

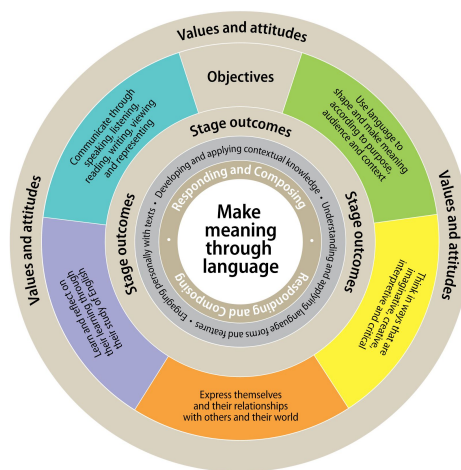


# Resource Document

## Improving Student Writing Outcomes Through the use of Drama and Peer Discussion

### Language Demands on Students - Curriculum & Starting Points

The updated NSW English Curriculum is centred on providing students with the ability to ‘make meaning through language.’ Integrating drama based pedagogy and structured peer discussion into students’ learning are powerful tools to increase student engagement, improve vocabulary knowledge and support, extend and improve the creativity and content of student writing.





### ***Drama Based Pedagogy & Where to Start***

Drama Based Pedagogy has a profound impact on literacy and writing outcomes when used in classroom contexts. It provides students with a means to make language and writing outcomes relevant to students, improving their understanding. Incorporating effective, specific and contextually relevant (for use alongside quality literature) drama strategies into student writing lessons positively impacts student learning by:

- Increasing engagement
- Improving vocabulary knowledge
- Supporting students with language and learning needs
- Extending gifted learners and learners working beyond grade level
- Improving the creativity and content of student writing, including improving language structure and grammar

### ***5 Key Drama Strategies***

Appropriate use of each of the 5 Key drama strategies is vital for them to have a significant impact on student learning. The following drama strategies when used alongside quality literature have the ability to provide students with a pathway to improving their language and writing. Space has been provided below to take notes whilst viewing the presenters demonstration of each strategy. Please record presenter information on the following page.





**5 Key Drama Strategies**

Drama Strategy	Notes from Demonstration
<p>1. <b>Hot-seating</b> - building character vocabulary knowledge, building descriptive language, building writing context and building quality written dialogue as well as developing language of past tense</p>	
<p>2. <b>Teacher in role</b> - opportunity for teacher to support and extend current vocabulary knowledge, grammar and structure</p>	
<p>3. <b>Conscience Alley</b> - students develop and build language of opinion as well as building their knowledge of synonyms and antonyms</p>	
<p>4. <b>Human clay &amp; Freeze frames</b> - students embody a character's emotions and movements to develop descriptive language of showing and not telling</p>	
<p>5. <b>Tapping in</b> - allows students to make connections between language and meaning building on their current vocabulary as well as language of present tense</p>	





**Peer Discussion & Structuring Effective Talk Routines**

Research tells us that establishing quality talk routines within literacy lessons is essential in promoting and improving language development in young learners. Talk provides students with time to construct ideas and opinions as well as voice them, two very different tasks involving different amounts of brain power. The positive impacts of peer discussion include:

- Increased student engagement prior to writing and during writing
- Support for higher language needs students such as student from with language backgrounds others than English and students with language processing needs
- Extension for gifted learners and learners with broad vocabulary knowledge
- Improving content and structure of student writing: Students pre-construct and correct language prior to writing

**Peer Discussion Strategies/ Tools**

The following peer discussion strategies when used prior to writing have the ability to provide students with a pathway to improving their language, content and written structure/grammar. Space has been provided below to take notes whilst viewing the presenters demonstration of each strategy. The 3 peer discussion strategies include:

Peer Discussion Strategy	Notes from Demonstration
<p><b>Talking Triangles</b> - Children discuss question/topic/writing prompt in groups of three with structured order and time. Children have time to discuss, justify choices and feedback to their peers.</p>	
<p><b>Think-Pair-Share</b> - Opportunity for students to discuss ideas in pairs and build on each other's language knowledge and ideas for writing. Students provide structured feedback to partner after discussion.</p>	
<p><b>Teach-Okay</b> - Students develop language and ability to 'teach' and communicate ideas to their partner about a language device, writing idea or topic prior to writing.</p>	





**Developing Activities to Improve Student Writing Outcomes - Analysing Examples**

Applying the 5 Key drama strategies and peer discussion techniques outlined today in context of quality children’s literature has the power to transform student writing and language content within it. As you view the presenter’s demonstration of an example of a writing program including drama and peer discussion being used alongside a quality children’s text, use the template below to record the purpose of each strategy and how it applies to the writing activity. This will be useful when you workshop to apply and create your own activities later in the session.

Quality Text/ Picture Book Used: _____		
<i>Drama/ Discussion Strategy</i>	<i>Purpose</i>	<i>Writing Activity</i>
Think-Pair-Share		Text prediction
Talking Triangles		Description of setting
Hot-Seating		Writing in role of character
Teach-Okay		Explanation of characters motives
Conscience Alley		Persuading character to make a particular decision
Teacher in Role		Showing not telling
Human Clay		Character description
Freeze Frames & Tapping In		Continuation of story/ Narrative





**Developing Activities to Improve Student Writing Outcomes - Classroom Application**

Quality Text/ Picture Book Used: _____		
Writing Outcomes According to Grade/Stage Level		
<i>Drama/ Discussion Strategy</i>	<i>Purpose</i>	<i>Writing Activity</i>
Think-Pair-Share		
Talking Triangles		
Hot-Seating		
Teach-Okay		
Conscience Alley		
Teacher in Role		
Human Clay		
Freeze Frames & Tapping In		





**Developing Activities to Improve Student Writing Outcomes - Teacher Feedback**

Quality Text/ Picture Book Used: _____		
Writing Outcomes According to Grade/Stage Level		
<i>Drama/ Discussion Strategy</i>	<i>Purpose &amp; Writing Activity</i>	<i>Feedback</i>
Think-Pair-Share		
Talking Triangles		
Hot-Seating		
Teach-Okay		
Conscience Alley		
Teacher in Role		
Human Clay		
Freeze Frames & Tapping In		





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