



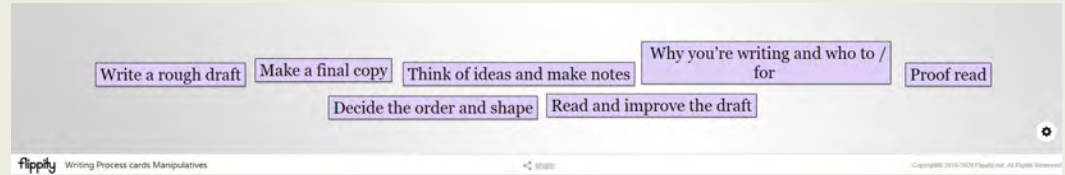
TEACHING FUNCTIONAL SKILLS ENGLISH

SESSION 8: DEVELOPING WRITING

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[HTTPS://PADLET.COM/C_COLLINS2/L5FSENGLISH](https://padlet.com/c_collins2/l5fseenglish)

Starter Activity – The writing process



Using Flippity App

<https://www.flippity.net/ma.php?k=1T1pfUj-5BG2-JDfx47taEG1H7kJDOsRJ84vzS6fqJTI>

- Drag each activity tile up and down to map out the writing process.
- Would you want to discuss any extra or repeated stages to this process?

Session outline

Improving writing by:

- generating ideas, planning and selecting language
- drafting and proofreading
- using literary devices to influence the reader
- using cohesive devices to develop sophistication
- teaching spelling, punctuation and grammar
- giving nourishing feedback

What's in the standards?

- Construct complex sentences consistently and accurately, using paragraphs where appropriate (28)
- Communicate information , ideas and opinions clearly, coherently and effectively (23)
- Organise writing for different purposes using appropriate format and structure (25)
- Convey clear meaning and establish cohesion using organisational markers effectively (26)
- Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words) suited to audience and purpose (27)

Grammar is important

...but don't teach it for the sake of it

- the only knowledge of grammar that is relevant is the knowledge that improves skills
- use high quality talk to underpin reading and writing and rehearse ideas (*particularly benefits boys*)
- emphasise thinking, decision-making, editing
- use language examples to talk about grammar rather than teaching a grammar point in isolation

MAKING writing INTERESTING

I like going shopping at the weekend. I go with my daughters. They like it too. They always want to go to Top Shop. They have student discount. I hate Top Shop. The clothes are getting smaller. I am getting bigger. I am getting old. There is nowhere for me to sit while I wait for them. They have redesigned the shop. They have taken the seats out. After Top Shop the girls always want to go for coffee. They get the biggest ones. The ones with the frothy tops. A bit like they just bought in Top Shop! I always have to pay. They never buy me anything. I come home with nothing. They have three bags of shopping each.

MAKING WRITING INTERESTING

*Seriously creamy Madagascan
vanilla custard*

from Waitrose

PRE- AND POST- MODIFICATION

<https://www.dailymotion.com/video/x2odo4b>



MAKING CONNECTIONS EVERY JOURNEY MATTERS



HO8.1

HO 8.1 Signpost Words

<u>Announcing opinion</u>	<u>Illustration</u>	<u>Persuasion</u>	<u>Comparison</u>
it would seem one might consider one might suggest one might deduce one might infer suppose imagine to conclude	for example for instance such as as as revealed by thus to show that to take the case of	of course naturally obviously clearly evidently certainly surely	equally similarly compared with an equivalent in the same way likewise as with on the other hand although in contrast unlike however despite this though
<u>Summary</u>	<u>Restriction</u>	<u>Addition</u>	<u>Emphasis</u>
in brief for the whole throughout in all overall to sum up in summary	only unless except for save for	and also furthermore in addition too again the following and then what is more moreover	above all in particular notably specifically especially significantly more importantly indeed in fact
<u>Contrast/balance</u>	<u>Sequence</u>	<u>Cause and effect</u>	<u>Quotations</u>
but however nevertheless alternatively to turn to yet despite this on the contrary as for the opposite still instead on the other hand whereas other wise although apart from	initially firstly secondly thirdly then so far afterwards since last finally once next subsequently meanwhile at length in the end eventually	consequently thus so hence as a result because therefore accordingly since until whenever as long as	argues notes states writes maintains claims describes suggests says concludes observes explains comments implies reveals

Planning a piece of writing

- Functional Skills examiner reports tell us that many candidates do not plan effectively
- How can you tell whether a piece of writing has been planned?

HO8.2

Student Work

1. I will rest after training and after studying the majority of the time. TV is not my only option to aid relaxation and I hardly watch it infact. My coach would also recommend that i have a sports massage to help prevent injury after hard sessions. ice cold baths are also recommended which i take on board and have one after every session. keep you active so that your fitness stays at a stable level and you get some fresh air. When u are seen doing this in public, many people will see that you dedicated and it makes you come across more serious about your sport.
2. I need people to help me, i need a coach to help develop my ability, i need my parents to take me to training, I need my teachers at school and I also need to be able to communicate to each of them. travel arrangements will need to be made so that i can get to the place of work whether it be close or far I will need to think about travel arrangements regardless.
3. I will take part in partys I go to training/ i ease back into training. i have to work on the technical aspects of my training
4. The type of information I will need to develop a financial plane would be a detailed understanding regarding any sources of income and expenditure each month. This could be income tax, your wages, how much money you spend of food, clothes or other items per month/year. The source of income I get is from ym part-time job's as well as my allowance form my parents.
5. I currently spend my money on food such as chocolate and little snacks, I also spend my money on clothes when I go out or it may be online, train fair's when I go to London or Colchester and leisure activities, such as meals or the cinema.
6. My medium term goal would be saving for my sisters and friends birthdays. I would also save £2000 for a potential car, depending on whether I decide to buy a car. This could also depend on whether I pass my driving test. To save this I will save £5 of my money each week and this is

Essay Map

by: Catriona

Shopping

Introduction

It is difficult to proceed in life without going shopping. It is hard to grow sufficient and varied food in this country to feed a family from an average garden, especially in the winter.

Main Idea 1

Main Idea 2

Main Idea 3

Supporting Details

- 1
- 2
- 3

Supporting Details

- 1
- 2
- 3

Supporting Details

- 1
- 2
- 3

Conclusion

<http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html>

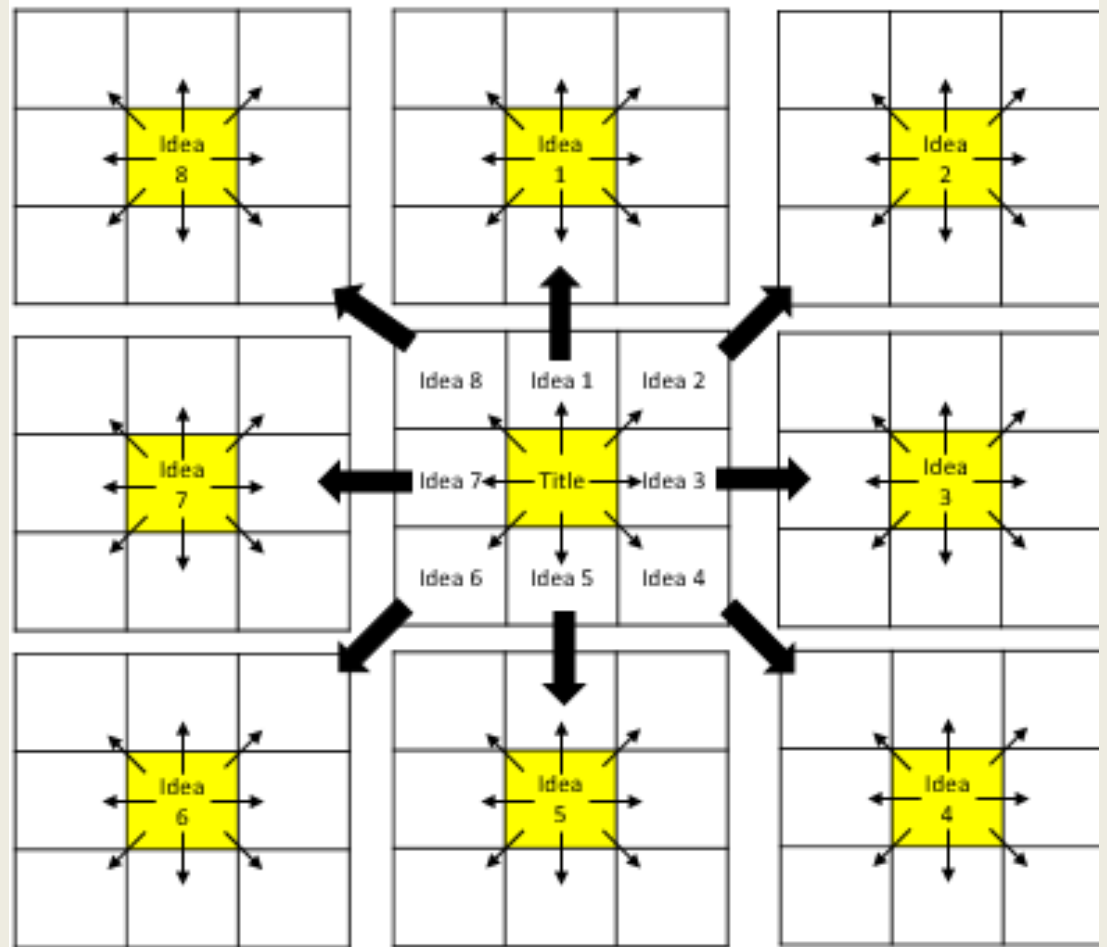
Lotus
blossom
planning



Lotus Blossom Planning

Tutorial:

[HTTPS://THOUGHTEGG.COM/L
OTUS-BLOSSOM-CREATIVE-
TECHNIQUE/](https://thoughtegg.com/lotus-blossom-creative-technique/)



AQA March 2019

1 The following leaflet has been posted to your house:



Great Local Clean-up!!

We're looking for helpers...

*Help to improve our area
Clean up waste ground
Get rid of plastic
Meet other helpers
Gain work experience
Help your community*

**If you wish to join this project as a helper, write to:
Dawn McBride, Helper Organiser, 36 Edale View, Wickby.**

Write a letter of application informing Ms McBride why you should be taken on as a helper.

You should include:

- information about yourself
- any skills or qualifications you have
- why you want to help.

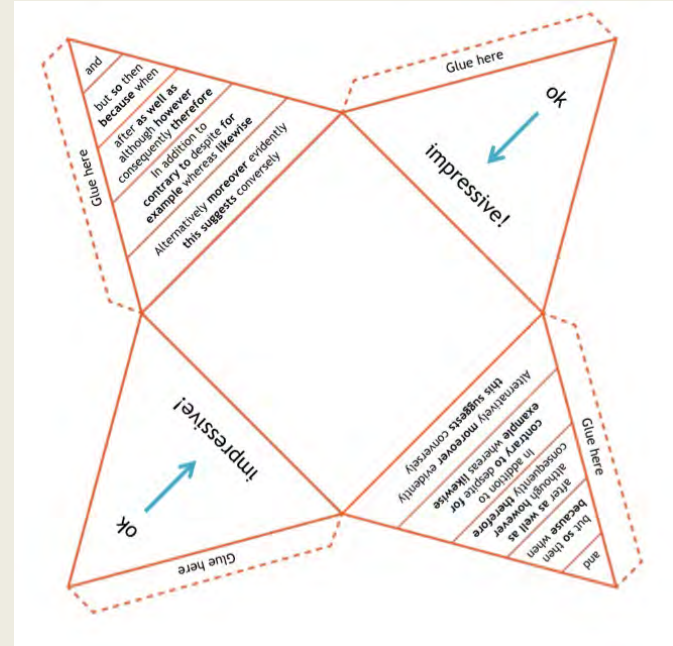
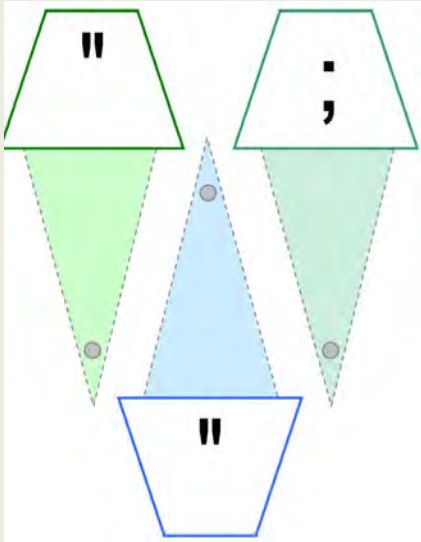
Remember to:

- plan your answer
- write accurately in sentences and paragraphs.

[10 marks]

Teaching SPAG

Critically appraise the resources. How might you use them with your learners?



Marking and feedback

- How do you currently mark written work?
- When do you do it?
- How long do you spend?
- Do your learners act on your feedback?
- How do you know?

Effective Feedback

- Why do we give feedback?
- How do we give feedback on writing?
- Do you use a marking code? Why/why not?
If you do, what does it include?

Effective feedback

Research suggests that effective feedback:

- is given regularly
- gives clear reasons for success or failure
- gives factual descriptions rather than vague words – e.g. “*You have used full stops and commas very well*” rather than “*Good*”.
- offers practical guidance about how to improve

‘It could be that immediate feedback negates the need for memorisation. Just as we outsource our memory of phone numbers and appointments to diaries and gadgets, we might be allowing pupils to outsource their knowledge of ‘what to do next’ to their teachers.’

<https://learningspy.co.uk/learning/problem-satnavs-feedback-prevents-learning/>

(Accessed 29/1/19)

*“That **students 'tune out'** when teachers administer generic or group-level feedback is well known”*

(Hattie & Gan, 2011).

- You need to provide some praise, but not too much.
- If you praise a good deal, students learn you are a teacher that praises a good deal, and that is all.
- Psychologically, praise within the classroom can become problematic if **it fails to convey any genuine feedback information.**

Getting Feedback Right

David Didau (author of *The Secret of Literacy*, *The Perfect English Lesson* and the blog, 'The Learning Spy') suggests three reasons for giving feedback:

1. to provide clarity
2. to get students to increase effort
3. to get students to increase aspiration

DIET



1. REWRITE A PARAGRAPH OF YOUR WORK AND USE SENTENCES.



2. REWRITE SOME OF YOUR LONG SENTENCES, ADDING PUNCTUATION OR CUTTING THEM DOWN INTO SHORTER SENTENCES.



3. LOOK UP 5 SPELLINGS THAT YOU ARE NOT SURE OF.

4. REWRITE LONGER SENTENCES AND PUNCTUATE THEM.



7. UNDERLINE 5 BORING WORDS IN YOUR BOOK AND USE A THESAURUS TO FIND MORE INTERESTING VOCABULARY.



5. REWRITE A PARAGRAPH OF YOUR OWN WORK, MAKING SURE IT IS ALL IN THE SAME TENSE.



MAGNETO TRIUMPHANT

8. REWRITE PARAGRAPH OF YOUR WORK AND ADD MORE DETAILS.

Directed (or dedicated) Improvement & Reflection Time (D.I.R.T.)

- Give models of what you want students to be able to do (e.g. writing frames)
- Give time for planning and redesigning
- Focus on the process not just the product
- Don't correct every mistake
- Mark by pulling out common errors and commenting on them
- Expect students to correct for themselves

ACTIVITY: DIRT

- How could you make it more engaging so that your learners act on and learn from it?
- Create an activity that will get your learners engaged with feedback.
- Share it with the group.

Teaching design task (to be presented in session 10)

- Your task is to design a teaching sequence (the length is up to you, but it should be a minimum of 1 hour) incorporating some of the techniques you've explored throughout this module
- you should aim to engage reluctant learners
 - you do not need to plan detailed lesson objectives or timings (*approximation is fine*)



The session you plan should...

- recognise the role of speaking and listening in supporting reading and writing so that there is some of this in every session
- include speaking, listening, reading and writing skills
- adhere to ALIVE principles
- be low floor/high ceiling so all learners can make progress

... and

- demonstrate how this learning is assessed
- indicate homework or follow-up activities
- use technology where appropriate
- accommodate two levels of functional skills, e.g. E3 & L1 or L1 & L2

Lesson Stimulus

- You will be given resources as a stimulus but you can suggest other resources you'd like to use.
- We're going to familiarise ourselves with the stimulus resources now.

Design Workshop

- Design your session collaboratively.
- Prepare to present for 15 mins (+ 5 mins Qs) to your peers in session 10.



Review & reflections

Reflect on what we have done in session 8, and what you have learnt:

- What was helpful?
- What was new?
- Have you identified any possible changes to your teaching approaches?
- Identify a personal action on developing writing skills
- Record your reflections/action points in your log

Before Day 5, session 9...

- Read HO9.1 *Summary of examiners' points*.
- Make sure you have downloaded the Triptico app to your PC or device. (You were previously asked to do this in preparation for session 8. As before, you do not need to register - unless you particularly want to – as you can use it in the session as a guest.)
- Please bring:
 - a copy of a FS exam paper from your awarding body

Before Day 5, session 10...

- Prepare your presentations in groups, using your own stimulus materials or any of those provided on the Padlet.

References

- <https://autus.group/2017/07/08/literacy-empowers-pt5-teaching-writing/>. (Matt Bromley)
- Didau, D. <http://www.learningspy.co.uk/featured/getting-feedback-right/>
- Ellis, R. (2006), Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly*, 40: 83–107
- Kelly, S. *et al.* (2004) *Teaching and learning writing: a review of research and practice*, London: NRDC

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**THANK YOU
ANY QUESTIONS?**