Procedural Writing
Support Information

Background

This Example is from First Class in a mainstream all-girls school. As seen in the footage, the teacher engaged in both **whole class teaching** and **smaller group teaching** when teaching the procedural writing genre. A whole school approach is used to teach the writing genres in the school and children are explicitly taught the language features and frameworks associated with a range of genres, with teachers focusing on a particular genre at a time. The children are accustomed to working in both whole class and small group contexts.

The teacher adopts the **Gradual Release of Responsibility Model** when teaching the writing genres. In relation to the current Example of procedural writing, the focus was on the initial stages of the gradual release of responsibility model. The teacher followed a number of steps:

1.   To introduce the **procedural genre**, the children had previously been exposed to a range of procedural texts which included recipes for cooking and instructions for games. They were provided with the opportunity to become familiar with the **language features and typical text structure** associated with a procedural text as the teacher identified and deconstructed the parts of a procedural text. He also modelled how to write a procedural text for the class on a flipchart using talk aloud strategies.

2.   Children were given a **recipe** for baking hot cross buns. In pairs, children were asked to work together to identify and highlight action verbs; a language feature of procedural texts. Children highlighted words such as *mix, remove, sprinkle, stir, rub*. They also made a list of tricky words, which the teacher described as words that the children did not know the meaning of or found difficult to read. The teacher took feedback from the pairs, listed the action verbs and the tricky words on the whiteboard and had a discussion with the whole class about the action verbs and tricky words. Together, the teacher and the children discussed the process involved in baking hot cross buns and they jointly listed the equipment and ingredients needed and they sequenced the steps taken when baking hot cross buns.

3.   The teacher then asked the children to use the **action verbs** and **write a procedural text** for baking hot cross buns. They were given a choice to use illustrations and action verbs or sentences in their procedural texts. They were asked to focus on the **structure and sequencing** of the text. The teacher moved around the classroom, guiding children where necessary.

4.   Children **presented their procedural texts** to the class. Some children used illustrations and action verbs. Others wrote longer sentences, with each sentence starting with the order form of the verb. Children described how they structured their procedural texts.

5.   The teacher explained that the next steps in learning will involve the children independently creating procedural texts and **choosing topics of interest to them**, such as instructions to play their favourite game or writing a recipe for a meal that they like.

Preparation for Teaching and Learning

For this Example, there was a clear connectivity between strands as many of the learning experiences planned for in the class incorporate learning across the Writing and Oral Language strands. Using his **pedagogical knowledge, knowledge of the children** and **content knowledge** of the Primary Language Curriculum, the teacher identified a number of learning outcomes from the **Writing strand** and a focus of new learning for each learning outcome. These are as follows:

Learning Outcome (LO)	Focus of new learning
LO6: Purpose, genre, and voice	Create texts in the procedural genre. Explore and use the typical text structure and language features associated with the procedural genre.
LO7: Writing process and creating text	Use the writing process when creating texts collaboratively or independently.

As the teacher and children were orally describing and creating procedural texts, the teacher planned for learning within the **Oral language strand** as follows:

Learning Outcome (LO)	Focus of new learning
LO2: Motivation and choice	Choose to create texts for interest.

The teacher tailored learning experiences to the **needs and abilities of children** and the learning outcomes identified. This was evident in the video from the way children presented their procedural texts in different formats, with some children choosing illustrations and action verbs and other children choosing to write longer sentences.

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Assessment

The teacher described the importance of assessment for learning. During the paired and individual activities, he moved between children, **observing, posing questions to scaffold learning** and **responding** to the children with appropriate support for individual children as needed. These forms of **intuitive assessment** were ongoing and unplanned, but integral in supporting the children's progression. Opportunities for **self-assessment** were also provided by the teacher. Children were asked to reflect on their completed procedural text and discuss how they engaged in the task. These types of **planned interactions** enabled the teacher to assess children's understanding of and ability to engage in the writing process.

Focusing on the **next steps in learning**, the teacher described how children will progress to independently creating procedural texts based on their own personal interests. This will involve the children choosing the topic of focus for their procedural texts and a particular type of procedural text such as a recipe or instructions for playing a game.

Reflective Questions

- Consider the teacher's use of the Gradual Release of Responsibility Model for teaching the procedural writing genre. How are children scaffolded by the teacher?
- How do you feel about the opportunities provided by the teacher for paired work?
- Consider children's engagement with the writing process in Irish by examining Toradh Foghlama 7 Próiseas na scríbhneoireachta agus ag cruthú téacs in the writing strand for Gaeilge. How might children's engagement in the writing process as demonstrated in this Example transfer to their learning in Irish? How might the teacher prepare for this transfer of skills from English to Irish?

To view the videos related to this support information click here.