

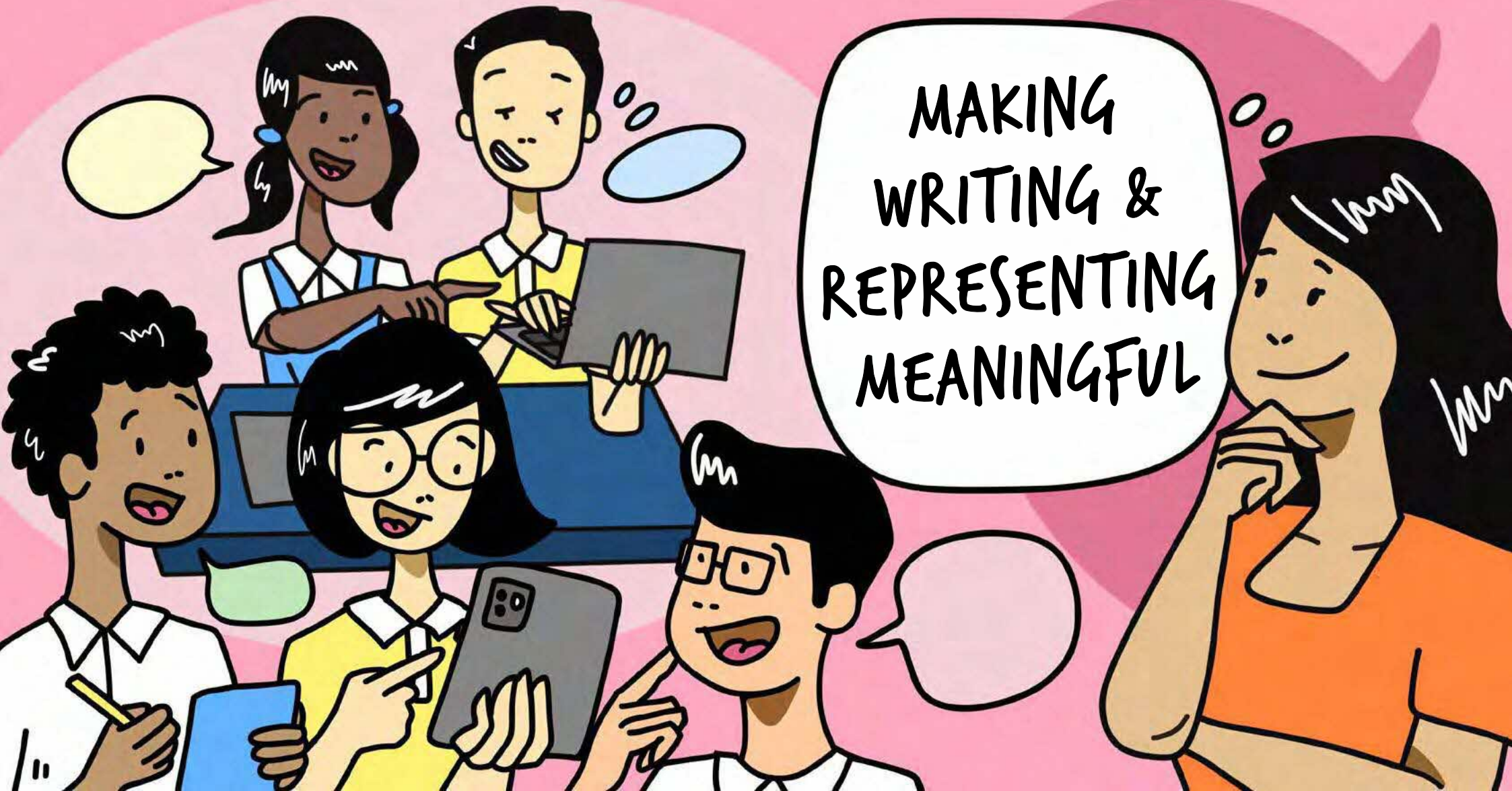
IN THIS ISSUE
Page 2

MAKING WRITING AND REPRESENTING MEANINGFUL
Page 3

FROM THE CLASSROOM
Page 4

FOR THE CLASSROOM
Page 5

LEARNING ON THE GO
Page 6



In This Issue

We look at making writing and representing meaningful for students.

How do we:

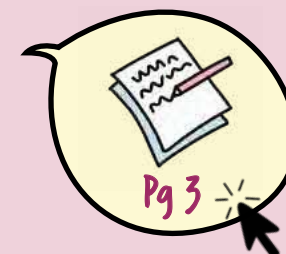
- o design learning experiences for students to write and represent for different purposes, audiences, contexts and cultures?
- o motivate and develop students as writers?
- o use resources to support students in the processes of writing and representing?



Highlights

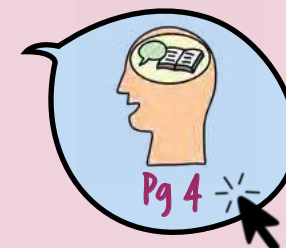
Creating Meaningful Writing and Representing Experiences

Why should students find a purpose for writing beyond the examinations? Learn how a Senior Teacher/English Language (ST/EL) created opportunities for her students to do so.



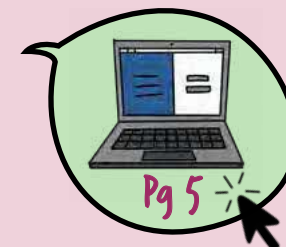
Inquiring into Making Writing and Representing Meaningful for Students

Find out how teachers explored different ways for students to be engaged in the processes of writing and representing.



Developing Learner Strategies for Writing and Representing

Find out how these resources in the Student Learning Space (SLS) can help students construct meaning and express ideas more effectively.



Click [HERE](#) to find out what the Singapore Teaching Practice (STP) says about how constructivist approaches support meaningful learning.



Look out for these Professional Learning Programmes (PLPs) and courses at ELIS!

- o [PLP@School on Teaching Writing and Representing](#)
- o [Using Talk to Support Writing](#)
- o [Grammar Courses](#) **NEW**

Meaningful Writing and Representing Experiences

To make writing and representing meaningful, students need opportunities to “convey their personal and critical responses to texts, experiences, and issues, so as to develop personal and critical points of view, strengthen elaboration and persuasion skills, and develop their voice and style in writing and representing” (ELS 2020, Secondary, p.17).

Inspired by her Singapore Writing Institute (SWI) experience, Ms Sandra Teng (ST/EL) from Nanyang Girls' High School, inquired into how she could help her students write and represent for different purposes, audiences, contexts and cultures.

Why should students find a purpose for writing beyond the examinations?

How important is it that students write for an authentic audience?



Click to view how Sandra addressed these questions in this video.

Sandra designed these learning experiences for her students:



Participating in an online forum

Engage in a discussion forum on real-world issues with an online community.

Creating a narrative non-fiction

Interview someone in the neighbourhood and write a narrative based on the insights.

Building a writing portfolio

Create a portfolio to document growth as a writer.

Publishing a blog

Blog about a learning journey or excursion.

“I think that writing honestly and authentically has always been a struggle for me... however, the encouragement to share our personal thoughts and ideas with others... has allowed me to express myself a lot more freely than I used to, and to do so with more courage.”

- A student's reflection



The **Singapore Writing Institute (SWI)** is a professional learning opportunity on the teaching of writing and representing for EL Key Personnel (KP), Teacher Leaders (TLs) and potential KP/TLs in primary and secondary schools.

- o Click [HERE](#) to view other classroom inquiries by the SWI alumni.
- o Click [HERE](#) for more information about SWI.

From the Classroom

This segment features classroom inquiries on the teaching of writing and representing.

Learn how teachers explored different ways to motivate and engage students in the processes of writing and representing.



Motivating Primary 6 Low Progress Students to Write

This presentation describes how lessons informed by the principles of Differentiated Instruction were designed in SLS to teach writing skills to low progress learners.



[Click to view the video](#)

"When lessons are informed by student interests, and employ the use of thinking routines, self-talk and thinking aloud, students were more on-task and their thinking skills improved."



Mdm Wong Bing Sum (SSD) and
Mdm Rosmawati Bte Ali (ST/EL),
Radin Mas Primary School

Teaching Coherence in Writing through Play and Dialogue

In this presentation, a teacher explores how teaching students to ask good questions, through play and dialogue, can lead to meaningful talk and coherent writing.



[Click to view the video](#)

"As students talk, discuss, and clarify their understanding, they learn from one another to achieve mastery of concepts and coherence in their writing."



Mrs Srividhya Shankar (SH/CCE),
Jing Shan Primary School

Taking Ownership of Revision in Writing

Find out how a group of teachers from Tanjong Katong Primary School helped their students take ownership of their writing and act on feedback to improve their writing.



[Click to read the article](#)



For the Classroom

How can you help your students construct meaning and express ideas more effectively when writing and representing?

Explore these SLS resources designed to teach students the learner strategies for writing and representing. Click the links on the right to find out more.



Mouse over the illustrations below for more information about each learner strategy.



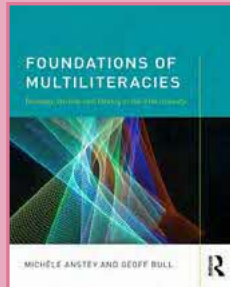
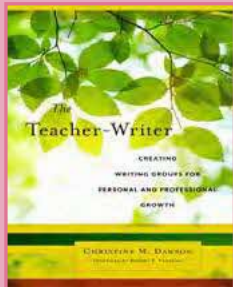
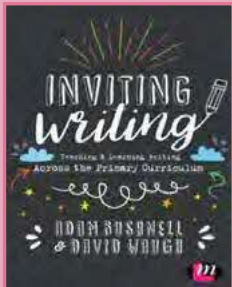
Learning on the Go

Want to learn more about teaching writing and representing?

Check out these ELIS podcasts.



Check out these e-books from **READ@Academy**
Resources for Education And Development



We'd love to connect with you!

Visit us on our website and social media platforms:



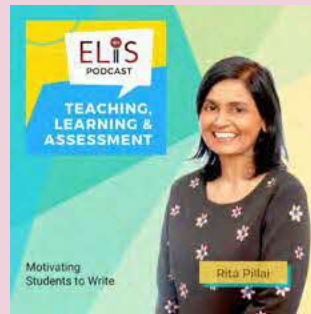
Metacognition in Teaching Writing and Representing

How can English Language and General Paper teachers enable their students to think about their own thinking in the processes of writing and representing? This podcast discusses what metacognition looks like and how it can be enacted in the classroom.



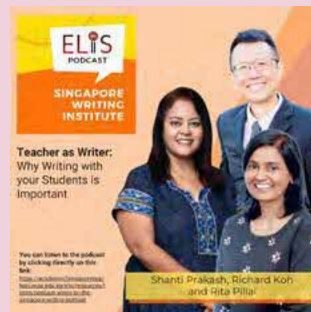
Multiliteracies in Teaching Writing and Representing

This podcast discusses ways in which teachers can develop Multiliteracies when teaching students writing and representing skills in English Language classrooms.



Inquiry Through Dialogue – Motivating Students to Write

This podcast highlights how the enactment of Inquiry through Dialogue can engage students, get them curious about what matters to them and help them find joy in writing.



Teacher as Writer – Why Writing with Your Students is Important

In this podcast, two SWI Alumni reflect on how their own experiences as writers influenced their teaching of writing. They also discuss the benefits of writing with students.

To listen to more ELIS podcasts, click [HERE](#).