



## INTRODUCTION

A group of teachers representing several different subjects, has been meeting in the school and looking at how pupils, teachers and parents can work together to improve pupils' writing.

Our main aim is to support the pupil and help him or her improve the standard of their written work. We hope that this booklet will give parents some useful information about the ways we try to give assistance. We also hope that we have highlighted a few straight forward strategies which we can all follow, when and as appropriate, to benefit the pupil.

## PLANNING WRITING TASKS

Class and homework writing tasks will normally be supported by the teacher giving

- a) a clearly defined task
- b) an explanation of why the writing is being done
- c) an indication of who is going to read it (teacher, examiner, display purposes, competition, etc)
- d) a summary of the features that will be assessed

Sometimes the following activities will also have taken place in class

- a) discussion of ideas
- b) planning (notes)
- c) drafting rough copies

On occasion, support materials will also be given including

- a) examples of successful writing (models)
- b) frameworks (key sentences to start paragraphs)
- c) paragraph plans
- d) information sources/books
- e) notes

All of the above should enable pupils to have a clear idea of what is expected of them. As a parent you should be aware of the support that has been offered in planning, and can therefore help your child appropriately, if you feel it is needed.

## **PROOF READING**

### **INTRODUCTION**

An agreed marking code is published in this booklet. This can be used in whole or part by teachers, pupils and parents (in fact by anyone proof-reading work).

Whilst going over written work with pupils an important aim is to praise good work.

Another significant aim is to help pupils become independent learners by directing them to areas which need attention but allowing them to locate and correct the error themselves.

### **USE OF MARKING CODE**

Use ticks frequently to identify good areas (eg effective word choice, fluent expression, good idea, etc.)

Indicate a mistake by putting an appropriate symbol in the margin to show the line where the error occurs.

Be selective in number and nature of mistakes identified. For instance you might think it better to concentrate on punctuation or wrong words.

Encourage pupil to find and correct mistakes by him/herself.



Stromness Academy



# MARKING CODE



A good point / good use of words



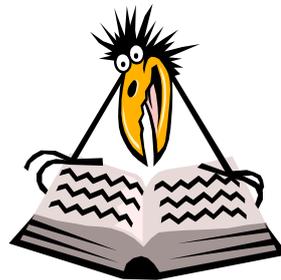
Does not make sense



Something missed out

Sp

Spelling



NP

Paragraph error

P

Punctuation error [eg. lack of punctuation marks or missing capital letter]

w/w

Wrong word [eg. homonym: 'there' for 'their'; grammar error 'is' for 'are']

C

Capital letters used wrongly or left out

## OTHER SUPPORT SUGGESTIONS

- 1. Reading Aloud**

Encouraging youngsters to read their own work aloud is very helpful. Pupils have to slow down and can often spot their own mistakes/areas that don't make sense.
- 2. Spelling/Vocabulary Books**

All pupils (S1-S4) should have their own individualised note - book where they can record new words in any subject and the correct spellings of words which they personally find difficult to spell.
- 3. Word Processing**

This can be very helpful for some pupils especially if a lot of changes are required to achieve a final copy. Computers are available in the library and there are a few lap-tops for home use (mainly S4-S6). The latter are available from the technician on receipt of a form signed by the subject teacher.
- 4. Library Opening**

Apart from being open before school and at lunch-times, the library is open late three days a week and late transport is available on Tuesdays when the library is open until 4.30pm. The library is usually also open on Tuesday evenings from 6 - 8pm.
- 5. Extra Work**

Sometimes pupils find a particular area of writing such as spelling or punctuation difficult. Mrs Brown PT Support for Learning can supply appropriate work-sheets, should the pupil feel this would be of benefit. Our experience suggests that the pupil needs to be keen to do extra work at home, if this is to be a purposeful activity.
- 6. Tell us what you think**

We welcome parental involvement and obviously successful learning is based on a partnership between parent, pupil and school.