT WRITING & COMMON PRACTICES

**Teachers and students are able to articulate what students need to know and be able to do to succeed in written assessment.**

We achieve this through:

- working through a curriculum clarity process before each unit with our colleagues, including the identification of unit-specific writing demands.
- use of common terminology to explicitly teach writing: knowledge, skills, processes, structures and language features.

**Students write regularly and in every subject, and receive specific, targeted feedback on their writing.**

We achieve this through:

- implementing the Collins' Writing Program to teach students to write to learn and to learn to write, meeting school-specific minimum expectations.
- reviewing class-specific data through a 'Know Your Class' profile for each subject, each term.
- having students set personal learning goals and participate in Student-Led Conferences to increase their assessment literacy and giving them targeted feedback related to their goals.

**We believe that everyone needs to be able to write, and that everyone is a teacher of writing.**

We achieve this through:

- having a Writing Action Group (WAG) to drive this agenda, with a representative from all faculties on the team.
- developing the skills of our teaching team through writing-focused professional development and coaching.

**We believe every student has the ability to write...**

*and to write well.*