

TIMED DAILY WRITING AND INSTANT FEEDBACK

PURPOSE: To improve the writing and editing skills of students.

Students in Years 7-10 will write and edit their work for 7 minutes every day at a set time. Students will write for 5 minutes and edit their work for 2 minutes. The role of the teaching staff is to circulate amongst the students and provide them with **instant verbal and written feedback**. Students are to write their response in full sentences. The teacher will provide the students with a topic to write about each day.

WHEN: In the last 10 minutes of Lesson 2 every day (Monday-Friday) at approximately 10.35am

WHO: All Year 7-10 students

FEEDBACK

Teachers and Teacher Aides are to provide immediate feedback to students about:

- Sentence construction
- Correct spelling, capitalisation, and punctuation
- Use of subject specific vocabulary to clarify ideas
- Effective strategies students can use to edit their work.

EXAMPLES OF WHAT STUDENTS MIGHT WRITE ABOUT:

TURN SUBJECT SPECIFIC WORDS INTO SENTENCES

Provide the students with a series of words related to the current topic being taught in class. Ask the students to use these words to create sentences / write a paragraph.

RECALLING FACTS

Get the students to recall what they know about a particular topic / concept they have taught in class, for example, volcanoes, Chinese culture, photosynthesis, indices, fractions, decimals, states of matter, physical and chemical changes, compounds and elements etc by writing a paragraph about the topic.

ONE PICTURE AND MANY WORDS

Provide the students with a picture and several words that relate to the picture. Ask the students to write a paragraph incorporating ideas from the picture and words.

SENTENCE STARTERS

Provide the students with a sentence starter and they write the rest of the paragraph.

An effect of .. is..

... is commonly understood to mean ...

... is the better option because ...

There are many reasons for

COMPARISON

Students may write a paragraph comparing 2 things, for example, aluminium and steel, a credit card and a debit card, hot and cold, cyclones and tornadoes, healthy and unhealthy meals, fractions and whole numbers, physical and chemical changes, natural and synthetic fibres or simple and compound interest.

ELABORATION

Provide students with a topic to elaborate on, such as, the motivations of a character in a given text, the intentions of the author of a given text, write a new ending to the story.

WRITING FROM SOURCE PROMPTS

Write a familiar story from the point of view of a different character.

INFORMATIVE WRITING

Write a description of a character you have just read about in a book.

Explain how you solved the math problem. Be sure to include numbers and details that support your explanation.

NARRATIVE

Students have been studying about measurement in mathematics. Write a paragraph that tells about a measurement concept.

Students have been learning about weather. Write a factual paragraph about the weather.