

## 1. Writing to convey experiences or information

Writing to convey experiences or information could take the form of a brochure, wiki entry, article or report giving information relating to a particular topic. The focus is on presenting facts rather than opinions.

To be successful, learners will need to develop skills in finding, selecting and using relevant information. This is likely to involve reading and listening to a range of sources and making notes. Learners will demonstrate their understanding by using their own words and by organising content effectively, perhaps with headings and sub-headings.

Learners will progress from conveying straightforward information about familiar, everyday topics and their own experiences, to researching unfamiliar areas independently, presenting detailed information using more complex language and structures.

### Example 1 – Social Studies

#### Context

A P7 class studying World War Two engaged in an evacuation day, exploring what it was like to be an evacuee. The pupils then wrote a recount, retelling their experiences.

#### Learning Intention: We are learning to write a recount

Success Criteria:

- I can write about events in chronological order
- I can describe when, who, where, why and what
- I can write in the first person and past tense
- I can use a variety of appropriate openers and connectives.

Read – [Evacuation Day](#)

- **In what way does the task and context for writing enable the learner to develop knowledge and understanding of the topic?**
- **How might you plan to support the learner in further developing her writing skills?**

Sourced from Education Scotland: SSLN Writing Resources -

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/ssln/resources/literacywriting/introduction.asp>

## 2. Writing to describe events (real or imagined)

Writing to describe events can include pieces which explore and reflect on personal experience, as well as imaginative writing where the writer adopts a persona and describes real or imagined events from another viewpoint. This type of writing could be in the form of a diary, blog or letter or perhaps an article for a website or magazine.

Writing to describe events is likely to include both facts and opinions, to describe thoughts and feelings in some detail, and to use descriptive language.

Learners will progress from writing in concrete terms about their own experiences to reflecting in more detail on events, and writing from other people's points of view.

### Example 1- Social Studies

#### Context

After visiting Bothwell Castle, and researching William Wallace and Robert the Bruce, P4 pupils wrote a senses poem describing medieval times.

#### Learning Intention: We are learning to write a senses poem

Success Criteria:

I can imagine and describe sights, smells, tastes and touch

I can use full stops and capital letters accurately

I can write in lines and verses.

Read – [A Day in Medieval Times](#)

- **In what ways does the task enable the learner to demonstrate knowledge and understanding of the topic?**
- **What are the next steps for this learner? How might you plan for progress?**

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### 3. Writing to explain processes

Writing to explain processes can include instructions, recipes and “how-to” guides as well as reports and essays. This type of writing is likely to follow a chronological structure, using connectives to organise the content. Depending on purpose and audience, a more formal tone may be adopted.

Learners will progress from explaining familiar procedures in simple terms, to writing detailed explanations of more complex processes.

#### Example 1 – Science

##### Context

As part of a Genetics science topic a P4 class were exploring their inherited characteristics. They conducted an experiment which allowed them to see DNA from their cheek cells.

##### Learning Intention: We are learning to write instructions

Success Criteria:

- I can list equipment and resources needed
- I can number and list instructions in chronological order
- I can use active verbs to describe steps in a process.

Read – [Science Experiment](#)

- **In what ways does this learner show understanding of the requirements of writing to explain processes?**
- **Can you identify next steps for this learner?**

## 4. Writing to persuade

Writing to persuade might take the form of an email or letter, an advertisement, a leaflet, an essay or editorial. The purpose is to influence the reader to a particular point of view so there is no need to take a balanced approach although some account should be taken of opposing opinions. In this type of writing, learners will use persuasive techniques such as repetition, rhetorical devices and emotive language. Points will be developed and supported with reasons and evidence. Learners will progress from writing about familiar everyday topics which concern them directly to independently researching new and unfamiliar issues. They will become more confident in making effective use of persuasive techniques, using more complex language to explore sophisticated ideas.

### Example 1 – Social Studies

#### Context

After learning about the rainforest, P7 pupils took on the role of a tribal chief and wrote a persuasive letter to a newspaper, encouraging readers to protest against the destruction of the rainforest.

#### Learning Intention: We are learning to write a persuasive letter

Success Criteria:

I can create and justify a particular point of view

I can make effective use of persuasive techniques such as emotive language and bias

I can open and close a letter appropriately.

Read – [Rainforest Letter](#)

- **In what ways does the task enable the learner to demonstrate knowledge and understanding of the topic?**
- **Can you identify next steps for this learner?**

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## 5. Writing to explore issues

Writing to explore issues might take the form of an investigation, a blog post, a playscript or a magazine article. This type of writing is likely to take a more balanced approach by looking at different sides of an issue. The writer may or may not express a personal opinion. Points should be explained in detail and supported with reasons and evidence.

Learners will progress from exploring familiar issues relating to their own experiences to investigating new and unfamiliar topics, undertaking independent research. They will become more able to explain and take account of opposing points of view.

### Example 1 – Health and Wellbeing

#### Context

P4 pupils explored health and wellbeing issues that they felt strongly about. The pupils researched arguments for and against and discussed their own opinions on these issues. They then wrote a discursive text exploring their chosen issue.

They then wrote an argument exploring their chosen issue.

#### Learning Intention: We are learning to write an argument

Success Criteria:

I can select and use relevant information

I can give arguments for and against

I can express an opinion

I can write in paragraphs and use appropriate sub-headings.

Read – [Animal Testing](#)

- **How well does this learner structure their argument?**
- **What are the next steps for this learner?**

Sourced from Education Scotland: SSLN Writing Resources -

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/ssln/resources/literacywriting/introduction.asp>

## 6. Writing to express an opinion

Writing to express an opinion might take the form of a review, an essay or a newspaper column.

The purpose of the writing is to give a personal point of view with a focus on thoughts and feelings. Points will be supported with reasons and evidence, and the writer's own opinion will be clearly stated. The writing may be in the first person.

As learners progress, they will use increasingly complex language to express their ideas. They will become more confident in independently formulating and expressing their own opinions, needing less support to make an evaluation.

### Example 1 – Expressive Arts

#### Context

As part of a mime task in drama, P7 pupils developed a slapstick comedy mime based on an irate customer. Adopting the role of this character, they wrote a letter of complaint which expressed strong opinions.

#### Learning Intention: We are learning to write a letter expressing an opinion

Success Criteria:

I can express thoughts and feelings

I can use emotive vocabulary to express an opinion

I can open and close a letter appropriately.

Read – [Letter of Complaint](#)

- **How effectively has the learner expressed an opinion?**
- **What are the next steps this learner?**