

PREDICTABLE CHART WRITING

WRITING WITH ADULTS

Emergent readers and writers should participate regularly in "writing with adults" to be part of a successful publishing team. There are a number of activities which would fit under this heading, but one we use very regularly is Predictable Chart Writing (PCW).

Predictable Chart Writing is a very flexible option and can be used with almost any subject or area. It is also great for all of the different students we work with as it has strong ties with language and works well with AAC. Please remember that PCW is primarily for emergent readers and writers. It is also useful for transitional (early conventional) readers and writers because it provides a structure that focuses on high frequency words - so for those students it becomes a working with words activity. Conventional students at Year 1 and above generally wouldn't participate in PCW.

Predictable Chart Writing is a week-long activity that usually follows this pattern:

Select the language and write the chart.

- We would usually do an introduction activity to activate the students' background knowledge. For example, you might plan a theme "what I like in the garden". To introduce this, we would walk around the garden first and talk about things while we are out there. Then we would return to the classroom, each student would tell us what they like, and you (the teacher) would write the chart.
- Make sure everyone in the room has a turn, including all adults.
- If you need to attribute meaning for a student, please indicate this on the chart by putting an asterix next to their sentence.

MONDAY

Re-read the chart, reading the chart together.

- For students with complex communication needs, you might record their line on a talking switch (e.g. BIGmack), or in an app so they can read their own line.
- For early emergent students (A.1 to A.3 on the Writing with All Tools Continuum (WwATC)) the emphasis is on recognising their name rather than reading the whole line. You might say something like – "ooh, I wonder who wrote the next line. Hmmmm... I can see a name starting with S" – and then use an expectant pause, look at the student if needed, and maybe get an adult to whisper a prompt to the student. Make sure you fade that prompting over time. Once they are reliably recognising their name on the chart then we move onto focusing on their line.
- For emergent students focus on their whole line.
- For transitional students, you should emphasise that there are high frequency words that get used again and again in the sentences. You may even aim to use your words of the week in the predictable chart to provide more practice in reading and using them.

TUESDAY

"Cutting Up Day"

- Re-read the chart, following the instructions for Tuesday.
- Have the students' sentences and your own sentence(s) already re-written
- For your most emergent students (WwATC A.1 to A.3), cut their name away from the sentence, so you end up with two pieces. Some weeks, you would stick their sentence down in their writing book in front of them and then ask them to stick their name down. Make sure they stick it wherever they choose to stick it - we measure progress by seeing the changes they make in positioning it. Once they've done this, then model doing it yourself with your own sentence. Emphasise that you are sticking your name at the end. On other weeks, you could ask them to choose "which one is your name?" before sticking the sentence down. *Once a student is putting their name down at the end for three weeks, then move onto the next level.*
- For students at WwATC A.4 to A.6 & Group B, you would cut the sentence up for them. Get them to have a go at sticking their sentence down, and then model doing it with your sentence. Each week, use this as an opportunity to explicitly model a different skill. For example, one week you might say "I is the first word. That means I need to put it up the top on the left" and another week you might say "the first thing I want to do is put the words in order. Which one goes first? Let me look at the chart."
- For students at WwATC Groups C, D, E & F get the students to chop their own sentence up and stick it back down. Then model doing it yourself if needed, working on any skills they are still struggling with. Once they can do it independently and correctly for three weeks in a row, they no longer need to participate in this day.

WEDNESDAY

Illustrating

- Re-read the chart following the instructions for Tuesday.
- Talk about illustrating the chart. Collect appropriate pictures (go and take photos or find images on Google or do illustrations).
- Each student needs to select the illustration (or make it) for their page.

THURSDAY

Publishing

- Re-read the chart following the instructions for Tuesday.
- Turn the chart into a book - you could use an app like PowerPoint or Pictello to do this.
- Print the book out and publish it into the classroom library. It can go with your other books for self-selected reading. The books published this way are usually some of the students' favourite books.

FRIDAY