



EMMAUS

CHRISTIAN SCHOOL

Painful Punctuation
Grizzly Grammar

Emmaus Christian School

73 Davenport Street
Dickson

- Preschool to Year 10
- Established in 1997
- Approx 350 students



Our Coaching Goals

Literacy focus Years 1 - 5

- ① 1. To improve student outcomes in the area of grammar and punctuation in writing.
- ② 2. To begin to develop a whole Primary School approach to teaching grammar and punctuation.
- ③ 3. To share strategies for effective grammar and punctuation teaching.

Stage 1

- ◎ **Key data collected**
- ◎ * student work samples

- ◎ **Key actions**
- ◎ * discussion with involved teachers related to how they usually teach punctuation and how effective they felt this was.

- ◎ **Critical incident**
- ◎ * teachers very busy and found it difficult to find time to meet up to discuss strategies etc.

Stage 2

- Teachers used their normal methods to teach punctuation and grammar during Term 1.
- Term 2 – reports gave us a chance to review student progress in their writing
- Expected progress was made – what new approach can we take to produce greater progress.

Stage 3

- ⦿ ALEA conference!!!! Very inspiring – lots of ideas & brain overload!!!
- ⦿ Loving mentor texts & quality literature for all writing genres.
- ⦿ Introduced self-editing rubrics. Students not keen to re-read and edit their own writing.
- ⦿ Still difficult to find times to meet with other teachers

Stage 4

- Collecting Term 4 work samples
- Discuss and analyse strategies adopted throughout Terms 3 & 4.
- Did we see significant improvement?
- Can we attribute this improvement specifically to our strategies, or to student maturity in writing which naturally occurs throughout the year?

Findings

Teachers

- Teachers trialed new strategies (editing sheets from mentor texts) & will continue to use these into the future. They also enjoyed using quality literature in more varied applications.

Students

- Difficult to gauge precise impact on students of different strategies used. They enjoyed the freedom and challenge that came from the use of mentor texts as a starting point for their writing.

Findings

- **School**
- Minimal impact on the school as yet. This should come post reporting time at a Primary staff meeting where I will present my learning journey and ask for input from all staff.
- **Coach**
- Much greater confidence in presenting more mature quality literature to inspire my own students.
- Realisation that I need to be more confident to present my ideas to the staff as a whole (even those more experienced than myself) in order to inspire discussion and change.

Discussion

- **Successes**

- Introduction of more quality literature in a variety of applications across a number of classes.
- Increased discussion around strategies and resources in improving student writing.

- **Challenges**

- Making time for all parties involved to come together and discuss ideas, and then to incorporate them into an already busy curriculum.

Future Steps

- Post report season – meet with teachers & discuss in greater detail the impact of the new strategies they used.
- Determine which strategies & resources we feel would be most beneficial for each stage (K-2, 3-4, 5-6)
- Introduce this information to other teachers and gain their input on strategies & resources they use.

Resources

- Trait Crate by Ruth Culham
- ALEA conference 2017
- Colleagues
- LNCA meetings
- Mentor text articles and lists of mentor texts that others have found useful for teaching specific genres of writing.
- <https://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>
- <https://www.pinterest.com.au/mrsest/mentor-texts/>
- <https://www.edutopia.org/blog/8-tips-teaching-mentor-texts-christina-gil>
- <http://corbettharrison.com/mentortext.html>
- <http://rdw.rowan.edu/cgi/viewcontent.cgi?article=1387&context=etd>
- This presentation reports on the findings from “The AISACT Literacy and Numeracy Coaching Academy (2017)”, funded by the Students First Support Fund.