

Teacher Takeaways

Using product and process approaches to teach writing effectively

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Handouts and resources to help you teach writing more effectively, including:

- Sub-skills and knowledge required for writing – brainstorm on page 2 then turn to page 3 to find suggested answers
- Product approach staged lesson plan – page 4
- Process approach staged lesson plan – page 5
- Reference articles – page 6
- Website resources for writing activities – page 7

Sub-skills and knowledge required for Writing - worksheet

Connected Text Level	<ul style="list-style-type: none">• Correct choice of Style or Register•••
Sentence Level	<ul style="list-style-type: none">• Accurate punctuation•••••
Word Level	<ul style="list-style-type: none">• Accurate spelling••••
Letter Level	<ul style="list-style-type: none">• Left-Right orientation / Pencil grip /• Position of paper in relation to body••

Sub-skills and knowledge required for Writing – answers

<p>Connected Text Level</p>	<p>Shades of meaning</p> <p>Accurate paragraphing</p> <p>Logical sequencing of ideas</p> <p>Correct choice of Style or Register</p>
<p>Sentence Level</p>	<p>Accurate punctuation</p> <p>Accurate capitalization</p> <p>Consistently correct word order</p> <p>Appropriate vocabulary selection</p> <p>Consistent spacing between words</p> <p>Appropriate choice of grammar structure</p>
<p>Word Level</p>	<p>Accurate spelling</p> <p>Correct positioning of ligatures</p> <p>Uniform letter size within a word</p> <p>Uniform slant to letters within a word</p> <p>Regular spacing of letters within a word</p>
<p>Letter Level</p>	<p>Left-Right orientation / Pencil grip / Line as anchor point /</p> <p>Position of paper in relation to body / Name and Sounds of letters /</p> <p>Stroke direction of each letter / Upper case vs Lower case / Uniform size of letters</p>

Staging writing lessons with the main aim of developing students' writing.

Product Approach: Students see an example of the 'final product' before they start writing.

Lead in	This stage sets the overall context of the lesson. It should be quick and easily accessible to all, requiring no teaching of new grammar or vocabulary. Pictures, photos, and film clips are commonly used resources in this stage.
Analysis of the model text	This stage introduces an ideal example of what students will later produce. Students 'analyze' this model by answering comprehension questions about it. The sub-skills of skim reading for gist, scan reading for specific information and reading intensively for detailed comprehension may be employed – depending on the comprehension questions which are chosen.
Response to the model text	This stage requires students to 'personalize' or 'engage' with the text by responding to it in some way. Discussion questions related to the text are commonly used to encourage students to engage and respond to the text. In receptive skills lessons this stage is known as the Communicative Follow-Up. In a writing lesson, this stage is arguably less important because the entire writing stage could be considered a response to the model text.
Useful input	<p>This stage provides the students with some information that they will find useful when writing their own text. This useful input from the teacher can take many different forms;</p> <p>The students' attention may be drawn to features of the text that are unique to the genre, such as the format / organization, use of pictures, and style / register. The students' may learn (or review) some vocabulary or functional language that they need to use. The students' may learn (or review) a grammatical structure that they need to use.</p>
Planning / Preparation	This stage can be managed with students sharing ideas, working alone, or brainstorming in groups. The objective of this stage is to ensure students have something to write about in the main writing stage.
Writing	In this stage, students write while the teacher monitors and provides ad hoc support.
Feedback & Error Correction	<p>The teacher needs to decide which aspects of the writing will receive feedback and be corrected, and what format the correction should take (individual vs whole class).</p> <p>"Publishing" the students' writing is a commonly used technique for encouraging students to provide peer feedback and error correction.</p>

Process Approach: Students focus on the drafting, reviewing and editing process.

Lead in	This stage sets the overall context of the lesson. It should be quick and easily accessible to all, requiring no teaching of new grammar or vocabulary. Pictures, photos, and film clips are commonly used resources in this stage.
Encountering a reason to write	In this stage, the writing task is set. There may be very little difference between this stage and the lead in. Both could be considered 'engaging with the stimulus'.
Idea formation	This stage can be managed with students sharing ideas, working alone, or brainstorming in groups. The objective of this stage is to ensure students have something to write about in the main writing stage.
Drafting	In this stage, students write while the teacher monitors and provides ad hoc support.
Reviewing	<p>This stage can be conducted in a variety of ways. The students can work alone, in pairs, in groups or as a whole class. The reviewing process can be student-led or teacher-led.</p> <p>The reviewing process can focus on one or more of these areas:</p> <ul style="list-style-type: none"> • Checking Vocabulary • Checking Grammar • Checking Style / Register (is the formality appropriate?) • Reviewing Organization of ideas (do ideas flow logically?) • Reviewing Content (should anything be cut or added?) • Reviewing Format (does the format suit the genre?)
Re-drafting	In this stage, students re-write while the teacher monitors and provides ad hoc support. Students are encouraged to pay particular attention to areas highlighted by themselves, their peers or their teacher during the previous stage.
Feedback & Error Correction	<p>The teacher needs to decide which aspects of the writing will receive feedback and be corrected, and what format the correction should take (individual vs whole class).</p> <p>"Publishing" the students' writing is a commonly used technique for encouraging students to provide peer feedback and error correction.</p>

References and resources

References

Further reading – can be found at the end of each article below

The screenshot shows the article 'Product and process writing: A comparison' on the TeachingEnglish website. The article text states: 'There are several ways to approach writing in the classroom. It should be said at the beginning that there is not necessarily any 'right' or 'best' way to teach writing skills.' Below the text is a photograph of three students in a classroom setting. To the right of the article is a sidebar with an 'A-Z of Content' menu and a 'Popular' section listing various educational resources.



<https://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>

The screenshot shows the article 'Approaches to process writing' on the TeachingEnglish website. The article text states: 'What makes an effective piece of writing? Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about.' Below the text is a photograph of a teacher and students in a classroom. To the right of the article is a sidebar with an 'A-Z of Content' menu and a 'Popular' section.



<https://www.teachingenglish.org.uk/article/approaches-process-writing>

The screenshot shows the article 'Planning a writing lesson' on the TeachingEnglish website. The article text states: 'Writing, unlike speaking, is not an ability we acquire naturally, even in our first language - it has to be taught. Unless L2 learners are explicitly taught how to write in the new language, their writing skills are likely to get left behind as their speaking progresses.' Below the text is a photograph of a laptop, a pen, and an open notebook. To the right of the article is a sidebar with an 'A-Z of Content' menu and a 'Popular' section.



<https://www.teachingenglish.org.uk/article/planning-a-writing-lesson>

Resources

The following websites contain resources for teachers (and learners) including lesson plans, writing activities and teaching tools for different student age and CEFR levels.

The screenshot shows the 'Teaching resources' section of the TeachingEnglish website. It features a navigation bar with 'Log in', 'Sign up', and 'Newsletter' options. Below the navigation, there are links for 'Professional development', 'Publications', 'Teaching resources', 'News and events', and 'Training'. The main content area includes a 'Teaching resources' heading, a brief description of the resources available, and a 'Choose the age group you teach' section with options for 'Teaching primary' and 'Teaching secondary'. A 'Climate Action in Language Education' banner is also visible at the top right of the page.



<https://www.teachingenglish.org.uk/resources>

The screenshot displays the 'Writing practice' section of the LearnEnglish Kids website. It features a navigation bar with 'Log in', 'Sign up', and 'Newsletter' options. Below the navigation, there are links for 'Listen and watch', 'Read and write', 'Speak and listen', 'Grammar and vocabulary', 'Fun and games', and 'Write and make'. The main content area includes a 'Writing practice' heading, a 'Level Filter' section with options for 'Level 1', 'Level 2', and 'Level 3', and a list of writing practice activities such as 'Problem page', 'Pencil letter', and 'Book review'. A 'Problem page' activity is highlighted with a star rating and a '12' icon.



<https://learnenglishkids.britishcouncil.org/writing-practice>

The screenshot shows the 'Writing' section of the LearnEnglish Teens website. It features a navigation bar with 'Log in', 'Sign up', and 'Newsletter' options. Below the navigation, there are links for 'Courses', 'Skills', 'Grammar', 'Vocabulary', 'Exams', 'UK now', 'Study break', and 'Magazine'. The main content area includes a 'Writing' heading, a 'Practice and improve your writing skills' section, and a 'Choose a level' section with options for 'Beginner: A1 writing' and 'Help you a beginner (CEFR level A1) learner of English?'. A 'Problem page' activity is highlighted with a star rating and a '12' icon.



<https://learnenglishteens.britishcouncil.org/skills/writing>