A top-down view of a wooden desk. In the top left, a portion of a silver laptop is visible. To its right is a small potted plant with green grass-like leaves. In the center, a white sheet of paper is pinned to the desk, featuring the event title and date. To the left of the paper is a grey pen holder filled with various pens and pencils, and a single silver pen lies vertically. To the right of the paper is a white mug filled with dark coffee, with a small pile of green and yellow snacks next to it. At the bottom of the frame, a white ruler with black markings is placed horizontally.

LITERACY LEADERS' KĀHUI AKO HUI 12.11.19

9am - 2.30pm

KARAKIA

Pou hīhiri

Pou rārama

Tēnā te pou

Te pou o tēnei

Kaupapa

Ū te pou

Māia te pou

Hui te ora

Hui te mārāma

Hui e

Taiki e!

PLAN FOR THE DAY...

→ THE IMPORTANCE OF TEACHING THE 'FUNDAMENTALS OF A SENTENCE'

MORNING TEA

- REVIST THE KĀHUI AKO WRITING PROGRESSIONS DOCUMENT
- OPEN FLOOR 'Q & A' SHARING

LUNCH

→ SHARING FROM ACROSS OUR SCHOOLS

1. Tauhara Primary Team - School Programme + Writer's Scorecard
2. Jo McNally Hilltop
3. Nicola to talk about groups when teaching writing
4. Mandy/Amy Disappearing Definition with Hunter Sentences

FINISH 2.30pm



1.

FUNDAMENTALS OF A SENTENCE

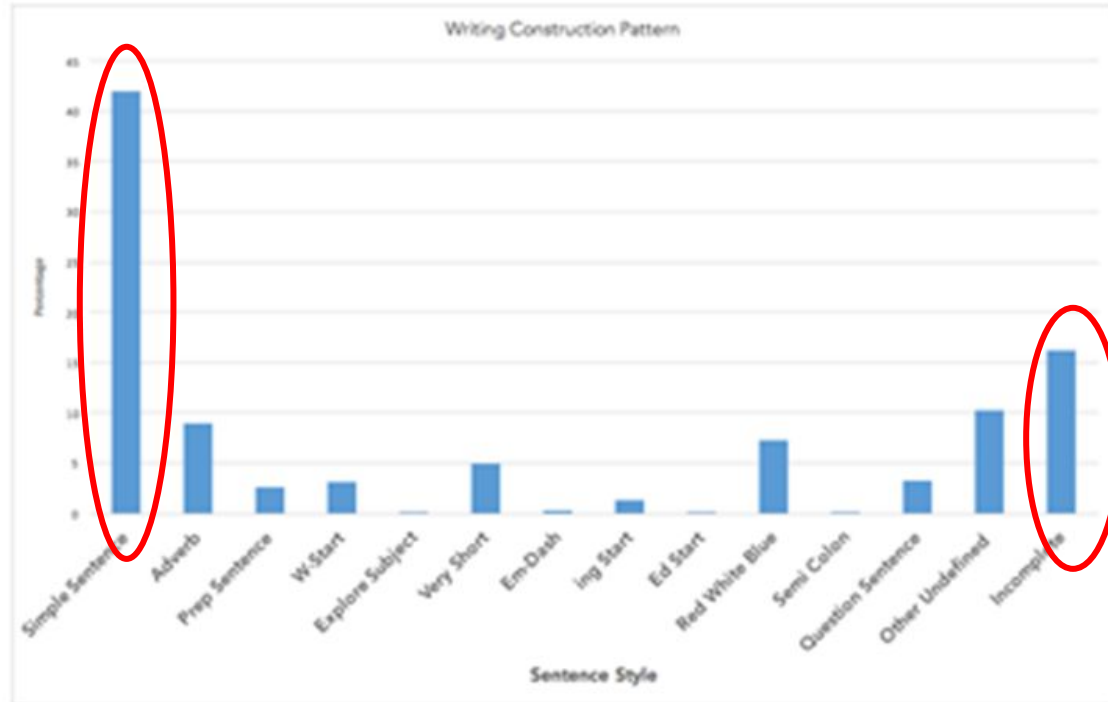
- What are the three elements that make a sentence an actual sentence?

Discuss...

- What do you think students give as answers?

How School Writes

- ❖ Acceptable rate of simple sentences
- ❖ Top Styles - Simple, followed by Adverb then RWB
- ❖ Low use of more analytical sentences



3 Fundamentals

- > SUBJECT
- > VERB
- > MAKES SENSE
(complete idea)

WHAT MAKES A SENTENCE?



SUBJECT
WHO / WHAT



VERB
ACTION /
DOING



**IS IT A
COMPLETE
IDEA?**

IS IT A SENTENCE?

- Pull out the three fundamentals with students
- You'll be surprised how many teachers miss this fundamental teaching moment.
- If students have not grasped this concept, it is futile to try and teach sentence types.

1. **Simple Sentence (NC Level 1)**
2. Adverb (NC Level 2)
3. Preposition (NC Level 3)
4. W-Start (NC Level 3)

EXAMPLE TEACHING

- > Check with cards (a range of complete, incomplete and nonsensical sentences)
- > Then, model a sentence with the train and an accompanying picture.
- > See if students can identify the **subject** and the **verb**.

Two friends surfed the waves.

joyfully

while the sun shone

in the summer



Yr5/6

TEACHERS' TASK

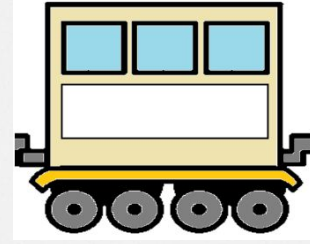
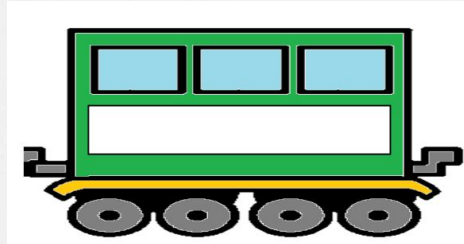
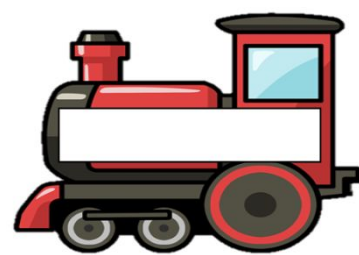
It is important that when you model this for students, that you pre-prepare sentences for them to manipulate.

- > Make sure the prepositions, adverbs and 'w' words you choose are appropriate to the year level.

	adverbs	prepositions	'w' words
Yr 2	quickly, slowly, quietly,	on, in, at	As questions...
Yr 3/4	happily, excitedly, nicely, gently, sadly	before, after, near , by, as, over, under	when,
Yr 5/6	firstly, thoughtfully, suspiciously, nervously, joyfully, carefully	opposite, beside around, next, within, inside	while, with
Yr 7/8	enthusiastically, cruelly, awkwardly, unwillingly, yet, tomorrow, sometimes	throughout, despite, amongst, beyond, aboard, off, against	whether, whereas, what

TASK

Receive a cut up train. Choose a photo for your class/various year groups. Come up with a chunked sentence and trial it. Make sure it works in terms of tense and sense. The key here is to pre-prepare...



Q AND A

1. Any thoughts? What are your experiences?
2. Gnarly issues?
3. Opportunities?
4. Successes?



2.

CoL PROGRESSIONS DOCUMENT REVISIT

Originally, this was created at the
start of 2017.

Background

- With a view to ensure that we had an agreed transition of skills across our Kāhui Ako, a group of literacy leaders came together and created this document.
- We aligned it against the NC and LLPs documents. It took about a day to create!
- It is NOT intended to be used—and *should not be used*— as an assessment tool. It was designed to inform planning for programmes by teachers in various learning settings.
- However, we are nearly three years down the line and we have never reflected on or refined these.
- Ideally, these should be shared by literacy leaders with all staff in each school.

WTE WRITING PROGRESSIONS HEADINGS

Sentences

Hunter sentence types that ideally should be covered and a student should be able to use.

Planning

Covers the pre-writing process of ideation. Generating ideas and practising the skill of selection, expansion and prioritisation.

Paragraphing

The number of sentences within a paragraph and the paragraph structures that a student should be taught and using.

Output

The number of words a student can generate through writing in timed conditions and a whole crafted piece..

Language

Vocabulary, precision, punctuation and spelling. **Only sentence punctuation taken care of by WTE. ORAL LANGUAGE**

Review/Competencies

Student agency and ownership of writing. Use of feedback, reflection and feedforward..



25 MINUTES

Spend some time now looking through this document. Then, focus in on the appropriate NC levels for your school setting.

EXAMPLE:

When working towards NC Level 2, students should be able to say I can...

- Tell when a sentence is or isn't complete.
- *Know that a sentence has a subject and a verb*



Pre Year 2?

Are there some key aspects that we could include that would support writing when they reach Year 2?



SUGGESTIONS?
DISCUSSION
FEEDBACK

LUNCH?

When we come back:

1. Tauhara Primary Team -
School Programme +
Writer's Scorecard
2. Jo McNally Hilltop
3. Nicola to talk about groups
when teaching writing
4. Mandy - Disappearing
Definition - oral language



ORAL LANGUAGE LINKS

Disappearing Definition

Christmas is **celebrated** all over the world. In England, people often decorate their doors with **mistletoe wreaths**. Usually, families **exchange** presents in the morning. After that, they eat a roast turkey for lunch.

DISAPPEARING DEFINITION

Read together. Multiple times.

Begin to remove words and leave a line in the space the length of the original word)

Make your full-stops and commas obvious.

Feed in two or three new words. Take the opportunity to discuss the vocabulary.



2020?

So what? Now what?

TERM 1, 2020

New staff to CoL schools WTE Induction Day
(essential for continuity + teacher upskill.)

MODELLING

ASLs available for modelling pedagogy in
schools

SHADOW-COACHING

For those experienced with WTE, we can shadow
coach/team teach in classrooms

Action Points:

How can we share resources? Google Drive?
Shared Drive? Website resource area?

Calendared moderation dates for Across
School Moderation published early 2020.

New staff to Taupo Kahui Ako catch up day
in Term 1, 2020. SMT to encourage
attendance to this. Include regular
relievers.

Progression framework for NC Level
1/New entrants.



THANKS!

Any questions?

amy.foster@taupocollege.ac.nz

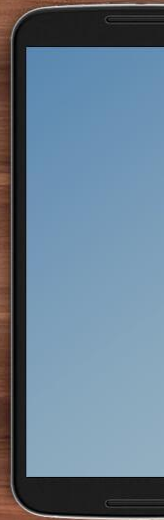
mandy.milne@taupocollege.ac.nz

nicola@hilltop.org.nz



You can also use any emoji as an icon!
And of course it resizes without losing quality.

How? Follow Google instructions <https://twitter.com/googleads/status/730087240156643328>



and

many more...