





*Supporting the Development of
Planning and Organisation in
writing.*

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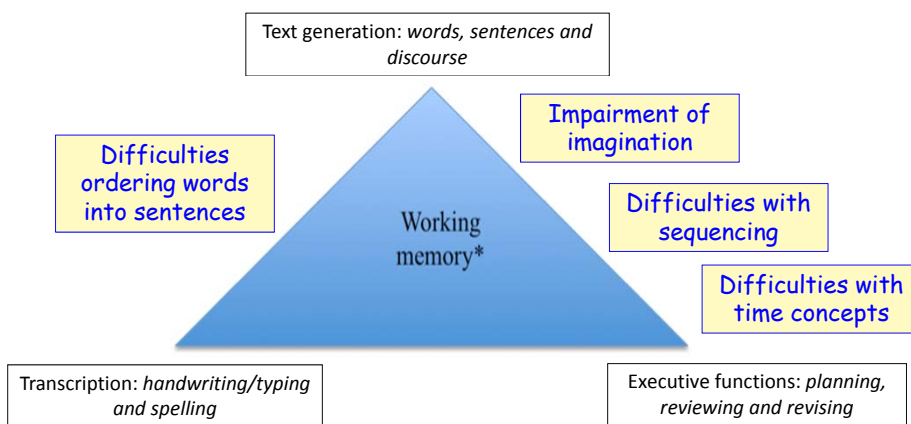
Enhancing Writing
Skills in Children
Plenary Conference
June, 2012



*What are the difficulties
which may impact upon
child's ability to plan and
organise ideas for writing?*



A Developmental framework



Simple view of writing derived from Berninger and Amtmann (2003: 350)

Sequencing

Key skill for developing both oral language and writing skills

In order to.....

- *tell a story*
- *give news*
- *Describe an event*

You need to be able to.....

- ✓ *organise your ideas*
- ✓ *understand that your ideas need to be ordered, so that you can communicate effectively*



Sequencing

Introduce and teach the language of sequencing

Main concepts.... first
and then....
then what happens....?
last

Using linking words ← - → connections

Teach language through memorable, meaningful repetition



story writing and non-fiction writing

1) **Imitation** - *getting to know the text*

2) **Innovation** - *creating a new version*

3) **Invention** - *everyone creates own version*

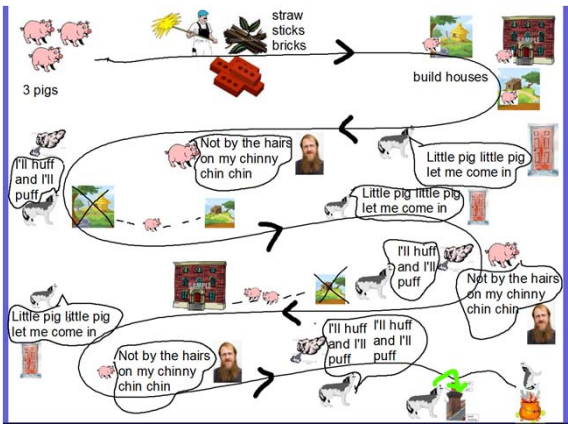





*Tools for aiding
structuring of ideas
for writing*




Story maps



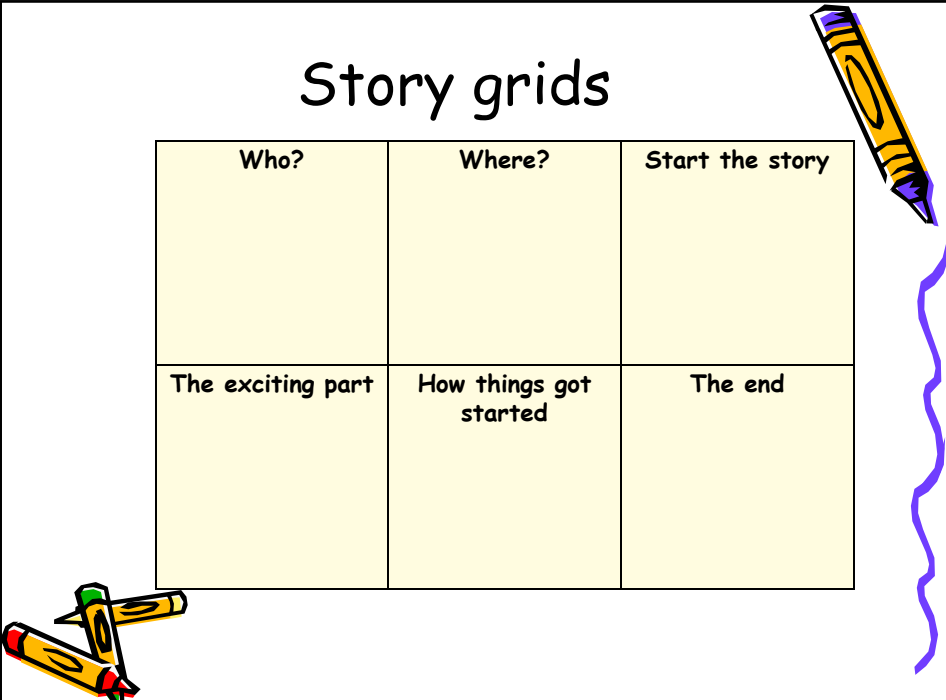
The story map illustrates the sequence of events in 'The Three Little Pigs' through a circular flow of text and illustrations:

- 3 pigs
- straw sticks bricks
- build houses
- Little pig little pig let me come in
- Not by the hairs on my chinny chin chin
- I'll huff and I'll puff
- Little pig little pig let me come in
- I'll huff and I'll puff
- Not by the hairs on my chinny chin chin
- I'll huff and I'll puff
- Little pig little pig let me come in
- Not by the hairs on my chinny chin chin
- I'll huff and I'll puff



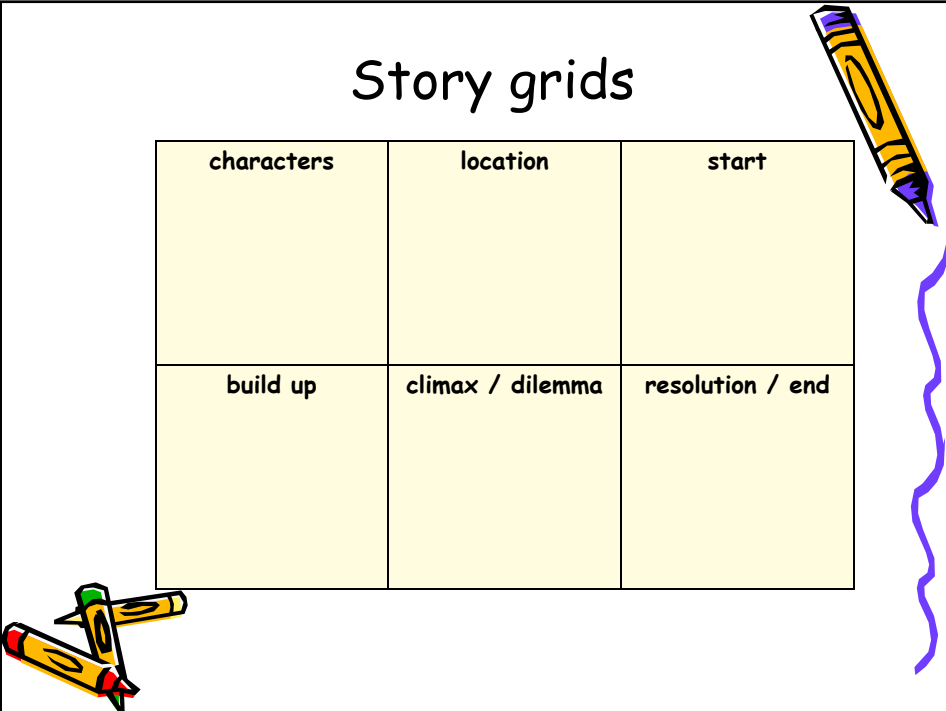
Story grids

Who?	Where?	Start the story
The exciting part	How things got started	The end





Story grids


characters	location	start
build up	climax / dilemma	resolution / end





Using colour





who 

what happened 

where 


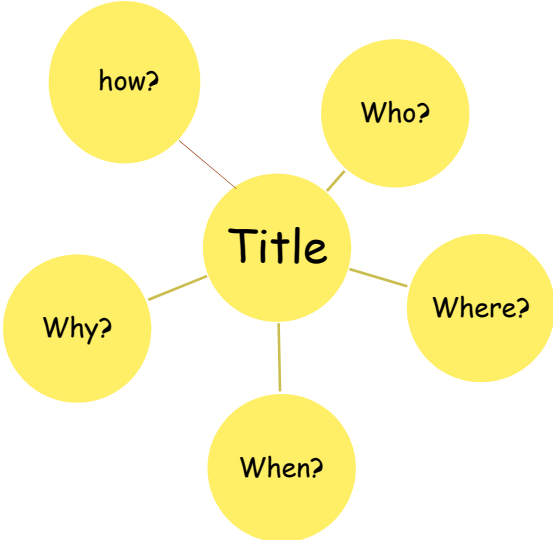

when 

how it ends 



Taken and adapted from *Speaking & Listening through narrative* Black Sheep Press, 2001

mind maps



Planning frames

The image shows a yellow rectangular area divided into two parts. On the left, there is a flowchart with several dashed boxes connected by arrows. The first box is labeled 'opening'. Below it is a box labeled 'useful words'. The flowchart starts with 'opening', goes to a box, then a curved arrow points to another box, then a straight arrow to a third box, then a curved arrow to a fourth box, then a straight arrow to a fifth box, and finally a straight arrow to a sixth box. On the right, there is a grid of six dashed boxes arranged in three rows and two columns. A blue wavy line runs vertically down the right side of the yellow area. There are illustrations of yellow and red crayons at the bottom left and top right corners of the frame.

Planning frames

The image shows a vertical planning frame with a flowchart. It starts with a box labeled 'Title:'. Below that is a box labeled 'Setting' with sub-sections 'Where:' and 'When:'. A downward arrow points to a box labeled 'Major Characters:' with sub-sections 'Major Characters:' and 'Minor Characters:'. Another downward arrow points to a box labeled 'Problem:'. From the 'Problem:' box, three downward arrows point to three separate boxes labeled 'Event 1', 'Event 2', and 'Event 3'. From each of these three boxes, a downward arrow points to a final box labeled 'Outcome / how it ends:'. A blue wavy line runs vertically down the right side of the frame. There are illustrations of yellow and red crayons at the bottom left and top right corners of the frame.

Box up Text

Innovate - change aspects of the story



Key events in story →

Look at story map to work out number of scenes - class version → first then children make their own version

Opening 2 girls playing	
Villain Run for it	
Hiding Dodging castle	
escape	

Weaker writers can see paragraphs clearly

Taken from in-service training delivered by Pie Corbett February, 2012

useful websites and resources

Speaking & Listening through Narrative Black Sheep Press. 2001

Language Builders McLaughlan & Elks, Elklan, 2008

Learning and teaching for dyslexic children DfES, 2005

<http://www.piecorbett.org.uk/>

www.gloucestershire.gov.uk/schoolsnet/helpwithliteracy

<http://www.gloucestershire.gov.uk/SCHOOLSNET/index.cfm?articleid=92502>

<http://www.interventionsforliteracy.org.uk/>