

## Using School Journals to support writing

This resource aims to provide teachers with a model of writing that meets a specific writing purpose. The extracts, taken from a journal, will annotate features of the writing and explain how these are used to meet the purpose of the writing for a specific audience.

A second purpose is to illustrate a writing task designed for a specific level. This is created to show the incremental increase in the literacy demands with a rise in curriculum level.

### Purpose for this resource

To support students to notice how an author has written to **inform or report information to** the reader.

### How this writing model might be used

1. Share the model with the students
2. Deconstruct the structure of the information. Focus on the areas where your students have the greatest need:
  - Invite the students to think about the key ideas and the supporting details the author used to plan their writing. “What knowledge did the author need to start the writing?”
  - How did the author sequence and order the ideas? How did he/she make it flow?
  - What connecting words and phrases are used?
  - Examine the strategies used by the author to engage the reader and meet the writing purpose,  
e.g.: What words does the author use to vary sentence beginnings?
  - What topic specific language is used to add precision and clarity to the ideas?
  - What learning can I adopt/adapt into my own writing?
3. It is likely you will need to show your students how to plan and develop their writing within a particular curriculum area. This is covered in detail on the Writing Hub: <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Writing-hub>

Teaching writing in Year 1-8: in particular look for *Teaching Writing across the Curriculum in Years 4-6*.

4. Some students will need more scaffolding support to transfer their learning into their writing. Others may be able to work independently with the model for reference.