

# Optimizing the Process Writing Approach to develop the KS2 students into independent writers

*April 13, 2013*

***Ms WONG Kit Mei, Gladys  
(Senior School Development Officer)***

***Ms HUI Wai Yi, Mina & Ms WONG Chi Wai, Eva  
(TWGHs Yiu Dak Chi Memorial Primary School)***

# TWGHs Yiu Dak Chi Memorial Primary School

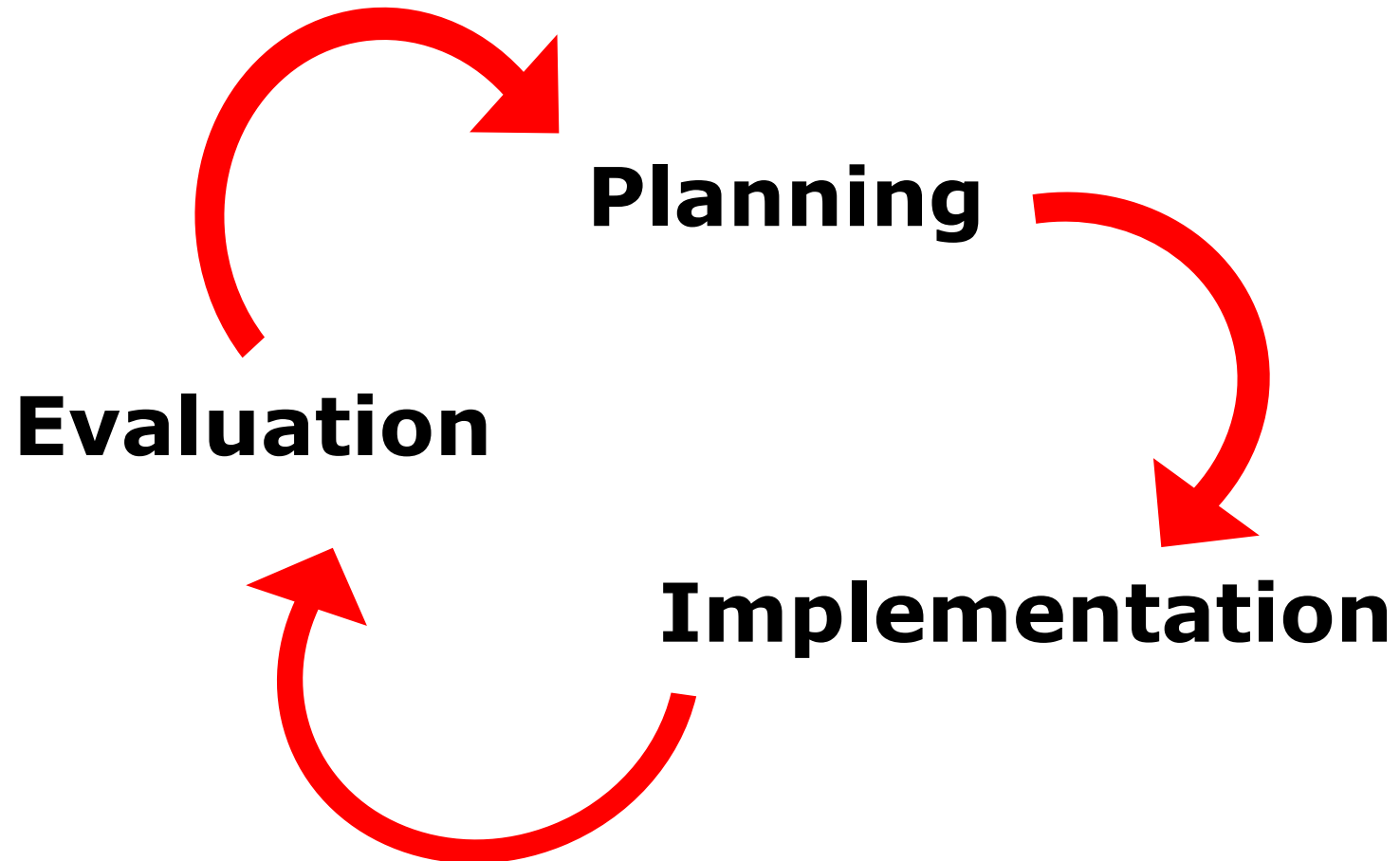
- a primary school in Tin Shui Wai
- 11 classes → a small school with limited resources
- students come mainly from families of low socio-economic status & some are from mainland China
- Minimal family support on English learning

# The reality four years ago...



Our P.3 students were weak in writing as shown in both internal and external exams.



# A review of the situation...



# What has gone wrong with our teaching?

School Exam Paper	TSA Paper
<p><u>Parallel writing</u></p> <ul style="list-style-type: none"><li>● Ideas provided.</li><li>● Sentence structures provided. Students only need to do word/phrase substitution.</li></ul>	<p><u>Picture story:</u></p> <ul style="list-style-type: none"><li>● Story line given but require elaboration &amp; knitting up the ideas</li><li>● Students need to use the given words to compose a coherent story</li></ul> 
<p>What have our Students learnt in writing?</p>	<p>Are our students able to do these?</p> <p>What can we do to equip them with the skills to write on their own?</p> 

A

#The Classroom Cleaning Day was from 10 o'clock to 11 o'clock. We all wanted to help.  
#At 10 o'clock, I, Alla and Kelly sweep the floor, rubbed the board...  
Suddenly, there's a bee. We all screamed.  
Finally, the bee was scared. So, it flew away.

- Student is able to provide a factual account of the story based on the pictures, with almost no supporting details ("The Classroom Cleaning Day was from 10 o'clock to 11 o'clock...At 10 o'clock, I, Alla and Kelly sweep the floor, rubbed the board...", "Suddenly, there's a bee. We all screamed."). The description is quite clear and an ending is given to the story ("Finally, the bee was scared. So, it flew away.").
- Student uses a small range of vocabulary ("screamed", "scared") and cohesive devices ("Suddenly", "Finally") fairly appropriately.

Yesterday was Classroom Cleaning Day. Everyone has to help to clean the classroom. Everyone was excited! I got the towel, and started mopping the tables. Kitty got a broom and swept the floor. Mary got another towel and started mopping the blackboard. Not before long, everyone was cleaning. But, all of a sudden, I saw a giant bee! I told everyone the bee and warned them not to move. When the bee flew to somewhere far from me,

➤ Student provides a logical story based on the pictures with many supporting details ("Everyone has to help to clean the classroom. Everyone was excited!", "I told everyone the bee and warned them not to move. When the bee flew to somewhere far from me, I rushed to open the windows and went back where I just stood before."). The student provides an ending to the story ("Very fast, the bee flew away, out the window. Everyone was relieved it did not do any harm!"). The description is very clear and coherent.

➤ Student uses a range of vocabulary ("excited", "Not before long", "all of a sudden", "giant"), sentence patterns ("Kitty got a broom and swept the floor. Mary got another towel and started mopping the blackboard.") and cohesive devices ("But", "When", "and") appropriately with a spelling mistake "stared".

# Key elements of good writing

## Content:

- Clear and coherent description with an ending
- Logical development of ideas
- Develop the main idea with supporting details

## Language:

- Appropriate vocab with variety
- Sentence variety e.g. use of cohesive devices, compound & complex sentences
- Fluency
- Accuracy



**What can we do to help our students  
compose a piece of good writing?**

**What are the writing skills our students  
need in order to produce a piece of good  
writing?**

**What is Writing?**

**Writing ...**

**is the Cinderella skill, ...**

***forever tested but  
seldom taught***

...Writing abilities are not naturally acquired; they must be **culturally (rather) transmitted**...

...writing is a technology, a set of skills which **must be practiced and learned through experience**...

Defining writing in this way helps to explain why writing of the more complex sorts causes great problems for students; the skills required do not come naturally, but rather are gained through **conscious effort and much practice**...

(Grabe & Kaplan, 1996)

# The teaching of Writing

According to Raimes (1991), there were four approaches in writing instruction :

- Focus on **form** (the rhetorical and linguistic form of the text
- Focus on the **content**
- Focus on the **writer**
- Focus on the **reader**

# The teaching of Writing

## Product –based perspective

- Focus on grammatical level (Look at error, fluency, writing quality and structure)
- Focus on discourse level (look at whole texts in terms of coherence, stylistics and culture)

## Cognitive perspective

- Try to identify the hidden underlying processes involved in writing → process approaches to the teaching of writing

# The Process Writing Approach

- The philosophy:



***“Process writing is learning how to write by writing. Allowing for mistakes and refining based on materials covered in class - instead of “perfect English” - will help students incorporate skills at a natural pace, and improve their understanding of materials discussed in class in a natural progression.”***

Gail Heald-Taylor.

Whole Language Strategies for ESL Students. (2007)

# The Process Writing Approach

**Brainstorming**

**Drafting**

**Editing**

**Revising**

**Publishing**

**Conferencing**

“Writing is a fluid process created by writers as they work. ... In actuality, the writing process is not a highly organized linear process, but rather a continual movement between the different steps of the writing model.” (Gardner and Johnson, 1997)

Optimizing  
the **Process**  
**Writing**  
**Approach**  
into a  
3-year  
writing  
programme

Time

ing

Practice o

ce a year

Lo

s



# Our Writing Programme

**Enabling student independence**

**Process Writing Approach**

P.6

P.5

P.4

**Drafting stage**



**Help pupils build writing frames  
with guiding questions**

# Helping the pupils build writing frames

## P.4 Writing Programme

Writing genres	Topics	Guidance
<b><u>Informational text</u></b> -Personal description	-Jobs -My hobby - Healthy diet -Interesting places	-mind-map -guiding questions
<b><u>Informational text</u></b> - Cartoons & comics	- picture story	

# P.4 My hobby

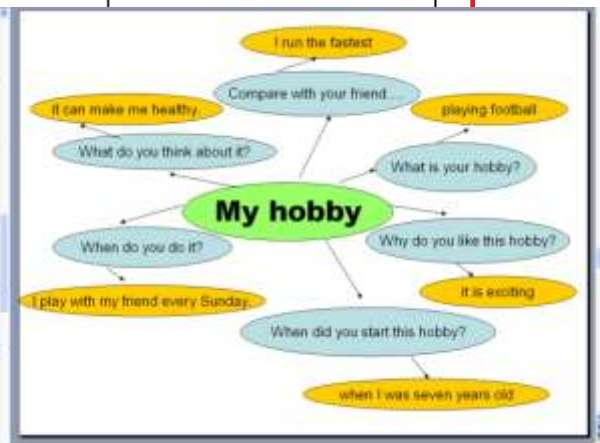
Guiding questions help equip pupils with the basic framework in writing about a hobby

Time	Learning Steps / Activities	Teaching Resource
5 mins	1. Revise different types of hobbies.	Power Point
10 mins	2. Ask pupils some guided questions about their hobby (i.e. playing football ) <ul style="list-style-type: none"> <li>➤ What is your favourite hobby?</li> <li>➤ Why do you like this hobby?</li> <li>➤ When did you start this hobby?</li> <li>➤ When do you do it ?</li> <li>➤ What do you think about it?</li> <li>➤ Compare with your friend</li> <li>➤ Which part of body do you like hitting the ball?</li> </ul>	
15 mins	3. Group Writing <ul style="list-style-type: none"> <li>➤ Pupils are divided into groups of four.</li> <li>➤ Each group choose one of the hobbies and write down information about it according to the guided questions.</li> <li>➤ Pupils arranged the sequence of the information and post it on the paper for display.</li> </ul>	for each group
15 mins	4. Review the group writing with the class <ul style="list-style-type: none"> <li>➤ Post the group writing on the board.</li> <li>➤ Teacher / pupils read their writing in the class.</li> <li>➤ Teacher identify the common mistakes with the class.</li> <li>➤ Teacher ask pupils to find out the mistakes by themselves.</li> </ul>	
20 mins	5. Individual Writing <ul style="list-style-type: none"> <li>➤ Pupils choose one of the hobbies and write a piece of writing with 50 words about the topic.</li> </ul>	Composition Book

- What is your favourite hobby ?
- Why do you like this hobby?
- When did you start this hobby ?
- When do you do it ?
- What do you think about it?
- Compare with your friend .....
- Which part of body do you like hitting the ball?

# P.4 My hobby

Time	Learning Steps / Activities	Teaching Resource
5 mins	1. <b>1</b>	
10 mins	2. <b>2</b>	
5 mins	1. Revise different types of hobbies.	Power Point
10 mins	2. Ask pupils some guided questions that related to a hobby (i.e. playing football ) <ul style="list-style-type: none"> <li>➤ What is your favourite hobby ?</li> <li>➤ Why do you like this hobby?</li> <li>➤ When did you start this hobby ?</li> <li>➤ When do you do it ?</li> <li>➤ What do you think about it?</li> <li>➤ Compare with your friend .....</li> <li>➤ Which part of body do you like hitting the ball?</li> </ul>	Mind-map on the board
15 mins	3. Group W <ul style="list-style-type: none"> <li>➤ Pupils</li> <li>➤ Each</li> <li>inform</li> <li>questio</li> <li>➤ Pupils</li> <li>post it</li> </ul>	
15 mins	4. Review the group writing with the class <ul style="list-style-type: none"> <li>➤ Post the group writing on the board.</li> <li>➤ Teacher / pupils read their writing in the class.</li> <li>➤ Teacher identify the common mistakes with the class.</li> <li>➤ Teacher ask pupils to find out the mistakes by themselves.</li> </ul>	
20 mins	5. Individual Writing <ul style="list-style-type: none"> <li>➤ Pupils choos one of the hobbies and write a piece of</li> </ul>	Composition Bo



**Teacher demonstration**

# P.4 My hobby

15	My hobby I like playing football.
16	My hobby I like playing football. I started an exciting hobby.
17	My hobby I like playing football. I started an exciting hobby. I started playing football when I was seven years old.
18	My hobby I like playing football. I started an exciting hobby. I started playing football when I was seven years old. I play with my friends every Sunday.
19	My hobby I like playing football. I started an exciting hobby. I started playing football when I was seven years old. I play with my friends every Sunday. I think it can make me healthy.
20	My hobby I like playing football. I started an exciting hobby. I started playing football when I was seven years old. I play with my friends every Sunday. I think it can make me healthy. I run the fastest in the football team.

## My hobby

I like playing football. I think it is an exciting hobby. I started playing football when I was seven years old. I play with my friends every Sunday. I think it can make me healthy. I run the fastest in the football team.

# Student imitation

2

15 mins	<b>3. Group Writing</b> <ul style="list-style-type: none"> <li>Pupils are divided into group of 5-6</li> <li>Each group choose one of the hobbies and give information about it according to the guided questions.</li> <li>Pupils arranged the sequence of the information and post it on the paper for display.</li> </ul>	<ol style="list-style-type: none"> <li>Paper for demonstration</li> <li>Guided questions for each group</li> </ol>
15 mins	<b>4. Review the group writing with the class</b> <ul style="list-style-type: none"> <li>Post the group writing on the board.</li> <li>Teacher / pupils read their writing in the class.</li> <li>Teacher identify the common mistakes with the class.</li> <li>Teacher ask pupils to find out the mistakes by themselves.</li> </ul>	

# Copying

## Student work

**My hobby is swimming. I like this hobby because it can make me happy. I started my hobby when I was three years old. I swim at weekends. I swim faster than my friends.**



Students could compose a piece of writing with the framework provided. The more able ones could add in own ideas!

**My hobby is cycling. I think cycling is the most interesting. I started my hobby when I was five years old. I like cycling because it can make me happy. I ride my bicycle on Saturday. My bicycle is the most colourful.**



Most of the student works were robotic!

# Our Writing Programme

Process Writing Approach

Enabling student independence

P.6

P.5 **Drafting & Editing**



**Scaffold the learning tasks to provide more support in ideas & language**

*Developing students' semi-independence through the use of graphic organizers*

P.4

**Drafting stage**



**Help pupils build writing frames with guiding questions**

*Teacher demonstration & copying*

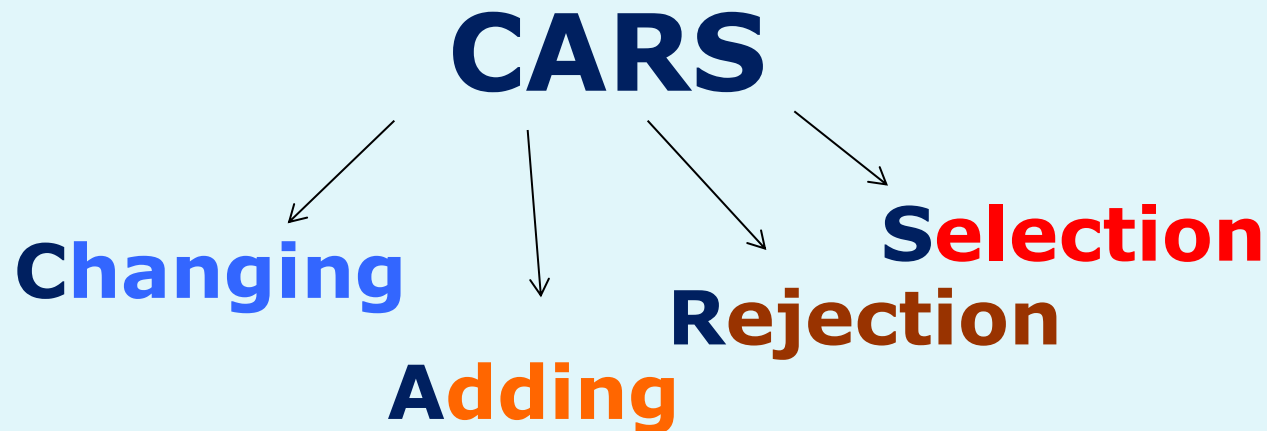
## P.5 Accidents

**Longman Elect 5A**

**Module 3: Accidents (*Unit 5, 6 & 7*)**

Principles of adaptation

Four evaluative processes:





## P.5 Accidents – scaffolding the learning tasks to develop the final writing task

Task	Skills / knowledge	The flow of scaffolding	CARS
1. News headlines	Reading	Get to know different types of news	Adding
2. News headlines	Reading + Listening	Learn related vocabulary in different news	Adding + Changing
3. News article + Grammar item	Reading + Use of past continuous tense	Visit useful vocabulary to describe an accident	Changing + Selection
4. Diary + Grammar item	Reading + Use of past continuous tense		Selection
5. Diary + text type analysis	Reading + features of diary entries		Changing + Changing
6. Diary writing	Writing a diary entry	Use vocabulary & sentence structures learnt to write a diary entry in a correct format	Changing

Deciding on the learning outcome / final task first!

# Task 6

In the accident, you were one witness, \_\_\_\_\_. Fill in the ideas about the accident before you do the diary entry.

Outline of your diary entry	Ideas
1. Day and date.	
2. The comment about the day.	
3. About the accident: (When / Where / Who / What / Why / How ...)	Before the accident ...
	When the accident happened ...
	After the accident ...
4. Verbs in past tense to tell the story.	
5. Connectives to link the ideas together.	
6. Adjectives and adverbs.	
7. Some supporting details.	
8. Feeling (What / Why)	

## Adaptation

Narrow down the scope to a car accident

Replace the mind map by a writing plan in a table form.

## Scaffolding

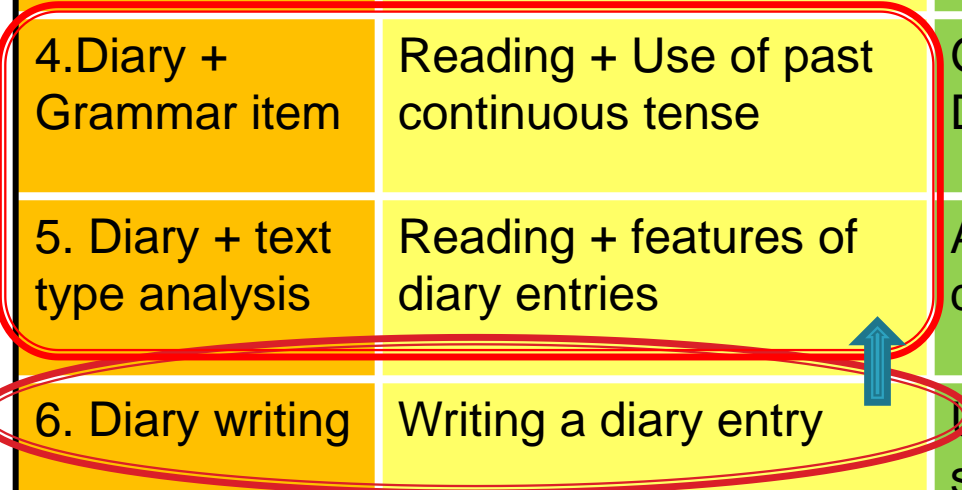
Help students brainstorm the sequence of the events in the car accident.

## Scaffolding

Enhance students' awareness on language variety and fluency.

## P.5 Accidents – scaffolding the learning tasks to develop the final writing task

Task	Skills / knowledge	The flow of scaffolding	CARS
1. News headlines	Reading	Get to know different types of news	Adding
2. News headlines	Reading + Listening	Learn related vocabulary in different news	Adding + Changing
3. News article + Grammar item	Reading + Use of past continuous tense	Visit useful vocabulary to describe an accident	Changing + Selection
4. Diary + Grammar item	Reading + Use of past continuous tense	Get to know a new text type: Diary	Selection + Changing
5. Diary + text type analysis	Reading + features of diary entries	Analyze the features of a diary entry	Adding + Changing
6. Diary writing	Writing a diary entry	Use vocabulary & sentence structures learnt to write a diary entry in a correct format	Changing



# Task 4

## Adaptation

Select the reading text in the textbook to read a diary entry.

## Scaffolding

Read a diary entry and get to know about the features of the text type.  
Visit more vocabulary and sentence patterns to describe an accident.

## Adaptation

Replace the reading text by using another diary entry.

## 2. Diary entry

Comment  
about the  
day

Day  
&  
date

Friday, 11<sup>th</sup> May 2012

What a terrible day! Our class suffered from food poisoning.

Today, we had lunch as usual. After a couple of hours, I began feeling dizzy. Then I started to throw up my lunch. At the same time, Paul who sat behind me, also vomited. Maggie had a stomachache. Susan went to ask Miss Lee, our class teacher for help. However, Miss Lee not come to school because she had the flu and a sore throat. So classmates were crying for help when Mr Tam came. The classroom in chaos!

We were sent to hospital afterwards. Mum and dad arrived at the hospital very soon. They looked very worried.

Later, the doctor said we were sick because of food poisoning. Mr Tam later told us that the fish ball curry in our lunch boxes went bad. Only Susan was not sent to hospital because she did not eat the fish balls. She was lucky enough to have a cold and a cough today.

I need to stay in the hospital tonight. But Paul has to stay for one more night because he had a headache and a fever. I hope the others are alright. I think I will never eat fish ball curry again.

Events:  
When  
Where  
Who  
What  
Why

Feeling

### Scaffolding

Read another diary entry to consolidate the concept of a diary.

# Task 5

## Adaptation

Revise the checklist to enable students to attend more to language

Characteristics of a diary entry	✓ / ✗	Examples if any
1. Show the day and date.		
2. Start with a comment about the day.		
3. Describe the event and put the ideas in order so that the writing makes sense.		
4. Use past tense to tell the story.		
5. Use connectives to link the ideas together.		
6. Use some adjectives and adverbs.		
7. Give some supporting details.		
8. Feeling		

# P.5 Accidents – Pupils' work

In the accident, you were one witness, \_\_\_\_\_. Fill in the ideas about the accident before you do the diary entry.

Outline of your diary entry	Ideas
1. Day and date.	
2. The comment about the day.	
3. About the accident: (When / Where / Who / What / Why / How ...)	<div>Before the accident ...</div> <div>When the accident happened ...</div> <div>After the accident ...</div>
4. Verbs in past tense to tell the story.	
5. Connectives to link the ideas together.	
6. Adjectives and adverbs.	
7. Some supporting details.	
Feeling (What / Why)	



23<sup>rd</sup> May, II

Sunny

Today, I saw a car accident in Tin Shui Wai at half past two afternoon.

I saw a red car and a blue car crashed. I was talking on the phone. I know a blue car drive was drank some wine because I saw a wine glass bottle in the blue car. I saw a woman was getting money from the bank. A man was buying a newspaper. A girl was crossing the road. A boy was waiting the bus. A dog was so scared and ran away.

In the end, I call the police. Ten minutes later, the police came, he ask the people and I what we were doing at the time of the accident. ‘

I felt surprised because I never saw two cars crashed.

Students were able to sequence well the events in a recount. They were able to use the vocabulary and sentence structures to write about the details.

## P.5 Accidents – Editing & Revising took shape with the help of the writing checklist and post-writing discussion

23<sup>rd</sup> May, 11

Sunny

Today, I saw a car accident in Tin Shui Wai at half past two afternoon.

I saw a red car and a blue car crashed. I was talking on the phone. I know a blue car drive was drunk some wine because I saw a wine glass

bottle in the blue car. I saw a woman was getting money from the bank. A man was buying a newspaper. A girl was crossing the road. A boy was waiting the bus. A dog was so scared and ran away.

In the end, I call the police. Ten minutes later, the police came, he ask the people and I what we were doing at the time of the accident. ‘

I felt surprised because I never saw two cars crashed.

1. Show the day and date.
2. Start with a comment about the day.
3. Describe the event and put the ideas in order so that the writing makes sense.
4. Use past tense to tell the story.

23<sup>rd</sup> May, 11

Sunny

Today, I saw a car accident in Tin Shui Wai at half past two in the afternoon.

**When** I saw a red car and a blue car crash **together**, I was talking on the phone. **The blue car's driver** had drunk some wine because I saw a wine glass bottle in the blue car. ~~I saw a woman was getting money from the bank. A man was buying a newspaper. A girl was crossing the road. A boy was waiting the bus.~~ A dog **near the cars** was so scared and ran away.

In the end, I called the police. Ten minutes later, the police came. He asked the **witnesses about** the accident. ‘

I felt surprised because I have never seen the car accident before.

5. Use connectives to link the ideas together.
6. Use some adjectives and adverbs.
7. Give some supporting details.
8. Feeling



# Our Writing Programme

Enabling student independence

Process Writing Approach

## P.6 Editing, Revising & Publishing

**Much elaborated post-writing appreciation**  
**Editing-revising cycle to enhance**  
**Individuality & creativity**

*Most students could manage to write independently with consolidated writing frames*

## P.5

➡ Scaffold the learning tasks to provide more support in ideas & language

*Developing students' semi-independence through the use of graphic organizers*

## P.4

**Drafting stage**

➡ Help pupils build writing frames with guiding questions

*Teacher demonstration & copying*

# Listen to students' voices

In the year-end interview, the P.5 students voiced their opinions ...

老師問問題都好, 但就  
唔使講答案, 佢講咗唔  
寫又唔好

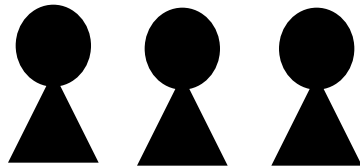
It's fine if teacher asks  
questions. But she'd  
better not to tell the  
answers. We didn't feel  
easy if we didn't put  
her ideas down.

最好老師講少啲, 有時  
我地諗到俾佢講咗, 就  
唔係我地架啦

Teacher had better  
not to talk so much  
so that she wouldn't  
'hijack' our ideas.

老師講得太多就好似  
抹煞咗我地啲嘢

When teacher talked  
too much, we felt like  
we had no part to  
play.



# We march on to P.6 courageously ...

P.4	P.5	P.6
<b>Writing Aloud: (15 mins)</b> Teachers demonstrate to students how to build the writing frames.	<b>Class Writing: (20 mins)</b> Teachers invite class to build the writing frames and compose with class aloud a piece of writing together	<b>Brainstorming &amp; Discussing : (5-10 mins)</b> Both teachers and students discuss topics, purposes & word choices.
<b>Guided Writing: (30 mins)</b> <ul style="list-style-type: none"> <li>•Students work in groups of 4 and write with the help of guided questions.</li> <li>•Teachers review the group writing with pupils.</li> </ul>	<b>Brainstorming, Discussing: (20 mins)</b> Students works in groups to fill out their writing frames on a similar topic and share pens to finish the writing	<b>Character Building</b> Write beyond the pictures (to inform readers more of the characters) e.g. Eric & the genie, Pirate Jim
<b>Individual Writing: (20 mins)</b> Students compose a piece of writing in 50 words on the same topic with the same set of guided questions.	<b>Individual Writing: (30 mins)</b> Students compose a piece of writing in 80 words based on the writing frames generated either in the group or on their own	<b>Individual Writing: (20 mins)</b> Students compose a piece of writing in 100 words.
	<b>Post writing: (15 minutes)</b> Self-editing Focus on one or two types of errors e.g. verb(v), tense (t)	<b>Post Writing: (20-30 minutes)</b> Appreciation of good works, Proofreading via pair-reading, self-check, pair-check, self corrections (focus on language fluency & text coherence)

## P.6 Word Splash

brother   worried   wonderful  
hug   cried   smile

My mother was sick. I need to take care of my little brother. I'm worried about my mother and my little brother steal my money. I cried a lot. My mother help me take back my money and give me more. I feel very wonderful. I'm very happy so I hug my mother. And I smile at my little brother proudly. I think he was angry.

My memorable experience  
One day, my brother hurt his leg, he go to see the doctor. I was worried about him so I went to the hospital with him. The doctor said 'Your brother need to have an operation.' I cried when I heard that. However, my brother smile to me and told me he was fine and he believed that the operation will be successful! Fortunately, the operation was succeeded, he hug me and said, 'What an extremely wonderful operation!'

Time

ing

Practice o

ice a year

How much  
have our  
students  
improved?

Lo

s

# Improvement on the length

Student C (Below average)

## P.4 1st Term Exam

### Jobs

Lily is a neurs. She has a ten shiu wai. She hours is a seven o'clock ant seven o'clock in the morning. She long is a twelven.

(27 words)

## P.6 1<sup>st</sup> Term Exam



### Little John's dream job

Today, John's looked the TV. The fireman help people in the TV. John's said 'fireman are so brave. I want to be a fireman.'

Then, John's went to the park running, because he dream job is fireman on strong. Fireman is help fires. He running look the cat on the tree. He were help the cat. he climb the tree not help the cat.

Finally, the man look they when he help here. The cat and John's went to the hostpiton.

(81 words)

# Improvement on ideas and coherence

Student A (Above average)

## P.4 1st Term Exam

### Jobs

The job is policeman. He works at police station. He wears a blue uniform. He works seven in the morning to seven in the evening. He works for twelve hours a day. He patrols on street and catch thieves. I think he is careful because he seldom makes mistakes.

😊The student showed his improvement on the **creativity** and **elaboration**. He could also develop a logical story.

## P.6 1st Term Exam

### Little John's dream job

One day, John watched a news which is about firemen put out the fire and save the people. Then he wanted to be a fireman. He did a lot of exercise so that he could be strong.

Next day, he ran in the park early in the morning. "Meow!" He heard that and look at the tree, he saw a cat get trapped on the tree. John thinks if he saved the cat, he would be a hero. So he climbed the tree higher and higher, but he is afraid. He did not bring his phone, but a man saw them fortunately. At the end, he went home safely and the cat was adopted by his mother.



# Improvement on language fluency and accuracy

Student B (Average)

## P.4 1st Term Exam

### Jobs

David the job is fireman. He is put out fires. He does wear in . He does work from seven to ten in the morning. He work does three long. I think him is brave because he put out fires.

☹ Simple sentences with problems in tense - is put, does work, does wear  
☺ use of connective 'because'

☺ aware of the use of simple past tense  
☺ Use of connectives-then, Finally, when  
☺ conversation correctly punctuated

## P.6 1st Term Test

### An accident

One day, Andy went to park playing so he set off for park by foot. Then he walk and walk when he saw and listened people said 'Help! Help! I twist my ankle.' Then Andy come to his home when he saw an old man then he said 'What happened?' When old man asked 'I was walking when me fall down, so me twist my ankle.' 'OK! I call the ambulance.' said Andy.

After one hour, ambulance was came when the nurse asked 'You need to go hospital.' 'OK!' said old man. Finally old man went to hospital. Then the doctor asked 'You need to stay in bed for two day.' 'Yes! thank you' said old man.



# Improvement on language fluency and accuracy

## P.4 1st Term Exam

### Jobs

The job is policeman. He works at police station. He wears a blue uniform. He works seven in the morning to seven in the evening. He works for twelve hours a day. He patrols on street and catch thieves. I think he is careful **because** he seldom makes mistakes. (49 words)

☺ Fluent with some grammatical mistakes

☺ ideas flow very fluently with a lot of supporting details

Student A (Above average)

## P.6 2nd Term Exam

### My best friend

My best friend is Vincent. He is never late. He is punctual. He is also responsible because he turn off fans even he wasn't the last who leave the classroom! He is quite handsome—just because of his glasses! I thought making silly faces to each other is our best thing to do!

We met in primary three. He is nicer, better than I thought at first. Sometimes I tought him homework. But unbelievably, he tought me to draw too! We treat each other great! I remember that we always draw “clown face” at paper, even at books! It's not important that what he do, we were just best friends. (108 words)

# Improvement on vocabulary & sentence variety

Student B (Average)

## P.6 2<sup>nd</sup> Term Exam

My best friend is Mandy. She is helpful. She always teaching me do homework. She is beautiful. Her eyes was big. And her hair is as smooth as the glass.

One day, I play happily in the park. But I broke my legs, then she look after me. she is careful. When i feel down, she always make me smile. From that time we become friends.

But when we go shopping. She always late. I need to wait for her one hour. It is cold. When we have a happiness. We always share with each other.

A friend in need is a friend indeed' maybe we cannon see each other forever. I will never forget her. Alice and Mandy will be friend forever.

☺ Use of similes

☺ Use of complex sentences

☺ Use of idioms

# Students learnt! We learnt a lot too!

**Learning to write** is never incidental but a continuous developmental process!

→ A vertical writing curriculum is essential!

**Co-plan meetings** serve as a platform to strengthen teachers' interaction (share successful experience and difficulties / understand better students' strengths and weaknesses)

**Evidence-based practice:** analyze students' work to inform ourselves of students' strengths and weaknesses  
→ refine teaching / curriculum (ever changing)

# Thank you!

For professional sharing and exchange, please  
contact

Wong Kit Mei, Gladys  
School-based Curriculum Development  
(Primary) Section at

[kitmeiwong@edb.gov.hk](mailto:kitmeiwong@edb.gov.hk)

Phone: 2158 4902