

Revisiting a vertical framework for the writing curriculum: a closer look at what makes or breaks its implementation

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Run-down

Part 1	Revisiting the vertical framework
Part 2	Teachers' sharing: A. Explicit teaching and scaffolding at one level B. Recycling and scaffolding within a unit C. Facilitating purposeful and progressive learning through scaffolding across levels
Part 3	Conclusion

A good school-based writing curriculum

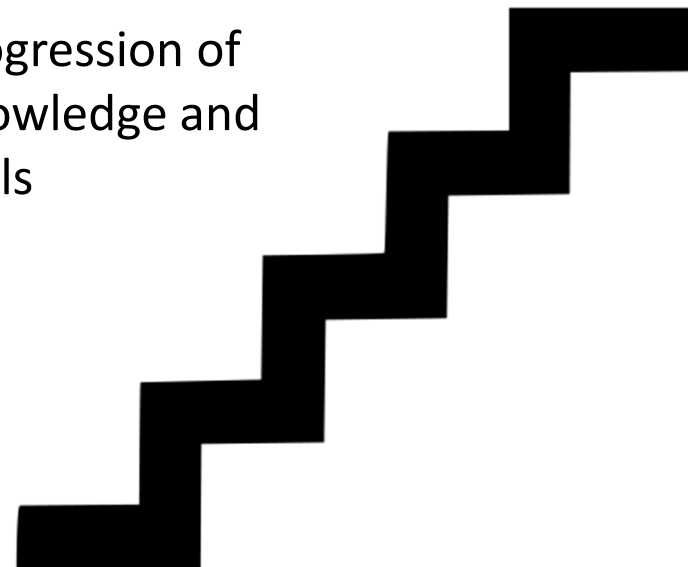
- should ensure smooth transition for students to move from one grade to another (Saylor & Alexander,1966)
- should enable students to build on what they have previously learned and develop essential writing skills and strategies progressively from P.1 to P.6
- should promote continuity of experience
- should include specific focuses (writing skills and strategies) at each level (P.1-P.6), which should be made known to both teachers and students
- strategies such as scaffolding and recycling should be in place

Vertical framework

Teaching Focuses across P.1 to P.6

Teaching Focuses	P.1	P.2	P.3	P.4	P.5	P.6	
Writing a range of text types (mainly descriptive)							
Writing conventions	<ul style="list-style-type: none"> Write from left to right and from top to bottom of the page Recognise correct spacing of letters, words and sentences Use capital letters at the beginning of the names of people and titles Use full stops at the end of sentences 	<ul style="list-style-type: none"> Recognise correct spacing of letters, words and sentences Use capital letters at the beginning of the names of people and titles Use full stops at the end of sentences Form most upper and lower case letters in handwriting correctly Organize sentences into a paragraph using correct capitalization and punctuation. 	<ul style="list-style-type: none"> Use appropriate formats and conventions of short written texts 	<ul style="list-style-type: none"> Use the basic conventions of written English <ul style="list-style-type: none"> - use cursive script - use paragraphs, capitalization and conventional punctuation 	<ul style="list-style-type: none"> Use the basic conventions of written English <ul style="list-style-type: none"> - use cursive script - use paragraphs, capitalization and conventional punctuation 	<ul style="list-style-type: none"> Use the basic conventions of written English <ul style="list-style-type: none"> - use cursive script - use paragraphs, capitalization and conventional punctuation 	
Easy level					Difficult level		
The planning of writing	Teaching Focuses	P.1	P.2	P.3	P.4	P.5	P.6
	The use of cohesive devices	<ul style="list-style-type: none"> Use 'and' to connect ideas at the sentence level Use pronouns to establish links 	<ul style="list-style-type: none"> Use 'and', 'but', 'also' and 'too' to connect similar and contrasting ideas Use pronouns to establish links 	<ul style="list-style-type: none"> Use a small range of cohesive devices to establish links (e.g. and, but, or, too, later, then) 	<ul style="list-style-type: none"> Use a small range of cohesive devices to connect ideas (e.g. first, next, finally, before, after, during) 	<ul style="list-style-type: none"> Use a small range of cohesive devices to connect ideas (e.g. if, however, when, so, so that, in the past, nowadays) 	<ul style="list-style-type: none"> Establish links using a range cohesive devices (e.g. moreover, in addition, although, besides, firstly, neither... nor)
	Elaboration with details	<ul style="list-style-type: none"> Use simple adjectives to describe people, animals, (e.g. tall, short, fat, thin, small, big, long short) and objects (e.g. red, black) 	Writing narratives or recounts				
Paragraphing and organization			Planning a story	<ul style="list-style-type: none"> Develop an awareness of narrative structure and logical connections through reading and story-telling 			
			Elaboration on characters, events or actions	<ul style="list-style-type: none"> Use simple adjectives to describe people, animals, (e.g. tall, short, fat, thin, small, big, long short) and objects (e.g. red, black, three) 			
			Story ending	<ul style="list-style-type: none"> Develop the awareness of story endings from reading 			
			The use of dialogues	<ul style="list-style-type: none"> Provide words or fill in speech bubbles for pictures/ cartoons/ comics 			
		Tenses	<ul style="list-style-type: none"> Use simple present tense and simple 				

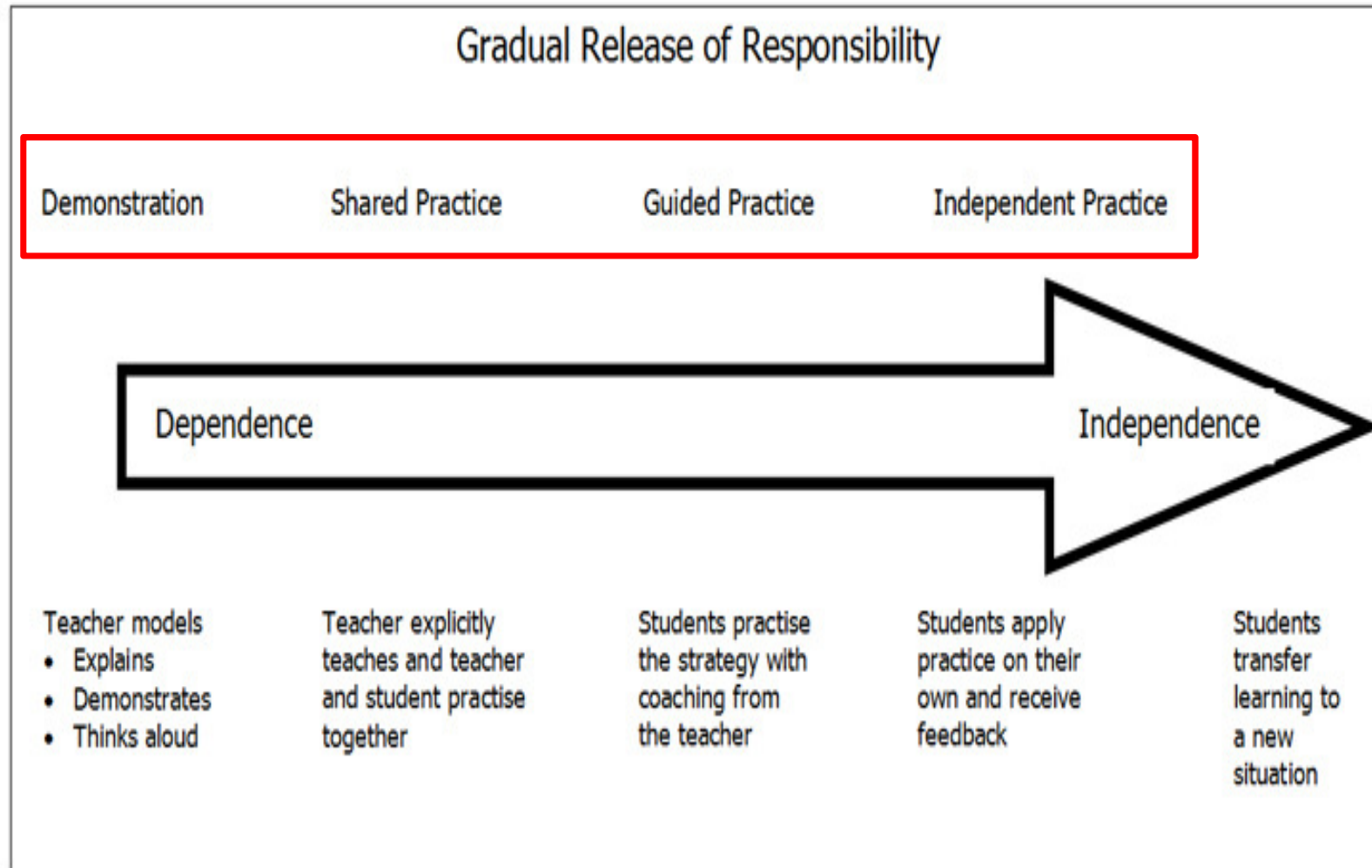
Progression of knowledge and skills



Use of writing frames

- Writing frames help teachers plan how to guide students to use what they have learned
- Writing frames help break down a writing task into **manageable** sections or 'chunks'
- Writing frames enable students to **experience some success** in writing and **experience** the writing process

Teaching strategy



Primary 1: Teaching focuses

Writing conventions

- ◆ Write from left to right and from top to bottom of the page
- ◆ Recognise correct spacing of letters, words and sentences
- ◆ Use capital letters at the beginning of the names of people and titles
- ◆ Use full stops at the end of sentences
- ◆ Form most upper and lower case letters in handwriting correctly

✓ Learn how to make sense of writing frames

✓ Learn how to generate ideas and produce sentences

Harry wants to talk about his new friend. Help Harry complete the table.

Tim

1. Name:	Tim
2. Teacher / new friend:	teacher / <u>new friend</u>
3. Sex:	<u>boy</u> / girl
4. Height:	<u>tall</u> / short
5. Age:	six years old
6. Do you like him/her?	<u>☺</u> / ☹

Harry is telling Miss Leung about his new friend Tim. Read the speech.

Good morning.
This is Tim.
He is my new friend.
He is a boy.
He is tall.
He is six years old.
I like him very much.
Thank you.

- ✓ Put ideas into sentences
- ✓ Use sentences into a paragraph

- ✓ Link up ideas with 'and' and "or"

P.1 Name: _____ () Date: _____

Lily has a new robot. She writes about her new robot.

Good morning. This is my robot.
It is red and yellow. It has big eyes
and small ears. It can sing and dance.
It cannot cook or fly. I like it very
much.

Modelling: paragraphing

Billy is going to fill in a table. Help him complete the table.

Lily's robot	
What <u>colour</u> is the robot?	_____ and _____
What does it have?	_____ and _____
What can it do?	_____ and _____
What <u>can't</u> it do?	_____ or _____

Harry's dog	
1. How old is the dog?	_____
2. What <u>colour</u> is it?	_____ and _____
3. What does it have?	_____ and _____
4. What can it do?	_____ and _____
5. What can't it do?	_____ or _____

Help Harry write about his d

Writing a paragraph with support

Good morning. This is my _____.

1) It is _____ . 2) It

_____ and _____ .

3) It _____ .

4) It _____ .

5) It can't _____ .

_____ . I like _____

very much.

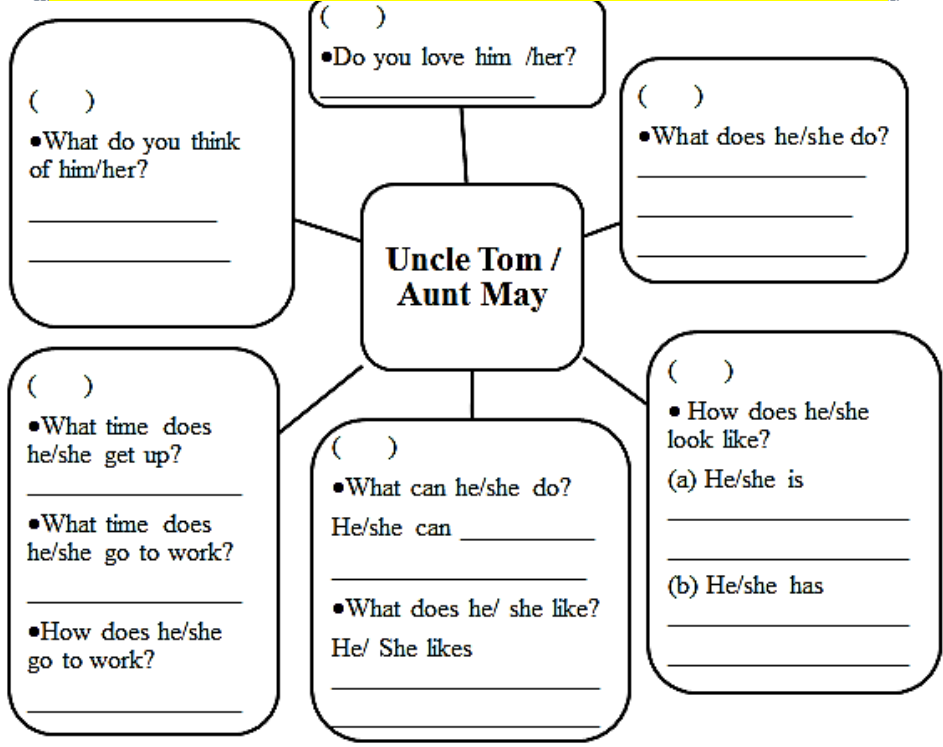
Primary 2: Teaching focuses

✓ Use adjectives to describe people or things

P. 2 Name: () Date:

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✓ Generate ideas with wh words



Word Bank

<u>Adjectives</u>	<u>Activities</u>

B. Now write a speech about Uncle Tom or Aunt May by using the notes in Part A.

Greeting	
Body (1)	
Body (2)	

Body of the speech : Paragraph
Body of the speech : Paragraph

✓ Organize ideas into paragraphs

Primary Three: Teaching Focuses

✓ Learn how to elaborate ideas and provide details - **because**

A. You
you
the
the boxes.

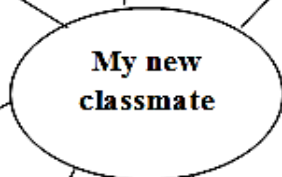
()
What subject(s) is he / she good at?

Which subject(s) is he / she weak in?

()
What is his / her name?

()
How old is he / she?

() **Why?**
What subject(s) does he / she like / not like? Why?



()
What does he / she look like?

(7)
What do you think of him / her?
Why? **Why?**

()
What does he / she do at weekends?

Body of the email : Paragraph 1 () () ()

Body of the email : Paragraph 2 () () ()

Body of the email : Paragraph 3 (7)

B. Now write an email to your friend to tell about your classmate by using the notes in Part A.

Body (1)

How is your new school term?
Let me tell you about my _____. _____

Body (2)

Body (3)

Talk to you later. Bye for now.

✓ Learn how to elaborate ideas and provide details - because

Write sentences with the help of the table below.

Ann

Chinese

Computer Studies

A. Read the following riddles. Guess the answers.

I like thinking.

I like doing sums, too.

What is my favourite subject?

We like doing exercises in the lesson

We also like playing ball games.

What subject do we like?

like+ing

We like reading English stories

We like singing English songs, too.

Which subject do we like?

They like reading Chinese poems.

They like writing stories, too.

What is their favourite subject?

I am good at drawing pictures.

I like painting pictures, too.

What is my favourite subject?

Mary likes singing songs in the lesson.

She likes playing the recorder, too.

What subject does she like?

Joe likes reading about insects.

What is his favourite subject?

I like singing Putonghua songs.

What is my favourite subject?

helpful	rude
kind	nice
polite	naughty

to after on at with of

How is the pupil?	What does the pupil do?
He is <u>(naughty)</u> _____.	<ul style="list-style-type: none"> ● He plays tricks _____ his classmates. ● He fights _____ his friends.
She is <u>(polite)</u> _____.	<ul style="list-style-type: none"> ● She says 'hi' and 'good morning' to teachers. ● She doesn't shout _____ her classmates.
He is <u>(helpful)</u> _____.	<ul style="list-style-type: none"> ● He looks _____ his friends. ● He takes care _____ his classmates.
She is <u>(kind)</u> _____.	<ul style="list-style-type: none"> ● She listens _____ me when I am sad. ● She laughs _____ me when I am happy.
He is <u>(rude)</u> _____.	<ul style="list-style-type: none"> ● He shouts _____ his mom. ● He doesn't talk _____ his classmates.

Sentence making

✓ Learn how to elaborate ideas and provide details - because

Exercise 1. Complete the following sentences with “because”. Use the words in the table below to help you.

because <u>I am.. / he/she is...</u>	tired	bored	thirsty	hungry
because <u>it is</u>	exciting	tasty	interesting	fun

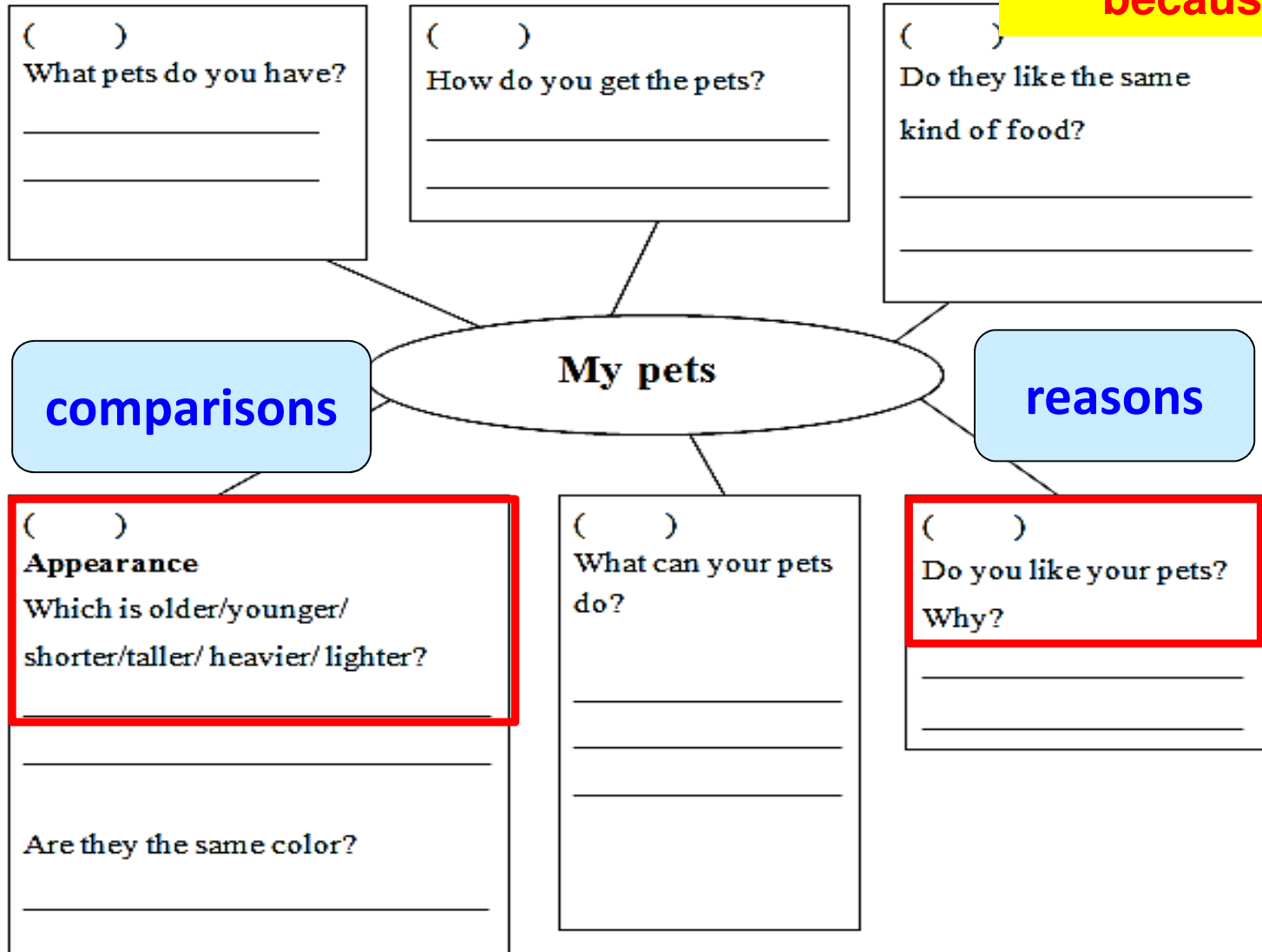
1. I want to watch TV because I am _____.
2. I want to buy chocolate because _____.
3. She wants to go to be _____.
4. She likes sushi _____.
5. He wants to eat a lot of food _____.
6. She wants to watch the dolphin show _____.

Primary Four: Teaching Focuses

✓ Learn how to elaborate ideas and provide details by using **comparisons and “because”**

A. The mind map

You are May. You want to tell your friend, Eric about your two pets. Write to your friend and tell him about your pets with supporting details. Complete the mind map.



Primary Five: Teaching Focuses

✓ Decide on the sequence of content

✓ Use a wider range of write frames / tables to generate and organise ideas

✓ Use a small range of sentence structures

✓ Present main ideas and provide supporting details

✓ Use a small range of adjectives and cohesive devices

✓ Revise and edit

Pre-writing: Revisiting adjectives & cohesive devices learned

Writing Ex. 1: A letter to a pen friend—something about Grandpa

P.5 Name: _____ () Date: _____

Pre-writing task

Games people played in the past

- played beanbags
- made puppets/ played with puppets
- played hide-and-seek
- played marbles
- played clapping games
- played hopscotch
- played with hula hoops

Games people play nowadays

- play with radio-controlled cars
- play computer games
- play online games
- play with robots
- do puzzles
- make models
- play with wind-up robots

Adjectives for describing activities

- exciting
- interesting
- challenging
- relaxing
- fun
- interactive

Linking words

- Besides
- Because
- So
- Moreover
- Although
- If

Post-writing: Revising and editing

Post-writing task

(A) Check your writing and tick (✓).

Checking for myself			
● I can write a brief <u>introduction</u> , body and concluding statement			
● I can use present tense and past tense correctly. (E.g. He <u>played</u> beanbags with his friends in the past.) (E.g. We <u>play</u> computer games nowadays.)			
● I can use 'use to' talk about something people usually did in the past. (E.g. They <u>used to</u> play hide-and-seek.)			
● I can use adjectives and elaborations to describe activities. (E.g. It is <u>exciting</u> to take photos. Swimming is <u>relaxing</u> .)			
● I can use cohesive devices 'so', 'because', 'besides' to give more information. (E.g. He does exercise every day, <u>so</u> he is fit.) (E.g. I like reading <u>because</u> it is fun.) (E.g. He cleaned the windows. <u>Besides</u> , he swept the floor.)			

(B) Ask your partner to check your writing and tick (✓).

Checking by : _____ ()			
● Does my partner write a brief <u>introduction</u> , body and concluding statement?			

Primary Six: Teaching Focuses

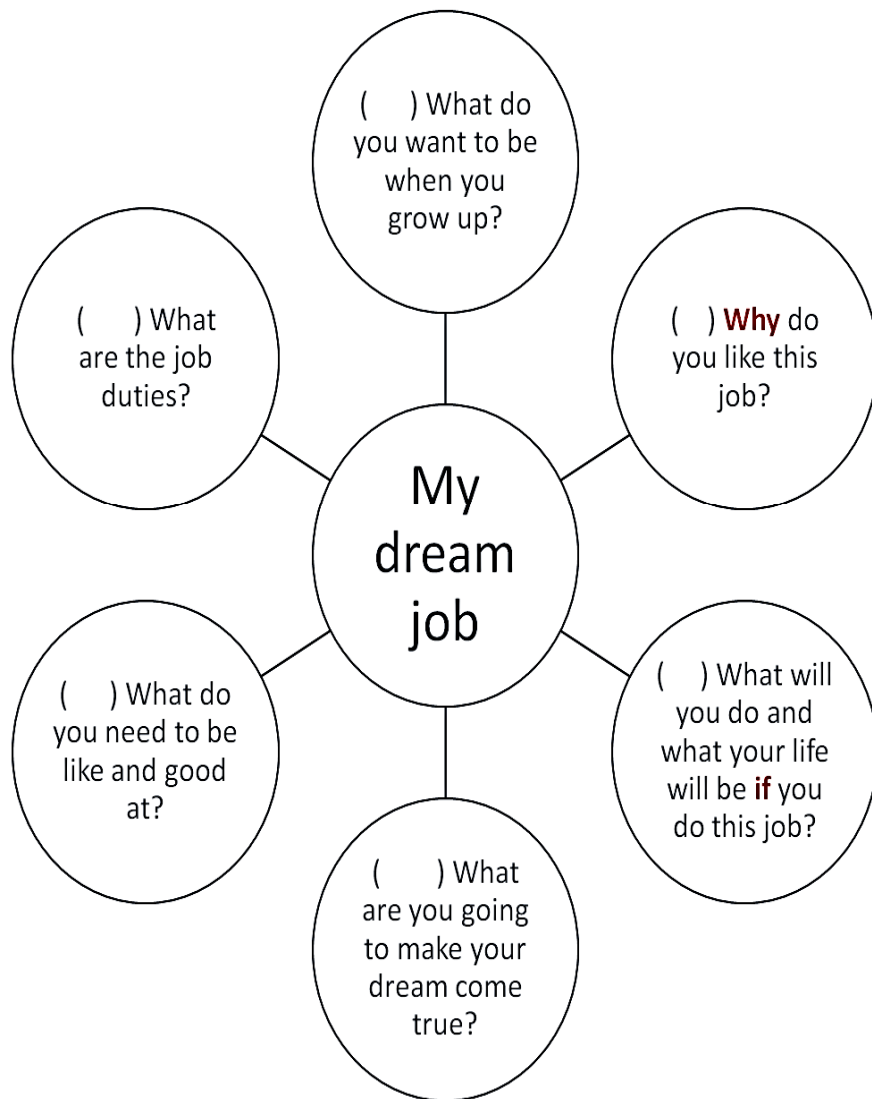
✓ Use a wider range of write frames to generate and organise ideas

✓ Learn how to present main ideas and provide supporting details

✓ Learn how to link ideas coherently with a wider range of cohesive devices

Primary Six: Teaching Focuses

Write an article about your dream job. Use the mind map below to help you plan your article.



- ✓ Use a wider range of write frames to generate and organize ideas
- ✓ Learn how to present **supporting details through different means**

Exercise 2: Giving supporting details by giving examples and sharing your feelings

We can add more details in our writing by giving examples and sharing our feelings.

Example 1: Giving examples

If I become a fashion designer, I'll design beautiful clothes such as trendy jeans and dresses. I can even have my own line of fashion.

Example 2: Sharing our feelings

If I become a fashion designer, I'll design a lot of beautiful clothes. I'll be happy all the time because people can wear the clothes I design.

1. Actor

A. (Use If..... and give examples)

B. (Use If.... and share your feeling)

Part A. Put suitable adjectives in the right blanks below.

timid	gentle	silly	strong	tall
sick	cunning	quiet	brave	fast

1. as tall as a giant.
2. as quiet as a mouse.
3. as strong as an elephant.
4. as silly as a monkey.
5. as brave as a lion
6. as cunning as a fox
7. as gentle as a lamb
8. as sick as a dog
9. as timid as a rabbit
10. as fast as a horse

Part B. Make sentences about people you know using the adjectives above.
Please remember to give reasons.

Ex 1. My father is 190 tall. He is as tall as a giant.

Ex 2. Mr. Lee is as brave as a lion. He is not afraid of bungee jumping.

1. _____
2. _____
3. _____

✓ Use a wider range of sentence patterns - **similes**

How would you describe them?

slow
as slow as a snail

cold
as cold as ice

Sam is injured.
He is as slow as a snail now.

I can't swim here.
The water is as cold as ice.

**Preparing students to write
narratives or recounts with
the vertical framework**


Primary 1: Teaching focuses

Exercise 1

P.1 _____ Name: _____ () Date: _____


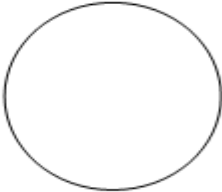
Use your sentences to complete the speech bubbles. Draw pictures of you and your teacher.

1.



1. _____

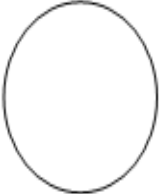

2. What is _____



2.

3. _____

4. _____



After writing your first day at _____, check you work by ✓ the boxes.

✓ Develop an awareness of dialogue writing

Primary 2: Teaching focuses

ictures and answer

afternoon

What is the weather like? _____

When? In the _____

Who? _____

What does he do?

Where? _____

When? In the _____

Who? _____

What does he do?

Where? _____

③ evening

When? In the _____

Who? _____

What does he do?

Where? _____

④ night

When? In the _____

Who? _____

What does he do?

Where? _____

How does he feel?

Now write about the day of your friend.

① Sunday

Today is Sunday. It _____

②

In the _____

③

In _____

④

- ✓ Learn how to generate ideas with when, where, who and what in a writing frame
- ✓ Learn how to write a paragraph based on a picture

Sunday	In the afternoon
When? _____	When? _____
Who? _____	Where did he go? _____
Where? _____	What did he ask the shopkeeper? _____
What did he want to do? He _____ to buy Dad a _____	What did the shopkeeper say? _____
Why? because _____	
What happened next?	④ ?
_____	At last _____
_____	_____
How did he feel?	How did he feel?
_____	_____

Primary Three: Teaching focuses

- ✓ Learn to use story frames to generate ideas
- ✓ Learn how to elaborate on when, where, who and what
- ✓ Learn how to elaborate on **“what happened” (past tense)**
- ✓ Learn to use **dialogues**



What happened?

Then



Write a story about Peter and his classmates. Look at the pictures and write a story about them.



help, clean,

When: _____
 Who: _____
 Where: _____
 What happened: _____

 How they felt: _____



a bee, frightened

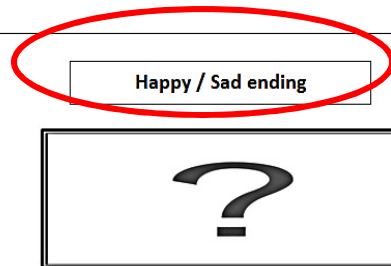
When: _____
 Who: _____
 Where: _____
 What happened: _____
 What they said: _____
 How they felt: _____



sweep, blackboard

When: _____
 Who: _____
 Where: _____
 What happened: _____

 How they felt: _____



When: _____
 What happened: _____

 What they said: _____
 How they felt: _____

✓ Write a happy / sad ending

Ending



- When: In the end
- What happened: Peter opened the window, the bee flew away
- What they said: _____
- How they felt: _____

- When: In the end
- What happened: _____
- What they said: _____
- How they felt: _____

Primary Four: Teaching focuses

Word bank

✓ Use **adjectives and adverbs** to describe people and actions

wonderful	happily
<p>1.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">invitation cards / excited</div> <p>When: _____</p> <p>Who: _____</p> <p>Where: _____</p> <p>What happened: _____</p> <p>How she felt: _____</p>	<p>2.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">board games</div> <div style="border: 2px solid blue; padding: 5px; margin: 10px auto; width: 80%;">When: <u>During the party / First / Before.....</u></div> <p>Who: _____</p> <p>Where: _____</p> <p>What happened: _____</p> <p>How they felt: _____</p>
<p>3.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">delicious... / take photos</div> <div style="border: 2px solid blue; padding: 5px; margin: 10px auto; width: 80%;">When: <u>After the games / Then / At about....</u></div> <p>Who: _____</p> <p>Where: _____</p> <p>What happened: _____</p> <p>How they felt: _____</p>	<p>4.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">A new character</div> <div style="border: 2px solid blue; padding: 20px; margin: 10px auto; width: 80%; text-align: center; font-size: 2em;">?</div> <div style="background-color: yellow; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p>✓ Learn techniques to write story endings</p> </div> <p>How they felt: _____</p>

✓ Use a wider range of **cohesive devices**

✓ Learn techniques to write **story endings**

Primary Five: Teaching focuses

Picture 1



chicken wings/ potato chips/ cakes/
chocolate/ coke

When: **One day / Last /**

Where: _____

Who: _____

What happened: _____

Picture 2



football/ fell down/ call/ worried

When: **In the afternoon / After his lunch /**

What happened: _____

What they said: _____

How they felt: _____

Picture 3



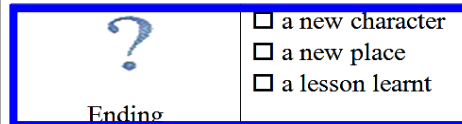
doctor / eat less / eat more

When: **In the evening / After the game / ..**

What happened: _____

What he said: _____

Picture 4



When: **Three months later /**

What happened: _____

How the story ended: _____

- ✓ Learn to use story frames to plan a story
- ✓ Learn how to use a wider range of **cohesive devices**

- ✓ Learn techniques to write interesting **endings**

A day out with my cousins
Content and organization

Text analysis

<p>Introduction:</p> <p>When: _____</p> <p>Who: _____</p> <p>Where: _____</p> <p>What: _____</p> <p>How (feeling): _____</p>	<p>Last week, I went on a picnic with my cousins, Tom and Betty. We went to Monkey Hill where we could see monkeys and do many activities. We took a bus to get there. It took us about an hour, but we were all very excited.</p>
<p>Body:</p> <p>What happened?</p> <ul style="list-style-type: none"> ✦ what did they do? ✦ what did they see? ✦ what did they hear? ✦ what did they you smell? ✦ how did they feel? 	<p>When we arrived at the country park, we were happy because there were not many people. It was quiet and we heard the birds singing. First, we took photos of some beautiful plants and butterflies. The butterflies were prettier and bigger than the ones in Tuen Mun. Then, we played some exciting games such as clapping games and hide-and-seek. After that, had our lunch because we were hungry.</p>
<p>Body:</p> <p>What happened?</p> <ul style="list-style-type: none"> ✦ what did they do? ✦ what did they see? ✦ what did they hear? ✦ what did they you smell? ✦ how did they feel? ✦ What did they say? 	<p>We brought a lot of yummy food such as curry fish balls, hot dogs and chicken wings. The food smelled so good. We saw a cute, small monkey, so we gave it some food. All of a sudden, many monkeys ran to us. They wanted to have our food. I was very scared and I ran quickly. "Go away, you ugly monkeys! Help! Help!" I screamed loudly. At that moment, I tripped on the stone and fell down. I hurt my knee and it was bleeding. It was very painful.</p>
<p>Ending:</p> <p><input type="checkbox"/> happy ending <input type="checkbox"/> sad ending</p> <p><input type="checkbox"/> new character <input type="checkbox"/> new place</p> <ul style="list-style-type: none"> ✦ What happened finally? ✦ How did they feel? 	<p>At last, Tom and Betty called Mom. She came to the country park and took me to the clinic. "You are okay now. Remember, you should not feed monkeys," said the doctor seriously. I will never feed moneys again. It was the most frightening time in my life!</p>

Content and organization

✓ Reinforce the use of five senses

✓ A new setting: clinic

✓ A lesson learned

Language and style

✓ Learn how to use a wider range of cohesive devices, grammar items and sentence structures

Read the story again find out the examples there.

Good things about the writer	Examples		
Use time phrases to tell the time	<ul style="list-style-type: none"> ● Last week... ● When... ● First... ● Then... ● After that... ● All of a <u>sudden</u>. ● At that <u>moment</u>. ● At last.. 	<p>Last week, I went on a trip with my sister Betty. We went to Monkey Hill where we could see monkeys and do many activities. We took a bus to get there. It took us about an hour, but we were all very excited.</p>	
Use the past tense to talk about the past	<ul style="list-style-type: none"> ● went, could see, took, were _____ _____ _____ _____ _____ 	<p>Use adjectives to describe people and things</p> <ul style="list-style-type: none"> ● We were happy / <u>excited / hungry</u> ● I was <u>scared</u>. ● 	<p>hot dogs and chicken wings. The food smelled so good. We saw a cute, small monkey, so we gave it some food. All of a sudden, many monkeys ran to us. They wanted to have our food. I was very scared and I ran quickly. "Go away, you ugly monkeys! Help! Help!" I screamed loudly. At that moment, I tripped on the stone and fell down. I hurt my knee and it was bleeding. It was very painful.</p>
Use the sentences you learned in the unit	<ul style="list-style-type: none"> ● We went to Monkey Hill <u>where</u> we could see monkeys. 	<p>Use "ly" to describe actions</p> <ul style="list-style-type: none"> ● ...<u>played</u> some exciting games <u>happily</u> ● I was scared and I <u>ran quickly</u> 	<p>At last, Tom and Betty called Mom. She came to the country park and took me to the clinic. "You are okay now. Remember, you should not feed monkeys," said the doctor seriously. I will never feed monkeys again. It was the most frightening time in my life!</p>
		<p>Give examples</p> <ul style="list-style-type: none"> ● <u>such as</u> clapping games ● <u>such as</u> curry fish balls, hot dogs and chicken wings. 	
		<p>Use dialogue with adverbs</p> <ul style="list-style-type: none"> ● I screamed <u>loudly</u> ● <u>said</u> the doctor <u>seriously</u> 	

Primary Six: Teaching focuses

- ✓ Learn to use dialogues in a wider variety of ways
- ✓ Learn how to use **a wider range of sentence structures** appropriately and accurately (language and style)
- ✓ Plan a story with story structure
- ✓ Learn how to **link ideas coherently (organisation)**

✓ Use a wider range of speech verbs

✓ Use adverbs in dialogues

asked	scolded	screamed	whispered
cried	yelled	exclaimed	shouted

loudly	politely	angrily	happily
excitedly	rudely	unhappily	quietly
confidently	seriously	proudly	softly

1. 'Can you teach me how to make this card?' asked Joe politely.
2. 'This is the first time I win in the writing competition!' shouted Karry excitedly/ proudly.
3. 'You must pay attention in the lesson,' Miss Wong told the students seriously.
4. 'Stop fighting!' Dad shouted angrily.
5. 'I can play with my friends in the Christmas party,' thought Janet happily.
6. 'Goodnight, my dear,' said Mum softly.

Primary Six: Teaching focuses

✓ Plan a story using
story structure

Story Map

Title: _____

Events:

10.	_____
9.	_____
8.	_____
7.	_____
6.	_____
5.	_____
4.	_____
3.	_____
2.	_____
1.	_____

Events: Rising Action

Falling Action

Climax: _____

Ending: _____

Characters: _____

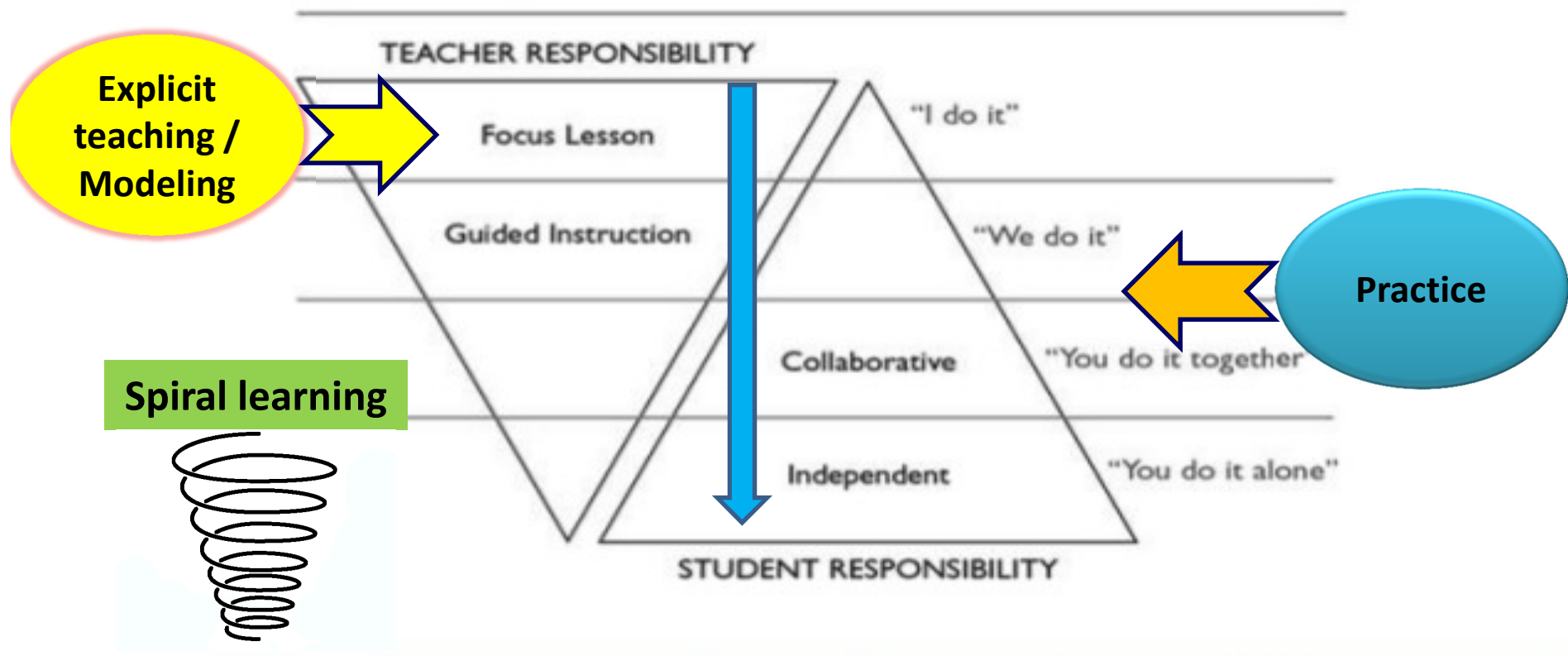
Setting: _____

Part 2 Teachers' sharing

Principles and Effective
Strategies that work

Why Use Scaffolding?

- Effective scaffolding can increase the students' independence in performing a task or learning a new concept through the **gradual release of responsibility** (Echevarria, Vogt & Short, 2010; Fisher & Frey, 2008).



Explicit teaching and step by step scaffolding

Ms Helen Fung, English Panel Head

Aldrich Bay Government Primary School

Background

- Students' family support is not strong
- Students have limited exposure to English outside the school
- They lack confidence to write a piece of writing

Development focus		
14-15	15-16	16-17
P.3	P.2 & P.4	P.5 & P.6

Strategies adopted

- Writing tasks are developed based on the themes from the textbooks and the target vocabulary, grammar items and sentence structures are taken into consideration
- Writing frames are used to develop students' writing skills
- Explicit teaching is crucial

Modelling writing involves:

- constructing a composition in front of students
- showing them the process of transforming ideas into text
- thinking out loud to demonstrate the many kinds of choices and steps involved in composition

(Dombey, 2013)

- Teachers' modelling, shared writing, group writing and independent writing are adopted to facilitate the teaching and learning of writing skills

(A) Ben likes summer holidays. Write about his week in the summer holiday. Look at the pictures and answer the questions.

① **Sunday**

What is the weather like? _____
Who? _____
What does he/ she do? What time?

③

What weekday? _____
What does he/ she do? What time?

(A) Your friend likes playing sports. He/ She wants to do exercises every day in the summer holiday. Write about his/ her week. Look at the pictures and answer the questions.

_____ 's week in the summer holiday

① **Sunday** 8:00 **morning** ② **Tuesday** 5:15 **afternoon**

What is the weather like? _____ What weekday? _____
Who? _____ What does he/ she do? What time?
What does he/ she do? What time? _____

③ ④

What weekday? _____ What weekday? _____
What does he/ she do? What time? _____ What does he/ she do? What time? _____

_____ How does he/ she feel? _____

Now write about your friend's week in the summer holiday. Please indicate "He / She" by circling the right pronoun.

① _____

Today is Sunday. _____

② _____

On _____

③ _____

On _____

④ _____

On _____
_____. He / She feels _____.

Quality over quantity

- Focusing on student learning: moving from observing to co-constructing, from co-constructing to imitating, from imitating to practising, and from practising to creating
- Writing skills intensively taught in 3 pieces of writing each term
- Students have other opportunities to write in other tasks such as journal and free writing

Primary 3 - the first writing task in the 1st Term

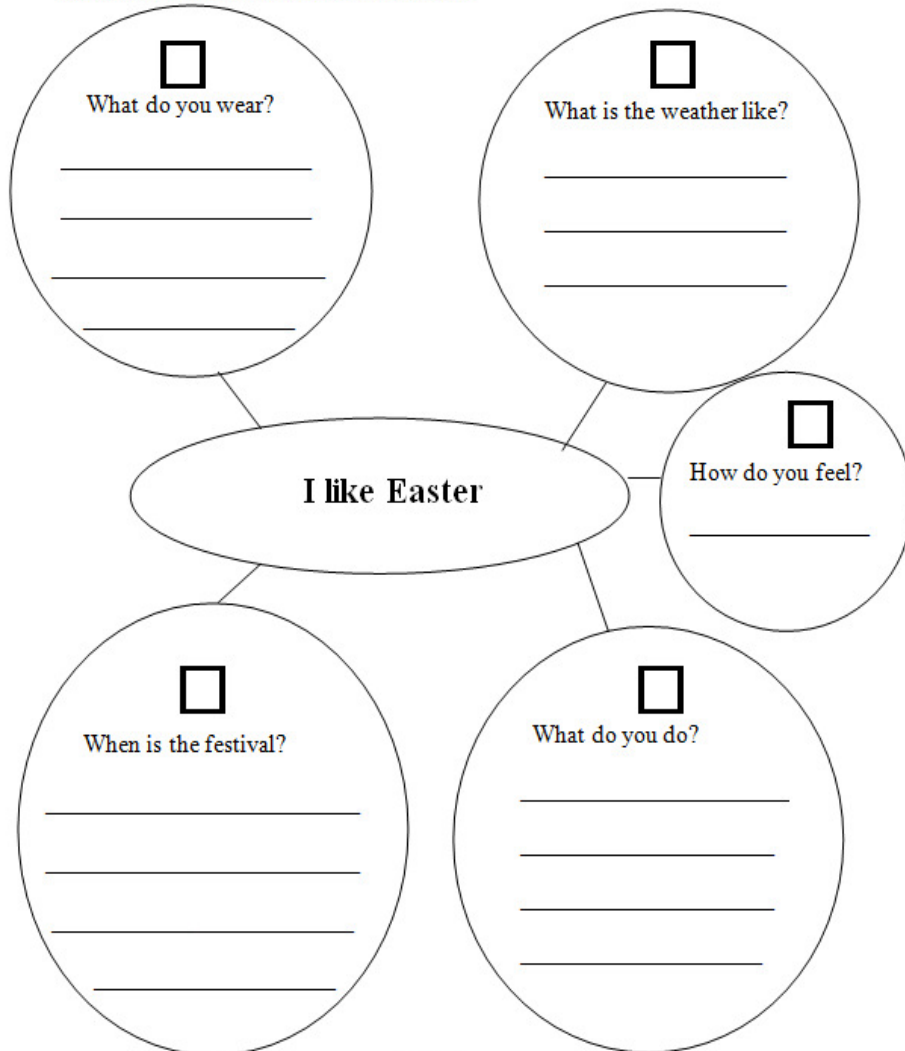
School-based Support Writing Curriculum-Writing 2 (LWTE 3A, Unit 2)

Name: _____

Class: P.3 ()

Date: _____

A. Miss Chan wants to tell her best friend, Joe Lee, about her favourite festival.
Help her finish the following mind-map.



New Message

To : @gmail.com

From : @gmail.com

Subject : I like Easter

_____,

_____. Let me tell you about my favourite festival.

I like _____ ① _____

_____ ② _____


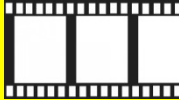

_____ ③ _____

_____ ④ _____

_____ ⑤ _____

Which festival do you like best?

Lesson Clips

- Explain the task requirements 
 - Model how to answer the questions in the mind map
 - Model how to sequence the ideas in the mind map
 - Model how to make choices, e.g. following basic writing conventions when writing the e-mail 
 - Model how to use the ideas in the mind map to write the e-mail
 - Model how to put sentences together to complete the e-mail
- Let students practise writing through group writing with different roles 
 - Let students read aloud their writing to reinforce their learning
 - Edit students' work together and promote peer learning

Step by step scaffolding within a level

- Scaffolding at word / sentence / paragraph level
- Establishing links between writing tasks to let students build on what they can do and have achieved
- Developing students' writing skills progressively instead of teaching isolated writing skills

Writing 3

Accuracy at the sentence level

Describing activities

Name: _____ () Class: P. 2 () Date: _____

feed the birds ride the bicycle listen to music
walk the dog climb the trees take photos

E.g. John rides the bicycle.

1. Mary _____.

2. Leo _____.

3. Betty _____.

4. Sally _____.

5. Ken _____.

Describing feelings

A. Let's read.

I am	tired / bored / thirsty
He / She / It is	hungry / happy / hot.
You / We / They are	busy / sad / angry.

B. Fill in the blanks with the given words.

bored thirsty busy happy angry tired hot sad hungry

+

E.g. I am tired .	1. He _____.
2. Sam _____.	3. Ada _____.
4. Miss Chan _____.	5. Peter and Mike _____.
6. I _____.	7. The children _____.

Writing 3

Paragraph level

Generating ideas to describe pictures with wh- question prompts

Learning how to put ideas into sentences and connect them into a paragraph

Look at the pictures below and describe the people in the pictures with the help of the guiding questions.

E.g.

	Who is he?	Ben.
	Where is he?	<u>Behind the swimming pool.</u>
	What does he do?	<u>Ride a bicycle.</u>
	How does he feel?	<u>Happy.</u>

He is Ben. He is behind the swimming pool. He rides a bicycle. He is happy.

1.

	Who is she?	Candy.
	Where is she?	
	What does she do?	
	How does she feel?	

2.

	Who is she?	Mary.
	Where is she?	
	What does she do?	
	How does she feel?	

3.

	Who are they?	Tom and Sally.
	Where are they?	
	What do they do?	
	How do they feel?	

Writing 4

The writing task was designed based on the textbook unit

Working on paragraph level first

School-based Writing Curriculum Task sheet 2 (LWTE 2B, Unit 1,2)

Name: _____ ()

Class: P.2 () Date: _____

Look at the pictures carefully. Plan how you are going to finish the story about a meanie.

1.

When is it?	·one day
Who is he?	·
Where is he?	·
How does he feel? Why?	·

town unhappy

One day, _____

2.

What does the meanie see?	·He sees some food. ·There are _____ ·There is _____ ·He sees _____
---------------------------	--

food people

3.

How does the meanie feel?	·
What does he do?	·

hungry party

+

4.

What happens?	·
What does he feel?	·

delicious happy

Generating ideas to describe what they see from familiar pictures and write a short story



What students need to learn in the unit is taken into consideration

2.

What does the meanie see?	·He sees some food. ·There are _____ _____ ·There is _____ _____ ·He sees _____ · _____ _____
---------------------------------	---

food people

Working on sentence level first

Using the vocabulary, grammar items and sentence structures learned in the unit

Writing 5

Text level

From describing pictures to creating ideas to write themselves

- Describing a day of someone:
- The time
 - The weather
 - What the person does at different times
 - How the person feels

School-based Writing Curriculum Writing Task (LWTE 2B, Unit 3,4)
Class: 2 Name: _____ () Date: _____

A) You write about a day of your friend. Read the pictures and answer the questions.

①	<input type="checkbox"/> Sunday 7:00 Morning	<input type="checkbox"/> afternoon
	What is the weather like? _____	Who? _____ What does he do? What time? _____
	Who? _____	What does he do? What time? _____
	What does he do? What time? _____	_____
	_____	_____
	_____	_____
③	<input type="checkbox"/> evening	④ <input type="checkbox"/> night
	What does he do? _____	What does he do? What time? _____
	What time? _____	How does he feel? _____
	_____	_____
	_____	_____
	_____	_____

School-based Writing Curriculum Writing Task (LWTE 2B, Unit 3,4)
Class: 2 Name: _____ () Date: _____

Now write about the day of your friend.

①	Sunday
	Today is Sunday. _____ .

②	He _____

③	He _____

④	_____

Writing 5

Word level: word associations

Match the words on the right to the ones on the left.

wash	✓	homework
get out of	X	my face
have	✓	bed
have	✓	dinner
brush	✓	my school bag
do	✓	a bath
put on	X	my teeth
watch	✓	breakfast
pack	✓	lunch
take	✓	my clothes
go to	✓	TV
have	✓	school

Practice at the sentence level: constructing the target sentence structures

Part A. What do you usually do on Saturday? Write some sentences in the table below.

	Who	What	What time	When
1	I	wake up	at nine o'clock	<u>in</u> the morning.
2				
3				
4				
5				

Part B. What do your family usually do on Saturday? Write some sentences in the table below.

	Who	What	What time	When
1	My sister	wakes up	at eight o'clock	<u>in</u> the morning.
2				
3				
4				
5				

Writing 5

Paragraph and text level

Generating own ideas based on familiar prompts

Coming up with own ideas

Practising writing paragraphs

(A) You write about the day of your friend. Read the pictures and answer the questions.

<p>① Sunday 7:00 Morning</p> <p>What is the weather like? _____</p> <p>Who? _____</p> <p>What does he do? What time?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>② _____ afternoon</p> <p>What does he do? What time?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>③ _____ evening</p> <p>What does he do?</p> <p>What time?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>④ _____ night</p> <p>What does he do? What time?</p> <p>How does he feel?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Class : 2 Name : _____
Now write about the day of your friend.

<p>① Sunday</p> <p>Today is Sunday. _____</p> <p>_____</p> <p>_____</p>
<p>②</p> <p>He _____</p> <p>_____</p> <p>_____</p>
<p>③</p> <p>He _____</p> <p>_____</p> <p>_____</p>
<p>④</p> <p>_____</p> <p>_____</p> <p>_____</p>

Writing 6

word level

Name: _____ Class: P.2 () Date: _____

I

sentence level

Part A. What do you usually do in a week? Write some sentences in the table below.

	What weekday?	Who?	What?	What time?	When?
1.	On Monday	I	go swimming	at seven o'clock	<u>in</u> the evening.
2.					
3.					
4.					
5.					

Part B. What does your friend usually do in a week? Write some sentences in the table below.

	What weekday?	Who?	What?	What time?	When?
1.	On Saturday	Billy	plays tennis	at half past one	<u>in</u> the afternoon.
2.					
3.					
4.					
5.					

Writing 6

Recycling the skills learned

(A) Your friend likes playing sports. He/ She wants to do exercises every day in the summer holiday. Write about his/ her week. Look at the pictures and answer the questions.

_____ 's week in the summer holiday

<p>① Sunday 8:00 morning</p> <p>What is the weather like? _____ Who? _____ What does he/ she do? What time? _____ _____</p>	<p>② Tuesday 5:15 afternoon</p> <p>What weekday? _____ What does he/ she do? What time? _____ _____</p>
<p>③ <input type="text"/> <input type="text"/> <input type="text"/></p> <p>What weekday? _____ What does he/ she do? What time? _____ _____</p>	<p>④ <input type="text"/> <input type="text"/> <input type="text"/></p> <p>What weekday? _____ What does he/ she do? What time? _____ _____ How does he/ she feel? _____</p>

Using the same framework to write about leisure activities

Now write about your friend's week in the summer holiday. Please indicate "He / She" by circling the right pronoun.

① _____

Today is Sunday. _____ .
 _____ .
 _____ .

②

On _____ .
 _____ .

③

On _____ .
 _____ .

④

On _____ .
 _____ . He / She feels _____ .

Impact on teaching and learning

- All teachers use common teaching strategies for teaching writing, e.g. modelling, shared writing/ group writing before independent writing
- Students learn how to write through consistent and constant practice
- Students have gained more confidence and motivation in writing
- The non-attempt rate in the exam has dropped

The importance of recycling and scaffolding within a unit

Henry Kwok, English Panel Head
Fung Kai Liu Yun Sum Memorial School

Background

- Students lack confidence and motivation in writing
- Learning diversity is acute
- Non-attempt rate in the writing exam was a concern, especially among students in KS2

Development focus		
14-15	15-16	16-17
P.4	P.5	P.6
	Using writing frames from P.1-P.6	

Why recycling and revisiting skills learned?

- Let students revisit the skills and deepen their learning experience
- Get students prepared to write more confidently (psychologically)

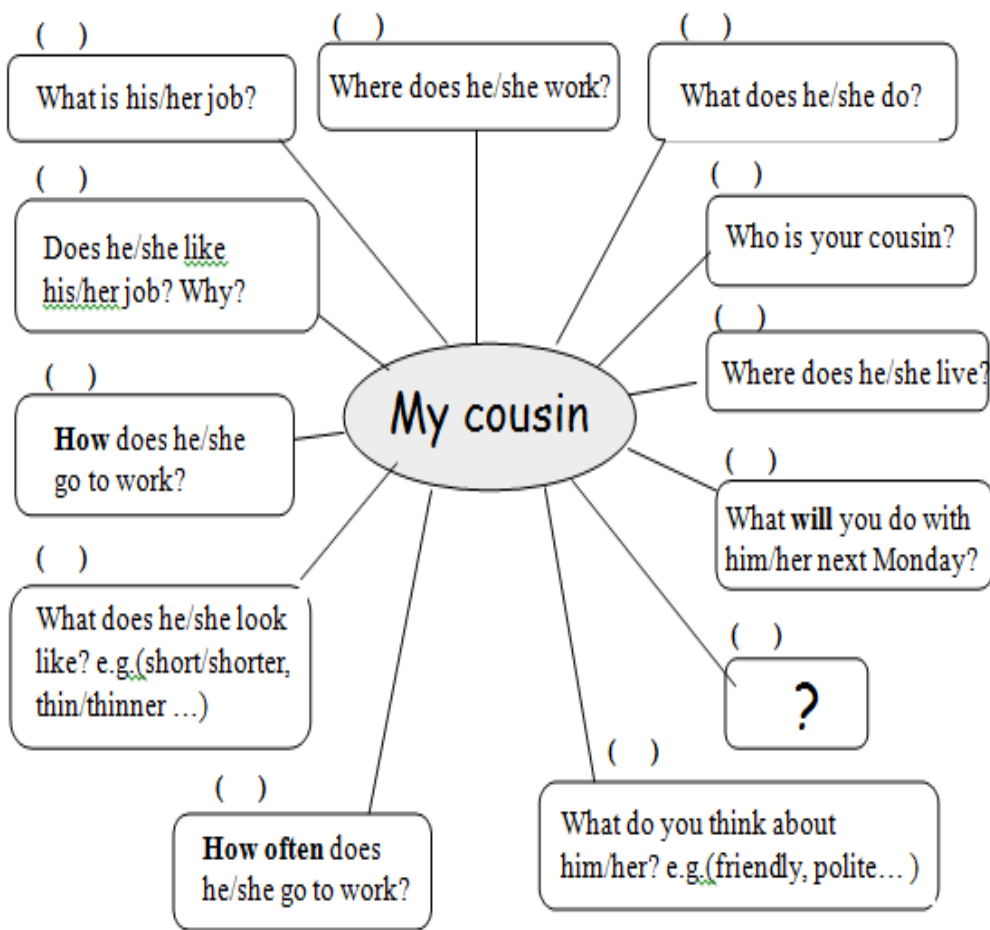
Scaffolding within a unit

- Scaffolding tasks were designed to prepare students for the main writing task
- They increase students' confidence and let them learn and practise using the target vocabulary and sentence structures in a step-by-step manner

P.5 Module 1 Main Writing Task

My cousin

Judy's cousin will come to Hong Kong to visit her next Monday. She is writing a letter to tell her best friend, Kelly, about her cousin. You are Judy now. Use the notes in the mind map and write about 80 words. You may use your own ideas or the following questions to help you.



Dear _____,

How are you? I am so excited because my cousin will come to Hong Kong to visit me next Monday. Let me tell you something about *him/her. _____ is my cousin.

Keep in touch.
Your friend,

Scaffolding task

Helping students be ready to use the correct prepositions

Improving accuracy at the sentence level

Unit 1 Activity Sheet (1)

GRADE: _____

'Where do they work?'

Write the correct workplaces for the following jobs.

Jobs	Workplaces (Where?)	<u>*Please circle</u>
1. a vet	*(in/on/at) _____	
2. a dentist	*(in/on/at) _____	
3. a fireman	*(in/on/at) _____	
4. a lawyer	*(in/on/at) _____	
5. a postman	*(in/on/at) _____	
6. a photographer	*(in/on/at) _____	
7. a programmer	*(in/on/at) _____	
8. a pilot	*(in/on/at) _____	
9. a cook / chef	*(in/on/at) _____	
10. a designer	*(in/on/at) _____	
11. a waiter / waitress	*(in/on/at) _____	
12. a salesperson	*(in/on/at) _____	
13. a hairdresser	*(in/on/at) _____	
14. a flight attendant	*(in/on/at) _____	
15. a singer	*(in/on/at) _____	

Workplaces for you to choose:

a restaurant a salon an office a court a studio
a fire station a plane a police station a clinic
a vet clinic a post office stage a shop

Scaffolding task

Preparing students to write about different jobs in a more organized manner

Unit 1 Activity Sheet (2)

DATE: _____

What do these people do when they are at work? Match the correct job duties with the jobs below.

a vet a dentist a fireman a lawyer a postman a photographer
 a programmer a pilot a chef a designer a waiter
 a salesperson a hairdresser a flight attendant a singer

Jobs	Job duties
	● take(s) care of sick animals and keep(s) them healthy
	● take(s) care of people's teeth
	● sing(s) songs and dance(s) to entertain people
	● help(s) people design a new hairstyle / help(s) people cut their hair
	● sell(s) things in the shop ● help(s) people find the things they want
	● deliver(s) letters and parcels to people
	● serve(s) people food and drinks on the plane ● keep(s) people safe on the plane
	● cook(s) tasty food for different people
	● tell(s) people about the law ● help(s) people in a court
	● design(s) many new things for people
	● meet(s) different people every day and help(s) them take many beautiful photos
	● save(s) people from danger ● put(s) out fires
	● fly(flies) a plane ● take(s) people to different countries

Scaffolding task

Helping students to use the target grammar item “adverbs of frequency”

Providing opportunities for students to practise using the target vocabulary, sentence structures and skill in a controlled manner

Unit 1&2 Activity Sheet (4) GRADE: _____

How often do they go to work? Do they like their jobs? Why? Read the information below and write the suitable reasons in the brackets.

<u>meaningful</u> <u>stable</u>	challenging professional	interesting exciting	profitable safe
------------------------------------	-----------------------------	-------------------------	--------------------

People's jobs	How often? e.g. <u>He/She</u> goes to work...	Reasons they like their jobs e.g. <u>He/She</u> likes his/her job because.....								
1. Joe is a policeman.	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Mon</td> <td style="border: 1px solid black; padding: 2px;">Tue</td> <td style="border: 1px solid black; padding: 2px;">Wed</td> <td style="border: 1px solid black; padding: 2px;">Thur</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Fri</td> <td style="border: 1px solid black; padding: 2px;">Sat</td> <td style="border: 1px solid black; padding: 2px;">Sun</td> <td></td> </tr> </table>	Mon	Tue	Wed	Thur	Fri	Sat	Sun		<ul style="list-style-type: none"> ● he can keep Hong Kong safe ● it is <u>challenging</u>
Mon	Tue	Wed	Thur							
Fri	Sat	Sun								
e.g. Joe is a policeman. He goes to work four days a week . He likes his job because <u>he can keep Hong Kong safe and it is challenging.</u>										
2. Sandy is a waitress.	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Mon</td> <td style="border: 1px solid black; padding: 2px;">Tue</td> <td style="border: 1px solid black; padding: 2px;">Wed</td> <td style="border: 1px solid black; padding: 2px;">Thur</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Fri</td> <td style="border: 1px solid black; padding: 2px;">Sat</td> <td style="border: 1px solid black; padding: 2px;">Sun</td> <td></td> </tr> </table>	Mon	Tue	Wed	Thur	Fri	Sat	Sun		<ul style="list-style-type: none"> ● she likes to meet different people ● it is _____
Mon	Tue	Wed	Thur							
Fri	Sat	Sun								
Sandy is a waitress. She _____ _____										
3. David is a dentist.	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Mon</td> <td style="border: 1px solid black; padding: 2px;">Tue</td> <td style="border: 1px solid black; padding: 2px;">Wed</td> <td style="border: 1px solid black; padding: 2px;">Thur</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Fri</td> <td style="border: 1px solid black; padding: 2px;">Sat</td> <td style="border: 1px solid black; padding: 2px;">Sun</td> <td></td> </tr> </table>	Mon	Tue	Wed	Thur	Fri	Sat	Sun		<ul style="list-style-type: none"> ● _____ ● it is _____
Mon	Tue	Wed	Thur							
Fri	Sat	Sun								
_____ _____										
*4. Oscar is _____ _____	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Mon</td> <td style="border: 1px solid black; padding: 2px;">Tue</td> <td style="border: 1px solid black; padding: 2px;">Wed</td> <td style="border: 1px solid black; padding: 2px;">Thur</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Fri</td> <td style="border: 1px solid black; padding: 2px;">Sat</td> <td style="border: 1px solid black; padding: 2px;">Sun</td> <td></td> </tr> </table> (*Please circle)	Mon	Tue	Wed	Thur	Fri	Sat	Sun		<ul style="list-style-type: none"> ● _____ ● it is _____
Mon	Tue	Wed	Thur							
Fri	Sat	Sun								
_____ _____										

Revisiting the skills of using a mind map: using a short paragraph as an example

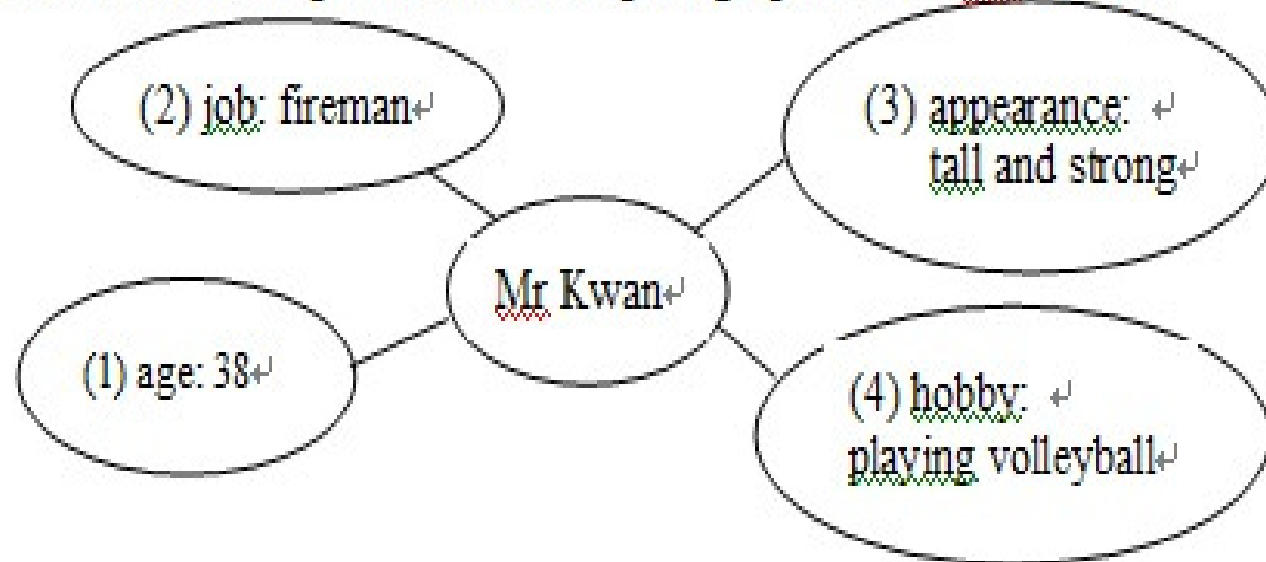
Before the mini-writing task

The logical sequence of ideas using numbering

From ideas to sentences

Unit 1 Mini Writing (1)

Look at the mind map and the short paragraph about Mr Kwan.



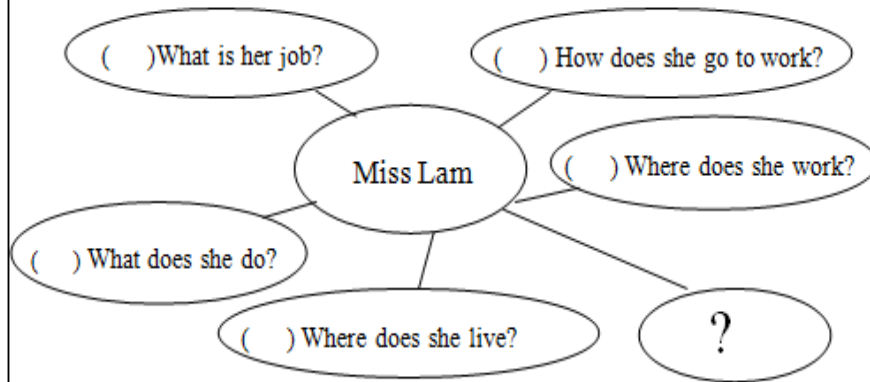
Mr Kwan is 38 years old. He is a fireman. He is tall and strong. He likes playing volleyball.

Imitating

Unit 1 Mini Writing (1)

Date: _____

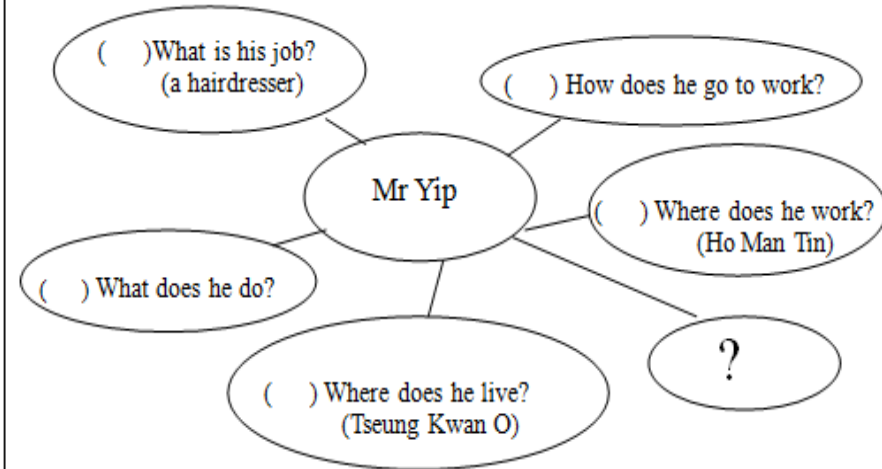
Look at the mind map and the short paragraph about Miss Lam. Try to arrange the questions.



Miss Lam is a nurse. She is twenty-five years old. She lives in Fanling. Now, she works in a hospital in Shatin. She goes to work by MTR. She needs to take care of many sick people when she works.

Practising

Now read the mind maps about Mr Yip. Then write about him.



Mr Yip is _____

Tasks were built in before the mini-writing task to provide scaffolding

Impact

- Always try to let students recycle what they have previously learned
- Always scaffold students for the main writing tasks through considering what sort of input they need in their writing
- Extend the impact to other levels and help KS1 students to lay a firm foundation in writing

Honing students' writing skills starting from P.1

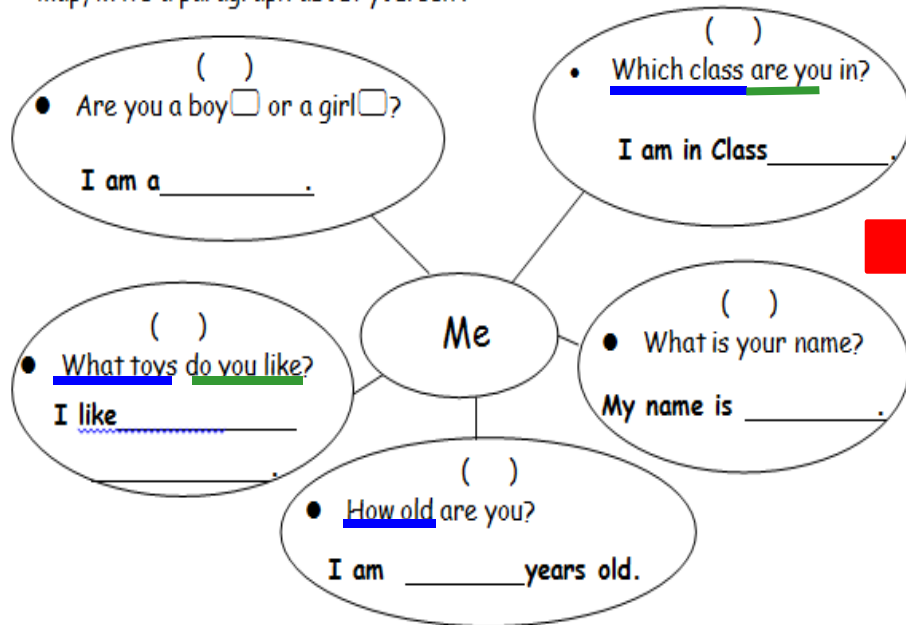
Recycling and revisiting vocabulary and skills in different contexts

Writing 1

NAME : _____ ()

About me

Fill in the mind map below with your information. With the help of the mind map, write a paragraph about yourself.



- Sequencing
- Wh question words and sentence patterns, e.g. how old, which class, what toys
- Vocabulary: toys, numbers

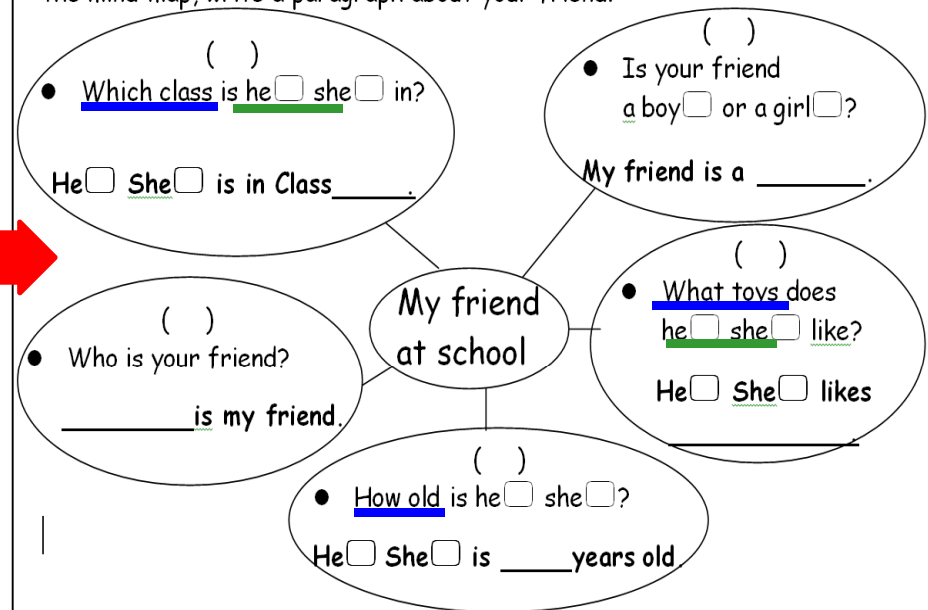
Writing 2

CLASS: 1

NAME : _____

About my friend at school

Fill in the mind map below with your friend's information. With the help of the mind map, write a paragraph about your friend.



My friend at school

- From first person – third person singular

- Recycling old knowledge, e.g. wh question words and toys

- Adding in new language items, e.g. colours, adjectives and the use of can

Writing 2 NAME: _____ ()

About my friend at school

Fill in the mind map below with your friend's information. With the help of the mind map, write a paragraph about your friend.

Which class is he she in?
He She is in Class _____.

Who is your friend?
_____ is my friend.

How old is he she ?
He She is _____ years old

Is your friend a boy or a girl ?
My friend is a _____.

What toys does he she like?
He She likes _____.

My friend at school

My friend at school

Writing 3 NAME: _____ ()

A toy for my friend's birthday

Your friend's birthday is coming. Think of a toy for him/her. Draw and write about the toy.

What colour is it?
It is _____ (and _____).

What is the toy?
It is a/an _____.

What can it do?
(e.g. sing, fly, jump, walk, dance...)
It can _____ (and _____).

Is it small or big ?
It is _____.

A toy for my friend's birthday

I buy a toy for my friend's birthday.

- Recycling old knowledge, e.g. colours, the use of can and adjectives

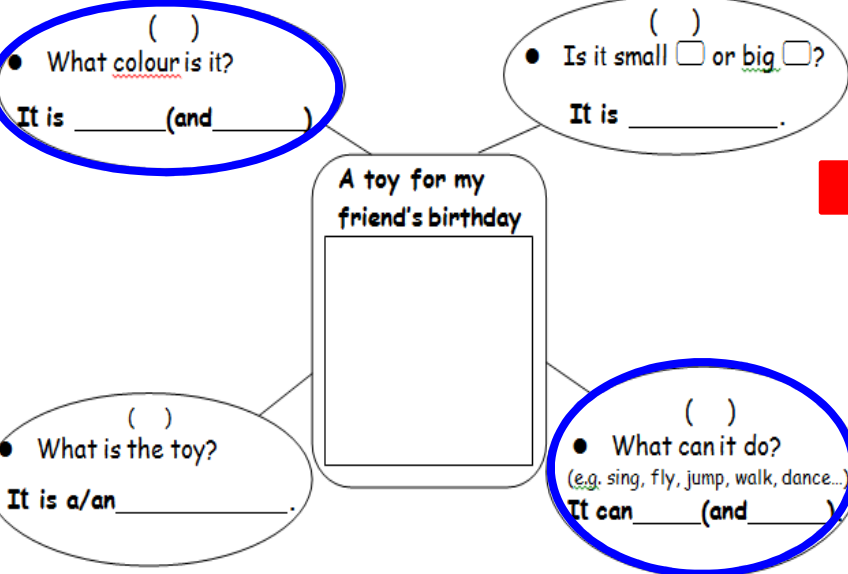
- Adding in new language items, e.g. body features and the use of cannot

Writing 3

NAME: _____ ()

A toy for my friend's birthday

Your friend's birthday is coming. Think of a toy for him/her. Draw and write about the toy.



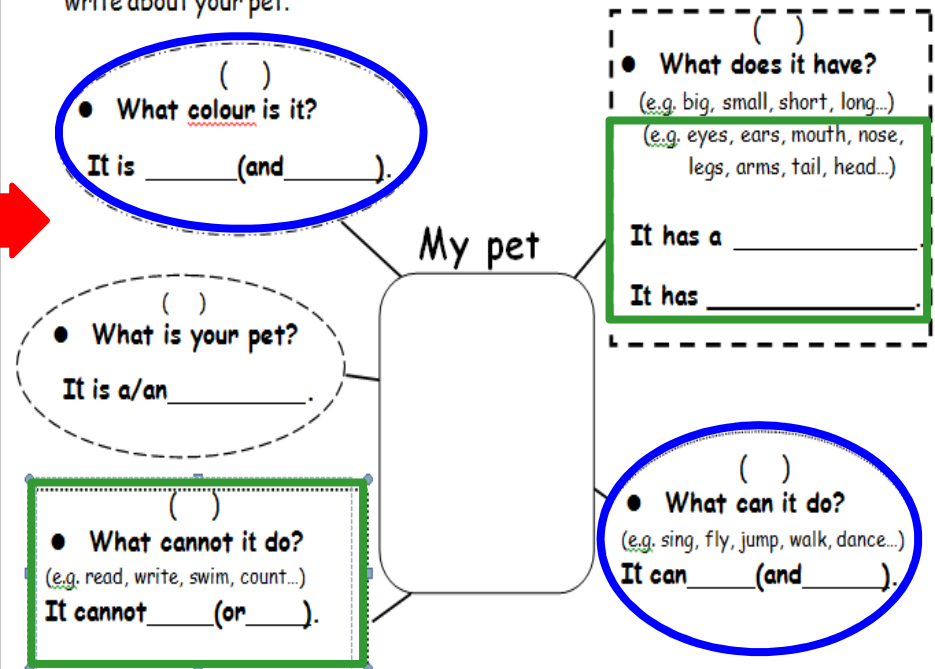
I buy a toy for my friend's birthday.

Writing 4

NAME: _____ ()

My pet

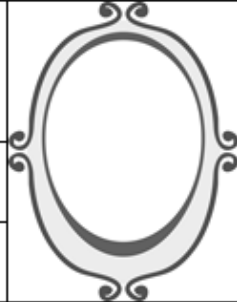
Imagine you have a pet. Fill in the mind map below with your pet's information. With the help of the mind map, write a paragraph about your pet. Draw and write about your pet.



This is my pet.

Before attempting the first writing

- Explicit teaching and modelling were adopted in the writing process

Writing 1		NAME : _____ ()	
About me			
Fill in the mind map below with your information. With the help of the mind map, write a paragraph about yourself.			
() • Are you a boy <input type="checkbox"/> or a girl <input type="checkbox"/> ? I am a _____.		() • Which class are you in? I am in Class _____.	
() • What toys do you like? I like _____.		() • What is your name? My name is _____.	
() • How old are you? I am _____ years old.			
<u>About me</u>			

Which class are you in?

(I am in Class 1E.)

What is your name?

(My name is Mr Kwok.)

Me

How old are you?

(I am ten years old)

Which class are you in?

(I am in Class 1E.)

2

Me

What is your name?

(My name is Mr Kwok.)

*1

How old are you?

(I am ten years old.)

3

Three horizontal lines for writing inside a light green rounded rectangle.

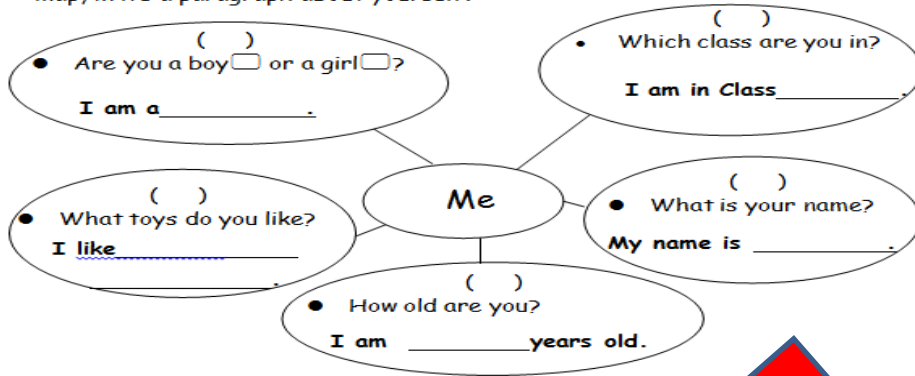
CLASS: 1

NAME: _____

Writing 1

About me

Fill in the mind map below with your information. With the help of the mind map, write a paragraph about yourself.



About me	

Revisiting the skills - modelling how to write about an English teacher

From first person singular the third person singular

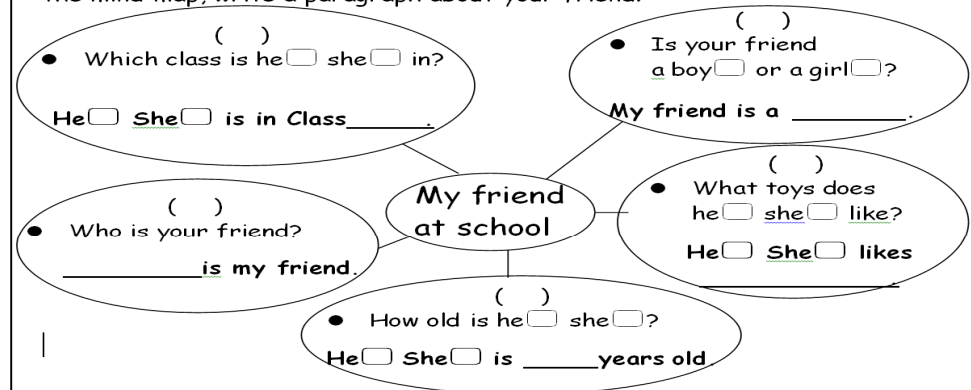
CLASS: 1

NAME: _____

Writing 2

About my friend at school

Fill in the mind map below with your friend's information. With the help of the mind map, write a paragraph about your friend.



My friend at school	

What colour is her dress?

(Her dress is pink.)

What colour is her hat?

(Her hat is purple.)

My name is
Miss Fong.
I am twenty
years old.

My
English
teacher

What colour are her shoes?

(Her shoes are blue.)

Who is your English teacher?

(Miss Fong is my English teacher.)

How old is she?

(She is twenty years old.)

3

What colour is her dress?
Her dress is pink.

4

What colour is her hat?
Her hat is purple.

5

What colour are her shoes?
Her shoes are blue.

*1

Who is your English teacher?
Miss Fong is my English teacher.

My English
teacher

How old is she?
She is twenty years old.

*2

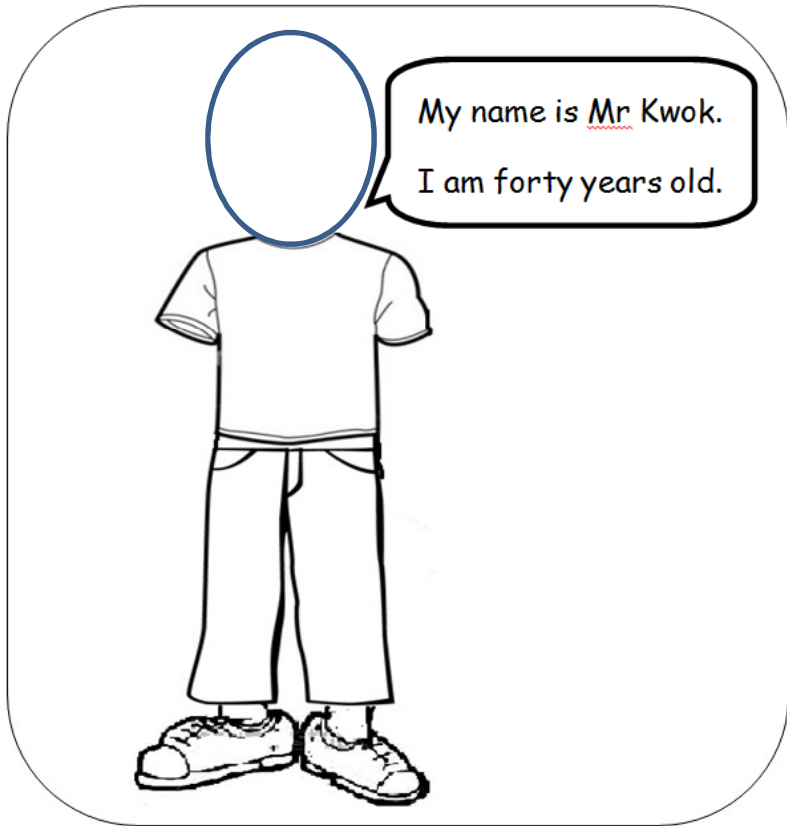
Four horizontal lines for writing, located in a light green rounded rectangular box at the bottom of the page.

Mini-writing for students to rehearse writing

Mini Writing (2.1) DATE: _____

CLASS: _____ NAME: _____ ()

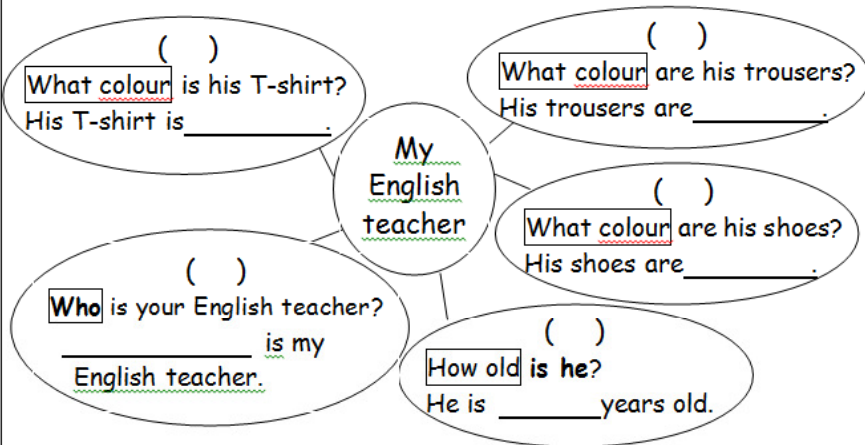
Look at the following picture and colour the clothing items.



Mini Writing (2.2)

CLASS: _____ NAME: _____ ()

Look at the mind map. Then write about your English teacher.



Facilitating purposeful and progressive learning

**Ms Eva Yau, English Panel Head
Fanling Public School**

Issues identified

- weak family support
- weak foundation in English
- the problem of learner diversity was quite acute
- poor writing skills
- failed to internalize and apply what they had learned

Our development focuses

- To help students develop writing skills progressively with reference to the vertical framework
- To develop a school-based writing curriculum with teaching focuses across grade levels

13-14	14-15	15-16	16-17
P.4	P.2 & P.5	P.3 & P.6	P.1 - P.6

Strategies

1. through better scaffolding
2. through spiral learning
3. through removing scaffolding and increasing complexity gradually

Scaffolding

Teaching Focus	P.4
Elaboration on characters, events or actions	<ul style="list-style-type: none"> Use adjectives to describe characters (feeling and personalities) Elaborate on actions with adverbs and setting.

P.2-4

We can use adjectives to talk about one's feelings.

We can use adverbs to describe the way people do the action.

Name the part of speech of the underline words. i.e. Adjective = adj. / Adverb = adv.

e.g. This beautiful girl sang beautifully.
adj. adv.

Once upon a time, there was a fat boy. He always ate messily.

My brother did well in the exam. He is **happy**.

You shouldn't talk on the phone **loudly** in the bus.

P.2-4

We can use adjectives to talk about one's feelings.

We can use adverbs to describe the way people do the action.

	<p>e.g. It is _____ and _____ today.</p> <p>John feels _____.</p> <p style="text-align: right;">(adjective about how he feels)</p> <p>He walks _____.</p> <p style="text-align: right;">(adverb describes how he walks)</p>
	<p>It is school picnic today. Mary can't join the _____ because she is _____.</p> <p style="text-align: right;">(what?)</p> <p>(adjective)</p> <p>She stays at home _____.</p> <p style="text-align: right;">(adverb describes how she stays at home)</p>

Using write frames and wh- questions to scaffold students to write a paragraph step by step

Plan your story carefully with the given words and pictures

<p>Picture 1</p> <p>When: _____</p> <p>Who: _____</p> <p>Where: _____</p> <p>What happened: _____</p> <p>_____</p>	<p>Picture 2</p> <p>When: _____</p> <p>What happened: _____</p> <p>_____</p> <p>What they said: _____</p> <p>How they felt: _____</p>
<p>Picture 3</p> <p>What happened: _____</p> <p>_____</p> <p>What they said: _____</p> <p>_____</p> <p>How they felt: _____</p> <p>_____</p>	<p>Picture 4</p> <p>When: _____</p> <p>What happened: _____</p> <p>_____</p> <p>What they said: _____</p> <p>_____</p> <p>How they felt: _____</p>

Paragraphing and idea development

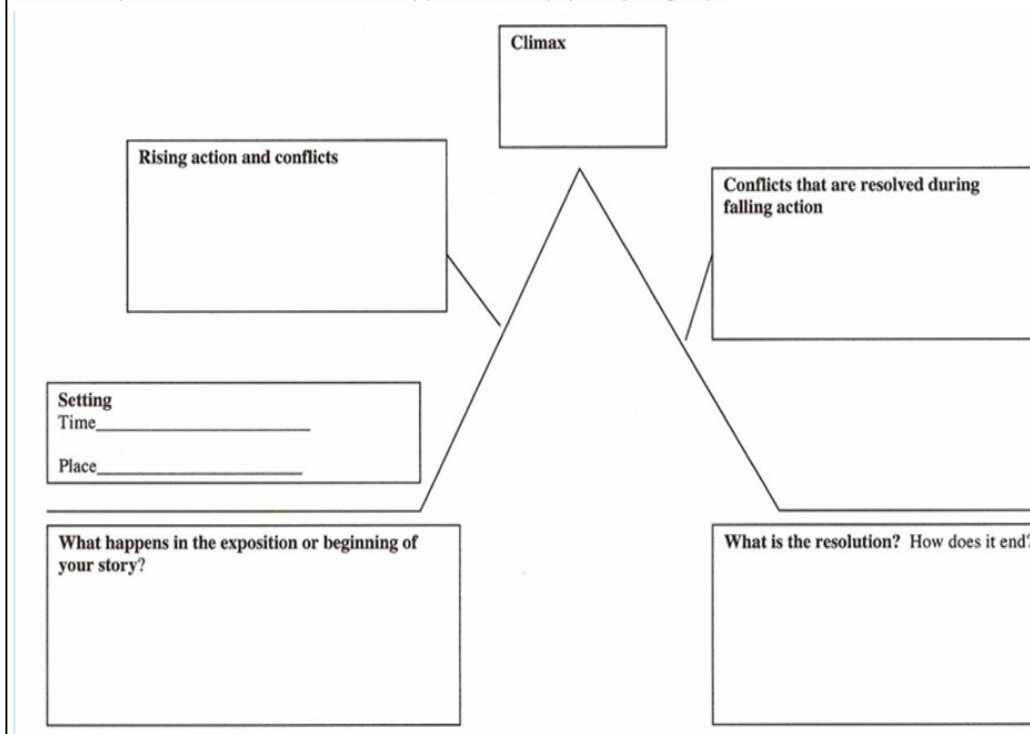
wants to keep fit	
<p>1.</p> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto;"></div> <p>Who? _____ When? Where? _____ What? _____ How/ Why? _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2.</p> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto;"></div> <p>Who? _____ When? Where? _____ What? _____ How/ Why? _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3.</p> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto;"></div> <p>Who? _____ When? Where? _____ What? _____ How/ Why? _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4.</p> <div style="text-align: center; font-size: 48px; margin: 20px 0;">?</div>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Understanding story structure

Completing a story plot (from reading)

How about the story of Cinderella (Original version)?

Use the template below. Draw and write a story plot on an A3 paper in your group.



Task 2. Read the book again and complete the following table.

□ Setting and Characters	□ Rising Action / Problems	□ Climax	□ Outcome / Resolution
d) Who was/were the main character(s)?	c) What was the problem that the character(s) had?	a) What was the most exciting part of the story?	a) How did the story end?
e) Where did it happen?			
f) When was it?			b) Was/were the problem(s) solved?
			c) Happy or sad ending?
	d) What happened next? How was/were the character(s) trying to solve the problems?		

Creating interesting endings to stories

Understanding different endings

When we write a story, we can develop different endings. Read the story again. Match the different endings with their names.



A. Focus on the character's feelings	B. Design a new character	C. Change the setting of the story
--------------------------------------	---------------------------	------------------------------------

Version A

Version B

Version C

Teaching students how to use dialogues

- the use of correct punctuation
- the use of general and specific speech verbs
- the use of adverbs
- the use of correct tenses in dialogues

B. Fill in the following blanks and boxes with suitable speaking verbs and punctuation marks.

said answered asked

1. How much is a packet of potato chips Joe _____

Tim smiled and _____ It's ten dollars

Writing dialogues

Part A. Fill in the correct punctuation marks in the boxes provided.

1. Kelly said ou should behave yourself.

2. 'Why are you angry with her' asked Kelly

3. You should not quarrel with your friend she said.

4. Peter shouted You shouldn't laugh at her

5. Sandy is nice to me Mary said

Helping students to use dialogues with increasing complexity

Reading loud with feelings

asked scolded screamed whispered

cried yelled exclaimed shouted

Who broke the vase?

Who stole my money?

Who made this cake?

Mr. Tung at a Fast Food Shop

One day, Mr. Tung and Miss Sa Sa went to a _____.

They finished their food. *'The food is very cheap!'* Mr. Tung said happily.

'Are you still hungry?' asked Miss Sa Sa. *'Thanks for asking. I am not*

hungry anymore.' Mr. Tung said politely. *'The food is cheap now but it was*

better last year.' _____ Miss Sa Sa. *'The food tasted a bit funny.'*

Mr. Tung _____.

Suddenly, Mr. Tung held his tummy. *'Help! My tummy...'* he _____

_____. *'Oh! Are you okay? What did you eat?'* _____.

'I ate a lot of food. I think...' _____ *'Would you like*

to use the toilet?' _____ *'Yes, please!'* _____.

Ample practice for students to use dialogues

B. Fill in the blanks. You may use each speaking verb once only.

said	asked	shouted	cried	whispered	sang	laughed	scolded
------	-------	---------	-------	-----------	------	---------	---------









1		'Help! Help! The wolf is here! Please help me!' the boy _____ sadly.
2		'They are going to take all the money from the bank.' _____ Mr. Chan.
3		'Stop! You shouldn't eat this birthday cake. It's not yours. It is for your father.' Mom _____ Peter.
4		'That's the worst haircut I have ever seen! It's funny! You look like a pineapple now.' David _____ loudly.
5		Sam _____ Mr. Tung, 'Can you teach me, please? I don't understand this question.'
6		They _____ happily, 'Jingle Bells, Jingle Bells, Jingle all the way!'
7		'It's raining. Get in to the classrooms now!' Mr. Chong _____ loudly
8		'Where are my glasses?' asked Mr. Lee. 'They are on you head.' _____ Mrs. Lee.

Name: _____ Class: P.5 _____ Date: _____

Speaking verbs (Dialogue tags)

said	asked	shouted	cried	whispered	sang	laughed	scolded
------	-------	---------	-------	-----------	------	---------	---------

A. Matching

The use of dialogues - with increasing complexity

Writing dialogues in a story

There are different ways to write dialogues. Here are some examples:

- A. 'I miss Uncle Ben so much!' said Jane. (**speaking verb + speaker**)
- B. 'It's like the trees we had in Canada!' Jane shouted. (**speaker + speaking verb**)
- C. 'Do you want to buy this ?' Tony asked Jane. (**speaker + speaking verb + listener**)

Task 1: Find more examples in your book.

1) **Type A:** 'I miss Uncle Ben so much!' said Jane. (**speaking verb + speaker**)

Can you find more examples in the reader? Write them down here.

2) **Type B:** 'It's like the trees we had in Canada!' Jane shouted. (**speaker + speaking verb**)

Can you find more examples in the reader? Write them down here.

The use of present and past tense in dialogues

In the sunny day, Mom saw Mr. and Mrs. Chan. They haven't seen one another for **two years** so they talked (talk) to one another.

Mom talked about me. 'John is (be) very tall now. He was (be) short **two years ago**.' said Mom.

Mom talked about my sister too. 'Mary is very helpful now. Two years ago, she was naughty.' said Mom.
(adjective)

Timely feedback

Correcting mistakes

Re-reading the story

Read the following story and correct the mistakes.

Once upon a time, **has** (1. **there** **was**) a beautiful girl called Cinderella. She **live** (2. **lived**) with her stepmother and sisters. They always asked her to do a lot of housework.



Impact on students' writing

More able students	Less able students
<ul style="list-style-type: none">➤ write > 100 words in 15 mins➤ elaborate ideas with supporting details➤ use adjectives to describe the setting, characters, actions/ events➤ use connectives to connect ideas and develop the plot of stories➤ use dialogues to express ideas in stories with a range of speech verbs➤ write an interesting ending by adding a new character/ action or changing the setting (with elaboration)	<ul style="list-style-type: none">➤ are willing to write➤ express ideas using some familiar sentence structures➤ use short phrases to express feelings in stories.➤ use a small range of cohesive devices➤ write simple dialogues and use a small range of speech verbs➤ write a simple ending/ a new ending by adding a new character or action

Limitations and constraints

- The framework mainly focuses on descriptive and narrative writing
- Balanced coverage of text types has been taken into consideration
- More thought can be given as to how to plan and teach persuasive and expository writing

Some important points to note

- The framework is not prescriptive nor exhaustive (based on one textbook series) – a reference tool
- As students progress, changes need to be made:
 - ✓ students should receive **less scaffolding** and should take up **more responsibility** in the construction process
 - ✓ the writing tasks may need to be modified and become **less controlled**
 - ✓ teachers can introduce new writing frames to stretch students' potential or develop new writing skills

Implications

- Map out the writing skills with reference to the arrangement of vocabulary, grammar and structures in the textbooks
- Space???? How?
- ✓ Integrate the target vocabulary, grammar and structures in the writing tasks with relevant textbook units
- ✓ Replace assignments without clear focuses with meaningful tasks

For professional sharing and exchange

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