

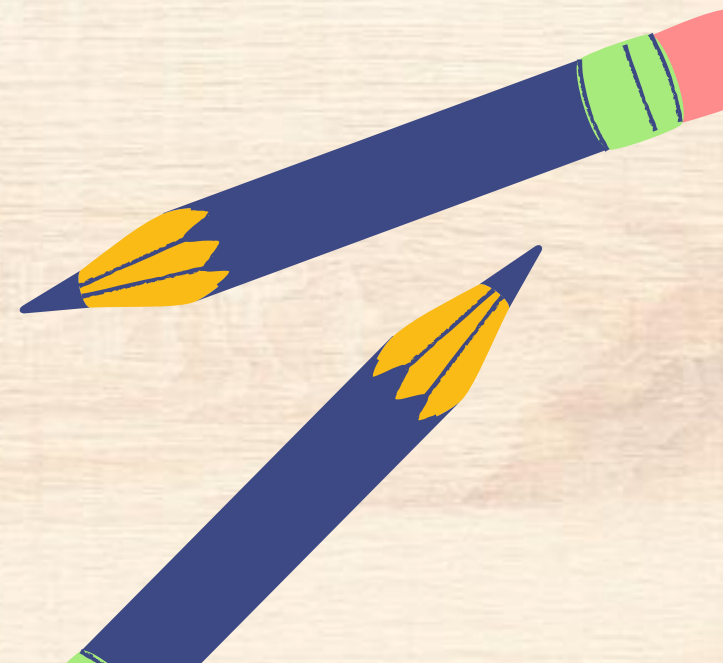
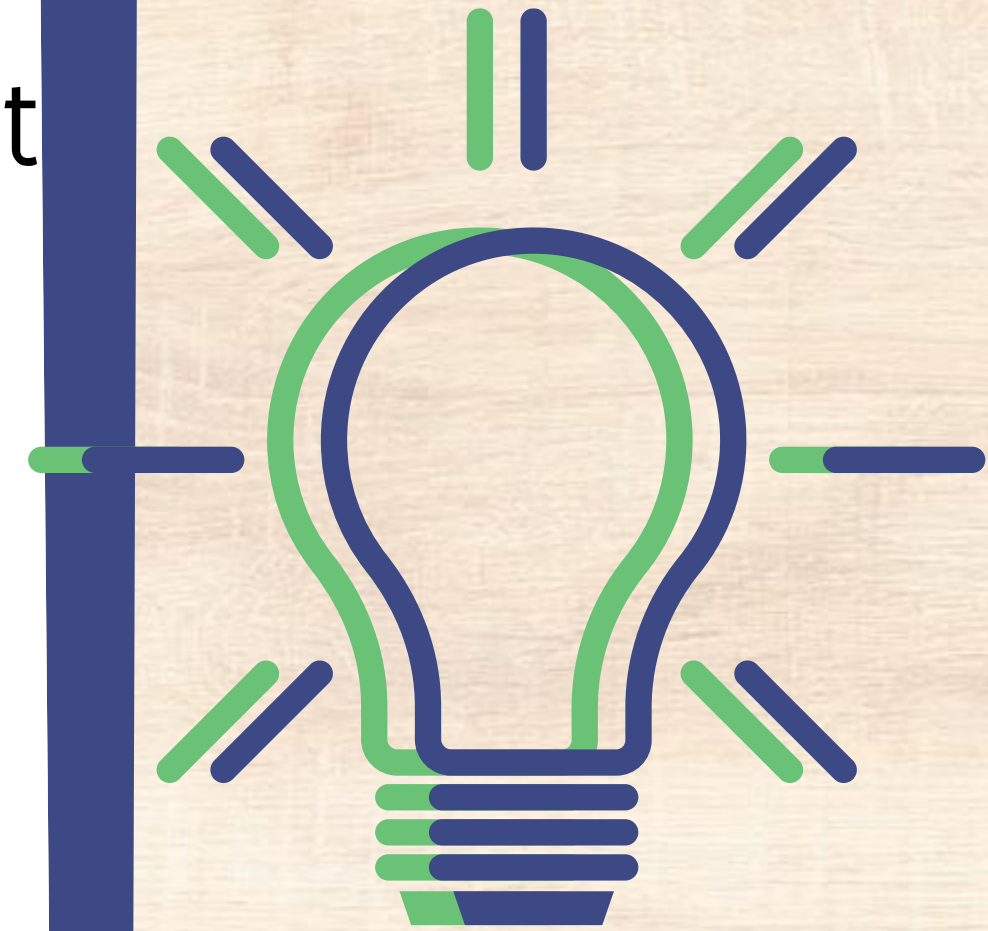
P2 WRITING WORKSHOP

For Parents

Presented by Ms Miranti

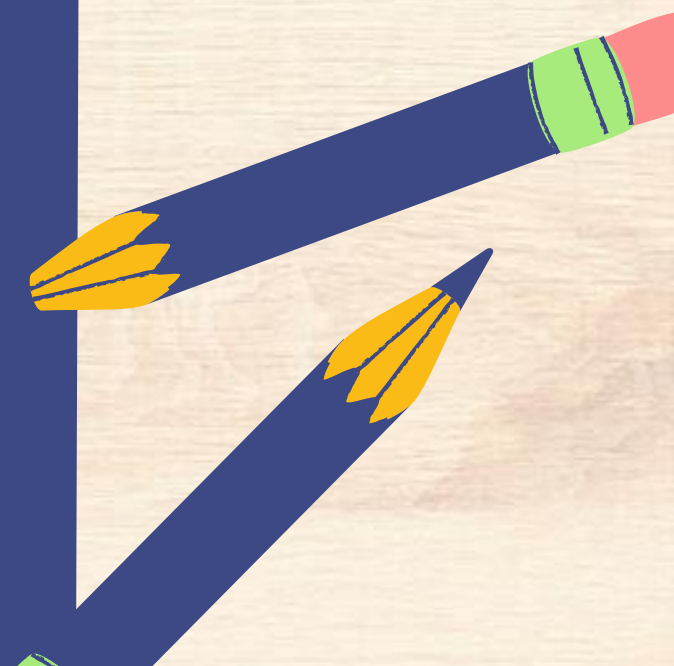
AIM OF THE SESSION

- understand how writing is taught and assessed at Primary 2
- practical tips on how to help your child at home to improve her/his writing, enjoy writing, write more



MY CHILD DOESN'T LIKE TO WRITE

- I don't know how to write.
 - My hand hurts.
 - I don't know how to spell.
- I don't have anything to write about.
- I never get to write anything I want to write

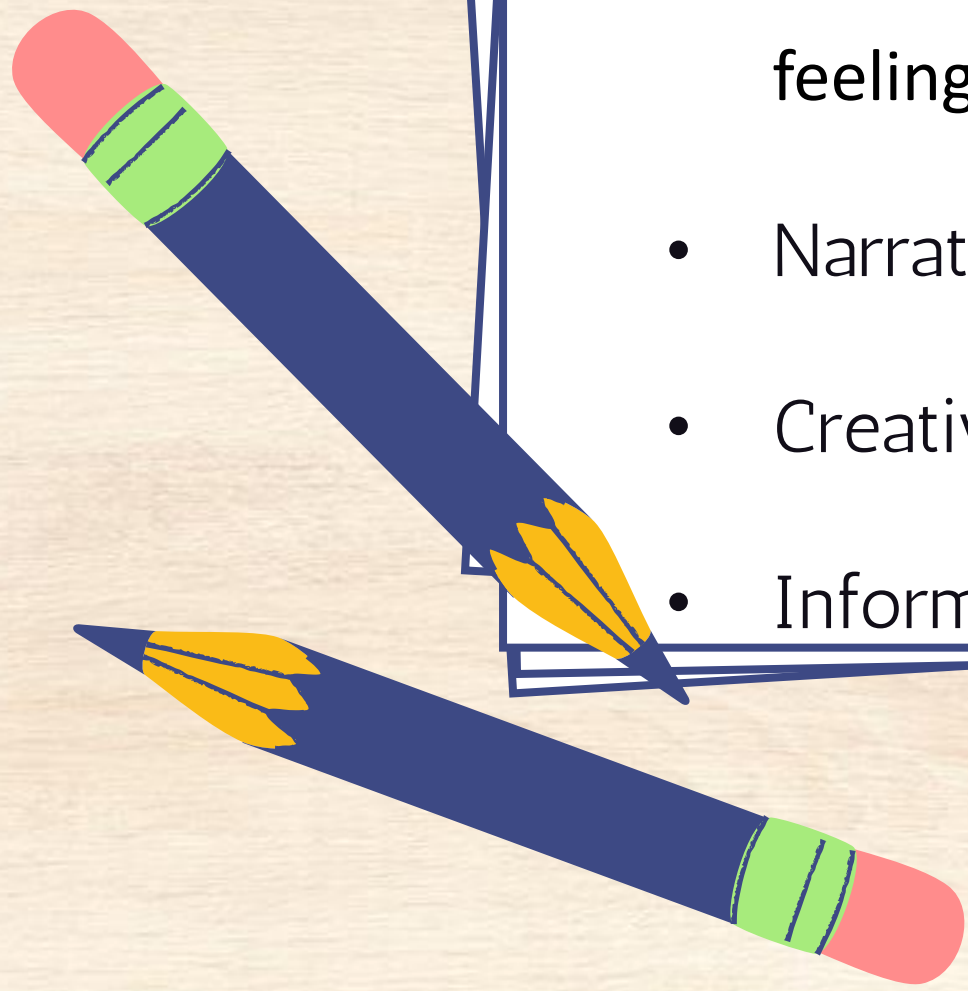


MOE LEARNING OUTCOMES:

- Develop a **positive disposition** towards writing and representing.
 - Acquiring the mechanics of writing
 - Writing and representing creatively and critically for a variety of purposes, audiences, contexts and cultures.

DIFFERENT TYPES OF WRITING

- Journal Entry
- Procedural (Example writing a set of instructions)
- Recount (Example writing a personal recount that includes details, thoughts and feelings)
- Narratives (Continuous Writing)
- Creative Writing (Example poems)
- Information Text (Using facts to describe an animal in paragraphs.)



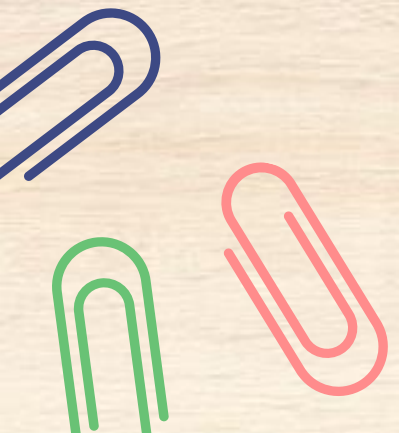
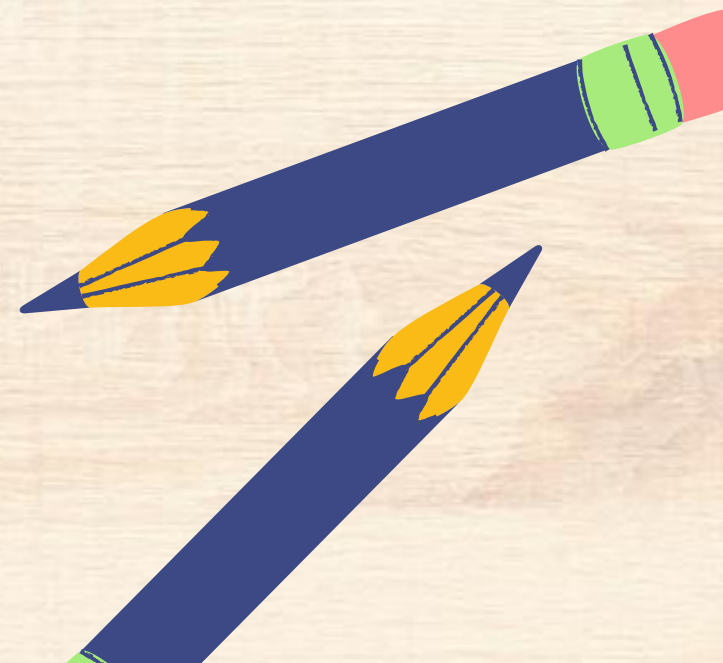
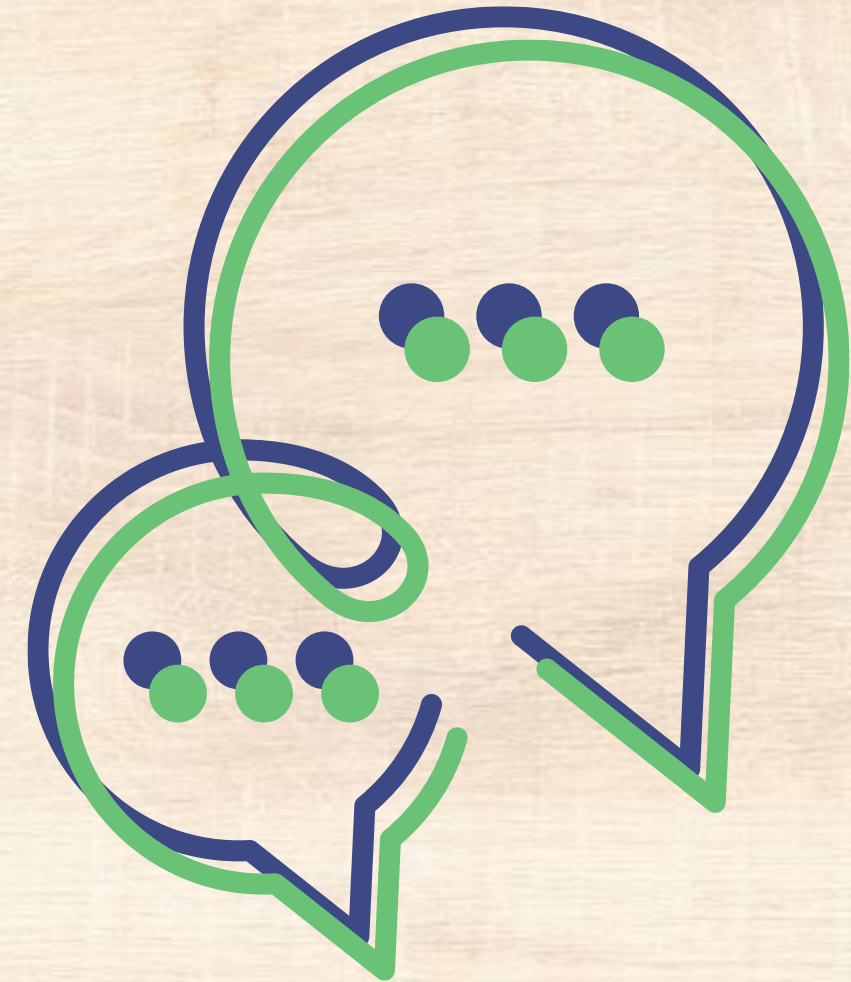
RMPS WRITING SCHEME OF WORK FOR CW

- 9 periods (3 times per semester)
 - Writing process
- Class Dictated Story (MLEA)
 - Group or Pair Writing
 - Individual Writing
 - Peer Evaluation
- (Develop / Draft / Revise / Edit)

NARRATIVES (CW)

Story Elements / Arc

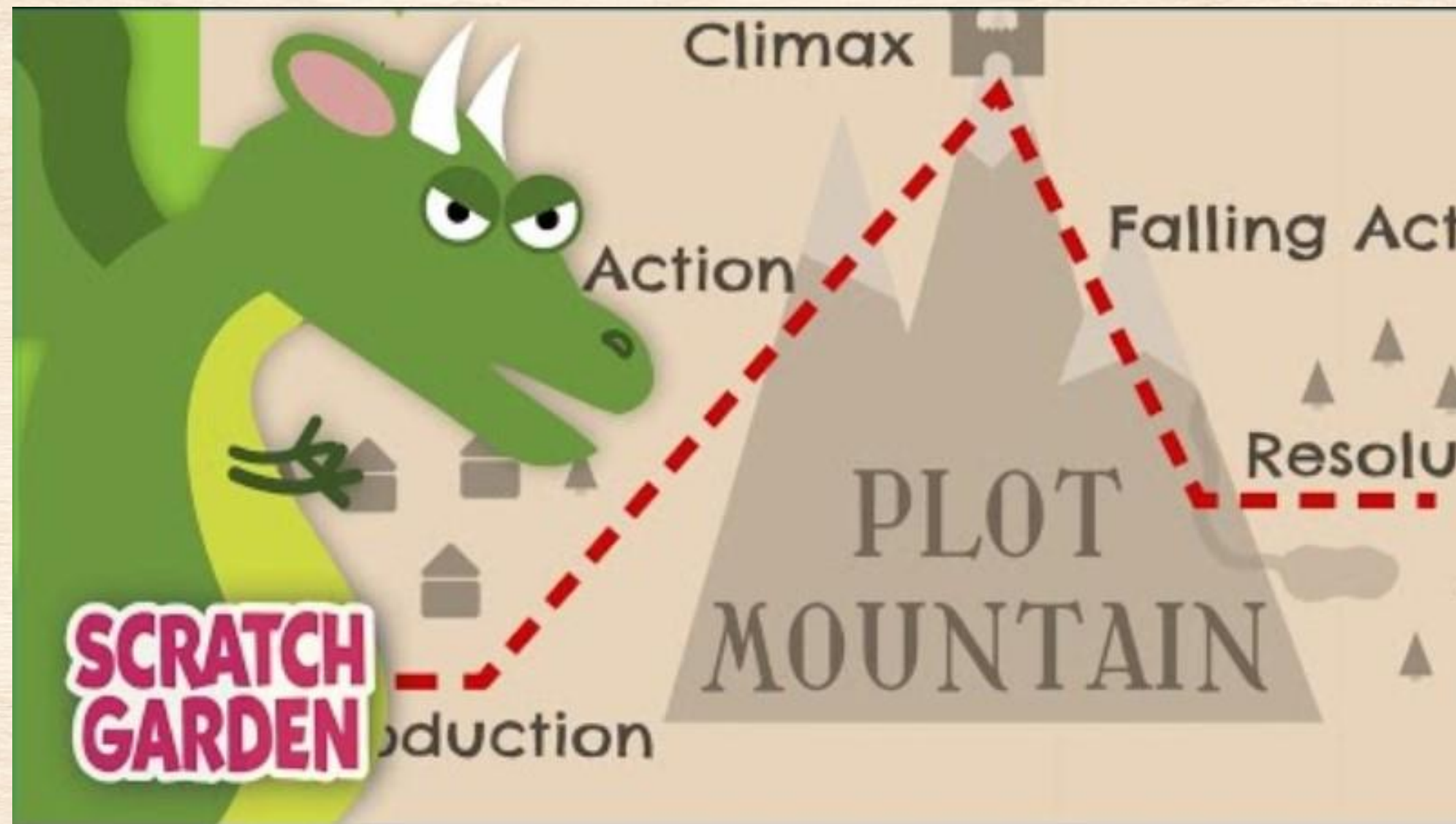
- Setting
 - Plot
- Problem / Conflict
 - Climax
 - Resolution
 - Conclusion



SAMPLE WRITING LESSON

- **Title: An Unforgettable Incident**
- **Introduction to Story Arc / Elements (5Ws and 1H)**
- **Familiarisation to topic - Class Discussion, videos**
- **Examples of writing pieces to critique**
 - **Self Assessment**

SAMPLE VIDEO



<https://www.youtube.com/watch?v=NpWHZJZQDSE>



★

An Unforgettable Incident

★

Write a story of at least 70 words based on the pictures below. You may use the words and phrases below in your story.



neighbourhood

croaks

not careful

injured


jogging

pond


shocked

drenched

CLASS DiSCUSSiON



Drawing reference to
popular folk/fairy tale
- e.g. Jack and the
Beanstalk
- e.g. Red Riding Hood

- Talk about personal experiences going to a place (setting)
 - Talk about things that happened (events)
 - Talk about people who were there (characters)
 - Videos can be used
- 

SAMPLE SELF/ PEER ASSESSMENT

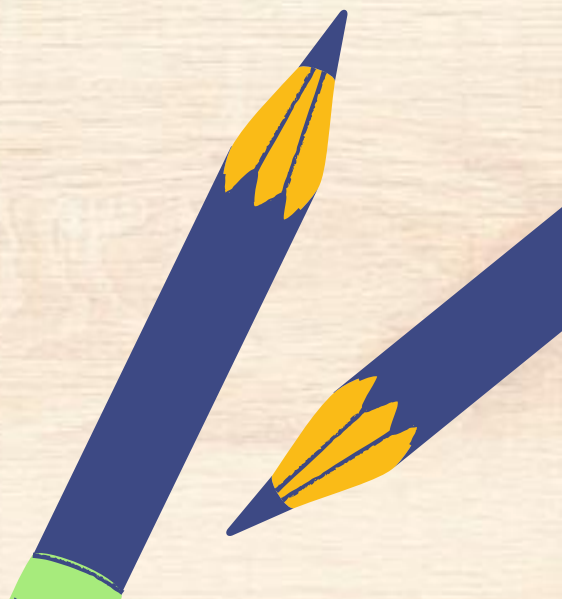
P1 & P2 Continuous Writing Peer Evaluation

Name: _____

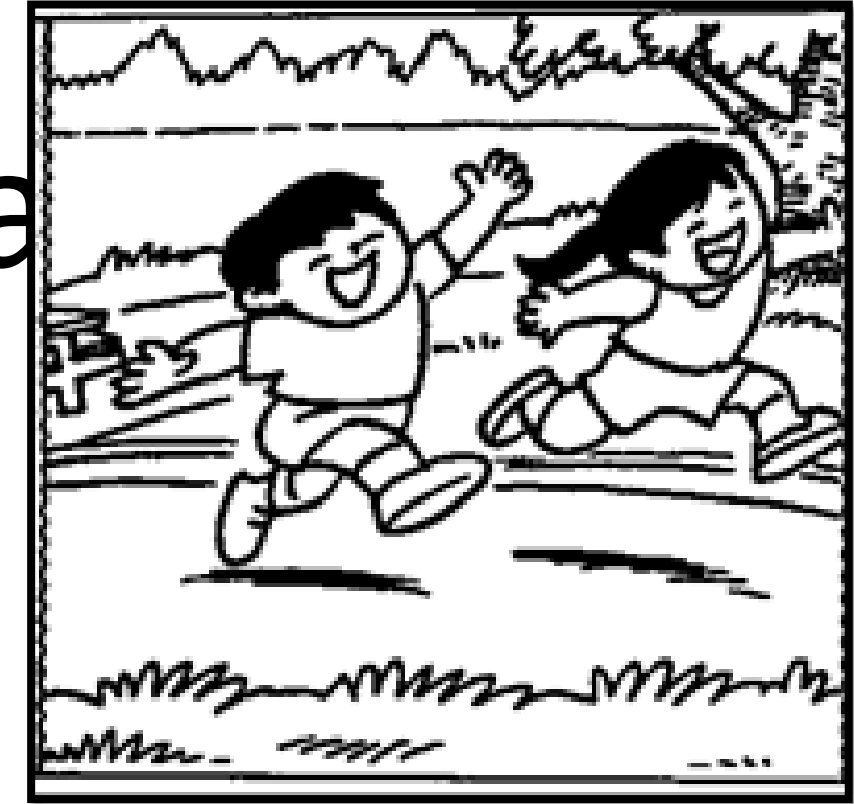
Date: _____

Class: _____

	Using 5Ws1H Strategy ➤ Who? What? When? Where? Why? How?	Trying 😊	Almost There 😊😊	Great! 😊😊😊
Beginning (Introduction)	Who: • Name of the main character? • The other characters in the story?			
	When: • In the morning, afternoon or evening?			
	Where: • Where is the place?			
	Problem: • Is there a problem in the story? • Was the problem clearly described?			
Middle (Body)	What: • Did the characters try to solve the problem?			
	How: • How did the characters feel about the problem? • How did the characters solve the problem?			
End (Conclusion)	What: • Was the problem solved? • What did the character(s) do?			
	How: • In the end, how did the characters feel?			
	Learning point: • Is there a learning point? What was the learning point?			



How would you assess for 'Pla



Sample 1

I had finished my homework. I went to the park.

Which park?

- The word 'the' should refer to a specific park.
- The nearby park? The park beside my house?

Trying



How would you assess for 'Place'



Sample 2

One day, Tom and I went to the
park near our house. We were excited
to see the fish.

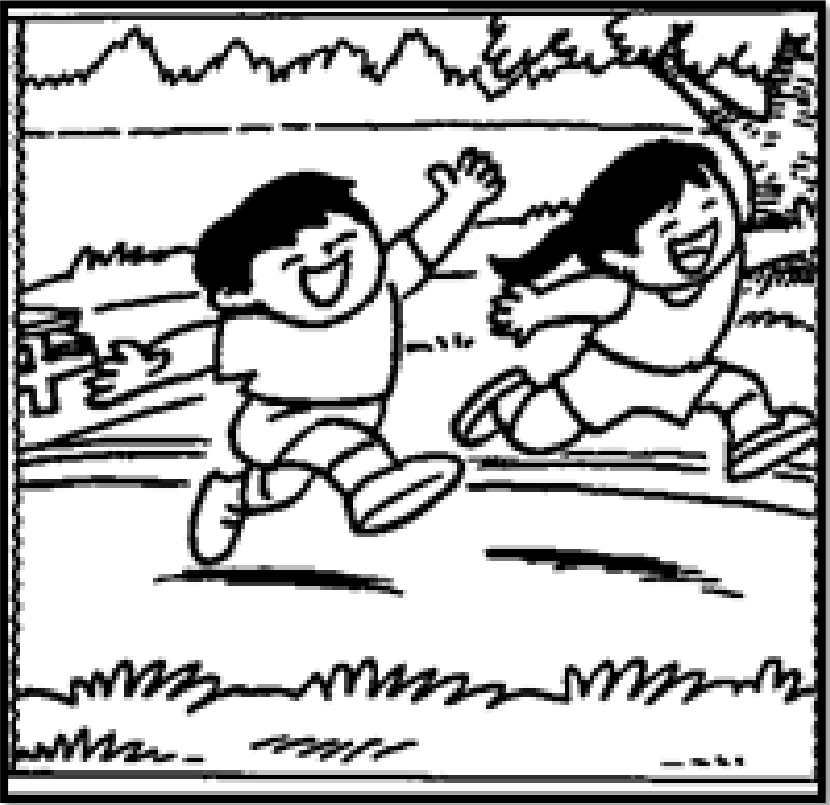
- Clear mention of the specific park

- Did not mention where the fish could be found

Could be better



How would you assess for ‘Pla



Sample 3

One evening, my brother, Tom, and I went to the park near our house. We were excited to go to the pond to see the fish.

Tom heard some loud croaking sound. He went very close the edge of the pond to take a look.


Great



Specific park is mentioned.

Specific part of the pond is mentioned.

SOME STRATEGIES I USE TO TEACH



Match the sentence strips
Fill in the blanks with your
own words
Identify story elements
Class story

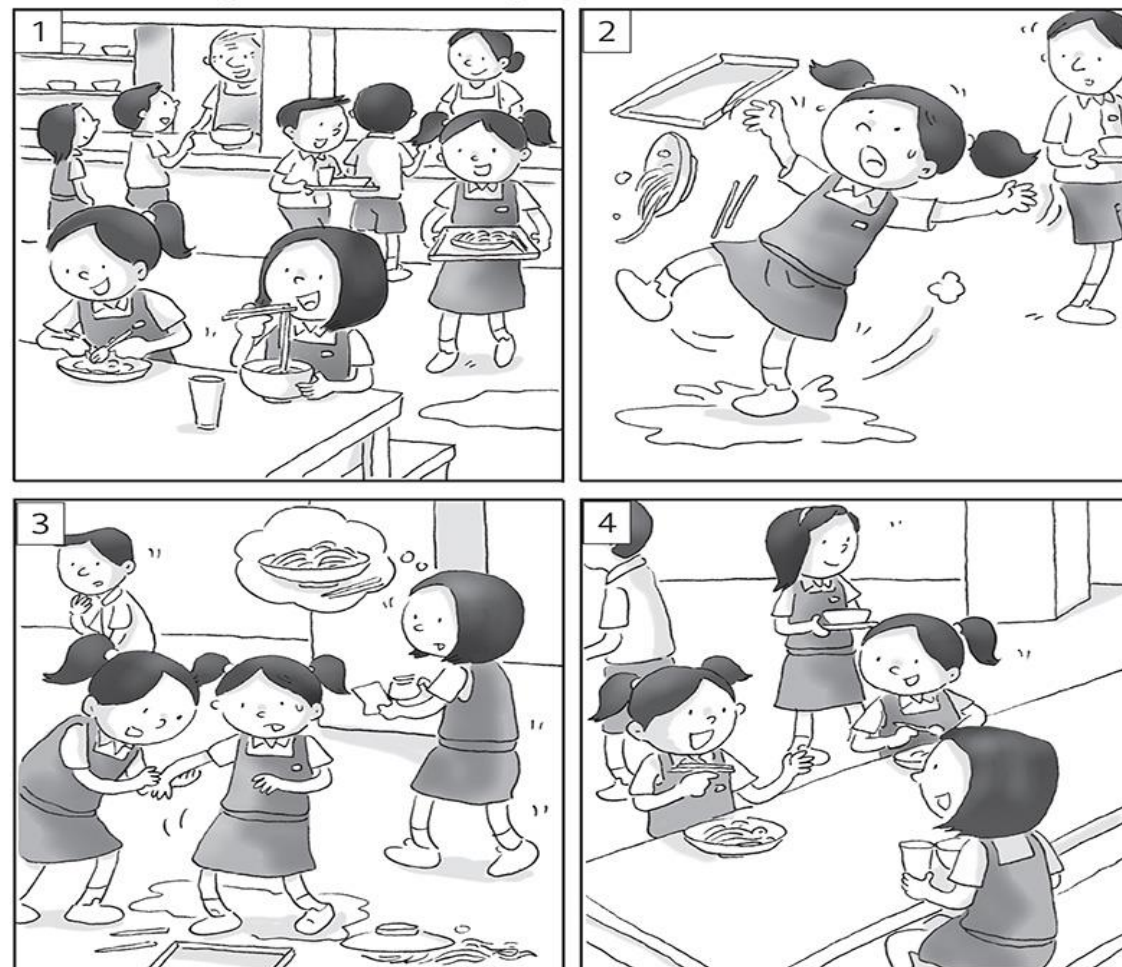


EXAMPLE OF MATCH THE SENTENCE STRIP

Theme: At school

Accident in the canteen

Look at the pictures and helping words below.



join	noodles	lunch	slippery
embarrassed	fall down	grateful	help

Order the sentences to match the picture.

Starting sentence:

It was lunch time.

Rina was embarrassed but grateful towards her friends.

Rina thanked her friends and they had lunch together.

They cleaned up the mess.

She did not know that the floor was slippery.

She suddenly lost her balance and fell down.

Her friends saw her fall and rushed to help her.

She saw her friends and decided to join them at their table.

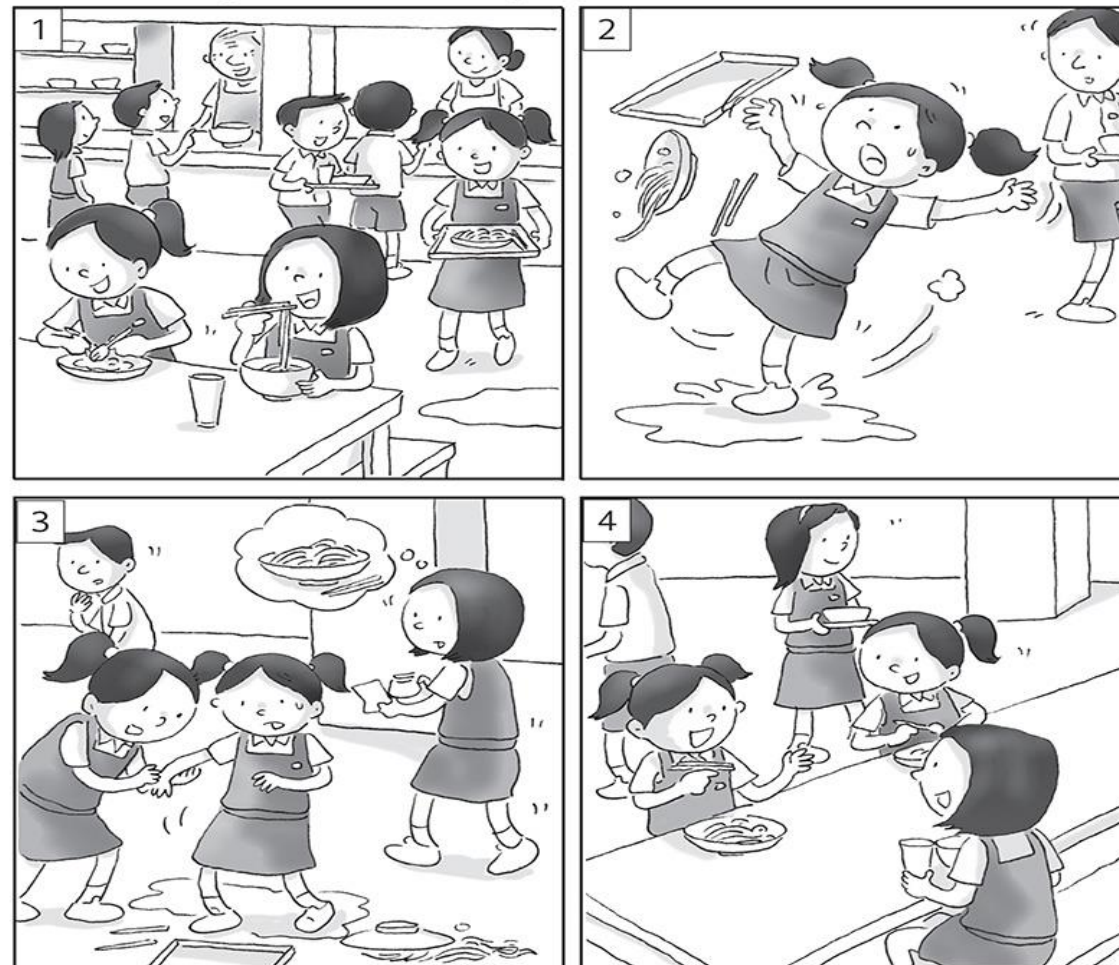
Rina bought some noodles from the noodle stall in the canteen..

EXAMPLE OF FILL IN THE BLANKS WITH YOUR OWN WORD

Theme: At school

Accident in the canteen

Look at the pictures and helping words below.



join	noodles	lunch	slippery
embarrassed	fall down	grateful	help

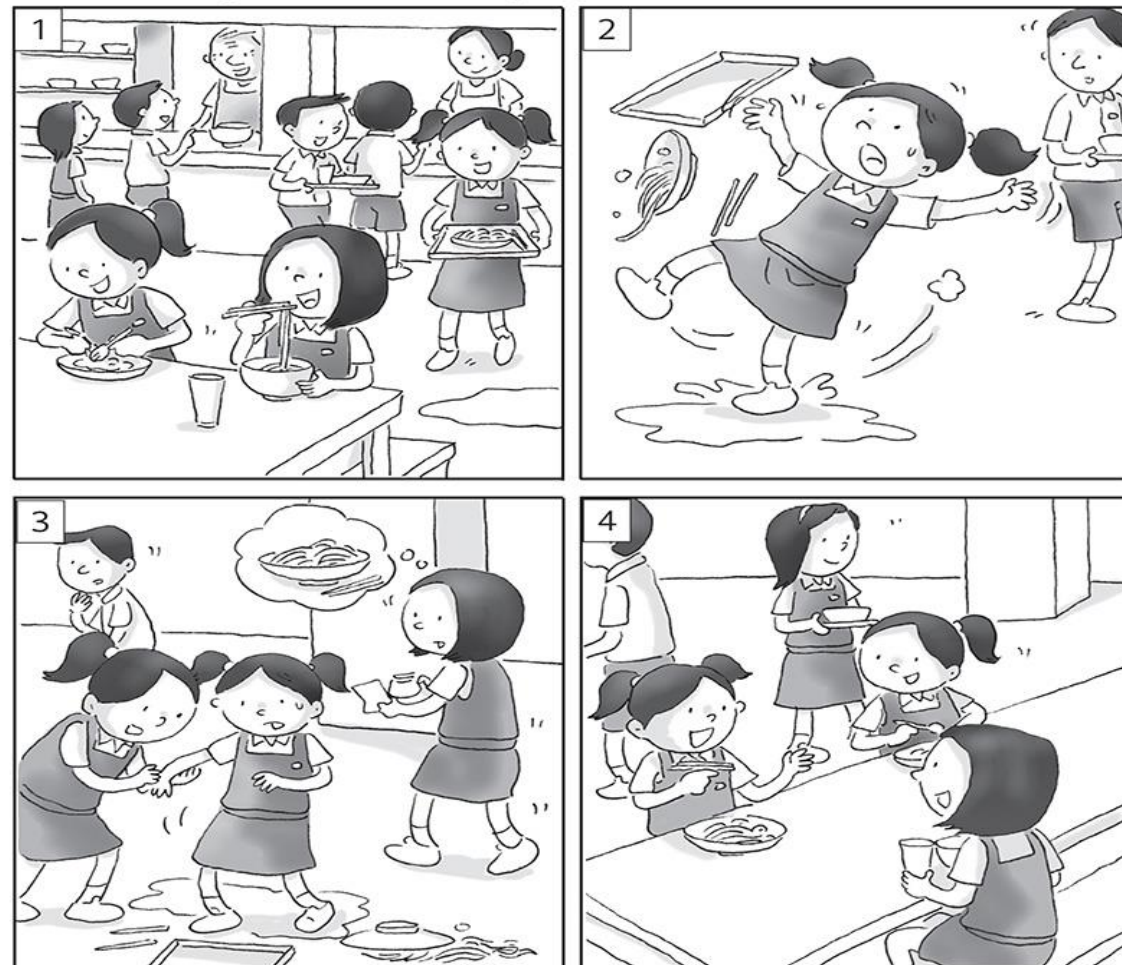
It was recess at Sunshine Primary School time. Rina bought some noodles from the noodle stall in the canteen. She saw her friends and decided to join them at their table. She did not know that the floor was slippery. She suddenly lost her balance and fell down. Her friends saw her fall and rushed to help her. Rina was embarrassed but grateful towards her friends. They cleaned up the mess. Rina thanked her friends and they had lunch together.

EXAMPLE OF FILL IN THE BLANKS WITH YOUR OWN WORD

Theme: At school

Accident in the canteen

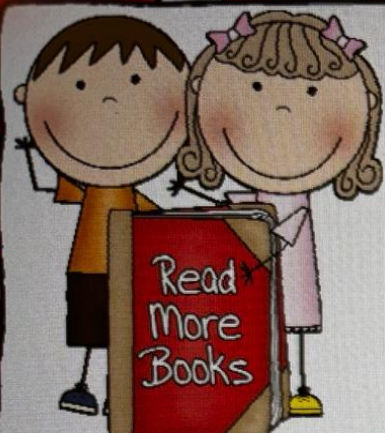
Look at the pictures and helping words below.




join	noodles	lunch	slippery
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It was recess at Sunshine Primary School time. Rina b_____ some noodles from the noodle stall in the c_____. She saw her f_____ and decided to join them at their table. She did not know that the floor was s_____. She suddenly lost her b_____ and fell down. Her friends saw her fall and rushed to help her. Rina was e_____ but grateful towards her friends. They cleaned up the mess. Rina t_____ her friends and they had lunch together.


EXAMPLE OF IDENTIFY STORY ELEMENTS



After he apologized, he felt a lot better and was able to save the friendship.




The two frogs ate toast for breakfast and then decided to go to the movies.





Windows taskbar icons: File Explorer, Google Chrome, Microsoft Word, and various system icons.

s. You may not have access to some features. [View permissions](#)



Tom and Willy were two boys in the third grade.



Oh no! I forgot to study for my test. What am I going to do?


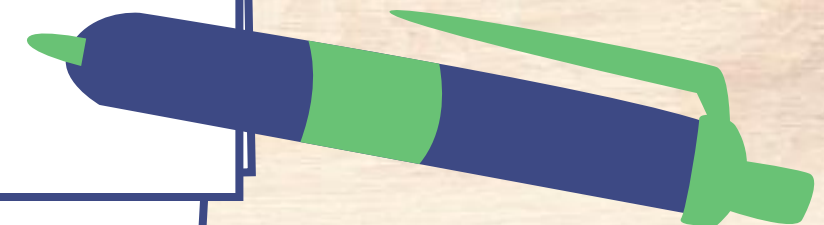


Illustration of a blue and yellow pencil.

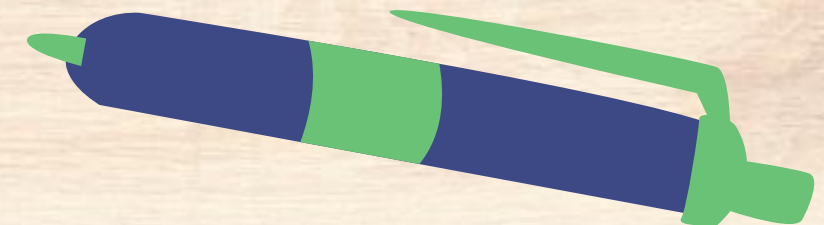
SOME WAYS FOR A STUDENT TO IMPROVE

- Make writing fun, organic and part of everyday life
 - example – write notes to parent, friends or siblings
- Journal writing
- Read, Read, Read – alone, aloud, together



UNDERSTAND YOUR CHILD

- Identify Strengths
 - Identify Areas for Improvement
- Identify books that appeal to him/her
 - Organize writing materials



TIPS FOR PARENTS

- When your child shows you his or her writing, focus on what your child is doing well. Writing is very personal and a child needs lots of encouragement. Celebrate with your child what is good about the writing.
- Don't panic over misspelled words. A child's speaking vocabulary is greater than written vocabulary. If a child only used words he/she knows how to spell, the writing would be very dull and lifeless.



TIPS FOR PARENTS

- The goal is to teach the writer, not the writing. "If the piece of writing gets better but the writer has learned nothing that will help him or her another day on another piece, then the time was wasted." –Carl Anderson
- When your child wants to tell you about an interesting thing that happened during the day, enjoy listening and encourage him or her to jot the event down. It might make a good piece of writing later.

- Read with /to your child.

Stop and gasp when you read something beautiful.

Stop and laugh when you read something funny.

Stop and groan when you read something goofy.

Your child will pick up on craft moves and amaze you because they will show up in his/her writing.

Make the question "How did the writer do that?" part of your repertoire as you read with children.

THANK YOU!