

Developing skills and strategies for
long term and immediate impact on
Writing:
**Raising the writing standards of Key
Stage One students**

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2012 TSA Writing

Part 5

Tom helps to clean his classroom today.

You are Tom. Look at the pictures and write the story in about 30 words.

- You may use the words in the boxes to help you.
- What happens in the end? Finish the story.



help



sweep



fly

?

2012 P. 3 TSA **Best Performance** in Writing

Classroom Cleaning Day (3ERW1 / 3ERW2 Part 5)

Student Exemplar 5

One day, the teacher held a classroom cleaning day. Everyone must join. The teacher had two brooms and five towels. Anna took one of the brooms and Tom got a towel to clean the desks. Christy took a towel to make the blackboard clean. They were very happy. One time, they three heard some zzz sound. Anna said "there is a bee!" "Stand still!" Tom said. Christy was crying. They ran to their Teacher Miss Chan and told her this thing. "Don't be scared," said Ms Chan. At last, the bee flew away. They were really really glad.

Annotation

- Student is able to write a logical story based on the pictures with many supporting details ("One day, the teacher held a classroom cleaning day. Everyone must join.", "Anna took one of the brooms and Tom got a towel to clean the desks... They were very happy.", "They three heard some zzz sound.", "Anna said 'there is a bee!'", "Stand still" Tom said."). The description is very clear and coherent. A good ending is given to the story ("At last, the bee flew away. They were really really glad").
- Student uses a range of vocabulary ("zzz sound", "stand still", "scared", "really"), sentence patterns ("Christy took a towel to make the blackboard clean.", "...there is a bee!", "Christy was crying.") and cohesive devices ("and", "At last") appropriately.

The student is able to provide:

- a logical story based on the story with many supporting details
- a clear and coherent description
- a good ending
- a range of vocabulary, sentence patterns and cohesive devices to express ideas

Supporting details

Provide onomatopoeia

Add dialogues

use cohesives



2012 P. 3 TSA Minimally acceptable level in Writing

Student Exemplar 1

#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.

Annotation

- 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.

The student is able to provide:

- a factual account of the story
- no supporting details
- quite clear description
- an ending
- a small range of vocabulary and cohesive devices fairly appropriately



Markers' Comment on TSA & Pre-S1 Writing

- ❑ Most students have **little awareness** of **tenses, noun forms, parts of speech, and Subject Verb Object (SVO) pattern** etc.
- ❑ Most students manage to **produce relevant content but not enough elaboration on ideas**. Students **fail to write the dialogues in the pictures correctly**.
- ❑ The **ideas are not so organised** (From sentences to paragraphs, from paragraphs to essays)

A holistic plan on raising standards

School Case

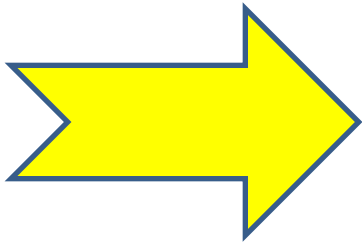
School-based Curriculum

- Develop module Read & Write Booklet (with emphasis on Writing *)
- Strategically train TSA & Pre-S1 reading text types
- Strengthen grammar usage & sentence structures*

After-school Remedial class

- Small group
- Read text types (type by type for a period of time*)
- Feedback on writing
- Build vocabulary

Developing skills and strategies for **immediate impact** on Writing



Expand the sentences
Expand the vocabulary

Grow a sentence – SVO

Grammar 1: Subject+Verb+Object

Underline the subject, circle the verb and square the object for each sentence.

e.g. I talked to a boy.

- 1. Nowadays people often visit other countries.
- 2. Miss Chiu is wearing a floral dress now.
- 3. Miss Ma waited patiently for her friends at the MTR station yesterday.

Grow a sentence – Add Adjectives

Where do we put adjectives?

Before the noun:

E.g. The pretty girl is my friend.

E.g. Handsome Romeo loves beautiful Juliet.

After the linking verb:

E.g. The hamburger is delicious.

E.g. The school is big and clean.

Grow a sentence – Use question prompts

Training of elaboration skills

Bishop Walsh school case

Guiding students through picture writing

Brainstorming – Use prompting questions intensively



□ Ask each student to study the pictures carefully with the help of the given questions.

□ ***Prompt students to produce more words and ideas about the pictures***



□ The teacher demonstrates some useful words and language structures previously learned and current ones






□ ***Divide the students into groups of 4 and let them share their ideas.***



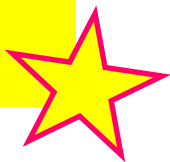
A TSA speaking Task was chosen for writing

Guiding students through picture writing

	<p>(What is the girl doing? What should/shouldn't she do?).</p> <p>A girl is throwing a _____</p> <p>_____ on the _____</p> <p>She should _____</p> <p>_____</p>
	<p>(What is the boy doing? What should/shouldn't he do?).</p> <p>A boy is _____</p> <p>_____</p> <p>He _____</p> <p>_____</p>

	<p>(What do the man and woman bring to the park?</p> <p>Do they follow the rules in the park? Why do you think so?)</p> <p>A man and a woman _____</p> <p>_____</p> <p>_____</p>
	<p>(What is the baby doing? Why? What is the baby's mother saying to her baby?)</p> <p>A baby _____</p> <p>_____</p> <p>The baby's mother _____</p> <p>_____</p>
	<p>(What is the _____</p> <p>An old n _____</p> <p>_____</p>
	<p>(Where is he?)</p> 

Sometimes we need to separate one picture into different parts for less able students



Bishop Walsh
Primary 2 Writing

**Picture writing
Enriching topic-based
vocabulary and sentence
patterns**

How to make our students to be a better writer?

When to start training them to be a better writer? Shall we leave it until our students are in P.3?

What should the teachers provide for our students to become a better writer?

Before 2011-2012:

The writing worksheet was like this.

What the teachers did with the students

- Teachers taught the textbook, New Magic.
- Teachers taught the vocabularies inside the book
- Teachers asked the students to write

Do you think the teachers
have done enough?

So, what are we going to do?

We provide students
lots of vocabularies

Let's take a look  .

Then, we provide students with the sentence patterns that they need to use when they write.

Let's take a look  .

Then, we require them to write about every season.

Let's take a look



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A P.2 student can write a reasonable long sentence.

Here is an example.

At last, we will ask the students to choose one of the pictures and write about the picture.

Let's take a look  .

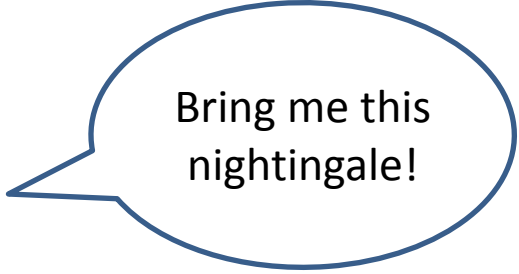
Modelling and teachers' comments are extremely important for students to improve writing.

How to make good use of our
teaching time?

Punctuations in dialogues

1. (order ~ ordered)

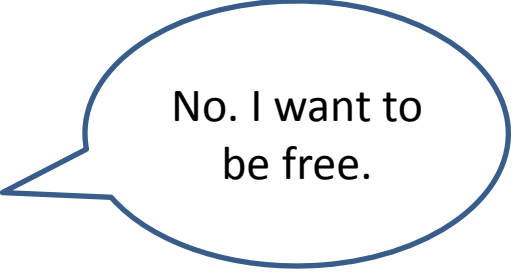
The Emperor



Bring me this
nightingale!

2. (reply ~ replied)

The nightingale replied, 'No. I want to
be free.'



No. I want to
be free.

Basic Sentence Patterns for KS1

KS1

English Language Curriculum Guide (Primary 1 – 6) 2004

	Examples
<ul style="list-style-type: none">• Subject + Verb	The baby is sleeping. Sit down*.
<ul style="list-style-type: none">• Subject + Verb + Object	I am brushing my teeth.
<ul style="list-style-type: none">• Subject + Verb + Complement (Be) (Noun or Adjective)	Jo is a nurse. He is tall.
<ul style="list-style-type: none">• Subject + Verb + Complement (Gerund)	I like swimming.
<ul style="list-style-type: none">• It/There/This + Verb + Subject (Be)	It is a monster. There are ten balloons. This is a hamster.
<ul style="list-style-type: none">• Subject + Verb + Adverb phrase	The children are playing in the park.

Types of Sentences for KS1

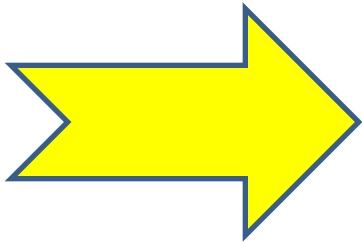
KS1

	Examples
Use declarative sentences to <ul style="list-style-type: none">• make statements	Ben is singing. Susan loves dogs. My brother is strong. The children like reading. There are many flowers. Mary came at two o'clock.
Use interrogative sentences to <ul style="list-style-type: none">• ask questions	Is Mr. Wong cooking? May I close the door? Are you hungry? Do you like swimming? Are there many books? Is the dog playing in the garden?
Use imperative sentences to <ul style="list-style-type: none">• give commands	Don't shout. Draw a cat. Be quiet. Stop talking.

Model compositions

- a variety of reading texts, teachers' own writing models and students' own writing pieces should be given from time to time

Developing skills and strategies for **long term impact** on Writing



Expand the sentences
Expand the vocabulary
Expand the MIND

Horizontal Curriculum planning on Writing skills

P. 2-3	Text types for Writing
Sep	Narrative texts (Story, fairy tales, fables, recount etc.)
Oct	Narrative texts (Story, fairy tales, fables, recount etc.)
Nov	Narrative texts (Story, fairy tales, fables, recount etc.)
Dec	Narrative texts (Story, fairy tales, fables, recount etc.)
Jan	Narrative texts (Story, fairy tales, fables, recount etc.)
Feb	Narrative texts (Story, fairy tales, fables, recount etc.)
Mar	Narrative texts (Story, fairy tales, fables, recount etc.)
April	Narrative texts (Story, fairy tales, fables, recount etc.)
May	Narrative texts (Story, fairy tales, fables, recount etc.)

Add in

Procedural texts
(Recipes, procedures etc.)

Persuasive texts
(Advertisement, posters, etc.)

Exchanges
(Letters, Postcards, messages etc.)

Vertical Curriculum planning on Writing skills

P. 4	Text types for Writing	P. 5	Text types for Writing	P.6	Text types for Writing
Sep	Narrative	Sep	Narrative	Sep	Narrative
Oct	Narrative	Oct	Narrative	Oct	Narrative
Nov	Procedural	Nov	Procedural	Nov	Procedural
Dec	Narrative	Dec	Narrative	Dec	Narrative
Jan	Exchanges	Jan	Exchanges	Jan	Exchanges
Feb	Narrative	Feb	Persuasive	Feb	Persuasive
Mar	Persuasive	Mar	Persuasive	Mar	Persuasive
April	Narrative	April	Narrative	April	Persuasive
May	All text types revision	May	All text types revision	May	All text types revision
June		June		June	

Mini-lessons on Self & Group editing

This can be focused on:

Adding adjectives

Adding sounds

Editing punctuations

Using better words

Adding similes

Adding proverbs

ONE or TWO at a time!

A holistic plan on raising standards

School Case

School-based Curriculum

- Develop Module Booklet (with emphasis on Writing *)
- Strategically train TSA & Pre-S1 reading text types
- Strengthen connection between previous learned knowledge and newly learned ones (include grammar)



After-school Remedial class

- Small group
- Read text types (type by type for a period of time*)
- Feedback on writing
- Build vocabulary



Teacher Development

- Quality Co-planning
- Regular sharing
- Seek advice from external consultant



Net lesson



Raising standards needs whole-school approach and administrative support

Manpower:

All teachers of P.3 and some English teachers were involved in the brush-up classes.

Additional classes after school:

The fair students group (15 students/ class)

The not-yet-able students group (6-8 students/ class)

*Small class size is essential.

Once a week for 45 minutes.



Material used

TSA past papers and school-based writing tasks.