



# ALL CONNECT – KS3 PROGRAMME

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## Extended Writing

This is the version for use by Trainers



## Aims of the extended writing module

- To discuss the rationale for developing extended writing in language lessons in Key Stage 3
- To explore interactive practice for developing writing skills
- To plan accordingly for skills development, piloting and integrating skills, strategies and activities into schemes of work
- To look at the possibility of cross-curricular collaboration to enrich and extend written work in the target language

This outline describes the content of this module and its follow-up (on the ALL Connect blog).

Please underline that examples of texts and activities will be given throughout in a variety of languages (sometimes with variants available) and that the Action Plan (available on the ALL Connect blog) will be personal and include any/all of the Languages taught by those attending the sessions. Participants are encouraged to work in pairs for professional dialogue and to support each other if an example is in a Language a particular participant does not know.

The presentation is intended to be a focus for discussion as well as exemplification, so participants should please feel welcome to contribute.



## Objectives of this session



- explore and reflect on curriculum requirements
- discuss the relevance of extended writing in the MFL classroom
- consider progression of written work through KS2, KS3 and into KS4
- evaluate suggested strategies to develop writing skills
- devise own strategies for classroom practice
- raise questions and share professional thinking
- inform an individual Action Plan leading into the follow-up sessions

**Ask if there are other things people were expecting.** If so these can potentially be the focus of follow-up work.

Some parts of this session will involve working in pairs or small groups

*explore and reflect* – the emphasis is on Language teachers taking ownership of the Programme of Study and clarifying what they think are valuable approaches / useful practice / interesting resources for their learners within their own context

These Objectives will be reviewed, and can be revisited in Follow Up sessions. They are available on a handout (in the Blog) for participants to use for tracking.



## Starter: What do we mean by extended writing?



- Meet your neighbours to discuss
- What types of writing activity do your KS3 students currently do? In class? At home?
- In what way does the age or ability level of the students determine the length of text you would expect them to write?
- What would be the key features you would expect to see in a piece of “extended” writing? How might this evolve across KS3?

This Starter is simply to allow airing of some initial thoughts on their learners, on the development of writing skills, and offer some ice-breaking if necessary.

Participants will be asked to contribute their thoughts , examples and questions in a later screen. It is important to begin to look at the concept of varying lengths of written text and how this evolves from year 7 across the key stage. It would also be useful to define what the participants understand by the term “extended” writing.



## Outline for this session



- Why “extended” writing?
- KS3 and KS4 Curriculum with reference to extended writing
- What types of writing activities are students already doing?
- What types of writing activities could they be doing?
- Planning for the classroom:
  - Support
  - Making a start
  - Piloting
- Action plan

This outline will be interspersed with examples of Texts of different sorts suggested by Language teachers, along with some interaction around the texts. The whole presentation is available within the ALL Connect resources for teachers wishing to use individual resources or adapt approaches themselves.



## Why extended writing?



- The ability to communicate through writing in the target language is an important skill
- It's a practical real-life skill
- Writing needs to be developed as a separate skill, not simply used to summarise language or grammar learnt in a lesson
- It can be an enjoyable and motivating activity
- Pupils need to learn to write for different purposes, different audiences and using different styles
- Writing needs to be practised regularly
- Students need to move towards writing independently of the teacher, textbook and writing frames
- Writing in the target language can help to internalise grammatical structures and vocabulary
- It helps with literacy in the pupils' own language
- It helps students to make links between different types of text that they read and their own written work
- It allows students to be more creative in their use of the target language
- It encourages students to focus on the accuracy and clarity of their written work – does it mean what they intended?

<http://pdcinmfl.com/writing/>



## Purpose of study

“The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes”

The Purpose of Study is the overarching philosophy of the curriculum guidance, but is sometimes overlooked.

It is worth exploring how these points relate to the Language teacher’s wish to motivate and engage learners, and to ask what impact they are intended to have on the design of a scheme of work.

**Ask: What questions do these raise?**

Participants may offer / and should consider..

**What do participants consider to be the “real-world” or practical context of language learning?**

**How might extended writing contribute to this? What types of extended texts might students have been exposed to? (links with the Literature module here)**

**What strategies do we currently use to enable pupils to express their ideas and thoughts in writing?**

**What are the barriers to pupils expressing their ideas and thoughts in writing?**

**What will we need to consider if we are to develop their skills in expressing their ideas and thoughts in writing?**

**What are the implications for teaching and learning?**



## Progression in writing



Key stage 2	Key stage 3	Key stage 4
<ul style="list-style-type: none"><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions in writing</li><li>• apply basic grammar to build sentences</li></ul>	<ul style="list-style-type: none"><li>• write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions</li><li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li><li>• develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</li></ul>	<ul style="list-style-type: none"><li>• complete more than one writing task in a final writing exam at the end of year 11, based on a more 'stretching', essay-based system</li><li>• demonstrate knowledge and application of grammar</li><li>• apply languages in personal, academic and employment-related contexts</li></ul>





## What types of writing activities are pupils already doing?



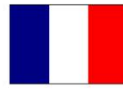
Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>•Song to teach classroom objects</li><li>•Presentation about one comic-book character</li><li>•Picture stimulus – canteen meals around world</li><li>•Poem for Valentine’s Day</li><li>•Brochure advertising your own theme-park</li><li>•Keep-fit video</li><li>•Design a room in the chocolate factory</li></ul>	<ul style="list-style-type: none"><li>•Blurb for the back of a book</li><li>•Film/book/TV programme review</li><li>•Postcard from an imaginary trip to Paris</li><li>•Podcast about a favourite hobby</li><li>•Profile of favourite singer/band</li><li>•Shelterbox contents and reasons</li><li>•Favourite recipe</li></ul>	<ul style="list-style-type: none"><li>▪Photo-story of a disastrous date</li><li>▪Guide for teenagers on how to stay healthy</li><li>▪Baby booklet</li><li>▪Blog about a disastrous or dream holiday</li><li>▪Description of a photo of Paris during WWII</li><li>▪Recipe or tips for happiness</li></ul>

Some suggestions from one school’s schemes of work. Aim here is to flag up the range of types of writing activities students can be doing and the importance of creative, motivating and interesting activities with a “real” purpose.

- What other activities are participants doing in their classrooms?
- Which do they use in year 7? Year 8? Year 9? Are they the same or different?
- Are there any which they use for more able groups or students?
- Are there any which they use for less able groups or students?
- How do they support students in their writing?



## Year 7 Writing



C'est délicieux

Etats-unis

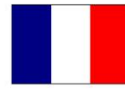
Bonjour, je m'appelle Josh. J'habite en USA. A la cantine je mange du hamburger, du pomme, des frites, de la salade, du lait et les pêches.. Miam, miam!

4-6 mins

- This lesson follows a lesson based on Studio 1 where students learn vocabulary for canteen items and learn to say what they eat / drink and give opinions about this.
- Students worked in the ICT room and were given pictures taken from this website: <http://www.cracktwo.com/2014/04/what-kids-eat-for-lunches-around-world.html>
- The objective for the lesson was to produce a piece of writing about what one young person eats for lunch. The aim was also to get students to reflect on similarities and differences and the reasons for those.
- This is one example of a completed piece of written work.



## Year 7 Writing



### Brésil

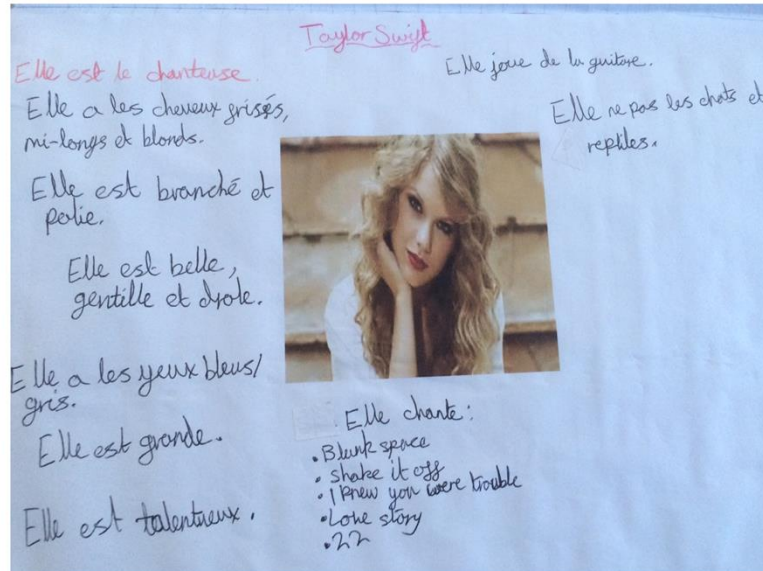


Bonjour! Je m'appelle Zooka! J'habite en Brésil! A la cantine je mange du haricots, du banane, du riz, du salade, du chili con carne et du petit pain! MIAM MIAM! ☺

4-6 mins

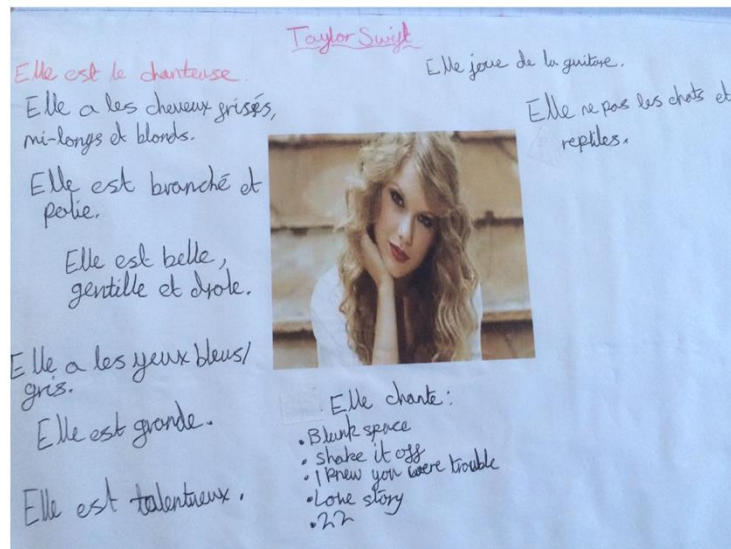
Participants should work in pairs or small groups to discuss the questions below and design some activities, strategies or resources to support the written work.

- How would you introduce this idea to pupils?
- What activities would they do to build up to this written work?
- How would you support their written work?
- What feedback strategies or resources would you use?
- What do you like about this concept?
- How could you improve it further?



4-6 mins

- This homework task followed a lesson where students were describing celebrities.
- The objective for the lesson was to produce a piece of writing about a celebrity, explaining why you like them and what they like / dislike, practising using verbs in the third person.
- This is one example of a completed piece of written work.



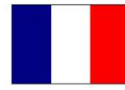
4-6 mins

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## Year 8 Writing



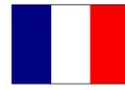
### **The Shelterbox Challenge**

There has been an earthquake in Haiti and many people have lost their homes. Design a Shelterbox for a family choosing 15 items the 15 items that you think will be crucial to help that family get back on their feet after this natural disaster. Justify your choices. How will every single item make a difference? Remember to write in French!  
You can choose how to present your Shelterbox (poster, PPT, video)

- This was a homework task for a scheme of work centred around the earthquake in Haiti on the topic of “where I live”
- With thanks to Chris Fuller for the inspiration: <http://www.chrisfuller.typepad.com/>  
Chris does a similar project in Spanish which he presented at Language World in 2014



## Year 8 Writing



### **The Shelterbox Challenge**

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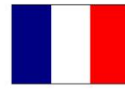
4-6 mins

Participants should work in pairs or small groups to discuss the questions below and design some activities, strategies or resources to support the written work.

- How would you introduce this idea to pupils?
- What activities would they do to build up to this written work?
- How would you support their written work?
- What feedback strategies or resources would you use?
- What do you like about this concept?
- How could you improve it further?



## Year 8 Writing



Draft 1 - My best friend

WALT: Describe my best friend

~~Ma meilleure amie est drôle et gentile.~~  
~~Ma meilleure amie s'appelle Karheel.~~

Ma meilleure amie s'appelle Karheel, Elle est drôle et gentile. Je m'entends très bien avec ma meilleure amie parce que Elle est intelligente, on s'amuse bien ensemble, ~~on s'amuse~~ nous marchons à la maison chaque jour. On se dit tout le temps. <sup>Pendant</sup> le week-end nous ~~sommes~~ <sup>sommes</sup> allées au parc. nous ~~sont~~ <sup>sommes</sup> meilleures <sup>amis</sup> amie.

✓ nice description  
✓ nice detail  
⊙ add more connectives

✓ 2 tenses  
✓ opinions  
⊙ add more past tense to make 2 paragraphs

- This was a first draft of an end of term assessment. Students had to describe their best friend.
- Students self-assessed in green pen (two ticks and a target) and the teacher assessed in red pen
- Students then redrafted in green pen, taking on board the feedback
- They then revised for the assessment where they wrote a description of their best friend with no access to resources





## Year 8 Writing



Association for  
Language Learning

Friday 6<sup>th</sup> february

Draft 2 - my best friend

Ma meilleure amie s'appelle Kacheal, elle est drôle et gentile. Je m'entends très bien avec ma meilleure amie parce que elle est intelligente, on s'amuse bien ensemble, nous marchons à la maison chaque jour. on se dit tout le temps pendant le week-end nous sommes allées au parc. nous sommes meilleur ~~être~~ amies.

Nous sommes allés aux magasins dans Oxford on a fait les magasins dans New Look c'est génial. J'ai porté un jean et un sweat à capuche et des chaussures. C'est chou!!!

- This was a first draft of an end of term assessment. Students had to describe their best friend.
- Students self-assessed in green pen (two ticks and a target) and the teacher assessed in red pen
- Students then redrafted in green pen, taking on board the feedback
- They then revised for the assessment where they wrote a description of their best friend with no access to resources

Participants should work in pairs or small groups to discuss the questions below:

- Is this triple impact marking method something that already takes place in your school?
- Do you think it is effective in improving writing skills?
- What other strategies or structures do you use to support written work?



## Year 9 Writing



### **Sous l'occupation il y avait**

des panneaux en allemand

des vélos

des bars

des magasins

des garages

des transports publics

le métro

de vieux bâtiments

le rationnement

des soldats allemands

Des fiacres avec des chevaux

### **Under the occupation there was/were**

Signs in German

Bikes

Bars

Shops

Garages

Public transport

The metro

Old buildings

Rationing

German soldiers

Carts and horses

•This writing frame was given to a set 3 class to support writing about pictures of Paris during the Occupation. This was part of a History/French cross-curricular unit of work done in term 5 of year 9.



## Ecrivez des phrases Paris était comment sous l'occupation?



- How would you introduce this idea to pupils?
- What activities would they do to build up to this written work?
- How would you support their written work?
- What feedback strategies or resources would you use?
- What do you like about this concept?
- How could you improve it further?



## One more example Year 7 Term 1



La Rentrée (6)	
WILF	WALT...
ALL: To be able to copy single words for classroom objects.	create our own texts using familiar vocabulary and structures
MOST: To be able to write simple short sentences using words for classroom objects.	
SOME: To be able to write a short text using classroom objects, opinions and connectives.	

Taken from a year 7 term 1 transition module

The writing task done at the end of the lesson was their assessment for the end of term 1



## Quel type de texte?



	Carnet de textes	Cahier	Liste	Poème	Level?
1					
2					
3					
4					

Students read the texts on the next slides and completed the grid, checking what type of text and what level they thought it was



## Quel type de texte?



### 1 LES CRAYONS

Mais à quoi jouent les crayons  
pendant les récréations ?

Le rouge dessine une souris,

le vert un soleil,

Le bleu dessine un radis,

le gris une groseille.

Le noir, qui n'a pas d'idée,

fait des gros pâtés.

Voilà les jeux des crayons

pendant les récréations.

Corinne ALBAUT





## Quel type de texte?



2

*2 stylos bleus*

*4 crayons de couleur*

*Trousse*

*Sac - violet?*

*Somme*

*Compas*

*Règle*





## Quel type de texte?



3

Pour la rentrée j'ai acheté deux crayons gris, un T-shirt pour le sport et des feutres. J'ai aussi acheté un cahier.







## Quel type de texte?



4

lundi 6 septembre

Français – liste de  
vocabulaire. Test de  
vocabulaire jeudi 9  
septembre.





## Levels




- Level 1 = I can copy single words correctly.
- Level 2 = I can copy short phrases correctly.
- Level 3 = I can write 2-3 sentences with support.  
I can express likes/dislikes.
- Level 4 = I can write a paragraph from memory  
containing 3-4 sentences.
- Level 5 = I can write a short text. I can refer to  
past or future events as well as everyday things.



## Independent writing



Working on your own you are going to produce a piece of writing connected to starting school and / or equipment you might need.



on for  
e Learning

Write a shopping list for someone starting school. 1 point	Design your own catalogue for school supplies and list items and prices in French. 2 points	Write a text saying what you bought this year. 3 points
Write a diary entry saying what you would like to buy. 4 points	Write a poem about school equipment. 4 points	Write a song to teach year 6 students school equipment. 5 points
Write a text saying what you usually buy and what you have bought this year. 5 points	Write a letter to a pen friend introducing yourself and talking about your feelings on starting school. 6 points	Write a poem about starting school. 6 points
Make up your own task 7 points		

The points don't mean anything, but were strangely motivating!



Cerveau



Prof

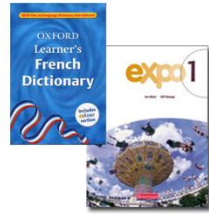


Copain

4  
avant  
moi



Tableau



Cahier /  
Livre



# Peer-assessment



	?	😊	☹️
Present (regular)			
Present (avoir, être, il y a)			
Adjectives			
Connectives			
Questions			
Opinions			
Reasons			
Negatives			
Past			
Future			
spelling errors			

TRIPLE IMPACT MARKING



1. STUDENT      2. TEACHER  
3. STUDENT

Checklist from: <http://www.rachelhawkes.com/>



## Plenary



I feel I did really well at .....

Next lesson I would like to improve on .....

My target for next lesson will be to .....

### HOMEWORK

Re-write your text, using your partner's feedback.



## Over to you:



Using the ideas generated earlier in the session, create an extended writing task for a lesson this week.

- Which class?
- Which lesson?
- With what purpose?
- For what audience?
- In what style?
- How?
- What support will you give?
- What self-assessment strategies will you use?
- What peer-assessment strategies will you use?





## Getting going with mid-term planning



- Piloting: choose a class which is likely to respond positively
- Use a range of writing activities – don't get stuck into a rut of always using the same types
- Think about how you can make writing interactive, motivating and fun
- Think about how you can effectively support students in developing the skills needed to do extended writing tasks

**Choosing the right class is key. Will they need to differentiate the tasks to fit a mixed-ability group?**

**Encourage participants to think of a range of strategies they could use with the identified class. Ask them to reflect on how they can make writing activities interactive and fun.**

**How will participant support students to write extended texts?**

**Take feedback.**



## A reminder



- Extended writing is an important skill students need to develop
- It has real-life practical application
- It develops literacy in pupils' own language
- It provides opportunities for using literary texts as model texts or inspiration
- Allows students to apply grammatical structures learnt in a creative context
- It should be creative, motivating, interesting and fun – not just writing to consolidate or demonstrate what has been learnt in a lesson



## Next editions!



Follow-up activities include:

- Looking at extended writing in English using a primary example
- Research-based practice to improve writing skills
- How to support students to produce extended written work
- Planning (short, medium and long term)

This is a taster of titles available in follow-up sessions on the ALL Connect blog



## Action plan



- An Action Plan handout is available
- It serves to make a record now of what you plan to undertake before the next session

The Action Plan should be brief and practicable. It should be used at the end of each Follow Up session, and always include something that Participants can feed back on – some research, a pilot activity, a departmental discussion etc.



## Objectives reviewed



- explore and reflect on curriculum requirements
- discuss the relevance of extended writing in the MFL classroom
- consider progression of written work through KS2, KS3 and into KS4
- evaluate suggested strategies to develop writing skills
- devise own strategies for classroom practice
- raise questions and share professional thinking
- inform an individual Action Plan leading into the follow-up sessions



## Evaluation



We have been discussing how students might:

- Write extended texts
- Write creatively

We hope you have appreciated this session and that you can leave the presenter with a brief review

Please also visit the ALL Writing wiki : <http://all-writingtranslation.wikidot.com/>



**Happy writing!**

-2.00