Primary 5 English workshop

Developing writing skills
Outline

1. Overview of Paper 1
2. Situational Writing
3. Continuous Writing
4. Our Approach to Developing Writing
5. How to support your child
6. Q & A
PSLE examination syllabus

**Paper 1 (Writing) – Assessment objectives**

- **AO1** Write to suit purpose, audience and context in a way that is clear and effective
- **AO2** Use appropriate register and tone in a variety of texts
- **AO3** Generate and select relevant ideas, organising and expressing them in a coherent and cohesive manner
- **AO4** Use correct grammar, spelling and punctuation
- **AO5** Use a variety of vocabulary appropriately, with clarity and precision
<table>
<thead>
<tr>
<th>PAPER</th>
<th>COMPONENT</th>
<th>ITEM TYPE</th>
<th>NO. OF ITEMS</th>
<th>MARKS</th>
<th>WEIGHTING</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Writing)</td>
<td>Situational Writing</td>
<td>OE</td>
<td>1</td>
<td>15</td>
<td>27.5%</td>
<td>1 h 10 min</td>
</tr>
<tr>
<td></td>
<td>Continuous Writing</td>
<td>OE</td>
<td>1</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Situational writing

- Assesses students’ ability to convey information in different contexts
- Contexts can be informal or formal
- Students may be required to write emails, journal entries, reports etc.
- Question usually consists of:
  - A visual text stimulus
  - Task description
Your Task

You have been given the brochure shown on the previous page. Your parents and you have decided to join this tour during the June holidays.

Write an email to your cousin, Julia, asking her to join this tour with your family.

You are to refer to the information in the brochure shown on the previous page for your email.

In your email, include the following information.

- where you plan to go
- how long is the tour
- what is the cost of the tour
- which are the two places that you will be visiting
- how to get more information

You may reorder the points. The email must be written in complete sentences.
Your Task

Imagine you are the pupil in the last picture who went to inform a teacher about the fight in the fitness corner.

Write a report to your school principal, Mrs Lim, regarding the fight you had witnessed at the school fitness corner.

You are to refer to the given pictures and details for your email.

In your email, include the following information.

- the date of the incident
- time of the incident
- what the boy on the monkey bar did
- the immediate reaction of the boy who was kicked
- how the other boys reacted
- how was the incident stopped

You may reorder the points. The email must be written in complete sentences.
Situational Writing – Mark Scheme

• Task fulfilment (6 marks)
  • Content: Required points dealt with fully
  • Purpose, audience, context

• Language and organisation (9 marks)
  • Clarity of information/ideas
  • Accuracy in expression and use of language
Continuous Writing

- Write a composition of 150 words based on a topic and visual stimulus.
- Make use of at least 1 of the given visuals in any order.
- Address the pointers given in any order and include other relevant points.
Write a composition of **at least 150 words about a disappointing experience.**

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the disappointing experience?
- Why was the experience disappointing?

You may use the points in any order and include other relevant points as well.
Mark Scheme

• Content (20 marks)
  • Relevance of topic – related to given topic
  • Development of ideas and interest value

• Language and Organisation (20 marks)
  • Grammar, spelling and punctuation
  • Vocabulary
  • Coherence: Sequencing of paragraphs, linking of ideas
Our approach at OEPS
Situational Writing

- Guide students to understand the question requirements
  - Identify purpose, audience, context
  - Highlight and number key points in the visual text
- Help students use the appropriate tone
Formal vs. Informal: Some differences

**Informal**
- Salutation on first name basis (e.g. Dear John)
- Opening greetings (e.g. How are you?)
- Language more relaxed (e.g. We must register by…)
- Closure with personal touch (e.g. I hope to hear from you soon.)

**Formal**
- Salutation based on formal title (e.g. Dear Mr. Tan)
- Opening greetings not required
- Language more objective (e.g. The date of registration is …)
- Closure polite and brief (e.g. Thank you for your kind attention)
Continuous Writing

• **Planning**
  • Identifying question requirements
  • Story mountain

• **6 traits of writing:** Ideas, Organization, Voice, Word Choice, Sentence Fluency, Convention

• Showing and not telling

• Proofreading, editing, revising
## Writing tips

**Show and not tell**

<table>
<thead>
<tr>
<th>Tell</th>
<th>Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Jane was angry at her younger brother.</td>
<td>✓ With a flash of anger in her bulging eyes, Jane stomped her foot and slammed the door behind her. Her brother was left alone and confused in the living room.</td>
</tr>
<tr>
<td><strong>Telling the readers what you want them to know</strong></td>
<td><strong>Using details to let readers picture the story and draw their own conclusions.</strong></td>
</tr>
</tbody>
</table>
### Writing tips

#### strong introductions

<table>
<thead>
<tr>
<th>An example of a typical story opening</th>
<th>A better way to 'hook' the reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was a bright morning. John woke up and brushed his teeth. He had breakfast and made his way to the library.</td>
<td>John loves reading more than anything else. In fact, he is always seen in the library, sitting crossed-legged on the floor with a book in his hands. Mr Bookworm, as his friends like to call him, decided to visit the school library one day. <em>Describing the character.</em></td>
</tr>
</tbody>
</table>
## Writing tips: strong introductions

### Techniques That Will Hook Your Readers

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dialogue</td>
<td>“Hurry or you’ll be late!” called my mother from the bottom of the stairs. “Today of all days you want to be on time.” If I had only know what that day would bring, I would have stayed in bed.</td>
</tr>
<tr>
<td>2. A Question</td>
<td>Have you ever had a day when you wished you had stayed in bed? As I rushed to catch the bus on what seemed to be a perfectly normal day I had no idea what was ahead of me.</td>
</tr>
<tr>
<td>3. Sound</td>
<td>“Buzz!” The sound of my alarm clock droned in my ears as I struggled to come awake. With a start I sat straight up in my bed. This was my big day and I had to be on time.</td>
</tr>
<tr>
<td>4. Flashback</td>
<td>Amy has learnt her lesson. She wished she had listened to her mother. Lying on the hospital bed, she could only blame herself for the accident.</td>
</tr>
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</table>
Supporting your child in writing

- Expose your child to a range of reading materials
- Build a climate of rich language at home
  - Converse with your child about his daily experiences
  - Talk about common experiences like your overseas trips
- Encourage frequent writing
  - Keep a diary, journal etc.
  - Seize occasions to involve your child in writing, e.g. sending holiday cards
Sample of good writing
We value your feedback 😊

https://tinyurl.com/ycgnelwh
Let’s work together
Question & Answer