



P4 WRITING WORKSHOP

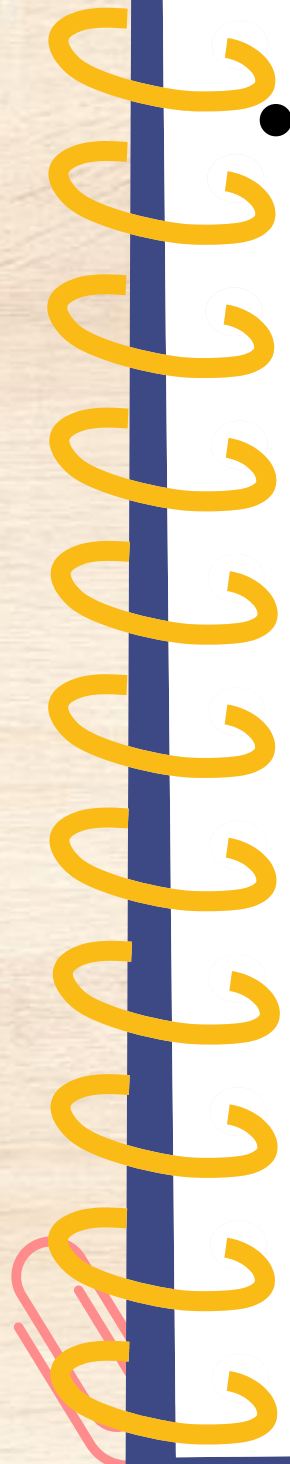
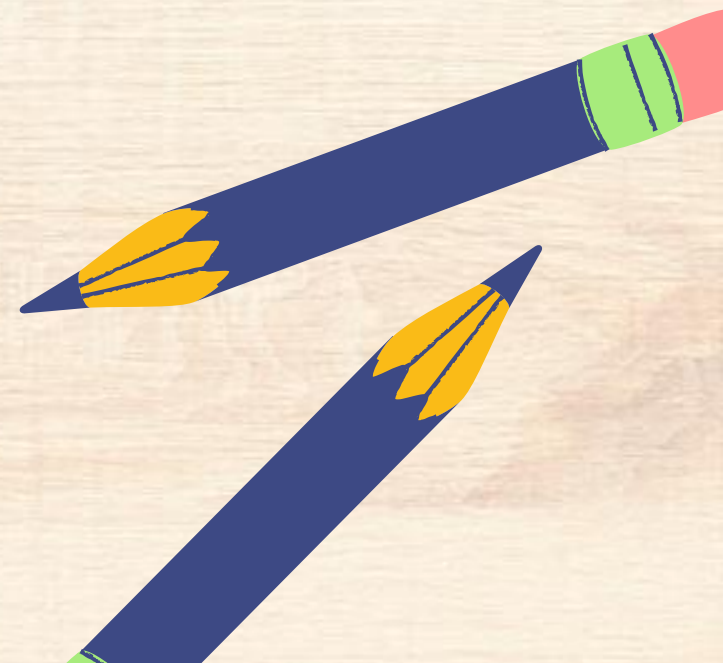
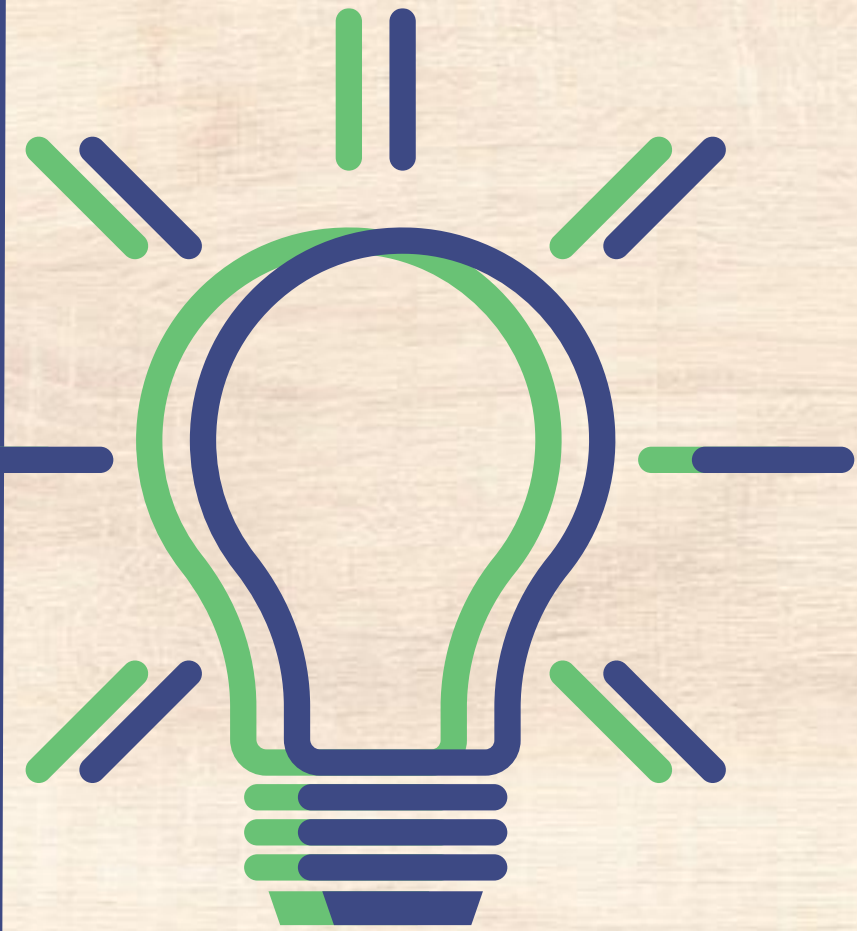
For Parents

Presented by Ms Miranti



AIM OF THE SESSION

- understand how writing is taught and assessed at Primary 4
- 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

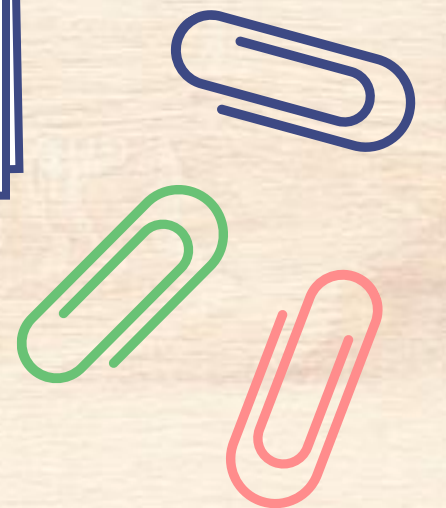
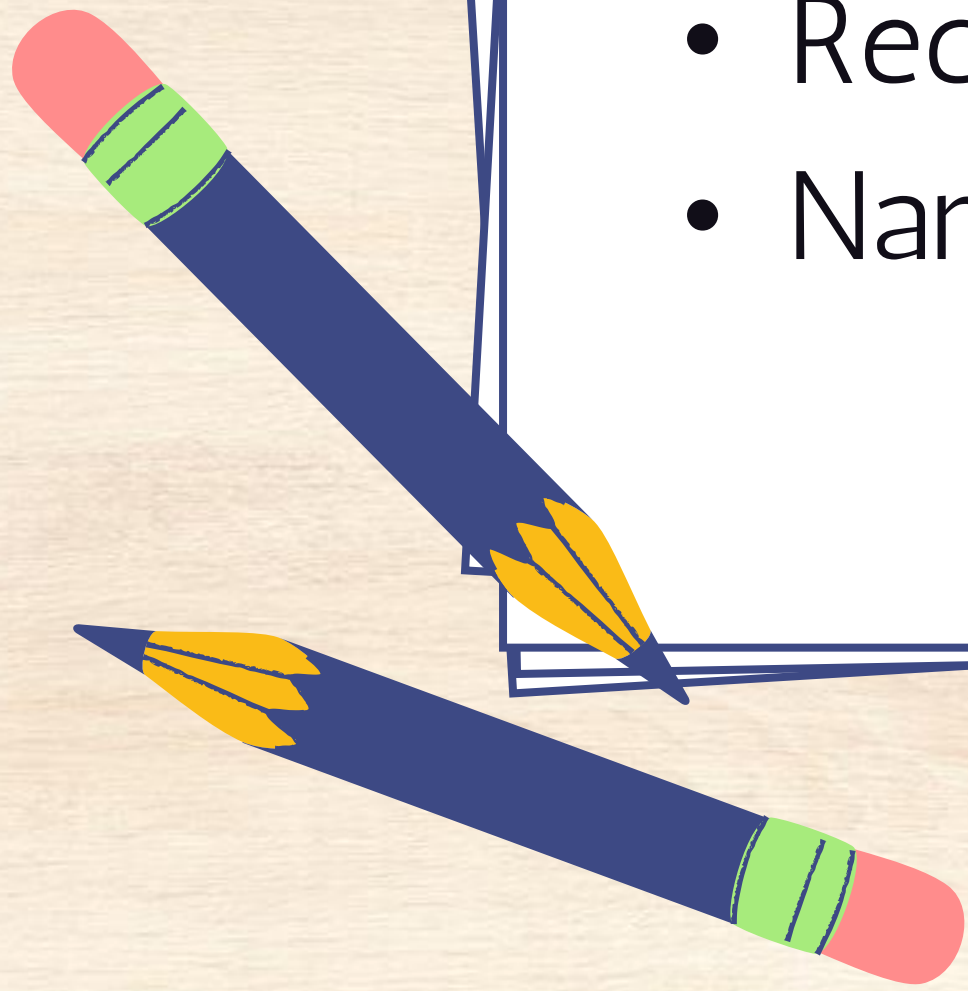
- I'm done.
- I'm not a good writer.
 - My hand hurts.
- I don't know how to spell.
- I don't have anything to write about.
- I never get to write anything I want to write

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
- Procedural
- Recount
- Narratives



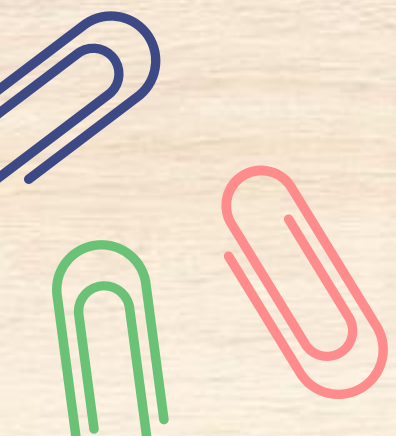
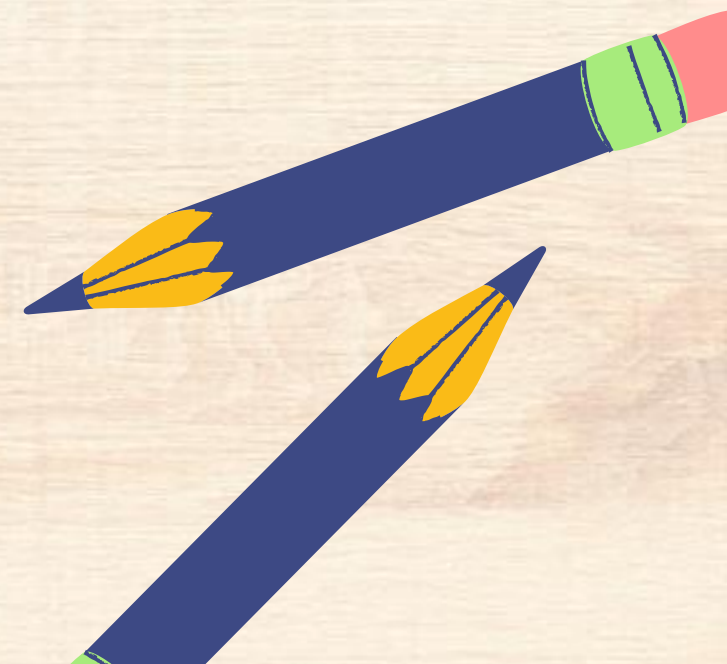
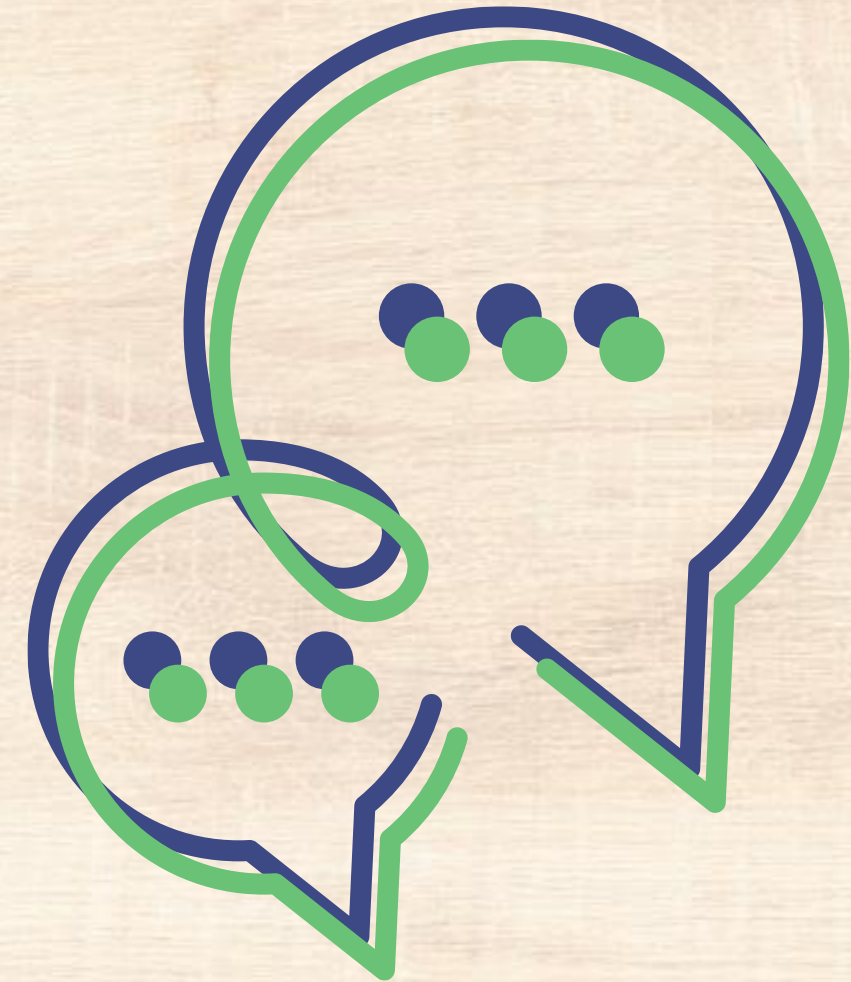
RMPS WRITING SCHEME OF WORK FOR CW

- 9 periods
- **Writing process**
- **Class Dictated Story**
- **Group or Pair Writing**
- **Individual Writing**
 - **Peer Evaluation**
- **(Develop / Draft / Revise / Edit)**

NARRATIVES (CW)

Story Elements / Arc

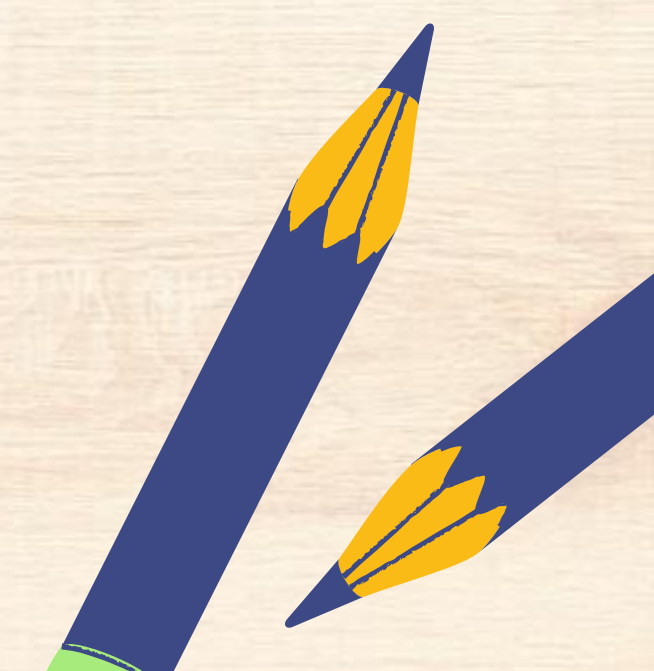
- Setting
 - Plot
- Problem / Conflict
 - Climax
 - Resolution
 - Conclusion



SAMPLE WRITING LESSON



- **Theme: Doing the Right Thing**
 - **Title: Trip to the Cinema**
 - **Short Videos**
 - **Class Discussion**
 - **Phrases / Words**
- **Examples of writing pieces to critique**
 - **Peer Assessment**



SAMPLE ViDEO



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



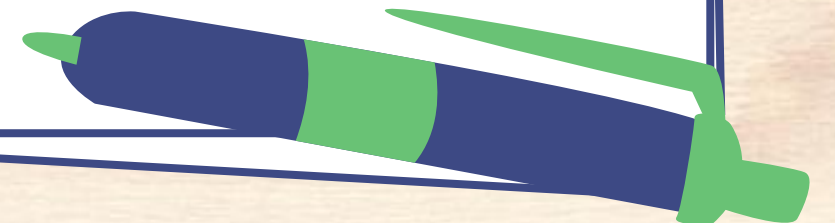
CLASS DISCUSSION

Students can type in responses using

- classroom whiteboard
- mahjong paper
- padlet
- Nearpod
- ClassPoint
- SLS

• Did you notice any **considerate or inconsiderate behaviour** from your classmates while you were watching the short film?

How did you feel about it?



SAMPLE PEER ASSESSMENT

P3-6 Self / Peer Evaluation – CW

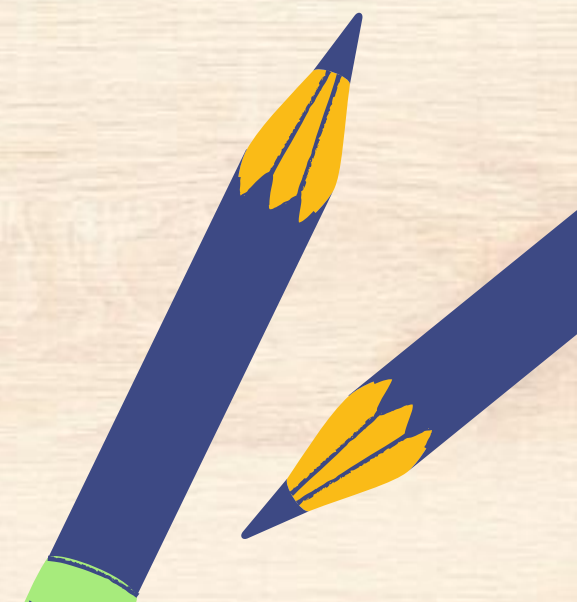
Name: _____

Date: _____

Class: _____

		(1 point) Trying	(2 points) Could be better	(3 points) Great!
Beginning	Character: Is the main character named and described clearly? Are other characters described?			
	Time: Can you tell when the story took place?			
	Place: Is the place described clearly?			
	Problem: Is there a clearly described problem that sets the story in motion?			
Middle	Events: Is there a clear, logical sequence of events to try to solve the problem? Are the events interesting?			
End	Solution: Is there a logical solution to the problem?			
	Emotion: Can you tell how the character(s) felt?			
Others	Were the characters' personalities and emotions shown throughout the writing? Did the writer show not tell?			
	Were ideas described vividly? Could the reader see what the characters saw?			
	Were transition words used appropriately throughout the story?			

Adapted from *Developing Strategic Writers Through Genre Instruction: Resources for Grades 3–5* (p. 96), by Z.A. Philippakos, C.A. MacArthur, and D.L. Coker Jr., 2015, New York, NY: Guilford. Copyright 2015 by Guilford Press.



How would you assess for 'Character'

Trying



Sample 1

One Saturday night, Mr Bean went to Bukit Merah Cinema. When they arrived there, they went to the cinema canteen. They ordered some food and started eating.

Who are the characters? Was it just Mr Bean? Who does 'they' refer to?

How would you assess for 'Character'

Could be better



Sample 2

One Sunday morning, my father was not working. After we had our breakfast, we suggested to go to the cinema and watch a movie as there was nothing to do at home.

Who are the characters? Was it just 'my father'? Who does 'we' here refer to? Needs more clarity.

How would you assess for 'Character'?

Sample 3



One Sunday afternoon, my father and I went to the Bishan Golden Village Cinema to watch a movie called 'Monster Hunter'. It was a new movie that had just been released. I had begged my father to take me to the cinema to watch it as I could not watch it at home. My father agreed since it was my birthday.

Great



Characters are clearly stated.

SOME STRATEGIES I USE TO TEACH

- 
- **Show Not Tell**
 - **See / Think / Feel / Do**
 - **Learning from a Book / Text**
- 

EXAMPLE OF SHOW NOT TELL

Question:	Tell	Show
What sounds do cars make? How were the cars moving? Can you think of another word to describe slow?	There were many cars on the road.	Beep! Beep! Hundreds of cars were honking on the road and moving at a snail's pace.

Question:	Tell	Show
Why could the girl not escape? Can we think of an idiom to describe her situation?	The girl could not escape.	Smoke blinded her and she stood rooted to the ground.



EXAMPLE SEE / THINK / FEEL / DO

Using more vivid verbs, descriptive phrases and stronger vocabulary.
Always ask the 5Ws and 1H questions to help you elaborate.

Describe the wallet. (SEE)	We saw a wallet was near a bench.	At the corner of my eye, I spotted an object by the side of the pavement, near a bench a few meters ahead of us. There lay an old battered wallet.
Describe what the children did. (DO)	Alex wanted to take the money to buy the latest X Box.	Alex glanced quickly over his shoulder to ensure that no one was looking. He contemplated what he should do next. Visions of him spending all that money at the shop flashed before his eyes. He would be the most popular boy in school if he came to class with the newest gadget. He could even buy the X Box he had been dreaming about for years! With that thought, he put the wallet in his pocket. As quick a



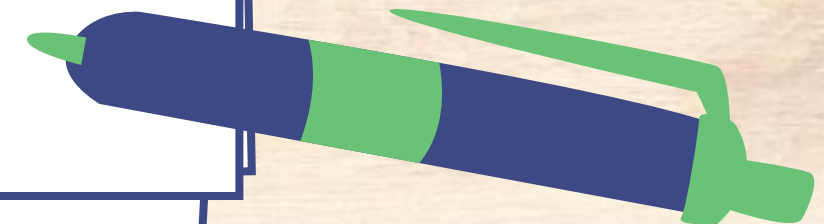
SKILLS I USE TO TEACH

- Planning
 - Effective introductions
 - Effective conclusions
 - Use concrete images
 - Use figurative language
- Understand sentence structure
 - Avoid overused words
- Using connectors effectively
- Using punctuation effectively
 - Proofread, edit, revise



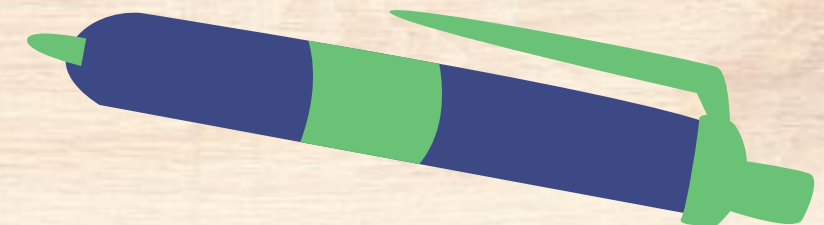
SOME WAYS FOR A STUDENT TO IMPROVE

- Daily but in small doses
- Practise writing descriptions, introductions, conclusions, rewriting
- Quickwrite - Journal Practice
 - Vocabulary books
- Read good writing pieces



UNDERSTAND YOUR CHILD

- Identify Strengths
 - Identify Areas for Improvement
 - What motivates him/her in writing
 - Identify books that appeal to him/her
- Find reasons to write and encourage different kinds of writing
 - Add writing to other passions
 - 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!