

Implementing a Teaching and Learning Cycle (TLC) at Hincks – 2025

English, Science, HASS, HPE, Technologies and The Arts

Building Knowledge of the Field

- It's all about engagement! **Get them CURIOUS!!!**
- **What do they already know?**
- Develop shared understandings of the topic
- **Video Hooks and Good Mentor Texts**
- **A focus on talking about the topic**
- Initial activities can be interactive, such as hands-on tasks, videos, apps, games, excursions, interviews or short texts so **students have opportunities to use, hear and see language associated with the topic.**

Independent Writing

- Students are ready to take full control of their own texts
- They have developed their knowledge of the field
- They have shaped their text into stages that achieve the purpose
- **They have incorporated key language and multimodal features**
- They can now edit the text to flow smoothly, improve their vocabulary choices and meet the needs of the reader.
- *It is helpful to provide guidelines for students to revise, edit and polish up their texts.*
- **This independent 'published' composition can then be used as a final summative piece for scaling using Brightpath**
- Students can then share their published texts with others, feeling a sense of achievement as they look back on the progress they have made.

Supported Writing

- As with reading, the common practices used are: **Modelled Writing** - think aloud techniques to demonstrate the choices you would make in putting the text back together
- **Shared writing / joint construction** - **use their initial notes from field building to jointly start to shape into an interesting and cohesive text**, using a variety of tools and differentiated strategies)
- **Guided writing** - An opportunity to provide feedback to groups of students with similar needs, such as sentence structure, vocab, cohesion, punctuation and spelling
- **Collaborative writing** - **draw on understandings developed in previous lessons.** Students work in pairs or small groups to review drafts to improve their work. *This section is greatly supported by a rubric for students to work from*

Over the span of a Unit of work:
All curriculum areas.

Rough first draft – notes, dot points, drawings of what they have learnt from the initial field building.

Display topic specific vocabulary

Progression of Text-dependent Questions

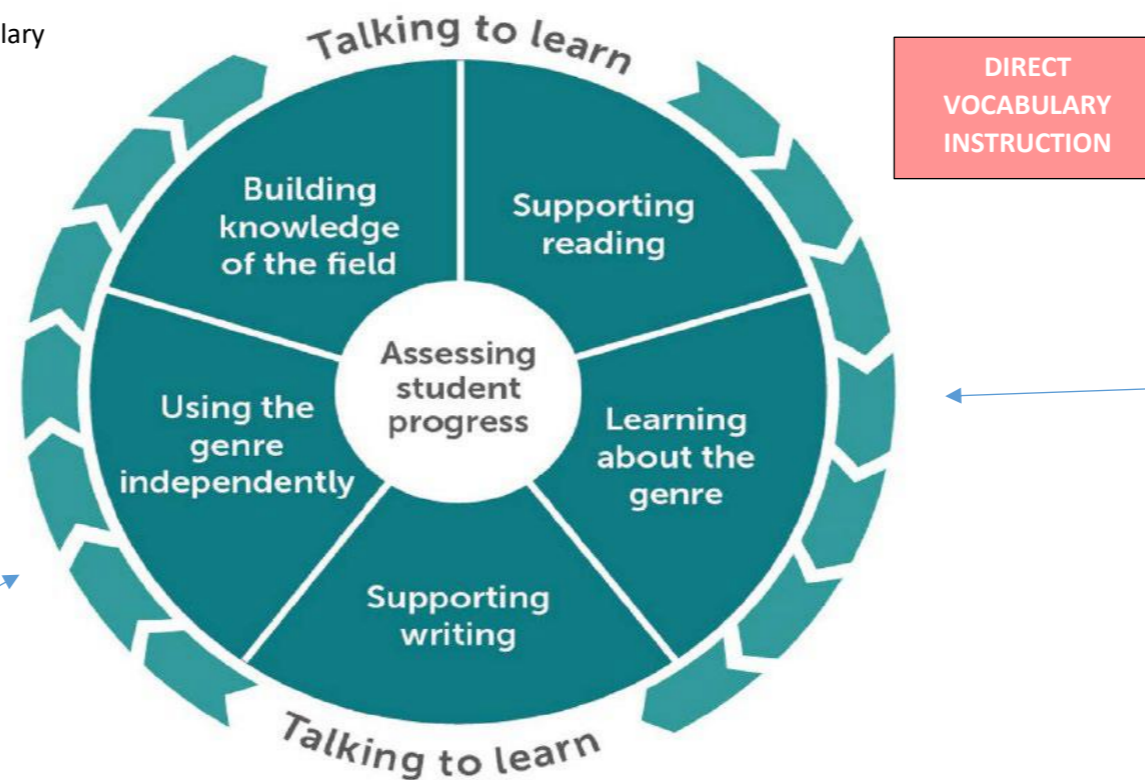
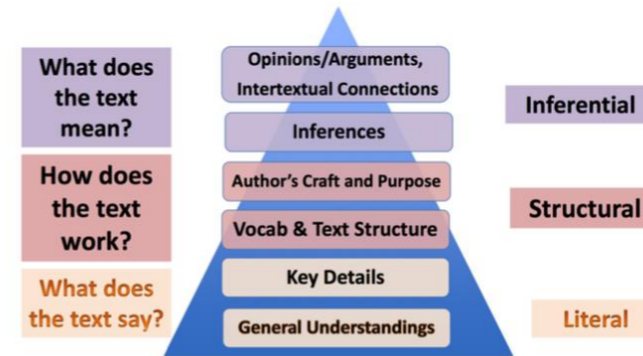


Figure 1 – Teaching and learning cycle (Derewianka 2021, Rothery 1994 – adapted)

The Writing Conference

At least once during the term, organise a writing conference with your students

This fits in well with a planned Guided Writing group feedback session

Use a template

Have your groups planned in advance and know which groups each staff member will work with and what the focus feedback area will be.

This feedback is highly valued by your students and can be used to set new writing goals.

Supported Reading

- Continues to **build knowledge of the field through carefully selected texts.**
- Makes the reading and writing connection
- Recognising that students need to be taught how to read more complex texts
- **Orient the students to genre alongside the content of the text / topic**
- Use common practices of:
 - Modelled Reading** (think-aloud techniques)
 - Shared Reading** (read with class and engage students by asking questions about the content and vocabulary, and supporting comprehension)
 - Guided Reading** (group students to work collaboratively on reading activities associated with the topic. Staff strategically intervene with groups for specific aspects of reading)
 - Collaborative / Independent Reading** (Structured reading activities related to the current curriculum task in pairs or independently)

Learning about the Genre / Purpose

- Students have started to generate ideas for their writing
- Now they can start to craft their own texts
- **Focus on the purpose of writing**
- **Develop a shared metalanguage to refer to various aspects of the text**
- Use a modelled text (such as a previous students work)
- **Deconstruct and then construct collaboratively.**

The social purpose

- **There is always a particular purpose for writing.**
- **Focus on the specific language choices and the structural organisation for the given genre:**
- Is it describing, explaining, persuading, recounting, telling a story or outlining a procedure?
- **Students learn about language at the levels of text, clause, group or phrase, and word...as well as different kinds of images to answer these questions:**
 - Why that choice in that text?**
 - What is the effect of that choice on meaning?**
 - What does the text mean?**
 - Make connections, discuss, argue and form opinions...**
- *Focus on one or two focus features and consolidate previous learning...don't try to take on too much.*