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**PGCE Primary English**

**Professional Learning Activity (PLA)**

**Writing**

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| **TUTOR GROUP:** | Group 1 |

**2017-2018**

# Brunel University

# English Writing Miscue Analysis PLA

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| **Dates of miscue analysis: 31Oct2017**  **Include review points (dates over time)**  **Writing sample 1: 31Oct2017**  **Writing sample 2: 22Nov2017**  **Writing sample 3: 13Dec2017**  Use different coloured fonts to indicate your observations of writing progress at key points in the placement. This will enable you to assess your impact on pupil progress over time. There is no set way of doing this, as long as it is clear that the child has made some progress in specific areas of writing that were identified as a weakness/ area for development when you started the placement (discuss these areas carefully with your Mentor or SENCO).  Red – This is composed of the initial observations and initial writing miscue (Appendix\_\_\_)  Blue – This section relates to the discussion of the evidence gathered (writing samples 1, 2 and 3 – Appendix\_\_\_\_\_).  Green – These are the final recommendations and targets.  **Writing Behaviour**  **How does this child see himself/herself as a writer?** *For example, does s/he see her/himself as a good writer, a writer with challenges, someone who lacks writing motivation, future journalist etcetera. You may find this out through observations, a short conference style pupil interview, or even by talking to parents/ carers if at all possible. Write a short paragraph in relation to this question.*  ‘Ron’ sees himself as a good writer, and appears to enjoy writing, although I have occasionally seen him stuck for ideas. This is usually when he has been asked to write about something specific that he can’t adapt into an adventure or science fiction story. He sits at a table with other low ability children, and usually settles down to write fairly quickly. He works quietly and independently, even if the rest of the children at his table are discussing what they are writing. ‘Ron’s’ writing style is open and confident, with something of a flair to it, as he has the occasional curl to the letters, and the inverted commas are beautifully executed. The letters are joined well, and are in proportion, and are executed carefully.  ‘Ron’s’ writing style has remained consistent throughout the placement, with the occasional lapse in quality when he is rushing, but he is beginning to produce more work, so is writing faster. I think he has to concentrate hard on his writing, as it looks crafted, and it suffers if he gets lost in the story he is creating.  What would you suggest as key areas for development/ consideration in relation to the above responses? Suggest no more than 2 priority areas and share with your Mentor.   * ‘Ron’ needs to practise his writing more so that it becomes easier for him in class. * ‘Ron’s’ writing tends to slope in different directions, so he needs to form the letters consistently, and ensure that they are all at the same angle.   **Audience/Readership**  **To what degree does this sample of writing illustrate the child's understanding of a reader or audience?**  *Select writing samples that allow you to do this. If the writing sample is brief, do not worry- your analysis and annotations will be important. Write a short paragraph in relation to this.*  ‘Ron’ writes for the audience, and likes short, punchy sentences that move the story on quickly, however, the sentences can sometimes lack form, and it can be hard to decipher the meaning of the them. The short sentences are particularly suited to the adventure stories that ‘Ron’ likes to write. He has a very good imagination, and likes to use lots of dialogue in his stories. He packs lots of action in, and there is always a fast pace, with many things happening concurrently.  ‘Ron’s’ preference for adventure stories does limit his audience, although he is capable of writing for other audiences, as can be seen in writing example 2 (Appendix\_\_\_). This particular piece has been written with the teacher as the audience, and has been written in the form of a balanced argument. He has successfully presented the argument, and has included points on both sides of the argument, finishing with a short concluding sentence. He has included modal verbs, suffixes, and has only put one word on a line of it’s own.  ‘Ron’ should extend the range of his audience as this would improve the variety of his writing.  What would you suggest as key areas for development in relation to the above? Suggest no more than 2 priority areas.   * Ron needs to explore different genres of story, perhaps building a fictional story around a factual account, for example, something to do with nature. * Ron needs to include more extended vocabulary in his stories. This could be achieved by using a nature story as mentioned above, and asking him to use some of the vocabulary from there. Instructional writing could also be of use, as the vocabulary tends to relate to the topic, so will not necessarily be restricted by the writer. As he enjoys making things, he could write instructions for making something he has made in another lesson, such as, the pulley he made in science.   **Purpose/Intention**  *What do the writing sample/s show about the writer’s success in making his/her own meanings and intentions clear? Do the samples meet the success criteria set for that lesson? Discuss this with your Mentor at an appropriate time.*  ‘Ron’s’ stories have a feel to them, as if they are going somewhere. He manages to grip the audience by using speech in the way in which it is spoken. His stories definitely have a shape to them, and he strives to have a beginning, middle and end. As he is in the lower ability group his brief for a story might be to ensure that he used paragraphs, or to use capital letters and full stops. He generally meets some of the set criteria in his writing, however, writing sample 3 (Appendix \_\_\_) was supposed to be a mystery story, and he wrote an adventure/science fiction story. He did, however, include the required elements.  Although the method ‘Ron’ uses for speech works well, in that he has spelt the words phonetically to convey how the character spoke them, he has extended this to the other text in the story, where it does not work as well.  ‘Ron’ needs to take more care over his spelling, as this is getting in the way of the reader’s understanding of the story. Access to a tablet would help, as he does not appear to be making use of the dictionaries. This would also help him with grammar. |
| **Structure/Form**  *What does this piece show about the child’s knowledge of a particular form of writing (e.g.: narrative; instructional; recount)? Write a short paragraph and comment on overall structure, grammar and vocabulary choice.*  ‘Ron’ seems to know a lot about the structure of adventure stories, and he much prefers to use a narrative strategy than any other. His stories include all the good elements of a narrative, including a theme, characters, a plot, and a conclusion. He uses clarity of language, and uses slang when using speech, in such a way that it conveys the essence of the characters, and he manages to hold the reader’s interest with the fast pace, and descriptive language.  ‘Ron’ has clearly mastered the art of telling an adventure story, but needs to extend this to other genres. The way he uses language suits his story choice, so changing to a different genre would open up new possibilities for him.  How would you move the child forward in this area? Suggest two possible ways, including relevant support resources.   * ‘Ron’ needs to vary the genre of his writing, as he does tend to revert to action stories when he can. He would benefit from using more descriptive text, and trying to include some more complex vocabulary. When prompted to include something in his text eg. brackets, he will tend to do this perfunctorily. A tablet could help him with grammar, and if he used Word on a laptop at home this could help him with constructing sentences. * ‘Ron’ would benefit from extending his writing into other genres, including non-fiction, and more thoughtful stories. If he included more emotions in his stories this would slow them down a bit, and should extend the vocabulary.   **The Process of Writing (think back to Deborah's lecture)**  *What does the writer’s approach tell you about his/her fluency and independence in writing? Write a short paragraph, drawing on relevant observations and the use of additional adult observations as relevant.*  He does not use the full width of the page, and will start a new line randomly. This might be bcause he is confused, as he knows that he has to use a new line for speech, so he might be using new lines just in case he gets it wrong. Another possible explanation is that he is getting carried away in the excitement of writing the story, and just moves on to a new line without realising what he is doing.  ‘Ron’ is clearly getting on well with writing as he is producing more work now, so his writing is becoming more automatic, rather than constructed. This can be seen in writing sample 3 (Appendix\_\_\_). This is a good time to push him harder to improve the consistency of his writing.  Writing practise at home would help ‘Ron’s’ handwriting to improve further.  How would you move the child forward in this area? Suggest two possible ways, including relevant support resources.   * Writing practice for homework would be useful. * ‘Ron’ would benefit from someone talking through his story plans with him before he starts writing. At this stage they could make suggestions about how he could up-grade his writing. Peer assessment might be useful here.   **Useful prompts for a writing conference/ discussion (if possible).**  **Students usually find this very insightful.**  Try to engage in a short discussion to discover the child’s perceptions of writing in greater depth. This will enable you to locate the child's voice at the heart of this PLA. Possible questions are outlined below, and you do not need to ask all of them - select a few and vary the language of the questions in relation to the age and understanding of the child. Be guided by your Mentor at all times, and edit the prompts accordingly so that they are not overwhelming for the child.   * Talk to me about this piece of writing? (a good open-ended question) * What do you like/ dislike about it? * What do you think writing is? * Why do you write? * When do you write? * How do you feel when you write? (the emotions of writing) * Who do you write for? (sense of audience) * What helps you to write better? (explore computer technology) * Where do you like writing? (explore spaces) * What sorts of things do you write outside of school? (building bridges with in/out of school learning) * How do you know when you’ve written a good piece of writing? (feedback) * Do you have a favourite author or book? Who is it? Why do you like this author’s writing or book? * What kind of help would you like from me to make your writing even better?   **Grammar, Punctuation and Spelling (SPaG)**  Comment on SPaG, identifying what you see as the key strengths (you can draw on areas of the grammar PLA to 'feed' this area).  S: ‘Ron’ is making valid attempts at spelling, resorting to spelling the words phonetically if he is not sure. He doesn’t shy away from words because he can’t spell them. Interestingly, he has spelt many low frequency words correctly, and high frequency words incorrectly. He has trouble with homophones, and forgets the apostrophe in contracted words.  Writing samples 2 and 3 (Appendixes\_\_\_\_\_) demonstrate a marked improvement in spelling.  P: ‘Ron’ uses plenty of inverted commas although he sometimes forgets to close them. He has good use of capitals and full stops, and frequently uses commas. He is also particularly fond of exclamation marks and question marks, using them throughout the text to convey excitement.  By writing sample 3 (Appendix\_\_\_\_) ‘Ron’ has improved the punctuation, and has remembered to use inverted commas to close most of the dialogue.  G: He understands how to use verbs and adjectives, but the grammar is fairly simple. He has used a suffix and has limited use of verbs and adjectives.  Although writing sample 2 is quite short (Appendix\_\_\_), he has still managed to include a conjuctive adverbial. This is one of the words stated in the plan template, so it shows that he did read it. By writing sample 3 (Appendix\_\_\_\_) ‘Ron’ has started using more suffixes, and his text is liberally sprinkled with adjectives. He has also included a simile, which is a big achievement.  How would you move the child forward in S, P and G? Suggest one strategy for each area, as relevant to the child's age-related expectations.  S: He definitely needs to improve his spelling as this will hold his writing back and lower his confidence. As I have suggested before, a tablet would be a good idea. It is possible that because of his sight he finds the small print in dictionaries difficult to read.  P: A punctuation checklist could be useful, against which he would check his work and tick off each area before he completed his work.  G: A worksheet wth suggestions on wich grammar to include would be useful. There are displays on the walls of the classrooms, but they may not be easy for ‘Ron’ to read.  **Assessing this piece of writing**  *As stated in the workshop, there are no levels in the new NC, but schools will have developed key phrases and examplars to support their judgements. Based on your discussions with your Mentor (or Literacy Coordinator), what have your observations over time, revealed about what this child can/ cannot do in relation to age-related NC writing expectations. Be guided by your school's approach during your placement.*  You must attach the child’s writing samples to this miscue analysis (3 is a respectable sample size, and each piece must include clear annotations for context).  **End of placement evaluation of pupils’ attainment, progress and outcomes (TS2)**  **Mentor's and student's final summary comments (please make brief comments through discussion at a Weekly Training Meeting)**   * What impact have you made on this pupil's writing and writing behaviours?   The work that ‘Ron’ is producing now is far more coherent and   * How has this PLA impacted on how you work with other pupils in the class? * What has the impact of this PLA been on your own subject knowledge of the writing process?   *I have gained more of an insight into the difficulties facing children with SEN and of lower ability, and can see how many obstacles they have to overcome in order to be successful at writing in the classroom. Through further reading, I have discovered that children with developmental coodination disorder (DCD) have to focus so hard on writing that spelling, punctuation and grammar are secondary (Prunty et al, 2016). Although ‘Ron’ does not have DCD, this gives a useful insight into how a child for whom handwriting is not a fully automated and fluid process, will still have to put a lot of effort into it, as it uses a ‘wide range of cognitive processes’ (Kellog, 1996).*  *Also ?Put something about working memory here???? ‘Ron’ might improve from intervention to improve his working memory. (Ref: The psychologist)*  *My knowledge of grammatical terms has improved as a result of this PLA, and my ability to spot them in text.*  **Signature of Mentor and date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Any comments from the Mentor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |