

## Introduction

The aim of this leaflet is to provide you with information about how your child is taught writing at school and to allow you to support your child at home with this.

## In Class

In school all children are taught writing in a variety of ways and across a variety of contexts, linked to the on going learning in the school.

Children are given opportunities to write on a daily basis, as well as a weekly 'taught' lesson. Throughout the week there are also opportunities to write linked to interdisciplinary learning.

## Daily Writing

Daily writing tasks are often linked to the novel the children are currently reading. It may also be linked to spelling, school events or current affairs. This daily writing could be in a variety of forms including, paragraphs, note taking, visual aids, lists etc. Daily writing should involve aspects of composition, grammar and punctuation or be used for a further purpose.

**Using Metalinguistics**

RO - Read On  
RW - Read Back  
PW - Particular Word  
PD - Partner Discussion  
TD - Teacher Discussion  
RW - Replace Word  
D - Dictionary

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Comprehension Strategy

Words I need to clarify to aid my understanding (minimum four words)  
pg 20  
RO - I was taken to clarify my understanding  
RW - he was feeling jealous  
PD - ping looks a bit like pain

ambled pg 21  
RB - he was inside his head  
RW - he was walking out from his room but he was quite slow  
RW - wandered

perished pg 28  
RB - Elliot keeps asking questions  
RW - he had to know  
PD - he was determined to find out

I have checked the meaning and now I can share it. In the context, I think this word means...  
He was jealous they had a dog he worried out so much to almost hurt him to see them getting on.

Daniel wandered out into the sun, not really bothering very much about anything.

Elliot kept on asking until he got the answer he needed to know.

## The Taught Writing Lesson

During the 'Taught' writing lesson children are taught the specific features and vocabulary for writing across a number of genres. Normally the children would cover three genres per term.

At first level there are six genres: Narrative, Persuasive, Explanation, Report, Recount and Instructional.

At second level there are seven genres: Narrative, Persuasive, Explanation, Report, Recount, Instructional and Discursive.

During these lessons the children are given the chance to explore a 'model' text and break it down into the features and vocabulary, which make it a good model of the genre.

Then using specific genre features and success criteria the children are asked to write their own text and evaluate their success against the criteria. Children will also provide and receive feedback from their peers and class teacher.

### Information Report – First Level Genre Features:

- Understand the Purpose and Audience (who and why they are writing)
- A title to interest the reader
- A short opening introductory paragraph which tells what the report is about
- Using your notes, group the facts together and decide how your report will be organised
- Give each section of the report a subheading and use your notes to write a short paragraph (remember, no thoughts, feelings or I/We)
- Try to have 3 sections to the report
- A short paragraph to bring the report to an end
- Use a labelled picture or diagram to give more information to the reader

## Writing Across the Curriculum

Interdisciplinary learning is an important element in the successful implementation of Curriculum for Excellence. It is learning which makes meaningful connections between different aspects of the school's curriculum. The aim of the writing programme is that by focussing on interdisciplinary learning in their writing, children and teachers will be enabled to make connections between the 'taught' writing skills and their usefulness in different curricular areas.

## At Home

You could talk to your child about what genre they are working on at school and what they know about the features of that genre. When children are completing written homework tasks, you could encourage them to check that they have met their success criteria and if not encourage them to find ways to do so. Having texts at home or through visiting the library can support your child in their development of reading and writing.

# Active Literacy

## A Guide for Parents

## Stage 4-7 Writing