

A critical reflection on the role of peer assessment to enable the development of written literacy skills with a specific focus on sentence construction.

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1.1 Introduction and Rationale

When designing this research project, the aim was to critically reflect on the role of peer assessment and how it enables learners, especially those who face educational disadvantage, to develop essential literacy skills, primarily sentence construction. The purpose of this research was to enable learners to begin to recognise areas in which they need to improve and express this in a technical way. At the start of this research, the ideal outcome was envisioned to be developing a pedagogy and system of AfL (both peer and self-assessment) to enable learners to improve their own work independently. This would aim to improve the standard of the basic written literacy skills of these learners. The rationale behind this researched was focused on the role of specific interventions in the classroom and school as a whole. School X (anonymised for the purposes of privacy, confidentiality and ethical issues (British Educational Research Association BERA, 2011)) spends a portion of its Pupil Development Grant PDG on literacy interventions in the school. This year, one of the main aims of these interventions has been the improvement of basic written literacy skills in a small classroom setting run by a Higher Level Teaching Assistant (HLTA). These interventions are primarily targeted at Free School Meal learners and, hence, are statistically more likely, as learners, to have a deficit in their literacy skills (Wales Centre for Equity in Education, 2014). This action research aimed to look at developing a system of AfL that uses both peer and self-assessment to ensure that these intervention sessions were as effective – both financially and educationally – as possible. This research was also designed to look at how learners could become more independent and have ownership of their own learning in line with the 4 purposes outline in the new curriculum for Wales set forth by Donaldson (Donaldson, 2015).

1.2 Research aims and questions

When designing this action research, three research aims came to prominence:

1. To design an AfL system that uses peer assessment to allow learners to identify errors in each other's sentence construction using technical language.
2. To demonstrate, through evaluation, and analysis that this AfL technique delivers improved attainment in accurate sentence construction.
3. To explore learner's attitudes and understanding of technical vocabulary regarding sentence construction.

However, due to the time restraints and the scale of this research project, the following research aim was chosen:

1. To design an AfL system that uses peer assessment to allow learners to identify errors in each other's sentence construction using technical language.

As part of this research aim, two research questions have been devised:

1. To what extent can peer assessment be a useful formative assessment tool to raise the standards of written literacy skills, especially, sentence construction?
2. Does the use of technical vocabulary, in regard to literacy skills, contribute to an effective understanding of how to apply these skills?

These research questions were devised through an investigation into the effective interventions for learners to improve skills in literacy. As will be discussed later in the literature review, research conducted already in this field has had a great impact on the shaping and formulation of this research aim. The research aim has been narrowed since the instigation of this research due to time constraints.

2.1 Context

School X is a comprehensive school based in the local authority area of Newport in south Wales; it is under the direction of Newport Local Education Authority. The school has admissions from 11- 18 and is a community school with 806 learners on role as of present. The school has seen an increase in intake every year for the last 3 years, with 2018 being the highest with a cohort of 178. Since the last Estyn monitoring inspection, the school has been seen as making huge improvements and has taken great steps in improving the quality of teaching and learning. Internal data from school also supports this with 89% of lesson observations in the academic years 2017/18 being rated as good or excellent. The school had also recently been part of an Estyn thematic review into teaching and learning which used the school as a case study for improving teaching and learning.

The school demographic is representative of the local community of south-east Newport that it serves. 30.4% of learners are eligible for free school meals (e-FSM) – which is almost double the welsh national average of 16%. Since the last Estyn inspection, the cohort has seen a change in makeup; e-FSM learners have increased by 10% and the school has seen an increase in the number of learners who have English as an additional language (EAL). This includes a significant minority of learners who are of Roma heritage who have never attended mainstream education before.

2.2 Leadership Context

School X has recently seen a shift in the portfolios of the leadership team following a review of the strategic priorities of the school. The most important of these, and the one most relevant to this study, is the role of Director of Skills. The creation of this role at SLT level shows how seriously School X deems the role of the skills of Literacy, Numeracy and Digital Competency to the curriculum and education of learners. This role has come about as it was something that was deemed as needing improvement in the last Estyn report of School X. The role of skills has also become a key priority for

the Welsh Government and can be seen in the new Estyn Framework. This was also the rationale for conducting interviews with senior and middle leaders in the school. One of the key questions posed in this research was how the school sees the process of teaching and learning and assessment fitting in to support the development and embedding of these skills, especially literacy skills.

2.3 Class Context

The context of the class that will be the focus of this action research is a GCSE English Language year 11 set. This set is a mixed ability and ranged from PiXL fine grading of G3 to D3. This class contains 19 learners with almost an equal split of e-FSM learners and non-FSM learners (10:9). The class also has a large number of learners who have EAL (75%). The learners in this class range from WAG stages A to C. I have taught this class last year and I will be continuing to teach this class as they carry through to their GCSE exam. This class has a low level of literacy skills and are at varying levels of English language acquisition. This class also has an issue with attendance. Attendance rates in this class vary but most are below the LEA target of 93%, some significantly at 72%. These attendance issues are not just an issue for e-FSM learners but across all learners in this class. This class also contains a significant number of learners who are of Roma heritage and I have been working closely with the pastoral team and Roma support team to improve their attendance. The issue of the attendance of GRT learners was highlighted by OFSTED in a report in 2014 (OFSTED, 2014).

2.4 Current role of peer assessment at School X

Within the Assessment and Feedback policy at School X, peer assessment has a prominent role. The policy states that peer or self-assessment should be included in lessons once every three lessons; teacher feedback is required once every six weeks. In my teaching, I have encountered an issue with this policy; this has raised a question which has been the main focus of this action research: does the quality of peer assessment used in lessons justify the reduction in the level of teacher assessment?

Black has highlighted in his work that the peer assessment does have an important role within the class and assessment policies:

‘In practice, peer-assessment turns out to be an important complement and may even be a prior requirement to self-assessment’. (Black, 2003).

In order to ensure that the quality self-assessment and self-recognition of literacy skills, peer assessment must also be used effectively. One problem faced by learners in English is the fact that weaker learners, as self-assessors, struggle to identify their technical mistakes because of the limited knowledge of technical writing. Learners cannot spot the mistakes in any obvious way.

3. Literature Review

3.1 Assessment for Learning

There is currently a conflict between formative and summative assessment in the classroom. It has been stated – and well researched – that summative assessment provides teachers with data that shows accountability for the progress of the class; however, formative assessment shows the development, understanding and recognition of a specific skill at that moment in time in the classroom. Cullingford states that summative assessment (and the obsession the education sector has with it) is hindering good quality teaching and learning in the classroom. The cyclical process of summative assessment focused on by many schools has created an environment of the ‘high-stakes’ assessment that must prove all progress’ (Cullingford, 1997). There is evidence to prove that this process of high-stakes assessment is damaging to the process of teaching and learning as it becomes the focus. This has been deemed the so called ‘teaching to the test’. The very nature of assessment should be to improve the skills of learners and not to categorise or rank learners (Tanner & Jones, 2003). Summative assessment is not always the best method to measure and, thus, improve the skills of learners.

3.1 Peer Assessment

It has been suggested by Wiliam and Black (1998) that formative assessment may be a valid contribution to this problem of teaching to the test. Both state that formative and summative assessments can provide flexibility that allows both learners and teachers to react to a situation that is faced right there and then in the classroom. However, this is only useful when the assessment is used as evidence to meet the needs of the learners in the class (Black & Wiliam, 1998). Formative assessment, in the case of peer assessment, becomes significant as it can change attitudes towards learning. Summative assessment can also have the unintended consequences of demotivating learners, however formative assessment allows some learners to believe they can improve (Black, 2003).

Black (2003) also went on to stress how learners find it difficult to reach their learning goal if they do not fully understand their learning goal and are able to assess it for themselves (Black, 2003). From their research, it became abundantly clear that one of the biggest difficulties for learners was to think in terms of goals. Peer assessment, when used correctly gets learners to think in terms of these goals and gives them actions to achieve them. Two key approaches became evident from this research: firstly, learners must be informed about their learning process; and secondly, the understanding of learning goals must be explicit throughout the lesson, and to the learner, to enable them to assess their learning as they go. Their research highlights that if any form of peer or self-assessment is to be useful, time must be invested in establishing what these goals are and ensuring learners are clearly informed about what these goals look like and how progress towards these goals can be tracked. Badly planned peer and self-assessment is doomed to be ineffective. Learners must be involved in setting these goals and tracking their progress, as a class, towards them. Learners must establish the criteria that they must be assessed against – something peer assessment provides the opportunity to do

(Freeman & Lewis, 1998). However, an area of peer assessment that has been explored and also contributed to the effectiveness of it as an assessment tool is the role of peer pairing. As already highlighted in other research, learners who have weak English skills will struggle to recognise errors in their own work so will be unable to do this in the work of their peers. Peer pairing is an area of exploration carried out by Topping who states that pairing weaker and more able students together could contribute to a peer tutoring effect, offering modelled example of what a skill looks like (Topping, 1988).

4. Methodology

4.1 Methodology Rationale

This action research has been carried out in the form of a case study as it provides a more holistic and in-depth approach to the subject. This study will draw upon multiple sources of data: work produced by learners, assessment information, teacher observation of learners and summative assessments. By using a case study, this research aims to capture the intricacies of the complex situation of a classroom environment. However, this does mean issues surrounding external validity must be address. It will be difficult to generalise any findings outside of this classroom; however, this research should contribute to sharing best practice amongst education professionals.

4.1 Challenges and Issues

Carrying out this research into effective pedagogy and assessment structure has raised some challenges. Within the context of the class under investigation, the learners understanding of grammar and technical language is at varying degrees. Other issues that face this class: vocabulary acquisition and attendance of the class (reinforcing and embedding skills). Although low levels of literacy and language acquisition could become problematic for this research, it will mean the package of peer assessment techniques developed for this class will become suitable for learners of all abilities and therefore, can be tailored accordingly. Attendance is also an issue for this class (especially because of

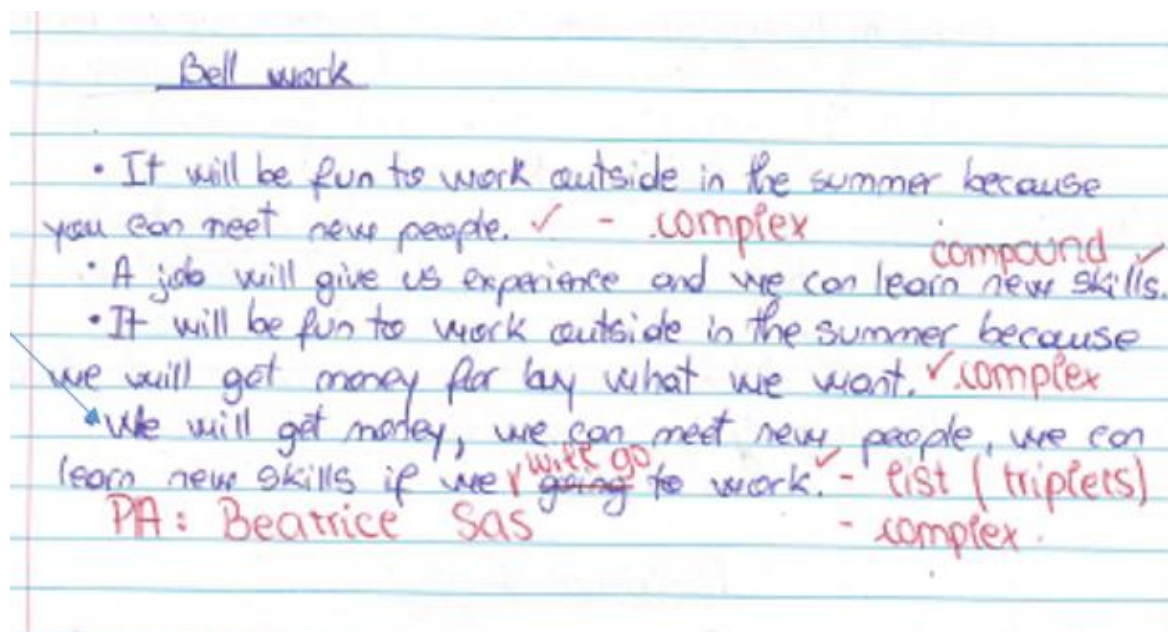
the time of year this research was undertaken, July 2018); however, this was tracked but the teacher and pastoral team; the size of the sample in the class allowed for conclusion to be drawn from the data.

5. Research Findings

Throughout the course of teaching this unit on sentence construction, it has become very clear that the role of technical language in peer assessment is critical. The research was carried out over three weeks and a mini-scheme of learning was created to teach the technical understanding of sentence construction. Peer assessment was interspersed amongst the scheme. It became very apparent that as learners began to gain a greater understanding of the technical language and skills, their peer assessment comments began to improve, enabling greater progress. As evident in the work produced by learners A, B and C, the technical understanding of sentence construction has been used in the peer assessment they have received from their peers. This has been in the form of using technical language to label and identify the different elements of the work. Within the work of learner C, it is evident that the time taken in the scheme to teach this technical understanding has benefited the understanding and knowledge of the technical writing that enables progress.

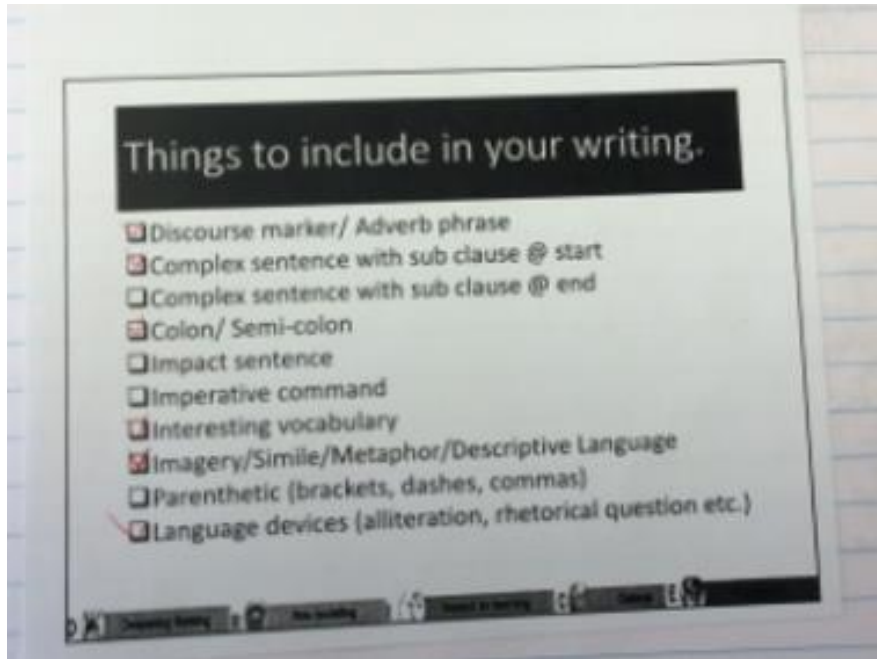
To order to achieve this, a scheme of learning that focused on teaching technical skills. Bell works were used to practise and embed the skills. These ranged from basic sentence make up (subject and verb) to reinforcing the structure of simple, compound and complex sentences. These were then assessed every lesson and learners would start of marking the correctly structured sentences and correcting those that were wrong. This had two outcomes: firstly, getting learners confident in assessing other learners work; and secondly, having the chance to role model the use of technical language in peer assessment. This idea of role modelling how to peer assess a piece of work was also used later in the

scheme as evident in the work of learners A, B, C in the appendices. In line with the research carried out by Wiliam and Black (2003), the structure of the Bell Work throughout this scheme of learning focused on learners recognising and understanding the goals when peer assessing. Each Bell Work focused on learners creating accurate compound and complex sentences. These were then peer assessed by different learners every lesson over a series of 14 lessons. Each time learners would see another learner's work. This gave every learner the chance to see, recognise and understand the application of the technical writing skills of other learners. At an early stage, this peer assessment was heavily structured and role modelled to ensure learners had the language required to enable them to fluently assess in terms of technical language. This was also structured in this way to create what Topping (1988) calls the effect of peer tutoring. Below is an example of how this worked:

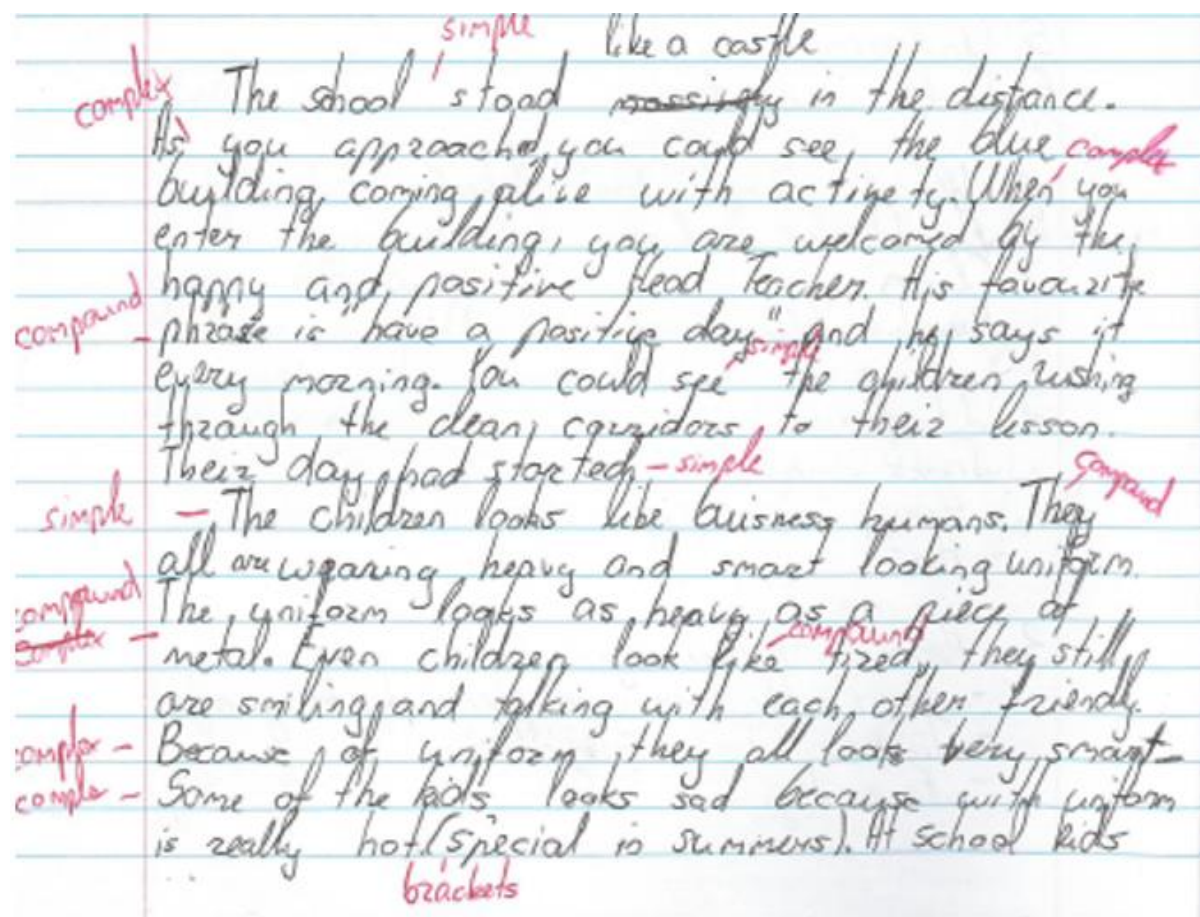


Here you can see how a learner has reviewed learner B's construction of compound and complex sentences from the Bell Work. In red pen, you can see how another learner has started to use the technical language of sentence types to identify them for learner B. As the scheme of learning moved forward, this level of sentence identification and use of technical knowledge began to be implemented not just in Bell Work exercises but in extended pieces of writing.

One of the key ways of doing this was to ensure that learners were fully aware of the success criteria and that the success criteria explicitly used the technical language that was expected when setting learning goals in peer assessment. Below is an example of how the success criteria was used when using technical language:



Here you can see how a learner has peer assessed a partner's work against the success criteria that has used technical language. This success criteria not only role modelled how to use technical vocabulary in comment but also encouraged learners to give comments to their peers to directly improve their work. Learners would become the peer tutors that Topping (1988) talks about in their research. It also creates a learning goal that uses technical language that is shared amongst the learners so they can give advice and act upon it in their work. This is evident on the last page of appendix III where learner C has completed an improved paragraph after live target setting by a peer.



This example above shows how learners used peer assessment to recognise accurate sentence construction and label the varying types of sentences. In order to achieve this effect, peer assessment throughout this scheme was heavily structured and role modelled. The next stage from this in the lesson was to have learners begin to set targets to improve live during the writing. These targets would be set using the technical language that the learners had gained during the teaching of these skills.

The image shows a student's handwritten work on lined paper. The text is written in cursive and includes several paragraphs. Annotations in red and blue ink are present, along with boxes highlighting specific parts of the work.

Annotations:

- Simple sentence:** Above the first paragraph.
- Complex sentence:** Above the second paragraph.
- Simple:** Above the third paragraph.
- Complex:** Above the fourth paragraph.
- Simple:** Above the fifth paragraph.
- Complex:** Above the sixth paragraph.
- Simple:** Above the seventh paragraph.
- Complex:** Above the eighth paragraph.
- Simple:** Above the ninth paragraph.
- Complex:** Above the tenth paragraph.
- Simple:** Above the eleventh paragraph.
- Complex:** Above the twelfth paragraph.
- Simple:** Above the thirteenth paragraph.
- Complex:** Above the fourteenth paragraph.
- Simple:** Above the fifteenth paragraph.
- Complex:** Above the sixteenth paragraph.
- Simple:** Above the seventeenth paragraph.
- Complex:** Above the eighteenth paragraph.
- Simple:** Above the nineteenth paragraph.
- Complex:** Above the twentieth paragraph.

Boxes:

- A red box highlights the first paragraph: "I am standing in the bus stop. As the bus came, I have seen that there is no seats. The bus looked busy; also he looked angry. Because of this, I will go forward. I will feel not comfortable. I stayed where I was."
- A blue box highlights the second paragraph: "WWW: I have structured my work into a paragraph."
- A blue box highlights the third paragraph: "EBI: I need to use brackets."
- A blue box highlights the fourth paragraph: "The streets was full (special, centre streets) but it was amazing time in the town."

Annotations on the right side:

- Live peer labelling of sentence type, similar to the structure used in Bell Work
- Live target setting by learners using technical language
- Attempt at using the skill in the target. Evidence of direct progress

Above is an example of how live target setting occurred in the lesson. As set out by Black (2003) in his research, for peer assessment and AfL to have any form of effective use in the classroom as formative assessment, learners must set their own goals and understand their own goals. The recognition came from the teaching element of the technical language (which will be discussed later in this section) but the setting of the learning goals came from this use of structured peer assessment. As shown in this example of learner Bs work, you can see the live target settings in the EBI in red pen. Learner Bs target statements says:

'Use a semi-colon in your work'

In the very next paragraph, you can see how this goal was recognised, understood and acted upon to see direct progress in the construction and variation of sentence types in their work. This is clear

evidence that, within the setting of the learning goals in this class, heavily structure peer assessment with the use of technical language does have an impact of the standard of accurate and varied sentence construction. This not only goes on to support the work by Black (2003) but also shows that peer assessment must be heavily structure to ensure its effectiveness. The work shown above is from a learner who is at WAG stage B and currently follows a language acquisition curriculum.

In order for this for live peer target setting to have an impact, learners would need to both recognise and understand the technical language being used. This was taught through the unit when it became apparent, through AfL, that learners were unclear (or did not know) what certain aspects of technical sentence construction and variation were. Throughout the scheme, lessons were taught on various elements of the accurate sentence construction (see appendix IV). These lessons would focus on teaching a technical skill and build upon the use of technical language by recognising, understanding and applying a skill. As each skill was embedded, it was practised in a piece of writing. Learners would then be looking for these in the work they peer assessed and set the live targets with an understanding of the learning goal. Here is an example of how this was used in the context of parenthetic sentences.

Parenthetical sentences () - ,

Identify the subordinate clause in these sentences:

use of brackets

1. The school *(although not very modern)* has lots of good facilities. *parenthetical dashes*

2. The job *— since it is summer —* is only temporary. *parenthetical commas*

3. Dave, *because he got a new job*, bought a new car. *parenthetical brackets*

4. I left school and *(since it was sunny)* I wore my sunglasses. *parenthetical dashes*

5. The weather *— as it is summer —* is really nice.

Using these simple sentences, insert a subordinate clause using either brackets, dashes or commas.

1. The job will give us money.

2. The shop is nice.

3. All the people are friendly.

Create 3 parenthetical sentences of your own:

1. *The job (teacher) will give us money.*

2. *The shop, because have more things, is nice.*

3. *All the people - if you are good with them - are friendly.*

Challenge:
In your books, write 3 more sentences ensuring that your three parenthetical sentence use dashes, brackets and commas. You must have 1 sentence with each.

Role modelling the correct use of technical skills. Using this in peer assessment and then in own work

In regards to the research questions, this piece of work has shown that the AfL system developed, using technical vocabulary to recognise and implement learning goals through peer assessment, has been successful. All learners in this class raised their levels of written literacy skills within the work set in this class. From the evidence produced in their work, it is clear to see that these learners have a technical understanding of sentence construction and are demonstrating it in their own work and the in the role of peer tutor when peer assessing work. However, this was a highly structured system of AfL. This structure allowed learners to identify errors in their own work and others.

6. Conclusion

6.1 Research Conclusion

Within the context of School X, peer assessment has a prominent role. As mentioned in the context of this research, the frequency of teacher assessment has been reduced with an emphasis placed on the importance of peer and self-assessment. This research has shown that in order for peer and self-assessment to have an effective outcome – or be as effective as individualised teacher feedback – technical understanding of skill must first be present in learners and peer tutors. For this policy to be effective, time must be taken on ensuring learners first understand and can recognise these skills and are capable of understanding and setting their own learning goals, as stated by Black (2003).

6.2 Research question conclusion

1. To what extent can peer assessment be a useful formative assessment tool to raise the standards of written literacy skills, especially, sentence construction?

This action research has shown that peer assessment is a useful formative assessment and can be used to raise the standards of written literacy skills. The work produced by the learners during the live target setting has shown that peer assessment can be a valuable and useful assessment tool in raising the standards of literacy skills in a specific piece of work. One issue that has arisen during the conduct of the research is the need for heavy and specific scaffolding. A further avenue for this research would be to consider how far, or for what length of time, this method of peer assessment would need to be used for to ensure that the technical skills that have been evidenced in this research become embedded and secured in learners. This action research has supported the view of researchers, such as Wiliam, Black and Freeman & Lewis, that formative assessment (in the form of peer assessment) can be a very successful and useful tool in the classroom if it is structured and used in such a way that the learning goals and success criteria are understood by the learners.

2. Does the use of technical vocabulary, in regard to literacy skills, contribute to an effective understanding of how to apply these skills?

The use of technical vocabulary, and its use in success criteria and learning goals, has shown to be effective in producing direct and evident progress in literacy skills in a piece of work. One key element

where this was particularly successful was its use in live target setting in the peer assessment of work. As shown in an example by learner B and C (section 5 and appendices II, III), progress is made in the direct paragraph afterwards. It is vital to highlight that in order for technical vocabulary to be effective in contributing to the effectiveness of these skills, a thorough and clear understanding of this technical language and the skills they apply to must first be gained. Within the context of this action research, this was developed through the explicit teaching of these skills.

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Appendix I: Learner A

Dear Nita,

I am write to you to convince you to get a summer job. I can say many reasons why we need to get a job: to get money, more experience, meet new people and to get out the house.

Firstly, we need money. If we earn some money from the summer job, we don't need to ask from our parents. Because the job, we have money and we can spend it for ~~the~~ clothes. The money is important to you can buy or just take it later. Why would you not ^{be} looking for a job now?

Secondly, meet new people in a workplace. Lots of people work so it is a good way to meet new people. If we find a work where we need to sell something, we can meet every day with new people. Also you can meet your friends in the your workplace. Since you meet with new people, they can show you new things or peoples. It is a good way to get friends.

You need job because the experiences. If ~~to you~~ every work in every work you can collect new skills or experiences. They can be skills like teamwork which is a very good when you get an ^{important} job.

Gussith Dabanth

Dyda Thur M
Mehfin

Persuasive Writing

The sky was blue and the sun was out.
The children were happy because the day was hot.

You don't need to stay at home. It's a very good plan to the ~~week~~ weekend and with it you can collect money. So this is 2nd ~~very~~ program. I thought it can take your time it is a good time to do something what not boring. Call me, and say your answer.

WWW: You have used: discourse marker, rhetorical questions, compound sentences, complex with sub clause @ end.

EBI: Focus on using accurate punctuation in your complex sentences.

Role modelling the use of technical language by the teacher in assessment comments

"Firstly, I believe that volunteering is an excellent way to give back to society. All people have a moral obligation to help our society become a better place. If you help vulnerable veterans, you show your gratitude and deep appreciation for what they did for you in the war. When you help to give out food to homeless people, you show your tender care towards the most defenseless and weak in society. Why would you not start volunteering tomorrow?"

"Secondly, volunteering gives you precious work experience. In today's work world, every employer wants to employ those who already has experience. That experience is more important than having a degree!"

because you have used a range of persuasive vocabulary and you have also used a good speech

gbi use brackets in your paragraph and also speech marks

(Pa) /ritian
/arai

Use of technical language
in peer assessment
comments

Parenthetical sentences () - ,

Identify the subordinate clause in these sentences:

use of brackets

1. The school (although not very modern) has lots of good facilities.

← parenthetical dashes

2. The job—since it is summer—is only temporary.

← parenthetical commas

3. Dave, because he got a new job, bought a new car.

← parenthetical brackets

4. I left school and (since it was sunny) I wore my sunglasses.

← parenthetical dashes

5. The weather—as it is summer—is really nice.

Using these simple sentences, insert a subordinate clause using either brackets, dashed or commas.

1. The job will give us money.

2. The shop is nice.

3. All the people are friendly.

Create 3 parenthetical sentences of your own:

1. The job (teacher) will give us money.

2. The shop, because have more things, is nice.

3. All the people - if you are good with them - are friendly.

Challenge:

In your books, write 3 more sentences ensuring that your three parenthetical sentence use dashes, brackets and commas. You must have 1 sentence with each.

Role modelling the correct use of technical skills. Using this in peer assessment and then in own work

Gwairth Dwyarth

Dydd Mawrth 12

Mehfin 2018

Bell work

- It will be fun to work outside in the summer because you can meet new people. ✓ - complex
 - A job will give us experience and we can learn new skills. ✓ - compound
 - It will be fun to work outside in the summer because we will get money for buy what we want. ✓ - complex
 - We will get money, we can meet new people, we can learn new skills if we ^{will go} going to work. ✓ - list (triplets) - complex
- PA: Beatrice Sas

Challenge:

- My skills (good communication, ability to support) help me to have a good job.
- My brother £, Gabriel, is a bad boy.
- In my home £ - where I feel so good - are too many people.

CTG: Firstly, we need money. If we get a summer job (hairdresser), we can earn money. We can spend our money on fun things - specific of summer - ; we could even go on holiday. We will feel like adults when we have a job and money. Why would you not want a job?

Secondly, we can show our experience. If we get a summer job (hairdresser), we need the experience for the job. Our experience is the same, ~~we~~ we can apply together, but was to hard, because you have

Appendix III: Learner C

4. Children in the yard
Kids, running, talking
- Children playing football

5. Food is the canteen
taste

6. Teachers
friendly
hard working
Our school teachers is the best in the
world.

^{simple} like a castle
^{complex} The school stood ~~massively~~ in the distance.
As you approach, you could see the blue ^{compound} building, coming alive with activity. When you enter the building, you are welcomed by the happy and positive head teacher. His favourite phrase is "have a positive day" and he says it every morning. You could see the children rushing through the clean corridors to their lesson. Their day had started - ^{simple}
^{simple} - The children looks like business humans. They all are wearing heavy and smart looking uniforms. The uniform looks as heavy as a piece of metal. Even children look like ^{compound} tired, they still are smiling and talking with each other friendly.
^{simple} - Because of uniform, they all look very smart.
^{complex} - Some of the kids looks sad because with uniform is really hot (special is summers). At school kids

looks, very amazing! - ^{simple} ^{simple}
In our school corridors you can hear lots of different languages. As soon as you come in, you can hear lots of different languages, different voices. All languages are unique, and sounds great. Even ^{compound} kids talk different languages, they are still friendly and able to work together. You can be surprised of our school kids. They are, really friendly, ^{compound} hard working and motivated. They are the best part of the all school.

Suzith
Dorbarth

Dydd Suerer, 11/12/25

Descriptive
writing

Bell work:

1. Kids played in the yard.
2. Kids was extremely happy and excited.
3. Because of sunny day, all kids was extremely happy.

Challenge:

Kids kids are standing next to school; kids are playing.

Childrens in our school looks like adults. They are trying to relax in breaks and lunch times. As soon as lunchtime starts, childrens starting to do different things. Some of them are eating, some are playing and others just talking with their friends. Even some kids are very loud in the yard, they still are it's still nice to hear ^{variety} variety of voices. Most of children in our school are very kind, friendly and with extremely good behavior. That makes me feel safe in school.

Now... I can smell food. As soon as bell gone and said to us that it is lunch time, we all go and going in to eat. Food smells so good and tasty. My kids are trying to get faster because they all are very hungry. In canteen you can hear lots of different noises like forks and other kitchen things. You can hear different voices; you can hear different languages. As soon as you get your food, you can see how amazing it looks like. It looks good, it smells good and the taste of food is amazing. Food in our school canteen is really brilliant. Not only food is brilliant.

Now I am going to talk about the best teachers ever. All teachers in our school are professionals and they know their jobs. Because of teachers interesting persons, I want to go to school. They have interesting lessons; also they are very helpful. I can say very big thanks for all teachers because they are pushing us forward. They always trying to motivate us. I can say only one thing our school is the best ^{simple} in the country (in world as well).

Gwaith
Deddfwrth

Dydd Mawrth,
Mehefin 5

Descriptive writing

Bell work:

1. The teenagers was happy
2. Outside was three girls and two boys
3. Because outside was warm, teenagers was very happy.

Challenge:

Peer assessment
of sentence types
using technical
language

as warm; kids was happier.
a day in the life of a teenager.

describable
Audience - public
Format - description/story

Ideas:

1. Trips
2. Phone
3. School
4. Fashion
5. Sleep
6. Friends

Paragraph:

1. school. Classes
lessons
teachers
2. Friends. Football
Chatting
3. Trips. go into school
back to home
4. Phone using social media
communicating with friends
5. Fashion uniform
home clothes
6. Sleep. comfort bed

compound I arrive at school. *simple* The day dawns on me and I know it is going to be a busy one. *compound* As I enter the building, I can see how hard I am going to work. *compound* Because of sunny and hot day, it's going to be harder. *simple* I believe that I can learn something new today. *compound* Lessons are interesting; *simple* else, it makes me feel tired. *compound* Now we can feel better. It's a break time, when you can meet your friends and talk with them about lessons. *compound* Outside the yard, kids are really loud and they look

compound happy. As soon as I meet my friends, we *simple* start to talk about everything. We look like *simple* crazy people because we are talking without any pauses. Even I haven't got lots of friends in my school, I still can talk with my friends from Lithuania on Social Media. *simple* Now is time to go home. My trips are never ending and sometimes it makes me tired. As soon as my lessons end, I need to go home. Because I live not far away from school it is easy to me. So, I am coming home. Every day I can see lots of different types, colours and designs of cars. *compound* As soon as I come home, I need to change my clothes and go to the shop to buy some products for my mum. *simple* I don't need to go to the shop, I am lucky. *compound* Now I can use my phone. As often I am checking my social media and trying new filters on Snapchat. *compound* By the way, as I pick up my phone, I can see that I have a message already. *compound* Without phone, I can't live because I love my friends in Lithuania. I need to call them every day to remind them that I am exist and that I didn't forget them. So phone for me is very useful. Only with Social Media I can keep my friendship. *simple*

csd

www : You have used: discourse markers,
simple and compound sentences,
complex sentences sub clause @ start,
rhetorical question

EB1 : Use parenthetical sentences in your
work using brackets/dashes/commas.

Add Chen, Mehefin M

we
writing

Bell work:-

The sky was blue and the children were
happy.

Because the day was hot, the sky was
blue.

Everybody was laughing because the film was
really funny.

Role modelling the use of
technical language by the
teacher in assessment comments

Parenthetical sentences () - , -



Identify the subordinate clause in these sentences:

use of brackets

1. The school (although not very modern) has lots of good facilities.

parenthetical
dashes

2. The job —since it is summer— is only temporary.

parenthetical
commas

3. Dave, because he got a new job, bought a new car.

parenthetical
brackets

4. I left school and (since it was sunny) I wore my sunglasses.

parenthetical
dashes

5. The weather —as it is summer— is really nice.

Using these simple sentences, insert a subordinate clause using either brackets, dashed or commas.

1. The job will give us money.

2. The shop is nice.

3. All the people are friendly.

Create 3 parenthetical sentences of your own:

1. I have ice-cream (they are really cold) and I am going to eat them.

2. People —they are really friendly— are going to sing.

3. My home ^{I have} (not very big) is really comfortable

Challenge:

In your books, write 3 more sentences ensuring that your three parenthetical sentence use dashes, brackets and commas. You must have 1 sentence with each.

Gwaith
Dosbarth

Dydd Mawrth, 12

Close the gap

Bell work:

A job will give us experience; we will get ^{compound} money. ✓

It will be fun to work outside in the summer because you can meet new people. ✓ ^{complex}

Challenge:

A job will give us experience (it is ^{compound} really good) and we will get money. ✓

It will be fun to work outside in the summer (even if it's going to be hot) because you can meet new people. ✓ ^{complex}

PA:
by Evelina Apacirante

Challenge:

My mum, she is angry today, is going to speak with my sister.
Even the day is hot - I think it is too hot - kids

are going outside.
I felt (because it was scary) someone's hand on my shoulder.

Firstly, we need money. If we will get a summer job, we will earn money. We can spend our money (because it will be our money) on funny things. With money in our pockets, we will feel like adults; our parents will be really proud of us. What do you think about this amazing idea?

Secondly, it will be a brilliant experience. In summer job you can improve your skills; it can be very big benefit in the future. I believe (because lots of people get better skills) that we are going to get better skills than we have now. Because of summer job, I want to try improve my skills. How about you?

Gwaith
Dosbarth

Dydd Gwener, 15

Persuasive
writing

Bell work:

The sky was grey and the rain was falling
The classroom was cold and the kids were unhappy.

Because the classroom was cold, the we

Dear Sir/Madam,

I am writing to you to ask you get involve more people to cycling. I am going to talk about these benefits: cycling is healthy, people can make new friends and people would spend time useful, it is fun.

Firstly, cycling is healthy. Because people will be more active, so they will lose weight. People will look better, people will live longer. In my opinion cycling is better than being on shoes and having a piece of amazing life. What do you think?

Secondly, people can make new friends. People will spend more time outside, it means that they will have a great opportunity to find new friends. People are happier with friends because they can communicate. Cycling is opportunity to meet single people because they might find love there. Do you have friends? Let's try cycling, it is a complex rhetorical question.

EB1: In my paragraph I need to use simple or descriptive language.

Thirdly, cycling is fun. Cycling is as fun as walking with your friends. Just imagine how amazing you can be with gentle wind and fresh air. Speed is the average people up to 10km/h and cycling is amazing opportunity to do it. Will you let people relax?

I hope you will understand why I am asking involve more people in cycling. Thank you for your time and attention.

Yours sincerely,

Pauline Apociankova

Things to include in your writing.

- ☐ Discourse marker/ Adverb phrase
- ☒ Complex sentence with sub clause @ start
- ☐ Complex sentence with sub clause @ end
- ☐ Colon/ Semi-colon
- ☐ Impact sentence
- ☐ Imperative command
- ☐ Interesting vocabulary
- ☒ Imagery/Simile/Metaphor/Descriptive Language
- ☐ Parenthetical (brackets, dashes, commas)
- ☒ Language devices (alliteration, rhetorical question etc.)

Example of structure peer assessment using the success criteria that was used to set learning goals.

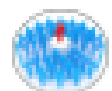
Appendix IV: Examples of teaching technical language in scheme of learning

Simple and compound sentences



Highlight the subject and the verb in each sentence.

1. I have lots of money.
2. I am sorry but I will be late.
3. She promised to keep a secret for me.
4. It is difficult yet I will try.
5. My father is in the office.
6. My father is in the office so he can help me with my homework.
7. I leave my house to go to work.
8. I have a pencil and two books yet I'm not ready for school.



Key

☐ -Subject

☐ -Verb

Label the sentence type as compound or simple?

Challenge: What is the rule for creating a compound sentence?

Create 4 accurate sentences below. You must have at least 1 simple and 1 compound sentence.



- 1.
- 2.
- 3.
- 4.

Challenge:

The next skill to work on is complex sentences. Try to construct your own complex sentences.

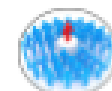


Complex sentences



Identify and highlight the subordinate clause in these sentences:

1. When I can't find my brush, it's usually in my sister's room.
2. As I have lots of time, I will go shopping.
3. If you want to meet people, come to work with me.
4. We should get a job because we need money.
5. Before I forget, the car is near the trees.
6. They are waiting outside in the rain because the sun will eventually come out.



Correct these sentences below (1 mistake per sentence):

1. If we go home we can have food.
2. I went to the shops. Because I needed to get some stationery for school.
3. Although it was hot I was wearing a jumper.

Create 3 complex sentences of your own. Try to mix up where you place the subordinate clause.



- 1.
- 2.
- 3.

Challenge:

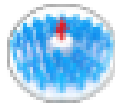
The next skill to work on is the use of the semi-colon. Try to construct an accurate sentence with a semi-colon.



Semi-colon ;



Identify the mistakes in these sentences by circling them and correcting them below.



1. I went to the shop, I bought some food.
2. The weekend went fast, I am still tired.
3. My father is in the office, he can help me with my homework.
4. They are waiting outside in the rain, the sun will eventually come out.

Write 3 sentences of your own using a semi colon accurately.



- 1.
- 2.
- 3.

Challenge:

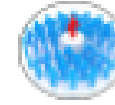
The next skill to work on is parenthetical sentences. Try to construct an accurate parenthetical sentence with either brackets, dashes or commas.



Parenthetical sentences () - ,



Identify the subordinate clause in these sentences:



1. The school (although not very modern) has lots of good facilities.
2. The job—since it is summer—is only temporary.
3. Dave, because he got a new job, bought a new car.
4. I left school and (since it was sunny) I wore my sunglasses.
5. The weather—~~as it is summer~~—is really nice.

Using these simple sentences, insert a subordinate clause using either brackets, dashes or commas.



1. the job will give us money.
2. the shop is nice.
3. All the people are friendly.

Create 3 parenthetical sentences of your own:

- 1.
- 2.
- 3.

Challenge:

In your books, write 3 more sentences ensuring that your three parenthetical sentences use dashes, brackets and commas. You must have 1 sentence with each.

