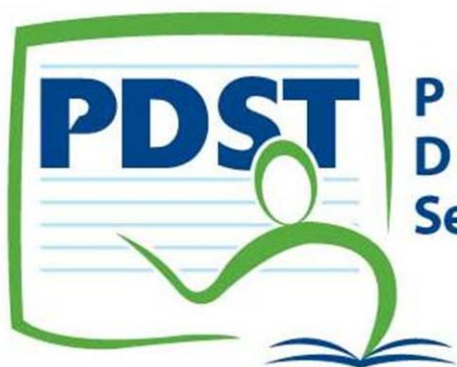


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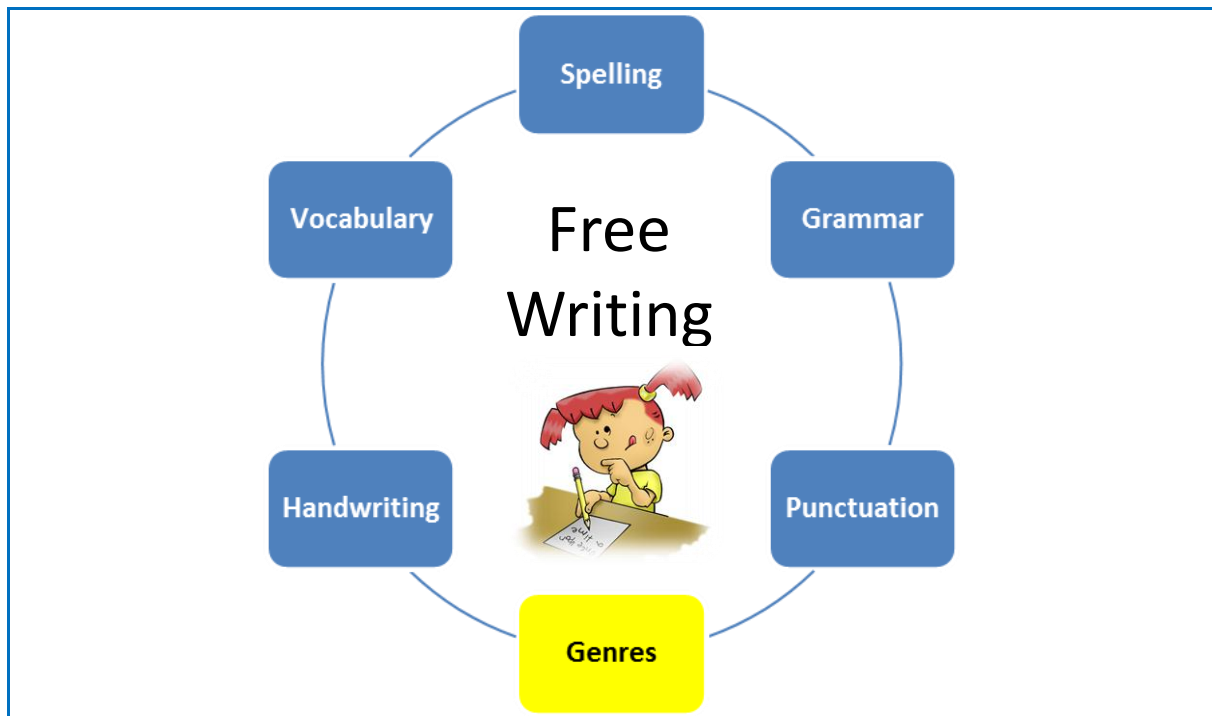
# Writing Genre – A Structured Approach



## Introduction

The Primary School Curriculum recognises the act of writing as part of the language learning process. Writing is a skill and a craft that needs to be taught and which is learned from practice. The diagram below illustrates the key components of writing.

### Components of Writing



This manual provides guidance on how schools may approach the teaching of a number of writing genres. While the focus is on seven genres, this list is not exhaustive. Appropriate assessment tools are suggested, along with a variety of practical activities.

Students should be given opportunities to engage actively and collaboratively in analysing, interpreting and constructing a variety of genres. Such skills and processes need to be modelled, shared and guided before they are practised independently in a manner that is integrated across literacy and across the curriculum. In maths class for example, students will be encouraged to use the language of maths and the structure of procedural writing to explain how they have solved a problem. In this way, writing becomes a pathway to learning.

# Writing Genres

Definitions and activities to support classroom implementation.

Please note that these activities are adapted from First Steps Writing 2<sup>nd</sup> Edition, 2005.

## Narrative Writing

Narratives entertain and engage the reader in an imaginative experience.

Narrative texts are organised according to setting, event leading to a problem and solution.

The main features of narrative writing are: defined characters, descriptive language, past tense.

### 1. Tired Words/Boring Sentences

- Children chose overused words from their own and other people's writing and they brainstorm alternatives
- Read sentence carefully
- Brainstorm alternative words for each word in the sentence / list
- Create a new sentence using some words from the alternative list.
- Compare original sentence and new sentence

### 2. Connecting Words

- Scan the first few pages of texts to find 'connecting' words- for example, and, but, when
- Write each word on a card and display
- Use sentences to give children opportunity to see the words in use, for example, "Complete the following....."
- I went to the hospital..... and/but/because

### 3. Pass-it-on

- Sitting in small groups, children each write first sentence of story- set the scene and name two characters (one male & one female)
- Children then fold back the section on which they have written so that it cannot be seen and pass the paper to the next person who writes a sentence beginning with 'Suddenly'
- Repeat the procedure- folding, passing and adding sentences.
- She said..... After that..... In the end...
- Group then unfolds paper and read narrative to group!

### 4. Building Character Profiles

- Children receive a picture of a character and build a simple profile based on a number of characteristics (I look like, I wear etc.)

- More complicated characteristics for more senior children (Aspirations etc.)
- Can develop it to focus just on one feature (e.g. Eyes, colour, shape, look)

### **Samples of Narrative Writing**

#### \*Narrative sample for Junior classes

#### **Little Red Riding Hood**

Once upon a time there was a little girl who lived at the edge of a large dark forest. She always wore a red coat so everyone called her Little Red Riding Hood.

One day, her mother gave her a basket of food and told her to take it to her grandmother. On the way, Little Red Riding Hood met a wolf. "Where are you going?" he asked. "I'm going to my grandmother's house", Red Riding Hood said.

The greedy wolf took a short cut to the grandmother's house and put on her clothes. When Red Riding Hood got there, she did not know her grandmother. "What big teeth you have" she said. "All the better to eat you" said the wolf. Red Riding Hood shouted "Help someone Help!"

A woodcutter came and chased the wolf away.

Little Red Riding Hood's granny got out of the press where she was hiding and they had a lovely tea.

#### \*Narrative sample for Senior Classes

#### **Na Trí Mhuicíní**

Lá amháin thóg na trí mhuicín a dtithe. Rinne muicín amháin teach as tuí. Rinne muicín eile teach as adhmaid agus rinne an tríú mhuicín a theach as brící.

Chnag an mac tíre ar doras an tí a bhí déanta as tuí. "Lig isteach mé. Lig isteach mé!" arsa an mac tíre.

"Ní ligfidh mé isteach thú" arsa an chéad mhuicín. "Téigh abhaile!"

"Bhuel, séidfídh mé is leagfaidh mé do theach tuí!" Ansin shéid sé agus shéid sé agus leag sé an teach tuí!

Chnag an mac tíre ar dhóras an tí adhmaid. "Lig isteach mé. Lig isteach mé!" arsa an mac tíre.

"Ní ligfidh mé isteach thú" arsa an dara muicín. "Téigh abhaile!"

"Bhuel, séidfídh mé is leagfaidh mé do theach adhmaid!" Ansin shéid sé agus shéid sé agus leag sé an teach adhmaid!

Chnag an mac tíre ar dhóras an tí a bhí déanta as brící. "Lig isteach mé. Lig isteach mé!" arsa an mac tíre.

"Ní ligfidh mé isteach thú" arsa an tríú mhuicín. "Téigh abhaile!"

"Bhuel, séidfídh mé is leagfaidh mé do theach brící!" Ansin shéid sé agus shéid sé ach níorbh fhéidir leis an teach leis na bhrící a leagadh!

Ansin chuaigh an mac tíre suas ar an díon – síos an simléar leis agus...

PLOP! Isteach san uisce leis an mac tíre. Thosaigh na trí mhuicín ag gáire!

## **Connectives/ Conjunctions/ Joining Words**

And                      or                      but                      yet

Even                      though                      while

Although                      like                      as                      after

Before                      since                      when  
for

If                      unless                      in case                      also

Whereas                      both...and                      despite

Because                      now that                      provided that

Such as                      for example                      however

Furthermore                      similarly

On the other hand



I can think about a character and write a sentence.

Name:

Behaviour:

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---

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Good or bad?

Appearance:

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---

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Can you use adjectives?

Goals:

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Draw something you would expect this character to do:

<p>I look like</p> 	<p>I wear</p> 	<p>I like to .....</p> 	<p>I say...</p> 

Don't tell anyone but my name is \_\_\_\_\_

## Recount Writing

Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy). Recount writing is organised by setting, events in chronological order and a concluding statement.

The main features of recount writing are specific participants, action verbs and past tense.

### 1. Tell your news

In pairs, small groups and whole class use the clown poster to guide you

### 2. Create shared experiences that can then be re-told or written by children

In pairs, small groups or recorded on tape (e.g. blowing bubbles, PE, a school trip). Teacher can scribe for children during shared writing and then use the subsequent text for reading activities

### 3. Class diary

Teacher may act as a scribe and record some class news in the form of a recount each day for a week. Display each days recount on a wall then collate and put into the class library. Re read entries every day that week. Older children may wish to keep their own weekly diary

### 4. Set up a daily news broadcast

Where children use props (e.g. microphone and hat) and prepare and deliver a short news story to the class

### 5. Living charts

Jointly create and display charts of terms used by the children in their oral and written recounts under the following headings: who, where, when, feelings (e.g. WHO: cousin, sister, best friend, WHERE: park, school, cinema, WHEN: yesterday, weekend, after school, FEELINGS: bored, ecstatic, surprised, delighted etc.) Add to these charts whenever a new term arises and add terms that are commonly used in the children's free writing. Model using words from these charts when modelling writing to the children

### 6. Use simple templates to organise recounts

### 7. Class Writing Bag

Send home the writing bag and encourage students to recount personal experiences

### 8. Sequence Events

Have students recall an experience shared by the class, in small groups write each event on a sentence strip, then have another group sequence the strips

### 9. Use [www.xtimeline.com](http://www.xtimeline.com) to create a pictorial or written timeline of an experience.

\*Recount Sample for Junior Classes





## **At the Beach**

My friend and I went to the beach on Saturday.

While we were at the beach we had a cool swim.

After our swim we built sandcastles.

Later it began to rain, so we packed up and went home.

We were tired from our day at the beach, so we went to bed early

\*Recount Sample for Middle Classes

## **A Trip to the Zoo**

Yesterday my family went to the zoo to see the elephant.

When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

*Sunday, 14 June, 1942*

*On Friday, June 12th, I woke up at six o'clock and no wonder, it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer, and went to the dining room, where I received a warm welcome from Moortje (the cat).*

*Soon after seven I went to Mummy and Daddy and then to the sitting room to undo my presents. The first to greet me was you, possibly the nicest of all. Then on the table there were a bunch of roses, a plant, and some peonies, and more arrived during the day.*

*I got masses of things from Mummy and Daddy, and was thoroughly spoiled by various friends. Among other things I was given Camera Obscura, a party game, lots of sweets, chocolates, a puzzle, a brooch, Tales and Legends of the Netherlands by Joseph Cohen, Daisy's Mountain Holiday (a terrific book) and some money. Now I can buy The Myths of Greece and Rome – grand!*

*Then Lies called for me and we went to school. During recess I treated everyone to sweet biscuits, and then we had to go back to our lessons.*

*Now I must stop. Bye-bye, we're going to be great pals!*

*Source: 'The Diary of a Young Girl', Anne Frank, Bantam Publishers*

## Procedural Writing

Procedures are written to explain how something is done, in a series of sequenced steps.

They are organised by goal, material, method and evaluation.

Features of procedural writing include: detailed factual description, reader referred to in a general way (draw a line), linking words to do with time, tense is timeless.

### 1. Headings.

Discuss the different parts of a procedure

### 1. Read a procedure

- Discuss the content and the headings
- Label the parts

### 2. Simon Says.

Flip chart the “bossy” verbs for living charts

### 3. Tell me about

Oral retell of everyday tasks

### 4. Class Recipe

Do a simple procedure and record the steps involved

### 5. Sequence pictures.

Order the steps involved in a simple task

### 6. Match picture and caption.

Discuss what is happening in each picture and find the matching sentence

### 7. Role-play interview.

Children choose a ‘job’ card and in pairs conduct an interview

### 8. Make a game.

Place a selection of resources / equipment on floor, children pick 3 items and come up with a game to play

### 9. Lost Instructions.

Hand out board games; explain that the instructions are missing. Children must tell the group how the game is played

\*Procedural Writing for Junior Classes

## How to Make Jelly

### Ingredients:

- Jelly
- Water

### What we need:

- Kettle
- Water
- Litre Jug
- Spoon
- Bowl

### Method:

1. Fill the kettle with water and bring to the boil.
2. Break up the jelly into small pieces.
3. Put the jelly pieces into the jug.
4. Pour the boiling water over the jelly in the jug.
5. Stir well until all the jelly has dissolved.
6. Pour into the bowl.
7. Leave in a cold place to set.
8. Put in a dish. Add cream or ice-cream. Taste.



\*Procedural Writing for Middle Classes

## How to Play Hurling

Hurling is a national sport in Ireland. It has been played here for thousands of years.

### Requirements:

Hurley	Shin Guards	Shorts
Sliotar	Ash Guard	
Helmet	Socks	
Jersey	Boots	

**Method:**

1. Hold the hurley with your strong hand above your other hand.
2. Scoop or roll the sliotar onto the hurley.
3. Flick the sliotar into your hand.
4. Throw the sliotar in the air and strike it with the hurley.
5. Shoot the ball past the goalie to score a goal. (1 goal = 3 points)
6. Hit it between the uprights to score a point.

\*Procedural Writing for Seniors**How to Make Pancakes****Ingredients:**

- 1 cup flour
- 1 tablespoon sugar
- 2 teaspoons baking powder
- 1/4 teaspoon salt
- 1 egg, beaten
- 1 cup milk
- 2 tablespoons vegetable oil

**Method:**

1. Mix the flour, sugar, salt and baking powder in a bowl. If you have a whisk, use it, and make sure the batter is well mixed.
2. In another bowl, beat the egg then add the milk and oil. Mix until it is thoroughly combined.
3. Add the wet ingredients to the dry ingredients and whisk them together for about a minute. The mixture should be a bit lumpy.
4. Heat a blob of butter in a large frying pan.

5. Pour about a third of a cup of batter into the pan. If you want larger pancakes, pour more. For smaller pancakes pour less batter.
6. It will take about two minutes to cook the first side. You will know it is cooked when bubbles that will form on the top.
7. Flip it over and let it cook for a minute more. When the pancakes are golden brown, put them on a plate and enjoy.

## Report Writing

Reports are written to describe or classify the way things are or seem to be.

They organise and record information.

Reports are organised by; classification, description and summarising comment.

The features of report writing are; generalised participants, impersonal objective language, timeless present tense and subject specific vocabulary.

### Model and share writing reports

#### Show and Tell

Ask children to bring in something interesting from home to show their classmates. Encourage the child to give an oral report about the object and encourage other children to ask questions

#### Create displays and label items e.g. Irish animals, mini beasts, our favourite toys

#### Who We Are

During shared writing sessions, create a class book describing each student in turn

Children can then illustrate the page describing them. Re-read the book to the class and share with parents and other classes

Create mind maps and reports for a given topic using [www.mindmeister.com](http://www.mindmeister.com)

**Oral Activities:** Oral activities such as Barrier Games encourage children to use descriptive language. Children sit side by side with a barrier between them and describe/instruct simple sequences or patterns e.g. stringing beads, drawing a clothes line, colour parts of same picture, simple construction e.g. Lego, locate items on a picture board, grids – position shapes or objects on a grid, route finding – describe how to get from one point to another on a map, spot the difference pictures which are commercially available

## **Bicycles**

Bicycles are a mode of transport. They bring people from place to place.

They have two wheels attached to a frame, with a seat and handle bars for steering. They also have brakes.

Bicycles are made in factories and then sold in shops.

People use bicycles to get to work and for pleasure.

Cycling is good exercise.

## **Antarctica**

Antarctica is the coldest, windiest, highest and driest continent in the world. It is situated at and around the South Pole.

Most of Antarctica is covered in very thick ice and snow. In fact, the ice covering Antarctica makes up nearly 70% of the world's fresh water.

The average rainfall on Antarctica is lower than in many desert areas in the world. By that standard, it could be said that Antarctica is the largest desert in the world.

For obvious reasons, Antarctica is mostly uninhabited, apart from staff working at research stations. No land vertebrates live on Antarctica, but a handful of insects and worms have been found. Penguins, seabirds, seals, whales and dolphins inhabit the waters and shores.

Antarctica is like no other continent in the world. Its extremes make it one of the most spectacular and beautiful places on Earth.

## **Hang out with BATS!**

Although bats have wings and can fly like birds, they are mammals. This means that, unlike birds, they feed their young with milk produced by the mother. The scientific name for bats is Chiroptera, which means 'winged hand'. There are over 950 different types of bat in the world.

Bats can be found in all parts of the world, on all continents except Antarctica, although most types of bat live in warm countries. They roost in caves, hollow trees and buildings – anywhere where it is dark and warm. Sometimes they even live underneath bridges. Bats are nocturnal animals; they sleep during the day and forage for food during the night. When they sleep, they hang upside down, using their feet to grasp onto a twig or ledge.

The different types of bat in the world eat a wide variety of foods. Sometimes it is easy to tell what a bat eats just by its name, e.g. Fruit Bat and Fishing Bat. However, insects are the most common bat food. A single bat can catch 600 mosquitoes in just one hour.



Bats which hunt for live food do so at night. They cannot see their prey in the darkness, so they use a technique called echolocation. By making high-pitched clicking and squeaking sounds, they can judge how close things are by how quickly the sound bounces back to them. If there is no echo, then they know that there is nothing to eat nearby.

Many bats hibernate during the winter. When they wake in the spring, the females give birth to babies called pups. Normally a bat mother will have only one baby at a time, like a human mother, but sometimes they have twins. When they are born, the pups are hairless and tiny, but they have strong claws so that they can hang on to the ledge while their mothers are hunting. They grow quickly, and some types of bat can fly and hunt for themselves when they are just one month old.

Although they are very useful animals, due to the way they control insects and help to reseed plants, many bats are in danger of extinction. Of the fourteen species of bats which live in Britain today, two are endangered and nine others are threatened.



## Explanation Writing

Explanations are written to explain how something works or the process involved in actions, events or behaviour. E.g. How does a rainbow occur?

Explanation texts are organised by: a definition or statement, and a sequenced explanation.

The features of explanation writing are: non-human participants, cause and effect relationships, passives and timeless present tense.

### 1. Headings.

Discuss the different parts of an explanation text

### 2. Read an explanation

Discuss the content and the headings  
Label the parts

### 3. Informal Explanations

### 4. Oral Explanations

(Using topic cards explain how/why something works etc.)

### 5. Explanation Jig-saw

Children reconstruct an explanation text using their knowledge of the explanation framework

### 6. Tell from the diagram

(Say/write explanations to go with illustrations)

### 7. Independent Construction

(Using a written plan to record main points of their text)

\*Explanation Writing for Juniors

## Making your own music

It is easy to understand how a drum makes a sound- you can see the drum skin vibrating. You can also see the strings on a guitar vibrating back and forth when they are plucked. All wind instruments, like a tin whistle or a saxophone, also make their sounds using vibrations.

All wind instruments have a tube. The musician blows air through this tube. The air vibrates against the tube as it travels down. All this bouncing air

produces notes. The length and width of the tube effects the notes that we hear.

\*Explanation Writing for Middle Classes

### **How is Food Digested?**

The food we eat is broken down and used by our bodies. This breaking down of food is called digestion.

You may have heard your stomach gurgling after you have eaten. The stomach, teeth, tongue and intestines all help to digest food.

When you chew your food, digestion begins. The food is pushed by the tongue to the trapdoor at the back of the mouth called the oesophagus.

It then moves to the stomach where the digestive juices make it smaller. In the small intestine, the goodness is 'soaked up'. Finally, water is taken out in the large intestines.

The goodness that is left can now be carried around the body by the blood to be used for energy, repair and growth!

\*Explanation sample for seniors



### Getting Nectar

The bee sucks nectar with its mouth, which is shaped like a tube.

Bees fly hundreds of times between flowers and their honeycombs.

### Making Honey

In the country, some bees make their nests in places like the trunk of a tree.

Bees make honeycombs with wax from their own bodies. The gaps in the honeycomb are where the honey is stored.

### Beehives

In gardens or farms, beekeepers keep bees in beehives like this one so they can collect honey. About fifty thousand bees live in one beehive.



Honey is used in lots of different recipes. It is delicious when it is spread onto bread.

### The Beekeeper

The beekeeper collects the honey from the beehive. He takes out the honeycomb which is full of honey.

He is dressed in special clothes so that he doesn't get stung.



## Persuasive Writing

Persuasive texts are written to argue or persuade. They promote the writers point of view.

Persuasive texts are organised with: Proposition to be argued, arguments in logical order, reiteration.

The features of persuasive writing are: generalised participants, passives to help text structure, linking words associated with reasoning, nominalisation (actions become things) e.g. To pollute becomes pollution.

### 1. Pass argument around the group

Topic for debate is introduced to each group

Pass it around the circle – each person has to think of an argument for

Pass it the other way – each person has to think of an argument against

### 2. Four Corners

Topic for debate

Agree, Disagree, Strongly Agree, Strongly Disagree – justify their position

### 3. Informal & Formal Debate

“Seize the moment”- capitalise on current topics to provide authentic reasons for debate

Help- gather, select & present info. Reflect on best arguments- and why?

### 4. Be the Expert

All expert groups- parents/students/ teachers- work in groups together-then reform own group

### 5. Change the point of view

Retell story from different point of view- True story of the 3 pigs-told by the wolf

### 6. Character Defences

Delete character from familiar story- allocate character- pupil has to defend inclusion in story

\*Persuasive writing for Junior Classes

## Healthy Lunches

Children should eat healthy lunches in school every day.

Firstly, children need to drink milk to make their teeth and bones strong. Some schools provide milk for children and this is an excellent idea.

Secondly, children need to eat fruit and vegetables every day to keep them healthy. Some children do not eat fruit or vegetables and they get sick more often.

Sweets and fizzy drinks should be banned from schools because they rot your teeth.

\*Persuasive writing for Middle Classes

### **Time for Play**

During the past few years, schools have been giving pupils much more homework.

Some parents believe more homework is better for the future. However, this is not as good as it seems!

Children are having their time for play stolen from them, because they get too much homework. Children need time to play, to exercise and meet their friends.

Also, it is not fair that some children have more homework than others. It makes them very angry that they can't play as much as other children.

I think that children should only have to complete a small amount of homework. A law could be made that says how much homework all children should have to do.

11 Sample Street

Madeuptown

11 September 2008

Dear Minister Dempsey,

Most people in the world drive their cars on the right side of the road. As international travel becomes cheaper and more common, more and more people who are used to driving on the right side of the road are getting confused and causing accidents on Irish roads, where we drive on the left.

An obvious solution would be for countries in the minority, like Ireland, which drive on the left side of the road, to change their rules so that all people in the world drive on the right side of the road. This would minimise confusion, and in the long term greatly reduce the number of injuries and deaths due to road accidents.

An additional benefit would be the reduction in accident repair costs and a corresponding reduction in the amount we all have to pay for car insurance.

One problem with this solution is that for a little while there would be more confusion on Irish roads, and more accidents, while everyone got used to driving on the right side.

In the long run though, changing to driving on the right side of the road in Ireland makes sense. We should not allow some short term disadvantages to deter us from enjoying the huge long term advantages of making this change.

Yours sincerely

M de Búrca

Mícheál de Búrca

Should children be allowed out on their own after 7pm?

Should children be allowed have televisions in their bedrooms?

Should it be compulsory to wear a helmet when riding a bicycle?

Should school be voluntary?

Should violent video games be banned?

Should cigarettes be banned?

Should people who live in the city be allowed to drive 4x4 cars?

Should TV adverts for junk food be banned?

Is television a bad influence on children?

## Writing to Socialise

Texts used to socialise help writers to maintain or enhance relationships. These forms of writing can be formal or informal in tone depending on the relationship between the writer and the audience. Different text forms used to socialise include apologies, thank you notes, invitation, greetings, notes and messages.

The framework for this genre will vary depending on the form and topic but will include the orientation, body and prompt.

**Orientation:** This will include a greeting, establish the purpose and may include the time and place.

**Body:** The body of the text consists of the 'message', stating the details of communication.

**Prompt:** This is often a call to action and involves instructions about what to do e.g. RSVP. It may include how, by when and where that information is to be passed on. If the prompt is not a call to action, it is most likely to be a formal farewell e.g. yours sincerely.

**Language features include:** first and second person pronouns (I, me, you), specific participants, questions or statements of inquiry, concise language, simple past tense, call to action, action verbs, signal words to show time, formal or informal tone and may include abbreviations or pictograms.

### Supporting pupils to get started

- Talk about the purpose of writing to socialise
- Provide texts cut into individual paragraphs and have students reconstruct them and share their reasoning for text order
- Provide authentic contexts for students to write freely for social purposes e.g. letterbox, message pads, notice boards
- Have students 'role play' conversations that would occur in classroom interest areas e.g. shopkeeper, station from Aistear programme. Reinforce the use of courteous language and behaviours
- Use puppets to model the language of socialising used during conversations
- Provide opportunities for students to put themselves in someone else's position and speak and behave as they would. Ensure students can relate the situation to their own experiences (answering phone as mam or dad, giving messages as an older sibling, thanking others for sharing as teacher)

### Supporting students at beginning and developing stages

- Paper chain
  - Have each student randomly select the name of a class member, then write a positive note to that student on a strip of paper. Each student responds to their note on a different coloured strip of paper. Connect all the strips to make a paper chain
- Brown Bag ME
  - Place several items in a large paper bag prior to the class, with each item representing some sub strand of yourself (picture of dog, favourite CD). Take the



items out of the bag one at a time and explain to the students the significance of each item. Then have each student compose their own Brown Bag ME. Use these sessions as a springboard to having students write notes and messages to each other

- Vocabulary Development
  - Jointly create class charts that focus on specific vocabulary used when using writing to socialise. E.g. When: yesterday, at the weekend, last night. Where: at the beach, in the playground. Who: Dad, my sister
- Highlighting
  - Have students read texts used to socialise and underline or highlight where specific information has been included. This helps them focus on the key information in texts used to socialise, they can then do the same activity with their own writing allowing them to add missing information
- Across learning areas
  - Provide opportunities across learning areas for students to compose texts used to socialise e.g. P.E: A thank you note to a visitor. Science: A note of apology to the cleaner! Art: An invite to view an exhibition
- E-examples
  - How to write an e-mail.
  - Social media twitter, Facebook,
  - Creating PowerPoints  
[http://ppds.ie/index.php?option=com\\_content&task=view&id=376](http://ppds.ie/index.php?option=com_content&task=view&id=376)
  - [www.Ewriteonline.com](http://www.Ewriteonline.com) : This is a resource for teachers only.
  - [www.wordle.net](http://www.wordle.net): it is an online tool for creating word clouds from passages of text.
  - [www.prezi.com](http://www.prezi.com): it's an alternative to traditional PowerPoint.
  - [www.kidblock.org](http://www.kidblock.org): it is a safe and simple blogging platform suitable for primary classrooms.
  - [www.zooburst.com](http://www.zooburst.com): it is a digital storytelling tool that lets anyone easily create his/her own pop up books.
  - [www.storyjumper.com](http://www.storyjumper.com): write stories for an authentic audience.
  - [www.storybird.com](http://www.storybird.com): Story birds are short art inspired stories for you to make to share read and print

## Writing Frameworks

### Recount

Purpose	To re-tell past experiences
✓ <b>Personal</b> e.g. My trip to the Farm ✓ <b>Factual</b> e.g. retelling an accident ✓ <b>Imaginative</b> e.g. a day in the life of a puppy	
<b>Framework</b>	
Setting	Who? What? Where? When? Why? How?
Events	In time order
Concluding statement	

Example	My school tour
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Specific participants</li> <li>• Linking words to do with time, e.g. later, after, before</li> <li>• Paragraphs in time order sequence</li> <li>• Action verbs</li> <li>• Simple past tense</li> </ul>

### Narrative

Purpose	To tell an imaginative story (may be based on fact)
<b>Framework</b>	
Title	
Setting	Who? Where? When?
Initiating event	How did the characters get involved
Problem	What was the conflict/problem
Resolution	How was the problem solved
Examples	The three little pigs A space adventure
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Usually past tense</li> <li>• Defined characters</li> <li>• Dialogue</li> <li>• Descriptive language to create images</li> <li>• Linking words to do with time</li> </ul>

### Explanatory

Purpose	To explain how things work or how things came to be
<ul style="list-style-type: none"> <li>✓ Explains <b>how things occur</b> e.g. how does a rainbow occur?</li> <li>✓ <b>How things work</b> e.g. how do engines work?</li> <li>✓ <b>Why things are or happen</b></li> </ul>	
<b>Framework</b>	
Definition	What is it?
Parts	Describe
Operation	How it works
Application	When/where it works, how it's used
Interesting features	
Comment	
Evaluation	
Example	How erosion occurs
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Generalised non-human participants</li> <li>• Cause and effect relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• Some passives e.g. is driven by</li> <li>• Timeless present tense e.g. soil is deposited</li> </ul>
--	--

### Procedural

Purpose	To list steps to follow in making/doing something
<ul style="list-style-type: none"> <li>✓ Give instructions on how to operate something e.g. washing machine</li> <li>✓ Show steps for making and doing e.g. baking a cake, playing a game</li> <li>✓ List sequences of actions e.g. find a location</li> </ul>	
<b>Framework</b>	
Aim	What is to be done
Requirements	What is needed (usually a list)
Method	How to do it (usually numbered)
Evaluation	Was it successful
Examples	How to make a sandwich Directions to the shop
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Detailed factual description</li> <li>• Reader referred to in a general way or not mentioned at all, e.g. draw a line</li> <li>• Linking words to do with time e.g. after, as soon as</li> <li>• Tense is timeless</li> <li>• Action verbs often begin each sentence</li> </ul>

### Report

Purpose	To present factual information
<ul style="list-style-type: none"> <li>✓ <b>Objects</b> e.g. A report on computers</li> <li>✓ <b>Places</b> e.g. A report on deserts</li> <li>✓ <b>Animals</b> e.g. A report on Birds</li> <li>✓ <b>People e.g.</b> A report on Life on Mozart</li> </ul>	
<b>Framework</b>	
Classification	What is it?
Description	Size, shape, features
Place/Time	Where? What?
Dynamics	What does it do?
Summarising comment	
Example	Frogs
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Generalised participants</li> <li>• Impersonal objective language</li> <li>• Timeless present tense</li> <li>• Subject specific vocabulary</li> </ul>

## Persuasive

Purpose	To persuade others involving argument and debate
<ul style="list-style-type: none"> <li>✓ <b>persuade</b> readers to agree with one point of view</li> <li>✓ show all points of view and reach conclusion e.g. <b>debate</b></li> <li>✓ <b>argue</b> a case</li> </ul>	
<b>Framework</b>	
State problem/argument	
Arguments for and supporting evidence	
Arguments against and supporting evidence	
Conclusion	
Examples	Mobile phones should be banned
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Generalised participants</li> <li>• Passives to help text structure</li> <li>• Linking words associated with reasoning e.g. therefore</li> <li>• Nominalisation (actions become things) e.g. to pollute becomes pollution</li> </ul>

## Writing to socialise

Purpose	Helps writers to maintain or enhance relationships <ul style="list-style-type: none"> <li>✓ Can be formal or informal depending on relationship between writer and audience</li> </ul>
<b>Framework</b>	
Orientation	Establishes the purpose and may include time and place. The orientation may include a greeting
Body	Consists of the 'message', stating the details of the communication
Prompt	Involves instructions about what to do e.g.. RSVP or formal farewell
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• First and Second person pronouns e.g. I, me, you, your</li> <li>• Specific participants e.g. Mrs Smith, Grandma</li> <li>• Questions or statement of inquiry</li> <li>• Concise language</li> <li>• Simple past tense</li> <li>• May include personal endearments e.g. pet names</li> <li>• Action verbs</li> <li>• May include abbreviations or pictogram e.g. gr8, l8r</li> </ul>

## Bookmarks



### Narrative Writing

To tell an imaginative story, but this may be based on fact.

Helpful hints...

Framework

**Title:**

**Setting:**

Who? Where? When?

**Initiating Event:**

How did the characters get involved

**Problem:**

What is the problem?

**Resolution:**

How was it solved?

**Examples:**

- Fairy tales
- Novels
- Fables



### Recount Writing

To retell past experiences.

Helpful hints...

Framework

**Setting:**

Who? What? When?

Where? Why? How?

**Events:**

In time order

**Concluding Statement:**

**\*\*Recount writing is always written in time order\*\***

**Examples:**

- My School Tour
- St. Patrick's Day



### Procedural Writing

To lists steps to follow in making or doing something.

Helpful hints...

Framework

**Aim:**

What is to be done

**Requirements:**

List of what is needed

**Method:**

How to do it

**Evaluation:**

Was it successful

**Examples:**

- Cooking
- Directions



### Report Writing

To present factual information.

Helpful hints...

Framework

#### **Classification:**

What is it?

#### **Description:**

Size? Shape? Features?

#### **Place/ Time:**

Where? What?

#### **Dynamics:**

What does it do?

#### **Summarising Comment:**

#### **Example:**

- Frogs



### Persuasive Writing

To persuade others in argument and debate.

Helpful hints...

Framework

#### **State Problem/ Argument**

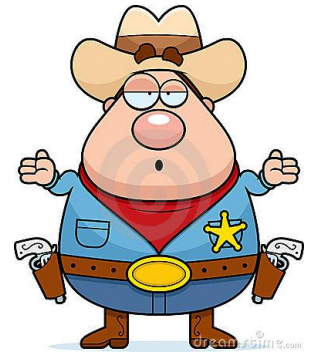
Arguments for and supporting evidence

Arguments against and supporting evidence

Conclusion

#### **Example:**

- Mobile phones should be banned



### Explanatory Writing

To explain how things work or came to be.

Helpful hints...

Framework

#### **Definition:**

What is it?

#### **Parts:**

Describe

#### **Operation:**

How it works

#### **Application:**

When/Where it works, how it's used

#### **Interesting Features:**

#### **Comment:**

#### **Evaluation:**

#### **Example:**

- How erosion occurs

**Narrative Writing**

**Recount Writing**

**Procedural Writing**

**Explanatory Writing**

**Persuasive Writing**

**Report Writing**





## Writing to Socialise

Helpful  
hints...

### Framework

#### Orientation

- Establishes purpose
- Greeting

#### Body

- This is the message, stating the details of the communications

#### Prompt

- Call to action (RSVP)
- Farewell (formal or informal)

#### Examples

- Thank you note
- Invitation
- Greetings
- Notes
- Messages

Writing to Socialise

## 7 Steps to Teaching a Writing Genre

### **Step 1: Familiarisation with the genre**

Integration with reading and oral language, for example, comparing samples of the genre, using sample displays, reading to and reading with students.

### **Step 2: Use an example to devise a framework**

Children **analyse** one effective sample of the text form. Children **discover** the framework of a form of a text. . Create a framework with key words/prompts for the genre e.g. in Narrative: Title, Setting, Characters, Problem, Resolution.

### **Step 3: Modelled writing (teacher only)**

The teacher 'thinks aloud' as he/she writes while the class observe.

### **Step 4: Shared writing**

Teacher has the pen and continues to 'think aloud' but uses children's ideas also. Children engage in talking, writing and reading within the genre.

### **Step 5: Guided Writing: Children plan their writing**

Children can plan their writing in pairs/groups using the framework they have devised.

### **Step 6: Independent writing**

Children plan and write their own piece including drafting, editing and redrafting.

### **Step 7: Presentation to audience**

Children write for real purpose and for real audience.

## **Sample plan for implementation of a genre over a seven week timeframe**

### **Week 1:**

- Familiarisation – showing the children lots of examples of this genre
- Discovery (direct model) – engaging in focussed talk and discussion, questioning, etc.
- Teacher models (teacher writes their own sample of that genre using their own ideas, not the children's)

### **Week 2:**

- Familiarisation
- Discovery (analysing text) breaking down the text into its various subheadings, etc.
- Teacher models – highlighting the structure, the language features, grammar and so on.

### **Week 3:**

- Modelled writing
- Shared writing – teacher writes the children's ideas

### **Week 4:**

- Modelled writing
- Guided writing - using frameworks devised by teacher or the resource book

### **Week 5:**

- Modelled writing
- Independent construction



### **Week 6:**

- Modelled writing
- Independent construction
- Presentation to audience (reading it for different classes, hall display, school website, class book, parish newsletter, etc.)

### **Week 7:**

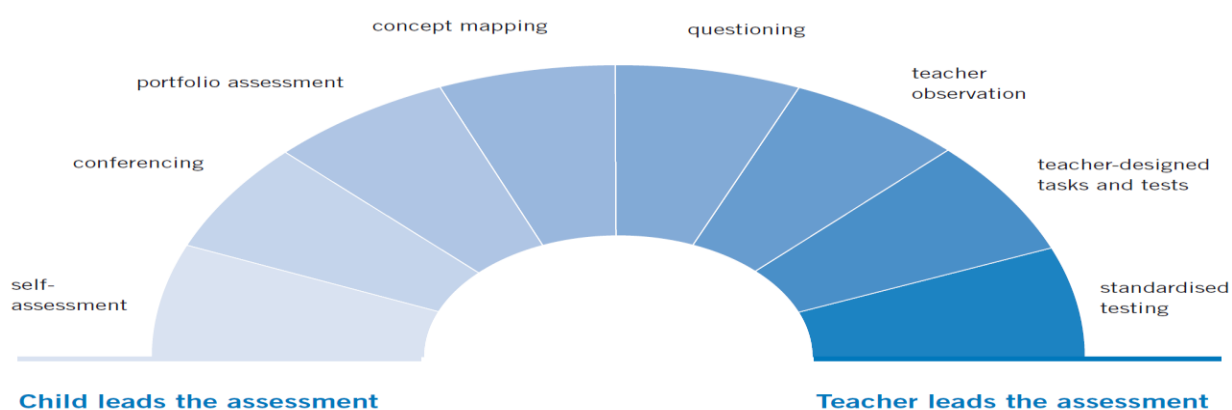
- Independent construction
- Presentation to audience

## Assessment of Writing

Schools measure the effectiveness of reading initiatives in many different ways. In order to do this, it is crucial that we gather and analyse information before we begin an initiative, so that on conclusion we can repeat a similar assessment in order to measure the success of the initiative. In this section, we outline some of the many sources of evidence that we can use to monitor pupils' reading development and the impact of our reading initiatives.

***“Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems, which relies upon a number of instruments, one of which may be a test. Educational assessment provides information about progress in learning”***

*(Assessment in the Primary School Curriculum, Guidelines for School. NCCA, 2007, p. 4)*



Writing Assessment Continuum	
<b>Self-Assessment</b>	<ul style="list-style-type: none"> <li>○ Writing Surveys / Questionnaires</li> <li>○ Writing Logs</li> <li>○ Tools to allow pupils to reflect on positive aspects of their work and to focus on an area for improvement e.g. <ul style="list-style-type: none"> <li>- Prompts – <i>the most important thing I learnt was... what I found difficult was... what helped me best...</i></li> <li>- Two Stars (identifying the positives) and a wish (identify area for improvement)</li> <li>- Ladders (See p. 85 'Assessment in the Primary School Curriculum, Guidelines for Schools' (NCCA, 2007))</li> <li>- WWW (What Went Well) and EBI (Even Better If)</li> </ul> </li> <li>○ KWL (See pg 92, Assessment in the Primary School Curriculum, Guidelines for Schools', NCCA, 2007)</li> </ul>
<b>Conferencing</b>	<ul style="list-style-type: none"> <li>○ Using a Rubric (Genre: narrative) (See p. 25, Assessment in the Primary School Curriculum, Guidelines for Schools' NCCA, 2007)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Using a Rubric (Genre: explanation)</li> <li>○ Child/ Teacher Conference</li> </ul> <p>(See p. 26, <i>Assessment in the Primary School Curriculum, Guidelines for Schools' NCCA, 2007</i>)</p>												
<b>Portfolio Assessment</b>	<ul style="list-style-type: none"> <li>○ Creating a Writing Portfolio</li> </ul> <p>(See p. 31, <i>Assessment in the Primary School Curriculum, Guidelines for Schools' NCCA, 2007</i>)</p>												
<b>Questioning</b>	<ul style="list-style-type: none"> <li>○ <b>Bloom's Taxonomy of Questioning</b></li> </ul> <p>See 'Assessment in the Primary School Curriculum, Guidelines for Schools' (NCCA, 2007, pp. 86-88)</p> <table border="1"> <tr> <td>Evaluation</td><td>check, critique, hypothesise, judge, debate</td></tr> <tr> <td>Synthesis</td><td>create, compose, plan, design, propose, formulate, invent, predict, construct, imagine, devise, combine</td></tr> <tr> <td>Analysis</td><td>Analyse, compare, investigate, identify, order, connect; distinguish, contrast, categorise, separate, explain, infer</td></tr> <tr> <td>Application</td><td>Solve, use, construct, examine, apply, calculate, show, illustrate, complete, classify, demonstrate, modify</td></tr> <tr> <td>Understanding</td><td>Retell, summarise, describe, explain, discuss, interpret, outline, predict, restate, compare, estimate, contrast</td></tr> <tr> <td>Knowledge</td><td>tell, list, define, name, when, where, identify, show, state, locate, relate, who</td></tr> </table>	Evaluation	check, critique, hypothesise, judge, debate	Synthesis	create, compose, plan, design, propose, formulate, invent, predict, construct, imagine, devise, combine	Analysis	Analyse, compare, investigate, identify, order, connect; distinguish, contrast, categorise, separate, explain, infer	Application	Solve, use, construct, examine, apply, calculate, show, illustrate, complete, classify, demonstrate, modify	Understanding	Retell, summarise, describe, explain, discuss, interpret, outline, predict, restate, compare, estimate, contrast	Knowledge	tell, list, define, name, when, where, identify, show, state, locate, relate, who
Evaluation	check, critique, hypothesise, judge, debate												
Synthesis	create, compose, plan, design, propose, formulate, invent, predict, construct, imagine, devise, combine												
Analysis	Analyse, compare, investigate, identify, order, connect; distinguish, contrast, categorise, separate, explain, infer												
Application	Solve, use, construct, examine, apply, calculate, show, illustrate, complete, classify, demonstrate, modify												
Understanding	Retell, summarise, describe, explain, discuss, interpret, outline, predict, restate, compare, estimate, contrast												
Knowledge	tell, list, define, name, when, where, identify, show, state, locate, relate, who												
<b>Teacher Observation</b>	 <ul style="list-style-type: none"> <li>○ Drumcondra English Profiles</li> <li>○ Checklists for formal observations</li> </ul>												
<b>Teacher-Designed Tasks and Tests</b>	<p>Teacher-designed tasks and tests can be administered as individual tasks or group tasks. These may look at a variety of areas of writing development such as use of texts, conventions, understanding contexts, using strategies to spell, plan writing, proofread.</p> <ul style="list-style-type: none"> <li>○ Writing samples (assessed using checklists /Drumcondra Profiles as above)</li> <li>○ Free Writing copy</li> </ul>												

<b>Standardised Testing</b>	<ul style="list-style-type: none"> <li>○ <b>Drumcondra Primary School Spelling Test:</b> (<a href="http://www.erc.ie">www.erc.ie</a>)</li> </ul> <p>The Drumcondra Primary Spelling Test (DPST) is designed to be administered to pupils in first to sixth classes in primary schools. The DPST includes three item types: word spelling, in which pupils are asked to spell words called out by the teacher; sentence or story completion, in which the pupil is asked to write out the missing words in a text that is also read aloud by the teacher; and error detection ('mistakes') where the pupil is asked to identify common spelling errors in each of several sentences, and to write out the correct spellings.</p> <p><b>Interpreting Standardised Test Results</b></p> <p>Standardised Test results may be interpreted in different ways and at different levels. Individual pupils results can be analysed, tests can be examined from a whole class perspective and both of these analyses can then be utilised to feed into the building of a whole school picture. This whole-school picture allows us to identify trends, emerging patterns or whole school strengths and areas for improvement. This 'big picture' will inevitably prove invaluable when used as a basis for whole school planning in English.</p> <p><b>PDST has 2 excel files available to assist you in monitoring individual and whole school progress. These are available from <a href="http://www.pdst.ie">www.pdst.ie</a></b></p> <ul style="list-style-type: none"> <li>○ Yearly individual tracking of class / pupil</li> <li>○ 1/ 3 year aggregate STEN/ Standard score</li> </ul>
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### Sample Assessment Tools for Writing

#### Questionnaires/ Surveys

Writing Questionnaire
<p>1) Name one piece of writing you did this term that you were really pleased with.</p> <p>_____</p> <p>2) Why were you pleased with this piece of writing?</p> <p>_____</p> <p>3) Do you find learning to write in English difficult? (tick one box)</p> <p>All the time <input type="checkbox"/> sometimes <input type="checkbox"/> rarely <input type="checkbox"/> never <input type="checkbox"/></p> <p>4) What parts of learning to write in English do you find difficult?</p> <p>_____</p> <p>5) Why is it so difficult?</p> <p>_____</p> <p>6) What usually helps you when it's a bit of a struggle to learn to write?</p> <p>_____</p>

## Writing Survey

### **Section A**

(1) When I am writing, I make a plan beforehand of what I will write

☐ Always ☐ Sometimes ☐ Never

(2) When I am writing, I read back over my work to check that it makes sense

☐ Always ☐ Sometimes ☐ Never

(3) When I am writing, I think about who will read my work

☐ Always ☐ Sometimes ☐ Never

### **Section B**

(4) What do you do when you are writing and you can't spell a word?

---

(5) What do you do if you can't think of what to write?

---

### **Section C**

(6) I like being a good writer

☺ Agree ☹ Don't know ☹ Disagree

(7) I like to write at home

☺ Agree ☹ Don't know ☹ Disagree

(8) I prefer writing to reading

☺ Agree ☹ Don't know ☹ Disagree

(9) I would like to spend more time on writing

☺ Agree ☹ Don't know ☹ Disagree

## Pupil Self-Assessment Tools

Thinking About Your Writing	
Name: _____	
1)	I found this piece of writing    Easy    Difficult (circle one)
2)	The best part of this piece of writing is _____
3)	Something I want to work on for the future is _____
4)	I plan to do this by _____
<i>(Adapted from First Steps Writing)</i>	

Sample of a KWL and Two Stars and a wish for writing are available on the website; [www.pdst.ie](http://www.pdst.ie)

## Conferencing

Using an assessment rubric as part of conferencing	
<b>Curriculum area</b>	Language
<b>Subject</b>	English
<b>Strand</b>	Competence and confidence in using language / Writing
<b>Strand unit</b>	Writing: developing competence, confidence and the ability to write independently  Competence and confidence in using language: developing competence, confidence and the ability to write independently
<b>Curriculum objectives</b>	The child should be enabled to write, without redrafting, on a given  or chosen topic within certain time constraints.  The child should be enabled to observe the conventions of grammar, punctuation and spelling in his/her writing.  The child should be enabled to help others in editing their writing.
<b>Class level</b>	Fifth and sixth classes
<b>Strand</b>	Receptiveness to language / Writing
<b>Strand unit</b>	Writing: creating and fostering the impulse to write



Receptiveness to language: creating and fostering the impulse to write

**Curriculum objective** The child should be enabled to receive and give constructive

Responses to writing.

**Class level** Fifth and sixth classes

Sixth class children use the rubric below to assess a story they have written. The particular elements in the rubric are based on what makes a good story as discussed and agreed by the children and their teacher beforehand (the criteria for success in writing the story). Another rubric might be used in subsequent writing to assess punctuation, for example the use of quotation marks, exclamation marks, and so on.

**Sample rubric**

Feature	I didn't do well	I made a good effort	I made a very good effort
<b>Structure and plot</b>	My story doesn't have a clear beginning, middle and end.	My story has a structure and plot but some of it is not clear.	My story has a clear structure and plot.
<b>Paragraphs</b>	I have too many (or too few) paragraphs, or they are not beginning in suitable places	Some paragraphs are in the right places, but some aren't.	My paragraphs begin at change points in the story and help the reader to follow the story better.
<b>Interest</b>	My story is not that interesting.	My story is fairly interesting.	My story is very interesting.
<b>Characters</b>	I have described no strong character in the story.	I have described at least one strong character in the story	The characters in the story are described well.

Each child's reflection on his/her own piece of writing helps to develop his/her skills of metacognition (reflecting on one's own learning). A key outcome of each conference is that both the teacher and the child can understand something more about the child's learning and the next steps that need to be taken in supporting learning. In addition, the individualised nature of the conference means that the teacher can differentiate support appropriate to each child's abilities and needs.

*(Assessment in the Primary School Curriculum, Guidelines for School, NCCA, 2007, 25)*

*In this template you may choose to add other features to be observed and also to complete the missing criteria/descriptions*

<b>Rubric: Explanation Writing</b>			
<b>Learning Objective:</b> To write an explanation, organising and linking ideas logically and using language features, grammar and punctuation accurately			
<b>Feature</b>	<b>I didn't do well</b>	<b>I made a good effort</b>	<b>I made a very good effort</b>
<b>Purpose</b>	The purpose of the writing is unclear.	It is clear for some parts of the writing what is being explained.	Reader is clearly aware of what is going to be explained.
<b>Organisation of Ideas</b>	Ideas are jumbled with no logical sequence to the writing.	Ideas are not always logical or clearly linked.	Ideas are logically and clearly and effectively linked to show cause and effect
<b>Paragraphing</b>	No evidence of paragraphing	Some attempt at paragraphing	
<b>Language features</b>			Excellent use of all of the language features of explanation writing.
<b>Grammar/ Punctuation</b>	Frequent mistakes in punctuation and grammar showing that the work has not been proof read	Some attempt at proof reading but there are still occasional mistake	Mainly error free work

### Portfolio

<b>Creating a Writing Portfolio</b>	
<b>Curriculum area</b>	Language
<b>Subject</b>	English
<b>Strand</b>	Receptiveness to language / Writing
<b>Strand unit</b>	Writing: creating and fostering the impulse to write / Receptiveness to

language

**Curriculum objectives** The child should be enabled to express and communicate reactions to reading experiences.

The child should be enabled to experience interesting and relevant writing challenges.

The child should be enabled to see his/her writing valued.

**Class level** Fifth and sixth classes

**Strand** Competence and confidence in using language / Writing

**Strand unit** Writing: developing competence, confidence and the ability to write

Independently

Competence and confidence in using language

**Curriculum objectives** The child should be enabled to observe the teacher improving writing.

**Class level** Fifth and sixth classes

Ms. Kennedy teaches fifth class and uses portfolios to assess the children's work in English during the year. She gets the children to make up the folders (A3 size) and design the covers. She tells the children at the outset that the purpose of the portfolio is to show others and themselves how their English work improves during the year. About every two weeks Ms. Kennedy gives the class some time to look at their pieces of work and asks them to select what they think is a good piece. On the back of it they write one or two sentences explaining what is good about it. These features/qualities of good work are written on posters by Ms. Kennedy and displayed on the classroom wall so that she and the children can refer to them. They provide the basis for useful discussions.

Over the months the collection of work in each portfolio grows. By the end of the year, each portfolio has about fifteen items including poems, pieces of writing (some descriptive and some in story form), the re-telling of news items discussed in class, and accounts of holidays and school events. There are also word puzzles and quizzes, jokes and cartoon strips. The children store the portfolios on a shelf in the class library.

Ms. Kennedy is surprised at how well the children look after their portfolios. At the end of the year the class have a portfolio presentation whereby each child has a minute to talk to the class about his/her work and select their best piece. Many of the children are able to say how their work in English improved over the year. The portfolios are of great interest to parents when they meet the teachers and receive their children's reports.

*(Assessment in the Primary School Curriculum, Guidelines for School, NCCA, 2007, 31)*

## Teacher Observation - Drumcondra Profiles

<b>Drumcondra Profiles</b>  <b>(See page 133-143)</b>	
<ul style="list-style-type: none"> <li>- Looking at the writing sample below and the Drumcondra writing profile for this class level, what can you conclude about this child's writing development?</li> <li>- Use the Drumcondra Profiles choose 3 children from your class ranging in ability from 'experiencing difficulty', 'capable', 'capable and confident'</li> <li>- At staff gathering, compare work of these children discussing               <ul style="list-style-type: none"> <li>o Strengths and challenges for writer</li> <li>o Implications for our teaching</li> </ul> </li> </ul>	

## Sample Checklists to assist Teacher Observation

Questions for Teachers' Formal Observations			
Planning	Drafting	Editing	Publishing
Has the pupil identified the purpose and audience for writing?	Does the pupil write with fluency when recording initial ideas?	At which point does the pupil reread and make changes?	Have all corrections been identified?
Has the appropriate form of writing been identified e.g. report?	Does the child edit as they go?	To what extent does the pupil edit?	Have careful corrections been made?
How did the pupil plan before writing?	Is fluency hampered by difficulties with spellings?	Can the child edit for many conventions at one time or individually?	Has consideration been given to the way the piece is presented?
Does the child use reading as a stimulus for writing ideas?	Does the pupil have-a-go at unknown spellings?	How does the spelling change between the drafts?	Does the pupil seem satisfied with final piece?
	What strategies are		

	used when spelling unknown words?	Is the pupil able to identify misspellings?	Has it been shared with others?
<i>Adapted from First Steps Writing</i>			

Checklist: Writing Behaviours			
Name: ..... Age: ____ Date : _____	Always	Sometimes	Never
Forms alphabet letters			
Has direction/return sweep			
Leaves space between words			
Uses initial consonants			
Uses dominant consonants			
Has consonant framework			
Uses some vowels			
Makes close approximations			
Writes some words independently			
Locates unknown words in the environment			
Uses upper/lower case letters			
Uses punctuation			
Writes one sentence			
Writes two sentences			
Writes a page			
Generates quality ideas			
Writes in different genres			
Proof reads/Edits			

Checklist: Explanation Writing						
	Child A	Child B				
<b>Layout of writing</b>						
Did he/she introduce the writing with a definition?						
Did he/she explain the important points in order? <ul style="list-style-type: none"> <li>The parts (describe)</li> <li>Operation (how it works)</li> <li>Application (how it is used)</li> </ul>						
Did he/she conclude the writing with an interesting fact or an evaluation comment?						

<b>Vocabulary</b>						
Did he/she use technical vocabulary?						
Did he/she use time connectives e.g. next, later...						
Did he/she use connectives e.g. so, because, when...						
Are spellings correct?						
Did he/she use the present tense?						
<b>Punctuation</b>						
Capital letters						
Full stops						

\*Checklists for all the writing genres are available on [www.pdst.ie](http://www.pdst.ie)



## Writing with your children Top Ten Tips for Parents/Guardians

Infants to 1 <sup>st</sup>	2 <sup>nd</sup> to 4 <sup>th</sup> Class	5 <sup>th</sup> to 6 <sup>th</sup> Class
<ol style="list-style-type: none"> <li>1. Model writing yourself - shopping lists / letters / cards etc.</li> <li>2. Provide a special place for your child to write / scribble provide a variety of materials- crayons markers / pencils (box)</li> <li>3. Display your child's name as often as possible i.e. Sean's Room.</li> <li>4. Teach your child the letters in his own name.</li> <li>5. Provide alphabet books friezes.</li> <li>6. Write messages / reminders to your child.</li> <li>7. Encourage child to write his / her own messages. Computer.</li> <li>8. Praise your child's efforts.</li> <li>9. Ask child to read their own messages.</li> <li>10. Respond to the messages and not to grammar and spelling</li> </ol>	<ol style="list-style-type: none"> <li>1. Praise your child's efforts - respond to the message and not spelling / handwriting grammar.</li> <li>2. Look for opportunities for purposeful writing activities at home - writing greeting cards, notes, telephone messages.</li> <li>3. Encourage your child to use a word processor / computer.</li> <li>4. Provide a quiet writing /study area for your child well equipped with pencils/ paper</li> <li>5. Encourage your child to keep a diary.</li> <li>6. Support your child's spelling attempts.</li> <li>7. Encourage him to have a go at spelling difficult words.</li> <li>8. Use scrapbooks to support the child's hobby / special interests. Presents that support writing.</li> <li>9. Make sure your child has a dictionary to help with writing.</li> <li>10. Help child fill in personal details on forms etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage your child to keep a diary. Respect privacy.</li> <li>2. Encourage your child to write for real purposes everyday - shopping lists / phone messages etc.</li> <li>3. Praise the effort and respond to the message and not the handwriting, grammar etc.</li> <li>4. Make sure that your child has access to a dictionary, thesaurus to help with writing.</li> <li>5. Allow your child work on a word processor.</li> <li>6. Try crossword puzzles and 'Find the word puzzles'.</li> <li>7. Provide a range of attractive writing materials - coloured pens, fancy paper.</li> <li>8. Encourage your child to write greeting cards / thank you notes etc.</li> <li>9. Encourage your child to take part in writing competitions / community projects.</li> <li>10. Show your child that you value writing by writing yourself.</li> </ol>

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