

Thomas Muir Primary School

Learning, Teaching and Assessment

## Literacy and English - Writing



This is an overview of how we plan, teach, assess and moderate writing in a curriculum for excellence from early to third level.

**Planning** for writing reflects CfE Principles and Practice. The planning process begins by identifying experiences and outcomes then breaking these down further into skills. It is vital to consider skills progression within and across CfE levels.

### Daily Writing

Children should have **opportunities to write on a daily basis**. This included writing activities linked to reading, listening and talking. Examples of this would be:

Reading to write activities with initial sounds, phonemes and words; dictated sentences; note taking; active spelling; comprehension and analysis tasks; grammar; punctuation; handwriting.

### Writing across the Curriculum

There should also be **planned opportunities for children to write across the curriculum**. This enables children to apply the technical skills they have learned in meaningful contexts.

### Taught Writing

Children are given opportunities to write from the earliest stages. To begin with, children explore mark marking using a range of tools and materials. Teachers ask good questions to support children to tell their stories. Children move on to creating black line drawings to tell a story. At this stage adults scribe exactly what children say. As children progress at early level they overwrite, then underwrite before they begin to write independently. Have-a-go writing is very important. Taught writing is a **collaboration** between children and teachers.

In taught writing sessions, children are given opportunities to write about relevant, real life contexts which relate to and build on their own experiences.

Teachers and children identify meaningful contexts for writing, e.g., writing about outdoor learning experiences in the snow.

We can't talk about writing without acknowledging the place of reading, listening and talking. Teachers introduce genres through reading and take time to discuss the key features of a particular genre. Teachers use all types of text to exemplify a genre. Children need this experience of a genre before they can be expected to write.

### **Structure of Taught Writing**

Teachers and children have to be clear about the **purpose** and **audience**. From first to third level this could be:

Writing to convey experiences or information;

Writing to describe events (real or imagined);

Writing to explain processes;

Writing to persuade;

Writing to explore issues;

Writing to express an opinion.

Children will explore a genre over a series of weeks, so that they can build skills, confidence and independence. This also allows teachers and children to assess improvement over time.

### **Learning intentions are stated as “We are learning to...”**

We are learning to write a persuasive letter

We are learning to write an imaginative description

We are learning to write a personal text which expresses an opinion

**Success criteria are shared and created with children using “I can...”** statements. These are skills based and support children to successfully use key features of a genre and tools for writing.

I can create and justify my point of view;

I can use persuasive language;

I can open and close a letter appropriately.

Children know what assessment strategy will be used. There should be a balance of self, peer and teacher assessment, linked to success criteria.

Teachers can use the genre feature assessment tool to identify genre specific success criteria. This tool can also be used to assess and moderate Writing.

The most important jobs for the teacher to do is to **model and scaffold** skills and genre features and to **elicit** ideas from the children. The collaboration between teacher and children continues throughout the writing session.

There is no expectation that children will start and finish their writing in one lesson. This depends on the SC and how much experience children have of a particular genre. Extended writing, creating books and co-operative writing may take several lessons.

Writing walls feature AifL strategies, core targets, writing tools, handy hints, star writers, genre features and links to reading, listening and talking.

### **Assessment and Moderation**

Assessment is part of the writing process and should be included in the writing session. Again, teachers have to model and teach children how to self and peer assess.

*Images to show assessment approaches such as Tickled Pink and Green for Growth, Two Stars and a Wish, Next Steps and Star Writer.*

Assessment is based on how much and how well children have achieved their success criteria. Teachers and children use a variety of assessment strategies. Tickled Pink/Green for Growth is very visual and effective with children at early level. Two Stars and a Wish is an effective tool for self, peer or teacher assessment. It is important to take time to allow children to review their progress in writing over time, so that they can talk about improvement in their writing and become adept at identifying next steps.

