



Developing School-based English Writing Curriculum – integrating both grammar and skills in the writing process

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Our focus today

- **Raise standards in writing**

- Integrating both grammar
& skills in Picture Story Writing

TSA 2011

At the Farm (3ERW1 / 3ERW2 Part 5)

Student Exemplar 5

I went to Happy Farm with my parents on a sunny Saturday morning. We took a train from the MTR Station and arrived there.

First, we went to the farm to look at the crops. We saw corn, carrots, (at) strawberries and watermelons. They all looked fresh and tasty.

Then, we went to the Pond. There, I saw two naughty children throwing rocks to the ducks and trying to hurt them. I ran over and told them that their actions were wrong. They stopped throwing rocks at the birds and apologized to me.

When Mum and Dad saw me teaching the other children not to injure the birds, they walked over and praised me for being very brave. I was very joyful the whole day.

Annotation

- Student is able to write an interesting story based on pictorial prompts with many supporting details ("We took a train from the MTR Station and arrived there", "They all looked fresh and tasty.", "I ran over and told them that their actions were wrong.") The description is very clear and coherent. A good ending is given to the story ("I was very joyful the whole day.").
- Student uses a range of vocabulary ("sunny", "fresh", "naughty", "actor", "apologized", "praised"), sentence patterns ("There, I saw two naughty children throwing rocks to the ducks and trying to hurt them.", "...they walked over and praised me for being very brave.") and cohesive devices ("First", "The appropriately).

Minimally acceptable level of BC

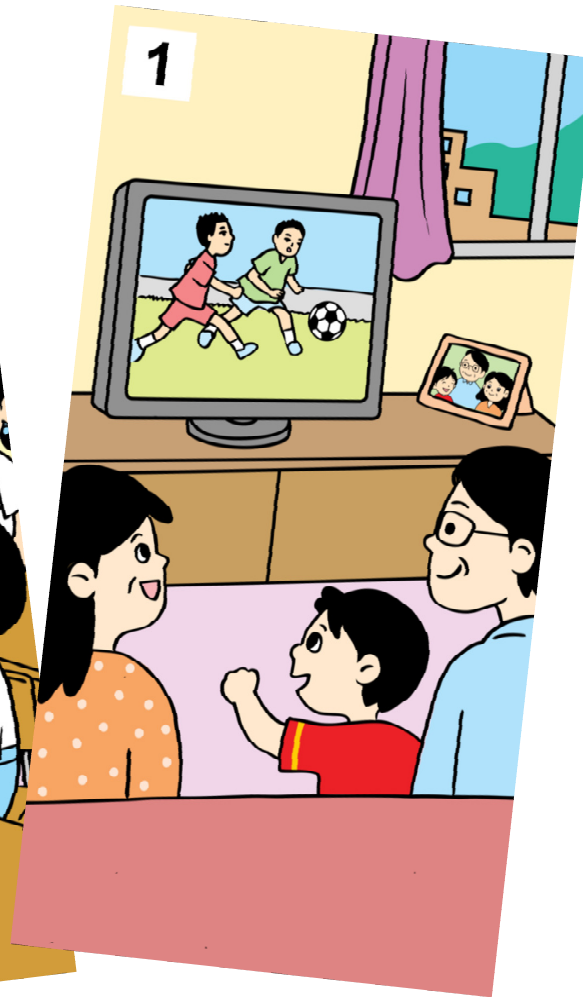
Student Exemplar 2

I and family go to Happy Farm. I look at the corn, the carrots, the strawberries and the watermelons. I go to the pond, I see the boy and the girl throw stones to the ducks. I said "They mustn't throw stones to the ducks in the Pond". father go to the pond said "They mustn't throw stones to the ducks because "The ducks are cute"

Annotation

- Student is able to provide a factual account of the story based on the pictures, with one supporting detail ("I look at the corn, the carrots, the strawberries and the watermelons...", "I said "They mustn't throw stones to the ducks in the Pond."). The description is quite clear. An ending to the story is provided ("father go to the pond said "They mustn't throw stones to the ducks because The ducks are cute").
- Student uses a small range of vocabulary ("mustn't", "cute"), sentence patterns ("I go to the pond, I see the boy and the girl throw stones to the ducks.") and cohesive devices ("and", "because") fairly appropriately, with some grammatical ("I and family go to Happy Farm.", "They mustn't throw stones to the ducks because The ducks are cute") and spelling mistakes ("gril", "bucks", "beacuse").

Speaking Assessment



Markers' Comment on TSA writing

- ❑ Students were **eager to write** and were able to produce a written task of 80 words in length, but they **had problems with grammar, spelling and sentence structures.**
- ❑ **Literal translation from Chinese** was found in their writing.

Markers' Comment on

□ Most students have **little tenses, noun forms, parts of speech** and **Subject Verb Object (SVO) |**

□ Most students manage to **produce relevant content but not enough elaboration** on ideas. Students **fail to write the dialogues** in the pictures correctly.

□ The **ideas are not so organised** (From sentences to paragraphs, from paragraphs to essays)

7. In line 1, what does the word 'dream' mean?

dream *n*

1. A perfect or wonderful person or thing
'This forest is a dream.'
2. A series of pictures and feelings that happen in the mind during sleep
'I had a dream about my grandmother last night.'

dream *v* (*pt, pp dreamed or dreamt*)

3. To experience something in your mind while you are sleeping
'I dreamed a strange scene.'
4. To think about something that you want to happen
'Peter dreams of one day becoming a spaceman.'

- A. 1
- B. 2
- C. 3
- D. 4

Writing 30%

Literature Review

- Weaver (1996, pp. 9) thinks that grammar is best taught in context. She also suggests that teaching grammar within the context of students' own writing is more effective than teaching it in isolation.

Literature Review

- Weaver (1996, pp. 9)

‘Teaching grammar in isolation doesn’t improve writing...while teaching fewer things deeply and in the context of writing holds more promise for long term gains.’

Questions for thought

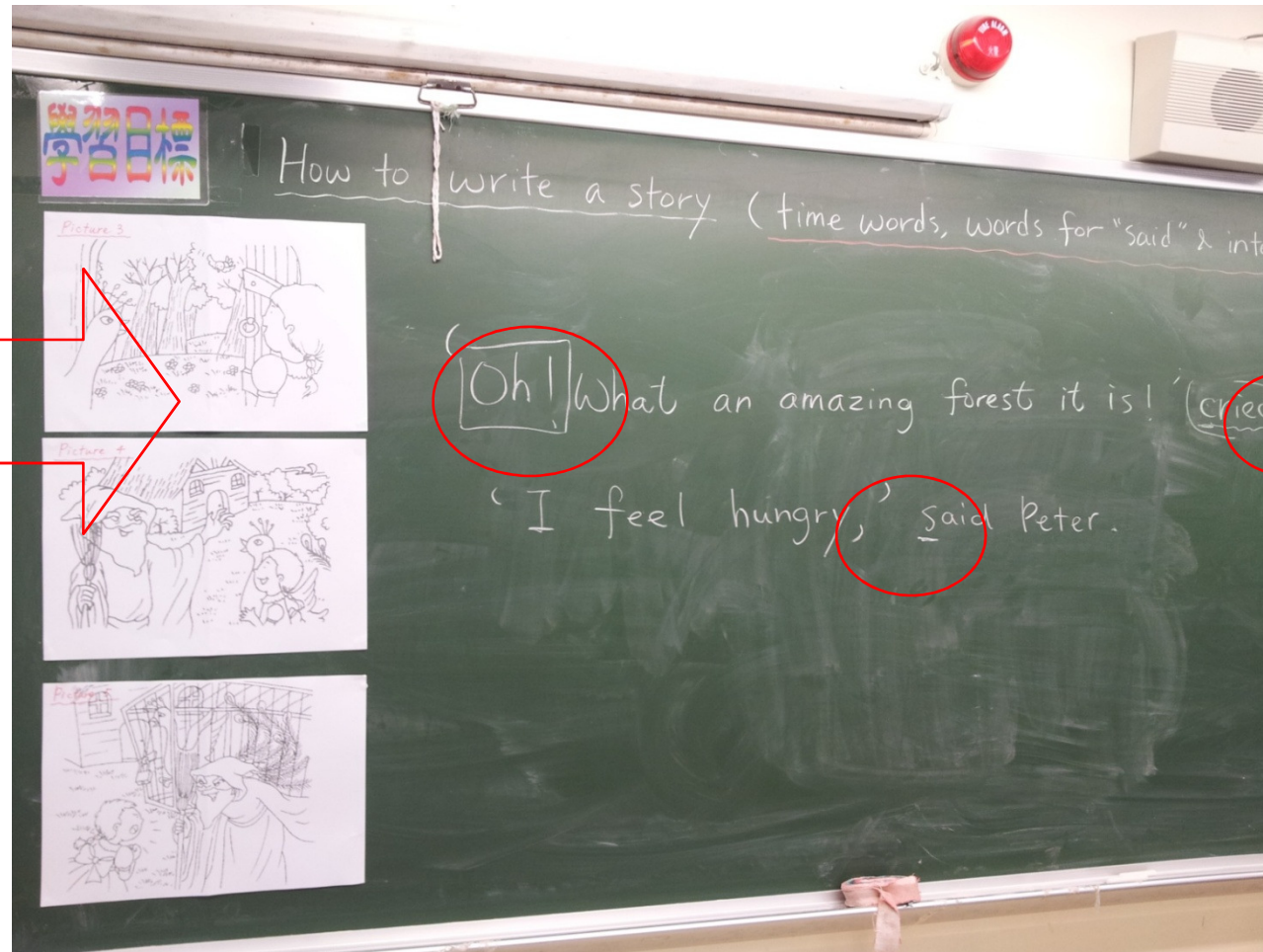
- *What are the **values** of teaching picture story writing?*
- *What do I **expect** my students to write?*
- *What can my students write?*
(previous knowledge)
- *What input they need?*
(grammar, vocabulary, sentence patterns/starters etc.)

How to improve story writing

1. Adding
Interjection

2. Choosing 'said'
words

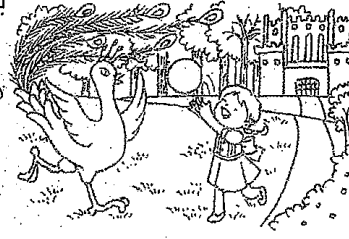

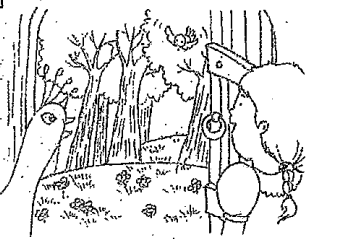



3. Improving
punctuation
use in
dialogue



A student's work

Students were asked to throw some ideas first individually

A. Look at the pictures carefully and write out some useful words besides the pictures.

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 

Handwritten notes around the images:

- Panel 1: - Past tense. - It was a sunny day. - a pet phoenix. - In a beautiful castle. - they play with a ball. - who happily / excitedly. - enjoy - a little / lovely girl.
- Panel 2: - Ah!..... - Suddenly / immediate. - a big hole under a tree. - Jumped down the hole. - Next.
- Panel 3: - Just then - pushed the door gently. - the forest. - amazed / surprised. - Oh!.....
- Panel 4: - a wizard's hut. - garden. - ugly.
- Panel 5: - locked the phoenix in a big cage. - angry. - grumbled / shouted.
- Panel 6: - Finally. - screamed.

The following words may help you write.

a pet phoenix a big hole under a tree jumped down the hole
 pushed the door gently the forest a wizard's hut
 locked the phoenix in a big cage screamed at the wizard
 got very angry

Once upon a time there was a little girl called Sally who lived in a beautiful castle near a forest. She had a pet phoenix called JoJo. They were good

Brainstorming vocabulary and writing dialogues

Sheng Kung Hui Chi F
Activity Sheet :

P.6B Name : _____
Group : _____
Picture : 3

Useful words & structures :

Dialogues :

Shared Editing

story (time words, words for "said" & interjections)

Picture 4

They played ~~right~~ ^{just} they were hungry and tired. They saw a but then suddenly the wizard appeared. "My dear daughter!" ~~She~~ ^{he} ~~cried~~ ^{said} "you can't be a wizard!" ~~cried~~

& they were hungry and tired.

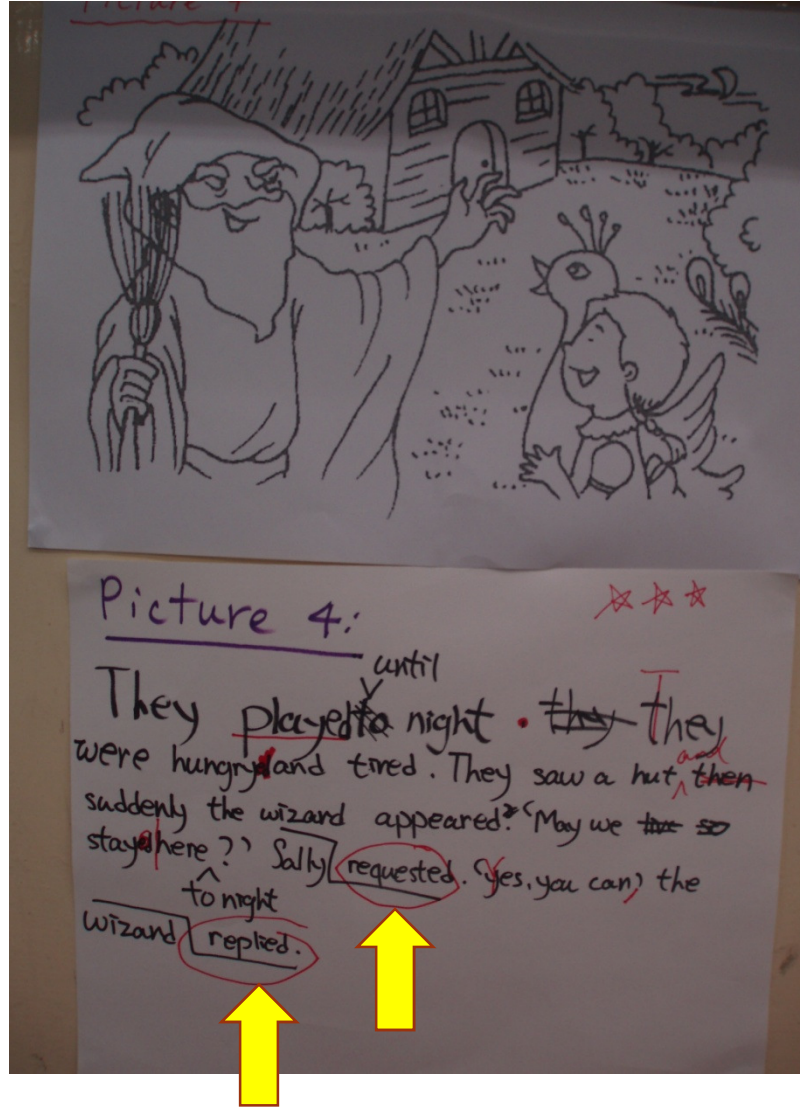
Picture 5

Suddenly the wizard locked the pharaoh in a big cage. The girl was very angry. Help me! Help me! cried Jo To the wizard said I locked your parents in a big cage.

ed down into
for one of the
/oh! what
to get by excited

Suddenly the wizard locked the pharaoh in a big cage. The girl was very angry. Help me! Help me! cried Jo To the wizard said I locked your parents in a big cage.

Her students' Group Work



How to write a story – Big Poster

How to write a story

Structure of a story

1. Title
2. Beginning: Setting (When? Who? Where?)
3. Middle: (plots) sequence of events
 - o descriptions of the characters
 - o dialogue: words for 'said' & ~~injections~~ interjections

a problem
a solution for the problem
4. Ending: (be a happy one)

How to write a story

Language focus:

1. Time words:
Once upon a time
Next, Then, Just then, Much later,
Five minutes later, Suddenly, immediately,
Finally, when, while, after, before, until
2. Adjectives for describing characters (& things):
 - appearance: handsome, tall, beautiful...
 - personality: honest, brave, timid, wicked...
 - feelings: excited, scared, sad, happy...
 - relative pronouns: who, which, where...
3. Dialogue: Words for 'said': argued, yelled, shouted, screamed,
whispered, asked, replied, laughed,
grumbled, cried, requested....
Interjections: Um... Oh! Ah! Hey! Ouch!

A student's work

C. Write the story in about 80 words.

The little girl and the Phoenix

Once upon a time there was a little girl called Karen who lived in a beautiful castle near a forest. She had a pet phoenix called May May. They were good friends.

One day, they were playing ^{with} the ball. Suddenly, the ball fell down in a big hole under a tree.

They jumped down the hole. They saw a door. ^{and} pushed the door gently. "Oh! It a beautiful forest. I ^{have} never ~~seen~~ ^{such a} ~~this~~ forest! beautiful!" ^{before}

screamed Karen. They were amazed and surprised. They walked ^{to} a wizard's hut. There

was a large garden. "Could you ^{let} give us to ^{stay here for night} sleep ~~one night~~" said Karen. "No problem," replied th wizard.

Next day, Karen looked for May May. She saw the wizard locked ^{up} the phoenix in a big cage. She was angry. "Why ^{did} you locked my pet phoenix," shouted Karen. At night

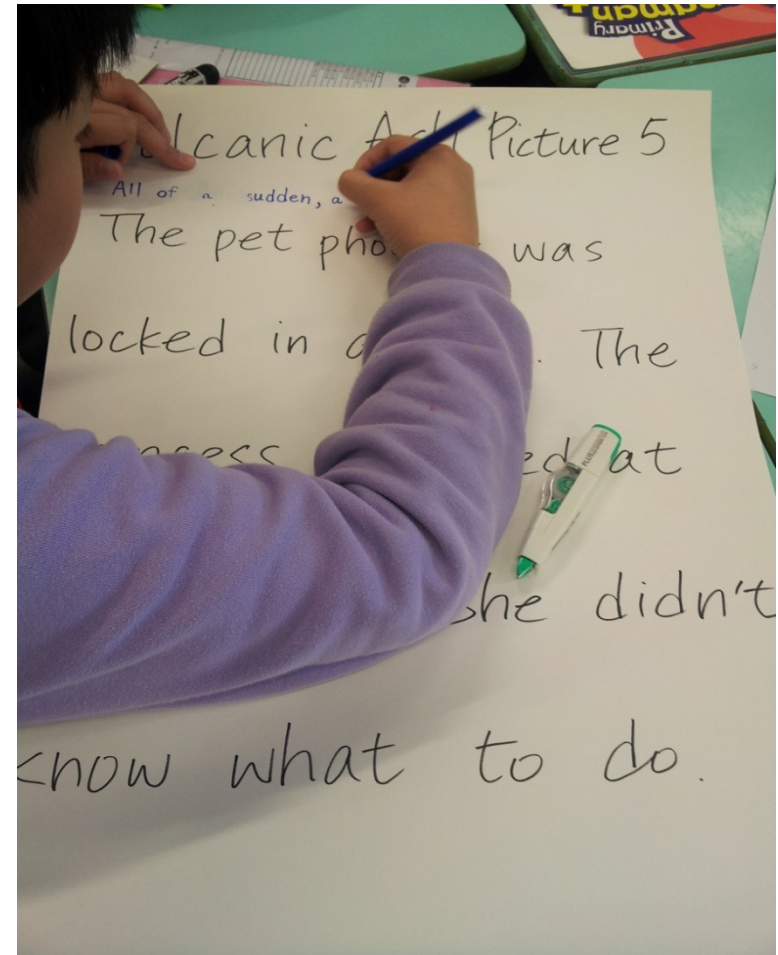
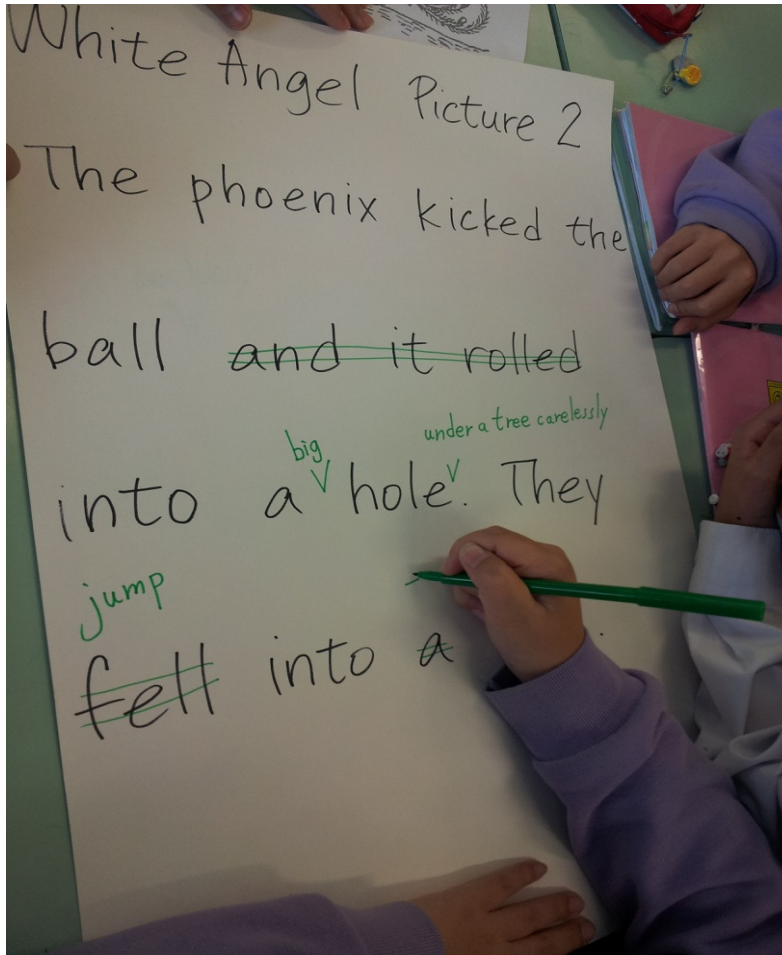
the wizard slept ^{so}, Karen ^{stole} used the key ^{and} to saved May May. ^{Finally} And they went home and lived happily ^{Forever} for ever.

You can write well. Your ideas can be creative and wonderful. 😊

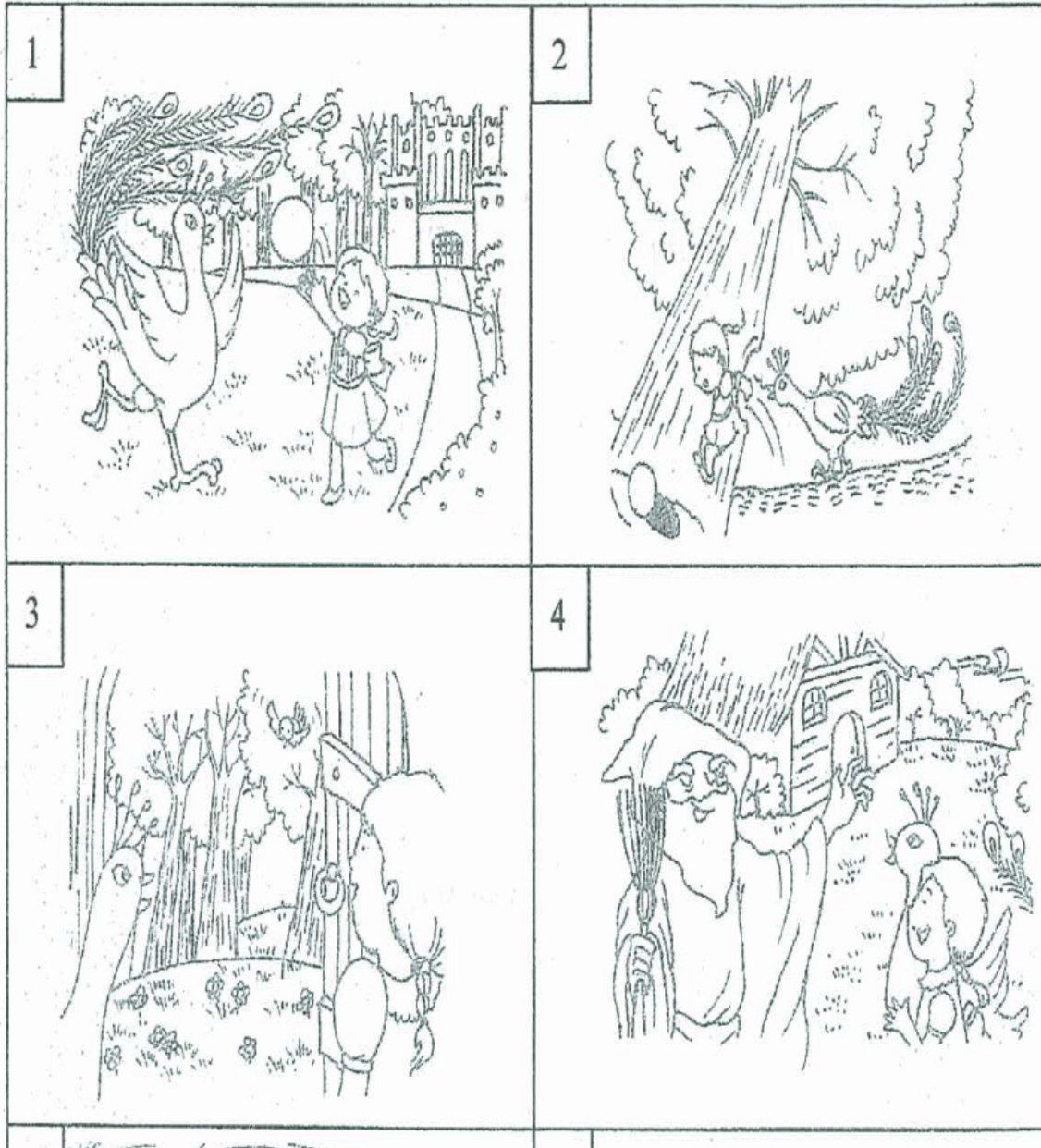
Teacher's comment

Remember to check the tenses, mainly was used in the past. You have put a lot of effort to write, good try! Remember to write in at least 3 paragraphs!

Group editing



Picture 2



C. Write the story in about 80 words.

Betty's Adventure ✓

Once upon a time there was a princess called Betty.

That day ~~was~~ ^{On} Betty's birthday, the king gave her a ^{beautiful} pet phoenix as a gift. Betty was very happy. She went to her garden and played with her new pet phoenix.

Set the scene.

^{In the afternoon,} the sun was shining brightly. Betty and her pet phoenix were playing with a ball joyfully. It was ^{the} phoenix's turn, but it kicked the ball carelessly and the ball rolled into a big tree hole. Betty and her phoenix jumped ^{and wanted} to catch the ball. "Hey! You are stepping on my toe!" ^{get} Betty shouted to her phoenix. Suddenly, Betty realised that they were not in a tree hole but in a dark forest! There was a straw house

Give reasons.

next to a big tree. An ugly wizard came out from the house. "My dear little cute princess you must be very hungry, come to my house and have tea," the ugly wizard asked in a kind and gentle voice. "Thank you, sir," Betty said politely. Suddenly, a big cage fell down and trapped her phoenix. "Help! Who are you, why did you trap my phoenix!" yelled Betty with frighteningly

The wizard showed his real character. He made Betty do all the housework to

From an English Panel's perspective

- Check vertical framework
 - any **cross-level gaps** from P. 1- 6
- TSA assessment data serves as **feedback** to the school-based curriculum development
- Match the learning skills covered in the **Learning Progressive Framework (LPF)**
 - **horizontal** and **vertical** curriculum

Student Work

Language input

- **Vocabulary input - both previously and currently learned**
- **Sentence starters**
- **Reading texts input**
- **Word & Sentence bank Booklet**

Language input

- **Expanding sentences**
- **Mind-map**
- **Improving choice of words/ sentences / proofreading skills / punctuation/ paragraphing skills**
- **throughout the term**

Picture writing

- teaching a variety of time markers as often used in stories, dialogues writing including punctuation use, use of interjections to express different feelings of the speakers, onomatopoeia to make the stories more lively

- the framework for writing was gradually constructed and the flow of writing lessons became smooth and more systematic
- developed some writing skills and techniques for writing different text types

Module Writing Plan

Wee k	Date	Module Writing Task	Language input	Writing Skills
1	5/9 – 16/9	Unit 1 & 2 Module Writing – <i>Me and my friends</i> <i>Text type: descriptive writing</i> Questions for thought: 1. What do I expect my students to write? 2. What can my students write?(previous knowledge) 3. What input they need? (grammar, vocabulary, sentence patterns/starters etc.)	<ul style="list-style-type: none"> ♦ Vocabulary input - both previously and currently learned (adjectives to describe appearances/-ed adjectives to describe feelings/ comparatives/ hobbies, interests/likes/ dislikes) ♦ Sentence starters like ‘Sam wears a ... (size), ... (colour), ... thing).’, ‘...is good at...’, ‘I think he/she is...’, ‘I like him / her because...’ etc. ♦ Reading texts input (e.g. use past students’ model writing) ♦ Students make use of Word & Sentence bank Booklet 	<ul style="list-style-type: none"> ♦ Expanding sentences (e.g. John runs. John runs quickly. John runs quickly in the playground. John runs quickly in the playground because...’) ♦ Mind-map [*Improving choice of words/ sentences / proofreading skills / punctuation/ paragraphing skills were incorporated into the writing packages throughout the term]

Things to note

- focus less on single grammar items
- more aware of the language students needed in their writing
- more aware of drawing on both students' previous knowledge and currently learned language
- introduced to a variety of text-types for writing

Things to note

- different formats and language features
- Ample inputs were needed
- scaffolding students with lists of words, phrases and sentence starters
- apply in their writing elaboration skills such as giving reasons, explaining the procedures, using dialogues in story writing and expressing feelings whenever appropriate

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Thank you