

Knowledge of features of written texts

Different types of text have different organisational and linguistic structures e.g.

- ▶ Time order
- ▶ Compare and contrast
- ▶ Problem and solution
- ▶ Cause and effect
- ▶ Idea development
- ▶ Instructional
- ▶ Persuasive

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To support EAL pupils' writing we need to consider their development in the following areas of written language:

1. Expression of meaning
2. Genre / form
3. Text cohesion
4. Vocabulary
5. Sentence structure /grammar
6. Punctuation
7. Spelling

Generic strategies for teaching writing (for all pupils across all subjects)

Modelled	Teacher composes and writes down text, thinking aloud
Shared and interactive	Class or group works together to compose text. Teacher may contribute, elicit ideas, guide and scribe
Guided	Small groups working on specific writing skills or guided to write own text after immersion in genre and shared writing
Paired	Two pupils write text together
Independent	Pupils choose to write for a variety of purposes and a range of audiences e.g. creating a webpage for a local museum

Key strategies to support writing development

1. provide a classroom environment that is rich in print and pupils' work and that includes displays of writing in languages used in the pupils' homes;
2. for pupils who are literate in their first language, encourage writing in first language;
3. provide access to dual language dictionaries;
4. encourage pupils to make their own bilingual books;
5. always model new forms of writing; regular use of shared and guided writing;

Key strategies to support writing development

6. use writing partners and collaborative writing;
7. provide stimuli and real purposes for writing and opportunities for discussion before and during the writing process;
8. organise writing workshops;
9. provide opportunities for pupils to discuss their written work with adults
10. allow adequate time to compose and transcribe text in English (writing in an unfamiliar language can be tiring, time consuming and stressful);

Key strategies to support writing development

11. provide opportunities for pupils to initiate and develop their own writing linked to personal experience or topic work;

12. scaffold writing tasks, e.g.

- ▶ matching sentences to pictures,
- ▶ sequencing sentences,
- ▶ sentence completion,
- ▶ matching sentence beginnings and endings,
- ▶ cloze procedure with words or word beginnings provided,
- ▶ substitution tables,
- ▶ information grids
- ▶ word banks,
- ▶ writing frames.