Tertiary Education Commission
Te Amorangi Mātauranga Matua

TEACHING ADULTS TO WRITE TO COMMUNICATE

USING THE LEARNING PROGRESSIONS

Mā te mōhio ka ora:
mā te ora ka mōhio

Through learning there is life:
through life there is learning!

The Tertiary Education Commission would like to thank the many people who have contributed their time and expertise to this document, in preparation, design and development, consultation and review.

TEACHING ADULTS TO WRITE TO COMMUNICATE

USING THE LEARNING PROGRESSIONS

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Introduction

Teaching Adults to Write to Communicate: Using the Learning Progressions is part of a set of resources developed to support the teaching of literacy and numeracy for adult learners. The end goal is to enable tutors to meet the learning needs of their adult learners so those learners can engage effectively with the texts, tasks and practices that they encounter in their training and learning. The suggestions in each resource are aligned with the following Tertiary Education Commission (TEC) publications:

- *Learning Progressions for Adult Literacy and Numeracy: Background Information*
- *Learning Progressions for Adult Literacy*
- *Learning Progressions for Adult Numeracy.*

These can be located on the TEC website at www.tec.govt.nz

These resources are based on research into effective adult literacy and numeracy, as described in *Lighting the Way*.[1] They also draw on school-sector work in literacy and numeracy, including Numeracy Project publications and the teachers' books *Effective Literacy Practice in Years 5 to 8* and *Effective Literacy Strategies in Years 9 to 13.*[2]

Readers are referred to the learning progressions publications (as listed above) for detailed discussions of adult learners, ESOL learners, and the theoretical basis for each of the progressions. These books also contain glossaries and reference lists.

This set of resources has been developed to support the learning progressions. The suggestions are initial ideas only: they are aimed at helping tutors apply the learning progressions to existing course and learning materials. It is expected that tutors will use, adapt and extend these ideas to meet the needs of learners and their own teaching situations. There are many other resources available for tutors to use, and comparisons with the learning progressions will help you determine where other resources may fit in your programmes, and how well they might contribute to learner progress.

1 Ministry of Education (2005). *Lighting the Way.* Wellington: Ministry of Education.
2 Ministry of Education (2006). *Effective Literacy Practice in Years 5 to 8.* Wellington: Learning Media Limited.
Ministry of Education (2004). *Effective Literacy Strategies in Years 9 to 13.* Wellington: Learning Media Limited.

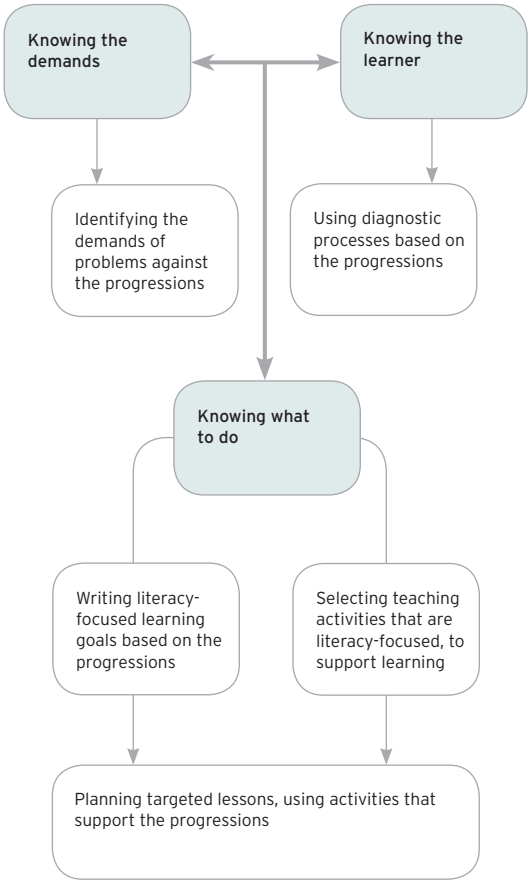
How to use this resource

There are three main sections in this resource:

- Knowing the demands (of the writing tasks that learners want or need to carry out).
- Knowing the learners (what they can do already, in order to determine the next learning steps).
- Knowing what to do (to help learners move on to the next steps).

These sections fit a process that can be illustrated as a flow chart.

Teaching adults to write to communicate: using the learning progressions



It is not essential to follow this order – in some circumstances, it will make sense to start by getting to know the learners before finding out what it is that they want to be able to do.

The following guide to working with this resource should be used alongside the information in *Learning Progressions for Adult Literacy*.

Knowing the demands

First, identify the literacy demands of the tasks the learners need to accomplish and map them against the learning progressions. This resource contains a mapping guide that can be used to identify the demands of writing tasks.

In this section, you will find an example of a writing task that has been mapped (analysed) against the writing progressions. There is a further example in Appendix A. Mapping shows where the challenges of a task may be for learners.

Knowing the learner

Use the tools in this section and the learning progressions to identify the learners' skills. This section outlines three tools that can be used with groups and individuals to identify their writing strengths and needs. Clear examples and templates are provided.

Knowing what to do

Use the learning progressions to set achievable goals for and with the learners. The decisions about what to teach should be based on the learning progressions and on the identified demands of the tasks. Identify specific activities and materials to use (based on your course and context), then apply them in your teaching. Finally, review and reflect on the outcomes for the learners, with the learners.

In this resource, mapping the writing tasks the learners will encounter is the first step in planning for instruction. The next step is finding out where the learners 'sit' on the progressions. Where there is a gap between what the learners can do and what a task demands, you and your learners can refer to the learning progressions to make decisions about what to teach and learn next.

Strands and progressions

The learning progressions are organised within seven strands that cover the key components of listening, speaking, reading, writing and numeracy. Each progression shows a series of steps that reflects the typical sequence of skill development for oral language, written language and numeracy. The steps described are not tasks to be mastered in a set order. They do, however, offer information and a structure that can be used to develop curricula and learning and assessment tools. This current resource provides examples of how the progressions can be used. You are encouraged to design your own materials for teaching and learning to meet the needs of the adults with whom you work.

It is important to keep in mind that although the progressions are described in separate strands, in practice we use literacy, language and numeracy skills and knowledge in ways that are typically interconnected. For example, a person may **listen** to a report about rising interest rates, **speak** to their partner about their mortgage, **read** the information from several banks, (using their knowledge of **numbers** to interpret and compare rates), then **write** questions to ask a bank about the options for managing a mortgage. Even filling in a form requires both reading and writing skills, and may also involve a discussion to clarify terms or requirements. Learners will better understand how their existing knowledge can support new learning when these connections are made clear.

Knowing the demands

Applying the progressions to writing tasks

Adults write for many different purposes and in many different forms. Writing may range from very informal (such as a scribbled personal reminder note) to very formal (such as an essay or a letter to apply for a job). The demands of tasks vary considerably and, for adult learners, the expectations of a course may also vary greatly. For example, the expectations for an explanation written by a learner on a course at Level 1 or 2 on the National Qualifications Framework (NQF) are very different from the expectations for one written by a postgraduate student. The differences would obviously relate to the content knowledge, but they also relate to the learner's mastery of all aspects of the writing process itself.

The learning progressions for writing outline the steps that learners will typically move through as they develop their writing skills and their knowledge of the writing process. By using the progressions as a guide, along with whatever checklists or rubrics you have for the requirements of a particular course, you can examine the demands of the tasks you expect the learners to accomplish for that course. In the same way, you can identify the demands of the tasks the learners want or need to accomplish in their daily lives. Using this information, together with what you know about the learner's writing knowledge, you can plan for teaching and support to help the learners gain the skills necessary for the tasks.

The learning progressions for the writing strand cover the writing process as well as the technical knowledge and skills required. They are:

- Purpose and Audience
- Spelling
- Vocabulary
- Language and Text Features
- Planning and Composing, and
- Revising and Editing.

These aspects of writing operate together, but writing tasks are often more challenging than a casual look will reveal. For example, a task that may seem quite straightforward (*Describe how to apply mouth-to-mouth resuscitation*) requires an understanding of the text and language features of procedural texts, such as the use of sequenced steps and imperative verbs. The amount of background knowledge that a task assumes will also vary widely, and this needs to be taken into account too.

Mapping tasks against the progressions

Checklists, templates and rubrics you use in your course will often outline minimum requirements: refer to these as you work through the mapping guide. If you do not have these, use the mapping guide to build a checklist as you map a task. This process is not meant to replace the tools you use, but rather to complement them.

To map a task:

1. Make a copy of the 'Mapping a writing task guide' (Appendix A.1) for every task you will be asking the learners to do.
2. Clarify the expectations (the requirements or standards) for the task. This is where you will use course checklists and other tools if you have them.
3. Work through each of the writing progressions, noting:
    - the most relevant step of each progression; this will form the map of the task, and
    - the specific expectations for the task (these will most likely reflect the text type, the level of accuracy, or the length of the writing). These notes will form a checklist for the task.
4. Record the map on the 'Mapping text summary chart' (Appendix A.2).
5. Compile a checklist for the task as it relates to the course expectations.

Using models or exemplars for tasks

Tutors and the course materials they use will often provide models or exemplars (see page 14) that show the learners the kind of writing they are expected to produce. These models can be mapped against the progressions to show the step of each progression that they represent. This is illustrated in the job application letter example of a mapped text in Appendices A.3 and A.4.

Using the map and checklist for teaching

When you have identified learners' skills and knowledge (see Knowing the learner, page 14), you can use the map and the checklist to compare what the task requires with what the learners can already do. The differences between the two will indicate teaching and learning needs. If the differences are too great, you may need to adapt or change the task, or provide extra support for the learners. The learners can also use the checklist to evaluate their own and each other's writing.

Example of mapping a writing task: perm explanation

In this example, the step identified for each progression has been shaded. The notes that will form the basis of a checklist are in italics.

When the results of the mapping are recorded on a Mapping text summary chart (Appendix A.2), it gives an immediate picture of the demands this task will place on a learner.

The notes can be compiled to form a checklist for this task.

Model: Attach a copy of a model if used

Task: Very simply, explain what happens when perm lotion is applied to the hair.
Use sketches to explain your answer.

Course: Basic hairdressing **NQF level:** Levels 1/2

Using the progressions, circle the steps that best match the task demands.
Make notes for a checklist about specific expectations.

A. Purpose and Audience

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• express a simple purpose with one or more key points relating to this purpose.
	• plan, compose and revise for a simple purpose • show a developing sense of audience.
	• show awareness of the reader's needs, for example, by supplying definitions or explanations.
	• show constant awareness of purpose and intended audience, for example, through the use of a summary or through a consistent tone.

Notes

(Notes will relate to the focus and clarity required for the task. For example, to what extent does the task require the writer to display an awareness of purpose and audience?)

The purpose is to show the tutor that the learner understands the perm process.

B. Spelling

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• spell a limited bank of high-frequency words correctly, including some with irregular spellings • show some understanding of the sounds of words and how they are written.
	• spell a large bank of high-frequency words correctly, including some related to the course • show some understanding of strategies such as use of spelling patterns.
	• spell most everyday words correctly • use word analysis to spell three- and (some) four-syllable words.
	• spell more specialised long words correctly and fluently • use knowledge of word parts to spell complex words.
	• spell a wide range of unfamiliar, less familiar, or recently learnt words correctly and fluently.

Notes

(Notes will relate to the accuracy of spelling required for the task.)

Expect specialist words covered in the course to be correct. Can use course book to check.
Expect most other words to be correct.

C. Vocabulary

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• use mostly everyday highly familiar words, or words specific to the course, in a simple text.
	• use a productive vocabulary that is adequate for everyday writing tasks.
	• use an extended vocabulary appropriately • understand how words work (meanings) and use them effectively.
	• use a wider variety of vocabulary (including specialised vocabulary) appropriately.
	• use a wide variety of vocabulary appropriately • choose the most appropriate words to convey meaning.

Notes

(Notes will relate to the extent of vocabulary required for the task.)

Expect specialist words learnt on the course to be used. Use words that show relationships between parts of the process (when, because).

D. Language and Text Features

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• produce short, grammatically correct sentences • use simple punctuation correctly • use features broadly appropriate to the text type.
	• use a variety of grammatical constructions in more complex sentences • produce writing of a length that is appropriate for the task • use paragraphs that give details and elaboration of ideas • use features appropriate to the text type.
	• use an extended knowledge of grammatical constructions • demonstrate a good knowledge of the features and structures of this type of text.

Notes

What type of text is required for this task (for example, a letter, an explanation, a description, a report, a narrative, a set of instructions)?

Explanation of a process.

What are the requirements for the text type in this task (for example, a procedure may require a list of items, a sequence of steps, a labelled diagram)?

Needs to show sequence of the process, cause and effect. Must include two or more simple sketches to illustrate. Use of present tense.

E. Planning and Composing

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• produce legible writing, using single words or simple phrases • follow a writing frame or model (if used).
	• construct short, simple, comprehensible sentences • include more than one idea • follow a frame or model well (if used) • organise a limited number of ideas on a familiar topic.
	• use a simple planning strategy • construct at least three short, well-linked and comprehensible paragraphs • conform to a text type (that may have been prescribed by the task).
	• use an appropriate text type for the task • use effective language, structures, information, ideas and tone.
	• produce an extended text with fluency, detail and coherence • use a variety of sentence and text structures effectively.

Notes

(Notes will relate to the composition or complexity of the text required for the task.)

Note form is acceptable. Should use two to three linked ideas about the process. Must include sketches to illustrate process.

F. Revising and Editing

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• make some revisions • make good use of support or feedback.
	• reread the writing and make changes to improve the meaning • make good use of feedback given • make some corrections to grammar, spelling or punctuation.
	• reread, revise and proofread the writing • consider and make necessary changes to the content and coherence of the writing as well as to grammar, spelling and punctuation.
	• review and proofread the text so that it shows a sophisticated understanding of purpose and audience.
	• use strategies (such as modifying tone and adding detail) to ensure the writing is a highly polished piece of work.

Notes

(Notes will relate to the degree of 'polish' required by the task.)

Should check to ensure explanation and sketches are clear.

Mapping text summary chart: Perm explanation

	PURPOSE AND AUDIENCE	SPELLING	VOCABULARY	LANGUAGE AND TEXT FEATURES	PLANNING AND COMPOSING	REVISING AND EDITING
				XXXXXX		

Checklist: Perm explanation

Name: **Date:**

CRITERIA	COMMENT	COMPLETE	INCOMPLETE	DATE
Shows understanding of the perm process				
Spells specialist words from course correctly	Can use course book to check			
Spells most other words correctly				
Uses specialist words correctly				
Uses words that show relationships	For example, *when, because*			
Shows sequence, causes and effects				
Uses present tense				
Uses two or more clear sketches				
Uses two to three linked ideas	Note form acceptable			
Checks work for accuracy before handing in	Ask partner to check Can refer to course book			

Knowing the learner

Teachers of adult learners will want to know about the learners' experiences of writing, their attitudes towards writing, and their writing strengths and needs. This section includes three approaches you could use, singly or in combination, to find out more about the learners. You can consider each approach and decide which would be most useful to use or adapt to meet your own information needs and the needs of the learners.

The three approaches are:

- a survey of learners' behaviours, habits and attitudes to writing
- a writing portfolio or journal
- a diagnostic process based on the writing progressions.

The first two approaches do not provide hard data to map against the progressions. They are used to help you find out the feelings and thoughts the learners have about writing.

The diagnostic process provides data that can be used to profile a learner against the progressions for writing. It has been developed primarily to help tutors make rapid decisions about whether or not learners would be able to cope with the demands of the texts they need to write as part of a course of study. Because it is evidence-based, it allows you to identify the learner's strengths and needs.

These approaches are not intended to be rigorous, comprehensive assessments of writing – they have been developed by educators as practical guides, suitable for a variety of adult learning contexts.

Samples, models and exemplars

These terms are often used when we talk about assessing and teaching writing. In this context, these are the meanings used:

Sample: A sample of writing is a piece of writing of any quality done by a learner. A good quality sample can be used as a model or an exemplar.

Model: A model is a piece of writing often written by a tutor or the writers of course books to show what kind and standard of writing is expected of a learner.

Exemplar: An exemplar is a piece of writing done by a learner that has been through a moderation process (formally or informally) to verify that it is a good example of the kind or standard of work expected of learners at a specific level and/or for a specific purpose.

'Attitude to writing' survey

This survey can be used with individuals or small groups, and can be read aloud or used with a scribe to write the responses if necessary. The information provided in the survey may be quite specific and will be useful in helping you to identify the issues the learners themselves recognise and to begin to understand how the learners approach the aspects of writing described in the progressions. It is not 'hard data' though; it cannot be used to provide a baseline or to show precisely where a learner fits in relation to the learning progressions.

Ways to use the writing survey

Use the attitude survey in the way that works best for you and for the learners. For example, you could select one of these options:

Work with one learner at a time. Read the questions aloud and write down the answers. This will be the most suitable method for learners whose reading and/or writing skills would prevent them from completing a written survey by themselves.

Make copies of the survey and give the learners one each. The learners can complete the survey, then hand it in. Use this method if you are sure the learners will be confident reading the form and writing their responses unaided.

Work with small groups to discuss the questions and record the responses. This method will allow for a discussion that may help reluctant learners to respond. You will need to decide how to record responses and whether you want to identify individual responses or to construct a collated, group response.

If some questions are not relevant, or if you wish to add others, you can tailor the survey to meet particular needs and circumstances.

The 'Attitude to writing' survey form is included as Appendix B.1.

Writing portfolios or journals

In many learning situations, it may be appropriate for learners to maintain a record of their writing in a loose-leaf portfolio (such as a ring-binder) or in a journal (such as an exercise book). Portfolios and journals serve somewhat different purposes, but the central idea is that writing is accumulated over time, allowing for the writer and others to reflect on changes, review ideas and problems, and discuss earlier writing. For adult learners of writing, a portfolio can serve as a record of work and progress over time, as a store of ideas to return to and develop, and as a resource for you to share (with the writer's permission) with others as models for further learning.

A journal is usually a more personal record of ideas as well as planned or drafted writing. In the journal, the writer can make notes and record questions for future reference, develop an idea in different ways, or write reflections on their own writing processes. You may wish to set specific purposes for journal entries, for example, asking the learners to keep notes about a particular aspect of writing or of a topic.

By examining these records with the progressions at hand, you can work with the learners to identify the next teaching and learning steps and discuss ways to achieve them. A sample of writing from the portfolio can also be used to carry out a more formal assessment of writing (see the following description of a diagnostic process).

Using a diagnostic process based on the progressions

This assessment tool has been prepared to fill an interim need (identified by tutors) to reflect and complement the learning progressions for writing. Although topics for writing are provided in the assessment tool that follows, it is preferable to use writing the learners could be expected to produce as part of their studies or in a real-life situation – this would provide greater authenticity for the assessment.

This diagnostic process is a general screening tool, not a formal assessment. By using typical course tasks for the assessment, you can find out if the learner will be able to cope with the writing demands of the course or if the learner is going to need some support. The assessment will indicate the specific areas (progressions) where support and/or instruction will be needed. If the assessment shows that the course task demands are too challenging for a learner, reassess using an easier or modified task. Where it is clear that the learner would be unable to complete the course with the support and instruction you have available, other options may need to be considered – literacy tutors can assist here.

Aims

To familiarise tutors with using Write to Communicate progressions to:

- make decisions about learners' strengths and needs, and to identify their next learning steps
- recognise that learner profiles may be 'spiky' (strengths in some areas but not in others)
- confirm impressions gained from other less-formalised methods such as the 'Attitude to writing' survey or informal observations.

Assumptions

The process described here is based on the assumptions that assessment should:

- be evidence-based
- include information about the learners from the six progressions in the Write to Communicate strand
- take no more than 10–15 minutes to administer, and be easy to administer and evaluate
- be able to be used by vocational tutors
- be able to be extended by literacy tutors.

The process of analysing a writing sample can offer tangible evidence of a writer's development. Apart from giving a clear indication of how well the learner understands the topic, writing samples can give a clear indication of the learner's:

- understanding of the concept of text purpose and audience
- understanding and mastery of the features of particular text types and of how they relate to the writing purpose
- grasp of text structure, paragraph and sentence structure, vocabulary and language features
- variety and depth of ideas
- ability to use the surface features of writing (such as spelling and grammar) efficiently
- ability to consider and reflect on possible choices (for example, vocabulary choices) and their consequences, and to refine writing as necessary
- emotional and cultural engagement in the writing task.

One writing sample will not be enough to show all of a learner's capabilities – it will show you where the learner is on the progressions for the sample of writing only. That is why it is important to choose the sample you will diagnose carefully – is it typical of the kind of writing the learner will have to do on the course? Think about the purpose and audience implied by the diagnostic task and the kind of writing the learner will have to produce (are these the same as those for the course?).

For more information about a learner's writing capabilities, you will need to assess several samples of different kinds of writing. For this diagnostic process, you may wish to look over several samples at the same time and make a judgment based on how well the learner is doing overall.

Overview

You will be obtaining writing samples from learners and using the learning progressions (Write to Communicate) to analyse the writing samples. The samples can be obtained either one-on-one or with a group, as long as the writing is completed independently and the analysis is done with each learner individually. Some adult learners may find a group-administered task to be too similar to bad experiences they have had with tests. If you think this may be an issue, work with the learners one-on-one. Analysis will be most effective if the learner is engaged with and can understand the process, including making decisions about the next teaching and learning steps.

Obtaining writing samples

1. Discuss the purpose of this exercise with the learner/s, explaining that the two of you need to have one or more samples of writing you can analyse together. This will help in planning for the next teaching and learning steps.
2. Either use an existing piece of independent writing (the learner can select this) or use a writing starter to elicit a writing sample. If you choose to use a starter, select one from those described (on pages 18 and 19) or use these as models for designing your own starter. You may wish to offer a choice of starters and ask the learner/s to select the one they feel most

comfortable writing about. You may feel that a learner will need the support of a template or writing frame. Reserve this option only for those learners who you know would not be able to produce writing without support.

3. When using a starter, give the learner/s at least two sheets of lined or plain A4 paper and tell them you want them to use the paper to prepare and write in response to the starter or prompt you'll give. Giving two sheets acts as a prompt to the need to plan. Allow the learner/s to write on a computer if this is their usual writing tool, but be aware that this may not allow you to see evidence of planning or revising.
4. Give the starter by using the suggested script or by using one you have designed yourself. Aim for a consistent approach.
5. Tell the learner/s how much time they have to complete the writing, saying that you'd like them to use the time to prepare or plan, then to write, and then to look over their writing and make any changes before returning the pages to you. You can give a reminder that you expect the writing to be revised. Alternatively, you may wish to allow as much time as the learner/s needs to complete the writing.
6. If possible, do not offer help or respond to requests for assistance unless a learner is unable to write without help. If you give help, make a note of what you did and why. Ideally, the writing should be the learner's unsupported work.
7. Collect the writing, making sure that each piece is named and dated.

Analysing the writing

1. Use the learning progressions and the 'best guess' chart and 'Writing analysis template' (Appendices B.4 and B.5) to analyse one or more writing samples for each learner. Do this with the learner if possible. This may be done over more than one session, depending on the time available.
2. Record the results.
3. Based on the analysis and the progressions, work with the learner to make decisions about the next steps for teaching and learning.

Spelling, handwriting and computer use

Spelling and handwriting are not as important as gaining a sense of how well the learner is able to respond to the task in terms of the appropriateness of their writing for its audience and purpose, the ideas the writing contains, and the organisation of the text. However, if the writing is really unreadable due to handwriting that cannot be deciphered or spelling that cannot be worked out, this should be noted as an urgent teaching and learning priority. Learners can be given other means of expressing their ideas (such as talking, role-playing, recording speech or drawing) while they build up their handwriting and spelling skills.

When learners use computers as a personal preference or to avoid issues with handwriting, you will need to be aware of the ways in which they plan and revise their work and to discuss these aspects of writing with them as they write. Likewise, you will need to be aware of how learners use the computer's tools for spelling and grammar, bearing in mind that these tools also require a degree of expertise.

Using writing starters

Wherever possible, use authentic writing topics drawn from the course the learner is studying or from the learner's workplace or community. If that is not possible, use the following writing starters. Novice writers may require the support of a template or writing frame[3] (see Starters 3 and 4 below). Select a topic or starter to match your initial estimate of the learners, and use or adapt the starter script as appropriate. If you are working with a group of learners, you could use the same starter for everyone to gain an idea of needs across the group.

The writing frames that can be used for Starters 3 and 4 are reproduced as Appendix B.2 and Appendix B.3 for copying.

Starter 1: Letter of complaint

You are writing to your employer or union representative to complain about a problem at work. Write a letter to explain what the problem is, why it is a problem, and what you think needs to be done.

Starter 2: My ambition

Tell me about your ambition or what you want to do when you finish this course. Give me some details so I can really understand what it is you want to do next.

Starter 3: Personal profile

Imagine that your friends have persuaded you to put your profile up on an Internet dating or social site. Write the profile you would want others to read, describing yourself and your life and interests. It doesn't have to be true!

Use a writing frame if more support is required.

My profile

Name: _____ Date: _____

Write sentences about yourself.

What do you look like? _____

_____

What do you like to wear? _____

_____

What do you like to do with your family? _____

_____

What do you like to do with your friends? _____

_____

What do you like to eat? _____

_____

Write another sentence about yourself. _____

3 A template is a pattern or a model that can be copied or a form that can be completed. A writing frame provides a structured framework for writing, for example, by giving sentence starters. In practice, the two terms are often used interchangeably.

Starter 4: Instructions

What can you do well? For example, can you cook some food, catch a fish, change a flat tyre, or make a kite? Write instructions that would tell someone else how to do this.

Use a writing frame if more support is required.

Instructions

Name: _____

Date: _____

How to: _____

You will need: _____

Steps:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Analysing writing against the progressions

Use the learning progressions for Write to Communicate along with the templates provided to analyse each piece of writing. The two templates serve different purposes: the first allows you to make an initial 'best guess' of where a learner may 'fit' with the writing progressions (Appendix B.4). The second template guides a more detailed analysis of the writing (Appendix B.5). When you have analysed the writing in some detail, you can return to your 'best guess' and make any changes needed.

Starter 2: My ambition – Learner response

My ambition in life is to become a midwife.
I would like to be N.Z Registered, and be
able to practice independantly.
I believe in becoming a midwife, I will be
able to help all mothers ~~of~~ in all cultures.
I have ~~the experience of giving~~ given birth to
four children, and believe in using a
calm; but helpful approach to childbirth,
In ~~to~~ making both the mother and childs
experience as hassle-free as ~~X~~ possible
I believe this will prove my studies have
been a great help to my self and future
clients.
In reaching my future goals, and
making a huge commitment to my
studies; I hope to make "my ambition"
my reality by 2011.
I have the support of my family, friends
and very patient and supportive
fiance; to guide me through and
remind me of the bigger picture when
I lose sight of my goal.

My ambition – 'Best guess' chart

Read the learner's writing and make a best guess at where it might 'fit' against the learning progressions.

	PURPOSE AND AUDIENCE	SPELLING	VOCABULARY	LANGUAGE AND TEXT FEATURES	PLANNING AND COMPOSING	REVISING AND EDITING
				XXXXXX		

Next, use the 'Writing analysis template' (Appendix B.5) to gain more detailed information about the writing. For the purposes of this resource, only the relevant progression steps are shown.

Text: *My ambition*

Purpose and Audience progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer took the reader's needs into account, for example, by supplying definitions or explanations?	Yes, the writing reflects an intended audience. The tone and the format are correct. There is a clear sense of a reader in mind in the writing, for example, she supports her arguments clearly (this could be to show the reader how a mother of four children would be able to cope with study, work and family life).

Spelling progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer can spell most everyday words correctly? • Is there evidence that the writer can use word analysis to spell three- and (some) four-syllable words?	Everyday words are correct. • Yes: midwife, ambition, experience. • Yes: supportive, registered. Errors show word analysis has been used: • practise/practice • independantly/independently • fiance/fiancée • comitment/commitment.

Vocabulary progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer can use an extended vocabulary appropriately for most of their writing tasks, including course work? • Is there evidence that the writer understands how words work and can use them effectively?	Yes: extended vocabulary that is specific to course requirements: NZ Registered, practise, independently, future clients. Yes: use of appropriate phrases: • Patient and supportive • Bigger picture • Calm but helpful approach.

Language and Text Features progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer is able to use a variety of grammatical constructions to write more complex sentences? • Is the length of the writing appropriate for the task? • Has the writer used paragraphs that give details and elaborate on the ideas? • Has the writer used features appropriate to the text type?	Yes: "In making both the mother and child's experience as hassle-free as possible, I believe this will prove my studies ..." The length is appropriate and three paragraphs are used. Each paragraph is cohesive and links to the next. The text contains a beginning, middle and end. Ideas are supported. Tone is appropriate – neither too formal nor too casual, so appropriate to the topic and the audience.

Planning and Composing progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer has used a simple planning strategy? • Does the writing contain at least three short, well-linked and comprehensible paragraphs? • Does the writing conform to a text type?	Yes, there is a beginning, middle and end. Yes it does. Yes it does and meets the basic requirements of this type of text.

Revising and Editing progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer has reread, revised and proofread the writing? • Has the writer considered and made necessary changes to the content and coherence of the writing as well as to grammar, spelling and punctuation?	Yes: corrections have been made. The way the text is written indicates that the writer is aware of rereading and revising whilst composing. There is evidence of phrases being crossed out and replaced by one word: the experience of giving, given; Correction of prepositions: to, in Deletions: can.

A review of the 'best guess' chart shows that this learner is working at a higher step than first thought for language and text features. She is probably ready to consolidate her skills and move on to the next steps in all progressions.

Knowing what to do

Teaching using the progressions

Having used the previous sections, you are now equipped with information about task demands and learner needs, and you are ready to plan for teaching and learning. Often, you will have little say in the technical or work-based content of a course, but you will need to plan ways in which you can meet learners' literacy needs within the constraints of the course or work situation. A plan can be 'in the head' or developed on the spot when a need arises or an opportunity is presented. A plan can also be a deliberate, written guide for work in the short-, medium-, or long-term future.

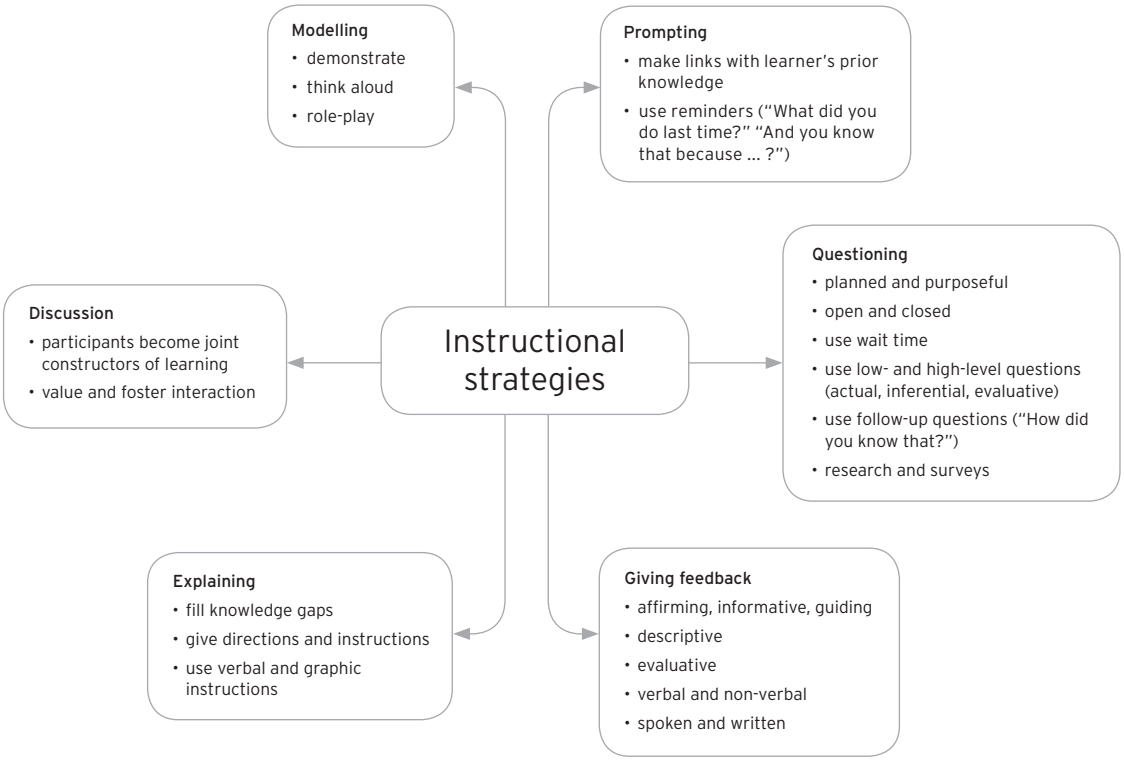
Deliberate, strategic teaching is very important and can make a huge difference to learners' progress. This is true for all teaching and learning, not just in the area of literacy. When you interact with adult learners, whatever the setting or subject, you use a range of instructional strategies to develop the learners' knowledge, skills and awareness. You need to provide instruction that:

- encourages learners to progress independently
- is focused, explicit and direct, so that it shows the learners what proficient adults know and do
- is directed towards specific goals that learners recognise and understand
- is used consciously and deliberately for a purpose
- provides multiple opportunities to practise, so that new learning is reinforced and embedded
- is part of a wider environment that facilitates learning
- is relevant, challenging, interesting and enjoyable for the tutor and for the learners.

When you are aware of the instructional strategies you can use, you are better able to provide such instruction and to choose the best of these strategies for your teaching purpose.

Instructional strategies may be used by both tutors and learners. The goal of adult educators is to move learners from dependence on the tutor to independence of the tutor. To encourage this independence, you need to set up activities that demand learners use these same teaching strategies with each other. Your role is then to prepare activities where learners model for, question, prompt, give feedback and explain to each other. The activities in this section are intended to promote this kind of peer learning and teaching.

Using instructional strategies



Activities for teaching and learning writing

The activities in this section can be adapted and used to help meet the needs of learners, within the contexts of specific courses and situations. They are designed to complement the learning progressions, and readers are referred in particular to the notes that accompany each progression (see *Learning Progressions for Adult Literacy*). In addition, there are further explanations of each strand in that text, and more detailed theoretical background in *Learning Progressions for Adult Literacy and Numeracy: Background Information.*

Many of these activities can serve multiple purposes, and they may involve the use of knowledge and skills across several literacy and numeracy progressions. You are encouraged to integrate all these aspects of learning as far as possible, in line with the ways in which knowledge and strategies are used in real-life situations. For example, a retail assistant making an order for stock may be required to read a catalogue to locate specific information, to write out the order, to calculate the cost of each group of items, and then to calculate the total amount of the order.

The table opposite can be used as a quick reference guide to find activities that suit work on specific progressions. Many of the activities can be adapted for use in different ways and can be used with texts directly related to the workplace or course content.

The table uses an abbreviation of the name of each corresponding writing progression – these also appear at the top of each activity as a guide.

WrP&A	= Writing: Purpose and Audience
WrSp	= Writing: Spelling
WrVoc	= Writing: Vocabulary
WrL&T	= Writing: Language and Text Features
WrP&C	= Writing: Planning and Composing
WrR&E	= Writing: Revising and Editing

Suggestions for teaching the writing process and spelling

As well as the activities, this section incudes suggestions for teaching aspects of the writing process (pages 47–48) and suggestions for teaching spelling (pages 48–50). You can develop your own activities based on these suggestions as the foundation for focused instruction on aspects of writing.

Linking activities to writing progressions

ACTIVITY	WrP&A	WrSp	WrVoc	WrL&T	WrP&C	WrR&E
Using a shared writing approach pages 28, 29	√	√	√	√	√	√
Sharing quality work page 30	√	√	√	√	√	√
Using writing frames page 31		√	√	√	√	
Organising and linking ideas page 32		√	√	√	√	
Using templates and acronyms pages 33, 34				√	√	
Shared paragraph writing page 35				√	√	√
Word maps pages 36, 37			√		√	
Clustering pages 38, 39			√		√	
Structured overviews pages 40, 41			√	√	√	
Clines page 42			√			
Concept circles page 43			√		√	
Pair definitions pages 44, 45			√			
Brainstorming page 46			√		√	

Using a shared approach to writing

WrP&A | WrSp | WrVoc | WrL&T | WrP&C | WrR&E

The purpose of the activity

As they work with the tutor to construct a text through shared (or guided) writing, learners brainstorm ideas, plan an outline, and draft a piece of writing for a particular purpose in a specific form. By writing the text collaboratively, the learners learn from the tutor and from each other, become confident in expressing their ideas, and extend their thinking. The tutor is able to focus the learners on the steps of the progressions they need to work on next.

Shared writing is a joint writing approach in which both tutor and learners contribute to the plan, the ideas, and the language of the text they construct together.

In guided writing, tutors discuss and model writing strategies with the learners in small groups as the learners work towards constructing their own texts independently.

The teaching points

- The learners engage actively in contributing to the writing process, suggesting ideas for content and structure.
- They reflect to consider how far the shared writing has met its intended purpose.
- They reflect on their understanding of purpose, audience, word and text feature choices, planning, composing, revising and editing.
- They extend their own understanding by learning from others and trying new ideas.

Resources

- Whiteboard and markers.
- Writing frame (optional).

The guided teaching and learning sequence

1. Before beginning the shared writing task, clarify with the learners why the writing is being done collaboratively.
2. Clarify the purpose and the audience with the learners and discuss the choices and consequences they will need to take into account for the purpose and audience.
3. Discuss the topic with learners, activate their prior knowledge, and brainstorm ideas (for example, by drawing a mind map or listing words that are related to the topic). Ask probing questions to determine whether the ideas gathered reflect an understanding of the topic and the purpose.
4. Decide on an appropriate text form.
5. Model how a writer analyses, evaluates and clarifies their ideas, chooses appropriate vocabulary, and draws on language and text knowledge to compose and revise a text. Acknowledge the interrelatedness of each part of the writing process.
6. Work with learners to organise the ideas and plan an outline, reminding them of the outlines they have worked with previously (for example, activities that use writing frames).
7. With the learners, critically analyse how the main ideas are to be expressed (for example, whether they will be supported by evidence or illustration).
8. Write with the learners, constructing the text together. Discuss the choices learners are making and the possible consequences of different choices.

9. Discuss whether appropriate language features have been used to link ideas and whether the text is likely to engage its intended audience.
10. Review the purpose for writing and adapt content if necessary.
11. Modify the writing, attending to surface features such as spelling, grammar and punctuation if necessary.
12. Reflect on ways the text could be presented and choose a way that best meets the purpose for writing.
13. Proofread and finalise the text.
14. Make the completed text available to the intended audience and seek feedback.

Sharing quality work

WrP&A | WrSp | WrVoc | WrL&T | WrP&C | WrR&E

By reading and analysing good models, learners gain a clearer understanding of what they are expected to write.

Good models of a specific text form can be used to clarify the features and structure of the text forms that learners need to be able to write in their course work or in work situations. In this activity, learners evaluate models of well-written texts (of a standard appropriate to the NQF level they are working towards) against the learning progressions, in order to identify the features of good writing.

The teaching points

- The learners critically analyse the structural and language features of texts.
- The learners are able to discuss connections between this exercise and their own writing.

Resources

- Examples of the kind of text that learners are expected to write in your course or in the workplace, copied onto an overhead transparency (OHT).
- Overhead projector.
- Copies of the 'Writing analysis template' (Appendix B.5).

The guided teaching and learning process

1. Put a copy of a complete text (or a summary of the text, if it is a long piece) on an OHT so the learners can see how it is structured and what sort of language is used.
2. Give each learner a copy of the 'Writing analysis template'. Explain the steps of each learning progression the learners on the course need to aim for (for example, the 3rd step in the Spelling progression, the 2nd step in the Revising and Editing progression) and explain that the questions can be used to identify where a piece of writing fits on each progression.
3. Using the questions as a guide, discuss the text and identify which steps of each progression are represented.
4. Identify the overall features that made this writing successful. These features could be used as a checklist for the learners' own writing.
5. Have the learners work in groups with you, then in pairs, to evaluate further examples of the same type of text. They can make brief notes about how the text matches the progressions.
6. Ask the learners to discuss these texts and their notes on them, first in pairs and then with the whole group, identifying the key features of similar texts.

Follow-up activities

- Take a photocopy of an appropriate text and cut it into separate parts or paragraphs. Ask the learners to sequence the scrambled paragraphs to form a coherent text. They can then talk about what enabled them to complete this task.
- With the permission of the writers, use examples of the learners' writing for discussions as outlined above. Together with the learners, discuss how samples of their own writing compare and how changes can be made to improve their writing.

Using writing frames

The purpose of the activity

This activity aims to support extended writing. Writing frames provide a skeleton or outline of a planned text that includes prompts for learner writers. They provide a structure for extended writing at the draft stage. When learners are familiar with writing frames, they can use them independently to support their extended writing.

The outline summarises the structure of the planned text and states what should be written in each section. The prompts, which may include questions, key points or sentence starters, are designed to help the learners fill in the outline.

Appendix B.2 gives a writing frame for a personal profile. Appendix B.3 gives a writing frame for a set of instructions.

Appendix C.1 gives a model of an outline for a report. Appendix C.2 provides two writing frames for reports on cyclones, with different levels of support. Appendix C.4 provides a writing frame for an explanation.

The teaching points

- The learners become familiar with the text structure so they can write independently.
- The learners analyse their writing critically as they create their extended texts, using writing frames.

Resources

- Copies of prepared writing frames, specific to a writing task.
- Copies of the writing frames on overhead transparencies (OHTs) and an overhead projector (optional).

The guided teaching and learning process

1. Prepare a writing frame for an appropriate text. The prompts may take the form of questions, short descriptions of what should be included in each paragraph or sentence starters. A bank of relevant words may be supplied with the writing frame (see Appendix C.2).
2. Explain the writing frame to the learners in some detail, modelling it in the context of a collaborative writing task. 'Think out loud', explaining what you are doing and encouraging the learners' contributions, while filling in the writing frame on the board or on OHT.
3. Work through a writing frame with the learners, encouraging them to contribute their ideas for filling in the writing frame.
4. Once the learners understand the structure of the writing frame and the purpose of the prompts, they can use a writing frame template to plan and create their own texts.

Alternative activities

If appropriate, prepare two different writing frames to cater for the needs of learners at different levels. For example, a writing frame could be specifically designed to help learners who have not yet learnt to structure their writing beyond the paragraph level. This frame would have a bank of basic words and many sentence starters to provide plenty of support. Another frame, for learners with some experience and expertise in writing longer texts, would have only a few prompts and more challenging vocabulary.

Organising and linking ideas

The purpose of the activity

This activity helps learners to organise information logically and to provide cohesion between sentences and paragraphs in an extended text. The learners use a list of connective words and phrases to sequence and link a series of paragraphs.

The teaching points

- The learners will critically analyse the organisation of their connected texts.
- When the learners write independently, they will show evidence that they are improving their ability to structure their writing and link paragraphs by using appropriate connectives.

Resources

- A text that is a good model of an appropriate text type. Copy it onto an overhead transparency (OHT) or make multiple copies to hand out to the learners.
- An overhead projector.
- A second text, prepared as described in (3) below. Copy this text onto an OHT or make multiple copies.

The guided teaching and learning sequence

1. Share the text with the learners and explain or discuss how the organisation of the text gives it coherence.
2. Point out linking words and phrases and other structural features.
3. Select a text that consists of short paragraphs and remove all connectives so the paragraphs are not clearly linked.
4. Give the learners copies of this text with a selection of connectives and signal words to use (see Appendix C.3 for a list of such words). Discuss these words, explaining how different connectives have different purposes and how they can signal the logical development or sequence of ideas.
5. Have the learners use connectives from the list to link the paragraphs and organise them into a complete text that flows logically.
6. With the learners working in groups, ask them to discuss each other's texts and give each other feedback on the cohesion between paragraphs.

Using templates and acronyms

WrVoc WrL&T WrP&C **rity**

This activity provides support for learners as they sequence and structure their ideas to meet the purposes of their writing tasks. It helps learners focus on appropriate language for different text forms.

Templates provide an outline or prompts for a piece of writing, acronyms provide reminders of different text structures.

By using templates, the learners can focus on analysing the purpose for writing and constructing cohesive sentences and paragraphs. They work both individually and in groups. They practise using templates (or acronyms – see the alternative activity below) to structure their paragraphs.

The teaching points

- The learners become aware of how the purpose for writing determines the text form.
- The learners reflect on planning.
- The learners progress from dependence on the tutor to dependence on peers to independence.

Resources

- Models of extended texts appropriate to the course.
- Copies of prepared templates.

The guided teaching and learning sequence

1. First, prepare by identifying the particular text structures, forms or patterns you will focus on. These might be a text type (such as an explanation), a language structure (such as the use of signal words to show a sequence or order of events), or the use of connective words to join simple sentences.
2. Discuss the purpose of the activity with the learners.
3. Using the model text, analyse the structure and language.
4. Use one or more templates to show the learners how to write an effective paragraph for a text in that form. (Alternatively, you can write the paragraph collaboratively with them.) The writing frame in Appendix C.4 is designed to help learners write an explanatory paragraph.
5. Have the learners work in pairs to draft a paragraph that meets the intended purpose.
6. The learners can then write their own individual paragraphs, deciding which support (template or acronym) will best suit their purpose.
7. Reduce the level of support as the learners show that they are able to refer to the template (or acronym) and create their own texts.

Alternative activity

Use acronyms instead of templates to provide briefer, less-supportive frameworks as the learners become more familiar with the structures of texts.

continued...

Acronyms include:

TEXT TYPE	ACRONYM
Explanation	SEX Statement, Explain
Explanation	SEE(D) Statement, Explain, Example (add a Diagram)
Argument	APE Assertion, Proof, Example
Description	GEE Generalisation, Elaboration, Example
Discussion	PPQ Point, Paraphrase, Quote

Ensure the learners understand that the paragraphs they construct using templates and acronyms may need to be adapted for use in a complete text. Extended writing for a purpose often uses a mixture of paragraph structures and a range of literacy devices that give the writer a voice and engage the reader.

Shared paragraph writing

WrL&T WrP&C WrR&E

The purpose of the activity

Shared paragraph writing enables the learners to write together, helping one another to work through the process of structuring content and selecting the most appropriate language.

In this activity, the learners work in small groups, taking turns in different roles to construct a paragraph.

The teaching points

The learners reflect on the appropriateness of the language they use and the sequence of ideas.

Resources

- Templates.
- A list of acronyms or other supports as needed.

The guided teaching and learning sequence

1. Explain the purpose for writing and the form of paragraph to be used (perhaps using models, templates or acronyms as explained in previous activities).
2. Organise the learners into small groups. Give each group a subject or topic and perhaps some subject-specific vocabulary to use.
3. Each learner takes a turn to dictate a sentence to the others in their group. For example, if they use the SEE acronym, one learner composes the factual statement, another composes the explanation, and a third gives the example.
4. The group discusses their sentences, and the learners make changes where necessary to construct a good paragraph (one that meets the purpose, includes all elements, and is connected, engaging and concise).
5. The whole group shares and analyses the paragraphs that they have constructed.

Follow-up activity

If the purpose of the writing task is to give a point of view or write an argument provide a proposition that relates to the issue. On a strip of paper, each learner in a group then writes a sentence supporting the proposition. The group studies all the sentences and decides how to sequence and modify the sentences to construct a cohesive and coherent paragraph (an alternative is for each learner to write the sentence on a page that is passed around the members of the group to add their sentence to).

Give the groups five key words to include when they write their paragraph.

Word maps

WrVoc WrP&C

The purpose of the activity

The learners brainstorm words that relate to a single focus word in order to extend vocabulary relevant to the writing task.

By using a word map, you can find out about the vocabulary the learners already have and link that vocabulary to the writing task. The word map shows the learners links between words (for example, how several words can be formed from one root or one headword). A word map can also clarify the relevant subject-specific meaning of a word that has more than one meaning.

The teaching points

- The learners make connections between words.
- The learners become aware that some familiar words may have different meanings in specific contexts.
- The learners can use new words independently.
- The learners can use words from different word classes, for example, adjectives and adverbs as well as nouns.
- Critically analyse the relationships between words, for example, in discussing the completed word map, are the learners debating whether the meaning of one word is closer than another to the meaning of the focus word? Would everyone agree with the connections?

Resources

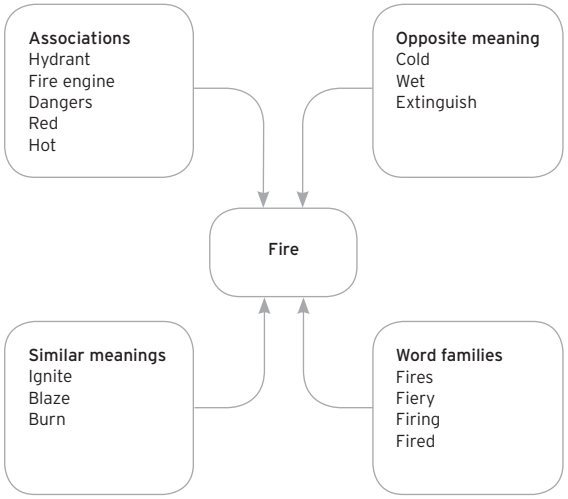
- A writing task.
- A whiteboard.
- Markers.

The guided teaching and learning sequence

1. Identify a key focus word for the task.
2. Decide what the various branches of the word map will be. These could be: the focus word itself used with different meanings, other words that have similar meanings, words from the same word family as the focus word, words that relate to the idea or theme presented by the focus word.
3. Write that word in a central circle on the board and draw the branches of the map on the board.
4. Identify headings for each branch with the learners before starting the brainstorm.
5. Ask the learners to brainstorm words that relate to the focus word. Record each word on the appropriate branch of the map (see example below). (The brainstorm can be a think-pair-share exercise before a word is contributed to the group discussion.)

6. Discuss the words on each branch. Discuss new words, familiar words used in new ways, and relationships between words.

Follow-up activity



After completing this activity with a group, word maps can be used for various purposes with groups and individuals. For example, you could provide a blank word map chart with labelled branches the learners could fill in. The learners could select several words they wish to use and write sentences that contain those words.

Clustering

WrVoc WrP&C

The purpose of the activity

Clustering involves organising sets of key words from a topic into specific groups in order to encourage learners to think about and discuss the meanings of words and the relationships between words. They can then use the words they have discussed in their writing.

The teaching points

- The learners will discuss words and their meanings.
- The learners use the words in discussion and critically analyse and negotiate the possible meanings.
- The learners use other new learnt words.

Resources

- Several identical sets of cards (up to 20 cards in each set), each card showing a key word or term that relates to the relevant subject content.

The guided teaching and learning sequence

1. Discuss a course-related writing task and identify key words or phrases that are relevant to the topic. Prepare the sets of cards, using these words and phrases.
2. Give each pair or small group of learners a set of the cards.
3. Describe the activity to the learners. The first time, model how to create two or three clusters and then 'think out loud' about your clustering decisions before asking the learners to work in their groups.
4. The learners work together to arrange their cards in clusters or groups according to the meanings of the words on the cards.
   If necessary, they can have a 'don't know' pile; this discourages unsupported guessing. The learners should be able to give reasons for each of their decisions.
5. The learners agree on their clusters and then write, on a separate piece of paper, a general heading that describes each cluster. They place each heading above the relevant cluster. For example, for a text about hairdressing, cluster headings could include *products*, *equipment*, *hairstyles* or *cutting*. Word cards in the cluster 'products' might include *shampoo*, *conditioner*, *styling mousse*.
6. Each group then explains their particular arrangement to the whole group or to another small group.

Note: Different groups will decide on different headings for their clusters and each may be valid.

Follow-up activities

The clustering activity is effective at various stages of learning words that relate to specific topics and will help the learners to find and use the words they need for writing tasks.

- Before teaching specific subject content, you can use clustering to activate learners' prior knowledge of key words.
- After new words have been introduced, you can use the activity to reinforce the meanings of these words and to enable learners to practise using them.
- At the end of a unit of work, this activity can be used to review learners' understanding of the words they have learnt.

When learners have become familiar with the activity, it may be useful for them to predict the headings they expect to find before they start actually grouping the words.

The learners can predict the meaning of the words in the 'don't know' pile using the Pair definitions activity (page 44).

Structured overviews

The purpose of the activity

The purpose of this activity is to help learners understand key words and ideas they will need in order to learn and write about specific content and to identify relationships between these words and ideas.

A structured overview is a hierarchy of key words or concepts that relate to one main idea. The main idea is given in the heading at the top of the page and other related ideas are recorded and connected by lines to the main idea and to each other. Structured overviews are most useful for information that is hierarchically ordered.

Note: The flow chart on page 4 of this booklet is a stuctured overview.

The teaching points

- The learners make, justify and discuss their choices about the relationships between key words and ideas for a topic.
- The learners critically analyse possibilities.

Resources

- One or more structured overviews.
- A blank version of an overview for the learners to use.

The guided teaching and learning sequence

1. Select a topic for which there is a clear hierarchy of ideas.
2. Select key words that relate to one main idea and organise them into a structured overview. (The learners should not see this overview.)
3. Draw up a blank version of the overview (that is, draw the boxes and arrows, but don't add any words). Tell the learners what the heading (topic) will be.
4. Give the learners a list of all the words that go in the boxes on the blank overview. (This list could be written on the board, or copies could be given to the learners.)
5. Discuss the heading and show the learners how to put two or three of the words in the correct places on the blank overview. Think aloud as you do this so the learners know why you make each decision.
6. Ask the learners to complete the overview, working independently or in pairs.
7. Have the learners share and justify their decisions, comparing their results with those of others.
8. Discuss the possible options for their decisions.

Follow-up activities

- The learners can develop their own structured overviews, either with your help or independently. For example, when the learners have worked through a clustering activity and organised selected words under general headings, they can then use a structured overview to present this work. The learners may need to be shown how to create an effective hierarchical structure by developing increasingly detailed sub-headings (in an order that they can justify, giving reasons) under the main idea at the top of the page.

- The learners can use a structured overview to organise their writing and research tasks. As individuals, they brainstorm key ideas that relate to their main idea and write down all the relevant words they can think of. They then work either individually or in pairs or small groups to categorise their words, and they go on to prepare their own structured overview.
- Remind the learners of this overview strategy when they are planning their writing and research tasks. As the learners become familiar with this strategy, they will learn more about when and how to use it. When a learner understands that the overview provides a useful framework for structuring their learning or for planning writing, they often adopt and use this tool almost automatically.

Clines

WrVoc

The purpose of the activity

A cline is a graded sequence of words whose meanings go across a continuum of meaning. A cline is usually shown on a sloping line. (The word derives from the Greek word *clino* – to slope.) Examples include:

mumbled, whispered, said, called, shouted, yelled, screamed, shrieked

hermit, recluse, loner, solitary, friendly, sociable, outgoing, gregarious

flat, shallow, deep, fathomless.

The purpose of the activity is to have the learners find out about shades of meaning between similar words by arranging words in a continuum. This enables the learners to reinforce their understanding of the meanings of words and also to add new words to their vocabularies.

The teaching points

- The learners will recall known words and use new words.
- The learners discuss the nuances and shades of meaning of words.

Resources

- Sets of word cards (see guided teaching and learning sequence).

The guided teaching and learning sequence

1. Select a topic or idea that can be expressed using fine nuances of meaning, for example, the weather, the state of an engine, hair colour, the consistency of a mixture (for cooking or concreting).
2. Choose one word for each end (or extreme) of meaning – these words become the boundaries of the cline.
3. Choose words the learners will be able to place in order between the end words.
4. Write these words on a set of cards and give an identical set to each pair or group of learners.
5. Ask the learners to work in pairs or small groups and to place the cards in order according to the degree or shade of meaning of each word.
6. Discuss the clines, comparing the order that each group made and asking the learners to justify their decisions. It may be necessary to use a dictionary to settle disagreements.

Follow-up activity

As a group, the learners can brainstorm words on a theme or a topic. They can draw a cline, using any of these words that could belong to a common cline. Discuss nuances in the meanings of the words in order to place each in the correct relationship to the others. Encourage the learners to use clines to find the most accurate or effective words in their own writing.

Numbers and symbols, as well as words and terms, can be used for clines.

Concept circles

WrVoc WrP&C

The purpose of the activity

The learners will discuss the meanings of words and the relationships between them in the light of their own experiences.

The learners explain concepts (including the meanings of words), see connections between concepts, and activate their background knowledge.

The teaching points

- The learners unpack conceptual relationships.
- The learners use specialised words to explain the relationships between concepts.

Resources

- A whiteboard and markers.

The guided teaching and learning sequence

1. Draw a circle on the board and divide it into four segments.
2. Write a key word associated with the subject content in each segment. The four words all need to express concepts that relate to each other.
3. The learners work in pairs to discuss the words in the circle, working out and explaining the conceptual relationships that link the words.
4. The learners share and discuss their ideas with the whole group.

Follow-up activities

- Leave one segment of the circle blank and ask the learners first to work out what the missing concept or term could be, then explain their choice to the group.
- Give each learner a word or term. The learners move around the group, find a partner, and make a clear connection between their words or terms. Each pair then links up with another pair and makes connections between all four terms. This continues until all pairs are in small groups. Each group explains to the other groups the connections they worked out.
- The learners can select the best words from each part of the circle to use as they plan and compose writing for a specific task.

Pair definitions

WrVoc

The purpose of the activity

The purpose of this activity is to encourage learners to recall, then write, a definition of a word and to find out how well the definition describes the intended word to another learner.

The learners work in pairs. One learner writes a definition for a given word, then the other learner, who has not seen the original word, writes a word that fits the definition.

The teaching points

- The learners provide written definitions specific to the subject content.
- The learners provide a word that fits a given definition.
- The learners recall words and their definitions.
- The learners use words accurately in writing.

Resources

- Two charts for each pair of learners. Each chart consists of three columns:
  - the first is headed "Words" and lists key words for the topic or task
  - the second is headed "Definitions" and is left blank
  - the third is headed "Words" and is left blank.

Each chart should have a different list of key words in the first column:

WORDS	DEFINITIONS	WORDS
[key word]		
[key word]		
[key word]		

The guided teaching and learning sequence

1. Prepare the charts as described above, using key words from the topic or writing task.
2. Explain the activity and ask the learners to work in pairs.
3. Give one learner a copy of the first chart, and the other learner a copy of the second chart. They are not to look at each other's charts.
4. Have the learners read their charts and then write a definition in the second column for each word listed in the first column.
5. The learners then fold the paper vertically along the line between the first and second columns to ensure their partner can see the definitions but not the original words.
6. The learners now swap papers with their partners and read their partners' definitions. They use the third column to write the words they think their partner has defined.
7. As each pair completes their charts, they open them and compare the results.
8. Discuss the activity with the learners and clarify any issues or difficulties they had.

Follow-up activity

Telephone Whispers is a similar activity. Increase the number of learners in the group to four and extend this activity as follows:

- Prepare four different charts, each with five columns (labelled: "Words", "Definitions", "Words", "Definitions", "Words"). In the first column of each chart, write a different list of key words.
- Give each member of each group a copy of one of the four charts. After writing their definitions in the second column, each person folds the page between the first and second columns and passes the page on to the next person.
- That person fills in the third (Words) column, folds the page again to hide the first two columns, and passes the page on to the next person (and so on until all five columns have been completed).
- When the four pages are opened up, the learners can check whether the words and definitions are similar and discuss any anomalies.

Encourage the learners to use the words they have used in their writing, checking against the definitions to make sure they have used the words correctly.

Brainstorming

WrVoc WrP&C

The purpose of the activity

This activity aims to activate background knowledge so learners can link what they know already to what they want to write. By using brainstorming, you can identify learners' current knowledge about a topic, and learners can share what they know with each other.

The teaching points

- The learners draw on relevant prior knowledge.
- The learners clarify misunderstandings.

Resources

- A whiteboard and markers.

The guided teaching and learning sequence

1. Write a topic on the board and ask the learners to describe what they know about it.
2. Write what the learners say on the board.
3. Discuss the learners' ideas, relating them to the writing task.

Follow-up activity

As the learners plan and compose their writing, they can check the brainstorm to note which ideas they are covering. Discuss the match between the learners' prior knowledge and their writing.

Suggestions for teaching the writing process

These suggestions can be used with all learners, or with those learners who require support with one or more progressions only.

Purpose and audience

Writers need to ask, "Why am I writing this piece?" Although the immediate purpose may be to fulfil a course requirement, the learner needs to consider the broader (or more specific) purpose of the task. Some common purposes for writing include:

- to express personal views or feelings
- to explain, report, describe or recount
- to narrate or tell a story
- to entertain or amuse
- to inform, request or question
- to persuade or convince
- to clarify a point
- to demonstrate the writer's knowledge or understanding.

Many of these purposes overlap and one piece of writing can have several purposes. The important point is to know why we are writing.

Writers also need to ask "Who is my intended audience?" Although the audience will often simply be the tutor, writers need to consider who else might be interested in the writing or who else the writer might want to read it. Many learners may write for audiences that include:

- family, friends, peers (familiar to the writer)
- people in the community, others in the student body, local media, tutors (known but less familiar to the writer)
- a wider range of media, potential employers, organisations, public bodies, government organisations (mainly unknown and unfamiliar to the writer).

To write in a way that acknowledges purpose and audience, the learners need to explore the different styles and registers of writing and choose the most suitable in terms of their purpose and audience.

Spelling (see Suggestions for teaching spelling, page 48)

Vocabulary

After identifying the intended purpose and audience, the learners could think about and list the kinds of words, terms or expressions that are typically used in the kind of writing they want to do. For example, if they wish to sell a used car on an auction website, they will need to have the vocabulary used to describe cars and sales terms. Vocabulary can be everyday or more specialised. For example, although we may say a car "runs sweet as" when we are talking to a friend, we would need to consider more precise words for the advertisement, such as "runs smoothly, in good mechanical condition".

Once learners have decided how specific the vocabulary needs to be, they can use a dictionary and/or thesaurus to find alternatives to words they use for everyday speech. Learners can work in groups to decide which words with similar meaning (synonyms) would be most appropriate in terms of formality and specificity for the specified purpose and audience. See also the "Clines" activity (page 42).

Language and text features

When learners need to write using a specific text type, spend time examining good examples of the text type and helping learners to identify the features. Identify the ways in which the purpose, vocabulary, and the language and text features are shown in the examples. For example, if persuasive writing is the focus, discuss how best to persuade an identified audience. Support learners to identify the level of formality required and whether this type of writing requires particular sentence structures (for example, instructions may include

simple bullet points that use the present tense). By doing this, learners can activate their background knowledge and anticipate the features of the writing.

Depending on the learners' needs, you may need to spend some time exploring different sentence types. Many adult learners need support to develop their skills at writing sentences that are interesting or informative as well as grammatically correct.

Planning and composing

Brainstorming, discussion and exposure to related reading material all help to develop learners' background knowledge before and during writing. When the learners are ready to construct their own texts, time should be set aside so learners can compose independently with a tutor available to help, clarify and consult.

Revising and editing

Peer reviewing is a good way to help learners become aware of writing for an audience other than you, their tutor. Learners who may not have the skills yet to review and edit their own work will benefit from being peer reviewed, as long as you have established a safe, supportive environment for this. Start by focusing on one or two aspects of the writing only, for example, "Did you understand my meaning?"; "What is the best feature of the writing?"; "What could I do to improve it?"

Suggestions for teaching spelling

Many tutors have identified that their learners need additional help to progress with their spelling skills. The suggestions here follow the steps in the spelling progression.

Learners at the 1st step

Learners need to have a bank of high-frequency words they can spell automatically and accurately. Also, they must be able to use regular sound-symbol patterns and some irregular spelling patterns.

Suggested activities

- Within the context of their writing tasks, the learners practise spelling personal and high-frequency words by using the "Look, Say, Cover, Write, Check" routine.
- Help learners to find familiar spelling patterns within the words they know and build up lists of words with those patterns (*air* in *chair, hair, airline; ch* in *chair, chicken, which*).
- Introduce the learners to the computer spell check.
- Learners can practise spelling key personal words from a high-frequency word list. Many websites provide lists of such words (see for example, www.wgtn.ac.nz/lals/resources/paul-nations-resources/vocabulary-lists).
- Choose words for practice that can be used in an authentic situation (for example, to write a message to you or a friend).

Learners at the 2nd step

Learners need to extend the bank of words they can spell automatically. They also need to have some reliable strategies to help them spell everyday words with fluency and accuracy. They need to be aware of how accurate their spelling is and use basic dictionaries.

Suggested activities

- The learners can begin by completing basic forms that require personal details.
- They can enter the names of their family and friends into a cellphone, using correct spelling and upper- and lower-case letters.
- Learners can practise linking sound and spelling patterns by generating families of rhyming 'consonant vowel consonant' patterns (CVC) (for example, *fat, hat, mat*). The learners can use these words to compose rap songs or comic poems with you or in groups (for example, "Slim Jim, he's so thin, the doctor's told him to drink more gin").
- Give learners tapes of rhyming CVC words in short sentences. They can listen for and write down the sound patterns they hear.
- Learners work in pairs or groups to make up a sentence composed of words that begin with the same sound patterns (for example, *Greet green grocers and grab gross groceries* – then say it as quickly as possible).
- Learners can identify a list of nouns from their own reading and writing and write down the plural form of each noun beside the appropriate word.

Learners at the 3rd step

Learners need to be confidently using strategies for spelling most everyday words as well as common three- and (some) four-syllable words.

Suggested activities

- Learners routinely record new key spellings in their own dictionaries and learn to spell them.
- Teach learners to use a spelling dictionary to confirm spellings.
- Learners work in pairs or groups to write a list of words related to work, leisure or special interests (they can use dictionaries). Identify and discuss any common spelling patterns in related terms (for example, *automatic, automatically; engine, engineer, engineering).*
- Learners can work in pairs to identify comparative and superlative forms for adjectives requiring suffixes. Ask them to look at the correct spelling and work out some rules (for example, *pale, paler, palest; sad, sadder, saddest*).
- Learners listen to the pronunciation of some words they cannot spell automatically and discuss how these words might be spelt, drawing on existing knowledge (for example, *playground, frightened–fright, listening–listen*).

Learners at the 4th step

Learners need to use strategies to spell more specialised words, including those of many syllables. They need to use knowledge of how more complex words are built (prefix + Latin root + suffix) to spell more advanced words.

Suggested activities

- Teach learners to use spelling strategies and dictionaries to check spelling as part of the standard proofreading process for their own writing.
- Working in groups, learners can individually identify any new word they have needed to spell in the past week. Anyone can volunteer to spell it and then you or the learners put the correct spelling up on the board.

- Take a list of common homophones or near homophones (for example, *their, there, they're; hear, here*) and ask learners to compose sentences that include those words.
- Learners work in pairs or groups to share some mnemonics to remember tricky spellings and write these mnemonics in their spelling dictionaries (for example, *e + a* and *a + e = separate; i before e except after c*).
- Learners work in pairs to identify root words from words with prefixes and suffixes. For example, *impractical*: *im* (not) + *practical* (sensible, able to be done).
- Learners identify common problem words (for example, *occasionally*, *argument*) or groups of words that have a common spelling pattern (such as *tough*, *through*, *thorough*, *enough*). The learners can make a set of memo cards by writing the word on a card and highlighting the part that causes confusion.

Learners at the 5th–6th steps

Learners have developed the ability to spell a wide range of unfamiliar, less familiar, or recently learnt words rapidly and accurately.

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Appendix A: Mapping writing tasks

A.1 Mapping a writing task

Model: Attach a copy of a model if used. _____

Task: _____

Course: _____ **NQF level:** _____

Using the progressions, circle the steps that best match the task demands.
Make notes for a checklist about specific expectations

A. Purpose and Audience

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• express a simple purpose with one or more key points relating to this purpose.
	• plan, compose and revise for a simple purpose • show a developing sense of audience.
	• show awareness of the reader's needs, for example, by supplying definitions or explanations.
	• show constant awareness of purpose and intended audience, for example, through the use of a summary or through a consistent tone.

Notes

(Notes will relate to the focus and clarity required for the task. For example, to what extent does the task require the writer to display an awareness of purpose and audience?)

B. Spelling

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• spell a limited bank of high-frequency words correctly, including some with irregular spellings • show some understanding of the sounds of words and how they are written.
	• spell a large bank of high-frequency words correctly, including some related to the course • show some understanding of strategies such as use of spelling patterns.
	• spell most everyday words correctly • use word analysis to spell three- and (some) four-syllable words.
	• spell more specialised long words correctly and fluently • use knowledge of word parts to spell complex words.
	• spell a wide range of unfamiliar, less familiar, or recently learnt words correctly and fluently.

Notes

(Notes will relate to the accuracy of spelling required for the task.)

C. Vocabulary

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• use mostly everyday highly familiar words, or words specific to the course, in a simple text.
	• use a productive vocabulary that is adequate for everyday writing tasks.
	• use an extended vocabulary appropriately • understand how words work (meanings) and use them effectively.
	• use a wider variety of vocabulary (including specialised vocabulary) appropriately.
	• use a wide variety of vocabulary appropriately • choose the most appropriate words to convey meaning.

Notes

(Notes will relate to the extent of vocabulary required for the task.)

D. Language and Text Features

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• produce short, grammatically correct sentences • use simple punctuation correctly • use features broadly appropriate to the text type.
	• use a variety of grammatical constructions in more complex sentences • produce writing of a length that is appropriate for the task • use paragraphs that give details and elaboration of ideas • use features appropriate to the text type.
	• use an extended knowledge of grammatical constructions • demonstrate a good knowledge of the features and structures of this type of text.

Notes

What type of text is required for this task (for example, a letter, an explanation, a description, a report, a narrative, a set of instructions)?

What are the requirements for this text type in this task (for example, a procedure may require a list of items, a sequence of steps, a labelled diagram)?

E. Planning and Composing

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• produce legible writing, using single words or simple phrases • follow a writing frame or model (if used).
	• construct short, simple, comprehensible sentences • include more than one idea • follow a frame or model well (if used) • organise a limited number of ideas on a familiar topic.
	• use a simple planning strategy • construct at least three short, well-linked and comprehensible paragraphs • conform to a text type (that may have been prescribed by the task).
	• use an appropriate text form for the task • use effective language, structures, information, ideas and tone.
	• produce an extended text with fluency, detail and coherence • use a variety of sentence and text structures effectively.

Notes

(Notes will relate to the composition or complexity of the text required for the task.)

F. Revising and Editing

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• make some revisions • make good use of support or feedback.
	• reread the writing and make changes to improve the meaning • make good use of feedback given • make some corrections to grammar, spelling or punctuation.
	• reread, revise, and proofread the writing • consider and make necessary changes to the content and coherence of the writing as well as to grammar, spelling and punctuation.
	• review and proofread the text so that it shows a sophisticated understanding of purpose and audience.
	• use strategies (such as modifying tone and adding detail) to ensure the writing is a highly polished piece of work.

Notes

(Notes will relate to the degree of 'polish' required by the task.)

Appendix A.2 Mapping text summary chart

	PURPOSE AND AUDIENCE	SPELLING	VOCABULARY	LANGUAGE AND TEXT FEATURES	PLANNING AND COMPOSING	REVISING AND EDITING
				XXXXXXX		

Appendix A.3 An example of a mapped text: job application letter

In this example, the mapped steps are shaded, and the tutor's comments are in italics.

Mapping a writing task

Model: Attach a copy of a model if used (see model on page 59).

Task: Write a letter to apply for the position of production supervisor.

Course: Office skills **NQF level:** 2

Using the progressions, circle the steps that best match the task demands.
Make notes for a checklist about specific expectations.

A. Purpose and Audience

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• express a simple purpose with one or more key points relating to this purpose.
	• plan, compose and revise for a simple purpose • show a developing sense of audience.
	• show awareness of the reader's needs, for example, by supplying definitions or explanations.
	• show constant awareness of purpose and intended audience, for example, through the use of a summary or through a consistent tone.

Notes

(Notes will relate to the focus and clarity required for the task. For example, to what extent does the task require the writer to display an awareness of purpose and audience?)

Use correct layout and register for a formal business letter. Polite, brief, state the purpose clearly.

B. Spelling

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• spell a limited bank of high-frequency words correctly, including some with irregular spellings • show some understanding of the sounds of words and how they are written.
	• spell a large bank of high-frequency words correctly, including some related to the course • show some understanding of strategies such as use of spelling patterns.
	• spell most everyday words correctly • use word analysis to spell three- and (some) four-syllable words.
	• spell more specialised long words correctly and fluently • use knowledge of word parts to spell complex words.
	• spell a wide range of unfamiliar, less familiar, or recently learnt words correctly and fluently.

Notes

(Notes will relate to the accuracy of spelling required for the task.)

All spelling must be correct.

C. Vocabulary

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• use mostly everyday highly familiar words, or words specific to the course, in a simple text.
	• use a productive vocabulary that is adequate for everyday writing tasks.
	• use an extended vocabulary appropriately • understand how words work (meanings) and use them effectively.
	• use a wider variety of vocabulary (including specialised vocabulary) appropriately.
	• use a wide variety of vocabulary appropriately • choose the most appropriate words to convey meaning.

Notes

(Notes will relate to the extent of vocabulary required for the task.)

Must use words and phrases relevant to the task, for example, "I would like to apply", "the position", "as advertised", "Yours sincerely".

D. Language and Text Features

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• produce short, grammatically correct sentences • use simple punctuation correctly • use features broadly appropriate to the text type.
	• use a variety of grammatical constructions in more complex sentences • produce writing of a length that is appropriate for the task • use paragraphs that give details and elaboration of ideas • use features appropriate to the text type.
	• use an extended knowledge of grammatical constructions • demonstrate a good knowledge of the features and structures of this type of text.

Notes

What type of text is required for this task (for example, a letter, an explanation, a description, a report, a narrative, a set of instructions)?

Formal business letter.

What are the requirements for the text type in this task (for example, a procedure may require a list of items, a sequence of steps, a labelled diagram)?

address of writer and recipient
appropriate greeting and sign-off
must tell what, why
appropriate use of tenses ("would like to", "have worked", "look forward").

E. Planning and Composing

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• produce legible writing, using single words or simple phrases • follow a writing frame or model (if used).
	• construct short, simple, comprehensible sentences • include more than one idea • follow a frame or model well (if used) • organise a limited number of ideas on a familiar topic.
	• use a simple planning strategy • construct at least three short, well-linked and comprehensible paragraphs • conform to a text type (that may have been prescribed by the task).
	• use an appropriate text form for the task • use effective language, structures, information, ideas and tone.
	• produce an extended text with fluency, detail and coherence • use a variety of sentence and text structures effectively.

Notes

(Notes will relate to the composition or complexity of the text required for the task.)

Need to plan by making decisions about the most important information to include.
Clear opening sentence; para with main details; end with summary or concluding statement.

F. Revising and Editing

	TO ACHIEVE THIS TASK, THE WRITER NEEDS TO:
	• make some revisions • make good use of support or feedback.
	• reread the writing and make changes to improve the meaning • make good use of feedback given • make some corrections to grammar, spelling or punctuation.
	• reread, revise and proofread the writing • consider and make necessary changes to the content and coherence of the writing as well as to grammar, spelling and punctuation.
	• review and proofread the text so that it shows a sophisticated understanding of purpose and audience.
	• use strategies (such as modifying tone and adding detail) to ensure the writing is a highly polished piece of work.

Notes

(Notes will relate to the degree of 'polish' required by the task.)

Letter must be thoroughly checked for content and for accuracy of spelling, grammar and layout.

Can use neat handwriting or accurate word processing.

Appendix A.4 Model text: letter

152 Old Chap Road
Te Atatu
Auckland

20 April 2008

Sara Jones
Human Resources Manager
Delft Enterprises
Wiri Crescent
Henderson

Dear Sara,

I would like to apply for the position of Production Supervisor, as advertised on the personnel notice board on 18 April 2008.

I have worked in the Production Team since 2004 and feel I have an excellent knowledge of production processes and have made several improvements to the way things are done. I know the strengths and weaknesses of the production area employees and feel I could work with them to build a strong team that adds value to the company.

I have enclosed a copy of my CV and look forward to meeting with you to discuss this application further.

Yours sincerely,

B. Bradbury

Summary chart

	PURPOSE AND AUDIENCE	SPELLING	VOCABULARY	LANGUAGE AND TEXT FEATURES	PLANNING AND COMPOSING	REVISING AND EDITING
				XXXXXX		

Appendix B: Knowing the learner

Appendix B.1 'Attitude to writing' survey

Name _____ **Date** _____ **Tutor** _____

1. What do you write and how often? (Tick the appropriate boxes)

	EVERY DAY	EVERY WEEK	OCCASIONALLY	NEVER
Business letters or emails	☐	☐	☐	☐
Personal letters or emails	☐	☐	☐	☐
Short reports (less than one page)	☐	☐	☐	☐
Long reports	☐	☐	☐	☐
Work forms such as logs, records, invoices, receipts	☐	☐	☐	☐
Course assignments	☐	☐	☐	☐
Text messages	☐	☐	☐	☐
Meeting minutes or notes	☐	☐	☐	☐
Websites, blogs	☐	☐	☐	☐
Other (list)	☐	☐	☐	☐

2. How do you feel about writing? (Place tick next to appropriate number)

HATE IT		OKAY		LOVE IT
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

3. How good do you think you are at writing? (Place tick next to appropriate number)

NOT AT ALL GOOD		QUITE GOOD		VERY GOOD
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

4. How confident do you feel about writing in your daily life? (Place tick next to appropriate number)

NOT AT ALL CONFIDENT		QUITE CONFIDENT		VERY CONFIDENT
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

5. How important is writing for you in your daily life? (Place tick next to appropriate number)

NOT AT ALL IMPORTANT		QUITE IMPORTANT		VERY IMPORTANT
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

continued...

6. What was the purpose of the last thing you wrote for work or study? _____

_____

7. Who would read it? _____

_____

8. What do you find difficult about writing? (Tick the appropriate boxes)

	ALWAYS	SOMETIMES	NEVER
Everything	☐	☐	☐
Getting started	☐	☐	☐
Getting my ideas organised	☐	☐	☐
Having to write a long passage	☐	☐	☐
Getting my ideas across	☐	☐	☐
Spelling	☐	☐	☐
Getting the sentences right	☐	☐	☐
Handwriting	☐	☐	☐
Using the computer	☐	☐	☐

9. Do you do any of the following things while you're writing? (Tick the appropriate boxes)

	ALWAYS OR WHEN NEEDED	SOMETIMES	NEVER
Have a particular purpose	☐	☐	☐
Think about what the person who will read it wants to know	☐	☐	☐
Think about how the person who reads it will respond	☐	☐	☐
Think about the kinds of words and tone to use	☐	☐	☐
Make a plan first	☐	☐	☐
Use features like headings to help organise it around the most important ideas	☐	☐	☐
Read it over and make changes as you go	☐	☐	☐
Ask someone else to read it over and comment	☐	☐	☐
Use a dictionary or other check for words	☐	☐	☐
Go over it to check that it makes sense and is spelt right	☐	☐	☐

continued...

10. Do you do any of these things when you don't know how to spell a word? (Tick the appropriate boxes)

	ALWAYS	SOMETIMES	NEVER
Look for it in some other writing	☐	☐	☐
Ask someone	☐	☐	☐
Look it up in a dictionary or thesaurus	☐	☐	☐
Write it like it sounds	☐	☐	☐
Think about other words that are similar	☐	☐	☐

Other things you do: _____

11. What do you do when you can't write something that you have to write:

- **at work?** _____
- **at home?** _____
- **in other places?** _____

12. Do you have any problems that might make writing hard for you? _____

_____

_____

13. What are the best ways for tutors to help you with writing? _____

_____

_____

14. What are your writing goals? OR What would you like to be able to write easily? _____

_____

_____

Appendix B.2 Writing frame: my profile

My profile

Name: _____ Date: _____

Write sentences about yourself.

What do you look like? _____

_____

_____

_____

What do you like to wear? _____

_____

_____

_____

What do you like to do with your family? _____

_____

_____

_____

What do you like to do with your friends? _____

_____

_____

_____

What do you like to eat? _____

_____

_____

_____

Write another sentence about yourself. _____

_____

_____

_____

_____

Appendix B.3 Writing frame: instructions

Instructions

Name: _____

Date: _____

How to: _____

You will need: _____

Steps:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

_____

_____

_____

Appendix B.4 Analysing writing: 'best guess' chart

	PURPOSE AND AUDIENCE	SPELLING	VOCABULARY	LANGUAGE AND TEXT FEATURES	PLANNING AND COMPOSING	REVISING AND EDITING
				XXXXXX		

Appendix B.5 Writing analysis template

Purpose and Audience progression

	WHAT TO LOOK FOR	EVIDENCE
	• Can you identify in the writing a single purpose with one or more key points relating to this purpose?	
	• Does the writing appear to be planned, composed and revised for a simple purpose? • Is there any evidence of a developing sense of audience?	
	• Is there evidence that the writer took the reader's needs into account, for example, by supplying definitions or explanations?	
	• Is there evidence that the writer is constantly aware of their purpose and intended audience as they write, for example, through the use of a summary, or through a consistent tone?	

Spelling progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer can draw on and correctly spell a bank of regular and some irregular high-frequency words? • Do the writer's spelling attempts show some understanding of the sounds of words and how they are written?	
	• Is there evidence that the writer can draw on and spell a large bank of high-frequency words including some related to the course? • Do the writer's spelling attempts show some understanding of strategies such as use of spelling patterns?	
	• Is there evidence that the writer can spell most everyday words correctly? • Is there evidence that the writer can use word analysis to spell three- and (some) four-syllable words?	
	• Is there evidence that the writer can spell more specialised long words correctly and fluently? • Is there evidence that the writer uses knowledge of word parts to spell complex words?	
	• Is there evidence that the writer can spell a wide range of unfamiliar, less familiar, or recently learnt words correctly and fluently?	

Vocabulary progression

	WHAT TO LOOK FOR	EVIDENCE
	• Does the writing consist of simple text using mostly everyday highly familiar words, or words specific to the course?	
	• Does the writer appear to have an adequate productive vocabulary for everyday writing tasks?	
	• Is there evidence that the writer can use an extended vocabulary appropriately for most of their writing tasks, including course work? • Is there evidence that the writer understands how words work and can use them effectively?	
	• Is there evidence that the writer is able to use a wider variety of vocabulary (including specialised vocabulary) appropriately?	
	• Is there evidence that the writer is able to use a wide variety of vocabulary appropriately? • Does the writer choose the most appropriate words to convey their meaning?	

Language and Text Features progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer is able to produce short, grammatically correct sentences? • Is simple punctuation used correctly? • Has the writer used features broadly appropriate to the text type?	
	• Is there evidence that the writer is able to use a variety of grammatical constructions to write more complex sentences? • Is the length of the writing appropriate for the task? • Has the writer used paragraphs that give details and elaborate on the ideas? • Has the writer used features appropriate to the text type?	
	• Is there evidence that the writer has and uses an extended knowledge of grammatical constructions? • Does the writing demonstrate a good knowledge of the features and structures of this type of text?	

Planning and Composing progression

	WHAT TO LOOK FOR	EVIDENCE
	• Has the writer produced a legible piece of writing using single words or simple phrases? • If the writer has used a writing frame or model, has it been followed well?	
	• Does the writing show that the writer is able to construct short, simple, comprehensible sentences? • Does the writing contain more than one idea? • If the writer used a frame or model, how well was it followed? • Has the writer organised a limited number of ideas on a familiar topic?	
	• Is there evidence that the writer has used a simple planning strategy? • Does the writing contain at least three short, well-linked and comprehensible paragraphs? • Does the writing conform to a text type?	
	• Has the writer selected an appropriate text form for the task? • Has the writer used effective language, structures, information, ideas and tone?	
	• Does the writing show that the writer is able to produce an extended text with fluency, detail and coherence? • Has the writer used a variety of sentence and text structures effectively?	

Revising and Editing progression

	WHAT TO LOOK FOR	EVIDENCE
	• Is there evidence that the writer has made some revisions? • If support or feedback was given, did the writer make good use of it?	
	• Is there evidence that the writer has reread the writing and made changes to improve the meaning? • If feedback was given, did the writer make good use of it? • Is there evidence that the writer has made some corrections to grammar, spelling or punctuation?	
	• Is there evidence that the writer has reread, revised and proofread the writing? • Has the writer considered and made necessary changes to the content and coherence of the writing as well as to grammar, spelling and punctuation?	
	• Is there evidence that the writer has reviewed and proofread the text so that it shows a sophisticated understanding of purpose and audience?	
	• Is there evidence that the writer has used strategies (such as modifying tone and adding detail) to ensure the writing is a highly polished piece of work?	

Now review the 'best guess' chart and make changes if necessary.

Appendix C: Writing supports

Appendix C.1 Outline for a report

Outline for a report on an investigation or experiment

Introduction
Research questions/aim of investigation
Prediction/hypothesis

Body

• Section/paragraph 1	Method Sampling/equipment Data collection Procedures
• Section/paragraph 2	Results Records of data Analysis of data (graphics)
• Section/paragraph 3	Interpretation of data Comments on findings Comparisons
• Section/paragraph 4	Discussion of findings Any unexpected results Any shortcomings of methodology Implications

Conclusion
Statement summing up findings in relation to original aim or research questions

Appendices
Bibliography

Appendix C.2 Cyclone writing frames

Writing frame #1

Question

"What makes tropical cyclones so destructive to the islands of the Pacific and to the people who live there?"

Introduction – classification of the phenomena

In this section, you will need to explain briefly what a cyclone is and outline the effects of cyclones on the islands of the Pacific.

Explanation of characteristics and effects

Strong winds

Describe the strong winds that come during a cyclone. Explain the effects these strong winds have on settlements and on the people living in them.

Heavy rain

Explain the effects of the heavy rain on the countryside. Describe the extent of flooding and the damage this causes to houses and farms.

Storm surge

Explain what a storm surge is. Describe its effects on coral rock and on the shoreline. Mention how the soil becomes soaked with salt and the effect of this saturation on farming.

Conclusion

In your final section, draw together all your ideas to answer the set question. Summarise the main factors you have written about in the three paragraphs in the body of the text. Write a concluding statement about the extent of the destruction that tropical cyclones bring to the islands of the Pacific.

WORD BANK

hurricane-force winds	destroy	destruction	debris
uprooted	vegetation	buildings	missiles
downpours	intense	landslides	blocking
damage	loss of life	rivers	road
flood plain	property	crops	pollution
waves	coral reefs	high tide	erosion
contamination	dumped	coastal	excessive

Writing frame #2

Question

What makes tropical cyclones so destructive to the islands of the Pacific and to the people who live there?

Introduction – clarification of the phenomenon

A tropical cyclone is ...

A tropical cyclone brings destruction to the islands of the Pacific because ...

Explanation of characteristics and effects

Strong winds

The winds are so strong that ...

The winds destroy ...

People who live there ...

Heavy rain

The rain that comes with a cyclone is so heavy that ...

Flooding causes damage to the ...

Farmland becomes ...

Storm surge

A storm surge (high tides and big waves) occurs when strong winds ...

The coral reef is damaged by ...

The soil on the coastal land becomes ...

Conclusion

A great deal of damage is caused by ...

As a result ...

The people living on the islands of the Pacific ...

WORD BANK

destroy	destruction	buildings	houses
roads	vegetation	trees	rivers
landslides	blocks	property	crops
damage	loss of life	water	waves
coral reefs	contaminated	dumped	coastal

Appendix C.3 Useful connectives and signal words

Introduction	the topic, issue, study area, this report my purpose, questions, area of interest, hypothesis
Describing procedures or time sequences	the first step, to begin with, initially, before, at this point secondly, subsequently, following this step, next, then, another when, meanwhile, after that, after a while, later, finally, consequently
Giving examples	for example, for instance, including, such as, another reason, another example, can be illustrated by, as follows
Comparing	both ... and ..., similarly, in most cases, not only ... but also ... more, most, less, least, less than, more than
Contrasting	but, however, on the other hand, in contrast to, whereas, alternatively, is different from, differs from, on the contrary, although, yet, nevertheless, despite this
Adding information	also, as well as, another point, another factor, another reason, in addition, additionally, besides, furthermore, moreover
Interpreting data	as can be seen by, according to, as shown in, evidence indicates, as exemplified by, as a result of
Conclusion	in conclusion, thus, therefore, for these reasons, these points lead to, as a result, the results indicate, accordingly, to summarise

Appendix C.4: Template for writing an explanation

Question	
Key words in the question	
Introductory sentence What are you trying to explain? How? Who? When? Why? Where?	
What points do you need to include? What are the key words, ideas or information you will need to use to anwer the question? Decide on examples to illustrate your points.	
How will you sequence your explanation? Decide how to order your ideas and choose link words you might use.	
How will you end your explanation? Is there a general statement you can make to sum up your explanation?	

Notes

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