

TIPS AND TECHNIQUES TO ENGAGE BOYS IN WRITING

RELATIONSHIPS

- **10:10 connections** - 10 x 10 second interactions
- brief connections with ākongā. (How was the weekend? How'd your game go?)
- **1:5 corrections** - for every 1 correction, give 5 positives. Catch them being good!
- **Know student interests** - keep an eye out for materials of interest.
- **High expectations of work** - kids rise or fall accordingly.

FLUENCY

- Encourage students to 'let it flow'.
- **Ideas first** - check spelling and word choice later.
- Models of spelling approximations for student reference.
- Think-alouds i.e. say what you are thinking as you model the process.
- "I'll use syllables to help me spell this and write sp beside it to check later".

EXEMPLARS

- Quality exemplars for student reference.
- Highlight/annotate structure, language features, surface features.
- Unpack exemplars individually, pairs, whole group - mix up work situations.
- **Clear expectations of quality** - stick in books, ākongā can refer to it.
- **Provide criteria** - 3-5 maximum. Add an extension - compulsory for some, available to all.

FUN FACTOR

- Learn as they play.
- Adapt games to suit your context.
- Use a mix of active, online and oral language games.
- Incorporate into each lesson.
- Get ideas from the ākongā.

QUICK WRITES

- What skills do students need?
- **Keep short** - 10 minutes maximum.
- Teacher to model first.

ORAL LANGUAGE

- Explicitly planned as part of each lesson.
- **Think-pair-share** - every ākongā gets to speak.
- **3-2-1 learning: 3 things I learned** - 2 interesting things I want to know more about - 1 question I have.
- **Circle time** - give a kaupapa and each ākongā shares their whakaaro.
- **Gratitude** - people, places, things i.e., sharing who they are grateful for, the places and things they are grateful for, and why.
- **Debates** - Use sentence starters to prompt responses/expose to new language.

PROOFREADING AND EDITING

- Explicitly teach how to proofread and edit - think-alouds.
- Do it together initially, along the way. Don't leave it until the end!
- **Manageable goals**, e.g., fix 3 spelling mistakes, upgrade 3 words, check your complex sentence has 2 commas."
- Teach peer editing with sentence starters - TAG = Tell what you like, Ask a question, Give a suggestion for improvement.

STUDENT CHOICE

- Do students have input on the topic?
- What are the students interested in?
- Have you located materials to support them?

FEEDBACK AND FEEDFORWARD

- **2 medals and a mission** - 2 things they have done well, 1 thing to improve.
- Link to criteria.
- Share and celebrate!

CELEBRATE!

- Tell your ākongā how clever they are to be bi-lingual!
- Share their work to inspire one another.
- Send writing into publications.
- Read an engaging novel or play an audiobook.
- Integrate with other curriculum areas e.g., Art.
- **Neurodiverse ākongā** - check out Understood.org for classroom accommodations you can implement immediately.