

# RHODES UNIVERSITY SHORT COURSES

## WRITING AND HANDWRITING



Name: \_\_\_\_\_



These resources were developed by Funda Wande in collaboration with Rhodes University to be used in the Rhodes Short Courses in Foundation Phase Literacy Teaching.

BURSARIES  
AVAILABLE!



Photos: Funda Wande

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## WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?

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### Session 1:

25 - 29 March 2019

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### Session 2:

1 - 5 July 2019

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### Session 3:

16 - 20 Sept 2019

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### 1 Day Workshops

in Districts on:

26 April, 31 May, 2 August,  
6 September, 18 October and  
15 November

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**SHORT COURSES**  
IN FOUNDATION PHASE LITERACY TEACHING

## FUNDA WANDE APP ICON BREAKDOWN



REVIEW



QUIZ



LESSON



ASSESSMENT

MODULE

0

# Introduction

0.1

## Introduction to the Rhodes Funda Wandé Course

3 lessons in this unit



L1. Course Overview



L2. Technology Overview



L3. Learning and Teaching Support Materials



## L1. Course Overview

### 1. What is this course?

Watch **Video 1** to find out more about Funda Wandé and what we will be covering in this course.

### 2. How will I learn?

There are three main ways of learning in this course:

- 1) Online learning:** For each Module, there are online videos and text which you will work through in your own time.
- 2) Contact sessions:** Each Module has a 2½ day contact session at Rhodes University in which you will learn content, discuss and engage in activities.
- 3) Applying and Reflecting:** For each Module you will gather evidence of how you apply the content in your work. You will share and reflect on this with fellow students in a 1-day workshop. This will form the basis of a group assignment.

VIDEO 1



# Course Contents

Module	Description
1	<b>CAPS Reading Activities</b> <ul style="list-style-type: none"> <li>Introduction to teaching reading</li> <li>Introduction to CAPS reading activities</li> <li>Baseline testing</li> <li>Read Aloud</li> <li>Shared Reading - Group Guided Reading</li> <li>Paired Reading</li> <li>Independent Reading</li> <li>Assessing CAPS reading activities</li> </ul>
2	<b>EMERGENT LITERACY</b> <ul style="list-style-type: none"> <li>Importance of the grade R year</li> <li>Listening and speaking</li> <li>Emergent reading &amp; writing</li> <li>Phonological awareness &amp; letter/sound knowledge</li> </ul>
3	<b>DECODING</b> <ul style="list-style-type: none"> <li>Introduction to decoding</li> <li>Phonological (&amp; phonemic) awareness</li> <li>Letter-sound knowledge &amp; phonics</li> <li>Word reading</li> <li>Oral reading fluency</li> <li>Assessing decoding</li> </ul>
4	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Introduction to vocabulary</li> <li>Vocabulary development</li> <li>Teaching vocabulary incidentally</li> <li>Teaching vocabulary explicitly</li> <li>Strategies for children to use to identify and learn words</li> <li>Assessing vocabulary</li> </ul>
5	<b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>Teaching comprehension</li> <li>Teaching comprehension strategies</li> <li>Using questions to build comprehension</li> <li>Text types</li> <li>Assessing comprehension</li> </ul>
6	<b>WRITING</b> <ul style="list-style-type: none"> <li>Introduction to writing</li> <li>Stages of writing development</li> <li>A process &amp; genre approach to teaching writing</li> <li>CAPS writing activities</li> <li>Teaching creative writing and ways to extend writing</li> <li>Teaching language and grammar</li> <li>Assessing writing</li> </ul>
6	<b>HANDWRITING</b> <ul style="list-style-type: none"> <li>Introduction to teaching handwriting</li> <li>Teachers role in teaching handwriting</li> <li>What, when &amp; how of handwriting</li> <li>Assessing handwriting</li> </ul>
7	<b>EFAL 1</b> <ul style="list-style-type: none"> <li>Principles for teaching an additional language in the Foundation Phase</li> <li>Setting up the classroom and doing baseline assessment</li> <li>Teaching oral language</li> <li>Teaching phonemic awareness, phonological awareness &amp; phonics</li> <li>Teaching reading in EFAL</li> </ul>
8	<b>EFAL 2</b> <ul style="list-style-type: none"> <li>Teaching writing in EFAL</li> <li>Teaching vocabulary and grammar in EFAL</li> <li>Preparing learners for English LoLT in Grade 4</li> <li>Assessing learners' English</li> <li>Planning for EFAL</li> </ul>
9	<b>CREATING A CULTURE OF READING</b> <ul style="list-style-type: none"> <li>Affect, engagement and motivation in reading</li> <li>Texts for teaching reading</li> <li>Print-rich classrooms</li> <li>Managing resources</li> <li>Establishing a culture of reading across the school</li> </ul>
10	<b>INCLUSIVE EDUCATION</b> <ul style="list-style-type: none"> <li>A teacher's role in an inclusive classroom</li> <li>What is available to help the teacher?</li> <li>Barriers to learning, strategies and suggestions</li> </ul>
11	<b>ASSESSMENT AND REMEDIATION</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Formative and summative assessment of reading and writing</li> <li>Helping struggling readers and writers</li> </ul>
12	<b>PLANNING &amp; PROGRESSION</b> <ul style="list-style-type: none"> <li>Introduction to the planning cycle</li> <li>Becoming a reflective teacher</li> <li>Levels of planning</li> <li>Planning for routines and classroom management</li> </ul>

### 3. What is the course content?

The course is made up of 12 Modules, as you can see in the [table on page 5](#) to the right. You will complete 6 Modules in each year of the 2-year course.

It is important to remember that although these modules focus on discrete aspects of the reading process, in reality we (and our learners) use all these aspects at the same time when reading.

### 4. How much time will I need?

**1) Contact sessions:** There are 3 residential contact sessions per year, each lasting 5 days. Please see the dates for the flyer alongside.

**2) Online Self-study:** We suggest that you set aside 2 hours a week to watch the videos and to complete the online part of the course. It helps if you set aside a regular time for this. It is a good idea to watch the videos more than once.

**3) Workshops:** There is a one-day workshop per Module. Please see the dates for these in the brochure.

### 5. What resources will I need?

**1) Devices:** You can access the course from the website [funda.fundawande.org](http://funda.fundawande.org) on a computer, smart-phone or tablet. Use your ID number as BOTH your **username** and **password** when logging in.

**2) Connectivity:** You will need to be connected to the internet to access the app. You can download and save the videos to watch later.

#### FOUNDATION PHASE TEACHING LITERACY CERTIFICATE

**WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?**

**Session 1:** 07 - 19 March 2019

**Session 2:** 11 - 23 June 2019

**Session 3:** 14 - 20 Sept 2019

**1 Day Workshops:**  
14-15 April, 19-20 August, 6-8 September, 18 October and 15 November

**For further information contact:**  
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**SHORT COURSES**  
IN FOUNDATION PHASE LITERACY TEACHING

FACULTY OF EDUCATION

UNIVERSITY OF JOHANNESBURG

PDF is downloadable on the app

## L2. Technology Overview

### 1. Accessing the course on your computer

You can access this course on a computer, smart-phone or tablet. You will need an internet or Wifi connection for all of these ways of accessing the course. You will not need internet to access videos if you receive them on a flash drive.

### 2. Accessing materials on flash drives

- 1) Insert** the USB flash drive into your computer.
- 2) Go** to File Explorer on your computer and find the USB Drive.
- 3) Click** to open the folder you need.
- 4) Select** the video you want to watch and click open.



5) You can copy the entire folder onto your desktop. Right-Click on the folder, click "Copy". Right-Click on your desktop and click "Paste"

### 3. Accessing Wifi on a computer

- 1) Go to your desktop. Click the **Wifi icon** at the bottom right of your screen.
- 2) If you don't see the Wifi icon, click the **small up arrow**. It will appear above.
- 3) If it says **"Wifi Turned off"**, click this button once. It should turn blue.
- 4) **Click** on whatever **network** you have access to.
- 5) **Type** in the **password** here, then click Next.

### 4. Logging in to the Funda Wande App

- 1) **Go** to your desktop. Click the Windows Icon.
- 2) **Click** "MicrosoftEdge" to open your browser
- 3) In the address bar type: [funda.fundawande.org](http://funda.fundawande.org) - You will need to register if this is your first log-in. Use your ID number as BOTH your **username** and **password** when logging in.

### 5. Adjusting your screen size

You can make the text size of the app larger or smaller by adjusting your screen size. Press **"Control" & "+"** (Ctrl+) to enlarge your screen and **"Control" & "-"** (Ctrl-) to make it smaller. The recommended screen size for the Funda Wande app is at 100%.

### 6. How to "Drag and Drop"

In this course there are a number of "Drag and Drop" activities. This means that you select an object/section of text on your screen and move it (dragging) to place it somewhere else on the screen (dropping). To drag and drop, select what you want to move by clicking on the item with the left button on your mouse or touchpad. Hold down the left button and drag or move the item to the target destination. Then release the touchpad or mouse.

ACCESSING WIFI ON A COMPUTER



LOGGING IN TO THE FUNDA WANDE APP



#### Activity

Practice Dragging and Dropping

	CHILD
	TEACHER

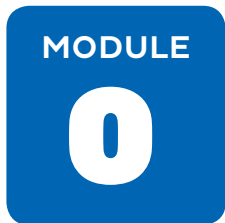
## L3: Learning and Teaching Support Materials

### Learning and Teaching Support Materials

This course refers to Learning and Teaching Support Materials which are provided free of charge to all schools in the Eastern Cape, as well as to some materials provided to Funda Wande project schools in the Eastern Cape.

**See Introduction Addendum Learning and Teaching Support Material videos Timetables on page 8 an 9**

LEARNING AND TEACHING SUPPORT MATERIALS

# Introduction Addendum

## Video Numbering:

The Video number in the circle at bottom left corner of the video image corresponds to the number of the video on your flash-drive and also the number of the video on the Funda Wande YouTube channel. This makes it easy for you to find the video you are looking for. There is only one number per video.



## The Vula Bula Anthologies



## The DBE Workbooks



**Funda Wande  
Materials**

**Big Idea 2**  
Funda Wande

**What's in the box?**

2



**Funda Wande  
Materials**

**Big Idea 3**  
Funda Wande

**Lesson Plans**  
Introduction to Lesson Plans

3



**Funda Wande  
Materials**

**Big Idea 3**  
Funda Wande

**Lesson Plans**  
Components of Lesson Plans

4



# Writing and Handwriting

## 6.1

## Introduction to Teaching Handwriting

8 lessons in this unit



**L1: What is it and why is it important?**



**L2: When do I teach it?**



**L3: Handwriting materials**



**L4: Underlying skills: Visual perception**



**L5: Underlying skills: muscle control**



**L6: Dominance**



**L8: Find Out More**



**L9: Review**

Teaching handwriting is about teaching children how to form letters correctly. For efficiency and speed, there is one correct way to do this. In this unit you will learn what teaching handwriting is, why it is important and how handwriting is expected to progress across the grades, about some visual perceptual and motor skills which underly the ability to form letters on a page, and about good posture and pencil grip. You will learn how to teach letter formation explicitly and how to assess it.



### L1: What is it and why is it important?

#### What is teaching handwriting?

Watch **Video 179** where Permie explains the difference between teaching writing and teaching handwriting.

**The formation of letters, words and numbers** is called handwriting. Handwriting is obviously linked with writing, but it is concerned with how the text LOOKS rather than what it says.

#### Teaching handwriting involves:

##### – Explicitly teaching

- Efficient letter formation
- Consistent sizing of letters
- Consistent spacing
- Legibility (If a learner's handwriting is legible, it can be easily read.)

##### – Repetition and practice

#### What does it mean to teach letter formation?

When teaching children how to form letters, the teacher

VIDEO 179



needs to teach SIX aspects. You will learn more about each of these aspects later in this module.

- 1. Pencil grip:** How to hold the pencil properly
- 2. Starting point:** Where to start writing
- 3. Size:** How big to write
- 4. Letter shape:** The shape of the letter
- 5. Direction:** The direction of movement
- 6. Positioning & Spacing:** Where and how the letters are placed.



## Why is it important to teach handwriting?

### Handwriting is part of the thinking process in writing.

The physical movement of handwriting plays a role in expressing our ideas in writing.

**Fluent and automatic** handwriting are the best predictors of length and quality of composition.

Slow writers are often mistaken for having learning problems.

**Handwriting is important for learning.** It works to develop thinking and to fix ideas in memory. It also enables us to demonstrate our learning in the school context. When we form letters quickly and automatically, our brains can put more energy into higher level processes.

**Handwriting needs to be legible for communication to be effective.** Therefore, teaching and practicing it is worthwhile.



## L2: When do I teach it?

**Link handwriting to the phonics lesson:** Learning how to write the letter sound(s) reinforces the letter-sound knowledge and makes the handwriting a meaningful exercise.

**Time is set aside in CAPS** for teaching and practicing handwriting:

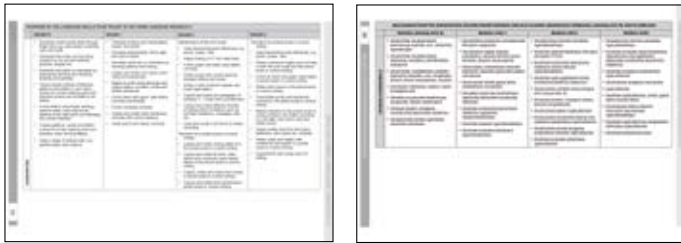
Grade	Minutes per day	Total per week
Gr 1	15 minutes per day for 4 days	1 hour
Gr 2	15 minutes per day for 4 days	1 hour
Gr 3	15 minutes per day per 4 days	1 hour

## Progression across the grades

Grade R	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> <li>✓ Develops gross &amp; fine muscle control</li> <li>✓ Cuts with scissors</li> <li>✓ Traces shapes &amp; outlines</li> <li>✓ Forms letters with finger paint &amp; wax crayons</li> <li>✓ Copies patterns &amp; letters</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practices holding crayons &amp; pencils</li> <li>✓ Develops sense of direction-L-R &amp; top to bottom</li> <li>✓ Does patterns &amp; traces</li> <li>✓ Copies &amp; writes own name</li> <li>✓ Forms letters using lower &amp; upper case</li> <li>✓ Forms numerals correctly</li> <li>✓ Copies &amp; writes sentences – correct spacing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Forms upper case and lower case correctly</li> <li>✓ Writes words with correct spacing</li> <li>✓ Copies and writes 1 paragraph</li> <li>✓ Able to use print script for all written tasks</li> <li>✓ Starts transition to joined script (or cursive)</li> <li>✓ Copies and writes all lower case and upper case in joined (or cursive) script</li> <li>✓ Copies and writes words and sentences in joined/cursive script.</li> <li>✓ Uses a pen for writing.</li> </ul>	

See *Teaching Writing and Handwriting Addendums* page 60

See app for downloadable resource material.



## L3: Handwriting materials

Grade 1	Grade 2	Grade 3
Blank (unlined paper) Wax crayons Thick pencils Newsprint Chalk & chalkboards Letter formation chart	Pencils 17mm Lined paper Wax crayons Newsprint Chalk & chalkboards Letter formation chart	Pens & Pencils Lined paper Crayons Chalk & chalkboards Cursive Letter chart
Thicker pencils No lines		Thinner pens Thinner lines

### Writing tools

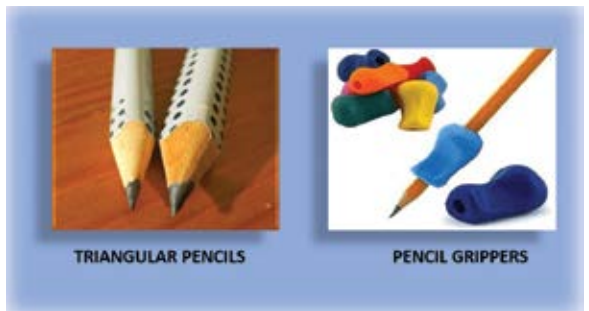
**Pencils and crayons:** At first children use large writing tools, such as pencils, marker pens, crayons and chalk. It is better to use softer pencils (2B or 3B) as these do not tear the paper as easily. As they gain more control over their handwriting they can use HB pencils.

For children who are struggling with pencil grip, try using triangular pencils or pencil grippers.

### Activity 6.1

By the end of which grade should children be able to do the following?

- Form all numerals correctly.
  - Grade 1
  - Grade 2
  - Grade 3
- Hold pencil and crayon correctly.
  - Grade 3
  - Grade 1
  - Grade 2
- Form all upper and lower case print letters correctly and fluently.
  - Grade 2
  - Grade 3
  - Grade 1
- Write with correct spacing between words
  - Grade 2
  - Grade 3
  - Grade 1
- Copy and write 3-4 lines from a printed text.
  - Grade 2
  - Grade 3
  - Grade 1
- Write legibly with confidence and speed in joined/cursive script.
  - Grade 1
  - Grade 2
  - Grade 3
- Experiment using a pen for writing.
  - Grade 2
  - Grade 3
  - Grade 1



**Pens:** Teachers usually do not allow writing in pen until children's handwriting is consistently formed (Grade 3 or 4). Many schools give out "Pen Licence" when children:

- Don't chew their pencil

- Look after their pencil and keep it safe
- Write small, neat, well-formed letters
- Write on the lines
- Make only a few handwriting mistakes
- Cross out neatly with one line



## Writing paper

**Unlined paper is best to start with.** At first, do not constrain children's attempts to write by making them use lined paper.

**Lined paper:** It is possible to buy exercise books with very wide lines, or with wide lines with dotted lines in the middle (called 17 mm speckled). If you only have access to the ordinary lined exercise books, you can get children to write their letters over 2 lines.

**Laminated blank/lined pages, small whiteboards or slates** are useful for practicing. Children can write on these with whiteboard markers. It is easy to erase.

## L4: Underlying skills: Visual perception

Perceptual abilities	What it means	Why it is important
Visual discrimination	The ability to see things that look the same or look different.	So children can notice the differences between letters and numbers that look similar: e.g. p b, b d f j 6 9.
Visual memory	The ability to remember what the eyes have seen for long enough to reproduce it.	So children can remember what they saw at the beginning of a sentence long enough to make sense of the whole sentence, or to remember what they see on the board long enough to copy it into their books.
Visual sequencing	The ability to remember the order of letters to make words and the ability to recognise and make patterns.	The ability to remember the order of letters and numbers is important for accurate reading with meaning.

### 1. Activities to develop visual discrimination

Visual discrimination is the ability to see details and to recognise what is the same and what is different.

## 2. Activities to develop visual memory

Visual discrimination is the ability to see details and to recognise what is the same and what is different.

**a) Show 4 objects then remove one.** Child must remember which one is missing.



**b) Draw a shape on a board.** Child looks at it and remembers it. Wipe off. The child redraws it.



**c) Put a range of objects on a tray.** Let the child look at them and try to remember the objects. After a few minutes cover the objects and the child must recall what the objects were.



**d) Look at a picture for a few minutes.** Cover it and the child must recall what they saw in the picture.



## 3. Activities to develop visual sequencing

**a) Draw/build something in a particular order.** Rub it out. The child must draw/build it in the same order.



**b) Place objects in a certain order.** Move them around. Child must put them back in order



**c) Show children beads in a pattern.** Let them copy this with their own beads



## L5: Underlying skills: muscle control

Children start developing control and co-ordination of muscle movements from birth. Running around, climbing, and playing are crucial for this.

Especially in Grade R and grade 1 the teacher should include activities to strengthen

- large (gross) muscle movement
- small (fine) muscle control.

### 1. Gross motor co-ordination

Gross (or large) motor skills are actions involving the large muscles of the arms, legs and torso. Co-ordination of these movements allows children to develop **good posture** and **core body strength** to hold their bodies upright, and **upper body strength** in order to be able to write without tiring.

To develop the ability to co-ordinate the big muscles in their bodies, children must have lots of opportunity to run, catch, hit with a bat, jump, skip and climb, including at school.

### 2. Fine motor co-ordination

This is the ability to control the movements of muscles by just a little bit at a time. When we write, we move the muscles in our fingers and hands in very finely controlled



movements. It requires practise to develop the smaller muscle control in our fingers and wrists. Fine motor skills are developed through activities and games such as:

- Playing with pick up sticks
- Placing clothes pegs on a line
- Tying laces
- Playing with playdough
- Threading beads
- Drawing
- Cutting paper
- Tearing paper



## L6: Dominance

### What is dominance?

Dominance is the preference of use of one particular hand or side of the body (Left or Right).

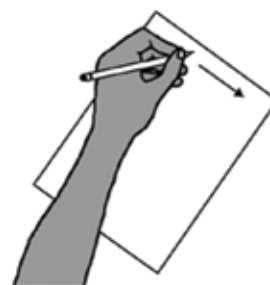
**NEVER try to change a child's dominance!**

**Never force a left-handed child to write with their right hand!**



### How to assess dominance

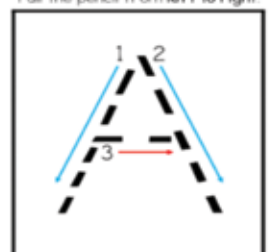
- Observe which hand the child uses to:
- Throw a ball
  - Write with a crayon



**Left-Handed Letter Formation**  
Pull the pencil from right to left.



**Right-Handed Letter Formation**  
Pull the pencil from left to right.



- Eat with a spoon
- Brush or comb his/her hair

The child will use his/her dominant hand to do these activities.

### Needs of left-handers

Left-handed writers have different needs.

- **A left-hander should sit on the LEFT** side of a right-hander so that they don't bump each other.

- **Teach left handers to position their paper at an angle** so that they can see their writing.

- **Left-handed children should hold their pencils as if pointing at 2 o'clock.**

- **Left-handed children will find it easier to make horizontal letter strokes** (like in capital A or the crossing of a lowercase t) from right to left rather than left to right, so that they pull, rather than push the pen.

## L7: Find out more

See app for downloadable resource material.



## L8: Review

### Activity 6.2 True or False?



1. These children should swap places. A left-handed child should sit on the left of a right-handed child so that they won't bump each other.

- True
- False

2. In this photo the left-handed child has angled his paper correctly.

- True
- False

### Activity 6.3 What kinds of skills do children use to do the following? (more than one answer can be correct)

1. Drawing a stick person in a specific sequence.

- Visual perceptual skills
- Large motor skills
- Fine motor skills

2. Throwing a bean bag to each other. Visual perceptual skills

- Fine motor skills
- Large motor skills

3. Writing their names on paper.

- Visual perceptual skills
- Fine motor skills
- Large motor skills

4. Playing Pick Up Sticks.

- Large motor skills
- Fine motor skills
- Visual perceptual skills

5. Threading beads.

- Fine motor skills
- Visual perceptual skills
- Large motor skills

6. Jumping over tyres.

- Large motor skills
- Visual perceptual skills
- Fine motor skills

# Writing and Handwriting

## 6.2

## Teaching Letter Formation

8 lessons in this unit



L1: What does it look like?



L2: Principles for teaching letter formation



L3: What writing style do I choose?



L4: More about the lesson steps



L5: Posture and Pencil Grip



L6: Assessing handwriting



L7: Find Out More



L8: Review



### L1: What does it look like?

Watch **Video 173**. Zaza is teaching how to write the **letter f**. This is good example of what it means to teach explicitly. While you watch, notice the steps in the lesson, which follow the gradual release pattern.

Key points to notice:

Teaching handwriting involves explicitly teaching and practicing:

1. **Pencil grip:** How to hold the pencil properly
2. **Starting point:** Where to start writing
3. **Size:** How big to write
4. **Letter shape:** The shape of the letter
5. **Direction:** The direction of hand movements
6. **Positioning & Spacing:** Where and how the letters are placed.

And now watch **Video 174**, showing Permie teaching how to write the cursive capital G.

**What are the similarities and differences between this lesson and how print letter formation was taught in video 173?**

VIDEO 173



VIDEO 174





## L2: Principles for teaching letter formation

### 1. Teach letter formation explicitly

Explicit teaching involves demonstrating while describing what you are doing, and then taking children through a process of doing it with you, then doing it themselves with your help and finally doing it independently.

### 2. Practice Daily

– **Practice every day** so that they can form letters automatically and fast.

– Explicitly encourage children to **write quickly** once they know how to form a letter.

– **Use a variety of words and pictures** to reinforce both the sound and the letter formation.

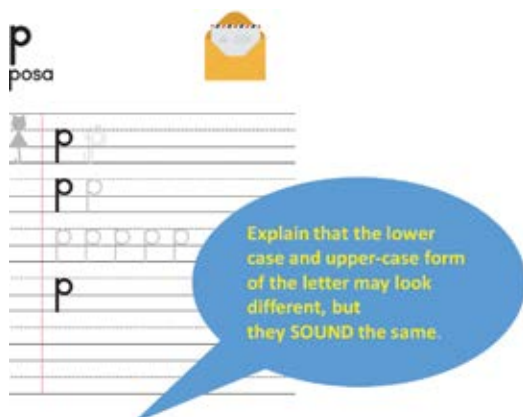


### 3. There IS a correct way to form letters!

**The quickest and most efficient way is the correct way.**

The pen should be lifted off the paper as little as possible. Follow the handwriting guidelines to do this correctly. Guidelines show the direction of the writing strokes using arrows, and where to start using dots.

**Slower methods cause problems for children.** This could prevent them from developing fluency in their handwriting. Being a slow writer has far-reaching implications for the child for the rest of schooling, and in life.





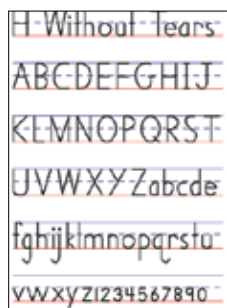
## L3: What writing style do I choose?

There is a correct way to form letters, but there is no “correct” handwriting style.

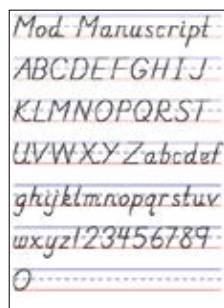
– **Schools select** their preferred writing style, **with help from their district.**

– **The whole school must agree** on which script will be used across the school.

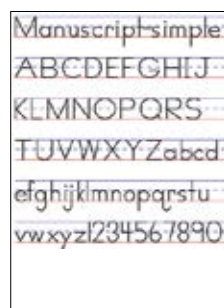
– **Explain to learners** that there are different scripts/ styles.



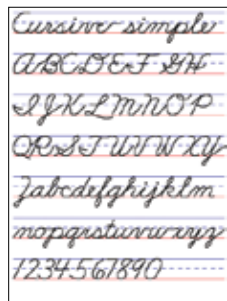
HANDWRITING WITHOUT TEARS MANUSCRIPT



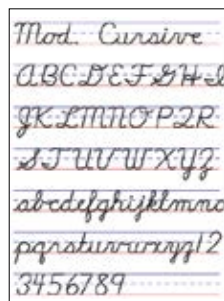
D'NEALIAN MANUSCRIPT



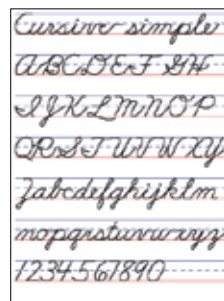
ZANER-BLOSER MANUSCRIPT



HANDWRITING WITHOUT TEARS CURSIVE



D'NEALIAN CURSIVE



ZANER-BLOSER CURSIVE



## L4: More about the lesson steps

### 1. Modelling Letter Formation

Watch **Video 173**. Zaza is explicitly teaching how to form the letter “f”.

**Key points to notice**

– **She turns her back as demonstrates** so that she is

VIDEO 174



VIDEO 173



facing the same way as children. They can therefore copy her correctly.

– **She describes out aloud** what she is doing as she forms a letter. She describes:

- > Starting and end point
- > Direction of stroke
- > When to lift your hand.

– **The children repeat the description many times** as they practice on different surfaces.

## What to say for each letter

– **Be consistent** in the words you choose when explaining how to form a letter.

– **Talk about direction and movement** such as:

Around  
Up  
Down  
Lift  
Dot  
Stop  
Down to the bottom

– **Talk about positioning in the lines.**

Some letters have HEADS (h, f d, l, k). This is where part of the letter will go above the middle of the line.

Other letters have TAILS: (j, y, q). This is where part of the letter goes beneath the line.

## 2. Shared letter formation

**Watch Video 173.** Zaza teaches her Grade 1s a pattern that will prepare them to form the letter f. This is Shared Writing – the children are assisting Zaza by giving the instructions, but she is holding the “pen”.

### Key points to notice

- The chosen pattern relates to the target letter.
- She emphasises using rhythmic, flowing movements and even spacing.
- She explains where to start, how to form the pattern and where to end.

**Writing patterns** prepare children to form the letters accurately and smoothly. Some teachers give names to different patterns. For example:

- Up-down
- Bump-bump
- Swing- swing
- Over and back

## 3. Guided letter formation

**Watch Video 173.** Now the children are writing, with the teacher’s guidance and help, where necessary. What does Zaza do to help children who are struggling to form the letter?

### ZANER-BLOSER CURSIVE DESCRIPTIONS



### JOLLY PHONICS LETTER FORMATION

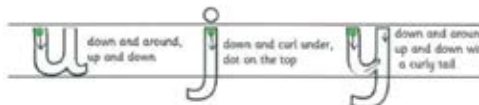
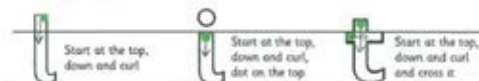
#### Letter formation

Start on the dot, follow letter through in the direction of arrow.

#### SET 1: Caterpillar letters



#### SET 2: Ladder letters



### VIDEO 173



### Key points to notice:

- She walks around checking to see that the children are forming it correctly.
- She frequently repeats how to form the letter.
- She helps them to space letters correctly
- She uses her hands to guide children's movements.
- She corrects posture and pencil grip.
- She offers praise and encouragement.

## L5: Posture and Pencil Grip

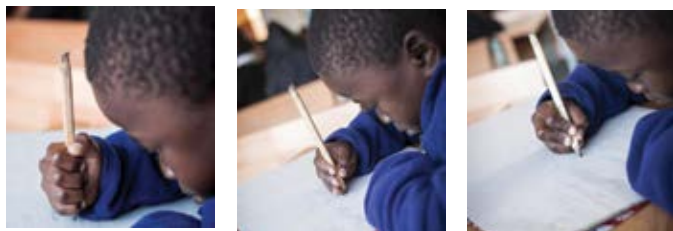
### Posture

#### Correct posture affects the quality of writing.

- The teacher should correct any poor writing posture.
- Sit directly in front of the desk with both feet on the floor
  - The chest should not touch the edge of the table
  - Shoulders should be level
  - The writing arm (left or right) should lie on the table almost to the elbow
  - The back should be mostly straight, not bent over
  - The eye should be about 30 cm (a ruler length) from the paper

### Why pencil grip is important?

- **Correct grip facilitates legibility.**
- **Correct grip facilitates speed and efficiency.**
- **Correct grip is less tiring.** Incorrect grip can make the hands and shoulders very tired, which affects endurance.
- **Incorrect grip is difficult to unlearn.** Once a poor grip has been learnt, it is difficult to unlearn.

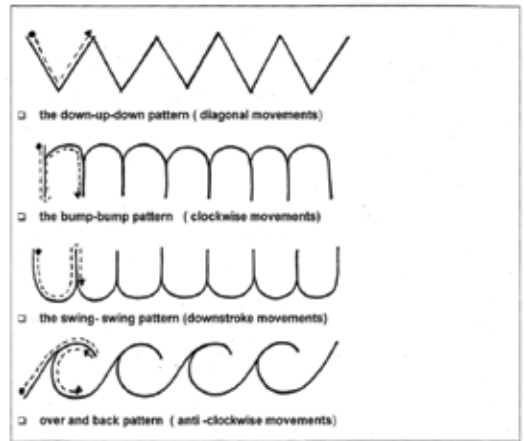


INEFFICIENT PENCIL GRIPS

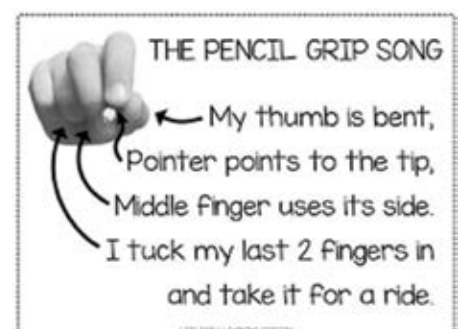
### Correct pencil grip

• **Pinch the pencil with the thumb and first finger** and rest it on the middle finger. Tuck the third and little finger in towards the palm. This is called a tripod grip.

- **The hold** should be light and relaxed.
- **The pencil should point along the forearm** at about 45°



VIDEO 173



- **The edge of the hand and little finger should be in light contact** with the paper as they move across the page.



## L6: Assessing handwriting

### Activity 6.5

Use the Handwriting Assessment Tool to assess a sample of your own handwriting. What do you need to work on to improve it?

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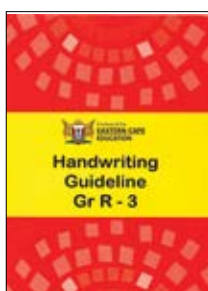
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## L7: Find out more

See app for downloadable resource material.



## L8: Review

### Activity 6.6

True or false?

1. The teacher should face away from the learners when modelling letter formation.
  - True
  - False
2. While the teacher demonstrates, children should watch and listen silently.
  - True
  - False
3. Children should practice letter formation on paper only.
  - True
  - False
4. Teachers should insist that all children write with their right hand.
  - True
  - False
5. Using a tripod grip pencil grip is the most relaxed way to write with speed.
  - True
  - False

# Writing and Handwriting

## 6.3

## Teaching at different stages of writing development

8 lessons in this unit



L1:  
Stages of  
writing  
development



L2:  
Role Play  
Writing



L3:  
Stage 2:  
Experimental  
Writing



L4:  
Stage  
3: Early  
Writing



L5: Stage  
4:  
Transitional  
Writing



L6: What  
texts do I  
use at each  
stage to  
develop  
writing?



L7: Find  
Out More



L8:  
Review



### L1: Stages of writing development

#### A Continuum of writing development

We can identify a continuum of stages in the development of children's writing. Children do not necessarily move through these stages in the same way, or at the same age.

Watch **Video 193** which shows two school children in very different writing stages. What differences do you notice?

#### Important points to remember:

**1. Stages overlap:** The stages of writing are overlapping and continue across a child's school career. While most of the children in the grade will be at a similar stage, there might be a few children who are either in an earlier or later stage. It is important for the teacher to recognise this so as to give the correct advice and guidance to these children.

**2. Ongoing development:** Even as adults we are still learning and improving writing. This is especially so since the advent of social media which has different writing conventions and requirements.

#### Writing stages in the Foundation Phase

The following stages are most relevant to children in the Foundation Phase. **REMEMBER: REET**

VIDEO 193



**R: Role** play stage

**E: Experimental** stage

**E: Early** writing stage

**T: Transitional** phase

# R E E T

Stage 1: Role play	Stage 2: Experimental	Stage 3: Early writing	Stage 4: Transitional	Stage 5: Conventional	Stage 6: Proficient	Stage 7: Accomplished
Pre school & Gr R	Gr R & 1	Gr 1 & Gr 2	Gr 2 – 3...	Gr 4...	Gr 4 – 6...	

## Why is it important to know that writing develops in stages?

Knowing these stages helps the teacher to recognise where along the continuum children are and to help them get to the next stage by providing

- **Right input** in terms of content and writing ideas
- **Right exposure** to a variety of texts at the right level
- **Right guidance** about content, structure and form
- **Right feedback** in the right doses so that children can improve.

## L2: Role Play Writing

### What does the role play writing stage look like?

Children experiment with making marks to represent meaning. This can include drawing and scribbling. They are playing with mark making. Drawings are very important at the role play stage and an important part of children's writing development.



#### Child A's Writing in May of Grade 1.

This child is still in role play stage. There is no meaning apparent in this strings of letters. As a Grade 1, he should be at the experimental stage.

#### Role-Play Writing (Pre and Grade R)

**Talks about drawing:** Child talks about own writing

**Drawings have meaning:** Understand that drawings represent meaning

**Drawing and writing look different:** Aware that drawing and writing are different

**Own Name:** Attempts to write own name

**Scribbles:** Produces circular scribbles

**Strings of letters:** Uses known letters or approximations often as a string



## Activities to extend children in Role Play stage

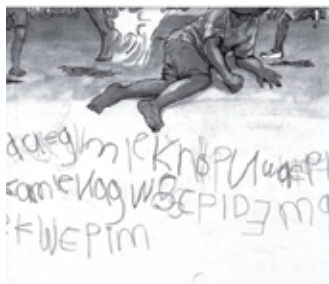
- Create a supportive space for writing
- Encourage experimentation with drawing and mark making.
- Model connections between oral and written language
- Show children that writers make choices
- Direct children to decisions they can make (size, shape, lines, colours, orientation, layout...)

**Watch Video 187** First the teacher discusses the choices she made when making her own drawing, and then she makes space for children to talk about their drawings. She wants to create a supportive space for children to draw and write. Think about:

*What else could the teacher have done to model the connections between oral and written language?*

## Assessing in the role play stage

In the role play and experimental stages the focus is not on correctness but rather on experimentation and the child's imagination and creativity. Conduct formative assessment and give feedback on how to improve. In the next writing stages you will be assessing form as well and content.



### Caption Writing

The child is in role play-experimental stage.

- He has formed some letters correctly (a, g, m...), but has mixed up upper and lowercase (E, P).
  - He has also reversed some of his letters e.g. E and slipped in a number (8).
- Assist him to form letters correctly (both lower and upper case).
  - Acknowledge his correct letters and ask him to read his caption to you.
  - Help him to talk about the picture and label some things that he sees.
  - Discuss possible words he could use for his caption.
  - Help him work out how many words he has in his sentence.
  - Encourage him to sound out each word by identifying what letter it starts and ends with.

### VIDEO 187



## L3: Stage 2: Experimental Writing

### What does the experimental writing stage look like?

In the experimental stage (Gr R-1), children are aware that speech can be written down. They experiment with language and ways of representing their meaning.

Children:

- Understand that there is a **one-to one correspondence**
- they try to represent all spoken words

---

- Experiment with familiar forms and topics (e.g. lists, captions)

---

- Use writing to intentionally give a message

---

- **Write with formulaic beginnings** such as I can...: I like.....; I have.....

---

- Experiment with concepts of audience, purpose and sentences.

---

- Recognise differences between numerals & letters.

---

- **Leave spaces** between word clusters.

---

### Child B's Writing in May of Grade 1.

This child is moving from the roleplay to the experimental stage of writing.



batana/babadla/isokal (Abantwana badlala isokal)  
[Translated: The children are playing soccer]

He has experimented with ways of using letters to represent words and also used a punctuation mark at the end of his sentence.

Although there are no spaces between words and misspellings, there is meaning to his writing and the reader can work out his message.

## Activities to extend children in experimental stage

- Support & encourage writing

---

- Expose children to various model texts

---

- Read like a writer (discuss the choices the author has made)

---

- Build banks of words

---

- Demonstrate and talk about sentence construction

---

- Provide formulaic structures for children to copy and extend

---

- Discuss punctuation

---

- Build knowledge of text forms (e.g. stories have beginnings, middle and endings...)

---

- Model simple planning of written texts.

---

**Watch Video 194.** In this Grade 1 class, most children are in the experimental stage of writing. The teacher explains the purpose of captions and what they look like. Which of the teacher activities above can you see in this video?

In this video you saw:

**1. Modelled writing:** the teacher does all the writing but she explains her choices to the children.

**2. Shared writing:** the teacher listens to children's ideas and then writes the caption. She thinks out aloud as she writes each word. By doing this she is showing the children the link between spoken and written forms.

### VIDEO 194



## Assessing in the experimental stage

In the role play and experimental stages the focus is not on correctness but rather on experimentation and the child's imagination and creativity. Conduct formative assessment and give feedback on how to improve. In the next writing stages you will be assessing form as well and content.



### This child is in the experimental stage.

- Most of her letters are recognisable and the meaning is clear (Abantwana badlala isoka. /The children are playing soccer.).
- She has written a meaningful caption based on a picture.
- She has also used a full stop at the end of her caption (although it is not quite in the correct place yet!)
- She is still mixing up some upper case and lower case and is not yet able to distinguish between separate words but will get there with a bit of guidance.
- She needs help in deciding when to use upper and lower case and where to leave spaces between her words. She also needs more help in handwriting but her writing (ideas and knowledge of the function of a caption) is very good.



## L4: Stage 3: Early Writing

### What does the early writing stage look like?

Children produce a small range of texts with recognisable conventions of language & text structure.

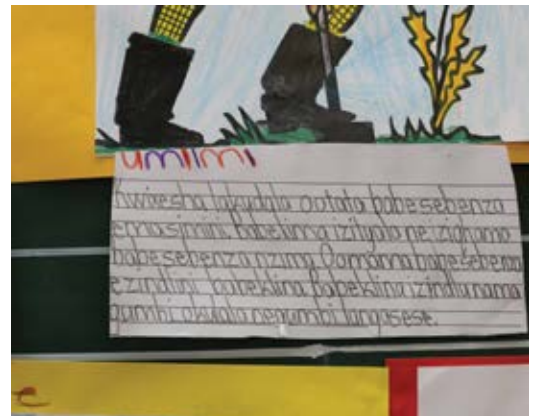
### Children in this stage will be able to:

- Identify and write key information
- Write a simple recount
- Rewrite known stories in sequence
- Show evidence of some textual organisation (paragraphs, headings, sub-headings)
- Write simple sentences with correct punctuation
- Use a variety of sentence beginnings
- Experiment with dialogue
- Use a small bank of correctly spelled words
- Use letter-sound relationships to spell unknown words
- Use simple conjunctions to link ideas

### Activities to extend children in Early writing stage

Continue with previous support, and also

- Develop language and vocabulary
- Encourage careful choices about characters, setting and plot
- Include metalanguage about audience & purpose
- Teach children how to expand, reduce and transform



sentences

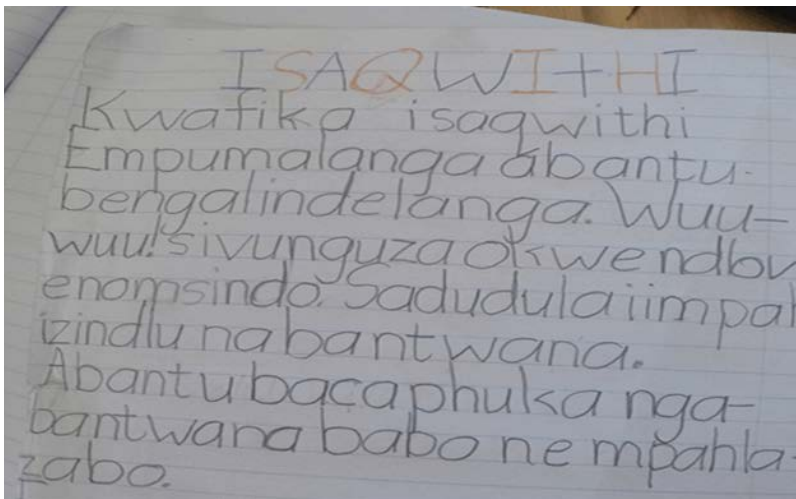
- Model how to group sentences together
- Build knowledge about text structure & organisation
- Teach children how to plan their writing
- Teach spelling strategies
- Model how to reflect on the writing process and product.

**Watch Video 195.** Permie models a way of reflecting on one's writing to see if all the story elements have been included. *How do you know the child is in the Early Writing Stage?*

### Assessing in the early writing phase

- Assess form as well and content.
- Expect children to be mastering writing conventions and be producing original ideas and using language effectively.

What feedback would you give to the child who wrote this piece?



Possible feedback:

**Wow, you have described the wind storm very well. I like that you compare the blowing to an angry elephant and that you include the noise the wind makes. Why did you leave a line space after 'mpahlazaba'? The next line is still part of the previous paragraph.**



## L5: Stage 4: Transitional Writing

### What does the transitional stage look like?

Transitional writers show increasing control and

#### VIDEO 195



#### Activity 6.7

(Insert first video in this unit again)

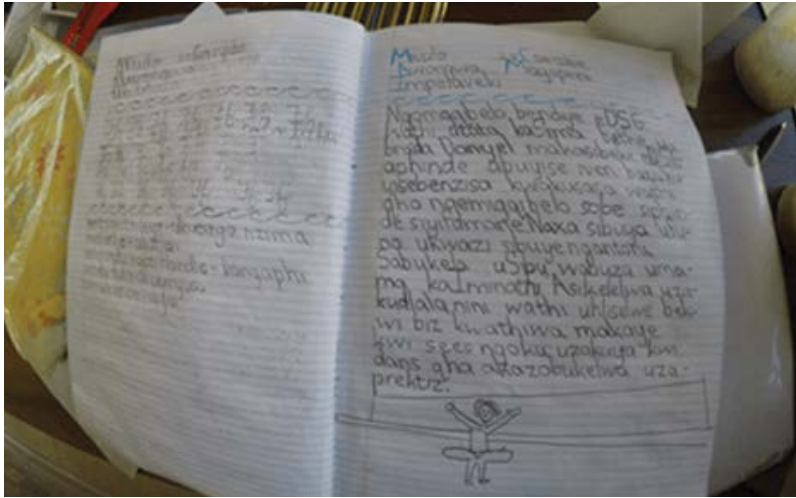
Watch the second child in Video 193 again and then choose the correct answers:



1. Has she written clear sentences?  
 No  
 Yes
2. Does she use conjunctions (joining words between sentences)?  
 Yes  
 No
3. Does the story have story elements (setting, characters, problem/conflict that gets resolved)?  
 Yes  
 No
4. Has she used dialogue (direct speech) in the story?  
 Yes  
 No
5. What writing stage is this child in?  
Experimental writing stage  
 Early Writing Stage

understanding of aspects such as organisation, vocabulary, spelling, purpose and audience.

We want all Grade 3 children to be at this stage when they go to Grade 4.



In the transitional stage, children

- Compose a range of texts
- Integrate visuals into their writing
- Find, record and organise information
- Write simple conclusions
- Imitate problems/complications from well-known stories
- Write beyond personal experience
- Group information in writing
- Consider audience and purpose
- Experiment with less common punctuation (:-'"')
- Write dialogue
- Use headings & titles correctly

### Activities to extend children towards the Transitional stage

- Continue with supporting children's writing
- Encourage children to explain decisions
- Teach about characters, events and setting to create effects
- Encourage children to use writing to influence social change
- Extend children's knowledge of punctuation
- Teach children how to construct & manipulate a variety of sentences
- Explicitly teach techniques (flashbacks, zoom in, show not tell)
- Model how to reflect on content and structure & organisation

**Watch Video 192.** Permie guides children to construct a descriptive text. First she reads a well written description. Then she helps children to break down the technique into manageable bits. *How will these activities help to move the children into the transitional writing stage?*

VIDEO 192





## L6: What texts do I use at each stage to develop writing?

	Role play	Experimental	Early	Transitional
<b>Texts</b>	<ol style="list-style-type: none"> <li>1. Good children's literature-read alouds</li> <li>2. Everyday print everyday talk-into text (timetables, registers...)</li> <li>3. Word walls and children's names up</li> <li>4. Bilingual labels of classroom objects</li> <li>5. Word banks</li> <li>6. Wall stories</li> <li>7. Creative corner (dictionaries, blank cards, pencils, pictures, objects)</li> </ol>	<ol style="list-style-type: none"> <li>1. Exposure to good stories &amp; other texts</li> <li>2. Establish real purposes for writing (parents and peers) (parents can respond to children's writing)</li> <li>3. Allow children to generate ideas for writing</li> <li>4. Class news book (teacher writes children's news in a central text)</li> <li>5. Alphabet books made by children</li> <li>6. Chain writing</li> <li>7. Invite authors to talk to children</li> <li>8. Sentence frames</li> </ol>	<ol style="list-style-type: none"> <li>1. Exposure to good stories and interesting texts</li> <li>2. Establish word study events &amp; spaces</li> <li>3. Use charts to capture and plan writing</li> <li>4. Provide space and time for discussions about texts</li> <li>5. Take children on print walk to read each other's writing</li> <li>6. Include purposeful authentic writing</li> <li>7. Organise author visits</li> </ol>	<ol style="list-style-type: none"> <li>1. Exposure to a variety of interesting texts</li> <li>2. Value writing and allow children to share writing.</li> <li>3. Get children to choose and research own topics.</li> <li>4. Use 2C2D (collect, compare, display &amp; discuss)</li> <li>5. Encourage an interest in words</li> <li>6. Develop an 'author share time'</li> <li>7. Encourage children to write for different purposes: entertaining, persuading, informing, instructing, describing, recounting</li> <li>8. Children conduct interviews and write about them.</li> </ol>



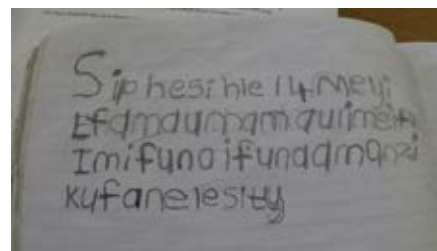
## L7: Find out more

See app for downloadable resource material.



### Activity 6.8

[Siphesihle strings a few words together: efama, umama, ulime, imifuno, ifuna, amanzi & Kufanandle, sitye. Translation: Mom planted vegetables in the farm. These vegetables need water. We have to eat.]



1. What writing stage is Siphesihle in?

- Role play
- Early writing
- Experimental

2. Which of the following feedback would help her to improve?

- Good work. You're right, Siphesihle, vegetables do need water. Can you tell me more about what kinds of vegetables mom grows? What else do vegetables need to grow? Remember to have a space between your words such as efama/umama. Also put a full stop at the end of your sentences.
- Untidy!
- You must remember to add a full stop. You have not left any spaces between your words.



## L8: Review

# Writing and Handwriting

## 6.4

## Teaching Writing Overview

8 lessons in this unit



L1: What is it and why is it important?



L2: Big ideas about teaching writing



L3: When do I teach writing?



L4: What resources do I need?



L5: Underlying skills: muscle control



L6: A supportive environment for writing- Model for Writing



L7: Find Out More



L8: Review



## L1: What is it and why is it important?

### What is Teaching Writing?

**Teaching writing is about teaching children to convey meaning in written form.** They learn about

- what to include (and exclude)
- how to organise their ideas
- how to ensure that their audience (reader) understands what they are communicating.

### Teaching writing is different from teaching handwriting.

Teaching children how to form letters (handwriting) does not help them to become better writers. It only helps them to be neat writers and to get their ideas down fluently.

**Teaching writing is linked to teaching reading.** Reading and writing support and strengthen each other. As children read they are exposed to texts where writers have made specific choices. As children learn to write, they have to make choices that will affect how their writing will be read.

### Why is it important to teach children writing?

Teaching children writing helps them to write effectively with the reader in mind. It helps them to structure their



**The more I read,  
the better I write.  
The more I write,  
the better I read**

writing appropriately. It helps them to choose words that will make an impact.

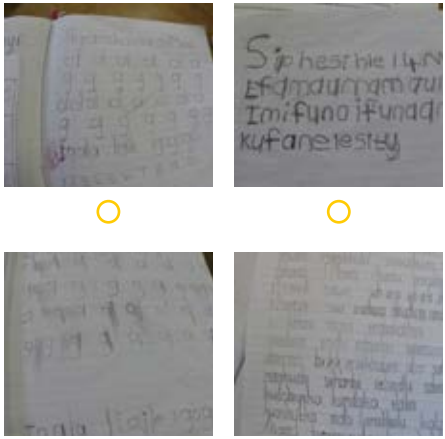
**Key skill**  
Being able to write effectively and appropriately for the intended audience is an essential skill in today's world.

**Reading and writing support each other**  
The more children read, the better they will write. The more children write, the better they will read.

**Creativity**  
Writing can help develop children's imagination and creative thinking.

**Writing supports learning**  
Writing helps children remember and organise their ideas. Being able to write a summary of key ideas is a key learning skill.

**Activity 6.9**  
1. Which photos show writing (as opposed to handwriting)?



Four photos of handwriting samples are shown in a 2x2 grid. Each photo has a yellow circle below it for selection. The top-left photo shows a page with very faint, illegible handwriting. The top-right photo shows a page with clear, legible handwriting in a cursive style. The bottom-left photo shows a page with very faint, illegible handwriting. The bottom-right photo shows a page with clear, legible handwriting in a cursive style.

## L2: Big ideas about teaching writing

### Big Ideas about Teaching Writing

Teaching writing is about teaching children to convey meaning in written form. They learn about:

- what to include (and exclude)
- how to organise their ideas
- how to ensure that their audience (reader) understands what they are communicating.

**Watch Video 153.** This video introduces 5 Big Ideas about teaching writing. *While you are watching, compose the rest of this sentence in your head: "Teaching writing is..."*

#### Key points to remember:

**1. Writing conveys meaning.** When children learn to write, they are learning how to convey meaning in an effective way. They are learning that we write for real reasons (we have a purpose for writing) and for a particular

**2. Teaching writing is closely linked to reading.** Children learn about writing by reading well written texts. Children's reading is supported by their writing. It is not true that children should only write after they can read - writing and reading are two sides of the same coin, and should happen together.

VIDEO 153



**3. Writing must be explicitly taught.** Children need to be taught the different ways of conveying meaning so that their reader understands their message.

**4. Writing is a process that takes time.** Learning to write well is a process which takes time and practice.

**5. Give meaningful feedback.** Give children feedback on how to improve their content (ideas), organisation, and language, not only about spelling and grammar errors.



## L3: When do I teach writing?

### Time allocations

CAPS specifies separate periods for handwriting and writing. Writing should take place at least three times a week. Writing should also be done in the life skills lessons as well as in both HL and EFAL. This means that it is possible to write every day, which will make children will progress more quickly.

### Make writing a daily habit!

Try to include writing in HL, Life Skills, Maths and EFAL

Grade	Handwriting	Writing	Weekly total Handwriting	Weekly total Writing
Gr R	Hand-eye co-ordination and play	Drawing, 'scribbling' and marking paper		
Gr 1	15 min x 4 times a week	15 min x 3 times a week	1 hr	45 min
Gr 2	15 minutes per day 3 times a week	15 minutes per day 4 times a week	45 min	1 hr
Gr 3	15 min x 3 times a week	20 min x 3 times a week	45 min	1 hr

### Children need a few lessons to write one piece

Some writing activities, such as writing daily news, can be done in one lesson.

However, when children are learning to write in a particular genre or when they are writing a longer piece they need more than one lesson.

#### In Grade 1, have a one-week writing cycle:

– **Writing lesson 1** = Shared writing. Brainstorm the content of a piece of writing in the chosen genre. Then do shared writing, using a writing frame.

– **Writing lesson 2** = Paired or independent writing. Children write on their own, using a different but

### A one-week writing cycle (good for grade 1)



### A 2-week writing cycle (good for grade 2-3)



similar topic. The teacher provides help and support and informal feedback.

– **Writing Lesson 3** = finishing off and publishing. Let children check their work and write it neatly. Make it public by displaying in the classroom or sending to the intended audience (e.g. give the card to your mother), or reading the work aloud.

**As children write longer texts, the writing cycle can become longer. For example:**

– **Lesson 1 & 2** = Modelled text & Shared Writing

– **Lesson 3 & 4** = Independent writing

– **Lesson 5** = Feedback

– **Lesson 6** = Revision & Publishing

## L4: What resources do I need?

### 1. Model texts of different genres:

Children will have a better understanding of how to write in a particular genre if they are shown examples (models) of the genre. . Read and discuss different texts (e.g. Stories, birthday cards, recipes, recounts) so that children can see how they differ.

– **For each genre**, discuss the choices the writer has made about

– **audience** (who it is written for)

– **purpose** (why it is written)

– **language** and structure (how it is written)

For example, a Mother's day card is written

– **for** your mother (audience)

– **to** tell her how much she means to you (purpose)

– **includes** a short greeting and a message and is signed with your name (e.g. Happy Mother's day! Thank you for all you do for me. Love from Sandie)



### 2. Use writing frames

**A frame is a structure or outline** to guide children with the content and organization of their writing. Frames can be visual or textual.

In **Video 187** you will see Permie using the visual frame of a hand to teach about the five elements of a story. She gives children a textual frame to guide their discussion and planning.



If you GOOGLE 'writing frames' or 'frame for writing a ....., you will find various sites that provide downloadable, free writing frames. Here are a few examples for other genres.

Name: \_\_\_\_\_

### RECOUNT PLAN

When \_\_\_\_\_

Who \_\_\_\_\_

Where \_\_\_\_\_

What \_\_\_\_\_

### How to Brush Your Teeth

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Useful words for use when after if finally

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### BOOK Recommendation

Title \_\_\_\_\_

Author: \_\_\_\_\_

I think you would like this book because \_\_\_\_\_

\_\_\_\_\_

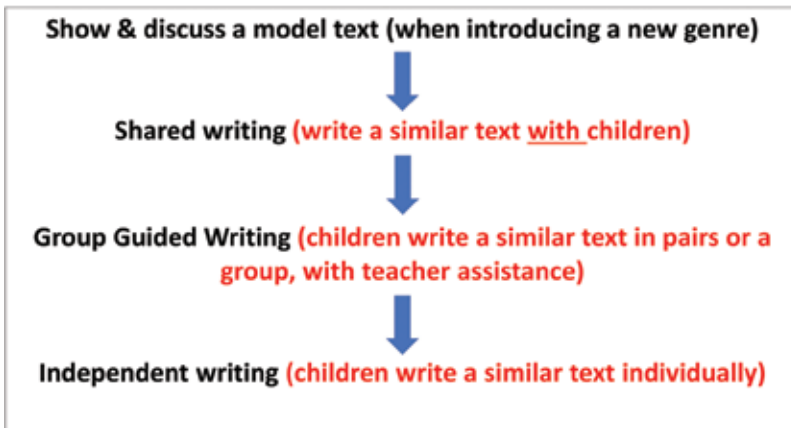
Star Rating

☆☆☆☆☆

Recommended by \_\_\_\_\_



## L5: Gradual Release Model for Writing



### Teach writing using the gradual release model.

Watch **Video 154** which shows Gradual Release through the CAPS writing activities in Grade R/1 and Grade 3. Think about: *Are the writing activities different in Grades R/1 and 3?*

#### Points to notice:

**1. Modelled Writing** occurs in Grade R and Grade 1 and not usually in other grades. However, in other grades the teacher shows and discusses a model (good example) text before shared writing.

#### 2. In Shared Writing

- Both teachers **involve children** in the process
- Both **teachers scribe** as the children give input
- Both **teachers ask questions** to clarify the input from the children
- Both teachers **read through the text** when they have completed the writing.

*HOWEVER in Grade 3 the level of work is far more detailed and more demanding.*

- **The** teacher provides more detail about **story types**.
- She uses the **genre terms** such as: **characters; setting; problem, resolution**
- **She also models how to read through one's work and how to continually improve and revise.**

**3. In Guided Writing**, guidance can take the form of

- **Group work:** Allow children to work in groups or pairs (it's less scary to write in a group than it is on your own!)
- **Clear instructions:** Give clear guidance about what they need to do (e.g. talk about how they will include the five elements in the frame in their own story.)

VIDEO 154



– **Assessment criteria:** Tell children how their writing will be (or not) assessed

– **Time to talk:** Give children an opportunity to talk about their ideas before starting to write.

– **Give a 'writing frame'** that guides their writing

– **Productive feedback:** Walk around the class and give encouragement and advice on improving their writing.

#### 4. Independent writing

The ultimate aim of teaching writing is that each child will be able to apply the writing skills they have learnt on their own. There are a number of things that a teacher can do to support children writing independently:

– Provide children with **clear instructions** on what they must write (in terms of genre, length, audience and assessment criteria).

– Remind children to **think about the choices** they make in their writing.

– **Encourage children to read through their writing** and edit where needed.

– **Offer guidance, feedback** and opportunities for children to improve their writing.

– **Display and publish** children's writing.

Writing activity	Modelled Writing (happens mainly in Grade R and early Grade 1)	Shared Writing (usually happens after shared reading of a similar text)	Guided Writing	Independent Writing
<b>Definition</b>	Teacher demonstrates writing behaviours and verbalises thinking involved with those behaviours.	After having explained features of the same text during shared reading, the teacher works with the children to jointly compose and write a text together.	Children write (in pairs/groups) with the guidance of a frame & feedback.	Children try out previously learnt writing techniques on their own.
<b>Key features</b>	The teacher is the expert and the children observe her. As she writes she talks aloud about what she is thinking and doing.	The teacher writes down the children's ideas. She elicits these ideas by asking them appropriate questions. They use the ideas to write a text together, using a writing frame.	Children work in groups to produce a text. They can use the writing frame that was used in the shared writing process. The teacher gives feedback on content and form.	The teacher provides both informal and formal feedback to each child and gives them an opportunity to revise and improve. The teacher also allows children to share /publish their work with a real audience.

See *Teaching Writing and Handwriting Addendums* page 60

**Gradually reduce your support:** Children need a number of opportunities to write in the same genre. However, they do not need the same amount of support every time. Ultimately, you want them to be able to write independently without the scaffolding of a writing frame and without your assistance. Therefore, over time, you should gradually decrease the support you provide for writing each genre.

*For example,* to teach children how to write procedural text (eg a recipe, an experiment, how to make something),

– First complete the full gradual release cycle.

– A few weeks later, give the task of writing another procedural text. However, instead of doing a shared writing activity, now facilitate a discussion about the features of the genre, referring to the poster.

#### Activity 6.10 Drag and Drop

Link to match the CAPS writing activity with its purpose.

<b>Modelled writing</b>	To provide support and a structure to children when they write.
<b>Shared Writing</b>	To get children to write on their own.
<b>Independent Writing</b>	To show children how and why a person writes.
<b>Guided Writing</b>	To jointly construct a text.

– Once they are familiar with writing in that genre, they can go straight to independent writing.

## L6: A supportive environment for writing

### Help children think like writers

To ensure that their readers will understand their message, writers need to think about:

			
<b>WHO (audience)</b>	<b>WHY (Purpose)</b>	<b>WHAT should I say? (content &amp; language)</b>	<b>HOW (organisation and format)</b>
Who am I writing to?	Why am I writing? What do I want to achieve?	What must I include? And exclude?	How should I package my content and what is the best form to use? Whatsapp? Poster? email? Story?

### Counter the fear of writing

Children (and adults) often fear writing and avoid doing it. You may hear learners say things like, “I’m not a good writer” or “I never know what to write!”. This is very common. They may try to avoid writing if at all possible. To counter this, value experimentation and making mistakes: Help children to understand that mistakes are part of learning to write well.

## L7: Find out more

See app for downloadable resource material.



## L8: Review

**Fear of writing:** Children (and adults) often fear writing. That is because they have not been taught HOW to write



### Activity 6.11

#### True or False?

- Writing is taught in isolation of reading.
  - True
  - False
- Children know how to write and do not need to be taught writing.
  - True
  - False
- If I teach children how to do handwriting then they will know how to write.
  - True
  - False
- Children only need to know how to write stories.
  - True
  - False
- Writing is key to learning.
  - True
  - False
- A teacher should teach both the HOW and the WHAT of writing.
  - True
  - False
- The Gradual Release model applies to teaching writing as well as to teaching reading.
  - True
  - False
- I need to teach children how to read texts like a writer.
  - True
  - False

# Writing and Handwriting

6.5

## A genre and process approach to teaching writing

5 lessons in this unit



L1: What are process and genre?



L2: Teaching about genres



L3: Teaching the narrative genre with the process approach



L4: Find Out More



L9: Review



### L1: What is it and why is it important?

While there are many ways to teach children how to write, the most effective is to combine two ways:

- Treating writing as a **process**
- Explicitly teaching about writing **genres**

This unit will explain what is meant by these two approaches and how both approaches work together to produce confident writers. The CAPS supports using this approach to writing.

#### 1. The writing process

No one can write a perfect text at their first attempt. Writing well takes time. It requires thinking, planning, reading, drafting, talking, revising, rewriting and then publishing (sharing it with an audience). We can organize these parts of the process into 5 stages:



## 2. Genres (text types)

Different types of texts (also called different genres) have different

– purposes

– language

– ways of arranging information

– audience

When children know why a text is written, who it is written for and what needs to go into the text, they are more able to create their own texts.

Children need to be **explicitly taught** how each text (genre) is different so that they can write these genres.

## 3. Explicitly teaching genre and process

When explicit teaching writing, teachers:

– **In Shared Reading, provide many examples as models** of good writing in the genre.

– **Use these models to identify the features of the genre**

– **Provide writing frames** that help children to structure and organise their ideas

– **Give space and time** to share ideas and talk about what they want to write

– **Provide feedback** and opportunities to improve their writing.



### Activity 6.12 Drag and Drop

Arrange these steps in the correct order to show the process approach.

Drafting

Revising

Planning

Publishing

Getting feedback

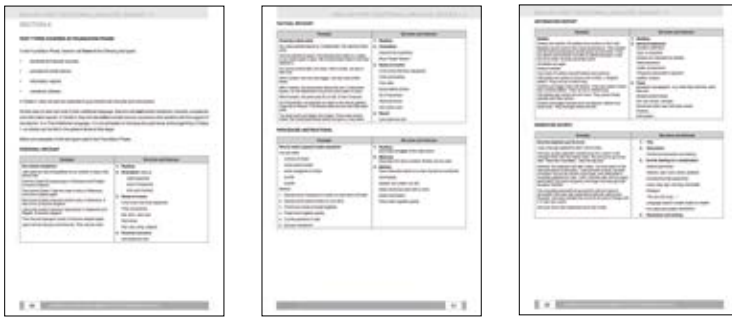
# L2: Teaching about genres

## Features of genres

Here is more information about three important genres that you will need to teach in the Foundation Phase. There is more about this in the module Teaching Comprehension (Module 5, Unit 4, Text types)

Type of text & purpose	Examples	Frame	Language features	Reading/writing activities
<b>Narrative (story)</b> To entertain/ amuse	The Three Little Pigs Fables	<b>Beginning</b> (setting & characters <b>Middle</b> (problem presented and expanded) <b>Ending</b> (problem resolved)	Usually past tense Characters described Dialogue & direct speech Adjectives and adverbs Events usually chronological	Reading stories; teaching story structure; shared writing using the structure
<b>Recount</b> To retell events	Newspaper articles Facebook post Report on an activity	<b>Orientation</b> (beginning which sets the scene) <b>Events</b> in order of time Evaluation (optional)	Simple past tense Action verbs Links to time	Timelines; using linking words; using time words First, then, thereafter, later
<b>Procedure</b> To give instructions	Recipes Instructions for doing something	<b>Heading/goal</b> List of materials needed How to do it in order	Materials listed Imperative verbs Steps numbered or indicated by first, then, thereafter Tense present	Reading and following recipes; reading instructions on making things; writing instructions after making something; putting steps into correct order
<b>Diary</b> To note down personal feelings and record events	Diary of a Wimpy Kid	Date Salutation (dear Diary...) Paragraphs of events/feelings/dreams...	Personal and informal Usually first person (I was...)	

See Teaching Writing and Handwriting Addendums page 61



See *Teaching Writing and Handwriting Addendums* page 62-64

The teacher does the various CAPS writing activities (starting with shared reading, moving to shared writing, guided writing and independent writing) over a week or two with each genre (text type). Within these activities the teacher demonstrates and guides the children to show them that writing needs planning, drafting, feedback and revising and then publishing..

Writing Activities	Modelled Writing (mainly in Grade R)	Shared Writing	Guided Writing	Independent Writing
Texts to be written		Narrative Information Recipe Recount Book review Process approach: Planning, drafting, feedback, revising, and publishing		
Teachers' role	<ul style="list-style-type: none"> <li>Gr R-teacher models writing (to show it has a purpose)</li> <li>After Grade R the focus is on Shared, Guided and Independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>Start writing lesson with a MODEL text – discuss audience, purpose, language, structure &amp; organisation</li> <li>Talk about writer's choices.</li> <li>Jointly write text with children on Flip chart.</li> </ul>	<ul style="list-style-type: none"> <li>Provide children with a WRITING FRAME and assessment criteria</li> <li>Get children to talk about and use the frame to produce a draft</li> <li>Give productive feedback &amp; guidance through this process.</li> </ul>	<ul style="list-style-type: none"> <li>Each child produces a text on their own</li> <li>Teacher can give guidance in the process of children writing. Teacher needs to assess final product.</li> </ul>
Children's role	Children listen and engage with T's questions.	Children provide input for text.	Children work on text (usually as a group) using the frame and present to class.	Each child writes their own text.

See *Teaching Writing and Handwriting Addendums* page 65



## L3: Teaching the narrative genre with the process approach

Watch **Video 155**, which shows parts of a series of lessons on writing narrative text. *At each stage, notice what the children are doing, and what the teacher is doing.*

### Key points to notice:

- **Teacher reads a text** and highlights how the writer has made choices and used conventions of writing.
- **She introduces a writing frame** to show these conventions in a graphic way.
- **They do shared writing**, where children participate in brainstorming, planning and writing a class text.
- **They use the writing frame in guided writing** where

### VIDEO 155



children practice in a supported way.

– **The teacher gives feedback** to support their writing.

– **They write for an audience** (the class) and they share their writing with the audience by reading it aloud.

## Stage 1: Planning

In the planning stage, show and discuss a model text and then do shared writing to teach how to write the genre concerned. Then let children start planning in pairs. Permie devoted a number of lessons to planning. This is really important to do and is where most of the work on teaching genres is done. Children become familiar with all aspects of the genre as you go through examples of the text type that you want them to write. **Discuss:**

– **Purpose:** Why the text is written

– **Content:** What is included? What makes a good story?

– **Language:** What kind of language helps the story be enjoyable & interesting e.g. direct speech

– **Structure:** How the information is organised

– **Conventions:** The rules (conventions) for this kind of text. For example, stories often start with 'Once upon a time...'

## Stage 2: Drafting

After having discussed their story ideas and completed a writing frame, children now write down a first draft of their story in pairs.

## Stages 3&4: Teacher feedback & Revision

Permie walks around and gives them feedback on their writing. Children have a chance to revise their writing. Note, that all this is happening in pairs. This all happens with a group.

## L4: Find Out More

See app for downloadable resource material.



## L5: Review

### Activity 6.12 Drag and Drop

Arrange these steps in the correct order to show the process approach.

Stage 3 Feedback	Discuss what recipes/instructional texts are, their purpose, audience, features.
Stage 4 Revising	Give children an opportunity to revise and make any changes based on their peers' feedback.
Stage 5 Publishing	Put children's recipes into a recipe book.
Stage 2 First draft	Get children to talk about their own recipe and write into a recipe frame.
Stage 1 Planning	Allow children to read each other's recipes and comment on them.

# Writing and Handwriting

## 6.6

## Teaching Creative Writing

4 lessons in this unit



**L1: What is Creative Writing and why is it important?**



**L2: Stimulating Creative Writing**



**L3: Using "Quick Writes"**



**L4: Review**

Using the genre approach helps children to write texts that are structured conventionally. This should not stop them from being imaginative or expressing their ideas in interesting ways. However, sometimes writers move away from these conventional structures as they play and experiment with language and find new ways of writing it. We call this creative writing. Creative writing should also be encouraged at school.



## L1: What is Creative Writing and why is it important?

**Creative writing refers to writing that is imaginative and interesting.** It is writing (or drawing) that shows new ideas and original thinking. It forms an essential part of a child's development.

### **Creative writing:**

- Gives children an opportunity to express their own ideas and feelings
- Stimulates their imaginations
- Encourages them to play with sounds and words
- Develops their language
- Is fun



Is all writing creative?	While all writing has been <u>created</u> , it is not necessarily <u>creative</u> in the sense of being imaginative and interesting.
Can Grade Rs and 1s do creative writing?	Absolutely yes!! Small children have good imaginations and can come up with wonderful ideas. These ideas can be expressed initially through their drawings and then with words.
Is creative writing more important than other forms of writing?	Children need creative writing as well as other forms of writing such as information texts, summaries, reports, procedures and recounts. Creative writing is not more important but just as important.
Do some genres lend themselves more to creativity than others?	Yes. Stories, poetry, songs, rhymes, descriptions, diaries and cartoons tend to be more creative than other forms of writing.
Must I assess creative writing?	Yes and no. While some creative texts will need to be assessed, you can also allow the children to write simply for fun.
Where do I find the time for creative writing?	All teaching should encourage creativity and curiosity. In writing lessons, include creative writing from time to time. Creative writing can also be part of creative arts time (e.g. writing a script for drama or writing songs).

See *Teaching Writing and Handwriting Addendums* page 65

## L2: Stimulating Creative Writing

**Create a supportive environment** in the classroom that encourages and values

- Curiosity
- Imagination
- Word Play
- Creativity

### Do this by using:

- Colourful interesting materials
- Encouraging talk and praise
- Creative Spaces where children can play and have fun with language. Writing builds on the oral.

**Children usually need to be stimulated to write creatively.** This can be done in many ways.

**Watch Video 190**, which shows various activities which can be used to stimulate creative writing. What instruction would you give to get children writing creatively after these activities?

### Points to remember:

**1. Playing with language.** Provide opportunities for children to play with words, language and forms of writing. Use different texts and different forms such as:

- **Poetry**, which provides opportunities for children to enjoy language
  - **Song** to develop language and concepts
- Once children have heard the poem or song, they can try to write their own.

**2. Drama and role play:** Allow children to make up plays

### VIDEO 190



where they get to create the words and actions of a story. Once they have acted it out, they can write it up as a play or a short story.

**3. Pictures** are a great starting point for writing. You can find pictures in magazines and online in Google images.

**4. Cartoon strips and comics** are an excellent resource for writing a range of genres. They can be used as writing prompts and inspiration for writing.

**5. Graphic prompts** such as venn diagrams and timelines are also good stimuli for writing. Create these together with the class.

## L3: Using “Quick Writes”

**Quick Writes** is a method of helping children to get their ideas flowing and onto paper quickly. You can use it during the planning stage, instead of a brainstorm. Children write for 3-6 minutes on a topic they know.

**Watch Video 197.** Permie uses the quick write method with her Grade 3s. *How does this method help children to get their ideas onto paper quickly?*

**Three key things to remember about quick writes:**

**1. Teacher is a writer:** The teacher shares her knowledge of a topic and then she herself writes (in front of the children) on that topic.

**2. Talk is important for writing:** Children have an opportunity to talk to partners about their topics before they write.

**3. Focus on content not accuracy or language:** The focus is not on spelling, grammar or language but on giving the child a chance to write quickly on a known topic.

## L5: Review

How creative are you as a writer? Choose one of these three pictures and use them as a stimulus for writing your own short story. Think about the questions in the star before you write.

When you have finished, reflect on how you felt being asked to write this piece. Do you think that your learners are likely to feel the same when doing creative writing?

VIDEO 197





# Writing and Handwriting

## 6.7

## Teaching Language, Grammar and Spelling

3 lessons in this unit



**L1:**  
Teaching  
Language  
and  
Grammar



**L2:**  
Teaching  
Spelling



**L3:**  
Review

In order for children to learn to write well, teachers need to explicitly teach aspects of language such as grammar, language structure, spelling and punctuation. This is especially important for Grade 3. This teaching should happen in the context of the writing lesson, but it should not interfere with the creative process. Editing and proofreading can happen in the last stage of the writing process.



### L1: Teaching Language and Grammar

Language and literacy teachers need to explicitly teach language, grammar and spelling. **This is best done in the context of a story/text and not as an isolated worksheet.**

#### Teaching grammatical structures

**Watch Video 199.** In this video you will see three examples of teachers teaching language in context. First you will see Permie, during a Shared writing lesson, teaching the children to check for coherence. Then you will see Zaza teaching punctuation marks in context. The third example shows Permie teaching sentence structure in EFAL, using a sentence frame. Finally, you will see another example from an EFAL lesson, where Permie teaches about concord.

*How does teaching language/grammar in these lessons help extend children's writing?*

#### Points to remember:

- 1. Language rules:** Provide children with language rules as well as the correct terminology to discuss these rules. This helps writing.
- 2. Provide sentence starters,** particularly in EFAL and in Grade 1. (e.g. I like...; My favourite clothes are...; When I



VIDEO 199



went for a walk, I saw...)

**3. Do explicit sentence work with children on:**

- **Joining sentences:** Give them two (and later more) sentences to join. At first provide possible links words, then later let them supply their own.
- **Changing sentences:** For example, get children to change a statement into a question, into an exclamation.
- **Expanding sentences** by adding descriptions, clauses, phrases.
- **Reducing sentences** by removing descriptions, clauses etc.

**What language structures and punctuation must I teach?**

In the table below, some items do not apply to isiXhosa. Use your CAPS document to draw up a similar list for isiXhosa.

Punctuation	Parts of speech and their relationships	Sentences	Paragraphs and texts
<b>Types of punctuation:</b> Capital letters, full stops, question marks, exclamation marks, commas, apostrophes, quotation marks, colons, semi colons, hyphens, dashes, brackets & ellipsis.	<b>Parts of speech:</b> Noun, verb, adjective, adverb, pronoun, preposition, adjective, conjunction, interjection (exclamation), article.	<b>Types of sentences:</b> A statement A question A command An exclamation	<b>Grouping related information</b>
<b>Uses of punctuation:</b> What is the function of each punctuation mark-what does it do?	<b>Relationships between parts of speech:</b> subject-verb agreement concord noun-pronoun agreement	<b>How sentences are constructed:</b> Simple sentence Compound sentence Complex sentence	<b>Writing a cohesive paragraph:</b> Topic sentences Supporting sentences Concluding sentences Linking words
		<b>How sentences are manipulated:</b> Sentence combining Sentence expanding Sentence reducing Sentence transforming	<b>Writing cohesive paragraphs to achieve a coherent text:</b> Compare & contrast Cause and effect Listing and sequencing

See Teaching Writing and Handwriting Addendums page 66  
Images below refer to activity 6.15

IMAGE A



IMAGE B



IMAGE C



IMAGE D



IMAGE E



**Activity 6.15**

Refer to Images on the left

1. Choose the answer which best describes the purpose of the activity in 'Image A'.

- It helps practice getting agreement right.
- It helps children to be aware of correct tense use.
- It encourages children to vary how they describe things, by using synonyms. It helps focus on spelling and form correctly.
- It helps children to give more detail about actions (i.e. to focus on adverbs/ isihlomelo).

2. Choose the answer which best describes the purpose of the activity in 'image B'.

- It helps focus on spelling and form correctly.
- It helps practice getting agreement right.
- It helps children to be aware of correct tense use.
- It helps children to give more detail about actions (i.e. to focus on adverbs/ isihlomelo).
- It encourages children to vary how they describe things, by using synonyms.

3. Choose the answer which best describes the purpose of the activity in 'image C'.

- It helps practice getting agreement right.
- It encourages children to vary how they describe things, by using synonyms.
- It helps children to give more detail about actions (i.e. to focus on adverbs/ isihlomelo).
- It helps children to be aware of correct tense use
- It helps focus on spelling and form correctly.

4. Choose the answer which best describes the purpose of the activity in 'image D'.

- It helps children to give more detail about actions (i.e. to focus on adverbs/ isihlomelo).
- It encourages children to vary how they describe things, by using synonyms.
- It helps practice getting agreement right
- It helps children to be aware of correct tense use.
- It helps focus on spelling and/or form correctly.

5. Choose the answer which best describes the purpose of the activity in 'image E'.

- It helps practice getting agreement right.
- It helps children to be aware of correct tense use.
- It helps focus on spelling and form correctly.
- It helps children to give more detail about actions (i.e. to focus on adverbs/ isihlomelo).
- It encourages children to vary how they describe things, by using synonyms.



## L2: Teaching Spelling

### Learning to spell is part of learning to write

Watch **Video 198**.

**Important things to remember about teaching spelling:**

- 1. Writing gives spelling its context:** without writing, spelling has no purpose and no audience.
- 2. Spelling should not be the main focus of writing:** While spelling is important as the child progresses through school, it should never be the only focus of writing. First allow the children to generate ideas and write first drafts without focusing too much on language and spelling. When redrafting and proofreading take place, you can place more emphasis on spelling.
- 3. Teach spelling in context:** One of the best ways to teach spelling is to do it within the context of everyday reading and writing activities.
- 4. Instill a curiosity about words:** Give the children opportunities to investigate and analyse words and daily opportunities for authentic writing.
- 5. Writing improves spelling:** The best way for children to learn how to spell is for children to WRITE! Young spellers need to write daily (about their families, their weekend, their news...)

### Stages of Spelling Development

**When we spell we use:**

- knowledge about letter-sounds
- visual memory
- knowledge of common patterns, rules and, in English, exceptions to rules

Because children's knowledge and skill in these things develops over time, they go through recognisable stages of spelling development.

### Invented spelling

As you can see from this table, in the early stages children "invent" their own spelling of words.

**Encourage invented spelling in early writing**, while helping children to listen closely to the sounds of the words they want to write. Allowing invented spelling is important because:

- It helps children work out the spelling system of a language
- It frees them to capture ideas when they write, rather than focus on correctness

### What words do children need to learn to spell?

- High frequency words
- Words they ask for to use in their writing

VIDEO 198



INVENTED SPELLING



a Batanaeabadlairsoka!

- Topic words from other content areas

## Strategies for learning spelling

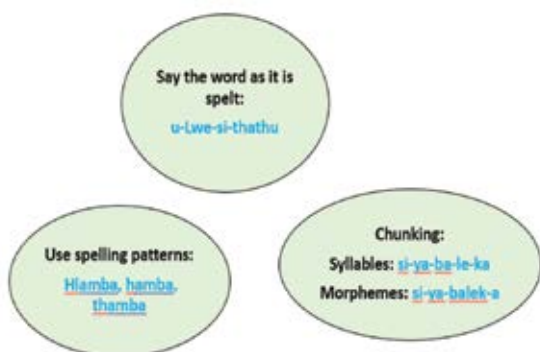
### Using the Look-Say-Write method

Visual memory is important. When children are trying to remember how to spell, get them to write the word down. This Look-Say-Write method is useful. It has 5 steps:

- **Look** at the word and say it to yourself
- **Close** your eyes and **picture** the word
- Open eyes to **check** if you're right
- **Cover** the word & **write** it
- **Check** if you're right.



### Some strategies to teach spelling in isiXhosa



### Some strategies to teach spelling in English



## Weekly Spelling Tests

One of the most manageable ways of ensuring that children learn spelling is to give them a **weekly spelling test**.

- **Test** words which have been written up on a word wall/ weekly word list.
- **Encourage** children to keep word lists in their books (both for HL and for FAL)

**Watch Video 131.** Permie is giving a vocabulary and spelling test.

VIDEO 131



### Activity 6.16 True or False?

1. Teachers should correct all spelling mistakes at all grade levels.
  - True
  - False

### Review Activity

Look at this extract from a lesson plan for Grade 2. Choose the best answer for the questions.



1. A writing frame for this task should include words like first, second, then, after.
  - True
  - False
2. A writing frame for this task should include leaving a line between the paragraph about Saturday and the paragraph about Sunday.
  - True
  - False
3. When the teacher gives feedback she should always point out children's spelling mistakes.
  - True
  - False



## L3: Review

# Writing and Handwriting

## 6.8

## Assessing Writing

5 lessons in this unit



**L1: What is writing assessment and why do we do it?**



**L2: Formative Assessment of Writing**



**L3: Summative Assessment of Writing**



**L4: What does CAPS say about writing tasks and writing assessments?**



**L9: Review**

When assessing writing, we assess both the what (the content and ideas) and the how (form, structure, grammar & spelling), though these are not necessarily all assessed at the same time. Writing is a process: allow children to improve their writing by giving them useful and productive feedback and real opportunities to improve their writing before assessing the final product.



## L1: What is writing assessment and why do we do it?

### What to assess and when?

**Assess the process and the product:** Often teachers only think about assessing the final PRODUCT of writing. However, it is important to assess and give feedback throughout the PROCESS of writing.

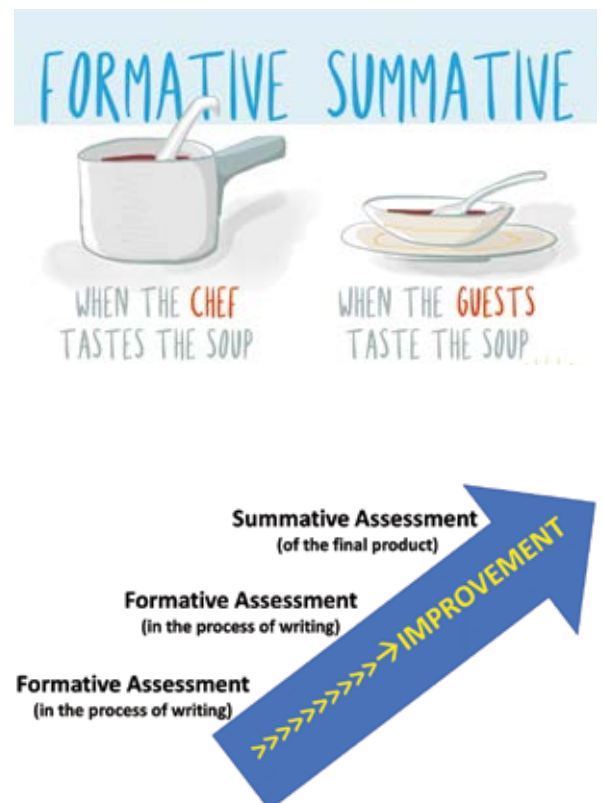
When assessing writing the teacher should assess:

- **DURING the writing process** (usually informal assessment, also known as formative assessment)
- **At the END of the writing process**, the final text (known as the writing PRODUCT) is assessed (this is often formal assessment, also referred to as summative assessment).

**Enjoyment:** Let the children sometimes write simply for enjoyment. Here they can focus on the content without getting to hung

### Why do it?

- Assessment **provides feedback** to learners.



– Assessments **show progress and gaps**. If done well, assessments give essential information about children’s development and progress as well as areas that need improvement.

– Assessment **helps the teacher to know what help learners need**.

## L2: Formative Assessment of Writing

This kind of assessment is ongoing **during the writing process**.

**The primary aim is to give the child feedback** on what is good and what to improve, so that they can eventually present a well written product.

### Ways to assess formatively during the writing process

- 1. Teacher** observation and feedback: The teacher observes the children while they are engaging in writing tasks and provides constructive individual oral and written feedback on drafts.
- 2. Peer** feedback: children read their stories to each other (in pairs or groups) and they give feedback in a structured way.
- 3. Self-assessment** by writer.

### 1. Teacher observation and feedback

This is more than just watching children. As the teacher walks around, she should be observing and guiding the child on the following (depending on the stage of the writing process): his kind of assessment is ongoing during the writing process.

Planning stage	Drafting stage	Rewriting/revising stage	Publishing stage
<ul style="list-style-type: none"> <li>Does the child identify the purpose and audience of the text?</li> <li>Does the child know how to generate and organise ideas?</li> <li>Is the child using the writing frame / structure to organise ideas?</li> <li>Has the child referred to the reading text (modelled genre)?</li> </ul>	<ul style="list-style-type: none"> <li>How easily can the child transcribe his/her ideas?</li> <li>Does the child write fluently?</li> <li>Is fluency being hampered by spelling and grammar?</li> <li>Which strategies does the child use for spelling unknown words?</li> </ul>	<ul style="list-style-type: none"> <li>Does the child work at a word, sentence, paragraph level?</li> <li>How does the child note down feedback?</li> <li>Does the child use a checklist to improve writing?</li> <li>Does the child read through his/her work?</li> <li>How does the child add more details?</li> </ul>	<ul style="list-style-type: none"> <li>Does the child use feedback to improve his/her writing?</li> <li>Have corrections been made?</li> <li>Does the child seem satisfied with his/her product?</li> <li>What attention has been paid to presentation?</li> </ul>

See *Teaching Writing and Handwriting Addendums* page 66

### Activity 6.19 Drag and Drop

Drag and drop the statements into the correct boxes.

Teacher gives feedback on final version. Child can use feedback in future writing tasks.	Formative Assessment
Teacher gives feedback during the writing process, then child makes changes and produces second draft	Summative Assessment



## Giving constructive feedback

It is very important that the teacher provides both encouragement and writing instruction to children while they are writing. They will only improve if they see that their writing is being read and they are given productive feedback and encouragement on how to improve it



## Using an editing code sheet for written feedback

When you provide written feedback on children's writing, use "codes" as shorthand to show how the writing can be edited.

Code	Meaning
SP	Check spelling
GR	Check grammar
P	Check punctuation
//	Needs a new paragraph
😊	Great idea/good sentence
😞	Leave this out
??	Not clear-rewrite
+	Details missing-add
^	Something missing (something doesn't make sense here)

EDITING CODE SHEET

Teach children what the codes mean and place a poster on the wall so that children can refer to it and do corrections and revisions on their assessed draft.

## 2. Peer feedback: using a template

**Peers** are a fabulous resource to provide feedback on each other's writing. But they need to be taught HOW to do this in a constructive way.

### TWO STARS and A WISH

- ✓ The stars refer to what is good/enjoyable about the writing.
- The wish tells the writer what the reader would like to see/ what is missing/ what is needed.

### Two stars and a wish



*I really  
Like...*



*My  
favourite  
part is...*



*I wish you  
would tell me  
more about...*

A TEMPLATE FOR PEER FEEDBACK

- **Provide a template / structure** for them to use when giving feedback.
- **Model** how to use this template /structure and practise using it with them.
- **Monitor** while they do it independently.

## Peer feedback with a checklist

Another structure for peer feedback is a **Checklist**, especially designed for that specific genre. In groups children share or read out their writing and then the group uses the checklist to provide feedback.

Has the writer:	Yes!	Not yet
1. Chosen a relevant title for the story?		
2. Described the setting (time and place)?		
3. Described characters?		
4. Introduced a problem/conflict?		
5. Developed the problem?		
6. Resolved the problem?		

AN EXAMPLE OF A CHECKLIST FOR PEER FEEDBACK IN GRADE 3

**Watch Video 195.** Permie is modelling how to go through a check list during formative assessment. Having modelled this, she will be able to set up peer assessment using a checklist.

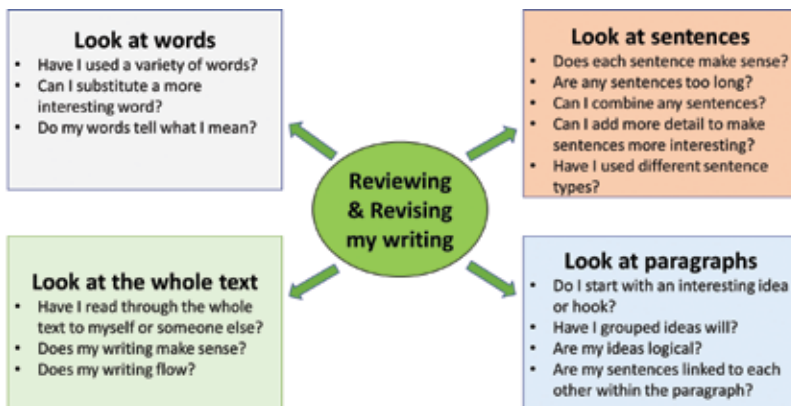
VIDEO 195



Notice how encouraging Permie is and how she gives Thando a chance to revise and add a title. This is an excellent example of formative assessment that is productive and provides children with a chance to improve their texts

### 3. Self-Assessment Reviewing and Revising

Teach children how writers review and revise their own work to ensure that they communicate their ideas as effectively as possible. Here are some of the aspects that writers focus on when they do well:



It's a good idea to have a chart like this on the classroom wall, for children to refer to. It can be used in sections. For example, if they have been learning about sentence building and construction, children can use the orange block (sentences) to assess their sentences.

#### Proof reading

**Proof reading means checking the technical aspects of writing** such as spelling, grammar and punctuation.

This usually happens just before the final product is handed in.

Get children (especially Grade 3s) into the habit of checking their writing for errors.

**PROOF READING CHECKLIST**

- 1. Have I checked the spelling?**
- 2. Have I used all the necessary punctuation?**
- 3. Did I start every sentence with a capital letter?**
- 4. Does every sentence end with a punctuation mark?**
- 5. Have I checked tense, subject-verb agreement, and word order?**

#### Activity 6.20 Drag and Drop

Below are comments that a teacher has written about a child's story about a jackal. Drag and drop to match the comment and the types of feedback.

Drag and drop the statements below to the correct boxes.

To make your story even better you should describe how fierce the jackal is and what his teeth look like.	General comment of encouragement
Keep up the good work, Mpho!	Comment on what has been done well
I was pleased that the jackal was not hurt but was taken away so as not to be a danger to the children.	Comment to show that you have read the text.
You described the setting well using an interesting adjective.	Comment on what can be improved



## L3: Summative Assessment of Writing

In summative assessment, the **teacher assesses the final writing product**.

Various tools can be used for this, such as:

– **Checklists**

– **Rubrics**

Discuss these tools at the **START** of the writing process, so that children know from the beginning how their writing will be evaluated.

### Checklists

A checklist is a list of criteria that is used for assessment. It will be similar to the one used for the peer review but now you will add marks.

#### Checklist: Structure of Narrative Writing

- |   |     |
|---|-----|
| 1. A relevant title for the story?        | (2) |
| 2. Described the setting (time and place) | (2) |
| 3. Described characters?                  | (2) |
| 4. Introduced a problem/conflict?         | (1) |
| 5. Developed the problem?                 | (1) |
| 6. Resolved the problem?                  | (2) |

**TOTAL: 10**

### Rubrics

A rubric is a scoring guide used to evaluate children's work. A rubric provides details about different levels of achievement for each category being assessed.

Rubrics can be designed by

– **The teacher**, to assess aspects of a genre which have been taught.

– **The teacher, with the children**. After examining an example of a well written text and identifying what makes it well written, they develop a rubric together.

Rubric to assess Early and Emergent writing (Grade R-1)

(Adapted from: *AME, Book 1 (2012), Developing early literacy: assessment and teaching (Second edition)*, Elsevier Curzon Publishing, South Yarra, VIC, Australia: 326)

NAME:	DATE:
<b>IDEAS</b> 	1. Concepts that signs create a message 2. Concept that writing conveys a message 3. Express writing 4. Write formation sentences 5. Research own ideas 6. Compare several ideas Ideas 1 2 3 4 5 6
<b>WRITTEN LANGUAGE</b> 	1. Letters only 2. Words with spaces 3. True word phrases 4. Simple sentences 5. Several sentences with punctuation 6. Paragraph Written language 1 2 3 4 5 6
<b>MECHANICS</b> 	1. Direction Left to Right 2. Return coverage top to bottom 3. Spaces between words and lines 4. Punctuation properly used 5. Spelling, punctuation, capitalisation is checked 6. Reviewing, editing & checking for flow & meaning Text Conventions 1 2 3 4 5 6

RUBRIC TO ASSESS WRITING (GRADES 2-3)

(Adapted from: *AME, Book 2 (2012), Developing early literacy: assessment and teaching (Second edition)*, Elsevier Curzon Publishing, South Yarra, VIC, Australia: 329)

NAME:	DATE:
<b>IDEAS</b> 	1. Ideas original & interesting 2. Writing is worth reading 3. Appropriate 4. Logical order of events and ideas used Ideas 1 2 3 4 5
<b>ORGANISATION</b> 	1. Ideas well organised 2. Clear structure Organisation 1 2 3 4 5
<b>LANGUAGE</b> 	1. Variety of sentence lengths 2. Appropriate vocabulary 3. Appropriate punctuation 4. Spelling checked for accuracy Language 1 2 3 4 5
<b>MECHANICS</b> 	1. Word punctuation forms used 2. Spelling correct 3. Paragraphing of ideas 4. Reviewing, editing and proof-reading 5. Writing neatness Mechanics 1 2 3 4 5

#### NOTE

- This rubric is used for more complex writing tasks which Grade 2s and 3s write. It includes a section on organisation.
- If a child is scoring below 10 then refer to the Grade R-1 assessment sheet.
- A score of between 16-12 is fair; 13-14 shows good progress; between 17-20 shows excellent development.

See Teaching Writing and Handwriting Addendums page 67





## L4: What does CAPS say about writing tasks and writing assessments?

CAPS provides an overview of the writing tasks required for FP grades. It does not provide specific assessment criteria per writing task but it does provide some criteria within this list.

Refer to the Formal and Informal Assessment Activities listed per grade and per term in CAPS.

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3			
GRADE R	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>Draws or paints pictures to convey a message.</li> <li>Copies known letters in their name to represent writing.</li> <li>Writes from left to right and top to bottom.</li> <li>Contributes ideas for a class news book by means of drawings.</li> <li>Makes an attempt to write letters using hammers, rollers etc.</li> <li>Talks to own writing, e.g. 'reads' what struggles 'say'.</li> <li>Writes own books and contributes to class book collection.</li> </ul>	<ul style="list-style-type: none"> <li>Draws pictures to convey a message, e.g. shows about a personal experience.</li> <li>Contributes ideas for and helps to create a class/group story (Shared Writing).</li> <li>Copies one sentence of news from the newspaper correctly.</li> <li>Writes a message on a card such as a gift and card.</li> <li>Writes and illustrates a caption or short sentence on a topic, e.g. to contribute to a book for the reading corner.</li> <li>Writes at least three sentences of own text or creates story using capital letters and full stops.</li> <li>Writes sentences using words containing the phonics sounds and common sight words already taught.</li> <li>With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing.</li> <li> Begins to use present and past tenses correctly in writing.</li> <li>Forms the plurals of familiar words.</li> <li>Spells common words correctly.</li> <li>Uses prepositions correctly.</li> <li>Organises information into a simple graphic form (chart or timeline).</li> <li>Builds own word bank and personal dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes ideas and words for a class story (Shared Writing).</li> <li>Writes a simple poem.</li> <li>Writes an expressive text such as a birthday card or letter.</li> <li>Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration.</li> <li>Drafts, writes and 'publishes' own story of at least two paragraphs for others to read.</li> <li>Uses informational structures when writing, e.g. writes recipes.</li> <li>Organises information in a chart or table.</li> <li>Writes and illustrates sentences (2-6 sentences) on a topic to contribute to a book for the reading corner.</li> <li>Uses the writing process (drafting, writing and editing).</li> <li>Uses correct punctuation (full stops, commas, question marks and exclamation marks).</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonics knowledge.</li> <li>Uses present, past and future tenses correctly.</li> <li>Uses prepositions, nouns, verbs and pronouns correctly.</li> <li>Builds own word bank and personal dictionary.</li> <li>Uses a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes ideas, words and sentences for a class story (Shared Writing).</li> <li>Uses pre-writing strategies to gather information and plan writing.</li> <li>Writes a selection of short texts for different purposes, e.g. writes accounts, dialogues.</li> <li>Writes about personal experiences in different forms, e.g. writes a short newspaper article.</li> <li>Drafts, writes, edits and 'publishes' own story of at least two paragraphs (at least 12 sentences) for others to read.</li> <li>Writes and illustrates six to eight sentences on a topic to contribute to a book for the class library.</li> <li>Uses informational structures when writing, e.g. experiments, recipes.</li> <li>Keeps a diary for one week.</li> <li>Writes a simple book recipe.</li> <li>Sequences information and puts it under headings.</li> <li>Summarises and records information, e.g. using mind maps.</li> <li>Uses punctuation correctly, e.g. capital letters, full stops, commas, question marks, exclamation marks, inverted commas, apostrophes in constructions.</li> <li>Uses conjunctions to form compound sentences.</li> <li>Uses phonics knowledge and spelling rules to write more difficult words.</li> <li>Uses a dictionary.</li> </ul>

See *Teaching Writing and Handwriting Addendums* page 67



## L4: Review

### Summary of key ideas

Two main types of assessment should be applied to assess writing:

- The first one is **formative** which occurs during the writing process and provides children with an opportunity to improve.
- The second is **summative** when the teacher assess the final writing product.
- Providing both **types** of assessment allows children to develop and grow confident in their writing.

### Activity 6.22

1. Teacher observing the writing process is

- Formative assessment
- Summative assessment

2. Peers giving feedback on writing is

- Formative assessment
- Summative assessment

3. Giving a mark according to a checklist is

- Formative assessment
- Summative assessment

4. Self-editing and proof reading is

- Formative assessment
- Summative assessment

5. Using a rubric to assess the final product is

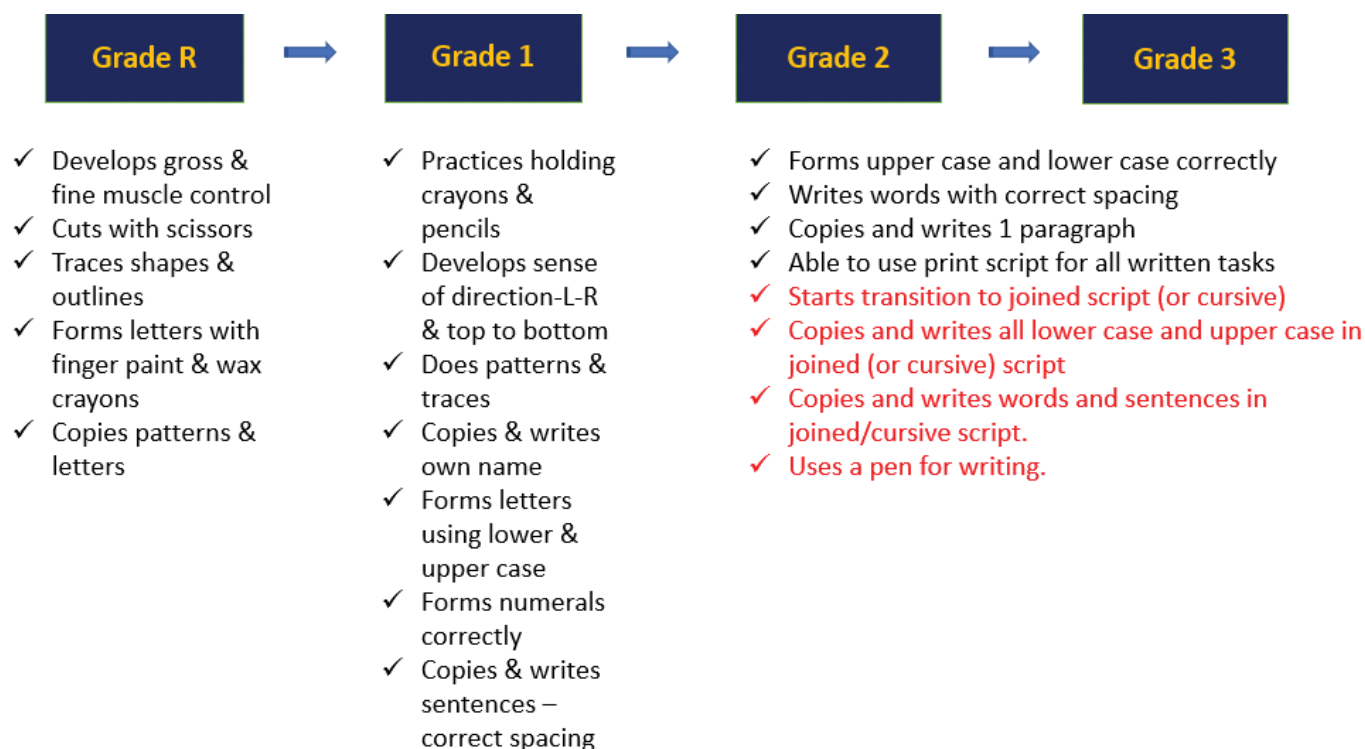
- Summative assessment
- Formative assessment

6. Children doing a writing task in a term test is

- Formative assessment
- Summative assessment

# Teaching Writing and Handwriting Addendums

## Progression across the grades



## Independent writing

Writing activity	Modelled Writing (happens mainly in Grade R and early Grade 1)	Shared Writing (usually happens after shared reading of a similar text)	Guided Writing	Independent Writing
<b>Definition</b>	Teacher demonstrates writing behaviours and verbalises thinking involved with those behaviours.	After having explained features of the same text during shared reading, the teacher works with the children to jointly compose and write a text together.	Children write (in pairs/groups) with the guidance of a frame & feedback.	Children try out previously learnt writing techniques on their own.
<b>Key features</b>	The teacher is the expert and the children observe her. As she writes she talks aloud about what she is thinking and doing.	The teacher writes down the children's ideas. She elicits these ideas by asking them appropriate questions. They use the ideas to write a text together, using a writing frame.	Children work in groups to produce a text. They can use the writing frame that was used in the shared writing process. The teacher gives feedback on content and form.	The teacher provides both informal and formal feedback to each child and gives them an opportunity to revise and improve. The teacher also allows children to share /publish their work with a real audience.

## Features of genres

Type of text & purpose	Examples	Frame	Language features	Reading/writing activities
<b>Narrative (story)</b> To entertain/ amuse	The Three Little Pigs Fables	<b>Beginning</b> , (setting & characters) <b>Middle</b> (problem presented and expanded) <b>Ending</b> (problem resolved)	Usually past tense Characters described Dialogue & direct speech Adjectives and adverbs Events usually chronological	Reading stories; teaching story structure; shared writing using the structure
<b>Recount</b> To retell events	Newspaper articles Facebook post Report on an activity	<b>Orientation</b> (beginning which sets the scene) <b>Events</b> in order of time Evaluation (optional)	Simple past tense Action verbs Links to time	Timelines; using linking words; using time words First, then, thereafter, later
<b>Procedure</b> To give instructions	Recipes Instructions for doing something	Heading/goal List of materials needed How to do it in order	Materials listed Imperative verbs Steps numbered or indicated by first, then, thereafter Tense present	Reading and following recipes; reading instructions on making things; writing instructions after making something; putting steps into correct order
<b>Diary</b> To note down personal feelings and record events	Diary of a Wimpy Kid	Date Salutation (dear Diary...) Paragraphs of events/feelings/dreams....	Personal and informal Usually first person (I was...)	

## SECTION 4

## TEXT TYPES COVERED IN FOUNDATION PHASE

In the Foundation Phase, learners will **listen to** the following text types:

- personal and factual recounts
- procedures (instructions)
- information reports
- narratives (stories)

In Grade 3, they will also be expected to give simple oral recounts and instructions.

As they start to read and write in their additional language, learners will **read** simple narratives, recounts, procedures and information reports. In Grade 3, they will also **write** a simple recount, procedure and narrative with the support of the teacher. In a First Additional Language, it is not advisable to introduce the past tense at the beginning of Grade 1, so stories can be told in the present tense at that stage

Below are examples of the text types used in the Foundation Phase.

## PERSONAL RECOUNT

Example	Structure and features
<p><b>Our school readathon</b></p> <p>Last week we had a Readathon at our school. It was in the school hall.</p> <p>First the Grade Rs sang songs in Setswana and English. Everyone clapped.</p> <p>Then some Grade 1 learners read a story in Setswana. Everyone clapped again.</p> <p>Next some Grade 2 learners acted a play in Setswana. It was funny. Everyone laughed.</p> <p>Last some Grade 3 learners read stories in Setswana and English. Everyone clapped.</p> <p>Then the principal gave prizes. Everyone clapped again.</p> <p>Last of all we had juice and biscuits. That was the best!</p>	<p><b>1. Heading</b></p> <p><b>2. Orientation:</b> tells us</p> <ul style="list-style-type: none"> <li>- what happened</li> <li>- when it happened</li> <li>- who was involved</li> </ul> <p><b>3. Series of events</b></p> <p>in the order that they happened</p> <p><i>Time connectives</i></p> <p>first, then, next, last</p> <p><i>Past tense</i></p> <p>had, was, sang, clapped</p> <p><b>4. Personal comment</b></p> <p>concludes the text</p>

## INFORMATION REPORT

Example	Structure and features
<p><b>Snakes</b></p> <p>Snakes are reptiles. All reptiles have scales on their skin. Reptiles cannot control their body temperature. Their bodies are the same temperature as the place around them. They are called cold-blooded, but after a reptile has been in the sun for a while, its body becomes warm.</p> <p>All reptiles lay eggs.</p> <p><i>Kinds of snakes</i></p> <p>Two kinds of snakes are puff adders and pythons.</p> <p>Puff adders are yellow or brown with a black, v-shaped pattern. They can be a metre long.</p> <p>Pythons are bigger than puff adders. They are creamy brown with a brown pattern. They can be 5 metres long.</p> <p>Puff adders eat mainly rats and mice. They poison these animals with their venom.</p> <p>Pythons eat bigger animals such as dassies, rabbits and small buck. They strangle these animals.</p>	<ol style="list-style-type: none"> <li><b>Heading</b></li> <li><b>General statement</b> Usually a definition <i>Topic is classified</i> Snakes are classified as reptiles <i>Technical terms</i> reptile, temperature <i>Things are described in general</i> reptiles, snakes</li> <li><b>Facts</b> grouped in paragraphs , e.g. what they look like, what they eat <i>Simple present tense</i> are, eat, poison, strangle <i>Sentences often start with topic words</i> Pythons .... Puff adders ...</li> </ol>

## NARRATIVE (STORY)

Example	Structure and features
<p><b>How the elephant got its trunk</b></p> <p>Long, long ago elephants didn't have trunks.</p> <p>One day, a baby elephant wanted to go for a swim in the Limpopo River. But his mother said, 'You are not to go to the river. There are crocodiles – they will eat you!'</p> <p>However, the elephant calf didn't listen. He went down to the river and stood on the bank. 'I will just have a drink,' he said to himself. He put his mouth in the water, and WHOOSH a crocodile grabbed his nose. 'OW!' cried the calf, and he pulled and pulled. The more he pulled, the longer his nose got until he had a TRUNK!</p> <p>The crocodile eventually let go and the calf ran home to his mother. She was very surprised to see her calf's trunk. However, she soon realised he could do all sorts of things with it. It was very useful.</p> <p>And ever since then elephants have had trunks.</p>	<ol style="list-style-type: none"> <li><b>Title</b></li> <li><b>Orientation</b> Introduces characters and setting</li> <li><b>Events leading to a complication</b> <i>Simple past tense</i> Wanted, said, went, stood, grabbed <i>Connectives that signal time</i> Long, long, ago; one day, eventually <i>Dialogue</i> "You are not to go ..." <i>Language used to create impact on reader</i> He pulled and pulled; WHOOSH!</li> <li><b>Resolution and ending</b></li> </ol>

**FACTUAL RECOUNT**

Example	Structure and features
<p><b>Growing a bean plant</b></p> <p>Our class planted beans on 3 September. We watched them grow.</p> <p>First we planted 5 beans. We planted each bean in a glass so we could watch it grow. We covered each bean in soil and watered it.</p> <p>Our group looked after one bean. After a week, we saw a little root.</p> <p>After 2 weeks, the root was bigger. We also saw a little shoot.</p> <p>After 3 weeks, the shoot grew above the soil. It had green leaves. On 26 September we put the bean plant in a pot.</p> <p>After 8 weeks, the plant was 20 cm tall. It had 10 leaves.</p> <p>On 5 November, we planted our bean in the school garden. It got lots of flowers. The flowers died and we saw little bean pods.</p> <p>The bean pods got bigger and bigger. There were beans inside. We could plant these beans and grow a new plant.</p>	<ol style="list-style-type: none"> <li><b>1. Heading</b></li> <li><b>2. Orientation</b> answers the questions: Who? What? When?</li> <li><b>3. Series of events</b> In the order that they happened <i>Time connectives</i> First, after <i>Exact details of time</i> On 5 November <i>Technical terms</i> root, shoot, pod</li> <li><b>4. Result</b> concludes the text</li> </ol>

**PROCEDURE (INSTRUCTIONS)**

Example	Structure and features
<p><b>How to make a peanut butter sandwich</b></p> <p><i>You will need:</i></p> <ul style="list-style-type: none"> <li>- 2 slices of bread</li> <li>- some peanut butter</li> <li>- some margarine or butter</li> <li>- a knife</li> <li>- a plate</li> </ul> <p><i>Method</i></p> <ol style="list-style-type: none"> <li>1. Spread some margarine or butter on each slice of bread.</li> <li>2. Spread some peanut butter on one slice.</li> <li>3. Put the two slices of bread together.</li> <li>4. Press them together gently.</li> <li>5. Cut the sandwich in half.</li> <li>6. Eat your sandwich!</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Heading</b> Describes the <b>goal</b> of the instructions</li> <li><b>2. Materials</b> Describes the items needed. Bullets can be used.</li> <li><b>3. Method</b> Each instruction starts on a new line and is numbered. <i>Commands</i> Spread, put, press, cut, eat (Most sentences start with a verb) <i>Exact instructions</i> Press them together gently</li> </ol>

Writing Activities	Modelled Writing (mainly in Grade R)	Shared Writing	Guided Writing	Independent Writing
Texts to be written				
Teachers' role	<ul style="list-style-type: none"> <li>Gr R-teacher models writing (to show it has a purpose)</li> <li>After Grade R the focus is on Shared, Guided and Independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>Start writing lesson with a MODEL text – discuss audience, purpose, language, structure &amp; organisation</li> <li>Talk about writer's choices.</li> <li>Jointly write text with children on Flip chart.</li> </ul>	<ul style="list-style-type: none"> <li>Provide children with a WRITING FRAME and assessment criteria</li> <li>Get children to talk about and use the frame to produce a draft</li> <li>Give productive feedback &amp; guidance through this process.</li> </ul>	<ul style="list-style-type: none"> <li>Each child produces a text on their own</li> <li>Teacher can give guidance in the process of children writing. Teacher needs to assess final product.</li> </ul>
Children's role	Children listen and engage with T's questions.	Children provide input for text.	Children work on text (usually as a group) using the frame and present to class.	Each child writes their own text.

## Creative Writing

Is all writing creative?	While all writing has been <u>created</u> , it is not necessarily <u>creative</u> in the sense of being imaginative and interesting.
Can Grade Rs and 1s do creative writing?	Absolutely yes!! Small children have good imaginations and can come up with wonderful ideas. These ideas can be expressed initially through their drawings and then with words.
Is creative writing more important than other forms of writing?	Children need creative writing as well as other forms of writing such as information texts, summaries, reports, procedures and recounts. Creative writing is not more important but just as important.
Do some genres lend themselves more to creativity than others?	Yes. Stories, poetry, songs, rhymes, descriptions, diaries and cartoons tend to be more creative than other forms of writing.
Must I assess creative writing?	Yes and no. While some creative texts will need to be assessed, you can also allow the children to write simply for fun.
Where do I find the time for creative writing?	All teaching should encourage creativity and curiosity. In writing lessons, include creative writing from time to time, Creative writing can also be part of creative arts time (e.g. writing a script for drama or writing songs).

## What language structures and punctuation must I teach?

Punctuation	Parts of speech and their relationships	Sentences	Paragraphs and texts
<b>Types of punctuation:</b> Capital letters, full stops, question marks, exclamation marks, commas, apostrophes, quotation marks, colons, semi colons, hyphens, dashes, brackets & ellipsis.	<b>Parts of speech:</b> Noun, verb, adjective, adverb, pronoun, preposition, adjective, conjunction, interjection (exclamation), article.	<b>Types of sentences:</b> A statement A question A command An exclamation	<b>Grouping related information</b>
<b>Uses of punctuation:</b> What is the function of each punctuation mark-what does it do?	<b>Relationships between parts of speech:</b> subject-verb agreement concord noun-pronoun agreement	<b>How sentences are constructed:</b> Simple sentence Compound sentence Complex sentence	<b>Writing a cohesive paragraph:</b> Topic sentences Supporting sentences Concluding sentences Linking words
		<b>How sentences are manipulated:</b> Sentence combining Sentence expanding Sentence reducing Sentence transforming	<b>Writing cohesive paragraphs to achieve a coherent text:</b> Compare & contrast Cause and effect Listing and sequencing

## Teacher observation and feedback

Planning stage	Drafting stage	Rewriting/revising stage	Publishing stage
<ul style="list-style-type: none"> <li>Does the child identify the purpose and audience of the text?</li> <li>Does the child know how to generate and organise ideas?</li> <li>Is the child using the writing frame / structure to organise ideas?</li> <li>Has the child referred to the reading text (modelled genre)?</li> </ul>	<ul style="list-style-type: none"> <li>How easily can the child transcribe his/her ideas?</li> <li>Does the child write fluently?</li> <li>Is fluency being hampered by spelling and grammar?</li> <li>Which strategies does the child use for spelling unknown words?</li> </ul>	<ul style="list-style-type: none"> <li>Does the child work at a word, sentence, paragraph level?</li> <li>How does the child note down feedback?</li> <li>Does the child use a checklist to improve writing?</li> <li>Does the child read through his/her work?</li> <li>How does the child add more details?</li> </ul>	<ul style="list-style-type: none"> <li>Does the child use feedback to improve his/her writing?</li> <li>Have corrections been made?</li> <li>Does the child seem satisfied with his/her product?</li> <li>What attention has been paid to presentation?</li> </ul>

## Rubrics

### Rubric to assess Early and Emergent writing (Grade R-1)

(Acknowledgement: Hill, Susan (2012). *Developing early literacy: assessment and teaching (Second edition)*. Eleanor Curtin Publishing, South Yarra, Vic, Australia: 326)

NAME:	DATE:
<b>IDEAS</b> 	<ol style="list-style-type: none"> <li>1. Concepts that signs create a message</li> <li>2. Concept that writing conveys a message</li> <li>3. Copies writing</li> <li>4. Uses formulaic sentences</li> <li>5. Records own ideas</li> <li>6. Composes several ideas</li> </ol> <p style="text-align: right;"><b>Ideas</b> 1 2 3 4 5 6</p>
<b>WRITTEN LANGUAGE</b> 	<ol style="list-style-type: none"> <li>1. Letters only</li> <li>2. Words with spaces</li> <li>3. Two-word phrases</li> <li>4. Simple sentence</li> <li>5. Several sentences with punctuation</li> <li>6. Paragraph</li> </ol> <p style="text-align: right;"><b>Written language</b> 1 2 3 4 5 6</p>
<b>MECHANICS</b> 	<ol style="list-style-type: none"> <li>1. Direction Left to Right</li> <li>2. Return sweep top to bottom</li> <li>3. Spaces between words and lines</li> <li>4. Punctuation properly used</li> <li>5. Spelling, punctuation, capitalisation is checked</li> <li>6. Revising, editing &amp; checking for flow &amp; meaning.</li> </ol> <p style="text-align: right;"><b>Text Conventions</b> 1 2 3 4 5 6</p>

### RUBRIC TO ASSESS WRITING (GRADES 2-3)

(Acknowledgement: Hill, Susan (2012). *Developing early literacy: assessment and teaching (Second edition)*. Eleanor Curtin Publishing, South Yarra, Vic, Australia: 326)

NAME:	DATE:
<b>IDEAS</b> 	<ol style="list-style-type: none"> <li>1. Ideas original &amp; interesting</li> <li>2. Writing is worth reading</li> <li>3. Good storyline</li> <li>4. Logical sense of events and ideas linked</li> </ol> <p style="text-align: right;"><b>Ideas</b> 1 2 3 4 5</p>
<b>ORGANISATION</b> 	<ol style="list-style-type: none"> <li>1. Ideas well organised</li> <li>2. Clear structure</li> <li>3. Sequence of ideas</li> <li>4. Introduction and Conclusion</li> <li>5. Organisation fits genre type</li> </ol> <p style="text-align: right;"><b>Organisation</b> 1 2 3 4 5</p>
<b>LANGUAGE</b> 	<ol style="list-style-type: none"> <li>1. Variety of sentence lengths</li> <li>2. Mix of simple and complex sentences</li> <li>3. Appropriate Vocabulary</li> <li>4. Language suitable for Genre (eg scientific for information text and more descriptive for narrative)</li> <li>5. Facts checked for accuracy</li> </ol> <p style="text-align: right;"><b>Language</b> 1 2 3 4 5</p>
<b>MECHANICS</b> 	<ol style="list-style-type: none"> <li>1. Most punctuation forms used</li> <li>2. Spelling correct</li> <li>3. Paragraphing of ideas</li> <li>4. Evidence of editing and revising</li> <li>5. Writing readable.</li> </ol> <p style="text-align: right;"><b>Mechanics</b> 1 2 3 4 5</p>

#### NOTE

- This rubric is used for more complex writing tasks which Grade 2s and 3s write. It includes a section on organisation.
- If a child is scoring below 10 then resort to the Grade R-1 assessment sheet.
- A score of between 10-12 is fair; 13-16 shows good progress; between 17-20 shows excellent development.

## What language structures and punctuation must I teach?

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	GRADE 1	GRADE 2	GRADE 3
WRITING	<ul style="list-style-type: none"> <li>• Draws or paints pictures to convey a message</li> <li>• Copies known letters in own name to represent writing</li> <li>• 'Writes' from left to right and top to bottom</li> <li>• Contributes ideas for a class news book by means of drawings</li> <li>• Makes an attempt to write letters using squiggles, scribbles etc</li> <li>• Talks to own writing, e.g. 'reads' what squiggles 'say'</li> <li>• Makes own books and contributes to class book collection</li> </ul>	<ul style="list-style-type: none"> <li>• Draws pictures to convey a message, e.g. draws about a personal experience</li> <li>• Contributes ideas for and helps to revise a class/group story (Shared Writing).</li> <li>• Copies one sentence of news from the board/chart correctly</li> <li>• Writes a message on a card such as a get well card</li> <li>• Writes and illustrates a caption or short sentence on a topic, e.g. to contribute to a book for the reading corner</li> <li>• Writes at least three sentences of own news or creative story using capital letters and full stops</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught</li> <li>• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing</li> <li>• Begins to use present and past tense correctly in writing</li> <li>• Forms the plurals of familiar words</li> <li>• Spells common words correctly</li> <li>• Uses prepositions correctly</li> <li>• Organises information into a simple graphic form (chart or timeline)</li> <li>• Builds own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes ideas and words for a class story (Shared Writing)</li> <li>• Writes a simple poem</li> <li>• Writes an expressive text such as a birthday card or letter</li> <li>• Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration</li> <li>• Drafts, writes and 'publishes' own story of at least two paragraphs for others to read</li> <li>• Uses informational structures when writing, e.g. writes recipes</li> <li>• Organises information in a chart or table</li> <li>• Writes and illustrates sentences (4 - 6 sentences) on a topic to contribute to a book for the reading corner</li> <li>• Uses the writing process (drafting, writing and editing)</li> <li>• Uses correct punctuation (full stops, commas, question marks and exclamation marks)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses present, past and future tenses correctly</li> <li>• Uses prepositions, nouns, verbs and pronouns correctly</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes ideas, words and sentences for a class story (Shared Writing)</li> <li>• Uses pre-writing strategies to gather information and plan writing</li> <li>• Writes a selection of short texts for different purposes, e.g. writes recounts, dialogues</li> <li>• Writes about personal experiences in different forms, e.g. writes a short newspaper article</li> <li>• Drafts, writes, edits and 'publishes' own story of at least two paragraphs (at least 12 sentences) for others to read</li> <li>• Writes and illustrates six to eight sentences on a topic to contribute to a book for the class library</li> <li>• Uses informational structures when writing, e.g. experiments, recipes</li> <li>• Keeps a diary for one week</li> <li>• Writes a simple book review</li> <li>• Sequences information and puts it under headings</li> <li>• Summarises and records information, e.g. using mind maps</li> <li>• Uses punctuation correctly, e.g. capital letters, full stops, commas, question marks, exclamation marks, inverted commas, apostrophes in contractions)</li> <li>• Uses conjunctions to form compound sentences</li> <li>• Uses phonics knowledge and spelling rules to write more difficult words</li> <li>• Uses a dictionary</li> </ul>



# Funda Wande

Reading for Meaning