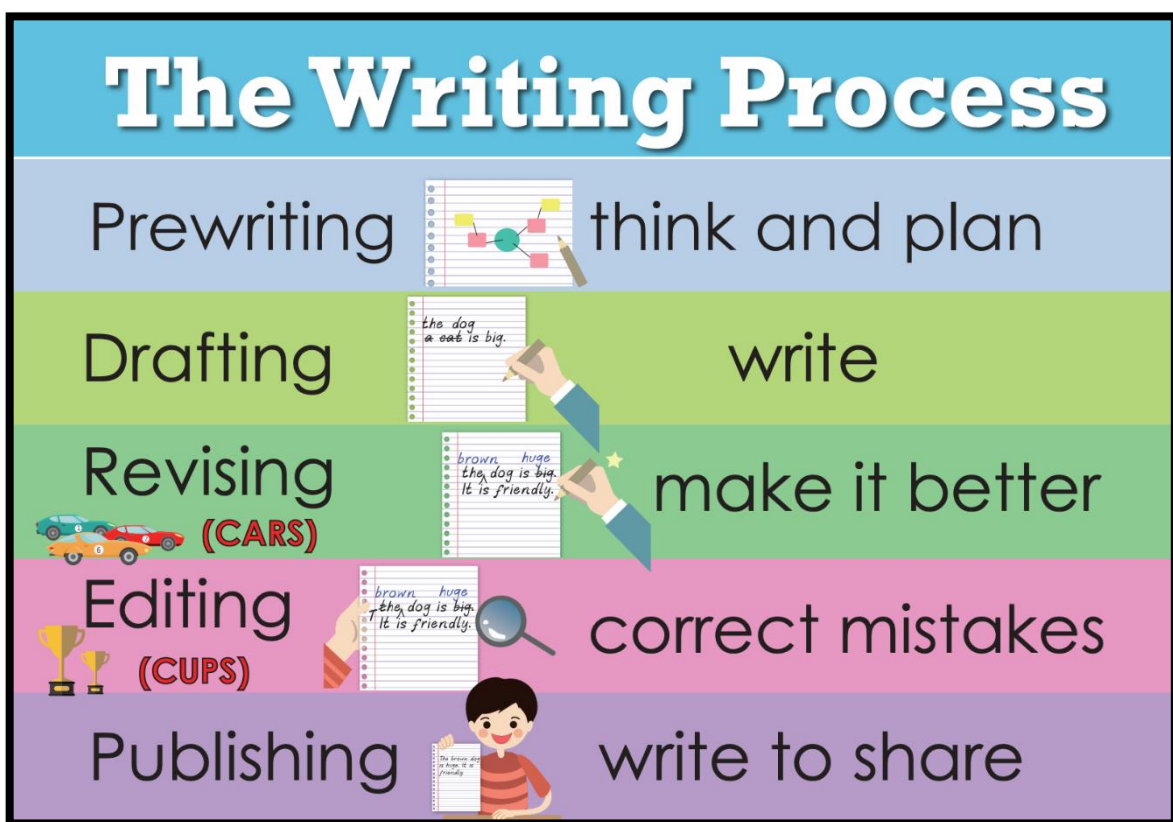


Writing Booklet



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1. Foreword

The aim of this booklet is to assist Development of Text Set (DTS) teachers with the writing component when planning for and implementing a DTS unit.

Teaching text sets helps to expand students' exposure to a variety of texts. It also exposes students to new vocabulary and language features associated with the texts as they explore the unit themes, concepts, and focus and guiding questions. There are multiple opportunities for students to interact with words and concepts in order for words to become part of students' working knowledge. Students showcase what they have learned through final tasks, either in print or digital format. The final task is a culmination of the previous language activities the students experienced and allow them a choice and give them a voice to express their learning.

Research strongly points to the need for frequent encounters with new words if they are to become part of students' repertoire. Students see that words are real, not just a text book exercise. Repeated opportunities to hear, read, speak and write those words allow students to express their ideas and their learning in an authentic context; something that relates to students' real-life experiences and daily lives.

This DTS Writing Booklet endeavours to give teachers the necessary tools to put pen to paper for a meaningful purpose when planning their writing tasks for their units.

Finally, the Booklet should be used together with the DTS Teacher Handbook. Scan the QR code or click the link to the DTS Teacher Handbook.

DTS Teacher Handbook



<https://nets.edb.hkedcity.net/page.php?p=480>

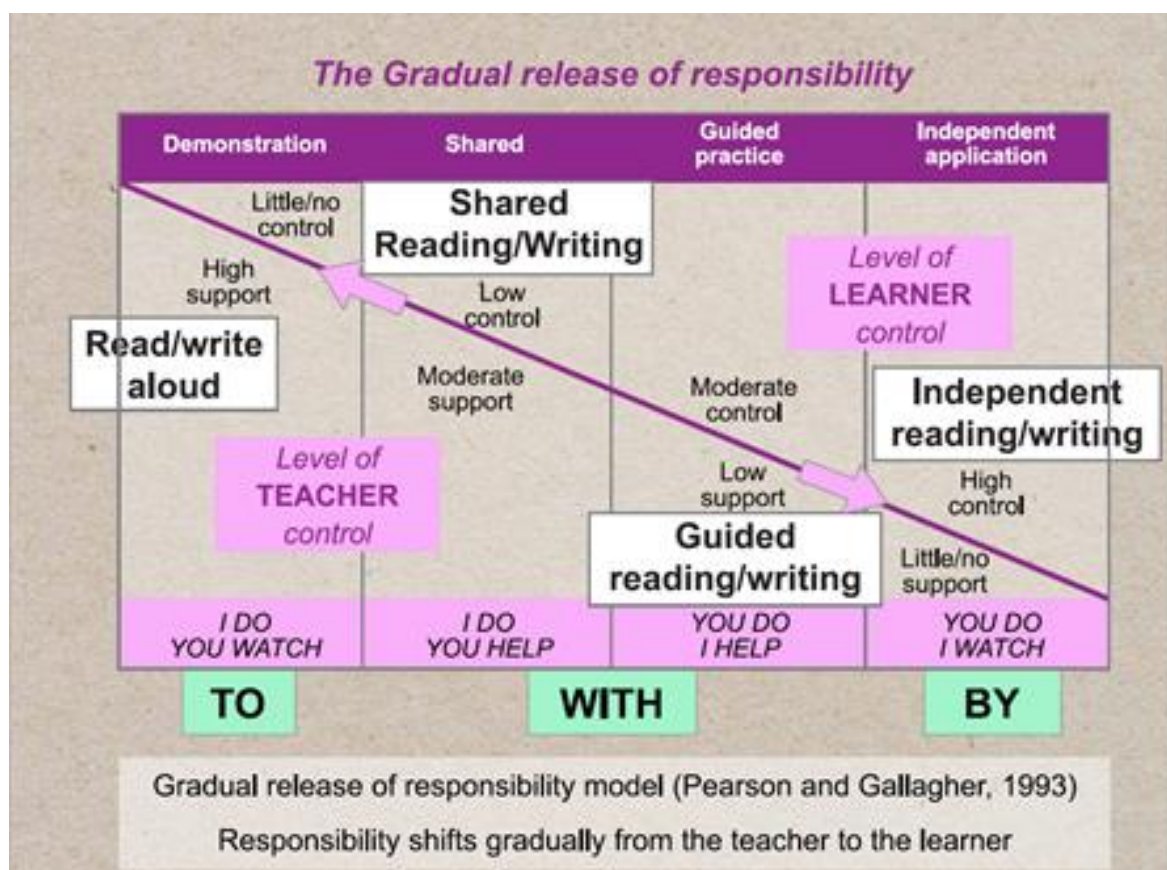
2. Gradual Release of Responsibility

The Gradual Release of Responsibility (GRR) allows learning and teaching to begin with explicit teacher demonstration and modelling, progress to shared and guided practice and ultimately leads to students being able to complete a task independently.

The teacher monitors the students' progress and gradually passes on the responsibility of learning to them. This ensures students are confident to move to independence.

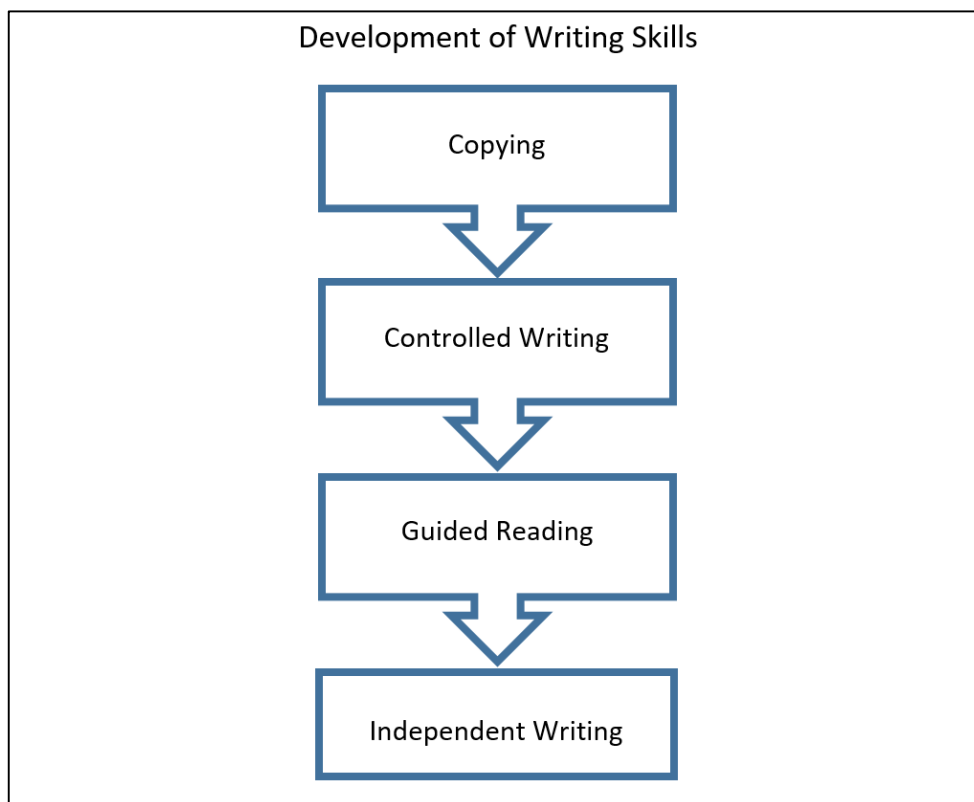
At the start of the process, teachers take control for the learning and teaching as the teachers 'do' while the students 'watch' and at times the teachers 'do' while the students 'help'. Ultimately, as students get closer to independence, the students take more responsibility for the learning and teaching as the students 'do' and the teachers 'help' and at times the students 'do' while the teachers 'watch'.

The diagram below illustrates how the interaction between teacher and students changes as students move towards greater proficiency as writers and rely less on the teacher.



Gradual Release of Responsibility

3. Stages of Writing Development



In primary schools, students go through four stages in developing their writing skills.

Copying is necessary to help students reinforce the language that they have come across through reading or listening.

Controlled writing gives students a limited choice in what language to be used in a similar context, e.g. creating a riddle by providing new words or sentences to substitute for those used in a familiar riddle.

Guided writing encourages students to use the language they know to write with the teacher's substantial assistance. For example, brainstorming the ideas of a recount about visiting a museum could guide the students to understand the structure or language features used for this text type.

Independent writing activates students' linguistic knowledge in new contexts. They make use of their creativity and express personal ideas and feelings.

Students still need to be assisted in getting started and in organising their ideas. The teacher needs to encourage students to take risks, innovate and reflect on their work so as to improve their writing skills.

4. Different Strategies for Teaching Writing

The **shared writing** teaching strategy will be used throughout this booklet, embedded into the five steps of the writing process.

<p>Modelled Writing (I Do, You Watch)</p>	<p>The students watch the teacher and observe what they are doing as they tell you what's going on in their head and talk through their thinking process.</p> <p><i>Joint deconstruction of text</i></p>
<p>Shared Writing (I Do, You Help)</p>	<p>The teacher models how to do it with the students' help as they do it together.</p> <p><i>Joint construction of text</i></p>
<p>Guided Writing (You Do, I Help)</p>	<p>Students attempt to write by themselves and the teacher conferences with groups of students or individuals to guide them as they write.</p> <p><i>Guided construction of text</i></p>
<p>Independent Writing (You Do, I Watch)</p>	<p>Students write independently with little input from the teacher.</p> <p><i>Independent construction of text</i></p>

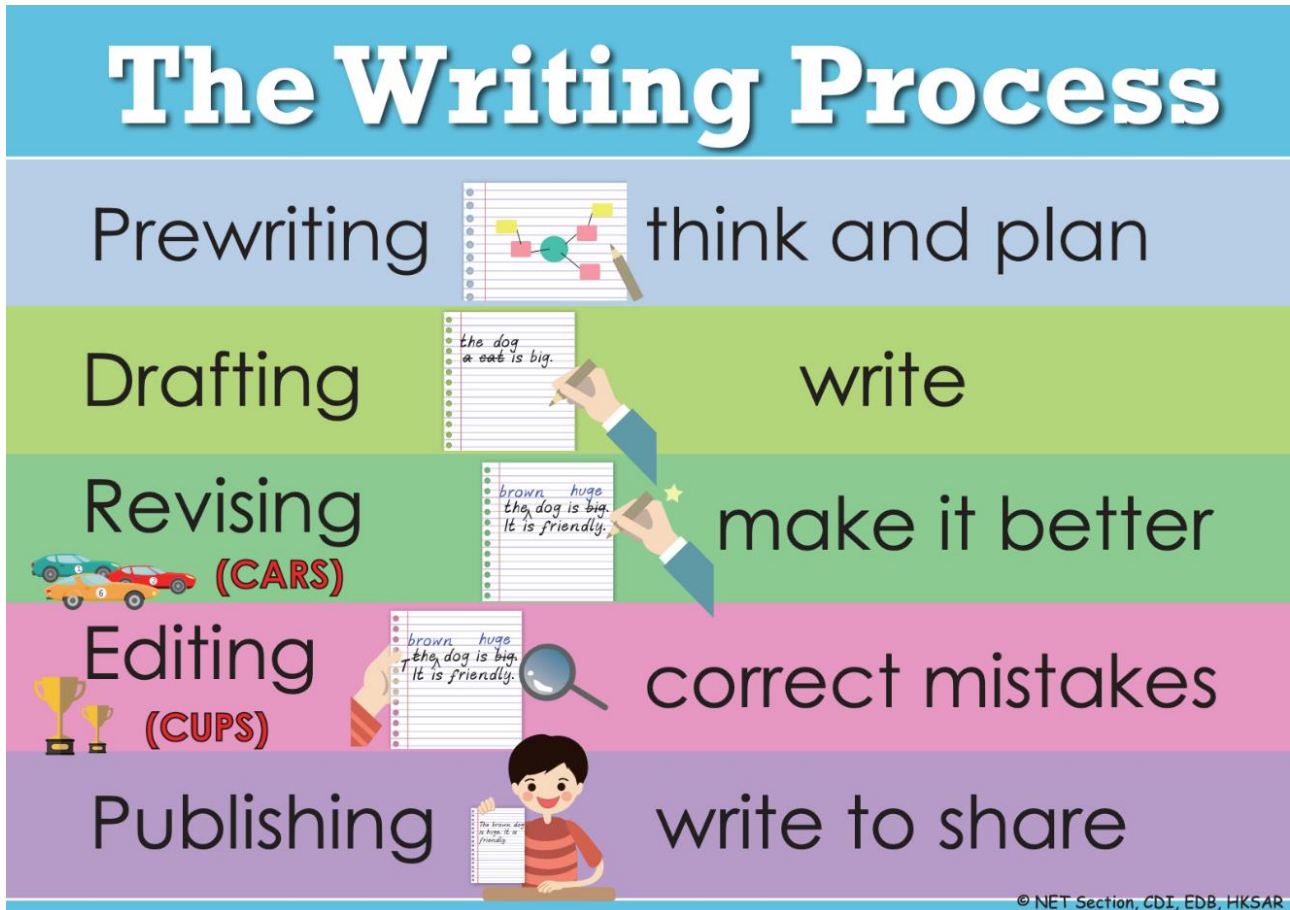
5. Shared Writing



Role of the Teacher	Role of the Students
<ul style="list-style-type: none"> ○ talks to the students about what they are going to write ○ scaffolds the students with words or sentences ○ guides, summarises and confirms students' ideas ○ composes the text collaboratively with the students ○ makes links between spoken and written text ○ scribes using the students' ideas 	<ul style="list-style-type: none"> ○ talk to the teacher about what they are going to write ○ respond to prompts from the teacher ○ provide ideas ○ compose the text collaboratively with the teacher ○ learn to make links between spoken and written text ○ learn to see themselves as a writer

6. Process Writing

Process writing focuses on the development of students' writing skills through the various steps involved in drafting and *redrafting* a piece of work. It acknowledges the process that authors use when writing. This is especially evident within the writing component of a DTS unit, because when students read and write, they can do so for a real purpose.



Whether the writer is a teacher composing a lesson plan, a novelist creating a work of fiction, or students writing their final task of their DTS unit, each of these writers uses a series of steps. These steps are *recursive*, that is, the steps can be revisited as many times as the author requires to make the piece satisfactory.

When teaching writing, the process writing model is effective because the teacher can develop students' writing skills during each step of the writing process, using a range of teaching strategies such as modelled writing, shared writing, guided writing or independent writing. Thus, the emphasis in process writing is as much on the *process* as on the *product*.

As mentioned before, the shared writing teaching strategy will be used throughout this booklet, embedded into the five process writing steps.

7. The Five Steps of Process Writing

- **Pre-writing:** shared reading, vocabulary building, questioning, generating ideas through brainstorming
- **Drafting:** students write their first copy of the text without focusing on grammar or spelling
- **Revising:** students are scaffolded to enrich the content of their writing
- **Editing:** students correct grammar, spelling and punctuation
- **Publishing:** students produce the best copy of their writing

Process Writing



Scan the QR codes or click the links below for the Key Stage 1 (Space Town) and Key Stage 2 (KIP) Process Writing Posters.

Key Stage 1 – Space Town Posters



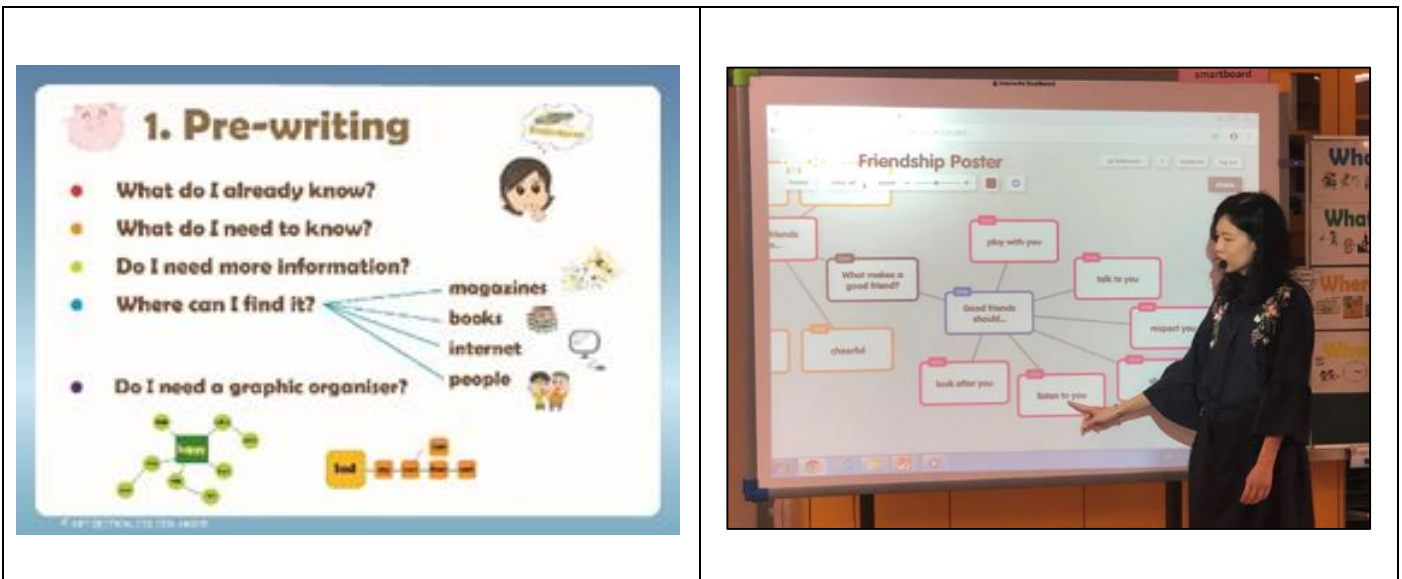
<https://nets.edb.hkedcity.net/page.php?p=462>

Key Stage 2 – KIP Posters



<https://nets.edb.hkedcity.net/page.php?p=90>

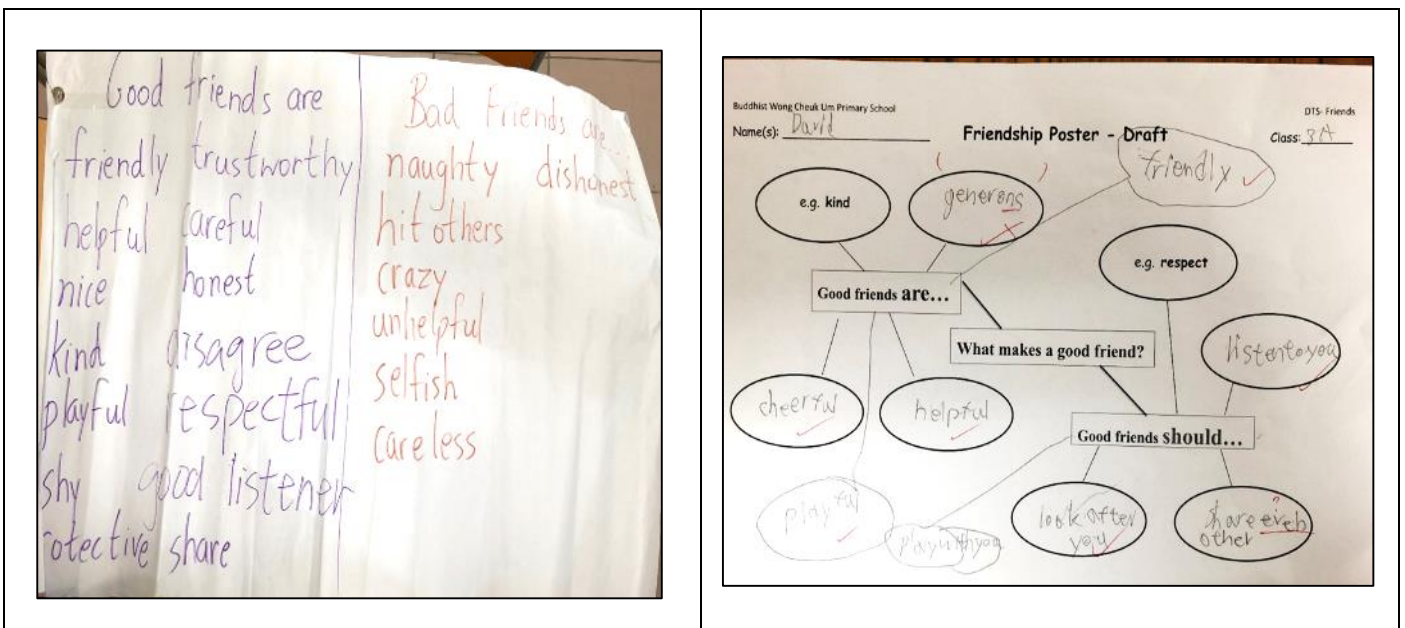
7.1 Pre-writing

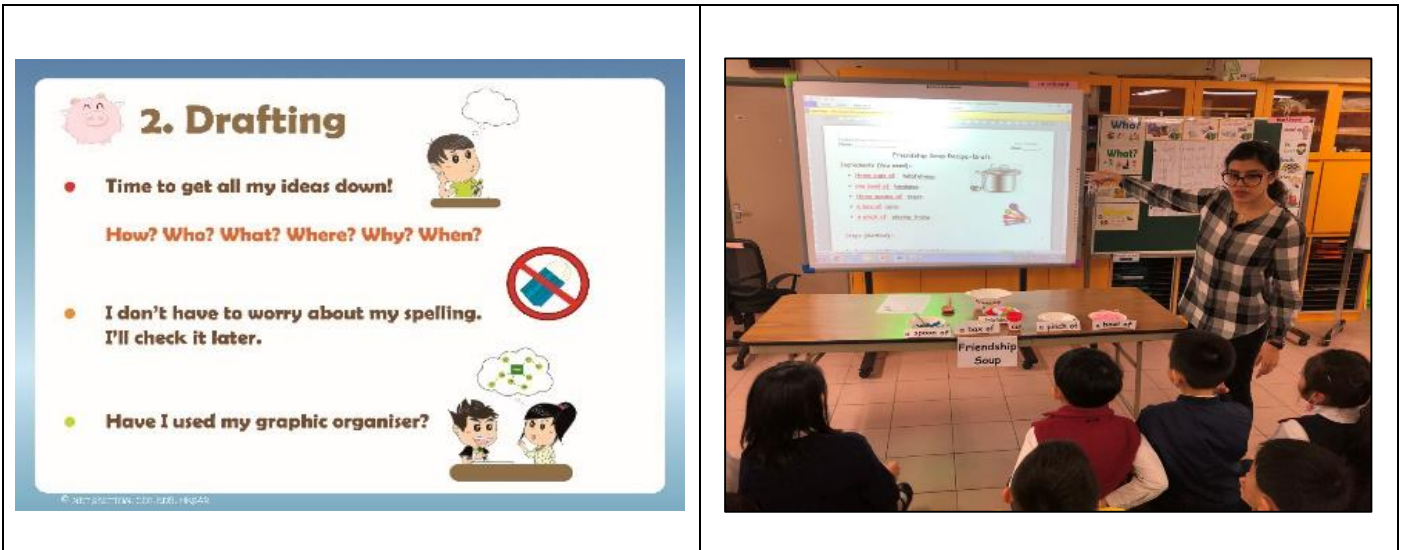


What is pre-writing?

- Pre-writing is the first stage of the writing process.
- It sets the context for the students to make the connection between reading and writing.
- Pre-writing can consist of a combination of making connections, brainstorming and organising ideas using graphic organisers or mind-maps.

It is important to identify the purpose and the audience of the writing task in the pre-writing stage, so an example of the final product should be shown to the students during this stage.





What is drafting?

- Drafting is the second stage of the writing process.
- Students use their ideas to draft their writing; focusing on content and leaving other matters like grammar, punctuation and spelling until later.
- The teacher introduces and explains the expectations, usually with a completed example of the final task and/or a checklist.
- Students recall the features of a text type to form a foundation for their writing. To guide the students, the teacher prepares a writing framework for the draft.
- Students then write their texts developing their ideas through sentences and paragraphs using cohesive devices.
- No erasers should be used at this creative stage.
- Students should refer to their mind maps, the language rich environment in the classroom, flipchart paper and other related resources.

Vocabulary Bank

Quantifiers: (How much? / How many?)

a cup of	a bottle of	a slice of	a box of	a packet of
a pinch of	a glass of	a jug of	a spoon of	a teaspoon of
a can of				

Nouns: (What is my good friend made of?)

helpfulness	kindness	honesty	friendliness	playfulness
protectiveness	responsibility	confidence	cheerfulness	care
punctuality	patience	loyalty	politeness	love
thoughtfulness	carefulness	support	goodness	trust
laughter	fun	respect	argument	

Connectives: (How do I start my sentence?)

First Next Then After that Finally

Action Verbs: (What do I do to make my Friendship Soup?)

pour	take	put	cut	mix	boil
cook	add	stir			

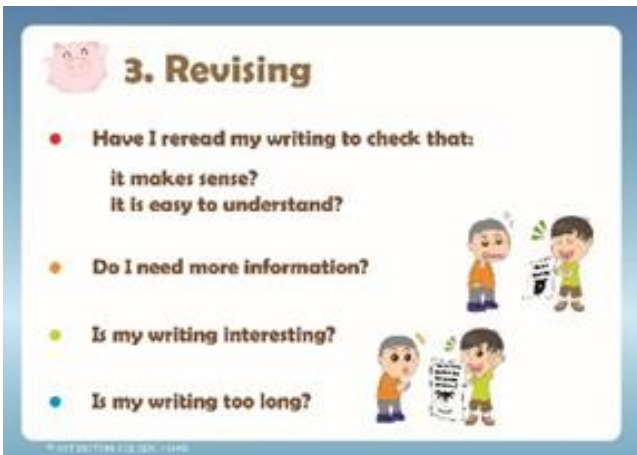
Friendship Soup Recipe-Draft

Ingredients (You need):

a bottle of	goodness
a jug of	loyalty
a box of	support
a can of	helpfulness

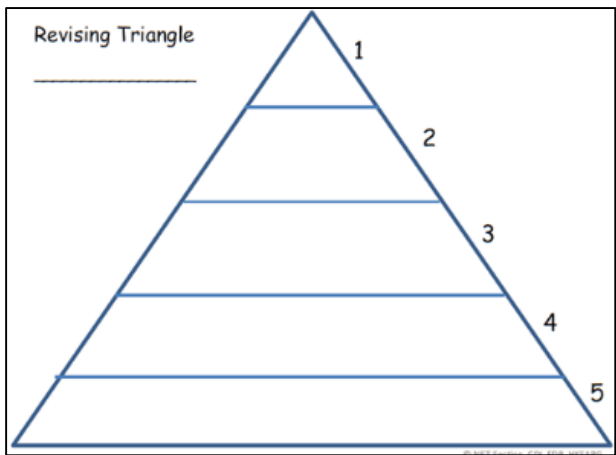
Steps (Method):

1. First pour a bottle of goodness
2. Then take a jug of loyalty
3. Next add a box of support and stir them
4. Finally _____



3. Revising

- Have I reread my writing to check that:
 - it makes sense?
 - it is easy to understand?
- Do I need more information?
- Is my writing interesting?
- Is my writing too long?




Revising Triangle

1
2
3
4
5

What is revising?

- Revising is the third stage of the writing process.
- After students have written their first draft, teachers should collect the written work and NOT mark it, but identify the common ideas with regard to *enriching* the content of their writing.
- Students combine ideas and rearrange their order, add or delete details and substitute words or phrases with more appropriate ones to make the writing clearer and richer.
- The teacher should focus on one or two specific areas relevant to the text to revise, e.g. adding adjectives or connectives.
- A number of revising strategies should be modelled to the students such as *Show Not Tell* or the use of *Revising Triangles*.
- Keeping in mind that the purpose of revising is to extend or make the students' writing better.



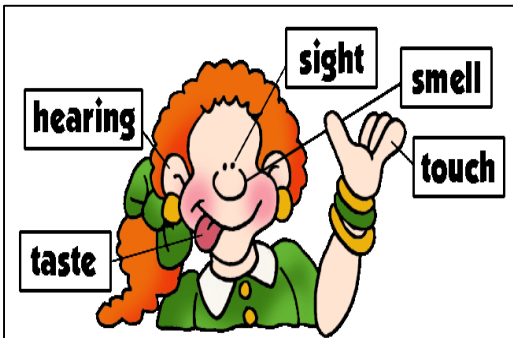
Revising

Change huge big

Add details who? where? what? when? how?

Read [book icon]

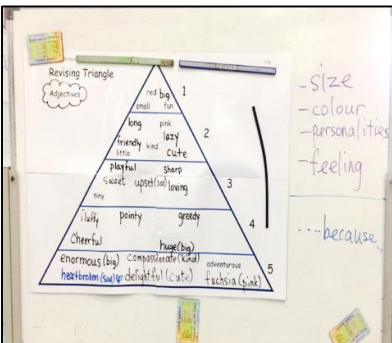
Senses see hear taste smell touch



sight smell

hearing touch

taste



Revising Triangle

1: red, big, small, fat

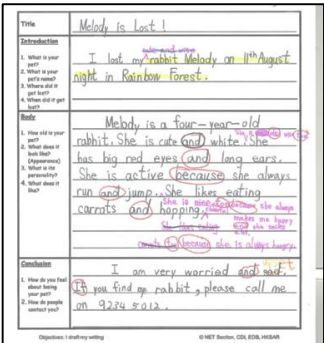
2: long, pink, funny, kind, cute

3: playful, sharp, sweet, useful, loving

4: fluffy, pointy, greedy

5: cheerful, enormous (big), compassionate (kind), adventurous, hairbroken (silly), delightful (cute), fuchsia (pink)

size
colour
personalities
feeling
...because

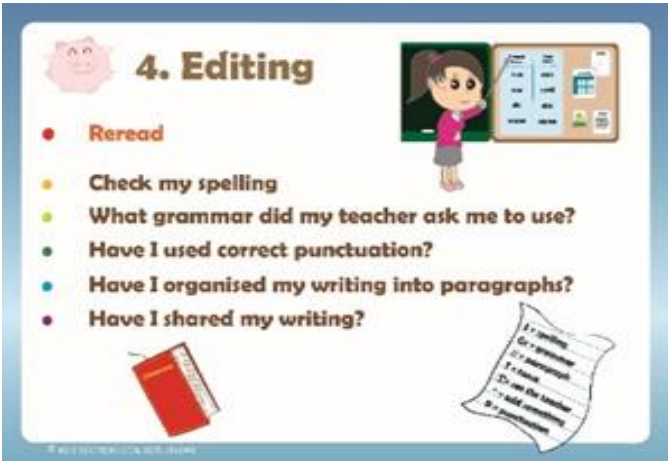


Title: Melody is Lost!

Introduction: I lost my rabbit Melody on 14th August night in Rainbow Forest.

Body: Melody is a four-year-old rabbit. She is cute and white. She has big red eyes and long ears. She is active because she always run and jump. She likes eating carrots and happy. Melody is always hungry. Melody also is always hungry.

Conclusion: I am very worried and sad. If you find my rabbit, please call me on 9274 8012.




Checklist: Check your work. Put a ✓ if you have completed below.

I read my work and checked my spelling: mix <input checked="" type="checkbox"/> mxi <input checked="" type="checkbox"/> and punctuation: A <input checked="" type="checkbox"/> a <input checked="" type="checkbox"/> . <input checked="" type="checkbox"/>	
I used quantifiers for my ingredients (e.g. a cup of , a slice of)	
I used connectives (e.g. first, next..) to show the sequence of making Friendship Soup.	
I used action verbs (e.g. take , mix) to show how to make my Friendship Soup.	
I read my Friendship Soup to my partner.	

What is editing?

- Editing is the fourth stage of the writing process.
- Similar to the revising stage, after students have written their first draft, the teacher should collect the written work and NOT mark it, but identify the common grammatical and spelling mistakes that the majority of the students made.
- The teacher should take this opportunity to re-teach previously taught grammar items (if necessary), which help students to understand how to use grammar in a meaningful context. When modelling editing, the teacher uses different coloured pens for editing so that the suggestions will be clear to the students.
- Students proofread their draft, correcting errors related to grammar, spelling and punctuation, by referring to the language-rich environment in the classroom such as the flipchart paper, word books or glossaries, dictionaries or other resources.
- The use of an editing code and/or writer’s checklist are useful tools for editing.



Editing Code

Symbol	Meaning	Example
(p)-	punctuation-	Let me know if you see ^(p) ben-
(sp)-	spelling-	My ^(sp) umbrella was at school.-
(t)-	tense-	I ^(t) buy ice-cream yesterday.-
(pl)-	plural-	Bananas and ^(pl) apple are delicious.-
(w)-	wrong word-	Tom was ^(w) tallest than John.-
A-	missing word(s)-	I want send this letter.- ^A
(f)-	extra word-	The student ^(f) she studies often.-

What is publishing?

- Publishing is the final stage of the writing process.
- It is extremely important that students celebrate their success, i.e. produce a best copy for an audience. Writing is done to be shared with others and the teacher needs to create a platform for students to share their writing in a meaningful way.
- Creative templates can be used to suit the theme for students’ printed publishing. Where possible, students may publish their work using e-resources, such as apps or e-class platforms.
- Some students may go on to publishing while others continue editing.
- Not all written work needs to progress to the publishing stage, but students need to know at the start of the writing whether they will publish or not.

8. Process Writing – A Final Word

The steps of process writing need to be made explicit to students through a range of approaches such as modelling, interactive writing, conferencing and feedback.

Thinking about or reflecting on these steps needs to be modelled, using support props or resources such as posters and other print materials relevant to each step of the process. Students should be encouraged to refer to these materials to check their writing as they proceed through the writing process.

9. The Process Writing Model Overview

Teacher's Role	Stages	Students' Role
<ul style="list-style-type: none"> ○ Reads with enthusiasm to stimulate interest and recall the story ○ Encourages students to respond ○ Questions ○ States the purpose and/or audience 	<p style="text-align: center;">Pre-writing</p> <ul style="list-style-type: none"> ➤ Reading ➤ Purpose and/or audience ➤ Key vocabulary ➤ Discussion ➤ Participating in activity 	<ul style="list-style-type: none"> ○ Retell the story orally through drawing and writing sentences ○ Brainstorm
↓		
<ul style="list-style-type: none"> ○ Models writing process ○ Refers to process writing chart – Drafting ○ Questions and conferences 	<p style="text-align: center;">Drafting</p> <ul style="list-style-type: none"> ➤ Modelled writing ➤ Group writing ➤ Self-checking: Process Writing Stages chart 	<ul style="list-style-type: none"> ○ Refer to displays, word banks ○ Take part in group writing ○ Refer to process writing chart – Drafting
↓		
<ul style="list-style-type: none"> ○ Models revising process ○ Refers to process writing chart – Revising ○ Questions and conferences 	<p style="text-align: center;">Revising</p> <ul style="list-style-type: none"> ➤ Self-check: Process Writing Stages chart ➤ Adding or taking out information ➤ Re-reading for meaning and content 	<ul style="list-style-type: none"> ○ Check and revise their drafts ○ Refer to process writing chart – Revising
↓		
<ul style="list-style-type: none"> ○ Models editing process ○ Refers to process writing chart – Editing ○ Questions and conferences 	<p style="text-align: center;">Editing</p> <ul style="list-style-type: none"> ➤ Self-checking: Process Writing Stages chart ➤ Re-reading for grammar, spelling and punctuation with the editing checklist 	<ul style="list-style-type: none"> ○ Check and edit their drafts ○ Refer to process writing chart – Editing
↓		
<ul style="list-style-type: none"> ○ Refers to process writing chart – Publishing ○ Questions and conferences 	<p style="text-align: center;">Publishing</p> <ul style="list-style-type: none"> ➤ Self-checking: Process Writing Stages chart ➤ Publishing format ➤ Publishing the writing ➤ Self-assessment ➤ Sharing with an audience 	<ul style="list-style-type: none"> ○ Decide on and discuss publishing format ○ Refer to process writing chart – Publishing

10. Text Types

The study of text types involves exposure, learning to read text types and learning to write a text type. Students cannot learn all text types, nor is it realistic to expect primary students to write many text types in English.

Learning the purpose and text grammar of a text type, helps students better comprehend and think critically about the text they are expected to write.

Scan the QR codes or click the links below for Text Types: Teacher Booklet.

DTS Text Types: Teacher Booklet



<https://drive.google.com/file/d/1YqKYiXH6tJ7aM1Kgki17vJHwAPiQTQIC/view?usp=sharing>

11. Some Other Considerations

Developmental Levels of Writing

The Key Stage 1 developmental levels of writing are described as the emergent writer, the early writer and the early fluent writer.

An Emergent Writer:
is able to use a drawing to help convey ideas
attempts to express one or two simple ideas using pictures, words and/or sentences
is beginning to record own experiences or responses to a task with support
demonstrates some sense of directionality
usually leaves spaces between words
can form recognisable letters
attempts to record dominant sounds
uses some familiar words to express own ideas
begins to use capital letters and full stops
begins to put words in logical order
spells some high frequency words correctly
transfers words encountered in the environment
uses words appropriate to the subject matter and text type with teacher support

An Early Writer:
writes sentences that make sense
attempts to write their own ideas
attempts to use different sentence structures
records experiences, observations, and responses with some clarity
uses more punctuation correctly
uses upper and lower case letters appropriately
leaves spaces between words consistently
spells an increasing number of high-frequency words correctly
records most dominant sounds accurately
shows evidence of checking work
uses words appropriate to the subject matter and text type with some support

An Early Fluent Writer:

shows clarity in the way ideas, thoughts and details are expressed

develops ideas logically and supports them with details

uses words appropriate to the subject matter and text type

attempts complex sentences

writes multiple sentences on a topic

attempts to use paragraphs

spells most high-frequency words correctly

uses spelling patterns and sound knowledge to spell unknown words

demonstrates correct use of major grammatical conventions

shows evidence of revising, editing, and checking

12. Catering for Different Learning Needs

A good writing programme allows the teacher to differentiate their teaching to meet the needs of students who either require additional support or exceed the prescribed outcomes.




Additionally, writing lessons will be more successful if the teacher identifies a limited number of criteria for each lesson. The teacher can effectively differentiate the learning by:

- grouping students strategically and deciding where they will sit, e.g. at their desks or on the mat in mixed or ability groups;
- modifying resources and/or worksheets for ability groups;
- setting different writing expectations accordingly;
- supporting and extending students' writing as needed during *think-pair-share* discussions and individual conferences;
- reviewing students' writing regularly, and where appropriate planning guided writing support to meet different needs; and
- planning and providing support for students who may not be able to complete a writing task, e.g. providing writing frames, partner or group support, breaking down a task into manageable chunks.

13. Additional Online Professional Development

For more information about any of these writing teaching strategies or resources, please contact your Advisory Teacher for assistance.

Also, you may find further online professional development workshops by accessing the Gorilla PD platform.

PDNETwork	
 https://nets-pd.edb.edcity.hk/	
	

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15. Acknowledgements

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2009 Key Stage 2 Integration Programme (KIP) Schools

Notes