



creative
EDUCATION

Get Outstanding Outcomes in GCSE English

**Developing Writers at GCSE – Writing for the Exam
and Raising the Level**



Developing Writers at GCSE

What Does 'Good' Look Like?

Here are three suggestions:

1. We focus first only on what our students can do well in English.
2. We work with our students so they can recognise what they do well.
3. We enable our students to feel pride in what they do well and express that pride.

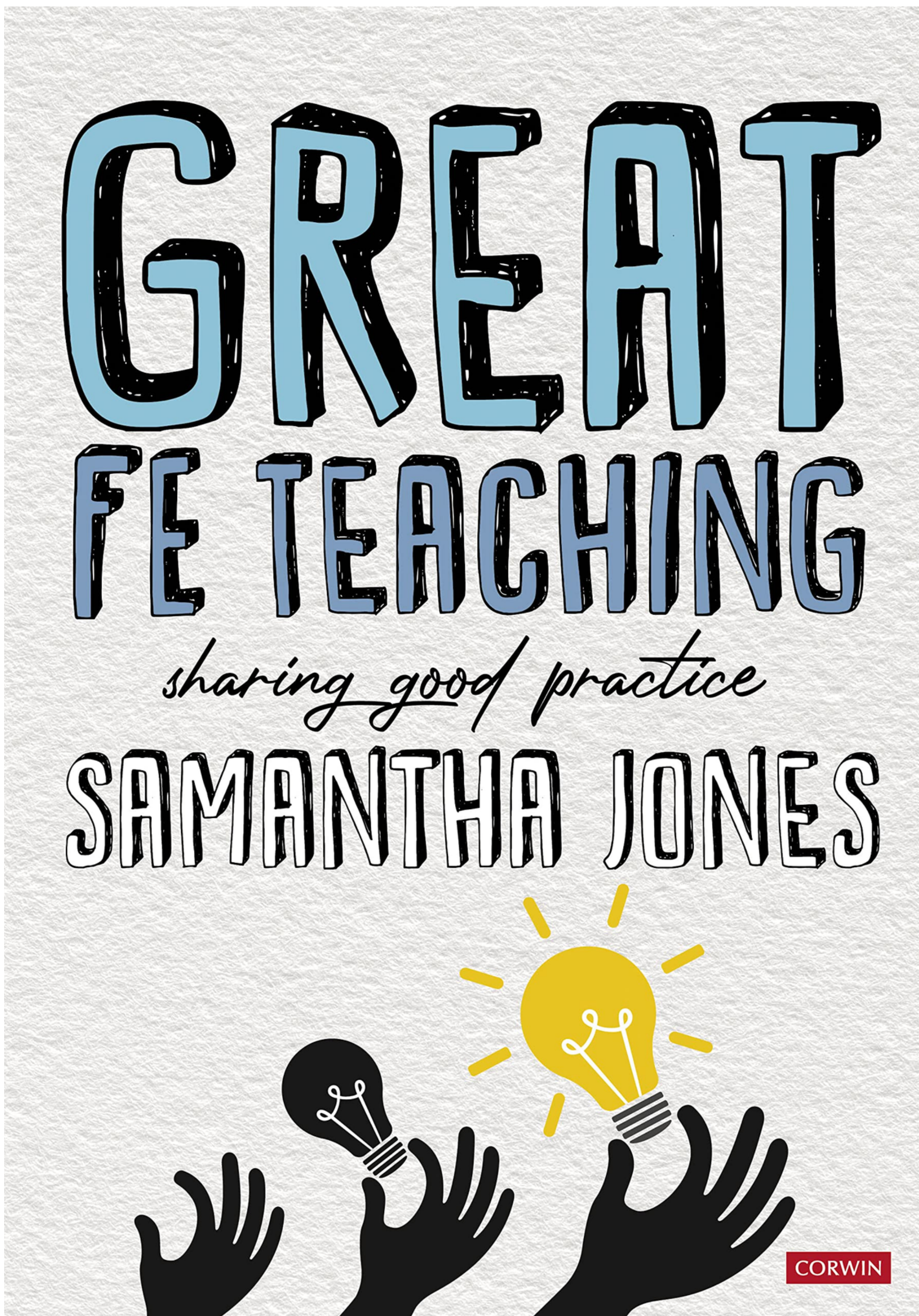
What writing skills would you be likely to find?

1. It begins the important process of inducting your students into the precious knowledge of what 'good' writing skills look like.
2. It focuses on the individual student, validating their skills, affirming their identity and empowering them with a solid base from which to start.

Developing Writers at GCSE

Taking Ownership

Great FE Teaching, Samantha Jones



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Taking Ownership

English Inside the Black Box, Marshall and Williams

Department of
Education &
Professional Studies

KING'S
College
LONDON

English inside the black box

Assessment for learning in the
English classroom

Bethan Marshall and Dylan Wiliam

The Black Box Assessment for Learning series
Editors: Paul Black, Christine Harrison, Bethan Marshall and Dylan Wiliam

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Taking Ownership

'...the aim of assessment is primarily to educate and improve student performance, not merely to audit it.'

GRANT WIGGINS
Assessment Expert

According to Wiliam, there are four key principles that define Assessment for Learning. They are:

- Learner talk
- Questioning
- Self/peer assessment
- Development of judgement

Google 'Assessment for Learning' and find out more.

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Student Perceptions

Student discussion

- Why I like/don't like reading.
- What I like reading most.
- What's the best thing I've read? What was good about it?
- What do I think makes a good piece of writing?
- What else have I learnt about what makes a good piece of writing?

Student critique

- What is good in this piece of writing?
- What one feature from this text shall I try to copy in my own writing?

Student critique of other students' work

- What is good in these pieces of writing?
- What is not so good?
- Which is the most successful, which the next best and which least?

How might you use them? Note down any ideas you have. Prepare to build a bank of texts for analysis. These should include student handwritten work of varying levels (with names blanked out of course!) as well as exemplar texts of varied type and style[

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Learning from Others – The Reading Challenge



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Previous Take 10 moments

To inspire people to take up and continue the challenge, the National Literacy Trust hold Take 10 campaign weeks and national moments where thousands of people across the UK drop everything and read together for 10 minutes.



Jordan Stephens, Beth Suzanna and Natalie Costa lead #Take10ToRead challenge

Over 58,000 people across the UK took part to mark World Mental Health Day.

Learn more



Thousands #Take10ToRead with Ant & Dec!

More than 55,000 school children attended our Take 10 moment with superstar TV presenters Ant McPartlin and Declan Donnelly!

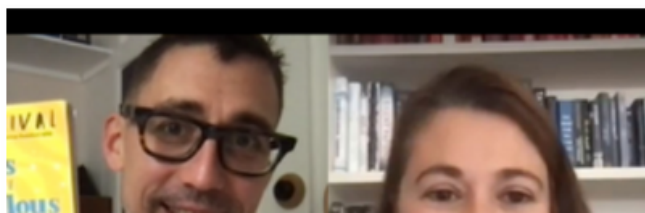
Learn more



Children's Mental Health Week, February 2022

We hosted a live workshop for schools with author Maz Evans, plus authors and Literacy Champions shared why reading is good for their wellbeing.

Find out more



Take 10



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Learning from Others – The Reading Challenge

Note down any thoughts about such a challenge that you can share with colleagues.

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Learning from Others – Teacher as Expert

Teacher Modelling

The teacher distributes a piece of writing and explains that this is a modelling exercise. This allows the teacher to take the lead and talk through how the piece conforms to the criteria. The teacher reads the passage aloud then dissects it, explaining what good writing features it exhibits. The students ask questions and comment, then update their criteria list as necessary.

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Learning from Others – Teacher as Expert

You might want to note down quickly ideas for specific ‘modelling’ sessions that you might prepare. Build on these as your students develop their abilities and curiosity and learn what ‘good’ looks like.

- Produces clear and coherent text.
- Selects and organises facts and key points.
- Writes effectively for different purpose and audience.
- Describes, narrates, explains, instructs, gives and responds to information, and argues.
- Selects vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context.
- Uses language imaginatively and creatively.
- Maintains a consistent point of view and cites evidence.
- Writes for impact, using a range of literary devices including simile, metaphor, imagery and rhetorical devices (such as rhetorical questions, antithesis, parenthesis).
- Writes with grammatical and technical accuracy.



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Standard English

'I never done it ever'

'We was talking about that'

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Preparing for Writing

Exam question types

1. Short responses to a reading task
2. Longer more analytical responses to a reading task
3. Creative/imaginative writing
4. Non-fiction/transactional writing

Sample exam writing tasks

Type 3 question:

Write a story about a guilty secret.

Type 4 Question:

"Pay attention to people, not to your phone." Abhijit Naskar
(author)

Write an article for a magazine or website in which you argue your point of view on this statement.

What do you think will be your students' initial response to these tasks? What would your response be?

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Preparing for Writing

So, what do we do? How do we get their ideas flowing?

- Have you ever had to keep a secret?
 - From whom did you keep the secret?
 - Why did it have to be a secret?
 - Can you tell us about it?
 - What happened?
 - How did you feel about it?
 - Did it remain a secret?
 - Do you wish you hadn't kept it a secret?
 - Why?
 - What was the result?
 - Was it difficult keeping it a secret?
 - Was anyone angry with you for keeping it a secret?
 - Tell us how it affected other people.
 - When did you first decide to keep it a secret?
 - What made you carry on keeping it a secret?
 - What do you feel about it now?
-
- Do you have a mobile phone?
 - Do all your friends have mobile phones?
 - What do you use it for mainly?
 - Do you ever switch it off or ignore it?
 - If not, why not?
 - What's good about the mobile for you?
 - What does it do for you?
 - What does it give you that you wouldn't otherwise have?
 - Is there anything annoying about it?
 - Does it ever spoil anything?
 - If you didn't have a mobile phone, would you spend more time doing other things?
 - What kind of things would you need or want to do, if you had no mobile phone

Why not try and assemble a few titles and questions now before the next module? It can be quick and easy and pay dividends.

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Creative Writing

'... any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary devices.'

Words are like carrier pigeons: they have value only in the message they bear, not in themselves

'Creativity is allowing yourself to make mistakes; art is knowing which ones to keep.'

SCOTT ADAMS
American Writer

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Creative Writing

- encourage them to
 - 1) arrive at opinions which they can justify clearly using sustained argument
 - 2) retain consistently, while acknowledging opposing viewpoints.
- in narrative and imaginative accounts, urge them to focus on
 - 1) questions beginning with what, where, when and who.
 - 2) character feelings and habits,
 - 3) setting and atmosphere,
 - 4) details that intrigue or captivate the reader.

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Creative Writing

Give yourselves 5 minutes. Almost without taking pen from the paper, write your thoughts continuously on 'the best ways of getting my students to write'.

**Has anything good and stimulating come up?
Is there anything you'd be happy to share?
Try it and see.**

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Planning Writing

'The quality of everything we do depends on the quality of the thinking we do first.'

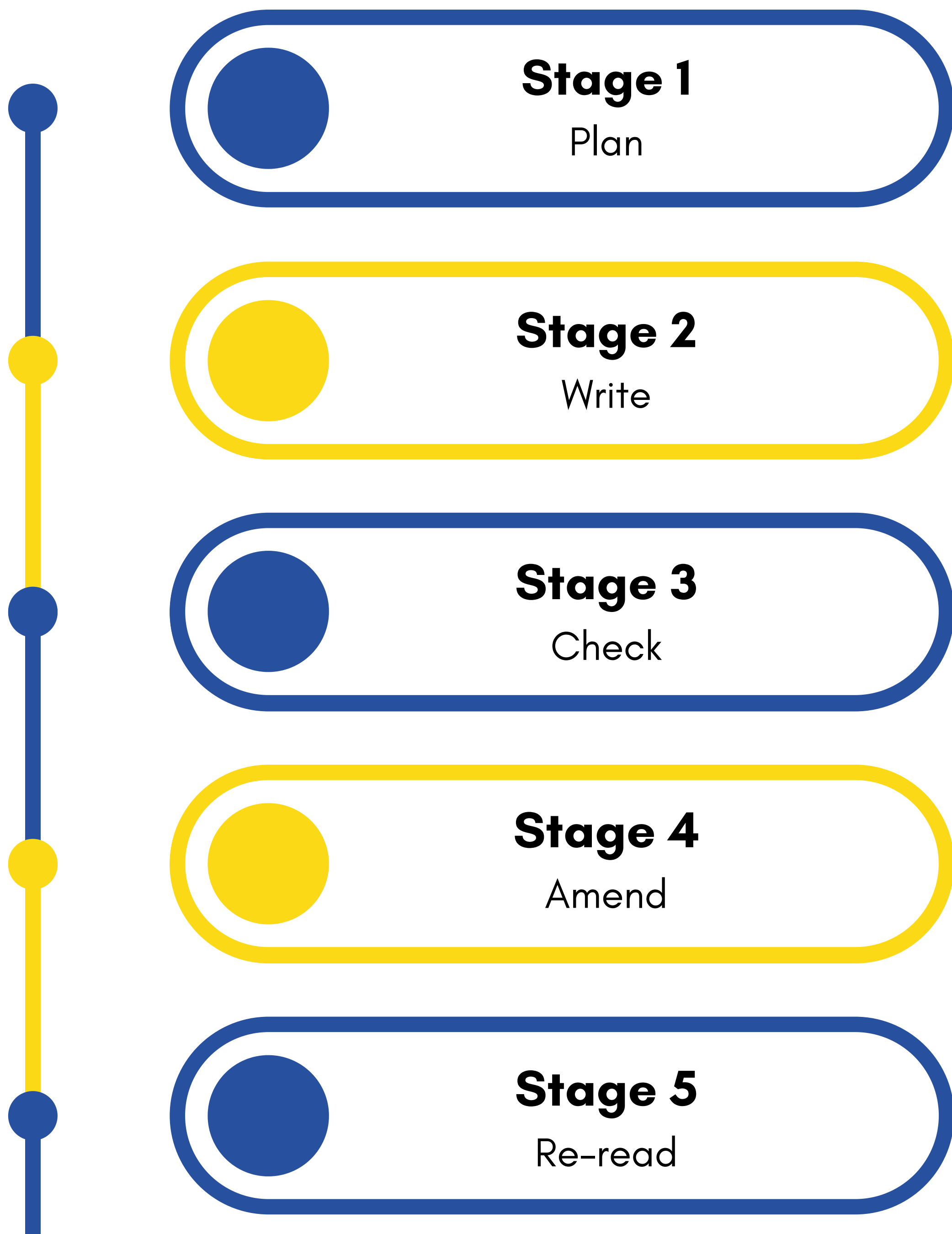
NANCY KINE
Time to Think

- jotting down quick ideas about content
- assembling words that they will use to convey meaning and to connect with the reader
- adding sketches or visual ideas to prompt writing
- creating paragraph themes from the content - minimum 5 perhaps, including an introduction and a conclusion
- numbering the paragraph themes in the order they will be written

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Planning Writing

Plan-Write-Check-Amend-Re-read



What do you want to say? What meaning will you convey?

What is the content of your writing?

What is your overall opinion?

Developing Writers at GCSE

Mark Schemes and Timings

Far better that they advance their learning by:

- generating ideas for writing
- developing systematic approaches to writing
- writing creatively and fearlessly
- assessing their own work and the work of peers
- discussing in groups
- drawing on their teacher's expertise

Exam practice must be introduced, certainly, but in due course when the students:

- have mastered more of the underpinning skills they need for writing
- understand the success criteria
- know what is expected of them
- developed confidence in their English skills and shown improvement
- have gained a position of self-reliance and eagerness.

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Mark Schemes and Timings

What they must also consider in the exam is:

- Am I answering the question?
- Am I providing the information the examiner wants?
- Am I writing too much or too little?

Visit your examination board past papers and mark schemes. What do your students need to understand from them that will help them gain marks? And when can you timetable exam practice for your students in a way that makes it seem part of their seamless development?

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The Planning Imperative

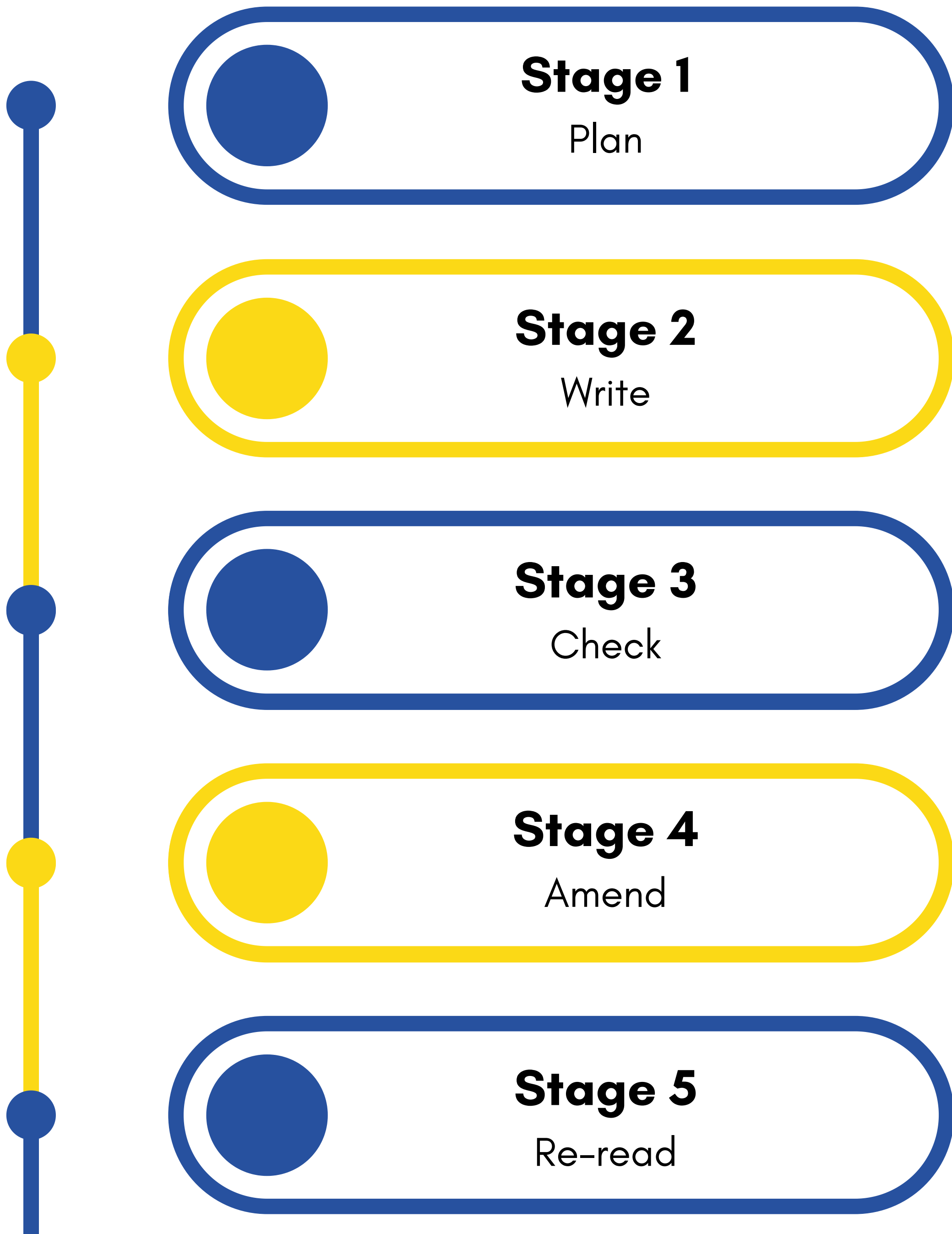
. As our students identify what 'good' looks like and build their understanding of criteria, they will begin to recognise the importance of structure:

- the shape of a story
- the order of points in an argument
- the power of a decisive conclusion
- or the impact of an opening sentence

Developing Writers at GCSE

The Planning Model

Plan-Write-Check-Amend-Re-read



Developing Writers at GCSE

The Planning Model

Some of their ideas may include:

- jotting down thoughts about content
- assembling words they want to use
- adding sketches or visual ideas to prompt writing
- creating themes or sub-titles for each section of the writing
- numbering the themes in the order they will write them

Starter Activity.

1. Select a story or other piece of creative writing and cut it up into paragraphs or simple short segments.
2. Transfer the segments on to cards or post-it notes.
3. In twos or threes, invite the students to re-order the cards or post-it notes so that they arrive at the optimum structure for the piece.
4. Ask them to discuss why they have arrived at this order and to share their ideas with the whole group.

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The Planning Model

Take a moment to think of the factors that influence the order of paragraphs or sentences in a piece of writing. Why do we give some information immediately and why do we save some till the very end? How can a story for instance be transformed by withholding information till the final paragraph?

How might you incorporate this physical manipulation of texts into your whole programme so that students can take control over their reading and plans for writing? Can you extend the idea to games and competitions where the students search through a bank of sentences or paragraphs on cards to find matching sets that build a coherent text?

Take some time to think about this and discuss ideas. Could this be a way of getting your students to read more by stealth?

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Planning in the Exam

Let's suppose your students have discussed a written task in detail and undertaken other preparatory work. Let's suppose they have made notes in the form of bullet points, a spidergram, a word cloud, a table or sketches.

1	Introduction - how mobile phones have transformed the world
2	Reasons we all love our mobile phones
3	The uses of mobile phones in business and the world of work
4	One story of how a mobile phone was used to save the day
5	Disadvantages of the mobile phone
	What the world would look like without the mobile phone
6	Conclusion - the benefits outweigh the disadvantages

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Planning in the Exam

Set your students this calculation:

- In the writing section of the exam, 45 minutes is the allocated time. The examiner highly recommends planning before you write. How much of the 45 minutes should you spend on planning?
- How much of the 45 minutes should you spend on checking and amending?
- After planning and checking and amending, how much time is left for your actual writing?

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Paragraphing

Paragraphs, as we know, usually contain:

- one topic sentence which is the main idea of the paragraph
- supporting sentences which expand on the topic sentence
- a concluding sentence which summarises the paragraph.

'The Irish playwright Samuel Beckett is enormously influential' might be a topic sentence in a text about the impact of the Irish:

'It felt like the end of the road.' could be the topic sentence for a paragraph where the narrator thinks all is lost in a story that has a surprise ending in a later paragraph.

'Although she's very popular, I keep my distance.' could be a topic sentence for a paragraph which goes on to explain what is wrong with this popular person.

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Paragraphing

Alternatively, why not provide the students with a list of topic sentences around which they can construct a story?

Take a few minutes to think of some potential topic sentences and make some notes.

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Who are my Audience?

- Students work in pairs as writing buddies, each reading and commenting on the other's work.
- Work is read aloud to a small or large group.
- Work is read aloud by the teacher to the class.
- Students write for a newsletter or creative writing publication in their organisation.
- Students write for a 'real' purpose like a newspaper or an online pressure group, a personal statement or a letter
- Students write for an online student group
- Students enter writing for a competition (organised in-house or as a public, external challenge)
- Students' work is 'published'.by being displayed on walls, online or as handouts.
- Students ask family or friends to read their work.
- Students' teacher reads and engages with the content of every written piece before addressing required amendments.

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Engaging my Audience

- Authenticity of content
- Structure and order of content
- Plot twists
- Varied and heightened vocabulary
- Descriptive words and phrases to create character, time, place and atmosphere
- Simile, metaphor, personification and other imagery
- Sentences of varied length and complexity
- Direct speech that captures character
- Deliberate style to conform to convention in letters, reports etc
- Use of devices like deliberate repetition for emphasis, ellipsis, parenthesis, rhetorical questions

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Impact on Readers

September 2, 1666

It was a small mistake, but with great consequences. On September 2, 1666, Thomas Farrinor, baker to King Charles II of England, failed, in effect, to turn off his oven. He thought the fire was out, but apparently the smouldering embers ignited some nearby firewood and by one o'clock in the morning, three hours after Farrinor went to bed, his house in Pudding Lane was in flames. Farrinor, along with his wife and daughter, and one servant, escaped from the burning building through an upstairs window, but the baker's maid was not so fortunate, becoming the Great Fire's first victim. Did these cakes set fire to London?

The fire then leapt across Fish Street Hill and engulfed the Star Inn. The London of 1666 was a city of half-timbered, pitch-covered medieval buildings and sheds that ignited at the touch of a spark--and a strong wind on that September morning ensured that sparks flew everywhere. From the Inn, the fire spread into Thames Street, where riverfront warehouses were bursting with oil, tallow, and other combustible goods. By now the fire had grown too fierce to combat with the crude firefighting methods of the day, which consisted of little more than bucket brigades armed with wooden pails of water. The usual solution during a fire of such size was to demolish every building in the path of the flames in order to deprive the fire of fuel, but the city's mayor hesitated, fearing the high cost of rebuilding. Meanwhile, the fire spread out of control, doing far more damage than anyone could possibly have managed.

Adapted from the diary of Samuel Pepys

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Writing with Impact

- How might you move a key idea from the end of the piece and place it at the beginning to intrigue the audience?
- How might you conclude with a sentence that leaves the audience excited or hopeful?
- What additional or different vocabulary or phrases could you use to make the scene more vivid for the reader?
- Where might a simile or a metaphor add descriptive power?
- Where might you use a rhetorical question for effect?
- Could a piece of direct speech make the characters come alive?
- Are your sentences all the same length? If so, how might you construct one longer complex sentence followed by one short, sharp simple sentence?

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Thinking in Miniature

Re-order these sentences to inform, engage and stimulate the reader more clearly:

Friday's tidal wave was the last straw. When a tornado struck the West Midlands for the first time in living memory on Tuesday, we were very shocked. What can we do to protect our land? The weather in Britain has been apocalyptic this week. The gales on Thursday, meanwhile, battering the South coast and ripping trees from the earth like fluff from a duckling, left us speechless. At this rate, Britain will be swept into the sea or reduced to one massive bomb site.

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Thinking in Miniature

Here is a possible solution:

The weather in Britain has been apocalyptic this week. When a tornado struck the West Midlands for the first time in living memory on Tuesday, we were very shocked. The gales on Thursday, meanwhile, battering the South coast and ripping trees from the earth like fluff from a duckling, left us speechless. Friday's tidal wave was the last straw. At this rate, Britain will be swept into the sea or reduced to one massive bomb site. What can we do to protect our land?

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Basic Vocabulary

.According to the Oxford English Dictionary, there are approximately 171,146 English words in current usage... and this figure takes no account of the 47,156 words declared obsolete.

How many of these words does the average English speaker know do you think?

Consider this example from a student's writing:

"Are you happy, then?" she said.

He said, "Yes."

"Let's go, then," she said.

He said, "All right. If you want to."



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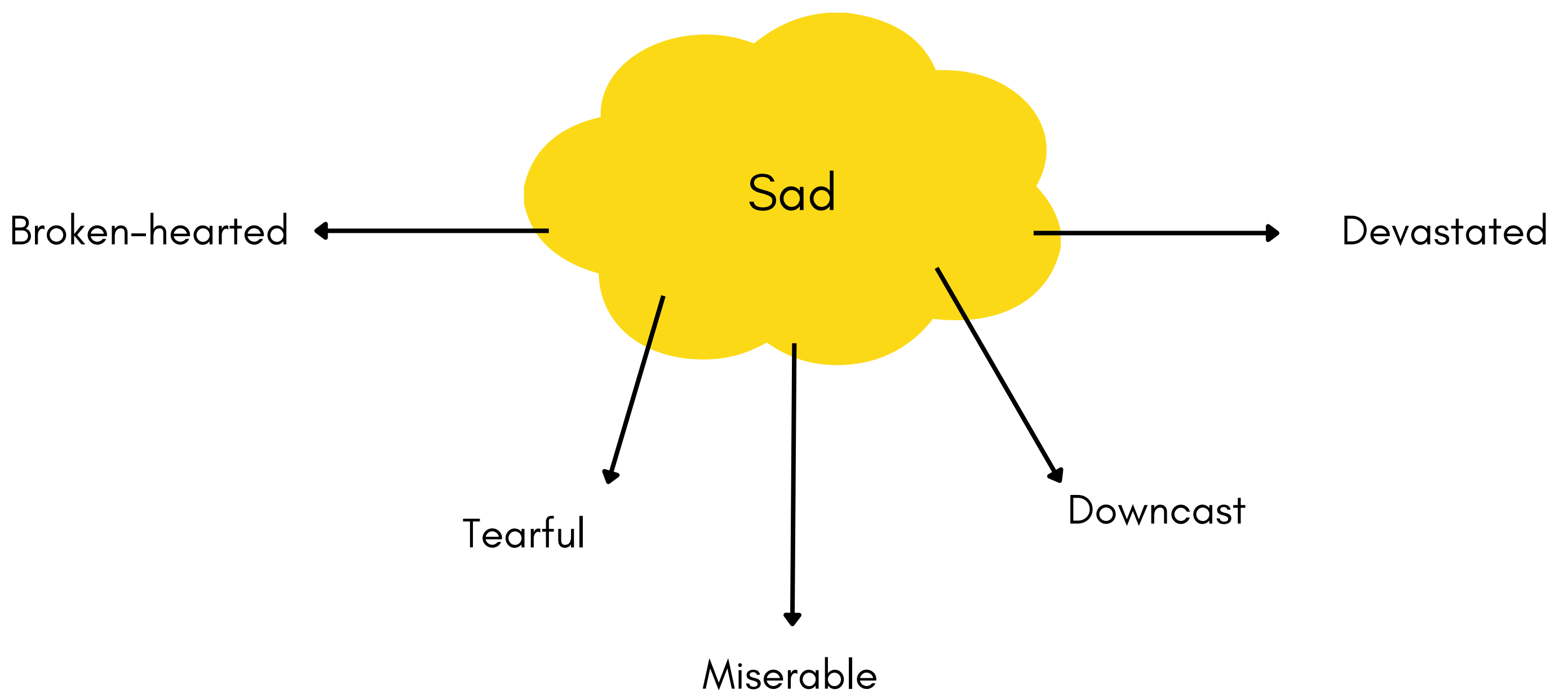
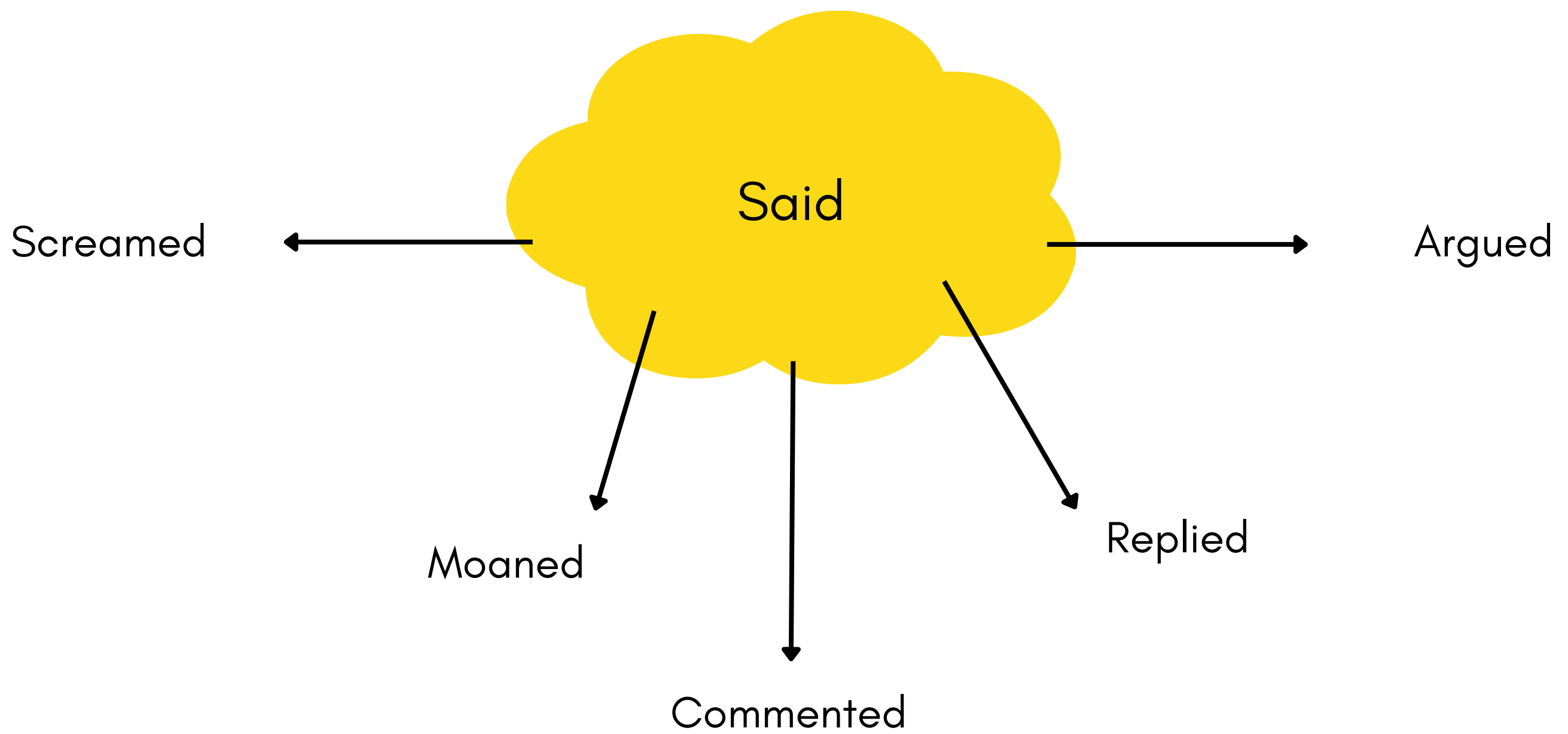
Basic Vocabulary

The sky was blue and the sea was blue and the sand was yellow.

'The sky was almost white with the heat and dotted with miniscule clouds that wafted through the air like ethereal spirits' could be a better beginning or we could just say: 'The azure sea and sapphire sky set off the polished shingle of the beach.'

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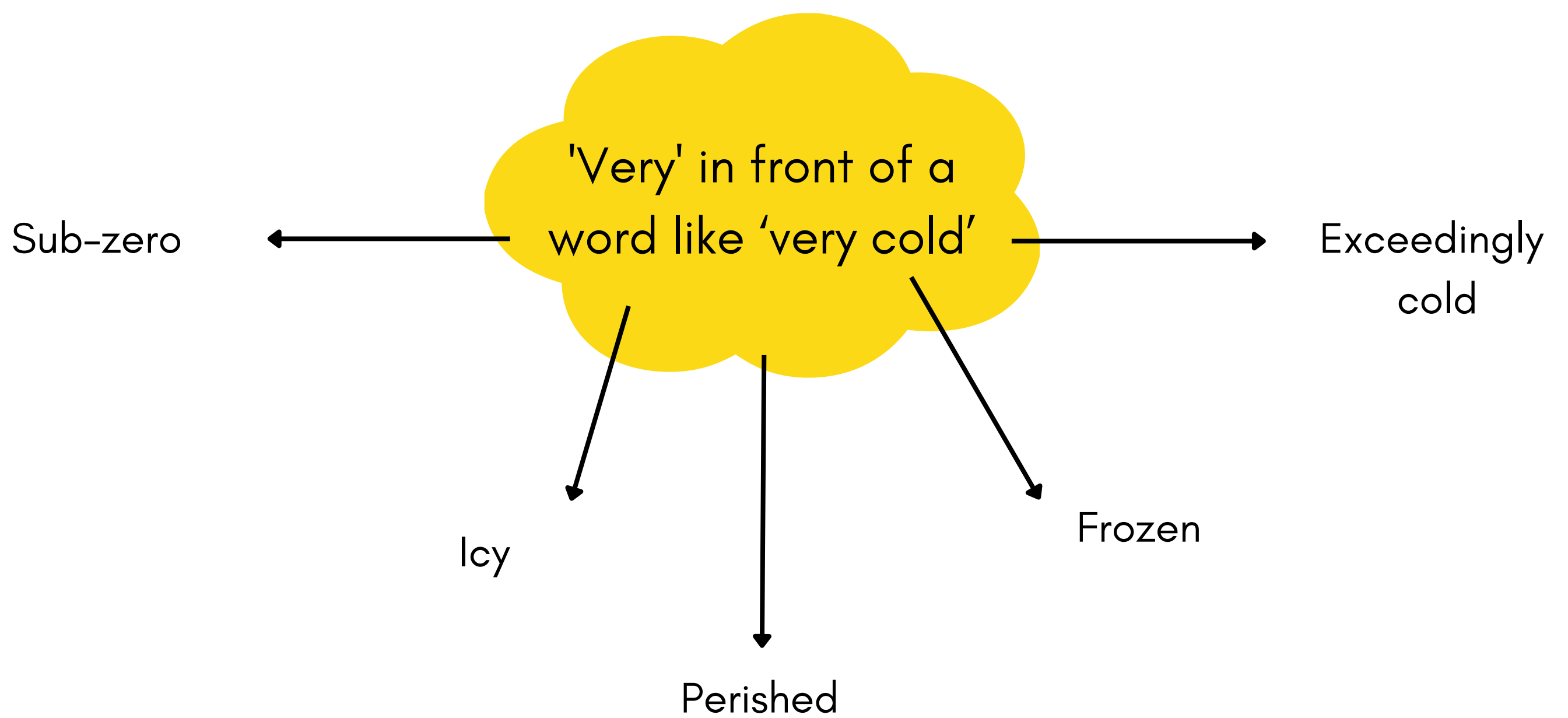
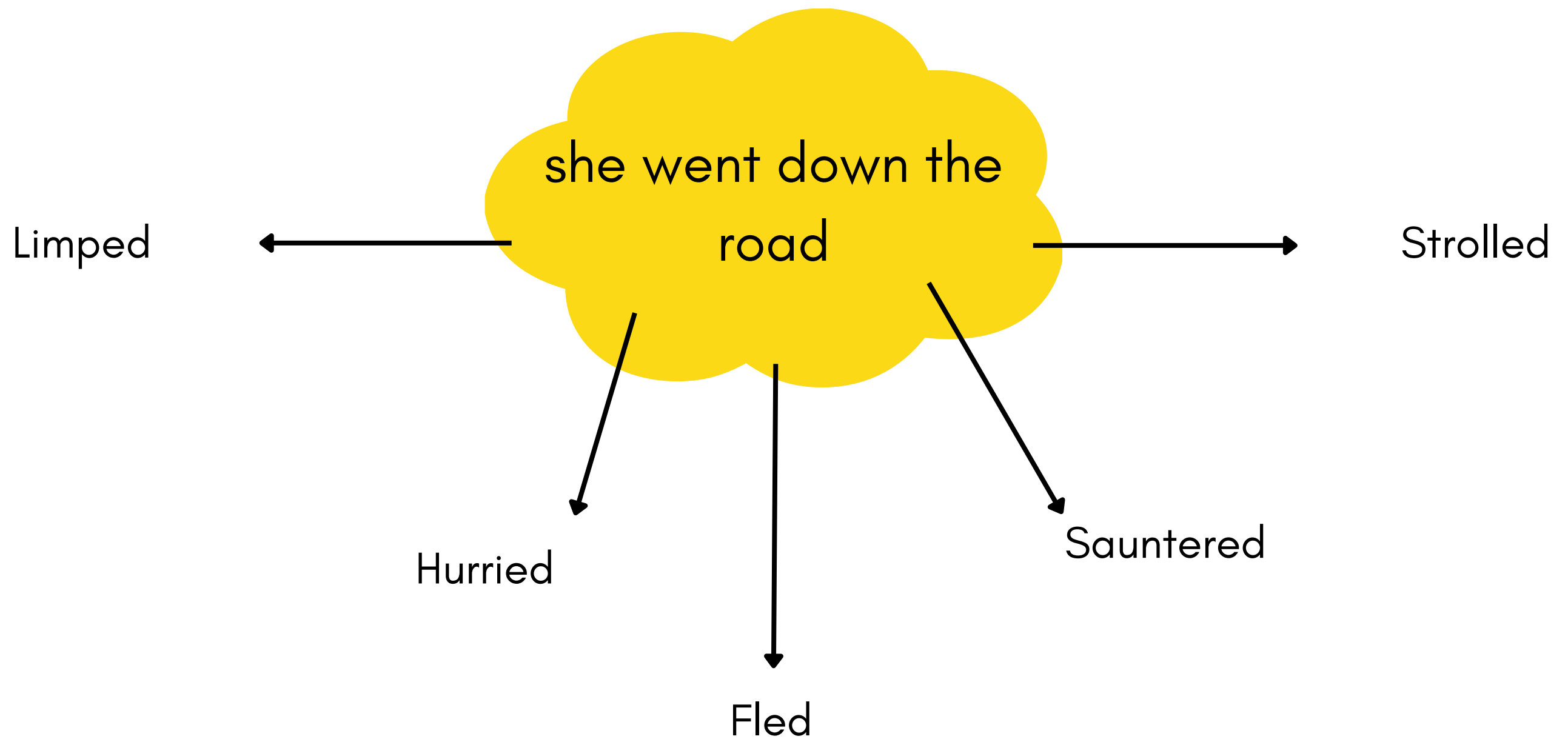
Basic Vocabulary





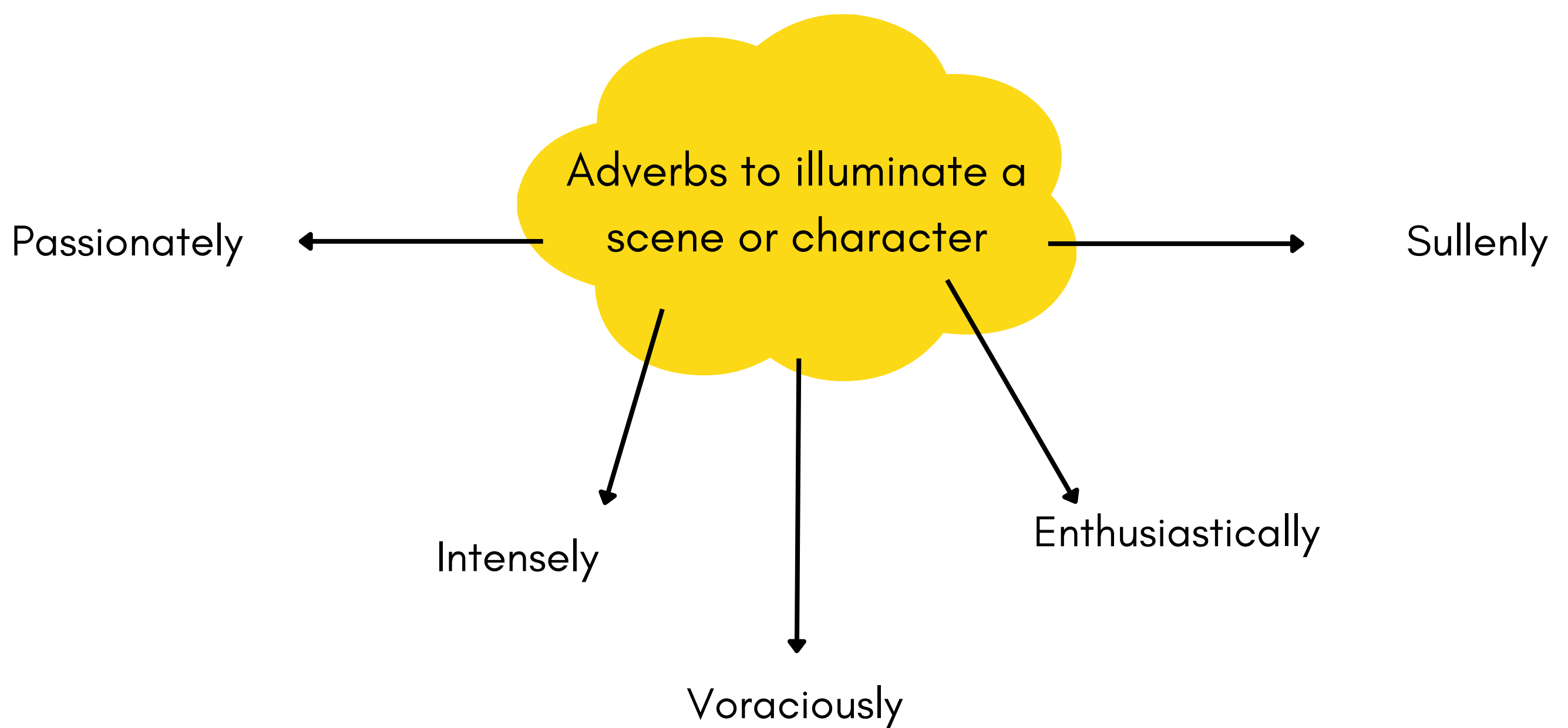
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Basic Vocabulary



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Basic Vocabulary



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Collecting Vocabulary

How might you launch a noticing challenge and how might you organise time in class for sharing and feedback?

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Extended Vocabulary

How might you launch a noticing challenge and how might you organise time in class for sharing and feedback?

The flamboyant entrepreneur's meticulous verbalism was disorientating and counter-intuitive,'

Inclusion

[Read more about Inclusive Practice](#)

DEVELOPING HIGH LEVEL VOCABULARY

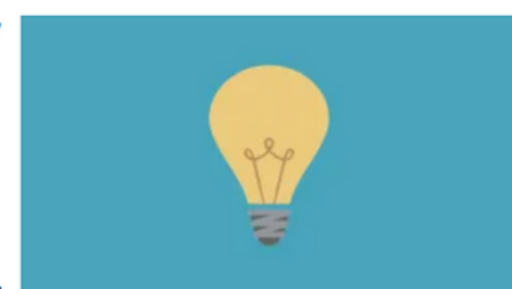
Reaseheath College

This project aimed to enrich learners' vocabularies by adopting a deliberate, explicit approach to vocabulary instruction through introducing a short, finite list of high value words which learners were exposed to recurrently and encouraged to use in their own writing.

You can [download a PDF of this report](#) on the Excellence Gateway.

Summary

Reaseheath College is a specialist land-based Further Education college offering programmes including Agriculture, Animal Management, Motor Vehicle and Equine studies. The English team developed a strategy for enriching learners' vocabularies and worked predominantly with GCSE resit learners whose main programme of study was Motor Vehicle Technology. We wanted to design a strategy focused on enriching learners' active vocabularies, thus promoting and facilitating the use of rich vocabulary in their writing. The strategy involved the English team researching a range of high-value words that could be used in different contexts. This was then refined by staff and subsequently, collaboratively with learners, to produce an initial list of ten high value words. Learners were exposed to the words through a miscellany of



Reaseheath College, 'Developing High Level Vocabulary'

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Extended Vocabulary

Take some time to think about the vocabulary banks you can assemble for each writing task.

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Vocabulary in Context

in contrast...

likewise...

on the other hand,...

in addition

subsequently

furthermore

moreover

despite

conversely

equally

firstly

significantly

secondly

finally

although

on the other side

in opposition

a testimony to

however

nevertheless

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Vocabulary in Context

acclaimed

accomplished

battered

confusing

cluttered

dazzling

distressing

exhilarating

pained

puzzling

revered

riveting

swaggering

tattered

weathered

wrinkled

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Spelling

Here is a reminder of some spelling strategies you may help them use:

- use dictionaries and reading material to check spellings

However, in the exam, no dictionaries are allowed so the students must rely on their own resources. These can include:

- checking in texts provided in the exam which may already contain the word (There is no excuse for spelling a word incorrectly if it is in front of you!)
- work out how to spell a word because the letters represent the sound of the word (phonic spelling), e.g. animal
- work out how to spell a word because you know particular rules (rule-based), e.g. 'i' before 'e' except after 'c' as in 'receive'.
- work out how to spell a word because you remember what it looks like (visual), e.g. cough
- work out how to spell a word because of its linguistic origin and roots or because it's a compound word (morphemic), e.g. psychic (Greek origin) refurbishment (compound word with a prefix and suffix)
- use mnemonics, e.g. 'Piece' begins with the word 'pie' as in piece of PIE, whereas 'peace' meaning the opposite of 'war' does not.
- Use chunking which is the practice of breaking words up into syllables and spelling them out syllable by syllable, e.g. es-tab-lish-ment

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Spelling

How will you support your students in their attempts to improve their spelling?

Developing Writers at GCSE

What is a Sentence?

So how is it best to develop their sentence writing?

Working in 2s, take turns to read the following so-called sentences aloud. Although all begin with a capital letter and end with a full stop, some are full sentences; others are not. Together decide which are correct sentences and which are not. Discuss your decision for each example.

It was the best day of my life.

The man crawled out of the overturned car like a rat from a leaking pipe.

Because you're worth it.

People who come to this country and are forced to live in temporary homes.

I disagree.

The rain fell like a gift from heaven on the parched garden.

Pizza, burgers, chips, rice and spaghetti all on the table waiting to be eaten.

Waiting at the bus stop, she was suddenly approached by the man from the council office.

Red, yellow and green.

A tall, imposing man, wearing a suit with a clean white shirt, coming in the room.

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What is a Sentence?

Could you devise activities like this for your students? Can they add the concept of the complete sentence to their success criteria list if it's not already there?

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Varieties of Sentence

- convey complex meaning
- intrigue and entice an audience
and
- demonstrate GCSE level skill

How can you model the following information to your students?

A simple sentence contains a subject and one main verb.

Simple sentences are the easiest for students to analyse in the first place as in our previous exercise. However, students must understand that varying the length and complexity of sentences enlivens their writing and attracts marks in the exam

A multiple sentence is one where we join together two or more free-standing simple sentences, often but not always using the conjunction 'and'.

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Varieties of Sentence

What about the complex sentence?

A complex sentence is one where we join together a free-standing simple sentence with one or more secondary sentences. In this case, the main sentence becomes the main clause of the combined result and the secondary sentence becomes a subordinate clause. The main clause can be joined to the subordinate clause using a subordinate conjunction, such as 'because', 'although', 'if', 'so', 'when', 'whenever', 'where', 'after'.

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Varieties of Sentence

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Varieties of Sentence

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A compound sentence is one which combines a multiple sentence with at least one subordinate clause.

Developing Writers at GCSE

Varieties of Sentence

Examples of a sentence structure exercise

Combine the following simple sentences into one
multiple sentence:

I got back late from football. I called Kevin.

I got back late from football and I called Kevin.

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Varieties of Sentence

Examples of a sentence structure exercise

Note that we often don't need to repeat the subject in a sentence like this so we can also say:

I got back late from football and called Kevin.

Note too that combining three simple sentences can result in a list where only a comma is needed as the divider until the final conjunction 'and'.

I got back late from football. I called Kevin. I sat down.

I got back late from football, sat down and called Kevin.

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Varieties of Sentence

Combine the following simple sentences into one **complex sentence**:

I was frightened. I locked the door.

I was frightened so I locked the door.

I was not nervous. I locked the door.

Although I was not nervous, I locked the door.

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Varieties of Sentence

Combine the following simple sentences into one **compound sentence**:

I don't agree with you. I don't support your suggestion. I won't vote for you.

Because I don't agree with you. I don't support your suggestion and I won't vote for you.

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Varieties of Sentence

Combine these short sentences into one sentence:

I wanted to go. I grabbed my coat. I ran to the bus stop.
I jumped on the bus the moment it arrived.

I wanted to go so I grabbed my coat, ran to the bus stop and jumped on the bus the moment it arrived.

Developing Writers at GCSE

Varieties of Sentence

I pass the exam. My dad will buy me a ticket for the match. This course finishes.
(conjunctions: and, if, when)

Answer: When this course finishes, and if I pass the exam, my dad will buy me a ticket for the match.

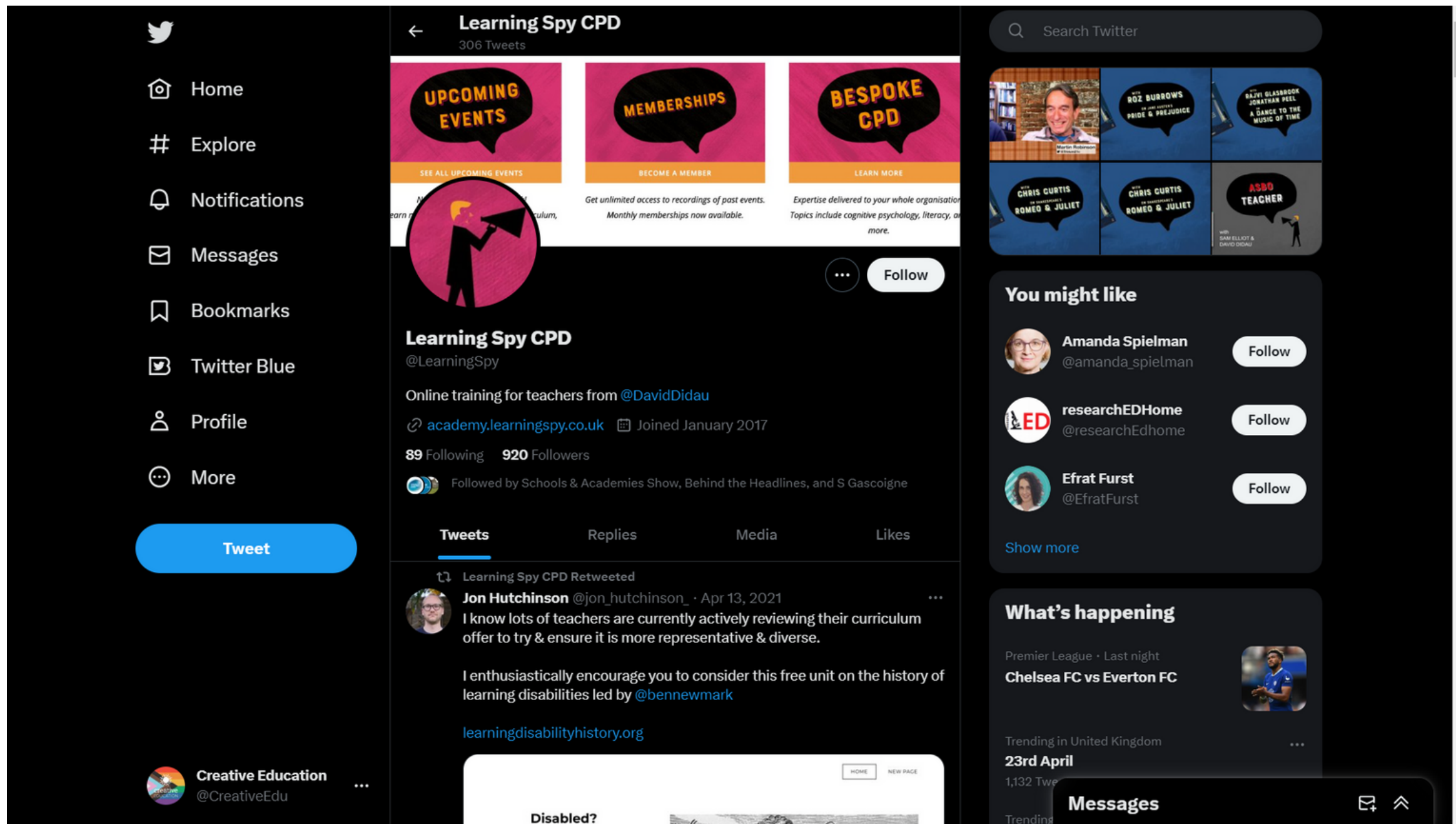
You're my friend. You jumped the queue ahead of me.
I don't like you.
(conjunctions: although, because)

Answer: Although you're my friend, I don't like you because you jumped the queue ahead of me.

A full stop tells the reader that one unit of meaning has ended and the following one (marked with a capital letter) can begin.

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Slow Writing



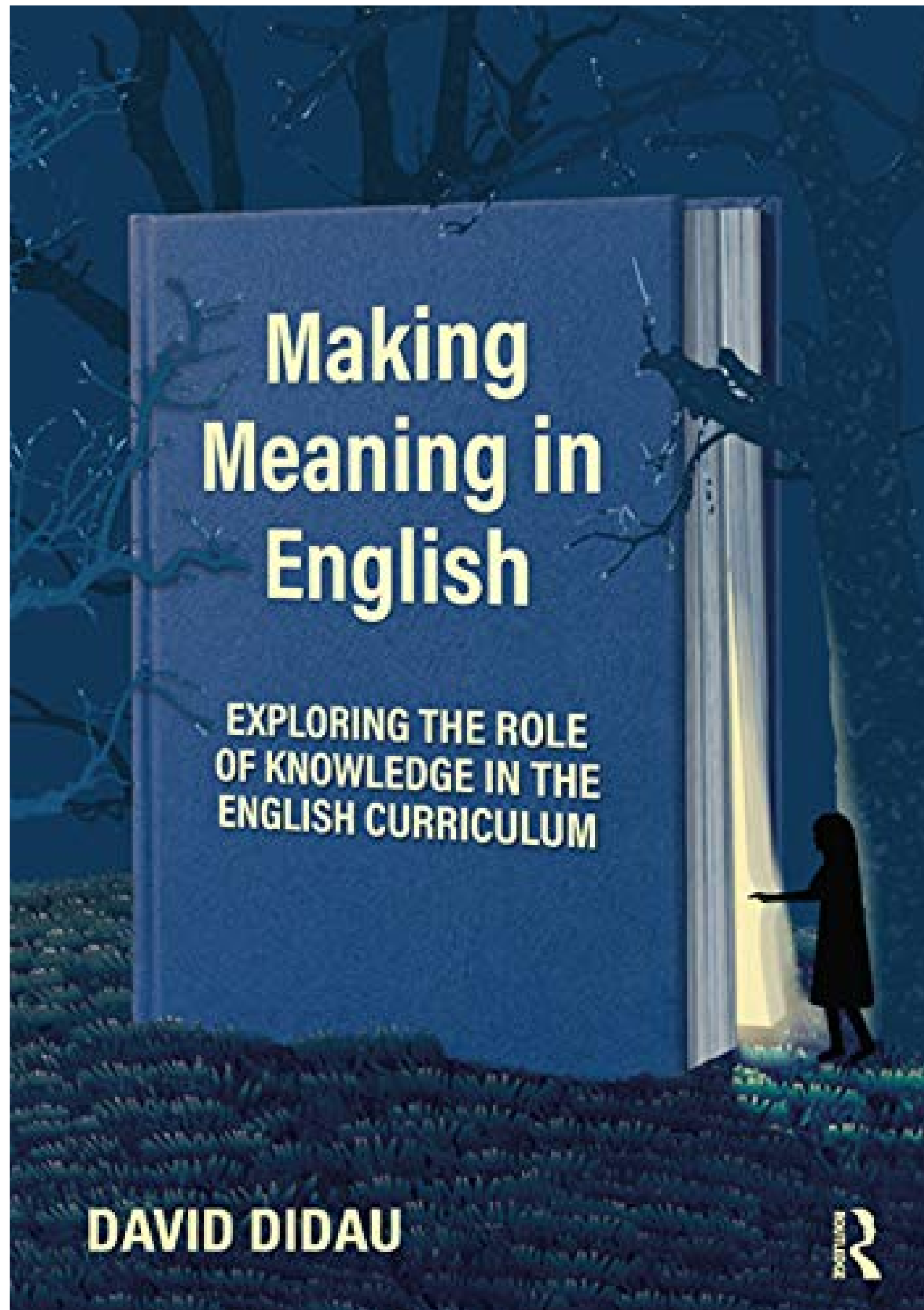
David Didau
Twitter

Slow writing prompts

1. Your sentence must start with a verb.
2. Your sentence must contain a simile.
3. Your sentence must use a subordinate clause.
4. Your sentence must be 3 words only.
5. Your sentence must start with a time phrase. (e.g. during the night; 500 years ago)
6. Your sentence must contain a modal verb. (e.g. must, shall, will, should, would, can, could, may, and might).

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The Job of Words



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The Job of Words

Look at these examples from students' work. Thinking of the students you know, how would you address each of these points of grammar and syntax – individually or as a class group?

After she'd cooked the dinner, George watched TV with Amy.

We was about to leave when George interrupted us.

I ate the blackberries and George.

He jumped off the bus and ran. He runs up the street straight into Mrs Desai's house.

If it's a warm day, George would walk to the beach.

He walked into hall. He's youngest in group. No one took notice.

Because he was so old, people treat him bad.

After looking in the shop, the choice was still not clear.

Our teacher was as big as a house who taught us all to sing.

Amy wanted to go alone so she told the dog that you should stay at home.

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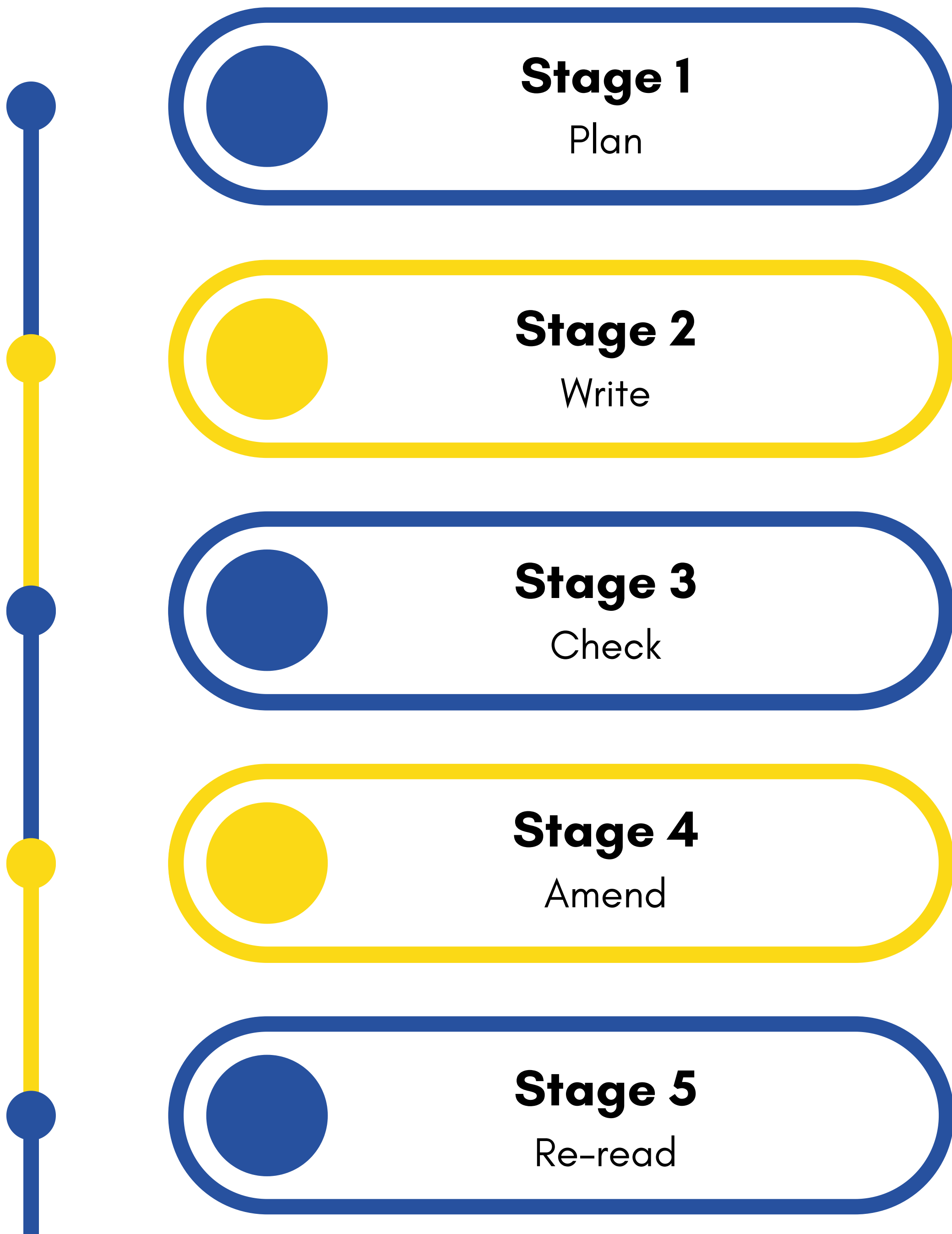
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Proofreading

Plan-Write-Check-Amend-Re-read



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The Checking Routine in Class and the Exam

To check your completed piece of writing:

1. Read the whole passage aloud and check that it flows and has meaning. If possible, read it to another student who will help check that there are no careless errors.
2. Check for specific errors which you most commonly make. These may include spellings of particular words or inaccurate grammar.
3. Check each sentence. Make sure it reads as a sentence, contains a verb, and uses punctuation effectively with a full stop at the end and commas where subordinate clauses are used.
4. Check each paragraph to see that the sentences are all relevant to the theme and in the right order, with a good opener and concluding sentence.
5. Check your vocabulary and phrases. Have you repeated any words so that they lose effect? Can you replace any words with more interesting or evocative words or phrases?

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Beyond Criteria



Dr Bethan Marshall of Kings College London

Royce Sadler

How can you encourage this second way of working? How can you make your students feel part of the guild?

Take a break and think about it.

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Changing Realms

Stimuli are needed to expand horizons.

And why do our students need to expand their horizons?

Why can't they stay where they are with their own skills and knowledge that we are adamant they need to value?

Realm 1 The student's existing skills	Realm 2 Target skills	
<ul style="list-style-type: none"> • Writing in paragraphs • Writing in sentences • Using a range of simple vocabulary • Expressing opinion • Describing places and people • Using adjectives • Expressing simple ideas • Using simple verb tenses accurately 	<ul style="list-style-type: none"> • Using 10 new words • Using 3 or 4 complex sentences with commas • Expressing new, more complex ideas • Using persuasive language • Using similes • Consistency with verb tenses 	<ul style="list-style-type: none"> • Employing metaphors • Moving between short and long sentences for impact • Using a large and varied vocabulary • Expressing feelings through implication. • Using largely correct grammar

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Improvement Strategies

Go back through your notes and see how many you can find. Pause the recording and tot them up. (Revisiting these will help when it comes to deciding on your research project theme.

Improvement themes

What good looks like

Student-centred approaches like Assessment for Learning

Learner talk

Questioning as a teaching and learning method

Self- and peer-assessment

The creative writing route

Approaches to transactional writing

Stimuli for writing

Developing content for writing

Structuring writing

The habit of planning

The habit of 'quick write'

The habit of personal reading and writing

The habit of an improvement process

Audience engagement

Vocabulary building

Sentence construction

Slow writing

Paragraph structure

Spelling strategies

Punctuation strategies

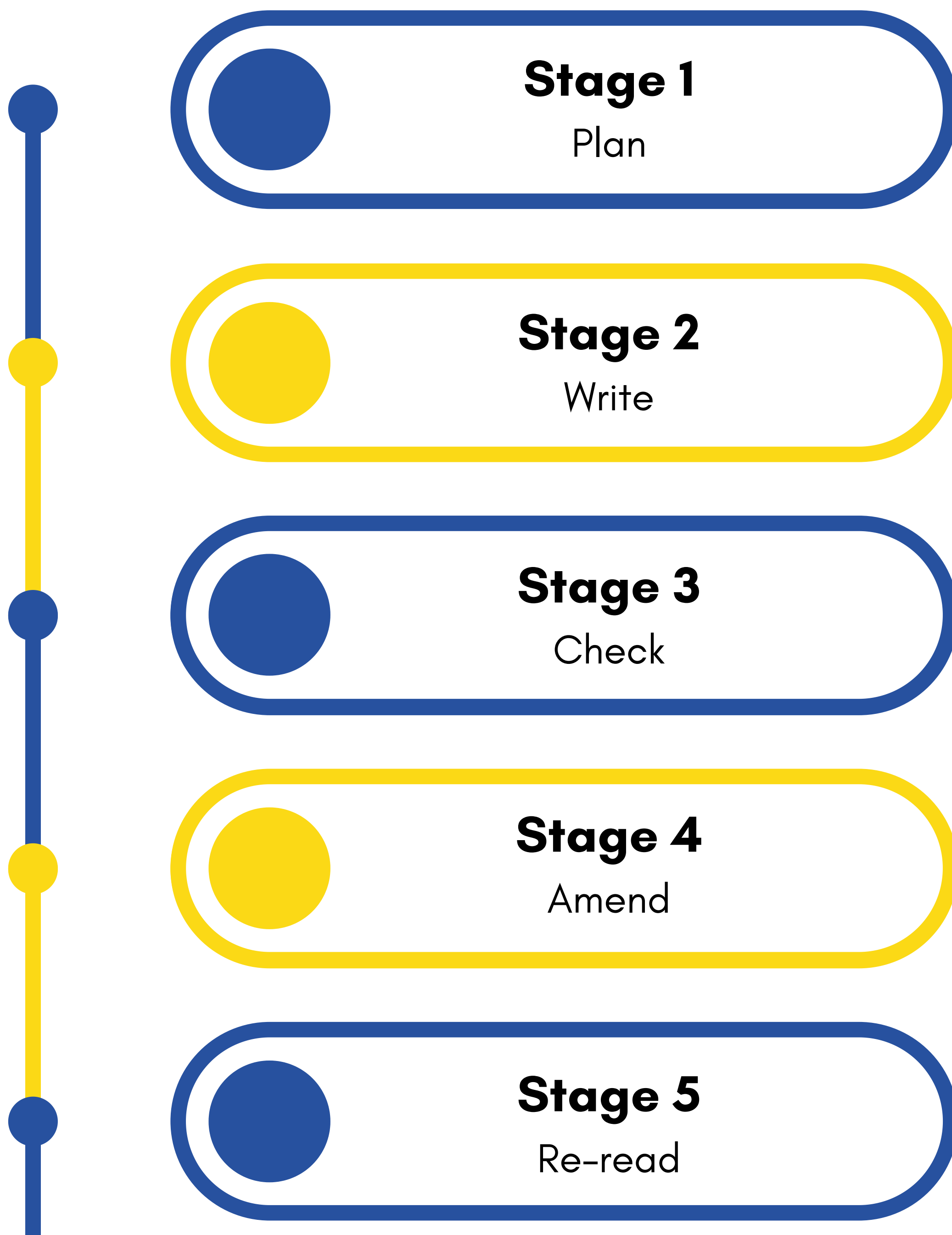
Programme structure as re-organised by the teacher

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Improvement in Exam Performance

Will the work we've done with the students enable them to tackle the exam with confidence, and display their English skills to the best of their ability?

Plan-Write-Check-Amend-Re-read



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Improvement in Exam Performance

Play some games with the marks. Let's suppose they score 15 marks at stage 2.

How many more marks might they find when checking and amending?

Let's suppose 5.

How many marks do they end up with at stage 5?

They will; end up with 20 marks (50%) which will ensure a pass.
15 out of 40 (37.5%) would be much more borderline.

Make notes of any thoughts you have before continuing with the module.

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The Time Factor

Here it's worth identifying priorities. Can you map some of them out now? Give yourself a moment to think and make notes

Some suggested priorities would be:

- confirmation and validation of their existing writing skills
- promotion of regular reading, writing and 'noticing'
- group analysis of model texts to identify 'good' writing skills
- small group work to compare and rank GCSE student work
- development of an improvement routine
- stimuli for writing tasks, including learner talk, questioning, relevant texts and other stimuli, vocabulary bank
- planning writing preparation
- a 'quick write' exercise
- a 'slow writing' exercise
- paragraph and sentence construction to impact on an audience
- creative and transactional writing
- exam practice and preparation

Enjoyed these sessions?

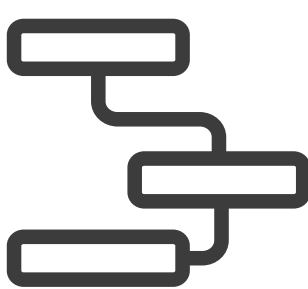
We have a range of other programmes to support GCSE resit learners post-16.



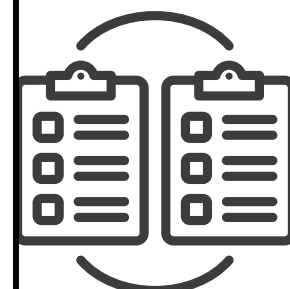
GCSE Reading -
Supporting Your Students
to Progress



Empowering Students to
Achieve in GCSE English:
Changing Approaches in the
Classroom



GCSE Language and
Structure - Teaching the
Skills and Answering the
Questions



Comparing Texts at GCSE
- A Step by Step Approach
to Teaching Skills and
Answering Questions



Creating Writers at GCSE
- Enabling Students to
Comparing Texts at GCSE
and Processes that Deliver
Success

Have some questions?

Reach out to the team by email
gcseenglish@creativeeducation.co.uk