



Beacon Media

Supporting Christian schooling worldwide

Writing

Handwriting

Watch for:

- Correct grip of pencil
- Tall letters formed top to bottom
- Round letters like 'o' and 'a' start at 1 o'clock
- Spaces between words
- Writing on the line
- Not too small or large
- Not rushed



Written Expression

- Putting thoughts into words
- Putting those words into print
- Involves creative thinking, a good vocabulary, correct use of grammar, spelling and handwriting

Writing a sentence

- Beginners need to learn the concept of a sentence...one idea
- After drawing a picture, children are asked one-on-one to make a sentence about their picture and the teachers writes their sentence under their drawing.

Predictable sentence starters

- For beginners, e.g.
- Today is
- The weather is
- After school I am going to



Modelled writing

- This can be a whole class activity.
- Teacher says to the class, “I am going to write about ...X. Can you help me?”
- How will I start? What will I say next? How will I end?
- Students can give suggestions and the piece of writing can build. Teacher writes on an easel.

Modelled writing for punctuation

- Use modelled writing to teach punctuation.
- Teach capital letters, full stops and question marks.
- Then teach exclamation marks and speech marks.
- Encourage children to suggest speech by asking, “What might this character say?”
- *Show* them the conventions.

Modelled writing for grammar

- Teach adjectives by asking children to add describing words
- e.g. Someone suggests, “The **car** went up the **hill.**”
- Ask, “What was the car like?” They suggest, ‘big’, ‘little’ ‘red’ ‘old’ ‘new’ etc.



Creative Writing (Years 3 and above)

1. Collect ideas
2. Write a plan and use dot points
3. Write a draft (rough copy)
4. Editing – check it for grammar, punctuation, spelling, tenses, decide where paragraphs should be
5. Final copy – neat writing, colour, heading, name

Writing a text

Types of writing:

A **narrative** (a story)

A **recount** on a personal experience

A **report**, giving the facts about a topic of interest

A **procedure** (e.g. write steps in how to make something)

An **explanation** explains how something works

An **argument** – trying to persuade someone to agree with your viewpoint (Also called **persuasive writing**)

A **poem**; a **play**

A **transaction** – a letter or invitation

Make an ideas collection

- Sometimes the whole class will write on the same topic.
- Sometimes students will choose their own topic.
- Create 'ideas boxes' for the different text types.
- Make flashcards of different titles, (one title per flashcard). Students can select a title that interests them.

Narrative

- **Purpose:** to tell a story
- More than just giving the order of events.
- There has to be a problem to be solved to make the story interesting
- The story must have a definite ending.

How to write a narrative:

- A **setting** (who? where? and when?) Also introduce the **characters**.
- A sequence of **events** that leads to a **problem** confronting the characters.
- A **resolution**: How is the problem is solved?

Examples of narratives

- **The storm**
- **The secret cave**
- **The treasure map**
- **Crash!**
- **Lost in the bush**

Recount

- **Purpose:** to tell the reader about experiences.
- It can be:
- a personal recount, telling about a personal experience
- a factual recount, describing something that happened
- an imaginative recount which applies factual knowledge to a made up story, e.g. a day in the life of ...

How to write a recount

- A **setting** (who? when? and where?)
- The sequence of **events** in the order in which they happened. (There may be some personal comment about the events.)

Examples of Recounts

Describing a real life experience such as:

- A football match
- A holiday
- Activities with friends or family

Procedure (or set of instructions)

Purpose:

- to describe how to do or make something.
- It gives the steps for doing or making something

Examples:

- A recipe
- How to play a game

How to write a Procedure

- Make a **statement**: What are you telling the reader to make or do? e.g. a recipe
- A list of **materials, equipment or ingredients** you will need.
- Step-by –step **instructions** of what to do. The steps can be numbered.

Report

- **Purpose: to give facts and information about a topic**
- Reports can be about any topic: people, places, animals, hobbies etc.

How to write a report

- A general **statement**: What is it going to be about?
- **Facts** about the subject set out in paragraphs.
- Include a **picture** or drawing about the topic.

Examples of reports

- Cats
- Reptiles
- Sharks
- Volcanoes
- The rainforest

Link reports to class theme

- When introducing a class topic in Science/Social Studies/Health, ask the class:
- What they already know about the topic
- Make a list of dot points, but not complete sentences
- Ask the children to write a piece of information from the dot points, in full sentences. They can add their own information.

Build up a report from dot points

- This can be teacher directed as follows:
- After class discussion, or after reading a piece of information to the class on a particular topic, ask,
- “What do we know about ...X” or “What did we find out about ...X”
- Then build up dot points on paper on an easel.

Example of dot point summary

Topic: Sharks

- Fast swimmers
- Eat fish and seals
- Sharp teeth
- Good sense of smell, especially blood
- Do not lay eggs
- Give birth to baby sharks

Explanation

- **Purpose:** to tell you how and why something works
- e.g. how games are played or computers work.

How to write an explanation

- Make a **statement** about what you are going to explain.
- Then gives the **details** of **how** or **why something works**.
- Set this out in paragraphs.

Examples of an Explanation

- My invention
- My marvelous machine
- What can you do with a piece of junk?

Argument

- **Purpose:** a writer presents a point of view and gives reasons why that position is held.

Examples:

- Should school uniform be worn?
- Should sweets be sold at school?

How to write an argument

- A **statement of position** explaining which side of the argument you agree with.
- **Evidence** for your argument.
- A **summing up**, where your position is re-stated, a conclusion is drawn, a question is posed or there is a call for some action.

Poetry: Rhyming couplets

Examples:

Humpty Dumpty went to the shop
To buy himself a ...lollipop

A fat cat

Sat on a mat

Poetry: Free poems

It is important that children understand that poems do not always have to rhyme. **Example:**

The colours of nature

Trees are green

The sky is blue

A sunset is pink

Flowers come in all colours.

Poetry: Colour poems

Black

Black is my cat

Black is burnt wood

Black is the night sky

Poetry: Sound poems

Example: The Supermarket

Trolleys banging,

Mummies talking,

Music playing,

Babies crying,

Cash registers ringing,

I want to go home.

Poetry: Acrostics

Example:

Gives me hugs

Rubs my knee when I fall

And makes yummy food

Never yells at me,

Never complains,

Yes I love my granny.

Poetry: Alliteration

Start with a verb and think of ways to describe the verbs using the letter it starts with, e.g.

Sailing

Silently sailing,

Swiftly sailing,

Surely sailing

Sailing, sailing, sailing

Thinking hats for writing a response to a story



Thinking Hats

- **Red (Emotions)** - How did you feel when...? or how did a certain character feel when...
- **Blue (Personal response)** - What did you learn from...? What if....
- **Green (Creativity)** - What else could have been done? What would you have done?
- **White (Information / facts)** - What was ...? Who was...? How many? Where?
- **Yellow** – good points
- **Black** – bad points

Discussion

- How should we plan for written expression? How can we make sure we cover all text types over the year?
- How should we mark mistakes in written expression? ... with a red pen?
- What are some inspiring ways for the students to present their work? Can it be read by others? Should they write their stories in their exercise books?
- Should they do a rough copy *and* a final copy?