



## English Writing Policy

### 7 Steps to Teaching a Genre

#### Broad Objectives

#### Aims

##### Broad Objectives

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences.
7. Develop a high standard of penmanship.

**St. Peter's follow the seven steps to teaching a genre as outlined by the PDST**

#### Step 1 – Familiarisation

Familiarising is a collective term. It describes the ways in which teachers raise children's awareness and activate their prior knowledge. Also, known as immersing or exposing. It involves students Reading, discussing, listening to or viewing samples of the new form

1. **Sample displays**
2. **Reading to and Reading with Students**
3. **Other Literacy activities**

- Jigsaw activities
- Highlighting specific language features
- Innovating on a text form

1. **Sample Displays**
  - Provide opportunities to read and view a variety of recount/report/persuasive texts
  - Discuss and compare texts

- Build an awareness of the common features of recounts/reports/expositions by:
  - Talking about the purpose
  - Identifying the possible intended audience
  - Drawing attention to the text organisation
  - Highlighting the type of language used

## Step 2 - Analysing

### 1. One Text model

Children study **one** effective sample of a text form

Step 1: Labelling

Step 2: Language Features

- adjectives
- tense,
- linking words

This is a critical stage where Children “discover” and analyse the framework of a form of text. **A problem-solving approach is used.** It allows them to consider specific language features for that form.

**The Direct model** uses ONE effective sample of a form of text. Children are asked to use this piece of text to discover the framework. **Direct Model (ref page 94 of writing resource book)**

**First steps outline two stages for discovery. Both strategies support a problem-solving approach, but vary in the level of analysis and self-discovery.**

### 2. Multi-Text Model

Read 4 Texts – ***A Trip to the Ice Cream Factory*** (See pg 55-57 of writing resource book)

Step 1: Ranking

Step 2: Justification of Ranking

Step 3: Language Features

Step 4: Create Rules

**The Multi Text or Analysing Text model** uses 3 or 4 samples of a form of text. Children are required to rank these samples by effectiveness. Then use the information gained from discussion to devise rules and frameworks for writing that form. **The analysing text model (ref page 55, 74, 135 of writing resource book)**

## Step 3 - Modelled Writing

Modelled Writing is a strategy for teaching a range of forms, conventions and procedures of writing. It involves the writer ‘thinking aloud’ as s/he writes for an audience.

### Teacher's Role

- Several demonstrations
- Clear focus - Prepare /content /focus /form
- Choices decisions /thinking /background knowledge
- Bringing subconscious thinking to the conscious

### Children's Role

- Prepare them
- I'm going to let you hear what I'm thinking-child speak!!!!

- Children advisory role only
- Active listeners
- Max 10 min (age +3mins)
- Set up ground rules
- Practice almost immediately in pairs / shared
- Recap / Reinforce
- Flexible seating arrangements
- Visual – overhead/ markers/flipchart/colour

Modelled writing involves “the teacher composing texts in front of the class, thinking aloud about what is being done and explaining decisions” (Evans 1991). Decisions such as what content to include/omit, what language to use and so on.

It is very important that at this stage, and in all the stages to follow, a **purpose** is created for generating the text.

Teacher explains to the children that they should listen only. It is useful to use a red marker as a signal to children that they do not have to contribute. To ensure optimum engagement by the children it should be short and sharp - probably no more than 5 minutes. Teacher can lead immediately into Shared by changing to a blue marker.

#### **Step 4 – Shared Writing**

Teacher has the pen. Teacher continues to ‘think aloud’, but consults the children for ideas.

Shared writing is an effective and non-threatening way to support children’s writing and involves the teacher and the children writing together. Children volunteer parts of the story and the teacher writes it down on a flip chart or white board, thus modelling the writing conventions.

Teacher reads and re-reads the text to highlight the importance of events impinging on one another – as aspect of writing that young children find hard to master. Changing the colour of marker on the flip-chart to a blue marker perhaps acts as a signal to the children that they can contribute to this part of the lesson.

Shared writing provides the teacher with an opportunity to encourage/introduce language features of the text such as language of conviction in persuasive writing and because children are focusing on the thinking–composing process without the additional task of transcribing, shared writing frees their imagination and helps them gain confidence in writing independently. Shared writing engages the children in talking, writing and reading within a genre, demonstrating that reading and writing are interdependent and support each other (Hornsby 2000)

#### **Step 5 – Guided Writing**

Children plan their writing in **pairs/groups** using their framework. In guided writing, the student does the actual writing, and the teacher facilitates guides, suggests, and encourages. This is a very worthwhile step before students are asked to write independently. Indeed, all that is learned in shared writing is incorporated by students (with teacher guidance) in guided writing.

Although the holding of the pen or pencil has been switched from teacher to student, collaboration remains a part of the process if the student needs it. Yet, the ownership of the writing is always the student’s. The teacher’s role is to help young writers discover their own abilities by providing opportunities for choice and peer response. During guided writing the teacher demonstrates and conducts mini lessons, where appropriate, that help the students learn to draft, revise, and edit their writing.

Children compose with a partner or in a small group so that there is peer support as they write using

the framework demonstrated by the teacher. The teacher's role is to guide and encourage students by giving explicit feedback that refers to the structural or language features required in the text form.

#### **Supporting Students at Guiding Stage**

- Allow students to work with others to compose a text
- Provide planning formats
- Break the task into manageable parts
- Provide practice on specific elements relevant to the form
- Provide assistance at key points
- Create opportunities to practice different forms across the curriculum

#### **Step 6 – Independent Writing**

- Children plan and write their own procedural text.
- They may consult a partner or the group and/or the teacher at the planning stage.
- They write a first draft (framework) and proof read and check it with partner.
- Final draft is written for an audience.

As with all language learning, the role of guidance in writing is to lead the learner toward independence (Murray, 1989).

The goal is for students to use what they have learned in shared and guided writing and choose to write, taking the responsibility of the writing process, thus becoming an independent writer. The purpose of independent writing—like that of independent reading—is to build fluency; establish the writing habit; make personal connections; explore meanings; promote critical thinking; and use writing as a natural, pleasurable, self-chosen activity (Routman, 1994).

As with most abilities, children reach the independent stage of writing at different times. In independent writing, the student takes responsibility for the writing without teacher intervention or evaluation. The student often initiates the writing, while the teacher provides the time or opportunity. Independent writing experiences may include journals, response logs, and reflections, as well as free-writing, which is uninterrupted writing of the student's choice.

#### **Step 7 – Presentation to an Audience**

- **class/teacher/principal**
- **display**
- **family/friends**
- **publish on website**
- **Writing to firms/organisations**
- **ICT**
- **visitor**

It is extremely important that children write for a real purpose at all stages and that they also write for a real audience. The Primary School Curriculum states that as children mature their audience should expand accordingly.

## Modelled Writing

Modelled Writing is a strategy for teaching a range of forms, conventions and procedures of writing. It involves the teacher thinking aloud as he/she writes for the audience. Works best when this is done on a flip chart so that you can review past examples to make a point/show example/refer back to something and so on.

- Should be done 3/4 times a week and should last for the average age of child in the classroom plus two minutes
- Principal- LS-RT-RTT-HSL-EAL- teacher may come in to model their writing from time to time.
- Modelled writing may be done across the curriculum in any subject area.
- Modelled writing can be done by the teacher just to convey a message. Editing a piece of modelled writing for mistakes, boring words and so on does not have to happen each time – and perhaps editing for just one purpose is the best approach until students can build up editing skills.
- Modelled works best if it can be done on a flip-chart in the room (can go back over things continuously).

### **Summary of the conventions and skills of writing:**

- Left to right, Top to bottom
- Spaces
- Sentences
- Punctuation
- Spelling strategies
- Sentence combining techniques
- Vocabulary usage
- Choosing appropriate words
- Grammar
- Layout of text e.g. list, letter, note, fact-file etc.
- Emphasise using print from around the room

### Quality of work

The focus should be on the quality rather than the quantity of work. Teachers should use their own professional judgement to differentiate their expectations of the students.

St. Peter's will teach the writing genres based on a two year cycle as stated in the table below

Month	Year One	Year Two
Term 1	Procedural Writing <b>Persuasive (Minor)</b>	Persuasive <b>Procedural (Minor)</b>
Term 2	Recount <b>Report (Minor)</b>	Report <b>Recount (Minor)</b>
Term 3	Explanation <b>Narrative (Minor)</b>	Narrative <b>Persuasive (Minor)</b>

### Note

Major – Writing genre will be covered in detail over a term

Minor – Writing Genre will be revised over 1-2 week period each term

## Skills and concepts for each class and each genre

### Year One

Writing Genre	Term 1	Term 2	Term 3
	Procedural	Recount	Explanation
Examples	How to make ... Step by step format Instructions for games, recipes, how to brush your teeth...	News, class/school events, holidays, newspaper articles, diary entries, imaginative (a day in the life of Cinderella/Michael Collins)	Water cycle, life cycle of..., why people live in homes, borrow book from the library, how earthquakes/volcanoes occur, how erosion occurs.
Junior Infants	Follow simple instructions to carry out everyday tasks. Engage in shared class activities and teacher models	Use framework to draw basic personal recount (with labels where appropriate).provide opportunity to "write" a recount	Orally explain the different parts of simple objects; simple reasoning how/why something happens Teacher as scribe.
Senior Infants	Follow simple instructions to carry out everyday tasks. Sequence pictures of everyday tasks.	Use framework to draw & caption basic personal recount.	Orally explain the different parts of simple objects. simple reasoning how/why something happens Teacher as scribe.
First Class	Carry out simple procedures (recipes) Sequence & caption pictures of everyday tasks.	Use framework to draw & write a basic personal recount.	Orally explain the different parts of simple objects. Label the parts of these objects.
Second Class	Carry out simple procedures (recipes) & children write the procedure.	Use framework to write a basic personal recount. Orally retell a factual recount.	Orally explain the different parts & usage of simple objects. Label the parts of these objects. Draw a simple diagram which shows the parts of an object.
Third Class	Carry out simple procedures (recipes, making something) & children write the procedure.	Use framework to write a personal & factual recount.	Carry out simple experiments and discuss what was used & what happened. Use a diagram to explain how a simple object works.
Fourth Class	Carry out simple procedures (recipes, making something) & children write the procedure.	Use framework to write a personal & factual recount. Orally retell an imaginary recount.	Carry out simple experiments and discuss what was used & what happened. Use a diagram to explain

			how a simple object works. Discuss cause & effect (make connections between parts & operations).
Fifth Class	Carry out simple procedures (recipes, making something) & children write the procedure using the framework. Write own procedure of their choice (familiar procedure in own words). Using a selection of equipment 'create' a game, taking photos and use to write the instructions on how to play.	Use framework to write a personal, factual & imaginary recount.	Carry out simple experiments and discuss what was used & what happened. Use a diagram to explain how a simple object works. Discuss cause & effect (make connections between parts & operations). Explain phenomenon "...is...." e.g "snow is...."
Sixth Class	Carry out simple procedures (recipes, making something) & children write the procedure using the framework. Write own procedure of their choice (familiar procedure in own words). Using a selection of equipment 'create' a game, taking photos and use to write the instructions on how to play.	Use framework to write a personal, factual & imaginary recount.	Carry out simple experiments and discuss what was used & what happened. Discuss cause & effect (make connections between parts & operations). Use a diagram to explain how a simple object works. Explain & write about simple / familiar phenomenon "...is...." e.g "snow is...."



## Year Two

Writing Genre	Term One Report	Term Two Persuasive	Term Three Narrative
Example	Animals – appearance, habitat, diet... Country/ Culture – language, foods, climate, ...	Which are better – cats or dogs/ football or soccer, etc why? Children should have a vote; Should Santa Claus come to Goldilocks?	Setting, problem, resolution – fairy tales, fables, novels, mystery stories
Junior Infants	Shared writing of a report. Labelled picture of an animal (description, habitat); toys, food or homes.	Orally explain why they want / need something. Use a narrative story for the context of discussion, eg a letter from the Farmer to Farmer Duck	Sequence pictures of narratives and label with teacher where appropriate.
Senior Infants	Use framework to write a basic report on an animal, food, home, toys. etc (4 lines- title, classification, description, habitat & habits)	Orally explain why they want / need something. Explain why they like / dislike certain things (colour, food, games, tv programmes). Draw what they like & label with teacher's support.	Sequence and caption pictures of narratives. Shared written narratives. Draw narratives (picture books).
First Class	Use framework to write a basic report on an animal, toys, food or homes etc.	Orally explaining likes & dislikes stating reasons why. "This is my favourite.....because..."	Use teacher's framework to write basic narratives. Good exposure to fairytales.
Second Class	Use framework to write a report on an animal, toys, food or homes. Using subheadings	Writing letters to parents / caregivers trying to convince them to buy a present / go on a trip etc. Oral informal debate on personally significant topics.	Use teacher's framework to write basic narratives. Orally retell fairytales.
Third Class	Use framework to write a report on an animal, including endangered species & unfamiliar animals.	Exposure to visual adverts discussing the main objective of the ad. Debates. Write on argument for and one argument against in relation to school topics/ issues.	Use teacher's framework to write basic narratives. Orally retell myths & legends. Begin writing their own legends.
Fourth Class	Use framework to write a report on an animal, including endangered species & unfamiliar animals. Introducing countries.	Exposure to visual adverts discussing the main objective of the ad. Debates. Write both sides of the argument in relation to school topics/ issues.	Use teacher's framework to write basic narratives. Orally retell myths & legends. Writing their own legends. Good exposure to fables.
Fifth Class	Use framework to write a report on an animal, including	Exposure to visual adverts discussing the main objective of	Use teacher's framework to write basic narratives.

	<p>endangered species &amp; unfamiliar animals. Introducing countries &amp; people.</p>	<p>the ad. Debates. Write both sides of the argument in relation to school topics/ issues. Study of advertising &amp; create their own ad for a book / newspaper / school.</p>	<p>Writing their own legends &amp; fables.</p>
Sixth	<p>Use framework to write a report on an animal, including endangered species &amp; unfamiliar animals. Introducing countries &amp; people.</p>	<p>Exposure to visual adverts discussing the main objective of the ad. Debates. Write both sides of the argument in relation to school topics/ issues. Study of advertising &amp; create their own ad for a book / newspaper / school. Study TV advertising, highlighting the persuasive tactics used.</p>	<p>Use teacher's framework to write basic narratives. Writing their own legends &amp; fables.</p>

### Free Writing

Each class will take part in the “Drop everything and write” activity once a week.

- It should be in a special copy.
- It should be dated.
- Children should be told beforehand that it will not be marked, corrected or criticised.
- Children may be given an opportunity to read what they have written to the teacher.
- The children can choose the topic although they may need some guidance in the beginning. Brainstorm all the different types of writing they can do – news, story, letter, list, menu, instructions, labels etc.
- There should be no pressure on children to “produce” an amount of writing.
- The reluctant writer may use pictures to convey a message

#### Infant classes

- The teacher may ask the class to write/draw about a theme/topic. Initially the teacher will get pictures and scribbles – this will later develop into letters and eventually words
- The teacher may act as a scribe in the infant classes to convey the message (perhaps only scribe for 2-3 children per session)

### Writing: Methodologies for Junior & Senior Infants

**Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.**

- Provision of print-rich environment e.g. labels, flashcards, posters.
- Teacher as scribe – pupils tell story and teacher writes and pupils may copy / type.
- Compilation of Our News on flip-chart pad.
- Scribbling, writing patterns using different media e.g. chalk, crayon, paint.
- Tracing of basic letters on sandpaper and sand, making letters with play dough and use of magnetic letters.
- Letter formation including lower case, upper case, capital letters and full stop.
- Making cards and writing simple messages.
- Copying / writing own name, environmental labels, words and simple sentences.
- Writing for different people / purposes e.g. card, name on art work.
- Display personal writing and read pupils' writing aloud.
- Making of little books e.g. My Book about...Autumn.
- Teacher models letter formation on the whiteboard / air and pupils imitate.
- Start with dot – left / right, top / bottom. front / back.
- Teach writing grip progressing from chubby crayons to chublets, to chubby pencils to standard pencils.
- Allow children to spell own words – approximate spelling.
- Draw a picture and write about it e.g. name, caption, sentence.
- Add descriptive words to naming words.
- Dominoes – match the start of a sentence with an ending and write.
- Draw and write about feelings e.g. happy face and write word 'happy', I feel sad / happy when...

**Writing: Content for 1<sup>st</sup> & 2<sup>nd</sup> Classes**

<p><b>Creating &amp; Fostering the Impulse to Write</b></p>	<p><b>Developing Competence, Confidence &amp; the Ability to Write Independently</b></p>	<p><b>Clarifying Thought Through Writing</b></p>	<p><b>Developing Emotional &amp; Imaginative Life Through Writing</b></p>
<ul style="list-style-type: none"> <li>▪ Experience a classroom environment that encourages writing.</li> <li>▪ Observe the teacher as he/she models writing stories.</li> <li>▪ Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation.</li> <li>▪ Experience how a story structure is organised by reading and listening to fiction.</li> <li>▪ Write regularly for different audiences.</li> <li>▪ Choose topics to write about.</li> <li>▪ Explore different genres.</li> <li>▪ Work with other children when writing.</li> <li>▪ Have writing valued.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience an abundance of oral language activity when preparing a writing task.</li> <li>▪ Realise that first attempts at writing are not necessarily the finished product and learn the value of drafts.</li> <li>▪ Understand that the conventions of punctuation help to make meaning clearer in writing.</li> <li>▪ Spell words in a recognisable way based on an awareness of the most common spelling strings/patterns.</li> <li>▪ Use approximate spelling as an interim measure in mastering the conventions of spelling.</li> <li>▪ Spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling.</li> <li>▪ Choose topics for writing after conferring with the teacher.</li> <li>▪ Have regular opportunities to write for himself/herself or for others.</li> <li>▪ Decide whether or not to re-draft.</li> <li>▪ Confer with the teacher and others on the quality of presentation.</li> <li>▪ Write notes and messages to different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write in a variety of genres.</li> <li>▪ Write a version of a story told by the teacher.</li> <li>▪ Write about something that has been learned.</li> <li>▪ Write the significant details about an event or an activity.</li> <li>▪ Write an explanation for something.</li> <li>▪ Re-read work, confer with the teacher or others about it, and then rewrite it.</li> <li>▪ Write a simple sentence and add words to it to extend its meaning.</li> <li>▪ Listen to a story and write down questions to ask about it.</li> <li>▪ Write answers to questions asked by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express feelings in writing.</li> <li>▪ Write about experiences.</li> <li>▪ Listen to the experiences of others and express reactions to them in writing.</li> <li>▪ Draw and write about sensory experience.</li> <li>▪ Write about feelings experienced in drama activity.</li> <li>▪ Draw and write stories and poems.</li> <li>▪ Express in writing likes and dislikes about events and characters in stories and poems.</li> <li>▪ Listen to music and write about it.</li> </ul>

## Writing: Methodologies for 1<sup>st</sup> & 2<sup>nd</sup> Classes

**Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.**

- Teacher as scribe, modelling story structure.
- Cross-age tutoring – older pupil as scribe for younger pupil.
- Print-rich environment e.g. labels, captions, displays of simple sentences / stories, writing corner.
- Oral preparation for all written work.
- Express feelings in print, write about experiences, write about senses.
- Spelling in accordance with school policy.
- Choose writing topic through brainstorming, mind-mapping, drawing up lists of favourite topics.
- Pupils select own topic to write about.
- Personal writing collections.
- Include pupils' writing in class library.
- Free-writing in personal journal.
- Lists, messages, reminders, letters, invitations.
- Write for self, other pupils, teacher, parents.
- Write the important details of an event e.g. school / local event.
- Class story – each pupil writes 5 – 10 sentences.
- Writing pairs / groups for editing and re-drafting.
- Pupils read own work to class / at assembly.
- Displays of writing in corridor.
- Publish work in an anthology / school newsletter.

**Writing: Content for 3<sup>rd</sup> & 4<sup>th</sup> Classes**

<p><b>Creating and Fostering the Impulse to Write</b></p>	<p><b>Developing Competence, Confidence and the Ability to Write Independently</b></p>	<p><b>Clarifying Thought Through Writing</b></p>	<p><b>Developing Emotional and Imaginative Life Through Writing</b></p>
<ul style="list-style-type: none"> <li>▪ Experience a classroom environment that encourages writing.</li> <li>▪ Observe the teacher modelling different writing genres.</li> <li>▪ Use personal reading as a stimulus to writing.</li> <li>▪ Write stories that explore a variety of genres.</li> <li>▪ Re-read his/her writing for pleasure.</li> <li>▪ Choose the audience for which to write.</li> <li>▪ Choose both the subject and form of his/her writing.</li> <li>▪ Receive and give positive responses to writing.</li> <li>▪ See his/her writing valued.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write regularly, and gradually extend the period over which a writing effort is sustained.</li> <li>▪ Engage in the writing of one piece over a period.</li> <li>▪ Experience varied and consistent oral language activity as a preparation for writing.</li> <li>▪ Learn to use questions as a mechanism for expanding and developing a story.</li> <li>▪ Give sequence to ideas and events in stories.</li> <li>▪ Develop an appreciation of how the intended audience should influence the nature of a piece of writing.</li> <li>▪ Develop an awareness of the difference between written language and oral language.</li> <li>▪ Learn to revise and re-draft writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write in a variety of genres with greater sophistication.</li> <li>▪ Read a story and write it in his/her own terms.</li> <li>▪ Read a narrative or expository piece and summarise it.</li> <li>▪ Write about an idea to explain it to someone else.</li> <li>▪ Write about why he/she finds an idea attractive.</li> <li>▪ Write about ideas encountered in other areas of the curriculum.</li> <li>▪ Write down directions on how to perform a particular process.</li> <li>▪ Write a list of questions about a particular topic and prioritise them.</li> <li>▪ Write a sentence and elaborate on it by adding one or more ideas to it.</li> <li>▪ Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express his/her reactions to particular experiences in writing.</li> <li>▪ Write about experiences and feelings in diary form.</li> <li>▪ Write about feelings experienced in improvisational drama.</li> <li>▪ Create stories and poems.</li> <li>▪ Write extended stories in book form.</li> <li>▪ Write about favourite moments, characters and events in stories.</li> <li>▪ Express in writing his/her reactions to poems.</li> <li>▪ Express in writing his/her reactions to personal reading.</li> <li>▪ Use his/her own artwork and that of others as a stimulus to writing.</li> </ul>

### Writing: Methodologies for 3<sup>rd</sup> & 4<sup>th</sup> Classes

**Note:** Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- Personal class diary.
- Poetry writing.
- Pupils write to one another for a specific purpose.
- Party invitation.
- Write a joke book (clarify boundaries).
- Write a quiz on a particular topic.
- Write a set of directions.
- Devise an evacuation plan for the building.
- Collate class rules.
- Give a sentence – each child writes for 5 minutes starting with that sentence.
- Give 6 to 8 words – build a story around them.
- Letters of thanks, complaint, invitation.
- Display pupils' written work – writing corner, corridor display, school anthology / newsletter.
- Encourage pupils to ornament work for display. Create book covers.
- Pupils read written work aloud to class, assembly.
- Write-a-Book.
- Create boxes of facts etc. for projects.
- Brainstorm for story writing and use questions to expand. Sequence different beginnings and endings.
- Paired / group writing.
- Write a book for younger family member / younger classes.
- E-mail pen pal, friend, other school.
- Provide middle of story – tease out beginning and conclusion.
- Use rough work drafts before presenting final copy after discussion with teacher.
- Earmark weeks for poetry, letters etc.
- Read a story to the class and ask them to write a summary.
- Take a paragraph from a familiar story / piece and re-write in own words.
- Select a famous person whom you would like to interview and select questions you would ask.



Writing: Content for 5<sup>th</sup> & 6<sup>th</sup> Classes

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> <li>▪ Experience a classroom environment that encourages writing.</li> <li>▪ Observe the teacher model a wide variety of writing genres.</li> <li>▪ Express and communicate reactions to reading experiences.</li> <li>▪ Experience interesting and relevant writing challenges.</li> <li>▪ Write for an increasingly varied audience.</li> <li>▪ Receive and give constructive responses to writing.</li> <li>▪ See his/her writing valued.</li> <li>▪ Experience a level of success in writing that will be an incentive to continue writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write regularly on chosen topics.</li> <li>▪ Write for a sustained length of time.</li> <li>▪ Engage in the writing of one piece over a period.</li> <li>▪ Experience varied and consistent oral language activity as part of the pre-writing process.</li> <li>▪ Observe the teacher improving writing.</li> <li>▪ Write independently through a process of drafting, revising, editing and publishing.</li> <li>▪ Write, without re-drafting, on a given or chosen topic within certain time constraints.</li> <li>▪ Observe the conventions of grammar, punctuation and spelling in his/her writing.</li> <li>▪ Use dictionaries and thesauruses to extend and develop vocabulary and spelling.</li> <li>▪ Explore the possibilities of syntax and sentence structure in reading and writing.</li> <li>▪ Choose a register of language appropriate to subject and audience.</li> <li>▪ Choose a form and quality of presentation appropriate to the audience.</li> <li>▪ Help others with editing their work.</li> <li>▪ Take part in co-operative writing activities.</li> <li>▪ Write fluently and relevantly in other areas of the curriculum.</li> <li>▪ Develop a legible, fluent, personal style of handwriting.</li> <li>▪ Develop skills in the use of information technology.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write in a wide variety of genres.</li> <li>▪ Examine the characteristics that differentiate written and oral language.</li> <li>▪ Write for a particular purpose and with a particular audience in mind.</li> <li>▪ Reflect on and analyse ideas through writing.</li> <li>▪ Refine ideas and their expression through drafting and re-drafting.</li> <li>▪ Express and communicate new learning.</li> <li>▪ Relate new ideas to previous learning.</li> <li>▪ Use notes to summarise reading material and write an account from the notes.</li> <li>▪ Sketch an ordered summary of ideas and draft a writing assignment on it.</li> <li>▪ Argue the case in writing for a particular point of view.</li> <li>▪ Argue the case in writing for a point of view with which he/she disagrees.</li> <li>▪ Explore the use of compound and complex sentences in expressing thought.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyse in writing his/her reactions to personal experiences.</li> <li>▪ Express in writing reactions to the experiences of others.</li> <li>▪ Write stories and poems.</li> <li>▪ Write longer stories or a series of related stories in book form.</li> <li>▪ Keep a personal diary.</li> <li>▪ Express a personal reaction to ideas, emotions and images encountered in literature.</li> <li>▪ Express and analyse his/her reactions to poems.</li> <li>▪ Analyse different interpretations of poems in writing.</li> <li>▪ Write about the relationship between poems and personal experience.</li> <li>▪ Write short plays based on activity in improvisational drama.</li> <li>▪ Express in writing reactions to music, artwork, films, television programmes and videos.</li> </ul>

## Writing: Methodologies for 5<sup>th</sup> & 6<sup>th</sup> Classes

**Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.**

- Supply print-rich environment e.g. Fallon's posters.
- Narrative:
  - adventure
  - horror
  - plays
  - folk and fairy tales
  - historical
  - mystery
  - magic
  - science
  - fables
  - personal experiences
- Provision of relevant topics.
- Brainstorming, webbing, research, conferencing.
- Note-taking.
- Instructions.
- Newspapers.
- Reports.
- Persuasive text.
- Explanations.
- Formal / informal letters and faxes.
- Reports and reviews.
- Diary.
- Editing, drafting and publishing.
- Spelling, grammar, punctuation and layout.
- Correction, self-correction, use of dictionary, thesaurus.
- Write-a-book.
- E-mail.
- Poetry

### ICT/ Digital Literacy

In our school we have a wide selection of software to support the teaching and learning of English. A computer laptop and Interactive Whiteboard are available in each classroom. There are 8 laptops and 15 i-pads which have been set up for use in the spare room. A timetable allowing computer time for each class is stated below

Class	Junior/Senior infants	1 <sup>st</sup> /2 <sup>nd</sup> Class	3 <sup>rd</sup> /4 <sup>th</sup> Class	5 <sup>th</sup> /6 <sup>th</sup> Class	Learning support/Resource
Day	Monday Tuesday Wednesday Thursday Friday		Thursday + Friday	Tuesday + Wednesday	Discretionary
Time	8.30-10.30		12.30-2.10	10.30-12.00 + 12.30-1.10	

Pupils engage with interactive books, word processing, research for projects, recording of data e.g. graphs and creative writing programmes. All software is displayed in the store in the staff room. The software is audited and updated on an annual basis by the ICT co-ordinator who also has responsibility for liaising with software companies to source sample and demonstration disks. The ICT co-ordinator also liaises with the Principal regarding the purchase of new software. ICT is used as a resource with the SET team, during learning support or resource hours.

### Success Criteria

The school-wide implementation of this plan will result in enhancement of pupil learning in the following ways:

#### Writing

- Greater fluency and explicitness in communicating ideas and experiences.
- Enhanced experience of writing and sharing stories and poems.
- Use of ICT.
- Improved presentation of written work.

The achievement of these success criteria will be assessed through feedback from teachers, pupils and parents.

### Implementation and Review

The implementation of this plan will commence in September 2018. It is intended that it will be implemented in full throughout this school year. The plan will be reviewed in June 2020 and at the end of every third school year thereafter.

### Ratification and Communication

**This policy has not been ratified by the Board of Management as it still under review by staff**

This plan was ratified by the Board of Management of St.Peter's NS at its meeting on \_\_\_\_\_. Parents may obtain a copy of this plan from the Parents' Association or it may viewed on our school website [www.stpetersnsdunboyne@gmail.com](mailto:www.stpetersnsdunboyne@gmail.com)

St. Peter's is following the New language programme and it is being implemented from Junior infants to 2<sup>nd</sup> Class. The plan will be implemented in 3<sup>rd</sup>-6<sup>th</sup> in the years 2019/2020.

See page attached – Learning Outcomes for Writing (English L1)

Ratified by the board on 13<sup>th</sup> December, 2018

Due for review October 2020

Chairperson John Clarke Date 13/12/18

Principal Rachael Blumenthal Date 13/12/18