

## WRITING

### EXAMPLE 1

LO Code	Learning Outcome		
W 7.1	I can write complex sentences correctly.	Specific Learning Outcomes	Level
		I can with support, write syntactically correct simple and complex sentences on familiar topics.	T1
		I can write syntactically correct simple and complex sentences on familiar topics.	T2
		I can write syntactically correct complex sentences on various topics using a range of vocabulary and structures.	T3

## ASSESSMENT

Track 1:	Students will write a short paragraph after filling in the gaps of a model writing activity. In pairs students will first attempt to correct their own mistakes. The teacher will then use an appropriate rating scale to mark the students' writing.
Track 2:	Students will follow a model to write about an aspect of their everyday life. The teacher will use a correction code to mark the students' writing and will ask students to try to correct the identified errors. The teacher will collect the revised draft and use an appropriate rating scale to mark the students' writing.
Track 3:	Students will follow a model to write a letter to a friend. The teacher will use a correction code to mark the students' writing and will ask students to try to correct the identified errors. The teacher will collect the revised draft and use an appropriate rating scale to mark the students' writing.

## Example of task

**Topic: Writing simple and complex sentences on familiar topics.**

**Students fill in gaps to form a paragraph that consists of different types of sentence.**

### Track 1

**Task A:** \_\_\_\_\_ **(10 marks)**

Every morning I (1)\_\_\_\_\_ up at six o'clock. **After** I (2)\_\_\_\_\_ breakfast I (3)\_\_\_\_\_ my dog out for a walk. I then (4)\_\_\_\_\_ to school. **When** I arrive I (5)\_\_\_\_\_ some time with my friends in the schoolyard. In the afternoon, when I (6)\_\_\_\_\_ back home I (7)\_\_\_\_\_ my homework and then (8)\_\_\_\_\_ television. Sometimes, I (9)\_\_\_\_\_ playing my guitar or (10)\_\_\_\_\_ computer games instead.

take	do	get	practise	spend
watch	wake	walk	play	have

**Task B:** \_\_\_\_\_ **(15 marks)**

Write a paragraph of about 60-70 words about what you like doing during the weekend. You should try to use at least one sentence that starts off with **after** or **when**.

## Example of task

**Topic: Writing simple and complex sentences on familiar topics.**

**Track 2:**

**Task A. Use the following words to complete the description of your favourite classroom. (10 marks)**

when	but	has	although	and
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My classroom is on the second floor. It is close to the staircase (1) \_\_\_\_\_ has a good view of the large schoolyard.

(2) \_\_\_\_\_ the classroom is quite cool in the morning, it can get a bit hot in the afternoon. However, (3) \_\_\_\_\_ we switch on the fans we feel quite comfortable. The classroom (4) \_\_\_\_\_ an interactive whiteboard, a large bookshelf with many books, and some very colourful curtains.

The classroom is usually very clean in the morning (5) \_\_\_\_\_ by the end of the day it is sometimes in a bit of a mess!

**(5 marks)**

**Task B.** In about 100 words and using the model above, write a description of your bedroom or a description of the kitchen at your home. **(20 marks)**

**Topic: Writing simple and complex sentences on various topics.**

**Track 3:**

**Task A. Use the following words to complete this letter.  
(5 marks)**

**(5**

when	because	that	after	about
in	and	or	along	later

38, Bay view street,  
Mellieha

21<sup>st</sup> July, 2018

Dear John,

Guess what! Last week I told you (1)\_\_\_\_\_ our new summer flat in Mellieha. Well, great news. Today my parents said (2)\_\_\_\_\_ you can come and spend a few days with us in our flat in Mellieha. I am really delighted.

(3)\_\_\_\_\_ you come over, we can go swimming every morning. The sea at Mellieha is always clean (4)\_\_\_\_\_ usually never rough. (5)\_\_\_\_\_ swimming, we can go and have a light snack in one of the bars along the beach. If we are lucky we might meet Kevin and Mark (6)\_\_\_\_\_ they also come frequently to Mellieha.

(7)\_\_\_\_\_ the afternoon, we can spend some time playing computer games  
(8)\_\_\_\_\_ watching movies. I have borrowed a few interesting computer games. They are really great fun and my mum always has a few new movies around.

(9)\_\_\_\_\_ on in the evening, we can walk (10)\_\_\_\_\_ the seaside. I usually meet quite a few friends at this time of the day. I hope you can come over. I'm sure we will have a great time.

I look forward to your early reply.

Love

George

**Task B.** In about 150 words and using the model above, write a letter in which you invite a friend of yours to your house. **(20 marks)**

### Assessment Criteria Task A (Track 1 -3)

1. Students sit in pairs and read each other's work.
2. Students look for mistakes in each other's writing and attempt to correct them,
3. Students hand in their work to the teacher.
4. Teacher assigns a mark in terms of the number of correct responses.

### Assessment Criteria Task B (Tracks 1 -3)

1. Using a **correction code** (see below), the teacher identifies mistakes in the students' written work.
2. Teacher returns the work to the students.
3. Students try to correct the mistakes identified by the teacher.
3. Teacher collects and reviews students' work and assigns a mark in terms of the **rating scale** provided.

### Correction Code (Tracks 1 -3)

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|---|--|
| <ul style="list-style-type: none"><li>• Sp = spelling mistake</li><li>• T = wrong tense</li><li>• Wo = word order</li><li>• Pr = prepositions</li><li>• L = linking</li></ul> | <ul style="list-style-type: none"><li>• V = vocabulary (inappropriate language)</li><li>• P = punctuation</li><li>• O = a word missing</li><li>• ? = unclear meaning</li><li>• Pa = paragraphs</li></ul> |
|---|--|

Rating Scale - Marking for Grammatical Range and Accuracy (Tracks 1 -3)		
T1	T2 & T3	
13 -15	17 - 20	<ul style="list-style-type: none"> <li>• uses a wide range of structures</li> <li>• the majority of sentences are error-free</li> <li>• makes only very occasional errors or inappropriacies</li> </ul>
10-12	13 - 16	<ul style="list-style-type: none"> <li>• uses a variety of complex structures</li> <li>• produces frequent error-free sentences</li> <li>• has good control of grammar and punctuation but may make a few errors</li> </ul>
7-9	9 - 12	<ul style="list-style-type: none"> <li>• uses a mix of simple and complex sentence forms</li> <li>• makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
4-6	5 – 8	<ul style="list-style-type: none"> <li>• uses only a limited range of structures</li> <li>• attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>• may make frequent grammatical errors and</li> <li>• punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
1-3	1- 4	<ul style="list-style-type: none"> <li>• uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>• some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>