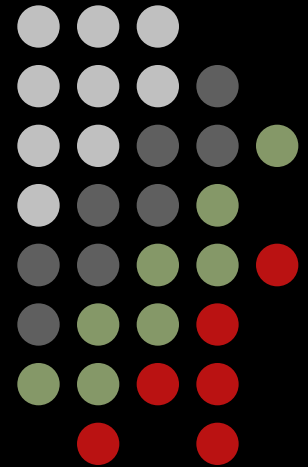


Understanding the new PSLE Format: Paper 1 - Writing

Parents' Symposium
12 March 2016



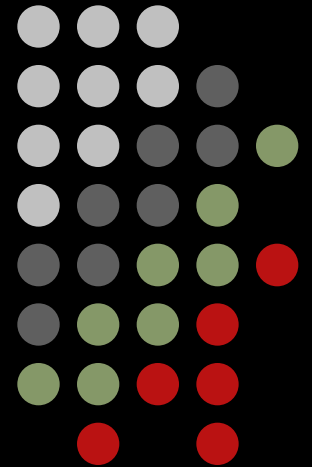


Outline

- Situational Writing
- New 3-picture Format
- Focussed Writing
- Planning & Organization
- Improving Use of Vocabulary

Situational Writing

Text Types





Situational Writing

- Different Text Types – informal & formal
- Knowledge of Purpose, Audience & Context
- 6 marks for Task Fulfilment
- 9 marks for Language and Organization



SW: Completing the Task

- Read **instructions** and **stimulus** given
- Identify **PURPOSE** of message
- Identify **AUDIENCE** of message
- Identify **WRITER** of message
- Locate and highlight required **CLUES**
- Write according to correct **FORMAT**

Text Type: Informal Messages



- Addressed to family members or friends
- Language used is more relaxed and casual (Register / Context)
- Proper sentence construction still expected for academic assessment
- Email / Letter / Postcard / Note

Text Type: Formal Messages



- Addressed to people in authority
- Language used is proper, reserved and more strict (Register / Context)
- Proper sentence construction expected for academic assessment
- Email / Report / Letter (Compliment / Complaint / Request)

Practice 1: Locating Information



- Locate the required information (Task Fulfillment)

Refer to Handout: SW Task

Practice 2: Formal or Informal?

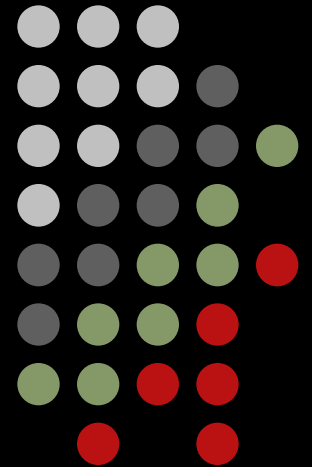


- The required information is the same
- However, these can be different:
 - Purpose
 - Audience
 - Writer
 - Context

Refer to Handout: SW Task

Continuous Writing

New 3-Picture Format



Important Points

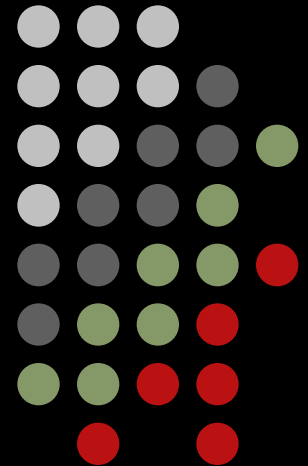


- Greater flexibility:
 - Essays are not limited to factual recounts and narratives (all genres except poetry are allowed)
 - **Not necessary to use all pictures given**
 - **Not necessary to answer all pointers given**
- Change in focus:
 - **Writing is according to a given theme**
 - **Theme must be adequately addressed**

Refer to Handout: 3-Picture Format

Continuous Writing

Planning & Organization



Narratives & Recounts: Movie Analogy



- Compare a Narrative or Recount to a movie
 - What makes a good movie?
 - Captivating action
 - Organized sequence
 - Exciting events
 - Interesting characters

Activity A: Picture Selection



- You will find a set of 3 pictures in an envelope
 - Choose **ONE picture** and **ONE theme** for a Narrative or Recount.
 - Remember these points:
 - Captivating action
 - Organized sequence
 - Exciting events
 - Interesting characters

Possible Themes



- An Unfortunate Day
- Good Fortune
- An Accident
- Overcoming Difficulty
- A Shocking Discovery
- Memorable Day
- Unforgettable Event
- Perseverance
- Crime
- A Good Turn
- Deserves Another

Tools: Graphic Organizers



- Fail to plan → Plan to fail
- Visual maps that put story ideas in the appropriate places
- Skeleton that provides spine and structure
- Allows the organized addition of story details

Story Boarding



1



2



3



4

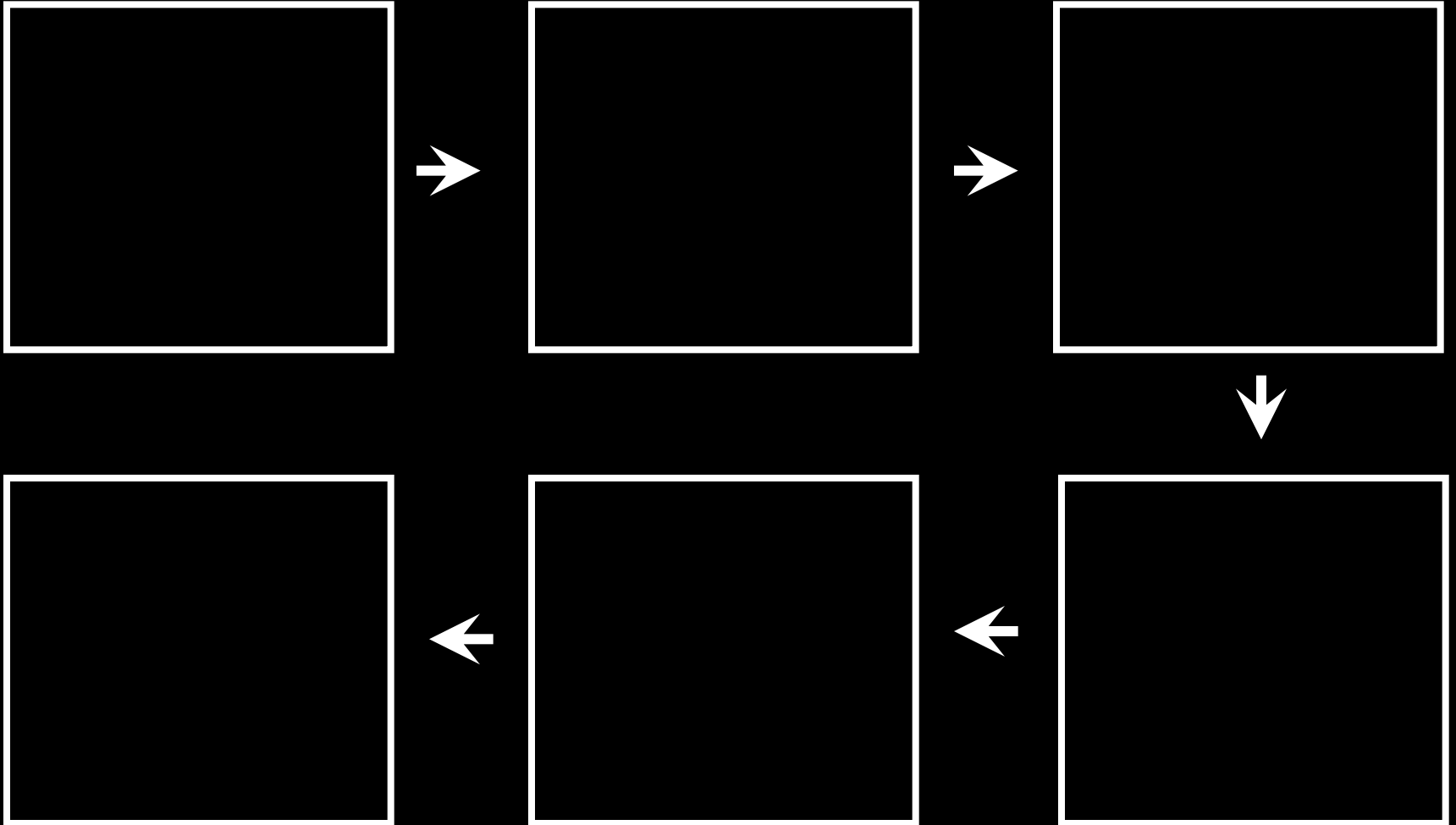


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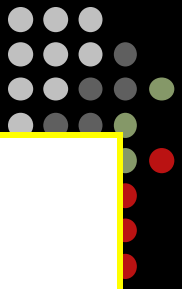
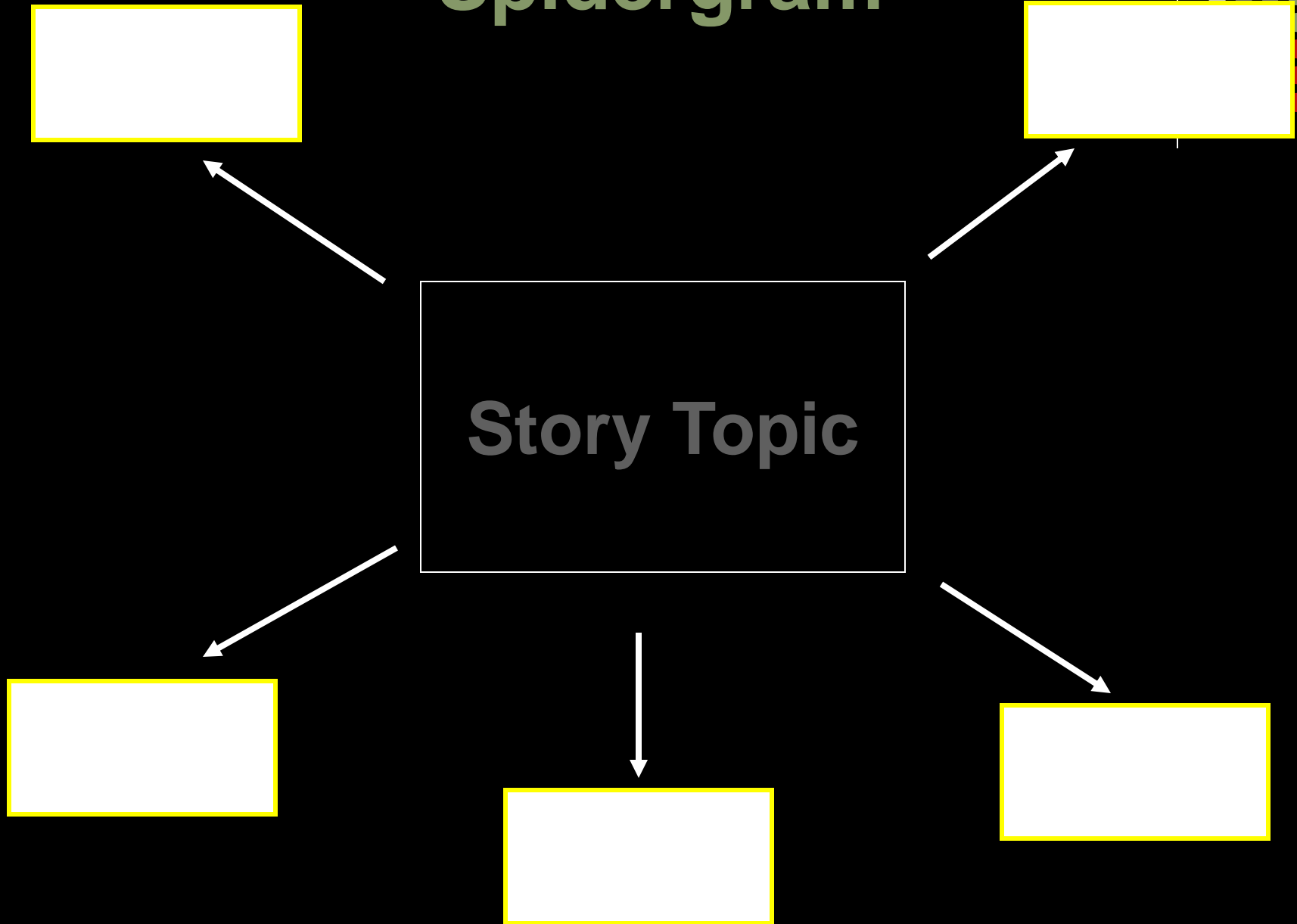


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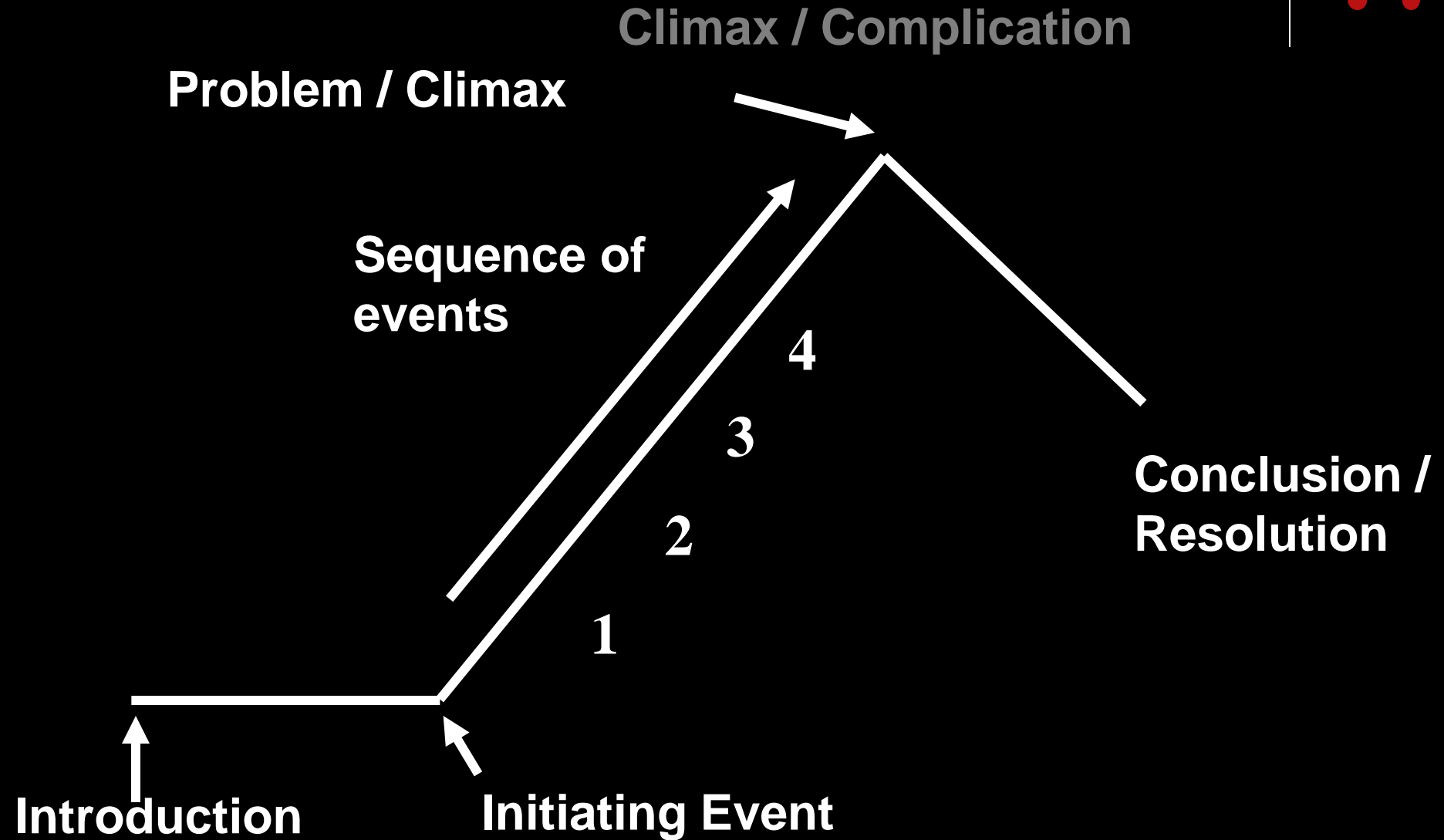
Story Boarding



Spidergram



Story Cline



Scaffolding Process



- What is the most interesting part? At what point do you think the main action will start?
- Think of what is going to happen from that point on. Be detailed about your ideas.
- Make sure that your ideas are arranged in the correct sequence.



Preliminary Details

- Focus on one or two key events
 - One key event can typically result in 40 to 80+ words of text
- 5W1H questions
- Who, What, When, Where, Why, How
- Spend more time on WHY and HOW – produces more interesting details
- Remember to focus on the **THEME**







Activity B: Theme & Action



- Use the same picture but choose a different theme.
 - Can you create a new story?
 - Any ideas for:
 - Problem (obstacle faced by characters)
 - Complication (additional obstacle)

Focus on Main Action



- Identify the key event(s) in the writing task
- Focus effort on planning for content for the key event(s)
- Compare this to the Best Part of the Movie that the audience really wants to watch
- Remember your ideas for:
 - Problem (obstacle faced by characters)
 - Complication (additional obstacle)



Building on Details

- Action, Feelings, Supporting details, Background details
- Use of 5 senses (where possible) – See, Hear, Smell, Touch, Taste
- **Show me what happened, don't tell me what happened**

5 Senses



- Details provided by appealing to the reader's different senses
- Ask students questions that help them tap into their senses
- Basic sentences are improved when transformed into "Sensory" sentences

5 Senses - Sight



- The motorcyclist's face was bleeding.
- **What can you see?**
- Witnesses saw blood oozing out from the cuts and gashes on the motorcyclist's face.

5 Senses - Smell



- The tyres of the motorcycle were burning.
- **What can you smell?**
- The stench of burning rubber made the onlookers cover their noses with their hands.

5 Senses - Hearing



- The ambulance arrived.
- **What can you hear?**
- The wail of sirens told me that the ambulance had arrived.

5 Senses - Touch



- The kidnapper grabbed my hand.
- **What can you feel?**
- The rough skin of the kidnapper's sweaty palms hurt me when he grabbed my hand.

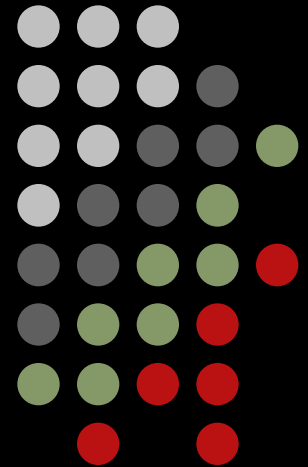
5 Senses - Taste



- I swallowed some water when my canoe turned over.
- **What can you taste?**
- The saltiness of the sea made me choke when my canoe capsized.

Continuous Writing

Improving Use of Vocabulary



Adding Details to Writing



- Adjectives
- Adverbs
- Synonyms
- Imagery
 - Similes
 - Metaphors

Adjectives



- Provide additional information about nouns
 - The boy ate the chicken.
 - The starving boy ate the chicken.
 - The starving boy ate the succulent chicken.

Adverbs



- Provide additional information about verbs
 - The man shouted at the boy.
 - The man shouted furiously at the boy.
 - The man shouted furiously at the boy in the classroom just now.

Extending Kernel Sentences



- Simplest method is to add adjectives to the subject or objects or to add adverbs to the verbs in the sentence.
- Students can also add phrases to provide additional information to extend the sentence and add more detail to it.
- It may even require spoon-feeding of basic sentences for students and hinting where the additional detail can be inserted.



Practice 4: Kernel Sentences

- Kernel sentences are basic sentences
- Add details to kernel sentences by using adjectives and adverbs

Refer to Handout: Kernel Sentences

Using Emotive Language



- Encourage the use of a dictionary and thesaurus
- Replace common words with more specific or descriptive vocabulary
 - Synonyms
 - Similes
 - Metaphors

Synonyms



- Replace common verbs with those that provide more vivid detail
 - The **angry** man **walked** into the room.
 - The **enraged** man **stormed** into the room.

Imagery - Similes



- ‘Show’, not ‘tell’
- Create an image in the reader’s mind
 - The pickpocket tailed the rich lady along the street.
 - Like a vulture stalking a dying zebra, the pickpocket tailed the rich lady along the street.

Imagery - Metaphors



- ‘Show’, not ‘tell’
- Create an image in the reader’s mind
 - The class knew that their teacher was going to scold them.
 - The class knew that their teacher was going to have them for breakfast.

Time Markers



- Indicates good story organization
- Aids reader in following story plot
- Vary use of time markers
- Alternatives other than 'Then', 'Suddenly', 'Next' and 'After that' are available

Examples of Time Markers



- A few moments later
- In the twinkling of an eye
- In a split second
- Before we knew it
- Without delay

Refer to Handout: Not 'then' again

Thank You

Please kindly remember to
complete the feedback forms.
Have a good weekend!

