Just Write!  
Writing Booster Project - Year 7-8-9

Just Write boosts writing knowledge, skills and confidence via a targeted and engaging writing program. Students develop an understanding of audience, ideas and other writing criteria. They apply their new knowledge and skills to narrative and persuasive genres.

Just Write is a Booster Project for students in Year 7-8-9. It is anticipated that most schools will include Year 8 students in Round 2 and Round 3. Schools can include students from one year level or form a composite group.

The target group for Just Write is students who reached the second and third top band in NAPLAN writing (Band 6-7 in Year 5 or Band 7-8 in Year 7). Participating students should be aspiring to reach the Upper 2 Bands in writing.

Content & Assessment Guide

<table>
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<th>Lesson No.</th>
<th>Lesson Focus</th>
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| 1          | Project Introduction, Technology Introduction  
Introduction to the project content and web conferencing technology. |
| 2          | IMPACT and eLearn  
Introduction to IMPACT. ELearn tour and practice quiz. |
| 3          | Planning for persuasion and Pre-assessment  
Knowledge quiz and an investigation of ideas, cohesion and text structure within a planning context. |
| 4          | What’s the best way to persuade?  
Considering persuasive devices when planning to write an argument. In-session student samples collected and saved. |
| 5          | Persuasion with pizzazz  
Planning for persuasion with consideration of audience, vocabulary and persuasive devices. In-session student samples collected and saved. |
| 6          | ACT One – What can I do now?  
Apply learned knowledge of ideas, cohesion, text structure, audience, vocabulary and persuasive devices to plan and write a persuasive piece on demand. Provide peer feedback. Student samples saved and marked according to criteria with moderation. |
| 7          | Planning for Narrative  
Planning to entertain through effective use of ideas, cohesion and text structure. In-session student samples collected and saved. |
| 8          | Who and where and how to explain  
Planning for narrative with a focus on characters and setting. In-session student samples collected and saved. |
| 9          | What can I do to make my story stand out?  
Planning for narrative with consideration of audience, vocabulary and characters and setting. In-session student samples collected and saved. |
| 10         | ACT Two – What can I do now?  
Apply learned knowledge of ideas, cohesion, text structure, audience, vocabulary and characters and setting to plan and write a narrative on demand. Provide peer feedback. Student samples saved and marked according to criteria with moderation. |
| 11         | What’s going to get me good marks and Post-assessment  
Knowledge quiz and further investigation of NAPLAN Writing criteria for deeper understanding. |
| 12         | Where to From Here  
Review, consolidate and extend on project learning. End of course survey and celebrate success. |

Key Points

- The content includes an in-depth look at the mechanics of writing and how language features, patterns, text structure and organisation can influence an audience.
- Students participate in 1 x 60-70 min web conference per week and access online extension activities any time.
- Students also connect with university and industry representatives via a special online event each round, including representatives from the School of English, Media Studies and Art History - University of Queensland.