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# A-level English Language

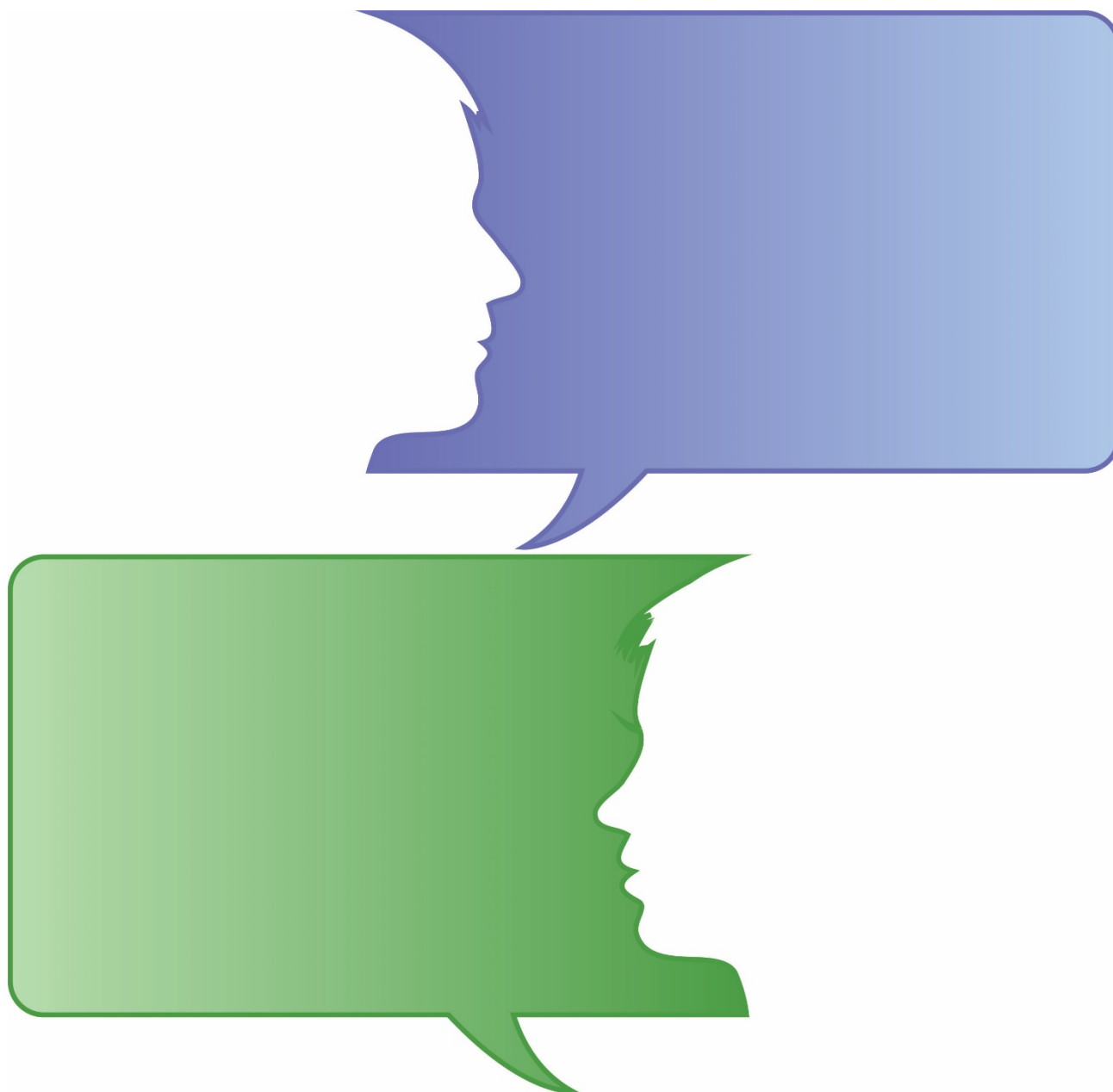
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Hub schools network meeting

Paper 1 Section B: Child language development

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# Activity 1:

## Generating view statements

### Using the mark scheme and/or critical linguistic extracts

This is an activity which you can do with your students in order to help them think more widely around AO2 critical understanding of concepts and issues relevant to children's language development.

You will need:

- Example view statements (Appendix B page 15)
- Example possible data 6 (Appendix A page 14 and inserts from past/legacy papers)
- 7702/1 Paper 1 Section B Question 5 AO2 Mark Scheme June 2017 & 2018 (Appendix B pp.16-23)
- Critical linguistic extracts: Ideas about the role of reading to support written language development (Appendix B pp.24-29)
  - *Good Writers by Pie Corbett* (The National Strategies/Primary 2008)
  - *Writing for Pleasure by Michael Rosen* (Blog Feb 2018)
  - *How Genre Theory Saved the World* by Michael Rosen (Blog Dec 2011)
  - *Approaches to Writing Instruction in Elementary Classrooms* by Vicki McQuitty
  - *Vygotsky and the Teaching of Writing* by Barbara J. Everson

Instructions:

Use the following data from the ENB6 June 2008 question paper insert:

#### Ideas about the role of reading to support written development

Text C is from the opening of *Where the Wild Things Are* by Maurice Sendak. Text D is an extract from a storybook written by William (5 years). He wrote it at home after reading Text C with his parents. (ENB6 June 2008)

Using the mark scheme:

- Look at June 2017 and 2018 mark schemes for Question 5 AO2 and identify a possible focus for the view statement. You might find it helpful to turn the indicative comment into questions. For example: 'comment on contextual and cultural aspects' (Level 4, 2018) = What is the significance of contextual and cultural aspects on children's writing development?
- Thought shower possible view statements which link the data to the indicative comment in the mark schemes.

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Using critical linguistic extracts:

- Look at 'linguistic critical extracts: ideas about the role of reading to support written development' (pp.24-26).
- Allocate one extract per individual/pairs.
- Highlight possible comments which could be used in the view statement.
- Collate suggestions and discuss which one/s would make a good view statement for this particular dataset and why. You might find it useful to refer back to the mark schemes to justify your selections.
- Ideally the critical extracts will generate statements which present different viewpoints and will lead to interesting preplanning discussions.
- Consider whether you can use the quotation verbatim or whether you need to rewrite the comment to include an evaluative term. eg 'more important than'. Refer to the 'Example view statements' as a guide.

# Activity 2:

## Engaging with view statements

These suggested activities are all ways of encouraging students to engage with a given view in a statement.

The following view statement corresponds to the Dataset 6 (Appendix A page 14 and the ENB6 June 2008 question paper insert)

### View statement -

'Surround a child with books - (in school, in the classroom and in the home) give them fun things to do with books, the written language is acquired more easily, more fluently, more willingly, more meaningfully than in any other way.'

### a) Tea party activity using 'Approaches to teaching writing' cards:

The following planning activity is based on the tea party concept which is a pre-reading strategy designed to give students opportunity to consider parts of the text and become actively involved in constructing meaning prior to reading the whole text. Here, the activity is adapted to give students the opportunity to consider and discuss the different views in response to the view statement.

You will need:

- Blank A3 paper – 1 sheet per student
- 'Approaches to teaching writing' cards (Appendix C p.30)

Instructions:

1. Display the view statement.
2. Students write the view in the middle of A3 paper – this will become their plan.
3. Together, unpick the view: define the concepts and issues contained in the view in relation to children's language development: What does the view mean in theory and in practice? – note the definitions on the plan.
4. Cut up 'Approaches to teaching writing' cards and hand out one per student. Students with the same Approach card group together.
5. Ask the question, 'How do you respond to the view put forward in the statement?' Students read their card and, in role, discuss their initial ideas.
6. Next, students mingle (with others who do not have the same approach card as they do) and ask others, 'How do you respond to the given view?'
7. Students discuss their responses in 2s or 3s. Each person replies, 'As a supporter of (eg. the functional approach) who believes ... , I agree /disagree to a certain extent because ...'
8. Teacher may need to maintain a tight pace and signal to students to mingle further until all students have spoken to representatives of all other approaches.
9. Students return to their original groups and draw three spokes from the view on the plan. In one sentence, students sum up each approach's response to the view ensuring that they justify their ideas.
10. Students are now ready to engage with the data.

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## b) Card sort activity using ‘critical linguistic extracts’ cards:

You will need:

- ‘Critical linguistic extracts’ cards (Appendix B pp.24-29)
  - Extracts can be preselected because they present different perspectives on the view statement, for example, the ‘Ideas about the role of reading to support written development’ extracts, or because they present different perspectives on a specific issue, for example, ‘the national curriculum and responses to it’.

Instructions:

1. Students work in small groups. Each group is given a pack of cards of critical linguistic extracts.
2. A student selects one of the cards and reads it out loud to the rest of the group. The group then asks questions of each other and discusses what ideas about the development of children’s writing are being presented.
3. The same student acts as scribe and highlights key lines, makes notes and then sums up the arguments presented in one or two sentences. These could be transferred to a flipchart mindmap.
4. Students take it in turn to present an extract to the group for discussion until all extracts have been considered.
5. The group then writes a paragraph outlining an overall line of argument in response to the stimulus view/question. This could form the introduction to a full essay response and students could now go on to engage with the data.
6. These extracts could also be used in the same way as the ‘AO2 development of children’s writing’ cards in the next activity below.

## c) Using ‘AO2 Development of Children’s Writing’ Cards to develop an essay response:

This activity can be carried out both at the planning stage as a follow up to highlighting and labelling linguistic features in the data or at the improvement stage of essay writing.

You will need:

- ‘AO2 development of children’s writing’ cards (Appendix C pp.31 - 34)

Instructions:

1. Students work in pairs or small groups with a set of ‘AO2 development of children’s writing’ cards. They sort the cards into piles – relevant to the view/not relevant to the view.
2. Students then work through the data and match relevant to the view cards to the highlighted examples in the data and discuss how the examples support/challenge the view.
3. Students add AO2 links to the annotated examples/develop their written response by incorporating critical analysis of the AO2 ideas in relation to the data and the view.

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## d) Using topical examples from the media to develop an essay response:

Encourage students to consider the cultural and social context of writing with topical examples from the media, such as Gaby Hinsliff's article, *The teachers asking pupils to make the case for Christmas have a lesson for us* (The Guardian), which discusses an example of one school providing a real and meaningful context for children's writing and also considers the higher level skills developed in undertaking this writing task and its significance in relation to the wider political and social sphere.

You will need:

- Topical examples from the media: *The teachers asking pupils to make the case for Christmas have a lesson for us* all by Gaby Hinsliff (Appendix B p.29)
- 7702/1 Paper 1 Section B Question 5 AO2 Mark Scheme June 2017 & 2018 (Appendix B)

Instructions:

1. As students read the article, ask them to consider the question:  
'How might the ideas in the article help us to evaluate:
  - i. the different ways of understanding children's writing development;
  - ii. the different ways of explaining the process of written language development;
  - iii. the significance of a range of different contexts and literacy practices upon children's writing development?
2. You can refer students to the AO2 Level 5 performance characteristics / indicative content and ask them to consider how they meet these requirements by incorporating reference to the ideas and examples in the article.
3. This can be followed up with a class discussion (Socratic Seminar?) and then students can be asked to develop an essay response by incorporating reference to the ideas and examples in the article.



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# Activity 3:

## Engaging with view statements

### Learning from student examples:

In this activity students explore how two different students address the view statement in their responses to the task.

You will need:

- Student A example response (Appendix D p.35-36)
  - Student B example response (Appendix D p.36-37)
  - 7702/1 Paper 1 Section B Question 5 Mark Scheme June 2018 (Appendix B)
1. Compare the two student responses:
    - a. Student A writes in some detail about children's literacy development in general, but doesn't relate these ideas directly to the view statement
    - b. Student B engages directly with the view statement
  2. Discuss: How does student B develop a line of argument that directly addresses the view?  
– deconstruct the essay
  3. Discuss: What can student A do to improve the response?
  4. This activity can be carried out with students in class.

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# Activity 4:

## Engaging with the data

### Following on from the tea party:

These suggested activities are designed to help students engage with/interrogate the data which will inform their planning and essay writing.

You will need:

- Example possible data 6 (Appendix A p.14 and the ENB6 June 2008 insert)
- 'Approaches to teaching writing' cards (Appendix C pp.30-31)
- 7702/1 Paper 1 Section B Question 5 AO1 mark scheme June 2017 & 2018 (Appendix B)

Instructions:

1. Handout the data (preferably blown up on A3). Students go back to original groups of same approach card – these will be the expert groups. Teacher asks: What evidence is there in the data to support or challenge your approach to the view?
2. Together, note the context, both specific situational and wider social contexts.
3. Teacher picks one linguistic example and models annotating it in detail with accurate detailed labels. This is a good opportunity to make explicit links to the mark scheme performance characteristics and indicative content for each of the different levels and to remind students that they need to be analysing language to the same depth as they do in Paper 1 Section A and Paper 2 Section B.
4. Teachers should also think aloud how the example linguistic feature links (supports/challenges) to different teaching approaches and relevant critical linguistic ideas.
5. In same approach card expert groups, students annotate the data by highlighting linguistic features and labelling accurately and in detail.
6. Students make links between the examples and the approach on their card.
7. Students regroup into mixed approach card groups. Each student takes it in turn to select an example and present it from their approach viewpoint. The other students in the group will then respond by presenting the same example from their alternative approach viewpoint. The whole group should agree on the accurate and detailed labelling of the linguistic features, but will have differing views on its significance.
8. Students will come away from the activity with detailed annotations on the data which will inform their planning and essay writing.

# Activity 5:

## Engaging with the data

### Asking questions of the data

Alternatively, students could develop their skills of engaging with data by asking questions of the data. These questions can be tweaked to incorporate the view or students can use the open questions to engage with the data prior to being given the view.

You will need:

- example possible data 6 (Appendix A p.14 and the ENB6 June 2008 insert)
- 'AO2 Development of children's writing' cards (Appendix C pp.31-33)

Instructions:

1. Students ask questions of the data on post-its or written around the data.
2. Students then seek to answer all the questions by highlighting relevant examples of language use, labelling these accurately and in detail.
3. At this point, students can use the 'AO2 Development of children's writing' cards to add AO2 links to the annotated examples.

	Focus	Question to ask of the data
Who?	<ul style="list-style-type: none"> <li>• Child</li> <li>• Adult</li> <li>• Reader/Audience</li> </ul>	<ul style="list-style-type: none"> <li>• How does the child help his/herself?</li> <li>• What strategies does the child use?</li> <li>• How does the adult help the child?</li> <li>• What strategies does the adult use?</li> <li>• Who is the audience and how does this impact the writing?</li> </ul>
Where? When?	<ul style="list-style-type: none"> <li>• Classroom</li> <li>• Home</li> <li>• Wider contexts</li> </ul>	<ul style="list-style-type: none"> <li>• How do classroom routines/experiences help the child?</li> <li>• How do home routines/experiences help the child?</li> <li>• How do routines/experiences associated with wider contexts (eg culture) help the child?</li> </ul>
What?	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Genre of text</li> <li>• Mode of text</li> <li>• Task</li> </ul>	<ul style="list-style-type: none"> <li>• How does the text help to develop the child's writing?</li> <li>• How does the task help to develop the child's writing?</li> </ul>
Why?	<ul style="list-style-type: none"> <li>• Purpose/function of the text</li> <li>• Purpose/function of the task</li> <li>• Intentions of the child</li> <li>• Intentions of the adult</li> </ul>	<ul style="list-style-type: none"> <li>• How does the text help to develop the child's writing?</li> <li>• How does the task help to develop the child's writing?</li> <li>• How does the child help his/herself? What strategies does the child use?</li> <li>• How does the adult help the child's writing to develop? What strategies does the adult use?</li> </ul>
How?	Linguistic Features	<ul style="list-style-type: none"> <li>• How can I use the evidence in the data to support/challenge the view?</li> </ul>

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# Activity 6:

## Engaging with the data

### Learning from student examples:

You will need:

- Student A example response (Appendix D pp.35-36)
- Student B example response (Appendix D pp.36-37)
- 7702/1 Paper 1 Section B Question 5 mark scheme June 2018 (Appendix B)

1. Compare the two student responses:
  - a. Student A identifies examples from the data without using them to support/challenge the view statement and also makes unsupported comment about children's literacy development in general.
  - b. Student B engages directly with the data and uses it to support/challenge the view statement
2. How does Student B develop a line of argument that engages directly, accurately and in detail, with the data? – deconstruct the essay
3. What can student A do to improve the response?
4. This activity can be carried out with students in class.

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# Activity 7:

## Engaging with the data

### Students self/peer assess A01 and improve:

1. Highlight all the examples from the data that you included in your essay response.
2. Did you quote precisely and in detail?
3. Did you label accurately and in detail?
4. Did you use the whole of the data?
5. Did you cover a range of different linguistic methods (phonology, graphology, lexis and semantics, discourse structure, pragmatics) and levels (letters-word-phrase-clause-sentence-text)?
6. Green pen - address this by improving accuracy and detail; incorporating more examples from different parts of the data and covering more linguistic levels.

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# Appendix A:

Example possible data (drawn from past/legacy exam papers)

## 1. Transcripts of children's spoken language in a range of contexts:

- Texts A and B are transcripts of conversations between Hollie and her cousin, Ewan. They are both four years old. They are playing 'shops' in the living room of Ewan's house. Their aunt, Laura, is present as she is looking after the children and observing their play for research. (ENB6 June 2007)

## 2. Texts written by children in different genres for various audiences and purposes:

- Text C, D, E, F and G are diary entries written by Georgia, aged 8 years 7 months. (ENGB3 January 2010)

## 3. Children's use of multimodal language:

- Tom wrote Texts C and D in science lessons. He wrote Text C when he was 5 years and 9 months and Text D when he was 7 years 4 months. (ENGB3 January 2011)

## 4. Children's progress in writing during their early years at school:

- Texts C (5 years old boy), D (8 years old boy), E (10 years old girl) and F (11 years old girl) are facsimiles of postcards sent by children. They were on holiday together in Spain, writing to family members back home. (ENB6 June 2007)

## 5. How adults' use of reading with children influences spoken language development:

- Text A is a transcript of Jack (4 years 3 months) and Ruth (2 years 9 months) talking about an interactive book, *You Choose*, with their mother. (ENGB3 January 2012)

## 6. Ideas about the role of reading to support written language development:

- Text C is from the opening of *Where the Wild Things Are* by Maurice Sendak. Text D is an extract from a storybook written by William (5 years). He wrote it at home after reading Text C with his parents. (ENB6 June 2008)

# Appendix B:

## Example view statements

### 7702/1 Paper 1 Section B Questions 4 and 5 view Statements

Series	Question 4 (Children's spoken language development)	Question 5 (Children's literacy development)
Specimen	'Interaction with caregivers is <b>the most important influence</b> on a child's language development.'	'Accuracy is <b>more important than</b> creativity.'
June 2017	'Child directed speech is <b>a major factor</b> in the development of a child's language.'	'The role of the teacher <b>is essential</b> for literacy development.'
June 2018	' <b>The best way to explain</b> children's language development is to focus on what they use it for.'	'In learning to write, children <b>should develop</b> their accuracy <b>before learning</b> to write for different contexts.'

The evaluative terms have been emboldened to draw your attention to how the view statement stimulates debate and prompts students to evaluate.

### ENGA1 Legacy questions

Series	Question 2 (Children's spoken language development)	Question 3 (Children's literacy development)
June 2014	To what extent does the acquisition of language <b>depend on</b> children's interaction with the people and things around them?	To what extent is learning to write a creative process?
June 2015	To what extent do children develop their language by imitating adults?	To what extent is learning to write <b>just</b> about developing correct spelling, punctuation and grammar?
June 2016	To what extent do carers contribute to children's acquisition of speech?	To what extent is the understanding of genres <b>important</b> in the development of children's writing?
June 2017	'Innatism is <b>by far the most important</b> explanation of how children acquire language.' To what extent do you agree?	Discuss the range of skills that children <b>need</b> to learn in order to write narratives.

## 7702/1 Mark scheme

### 7702/1 Paper 1 Section B Questions 5 mark scheme June 2018

#### Section B: Children's language development

0 5

'In learning to write, children should develop their accuracy before learning to write for different contexts.'

Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/ Marks</b>	<b>Performance characteristics</b>	<b>Indicative content</b>
		<b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b> <b>They indicate possible content and how it can be treated at different levels.</b>
Level 5 13–15	<b>Students will:</b> <ul style="list-style-type: none"><li>• <b>apply linguistic methods and terminology, identifying patterns and complexities</b></li><li>• <b>apply different levels of language analysis in an integrated way, recognising how they are connected</b></li><li>• <b>apply levels of language analysis with rare errors</b></li><li>• <b>guide the reader</b></li></ul>	Students are likely to describe features such as: <ul style="list-style-type: none"><li>• semantic patterns</li><li>• pragmatic features eg deixis and context dependence</li><li>• sentence and clause types, elements and linking</li><li>• grammatical patterns and rules eg agreement, plurality, tense formation</li><li>• grammatical function vs lexical words</li><li>• discourse structure</li></ul>
Level 4 10–12	<b>Students will:</b> <ul style="list-style-type: none"><li>• <b>apply linguistic methods and terminology with precision and detail</b></li><li>• <b>apply two or more levels of language analysis</b></li><li>• <b>apply levels of language analysis with</b></li></ul>	Students are likely to describe features such as: <ul style="list-style-type: none"><li>• word classes in detail</li><li>• verb tenses, voice, aspect, modals</li><li>• phrases</li><li>• morphemes</li><li>• grapheme/phoneme relation</li></ul>



Level 3 7–9	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology consistently and appropriately</b></li> <li>• <b>label features that have value for the task</b></li> <li>• <b>label features with more accuracy than inaccuracy</b></li> <li>• <b>communicate with clear</b></li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• connotations</li> <li>• semantic fields</li> <li>• word classes</li> <li>• verb moods</li> <li>• graphological features</li> <li>• orthography and punctuation</li> </ul>
Level 2 4–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use linguistic methods and terminology inconsistently and sometimes without value for the task</b></li> <li>• <b>generalise about language use with limited/unclear evidence</b></li> <li>• <b>label features with more inaccuracy than accuracy</b></li> <li>• <b>express ideas with</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• discuss formality and/or complexity (6)</li> <li>• offer only one or two descriptions, eg a word class, a sentence function (6)</li> <li>• make unsupported generalisations about language used (5)</li> <li>• use a linguistic register of very general terms eg sentence and word (4)</li> <li>• quote imprecisely to illustrate descriptions (4)</li> </ul>
Level 1 1–3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>quote or identify features of language without linguistic description</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic terminology</li> </ul>
0	<b>Nothing written about the text or topic</b>	

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</b>		
<b>Level/ Marks</b>	<b>Performance characteristics</b>	<b>Indicative content</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• evaluate and challenge different ways of understanding children's writing development</li> <li>• evaluate and challenge different ways of explaining the process of written language development</li> <li>• synthesise ideas and conceptualise a view of the process of written language development</li> <li>• integrate a range of well-selected examples to support/challenge ideas</li> <li>• evaluate a range of different contexts and literary practices, such as exposure to a range of writing models, writing technology, learning styles</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and comment on different views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to explore:</p> <ul style="list-style-type: none"> <li>• different ways of understanding children's writing development</li> <li>• comment on individual/physical development</li> <li>• comment on the role of creativity and imagination</li> <li>• comment on contextual and cultural aspects</li> <li>• comment on significance of communicative purpose, genre, mode</li> </ul>

Level 3 7–9	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show detailed knowledge of linguistic ideas, concepts and research</b></li> </ul>	<b>Students are likely to:</b> <ul style="list-style-type: none"> <li>• explain stages of children’s writing development</li> <li>• illustrate issues concerning genres eg letters, recipe/instruction writing</li> <li>• illustrate children’s use of writing for different contexts</li> <li>• identify one explanation of written development</li> </ul>
Level 2 4–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show familiarity with linguistic ideas, concepts and research</b></li> </ul>	<b>Students are likely to:</b> <ul style="list-style-type: none"> <li>• show awareness of research by outlining theories without reference to task</li> <li>• identify salient examples from data eg presentation, handwriting, formation of letter symbols, punctuation in data, vocab</li> <li>• label features of mechanical accuracy</li> </ul>
Level 1 1–3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist linguistic knowledge</b></li> </ul>	<b>Students are likely to:</b> <ul style="list-style-type: none"> <li>• discuss examples of children’s language development without linguistic comment (3)</li> <li>• give examples of children’s language development (2)</li> <li>• discuss children’s development without specific focus on language (1)</li> </ul>
0	<b>Nothing written about the text or topic</b>	

## 7702/1 Paper 1 Section B Questions 5 Mark Scheme June 2017

### Section B: Children's language development

**0 5** "The role of the teacher is essential for literacy development."

Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/ Marks</b>	<b>Performance characteristics</b>	<b>Indicative content</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology, identifying patterns and complexities</b></li> <li>• <b>apply different levels of language analysis in an integrated way, recognising how they are connected</b></li> <li>• <b>apply levels of language analysis with rare errors</b></li> <li>• <b>guide the reader</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• patterns in sentences, clauses, order and elements</li> <li>• grammatical function vs lexical words</li> <li>• grammatical agreement eg singular/plural</li> <li>• patterns of grammatical use/semantic use</li> <li>• multiple/contradictory patterns eg simultaneous use of standard and non-standard features</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology with precision and detail</b></li> <li>• <b>apply two or more levels of language analysis</b></li> <li>• <b>apply levels of language analysis with occasional errors</b></li> <li>• <b>develop a line of argument</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• types of nouns, verbs, adjectives, adverbs, pronouns</li> <li>• plurality</li> <li>• tense</li> <li>• word order</li> <li>• grapheme/phoneme relation</li> </ul>

Level 3 7–9	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology consistently and appropriately</b></li> <li>• <b>label features that have value for the task</b></li> <li>• <b>label features with more accuracy than inaccuracy</b></li> <li>• <b>communicate with clear topics and paragraphs</b></li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• word classes, eg pronouns, nouns, verbs etc</li> <li>• orthography</li> <li>• punctuation</li> <li>• semantic fields</li> <li>• sentence functions</li> <li>• images</li> </ul>
Level 2 4–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use linguistic methods and terminology inconsistently and sometimes without value for the task</b></li> <li>• <b>generalise about language use with limited/unclear evidence</b></li> <li>• <b>label features with more inaccuracy than accuracy</b></li> <li>• <b>express ideas with organisation emerging</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• refer to elements of language that do not illuminate the analysis</li> <li>• make unsupported generalisations about nature of sentences</li> <li>• use a linguistic register of very general terms like sentence and word</li> <li>• quote imprecisely to illustrate descriptions</li> <li>• mislabel word classes and sentences</li> </ul>
Level 1 1–3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>quote or identify features of language without linguistic description</b></li> <li>• <b>present material with limited organisation</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic terminology</li> </ul>
0	<b>Nothing written about the text or topic</b>	

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</b>		
<b>Level/ Marks</b>	<b>Performance characteristics</b>	<b>Indicative content</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to evaluate and challenge different ways of understanding children's writing development:</p> <ul style="list-style-type: none"> <li>• evaluate and challenge different views of written language development eg national literacy strategy</li> <li>• synthesise ideas and conceptualise a view of the process</li> <li>• integrate a range of well-selected examples to support/challenge importance of accuracy/creativity</li> <li>• evaluate the nature and effects of correction, reformulation, relationships created through politeness (face needs etc) and feedback</li> <li>• evaluate a range of different contexts and literary practices, such as exposure to a range of writing models, writing technology, learning styles</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and comment on different views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to explore different ways of understanding children's writing development:</p> <ul style="list-style-type: none"> <li>• identify and discuss different purposes of teacher roles and activities</li> <li>• identify and discuss issues concerning genres using the data eg recounts, imaginative narratives</li> <li>• examine first person narrative structure</li> <li>• examine the use of fiction to develop creativity/imagination/ideas</li> <li>• examine narrative conventions</li> <li>• examine link with proofreading strategies/self-checking</li> <li>• compare the two types of writing using relevant examples</li> </ul>

Level 3 7–9	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show detailed knowledge of linguistic ideas, concepts and research</b></li> </ul>	Students are likely to explain stages of children’s writing development: <ul style="list-style-type: none"> <li>• describe different explanations of writing development</li> <li>• describe roles and activities performed by teacher</li> <li>• describe importance of accuracy</li> <li>• illustrate examples of presentation, handwriting, formation of letter</li> <li>• symbols, punctuation in data</li> <li>• consider spellings used in data eg standard/non-standard/phonetic spelling etc</li> </ul>
Level 2 4–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show familiarity with linguistic ideas, concepts and research</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• show awareness of research by outlining theories without reference to task</li> <li>• identify salient examples from data</li> <li>• label features of mechanical accuracy</li> </ul>
Level 1 1–3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist linguistic knowledge</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• give examples of children’s language development without linguistic comment (3)</li> <li>• give examples of children’s language development (2)</li> <li>• give children’s development without specific focus on language (1)</li> </ul>
0	<b>Nothing written about the text or topic</b>	

## 'Critical linguistic extracts' cards

### Ideas about the role of reading to support written language development:

Good Writers by Pie Corbett (The National Strategies/Primary 2008)

#### 'Good writers read'

'It is constant and avid reading that helps children build up a store of patterns and ideas. These become embedded within their imagination and linguistic competence, to be drawn upon when writing.'

'So, hearing stories... and joining in with them is an important aspect of acquiring imaginative and literary patterns. That is why storytelling is so vital. Children need to hear extended thought and to work in a range of contexts that encourage them to imitate and develop their own language. Children need to hear stories, tell stories and read stories. Then they may draw upon the story bank to invent their own.'

#### 'Good writers also read as writers'

'Young writers imitate their reading without realising it. As they develop, this can become increasingly explicit. Familiar stories become 'mentor' texts that act as a focus for teaching writing and are referred to explicitly by the teacher during shared writing. The mentor text teaches the craft of writing by example. Young children need a teacher who will explicitly help them read with a writer's curiosity. Of course, a really good book can be enjoyed so much that a reader almost wishes they had written it. Good books often make us want to write. In the same way that I remember watching my children copying dancers from the television, a class who see themselves as writers will want to imitate good writing. Being a writer starts with pretending.

Children develop the skill and habit of 'reading as a writer' so that they explicitly learn how to draw on their reading to enhance their writing. Children who do this habitually may be reading more attentively to the language than others who read for the plot and become immersed in the story, without noticing how the writer is creating effects.

The process of reading as a writer involves deepening children's understanding of how texts are constructed in relation to the impact they create. It is about exploring the link between writing and reading rather than grammar-spotting. Writing patterns are noticed and gathered onto wall charts or into writing journals. A stark list of connectives does not make a writer.

No amount of writing rules and lists of what to do can replace the careful re-reading and savouring of beautiful writing. Indeed, writing to checklists that have not been internalised may actually interfere with the flow of composition and make the task harder.'

[foundationyears.org.uk/files/2011/10/Good\\_Writers1.pdf](http://foundationyears.org.uk/files/2011/10/Good_Writers1.pdf)

© Pie Corbett, Talking for Writing, [talk4writing.com](http://talk4writing.com)



### Writing for Pleasure by Michael Rosen (Blog Feb 2018)

'One reason - I think it's the main one - that writing is hard is because there are various things about it that are very different from the way we speak to each other.'

[michaelrosenblog.blogspot.com/2018/02/writing-for-pleasure-1.html](http://michaelrosenblog.blogspot.com/2018/02/writing-for-pleasure-1.html)

'All writing is helped by reading. The more that pupils read, the easier it is for them to write. The more widely they read, the easier it is for them to write. This is no mystery: writing involves us assembling words and structures in the writing-way-of-doing-language. By reading, we put into our heads the structures that belong to writing. We use these in order to write. This means that any way in which we can get every pupil reading for pleasure is a fantastic way to improve writing.' ...

'Any writer will tell you, that part of writing is to have moments of 'inspiration' that arise out of daydreaming, walking, looking out of the window, and other parts come from having to write for a deadline, taking instructions from editors about what to take out and what to put in (often based on the expectations of genre - a form of modelling, if you like - imitation-invention!). We need both.'

[michaelrosenblog.blogspot.com/2018/02/writing-for-pleasure-8-what-have-i-left.html](http://michaelrosenblog.blogspot.com/2018/02/writing-for-pleasure-8-what-have-i-left.html)

### How Genre Theory Saved the World by Michael Rosen (Blog Dec 2011)

'How can just hanging about books seem to deliver a child who can write extended prose? The most obvious way is through 'immersion'.....Surround a child with books - (in school, in the classroom and in the home) give them fun things to do with books, the written language is acquired more easily, more fluently, more willingly, more meaningfully than in any other way.

[michaelrosenblog.blogspot.com/2011/12/how-genre-theory-saved-world.html](http://michaelrosenblog.blogspot.com/2011/12/how-genre-theory-saved-world.html)

### Approaches to Writing Instruction in Elementary Classrooms by Vicki McQuitty

'For example, Lisa Delpit (2006) has argued that in some ..., the focus on process means there is no instruction about the writing product. This creates difficulties for students who do not already know the characteristics of good writing. For instance, stories usually progress in chronological order, while informational reports are organized around topics and subtopics. Children who have read many stories and informational books will know these organizational structures, but those with few reading opportunities may not. Because some students may not have access to as many books as their classmates, they may lack knowledge of how stories and reports are organized. If their teacher only teaches the writing process and ignores instruction about how the text should be organized, certain children will be at a disadvantage.'

[courses.lumenlearning.com/suny-steps-to-success/chapter/6-approaches-to-writing-instruction-in-elementary-classrooms/](http://courses.lumenlearning.com/suny-steps-to-success/chapter/6-approaches-to-writing-instruction-in-elementary-classrooms/)

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### Vygotsky and the Teaching of Writing by Barbara J. Everson

'Writing is a synthesis or pulling together of ideas, images, disarrayed facts, and fragments of experiences. It should be taught naturally. It should be necessary for something. And it should allow the time and space and cooperation necessary for the composition to develop into a worthwhile product. Writing teachers must recognize this interplay of inner voices and social contexts that are ever combining to form written discourse.'

[www.nwp.org/cs/public/download/nwp\\_file/789/Vygotsky.pdf?x-r=pcfile\\_d](http://www.nwp.org/cs/public/download/nwp_file/789/Vygotsky.pdf?x-r=pcfile_d)

© Vygotsky & The Teaching of Writing by Barbara Everson 1991

### Genres and genre theory: a response to Michael Rosen by Frances Christie (July 2013)

<http://www.interstrataltension.org/?p=1159>

### Learning to Read and Write: What Research Reveals by NAEYC (Reading Rockets)

<http://www.readingrockets.org/article/learning-read-and-write-what-research-reveals>

## 'Critical linguistic extracts' cards

### The national curriculum and responses to it:

#### National Curriculum in England: English programmes of Study (July 2014)

##### Writing

It is essential that teaching develops pupils' competence in [transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)]. In addition, pupils should be taught how to plan, revise and evaluate their writing. ....

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

##### Spelling, vocabulary, grammar, punctuation and glossary

... Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. ...

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. ... Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

[www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study)

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#### Last summer's KS2 SPaG paper (2018) - what's wrong? By Michael Rosen

I sympathise with teachers being forced to teach this stuff but I think it is theoretically misguided in its conception and misleading for those wanting to know how to write. For this age of child, I believe a limited version of it can be used as an adjunct or assistance to other kinds of work (and pleasure!) around texts. The problem with SPaG is that it's the mechanical and mechanistic tail wagging the language dog.

[michaelrosenblog.blogspot.com/2018/12/last-summars-spag-paper-2018-whats-wrong.html](http://michaelrosenblog.blogspot.com/2018/12/last-summars-spag-paper-2018-whats-wrong.html)

### **The fundamental problem in reading, writing and grammar at Key Stages 1 and 2**

In the areas of reading, writing and grammar at Key Stages 1 and 2, the government has made the mistake of imagining that prior, analytical instruction in the primary years will produce 11-year-olds who can read fluently and accurately, write correctly, and use correct grammar in their speech and writing. The evidence for this assertion is to be seen in the long lists of grapho-phonetic correspondences, spelling rules and grammatical concepts and terminology in the new National Curriculum documents, which those primary schools bound by the National Curriculum are obliged to teach. ... Anyone who has taught in classrooms knows that heavier loads of analytical instruction have a better chance of succeeding later, once competence and confidence are firmly established; indeed, analytical teaching then has a good chance of being interesting and worthwhile.

#### Metalinguistic overload

In the new orders for Key Stages 1 and 2, there is an extraordinary overload of metalinguistic concepts and grammatical categories to be taught explicitly. ...

... This formidable set of new responsibilities for teachers is accompanied by a (non-statutory) glossary of terms (Department for Education, 2013c) which, taken as a whole, could usefully serve as part of the syllabus of an A-level course in language and linguistics. ...

This will not work. Most teachers will do their best to meet statutory requirements, as they always have done, but a price will be paid. Too much time will be given up to separate grammar teaching at an unrealistically advanced level, at the expense of time given to the teaching of writing, which should include attention to all the aspects of convention and control which developing writers need: to the manner as well as the matter of what they write. ...

... 'Get the rules straight first,' it says, 'and competence will follow.' Wrong. A right conception of learning says, 'Enable, encourage, support developing competence first, and awareness and application of the rules – and an active interest in those rules – will follow.'

[www.nate.org.uk/file/2016/04/The-National-Curriculum-for-English-from-2015.pdf](http://www.nate.org.uk/file/2016/04/The-National-Curriculum-for-English-from-2015.pdf)

© Source: Curriculum and Assessment in English 11 to 19 by John Richmond, published by Taylor and Francis 2017

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## Topical examples from the media:

*The teachers asking pupils to make the case for Christmas have a lesson for us all* by Gaby Hinsliff, December 2018, The Guardian

### **The teachers asking pupils to make the case for Christmas have a lesson for us all**

*Some basic truths are under threat, and we are out of practice at defending them*

Christmas is cancelled. There can't be many headteachers who haven't occasionally longed to type those three words and press "send". 'Tis the season of precious teaching time disappearing down the plughole of nativity play rehearsals, carol services, and Christmas craft days that leave glitter trodden inextricably deep into the carpets. Is it really worth the hassle?

But only Lady Lumley's, a secondary school in the North Yorkshire town of Pickering, has had the courage to take this thought to its logical conclusion. Its religious education teacher told students that unless they could make a persuasive argument as to why it was worth bothering with cards, parties, presents and Christmas trees then the whole thing would be binned and celebrations in school strictly confined to the baby Jesus. The inevitable parental furore, not to mention newspaper stories about stealing Christmas, followed.

What should have given the game away is the phrase "persuasive argument". It's one of the set written tasks kids have to master from primary school onwards, showing that they can build a case and use language to make their points more compelling, and it's best taught using a topic they feel passionately about. So this wasn't some Grinch-like outburst but an exercise in making children think about which bits of Christmas mattered and which were commercialised faux traditions, heaping pressure on families who can ill afford it.

But it was also more broadly about getting them to consider why we do the things we take for granted, and how to argue back if the consensus around the importance of those things were suddenly to collapse. It was, headteacher Richard Bramley wrote to parents, therefore also an exercise in "the use and misuse of social media, how to present our challenge to the local and national media, and how not expressing views in an appropriate way meant you were not listened to. We were able to link this to political and local change in society."

[theguardian.com/commentisfree/2018/dec/07/pupils-christmas-lesson](https://www.theguardian.com/commentisfree/2018/dec/07/pupils-christmas-lesson)

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# Appendix C:

## 'Approaches to teaching children's writing' cards:

Rules-based approach	Creative/process approach
<p>You believe that children should be explicitly taught to understand and apply spelling, punctuation and grammar rules, and that errors should be highlighted and corrected by the adult. This approach implies that there is a 'right' way to write.</p> <ul style="list-style-type: none"><li>• How do you respond to the view put forward in the statement?</li><li>• What evidence is there in the data to support your approach?</li><li>• Which linguists' findings support your approach?</li><li>• How might supporters of other theoretical approaches criticise your ideas?</li></ul> <p>Possible evidence in the data:</p> <ul style="list-style-type: none"><li>• nature of task and stimulus</li><li>• rules being correctly applied</li><li>• teacher's corrections of errors and feedback</li><li>• improvements based on errors</li></ul>	<p>You believe that children should be allowed to experiment creatively with language in order to express themselves. This approach focuses on the process of composing the text; children learn to brainstorm ideas, write rough drafts and revise and edit those drafts.</p> <ul style="list-style-type: none"><li>• How do you respond to the view put forward in the statement?</li><li>• What evidence is there in the data to support your approach?</li><li>• Which linguists' findings support your approach?</li><li>• How might supporters of other theoretical approaches criticise your ideas?</li></ul> <p>Possible evidence in the data:</p> <ul style="list-style-type: none"><li>• nature of task and stimulus</li><li>• evidence of the writing process</li><li>• child's experimentation - with words, phrases, clauses, sentences, texts/conventions</li><li>• non-standard forms</li><li>• teacher's feedback</li><li>• child's own changes</li></ul>

## Functional / Genre-Focussed approach

You believe that children's writing develops when they focus on the purpose of writing and how this can be best fulfilled. Teachers scaffold the writing by deconstructing the text type, modelling/joint construction of the text leading to independent construction of the text by the child.

- How do you respond to the view put forward in the statement?
- What evidence is there in the data to support your approach?
- Which linguists' findings support your approach?
- How might supporters of other theoretical approaches criticise your ideas?

Possible evidence in the data:

- nature of task and stimulus/model
- structures and conventions being applied
- evidence of influence of context upon language choices
- teacher's support and feedback
- improvements made

## 'A02 development of children's writing' cards:

Adapted from: *Approaches to Writing Instruction in Elementary Classrooms* by Vicki McQuitty

[courses.lumenlearning.com/suny-steps-to-success/chapter/6-approaches-to-writing-instruction-in-elementary-classrooms/](https://courses.lumenlearning.com/suny-steps-to-success/chapter/6-approaches-to-writing-instruction-in-elementary-classrooms/)

Writing places substantial cognitive demands on young children because they must attend to many things simultaneously in order to produce an effective text. Because writing is such a challenging task, children need high quality instruction to develop their writing skills.

Proficient writers possess fluent handwriting skills; they form letters quickly and automatically, without much conscious thought, which allows them to devote attention to the higher level aspects of writing such as generating ideas and monitoring the quality of their text.

The benefit of handwriting instruction is to help children form letters effortlessly so they can think about their ideas rather than transcription. The most effective handwriting instruction focuses on writing fluently and automatically rather than forming perfect letters or positioning the letters precisely between the lines.

As children's handwriting becomes automatic they should spend time writing for authentic audiences and purposes rather than practising letter formation.

Writers communicate meaning, not just correct sentences, so they must generate meaningful ideas and organise their thoughts logically. However, rules-based instruction does not address these higher level aspects.

<p>Teaching children rules apart from meaningful writing tasks makes no impact on how they write. Even when students perform accurately on decontextualised activities, they often do not apply that knowledge in their own writing.</p>
<p>Process writing instruction focuses on the process of composing texts: children learn to brainstorm ideas; write rough drafts; revise and edit these drafts. Rather than teaching rules for creating sentences, it focuses on writing full texts and meaningful ideas, and it de-emphasises spelling, punctuation and grammar.</p>
<p>Focusing on the writing process without instruction about the writing product creates difficulties for students who do not already know the characteristics of good writing. For instance, stories usually progress in chronological order, while informational reports are organised about topics and subtopics. Children who have read many stories and informational books will know these organisational structures, but those with few reading opportunities may not. If their teacher only teaches the writing process and ignores instruction about how the text should be organised, certain children will be at a disadvantage.</p>
<p>Explicit instruction about how to create a quality text helps students more than simply telling them to draft, revise and edit.</p>
<p>In some classrooms, children draft, revise, edit and share their work, but their writing never improves.</p>
<p>Genre approaches to writing instruction focus on how to write different types of texts. The notion of genre is grounded in the idea that writing is situational, so what counts as “good” writing depends on the context, purpose, and audience.</p>
<p>Teachers who use a genre approach to teaching writing may focus too much on the forms and features of the different genres rather than how genres are situational. While it is important children know these features, it is equally important that they understand why people write persuasive texts, how the text features help authors create an effective argument, and how authors might need to vary the form of their argument to persuade different audiences.</p>
<p>Strategy instruction is a structured, systematic, explicit approach to teach writing. Teachers thoroughly explain the steps of the writing process and directly demonstrate both the thinking and the actions required to implement each step. Children practice each strategy, first with teacher and peer support and then on their own, until they have mastered it.</p>
<p>While strategy instruction teaches the writing process and genre features, it is more systematic, explicit, and mastery-oriented than either process writing or other genre approaches. These features also seem to make it more effective.</p>
<p>Studies indicate that more explicit instruction particularly benefits struggling writers, but some educators think that teacher-directed approaches lead to shallower learning than approaches in which students take a more active role. Perhaps the best advice for teachers is to integrate strategy instruction with less explicit process writing methods</p>
<p>Because multimodal writing requires writers to create and coordinate different media, teachers may need to provide a high level of support to ensure children’s success. Simply asking children to write multimodally, without providing a process to support their writing, would likely be unsuccessful.</p>



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Adapted from: Writing Theories and writing pedagogies by Ken Hyland

[researchgate.net/publication/288842506](https://www.researchgate.net/publication/288842506) Writing theories and writing pedagogies

Different approaches to teaching writing can be seen as complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing.

Accuracy is just one feature of good writing and does not on its own facilitate communication.

Genres are identified not only by their different purposes but by the stages they typically go through to achieve this purpose. So when we write we follow conventions for organising messages because we want our reader to recognise our purpose, and genre approaches describe the stages which help writers to set out their thoughts in ways readers can easily follow.

In a genre based approach, the teaching of grammar is not the old disembodied grammar of the writing as an object approach but a resource for producing texts. A knowledge of grammar shifts writing from the implicit and hidden to the conscious and explicit to allow students to effectively manipulate language.

The teaching-learning cycle (building the context; modelling and deconstructing the text; joint construction of the text; independent construction of the text; linking related texts) provides scaffolded learning for students through what Vygotsky called “the zone of proximal development”, or the gap between student’s current and potential performance.

Genre teaching has been criticised for stifling creativity by imposing models on children.

The key point is that genres do constrain us. Once we accept that our goals are best achieved by, say, writing a postcard or an essay, then we will write within certain patterns. The genre doesn’t ‘dictate’ that we write in a certain way nor determine what we write; it enables choices to create meaning.

Many writing teachers see their classroom goals as developing students’ expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous. These classrooms are organised around students’ personal experiences and opinions and writing is seen as a creative act of self-discovery.

The creative approach to teaching writing does not provide any clear principles from which to evaluate ‘good writing’.

Writing is seen as a process through which writers discover and reformulate their ideas as they attempt to create meaning. It emphasises what people think about when they write rather than the language they need to do it.

We don't just write, we write for a purpose in a particular context, and this involves variation in the ways we use language, not universal rules.

While a process approach will help novice writers to become more effective at generating texts, it cannot help them understand what their readers expect to find in those texts.

The process of writing involves creating a text that the writer assumes the reader will recognize and expect. And the process of reading involves drawing on assumptions about what the writer is trying to do. Considering readers means looking at the ways writing is used by social groups and the concept of a discourse community is important here as a way of joining writers, texts and readers together.

Teachers need to study texts carefully and look for what features are used to talk to different readers, helping students to understand how writing works in target contexts.

Writing is not just words on a page or the activity of isolated individuals creating personal meanings. It is always a social practice, influenced by cultural and institutional contexts.

© Hyland, K. (2008) Writing theories and writing pedagogies. Indonesian Journal of English Language Teaching.4 (2): 91-110

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# Appendix D:

## Learning from student examples:

- What does Student A need to do to present convincing arguments which sharply focus on the debate set up in the VIEW statement, and which clearly build to the end conclusion?
- How could Student A use the DATA more comprehensively and in more precise detail to include a wider range of linguistic methods to support and challenge the **view** in the statement?
- What can the student B learn from the text of Student A?
- How might student B apply more precision and detail in language analysis, identifying patterns and complexities? – see Level 5 indicative content in the mark scheme.

## Student A

In Data Set one and two, we see the two examples of Irises writing, which we are able to interpret. At 6 years, Iris already would have begun to write, already adapting her fine motor skills, for the purposes of emergent writing, drawing and copying letters, but is now at Kroll's 'classification' stage of development, where her written language mimicks her spoken mode. In Data Set 2, we are able to see her cursive handwriting, as well as accurate spelling; apart from the mental verb 'incouraging' and proper noun 'Bever's'. However, we see a sense of phonetic spelling, this showing her knowledge of the pronunciations of different graphemes /j/ sounds the same as the grapheme /g/. Her accuracy in Data Set 2, is a lot more well structured than her phonological errors in Data set 3 which can infer that a caregiver may have helped to structure this, with it being a formal note to a friend. Although her accuracy wasn't completely correct, it is key to adapt written skills and have knowledge for writing for different audience and purposes. This will therefore help children educationally, helping them to develop further to Kroll's stages of differentiation and integration, as well as Briton's mode of expression, poetic and transactional voice, and Rothery's report, recount, narrative and personal writing.

Furthermore, in Data Set 3, we are able to see Iris practicing to write at home, with the creation of a recipe list for Ice Cream and Sorbey. Again, similarly in Data Set 2 we see her cursive writing, using both ascenders and descenders successfully. However, in this text it is easily interpreted that Iris was more concerned about her accuracy of spelling, with the miscorrection of 'sawbay', instead of sorbay – which was a more accurate attempt. Iris shows an awareness of phonetics with her attempts of phonetic spelling throughout: resorpy instead of recipe, frute not fruit, and the misspelling too of freeser and bowle. With this example, we are able to assume that Iris is at the spelling stage of semi-phonetic, whilst being aware of the different pronunciations / spellings of certain graphemes. This appears as difficult to learn due to 26 letters being presented by 46 different graphemes. Her accuracy as well as contextual knowledge adapts together – whilst she shows knowledge to a recipe to it showing listed ingredients, but fails to give precise measurements, and follow-on steps.

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Overall, I am in disagreement with the statement; provided with Irises sets of written data, it is important for both accuracy and learning to write for different contexts to adapt together, helping the child to educationally develop at a pace meant for them. It is key to recognize children's different literacy development, and encourage accuracy and contextuality as a pair rather than two separate factors.

## Student B

Learning to write accurately is indeed a fundamental aspect of teaching a child to write, as it will enable them to gain a good understanding of the rules of written language and permit rapid progress. Indeed once a child has developed their accuracy it will in turn permit them to adapt to different contexts and genres of writing. However, learning to write for different contexts is also an important aspect of teaching a child to write, but it should indeed develop after a child has learned to write accurately, as this will improve their ability to interchange between different contexts.

Learning to write accurately will enable children to make rapid progress in their writing development, and therefore once they have developed the foundations of writing, they will be able to interchange between different contexts. From the Data 2, Kroll would argue that the child is writing in the differentiation stage, because they are starting to separate writing from speech. This is indeed apparent from the address of the data set 2, 'To graces' and the independent clause 'lot of love form Iris'. This reflects that the child has learned the rules of writing in this context, effectively writing accurately. It is also apparent that the child has started to separate speech from writing as the full stop reflects an emergence of punctuation, a feature of written language. Consequently, Kroll would conclude that the child has learned to accurately write in this context, enabling it to appear how it would if an adult wrote it.

Furthermore, Gentry would agree that the child in data set 3 is in the phonetic spelling stage since 'resorpy' and 'ingreedyonts' are examples of where the words have been spelt phonetically. It is clear that the child in data set 3 is attempting to write a recipe, a genre of writing that Britton may conclude comes under the purpose to write for a transactional purpose. In order for the child to write in a formal context such as a recipe or a letter, accuracy is fundamental as a lack of punctuation and spelling mistakes create the impression of a more relaxed and informal register, making the text incoherent. Consequently, Britton and Gentry would most likely argue that a rule based approach would enable the child to develop their accuracy, removing phonetic spellings. Indeed, once the child has eliminated simple mistakes such as phonetic spelling and becomes more confident in their writing, due to an increase in accurate writing, only then will it improve their ability to write in different contexts.

Therefore, once a child has developed their accuracy, they will be able to approach different contexts more confidently, abiding to the conventions and maintaining a high level of coherence.

However, there is indeed a case to be made for learning to write in different contexts because it will enable the child to experiment creatively with writing. Barclays would most likely argue that the child in both sets of data is writing in the conventional stage of writing, because the overwhelming majority of spellings are accurate whilst the child is also using cursive handwriting. By enabling the child to write in different contexts, the child is less concerned about writing accurately, experimenting with language. This is indeed evident from the phonetic spellings 'incurjing' and 'ingreedyonts' and 'resorpy', examples of 4 and 3 syllable words that the child has attempted to spell. If the child was trying to write accurately, they may not attempt such difficult words, therefore hindering their development as a writer. Moreover, Crystal would also argue that learning to write in different contexts should develop before as he argues that a fundamental aspect of writing is

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learning to write for different audiences. From the data, he may argue that the child understands that it is appropriate to use the informal 'love' when writing to a friend while also understand that recipes of ingredients tend to have number lists. Consequently, this is evidence that learning to write in different contexts is a fundamental aspect of learning to write. However, while it is important the spelling mistakes and lack of punctuation in both data sets undermines the formal register needed to write in these contexts therefore showing that once the child had developed their accuracy they will be able to abide better to the conventions of different contexts. Overall, it can be concluded that developing accuracy should indeed develop before writing in different contexts because once they have an understanding of the foundations of writing, they will be more confident in their writing. This in turn will promote faster writing progress.

### **Examiner's commentary**

#### **Student A (AO1 mid level 3 / AO2 top level 2)**

AO1 = The student communicates with clear topics and paragraphs, selects and labels features which have value for the task with some detail, but there is also some unsupported and more general comment.

AO2 = Although the student presents a view in relation to the task at the end this is not supported by the previous discussion which largely identifies salient examples from the data with a nod to the task in stating whether they are examples of accuracy or not. However, there is acknowledgement of the link between audience and accuracy which is touching on level 3 band. There is reference to Kroll, and to Britton and Rothery in passing.

#### **Student B (AO1 mid-level 4 / AO2 low level 5)**

AO1 = The student develops a line of argument in relation to the task, applies two or more levels of language analysis (phonetic spelling; 3 and 4 syllable words (starting to identify patterns); in/formal register; generic conventions) with occasional errors, but could be more precise & detailed.

AO2 = The student purposefully explores the issues, develops comment and integrates theory; the argument in relation to the child experimenting with language which helps to develop the child's writing is well supported by the data. The discussion includes evaluative comment (inaccuracy undermines the required formal register) and considers the influence of the audience in the letter though not for the recipe.

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# Notes



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