



Developing Writing

Professional & Pedagogic Studies:
Leading the Learning: what, how and
why am I teaching?

ECAD6015

Language, Literacy & Communication

Session 1

February 2026

Aims of this lecture

- To show you some ways in which you can support pupils as they write.
- Look at some more challenging shared writing



Getting children to write well ...

1. Students will learn to write more effectively if they read a lot and if what they read is good quality writing. (Meek, M., 1988)
2. Write with the students: modelling and sharing
3. When students are writing they also need time to think, to share ideas with friend and to edit their work. You should be prepared to invest a lot of time in this process.

What do we write?

poster
information
interview
slogan
argument
letter
message
invitation
e-mail
questionnaire
notes
commentary
instructions
blog
review
report
diary
express opinion
rules
blurb
bulletin
speech
article
diary

Purposeful writing

The most powerful stimulus factor in encouraging students to write is to provide them with a good reason to write, to make their writing purposeful.



How can you do this?



Here are a few simple ideas:

- Writing letters to friends, family, famous people or organisations
- Writing for a class/school magazine
- Making posters for school/local events
- Making information booklets for other students

Students also respond very well to writing "in character"

- Write a description of a character
- Write about something that happened in the story
- Write a diary entry for one of the characters
- Write a newspaper report about a critical incident in the story
- Describe a place in the story
- Make a poster about something that happens in the story
- Fill in a form as if you were one of the characters
- Write an invitation to something that happens in the story
- Write a letter as if you were one of the characters

Writing in character works well with children of all ages.

POSTCARD

DEAR GIANT BIGG,
HAVING A NICE TIME - ME, MY MUM AND
YOUR HEN WHAT LAYS THE GOLDEN EGGS. (IT'S BETTER
THAN TRAVELLER'S CHEQUES.) SAW A BLOKE AS WE WAS
FLYING DOWN - HE WAS BIGGER THAN YOU! I'VE TOOK NOTE
OF HIS ADDRESS. TAKE CARE OF YOURSELF - AND YOUR
TALKING HARP - I'LL BE BACK FOR THAT ONE OF THESE
DAYS, I SHOULDN'T WONDER.

BYE FOR NOW - YOUR (VERY) LITTLE PAL,
JACK



Dear Mr and Mrs Bear
and Baby Bear,

I am very sorry indeed that I
cam into your house
and ate Baby Bears
porij. Mummy says I am a bad girl.
I hardly eat any porij when she cooks
it she sraays. Daddy says he will
mend the littel chair.



Love from
Goldilocks

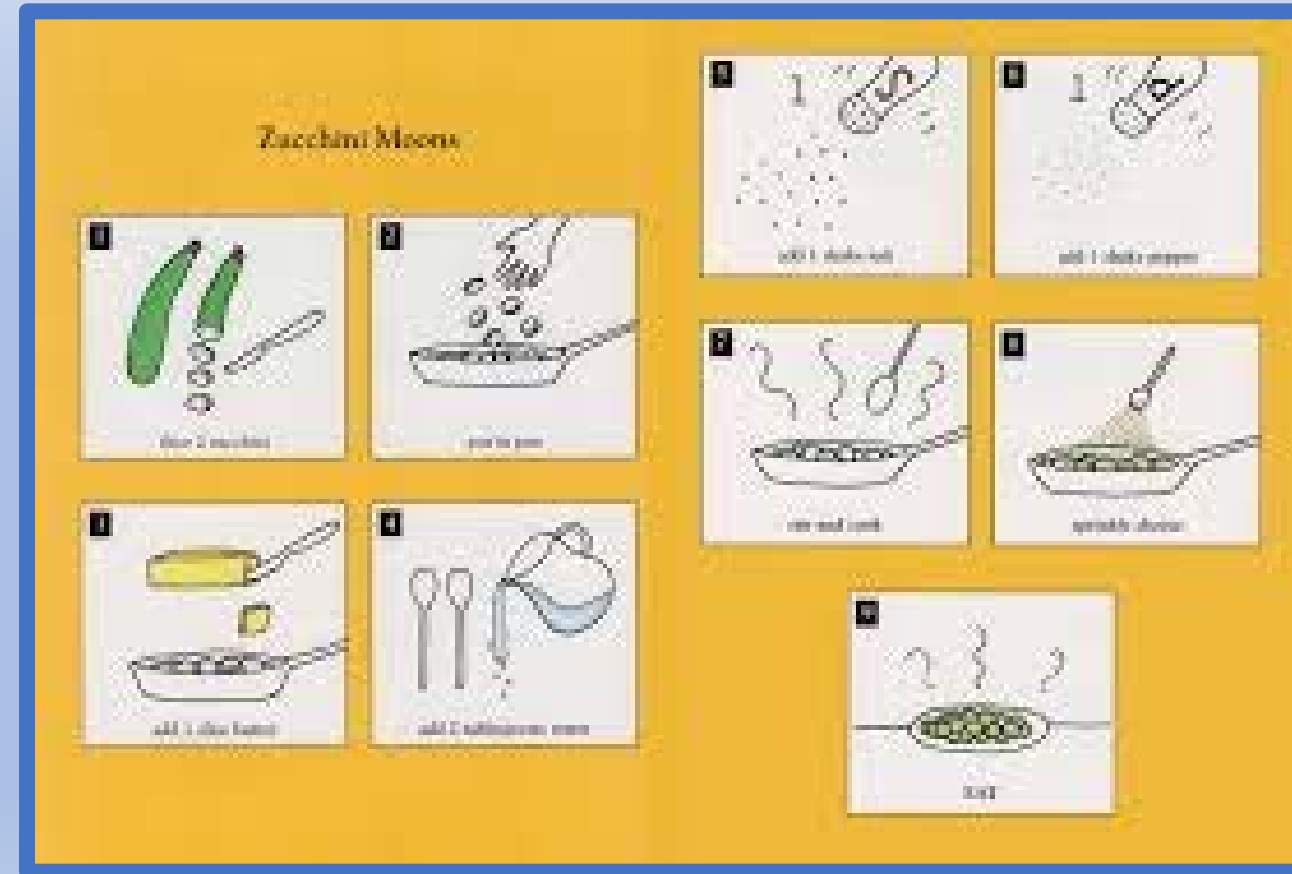


P.S. Baby Bear can come to my
party if he likes. Ther will be 3
kinds of jelly and a conjoota.



Students can also be asked to write factual pieces.
Here are some ideas:

- Recipes
- Instructions for making things
- Invitations
- Booklets about different topics
- Lists
- Can you think of more?



Writing buddies - is this a good idea?



How should we mark?
Should we use?



Marking and feeding back to students

When you mark a pupil's written work you should be very clear about what the learning intention was for the piece of writing. You should have communicated this to the students at the start of the lesson.

You should only comment on issues that are linked to the learning intention. For instance, if a student has worked hard to include the features of a particular text type, you will really discourage them if you then criticise his spelling.



Writing is difficult -
value your students'
efforts!
How?



Writing is difficult - value your students' efforts

- Praise
 - Letting them read it aloud to the class
 - Display it on the wall somewhere in school
 - Write a note to her parents telling them of their efforts
- Ask her to take her work to the Head Teacher

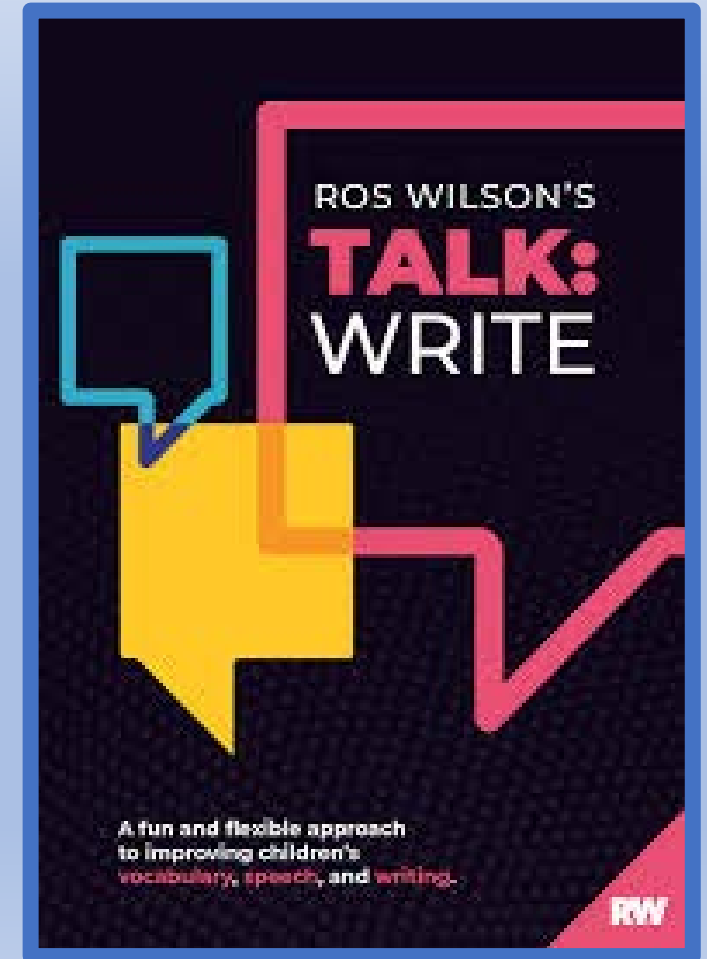


Ros Wilson's TALK: WRITE

Some of our school are using this material.

Take a look at the website.

- <https://www.roswilsoned.com/talk-write/>



Can you share with us how you have supported pupils as they write?



Ways of helping your students write - writing frames

When students start writing they need a lot of help. As they progress they should need less and less support, less of a framework.



Supporting
writing: giving
words to re-
order

I	visit	my	family.
---	-------	----	---------

People	celebrate	Eid	together.
--------	-----------	-----	-----------

We	give	gifts	to	each	other.
----	------	-------	----	------	--------

We	eat	special	food	at	Eid.
----	-----	---------	------	----	------

We	get	new	clothes	at	Eid.
----	-----	-----	---------	----	------

Supporting writing: re- ordering and completing sentences

Can you help Jane write a letter to her grandmother? Write the words.

Jim drew me a _____.

Dear Grandma

From, Jane

Mother and Father gave me a _____.

Wednesday, _____ May.

Thank you for the _____.

It was a very _____ day!

I like _____ because it's _____.

Aunt Emma gave me a _____.

Now write the letter.

Wednesday, _____

Dear _____

Thank you _____

Make as many new sentences as you possibly can using words from each of these columns:

You should	walk to class talk in class write eat your food read your book cross the road	happily. quietly. carefully. nicely. slowly. quickly. silently. noisily. neatly.
You shouldn't	put your clothes on help other people	

Supporting
writing: using a
substitution frame

Use each of these beginnings and endings to make 5 sentences. Use each only once.

The giraffe has a long neck	because he needs to kill his food.
The crocodile has sharp teeth	because he needs to hide in the grass
The elephant has a long trunk	because he uses it to climb.
The zebra has stripes	because he needs to reach leaves.
The monkey has a long tail	because he needs to reach water.

Write the sentences here:

Supporting
writing: matching
beginnings and
ends of sentences

Supporting writing: re- ordering and completing sentences

Can you help Jane write a letter to her grandmother? Write the words.

Jim drew me a _____.

Dear Grandma

From, Jane

Mother and Father gave me a _____.

Wednesday, _____ May.

Thank you for the _____.

It was a very _____ day!

I like _____ because it's _____.

Aunt Emma gave me a _____.

Now write the letter.

Wednesday, _____

Dear _____

Thank you _____

Supporting writing: providing pictures and an example for pupils to follow

1 Write a story for the puppet theatre.

Emma's story



The princess had a pretty doll. One day she played in the garden. Then she did her homework. Later on, she looked in the garden. She did not see her doll. She was very sad. Then a bird hopped up. It had the doll! The princess was happy because she had her doll and a new friend.

2 Write your story.



1 Read and circle.

4.00 Children's TV

4.30 Cartoons 

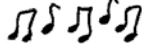
5.00 Today's News

5.15 Tennis 

6.00 The Pet Show  

6.30 Cookery 

7.00 Football 

8.15 Sing-Along 

9.00 Game Show

Becky is going to watch TV after school. She's going to watch Children's TV at four o'clock and Cartoons at half past four. She isn't going to watch Today's News or Tennis. After dinner she's going to watch the Pet Show. Then she's going to do her homework. At quarter past eight she's going to watch Sing-Along. Then she's going to go to bed.

2 Circle and write.

What are you going to watch on TV?

Circle three things. Then write about them.

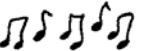
4.00 Cartoons 

4.30 Rainforest Animals 

5.15 Today's News

5.30 Basketball 

6.30 Game Show

7.00 Sing-Along 

7.30 The Pet Show  

8.15 Today's Sport

9.00 Football 

I'm going to watch TV after school.

Supporting writing: providing pictures and an example for pupils to follow

Supporting writing: providing pictures as a prompt for writing

Write about the pictures. The questions can help you.

Who is this? Where is he going to go? When is he going to go?



What is he going to wear? What is he going to take? Is he going to take a camera?



Where are they going to go first? Then where are they going to go?



What are they going to go past? Then what are they going to do?



Where are they going to go next? Where are they going to eat?



What are they going to do? Are they going to have fun?



Supporting writing: providing a writing frame

Title
Although not everybody would agree, I want to argue that
I have several reasons for arguing this point of view. My first reason is
A further reason is
Furthermore
Therefore though some people might argue that
I think I have shown that

Simple Recount	- Draw pictures to show what happened
First	
Next	
Then	

Supporting writing: transformation

The Old Man



His face was dry and wrinkled like a towel. When he smiled he showed his teeth, which were blackened with age. His nose was round and long.

He wore a raincoat that smelt like rotting leaves. Around his neck a faded red scarf hung.

The students would identify the descriptive words and phrases (adjectives and adverbs) and change them. They would start like this....

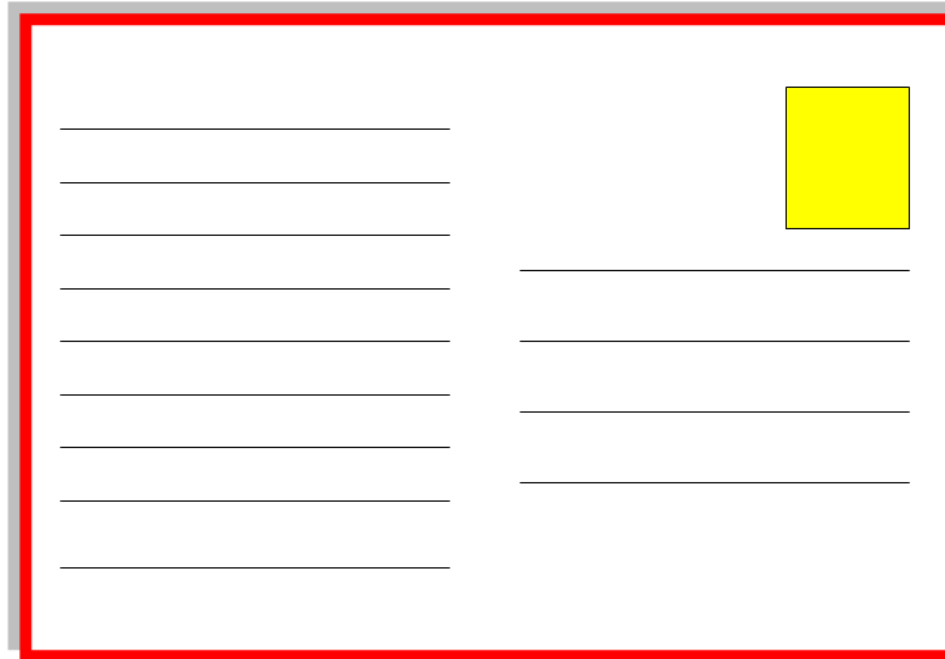
The Young Man

His face was round and smooth like a peach. When he smiled he showed his teeth, which were shiny and sparkled like diamonds. His nose was pointy and cute.

He wore a shirt that smelt like it had just been washed. Around his neck a golden chain hung.

Supporting writing: word banks

Pretend that you are in a different city, like Dubai.
Write a postcard to your dad describing what it is like
there.



You may want to use some of these words or some of
the words that you can see in your classroom.

Dear
city
buildings
tall

traffic
big
shopping malls
hotel

hospital
school
Dad

Adjectives	Powerful verbs	Adverbs
disgusting	stamped	loudly
horrendous	screamed	carelessly
beautiful	cried	ferociously
shining	rampaged	carefully
perfect	whimpered	stupidly
smelly	whispered	silently
hairy	tiptoed	menacingly
soft	danced	quietly
striking	shuffled	loudly
shocking	leapt	energetically
terrifying	raced	rapidly
funny	roared	viciously
red	declared	gracefully

Let's recap the techniques we have looked at:

1. Reordering words
2. Reordering and completing sentences
3. Substitution tables
4. Matching beginning and ending of sentences
5. Complete the template
6. Following examples
7. Prompts
8. Writing frames
9. Word banks



Discuss the different ways I have shown you



A typical writing lesson

Introduction

- Read and discuss an example of the text type you intend to focus on during the lesson
- Teacher does some shared or model writing

Main part of lesson

- Students work on their own writing independently or with a buddy, using the writing frame provided. You may decide to give different students different levels of writing frames depending on their ability.

Closure

- Get the students together to listen to each other's writing and give each other constructive feedback. This is your opportunity to value your students' work.

Imagery Poetry

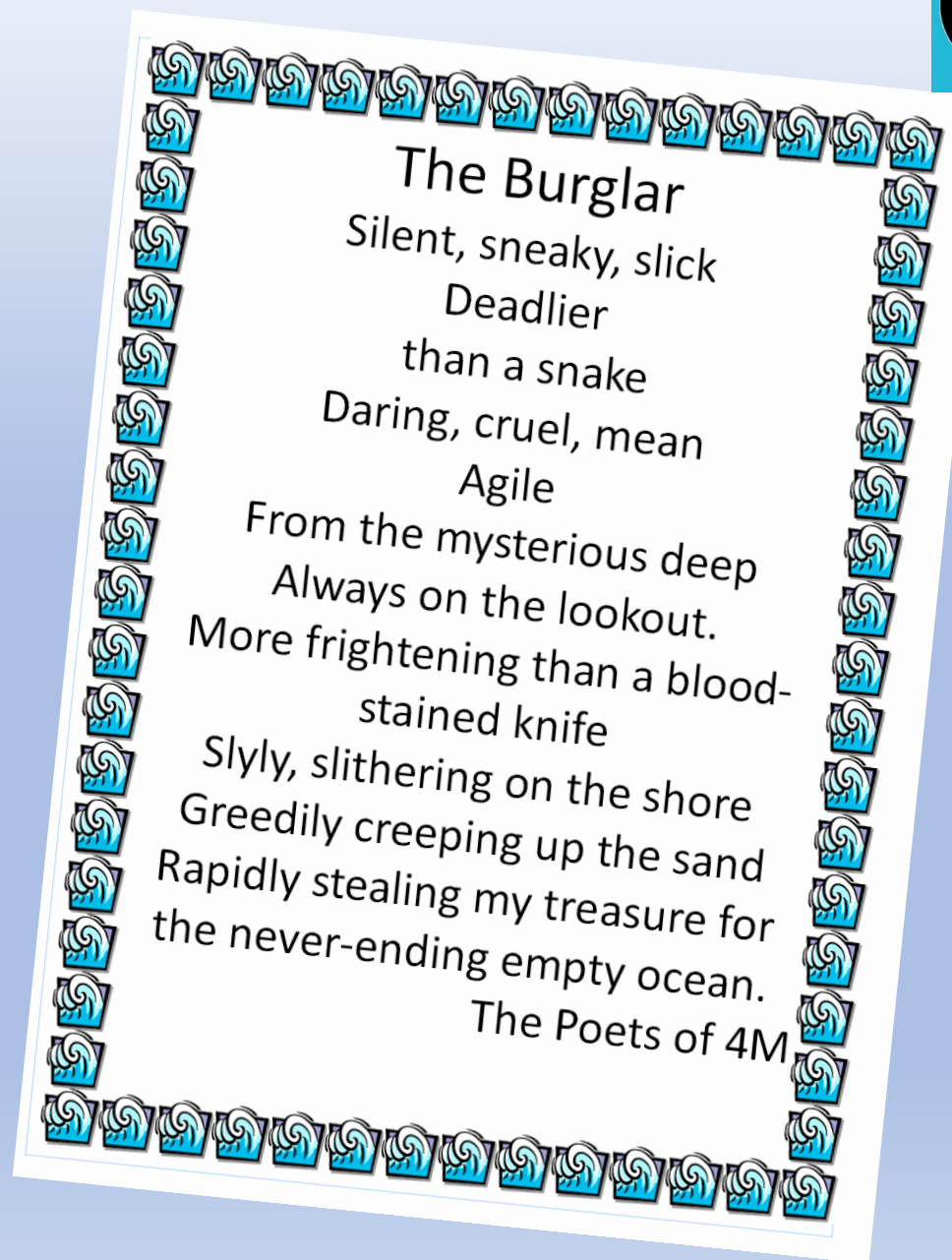
my thanks to Gillian Clarke



<http://www.gillianclarke.co.uk/gc2017/>



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Give go
it a go

Shared poetry writing

1. Make a list of words that describe the object.
2. Think of something completely different that could be described by that word.
3. Look at the second list - can you see any objects / themes / ideas that are emerging from that list? For example, in the above poem, although the children were describing the sea they began to imagine it as a burglar.
4. Once you have decided on that idea you build a poem using words you have already got, and adding some, to create that image.
5. Read and refine as many times as is needed.

Encouraging writers



Writer's Toolkit

Make your own
[Writer's Toolkit.pub](#)



Review your own learning



Two things you learnt today and one thing
you wish you had learnt

If you have any questions following
today's session, please contact me

jayne.morgan@uwtsd.ac.uk





Links

<https://www.nomoremarking.com/products/apw?countryCode=GB>

<https://www.roswilsoned.com/talk-write/>



References

- Department of Education WA (2013) *First Steps: Writing Resource Book* Perth: Government of Western Australia
- Medwell, J.A., Wray, D. and Minns, H. (2014) *Primary English: Teaching theory and practice*. United Kingdom: SAGE Publications.
- Meek, M. (1988) *How texts teach what readers learn*. Stroud, Glos: Thimble Press
- Spufford, F. (2003) *The child that books built*. London: Faber and Faber.
- Welsh Assembly Government (2010) *Guidance on the teaching of writing skills*. Cardiff: Welsh Government.

Helping you to meet the QTS standards

Pedagogy: Advancing		
	Exploiting subject disciplines in areas of learning	The student-teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately
	Four purposes for learner	The student-teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
	Blended learning experiences	The student-teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners
	Real life, authentic contexts	The student-teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socioeconomic experience and illustrates applications of concepts and abstracts in practice.
	Progression in learning	The student-teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this
	Crosscurricular themes	The student-teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.

