

# Enhancing Writing Through Retelling

**Broadrick Secondary School  
English Language & Literature Department  
7 June 2013**



**A Dynamic School providing Holistic Education  
- To Nurture Achievers With Strength of Character -**



# PRESENTATION OUTLINE

## Background

- Professional Learning Community in Broadrick

## Lesson Study Process

- Cyclical approach to curriculum development
- Retelling as a pedagogical strategy
- Lesson Study observations and findings

## Findings & Conclusions

- Reflections
- Implications & Future Directions

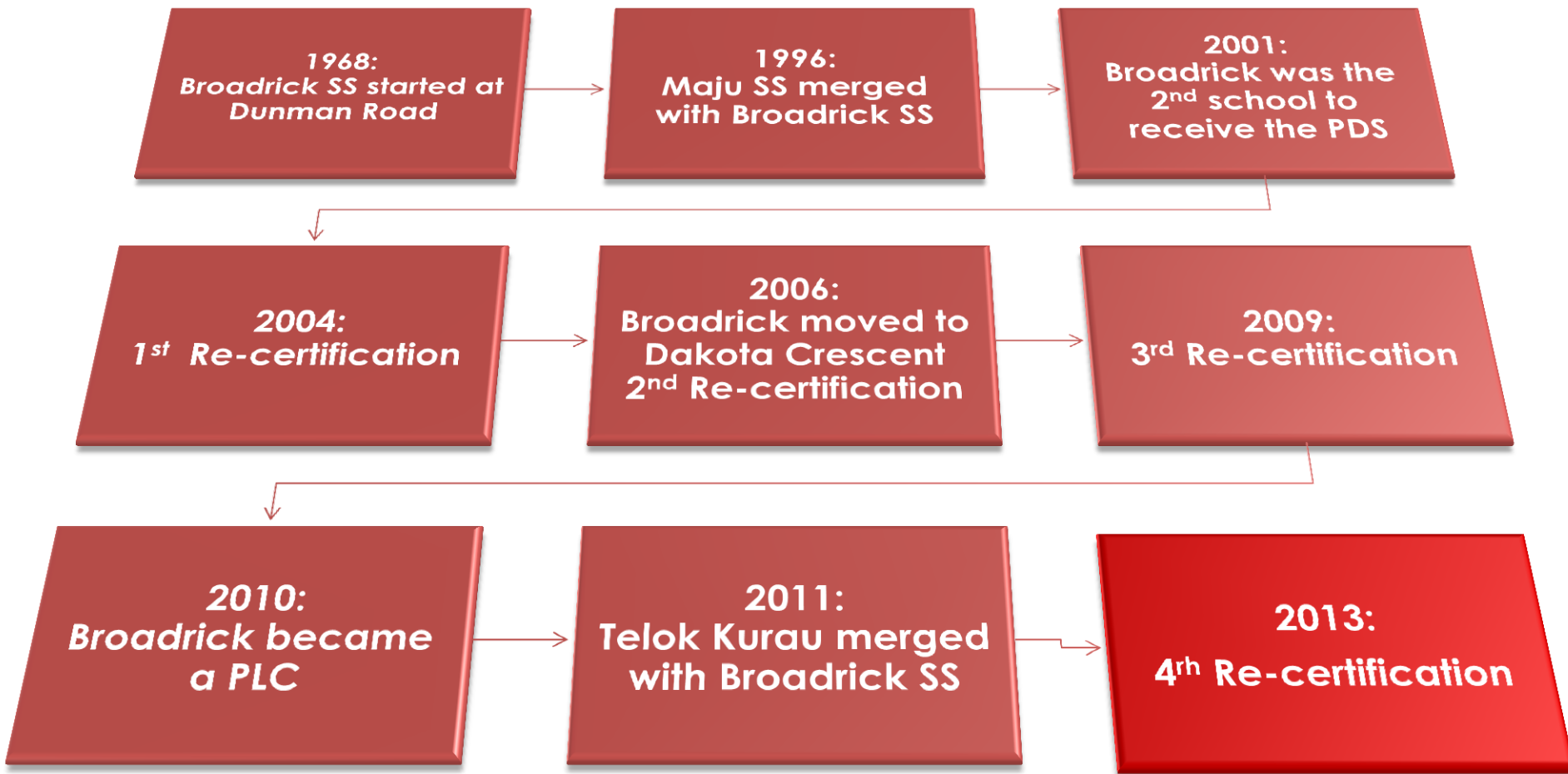
# PROFESSIONAL LEARNING COMMUNITY IN BROADRICK



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# Broadrick's PDS Journey



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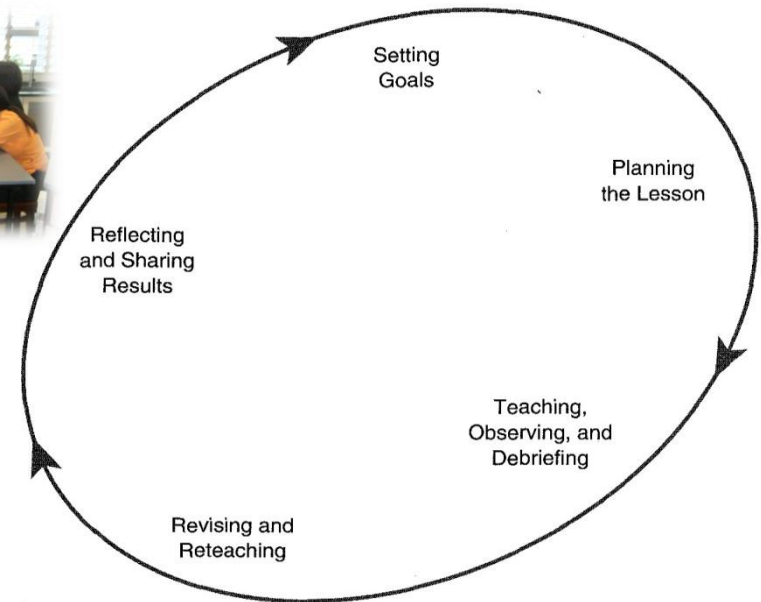


# PLT : A Whole School Approach



The Lesson Study Process

## Our Design



Ref: Stepanek et al.(2007).

- Every teacher a member of a PLT
- Structured into time-table; protected ('White Space')
- One 'BIG' cycle per year
- An in-house facilitator to monitor
- Celebrate Learning: Broadrick Learning Symposium at the end of our project cycle (usually Sept)

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# PROJECT EN-ELT

- Enhancing English Language Learning and Teaching
- Two-year project to try out four teaching strategies in the Lower Secondary classroom



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# SOURCES OF EXTERNAL SUPPORT (KNOWLEDGEABLE OTHERS)

- MOE School Advisors from CPDD, headed by Project Consultant, Dr. Ng Seok Moi
- KO provide support in terms of training workshop and feedback on lesson planning & execution



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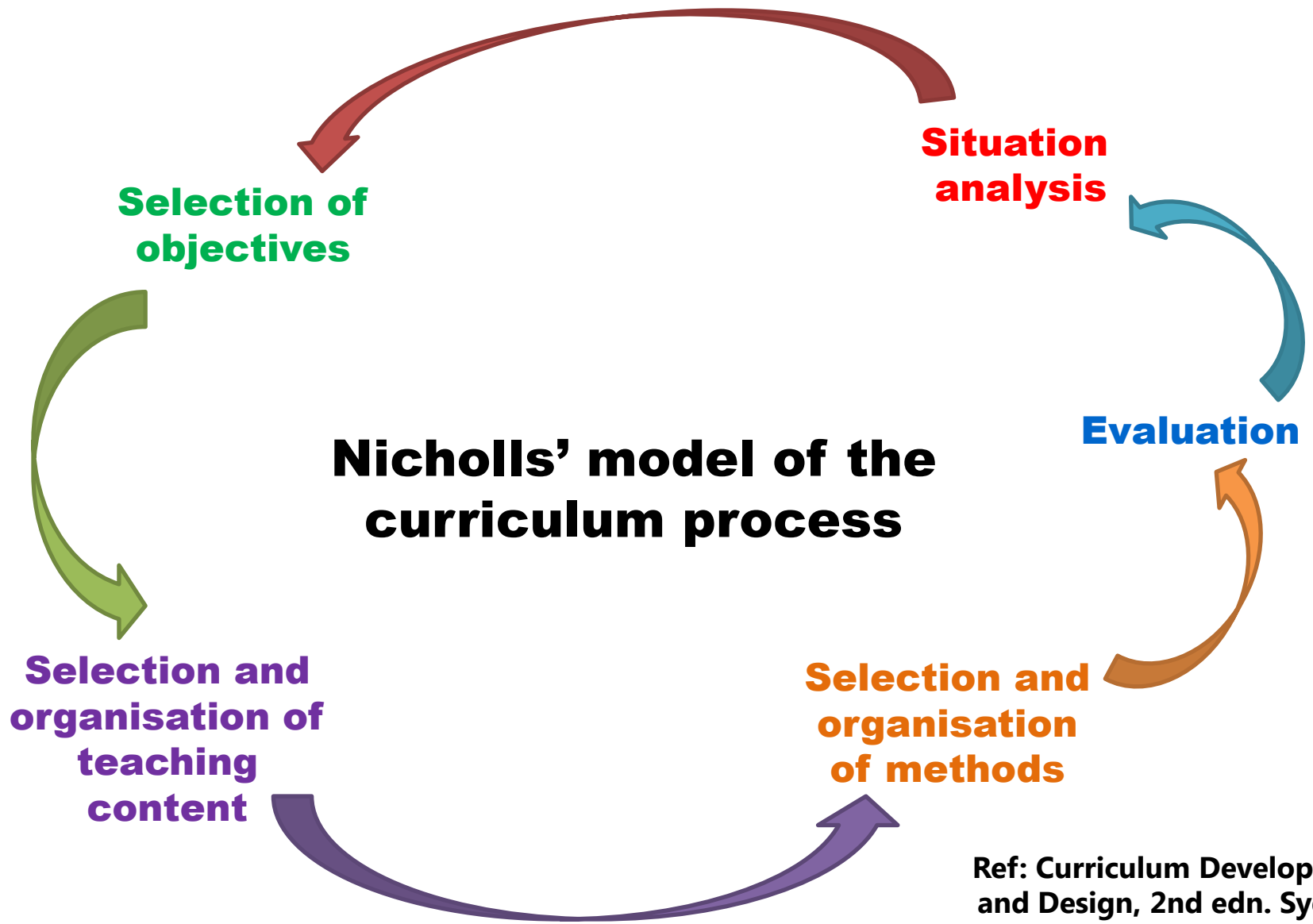
# Lesson Study Process



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Ref: Curriculum Development and Design, 2nd edn. Sydney, Allen & Unwin



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# SITUATIONAL ANALYSIS

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Teachers find it difficult to teach thematic vocabulary for writing.

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Students are familiar with structure and language features, but writing is not rich with descriptive language.

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Students do not read extensively, and have a weak grasp of vocabulary. They are also unable to generate rich descriptions of emotion.

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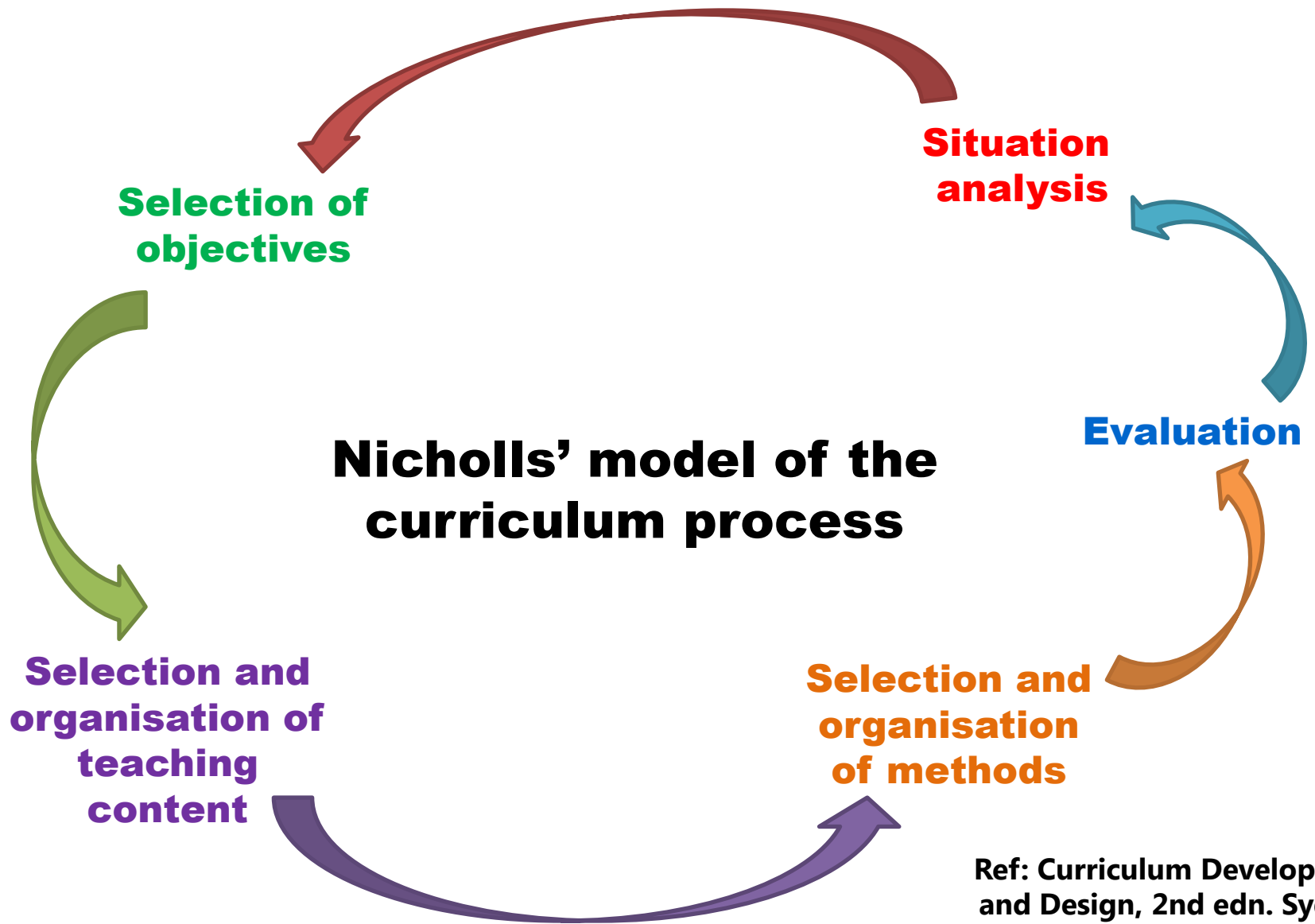
Use of English Handbook produced in-house, with lists of descriptive words and phrases, has limited impact on students' writing.

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**What is the hardest part of writing for you?  
What do you need to work on? (Select 4  
options that apply to you most)**

Answer Choices	Responses
Choose a suitable topic to write about easily	26.83%
Generating ideas to develop my essay	51.22%
Writing the introduction paragraph with minor difficulties	43.90%
Sequencing and create a proper flow in my writing	68.29%
Usage of variety of vocabularies in my essay	80.49%





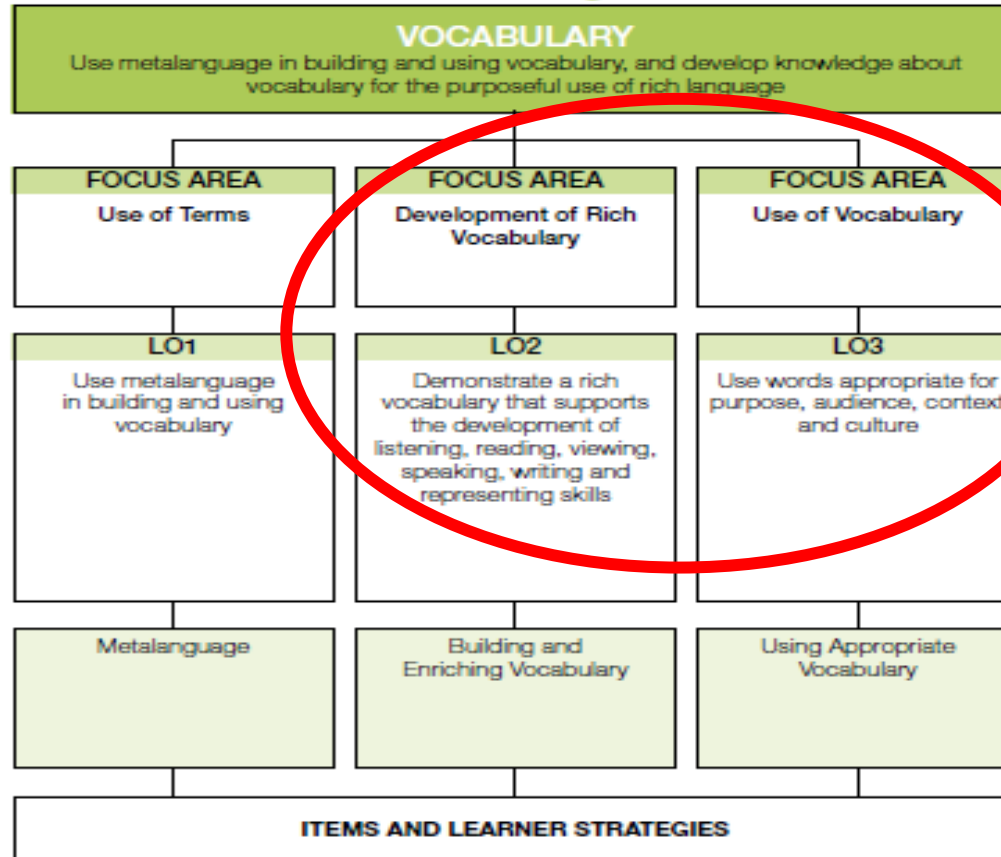
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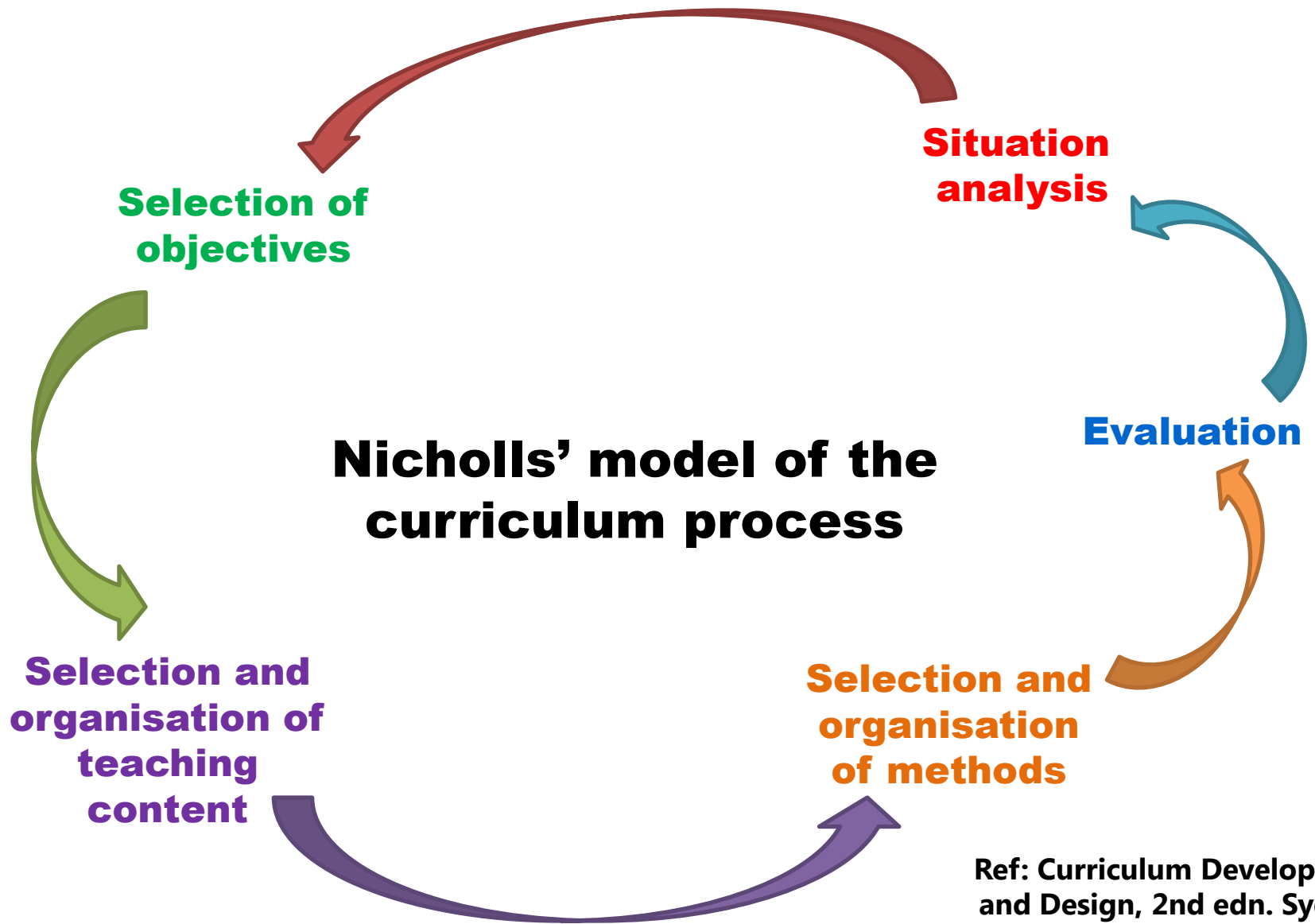
# LESSON STUDY FOCUS

## Vocabulary

What to Teach, When and Why

### Overview Diagram





Ref: Curriculum Development and Design, 2nd edn. Sydney, Allen & Unwin

# WRITING AND REPRESENTING

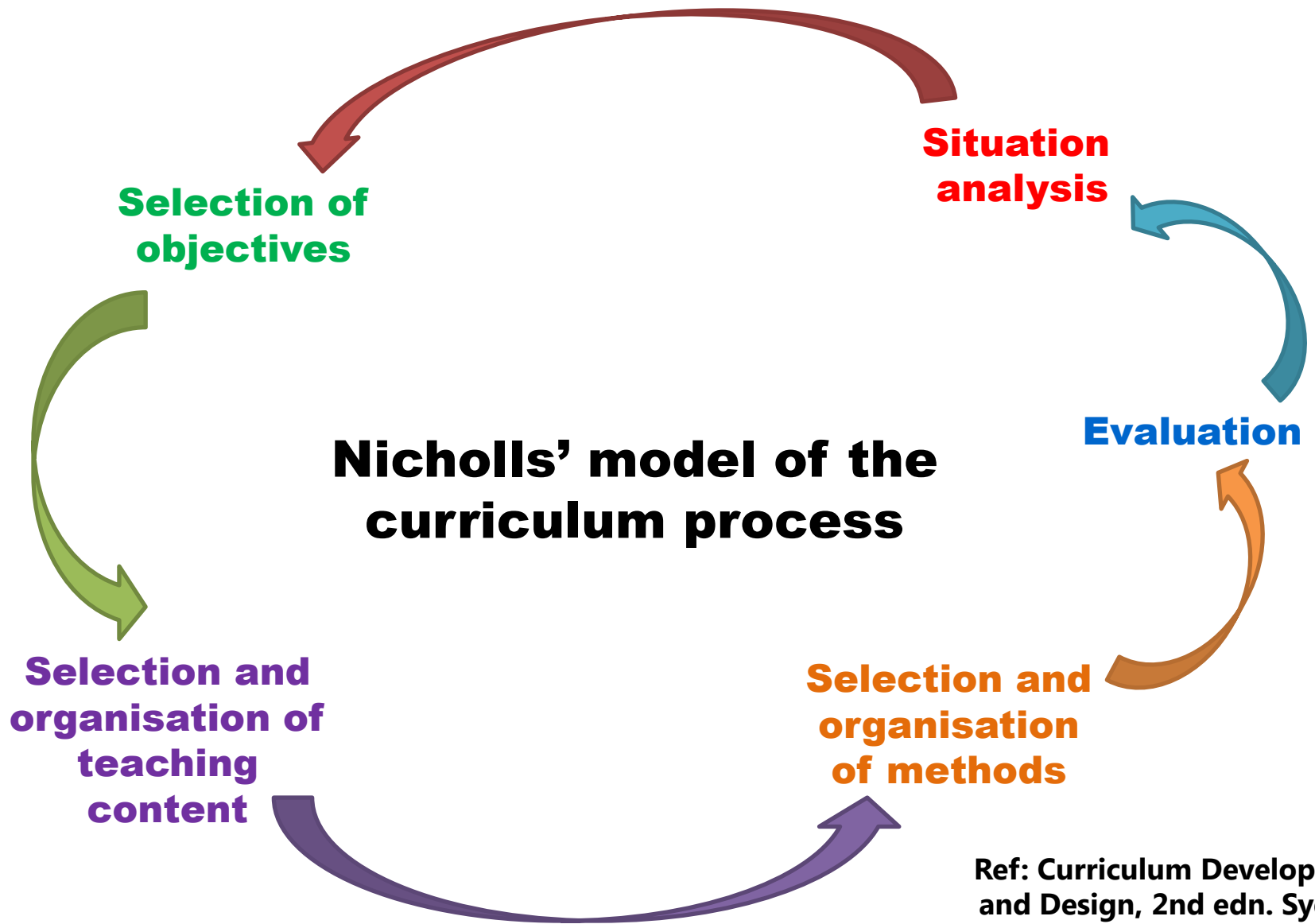
# SECONDARY

FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N
<p><b>TYPES OF TEXTS</b></p> <p>... to address purpose, audience, context and culture in a variety of texts.</p>	<p>LO6:</p> <p>Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone</p>	<p>At the Secondary levels, teachers will continue to explicitly teach the organisational structures and language features of texts.</p> <p>At all levels, the creation of texts, including multimodal texts, should be scaffolded according to pupils' needs and abilities. The different types of texts listed below are meant to help teachers identify texts pupils can create. They are <u>not</u> meant to be prescriptive or limiting. The examples of text forms listed against each type of text are <u>not</u> necessarily exclusive to the type of text.</p> <p>No particular order is advocated for the teaching of these texts at any one year level. Pupils should be encouraged to express their personal thoughts and feelings creatively through writing and representing at all levels and to attempt more sophisticated literary, informational/ functional texts at the higher levels. At higher levels, writing and representing tasks become more sophisticated in terms of the different and higher-order skills for idea generation, selection, development, organisation and revision, language use and context awareness expected of pupils. Pupils should also engage in the sustained and authentic creation of texts, including multimodal texts where appropriate.</p> <p>As real-world texts often have more than one function and comprise a mixture of types and forms, teachers will help pupils learn to understand and produce them.</p>					
		<p><b>TEXTS FOR CREATIVE AND PERSONAL EXPRESSION*</b></p>					
		<p><b>Poetry</b></p>					
		<p>e.g., <i>rhyming couplets, shape poems, free verse</i></p>					
		<ul style="list-style-type: none"> <li>Express feelings and thoughts, and/ or experiment with sound, images and language by:</li> </ul>					
		<ul style="list-style-type: none"> <li>describing persons, objects, experiences or events with emotive/ sensory details and literary language,</li> </ul>					
		<ul style="list-style-type: none"> <li>using sound devices and/ or typographical and visual features (e.g., word position in a shape poem, lines, stanzas)</li> </ul>					
		<p><b>Personal Recounts</b></p>					
		<p>e.g., journal entries describing and reflecting on self, experiences, past events or personal issues</p>					
		<ul style="list-style-type: none"> <li>Retell experiences or past events by:</li> </ul>					
<ul style="list-style-type: none"> <li>describing with selected factual/ sensory details the setting, experiences or series of events</li> </ul>							
<ul style="list-style-type: none"> <li>describing in the first person the writer's or character's feelings and thoughts</li> </ul>							
<ul style="list-style-type: none"> <li>reflecting in a commentary why the experiences/ events described are memorable or worth recounting</li> </ul>							
<p><b>Narratives</b></p>							
<p>e.g., stories about characters in various situations</p>							
<ul style="list-style-type: none"> <li>Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds by:</li> </ul>							
<ul style="list-style-type: none"> <li>describing the setting and developing the plot (e.g., series of events building towards the complication and resolution)</li> </ul>							
<ul style="list-style-type: none"> <li>choosing and maintaining a point of view as narrator (e.g., first person, third person)</li> </ul>							



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# RETELLING STRATEGY

**Retelling is used as a strategy to teach, expand and assess comprehension gained from reading a text**

Through Retelling, students

- play an active role in reading and reconstructing the text
- Re-write the text and share it with others
- Improve their language development and comprehension over time (Evans & Strong 1996)
- build vocabulary for writing

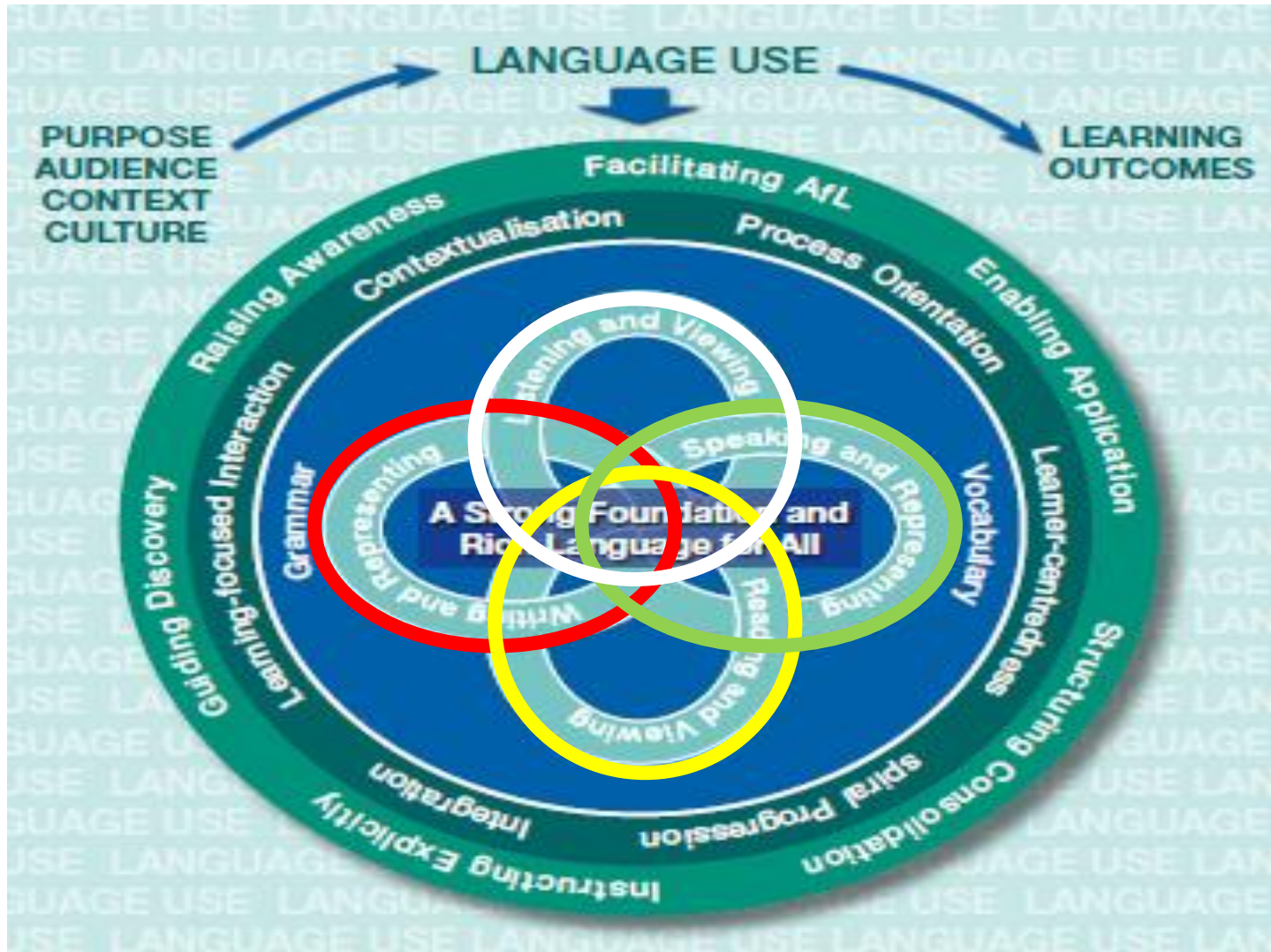
# Using Retelling in the classroom

Prediction

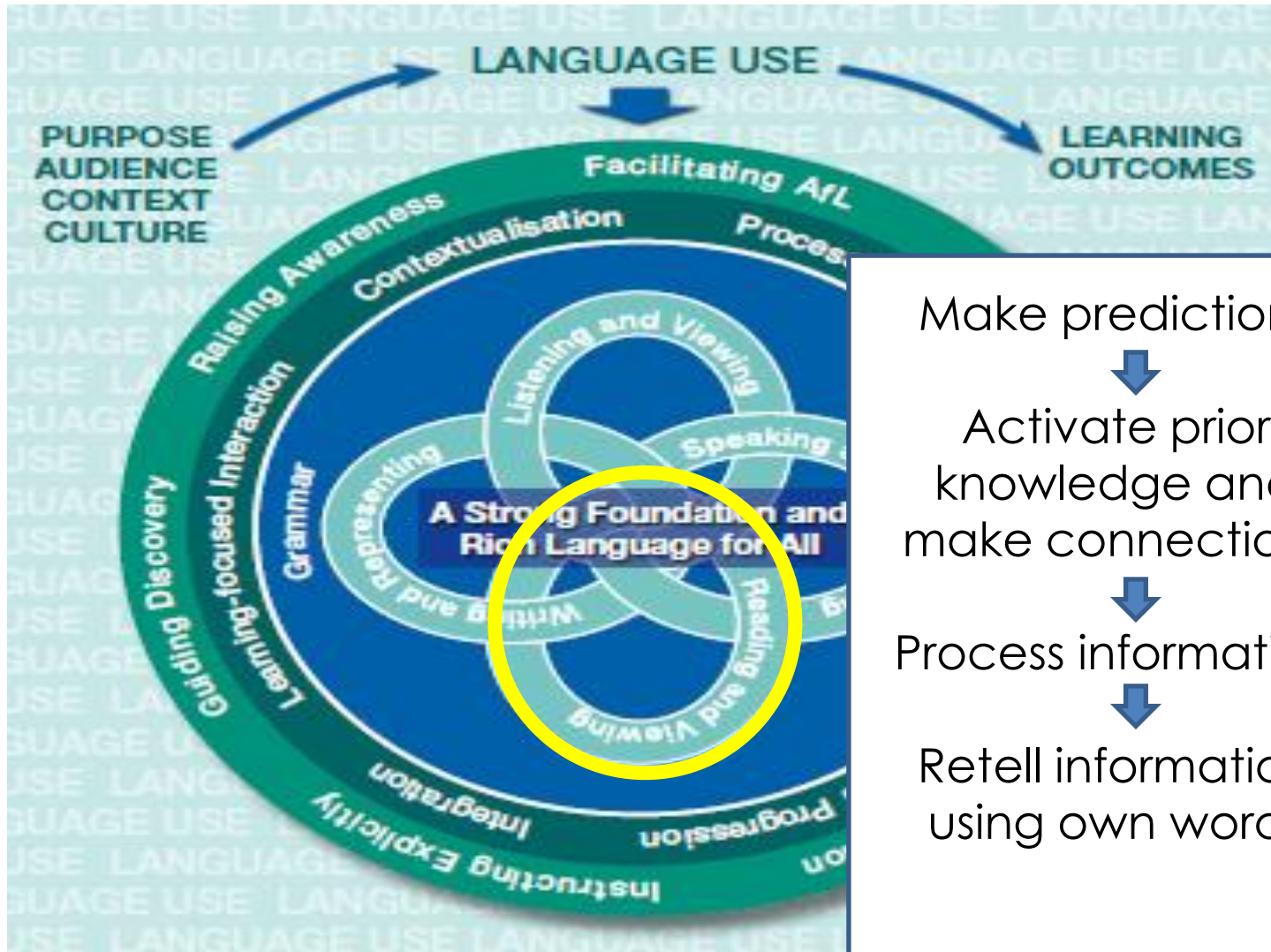
Structured Reading

Retell-Share-Compare

# RETELLING SUPPORTS



# RETELLING SUPPORTS



Make predictions  
↓  
Activate prior knowledge and make connections  
↓  
Process information  
↓  
Retell information using own words

# RETELLING SUPPORTS

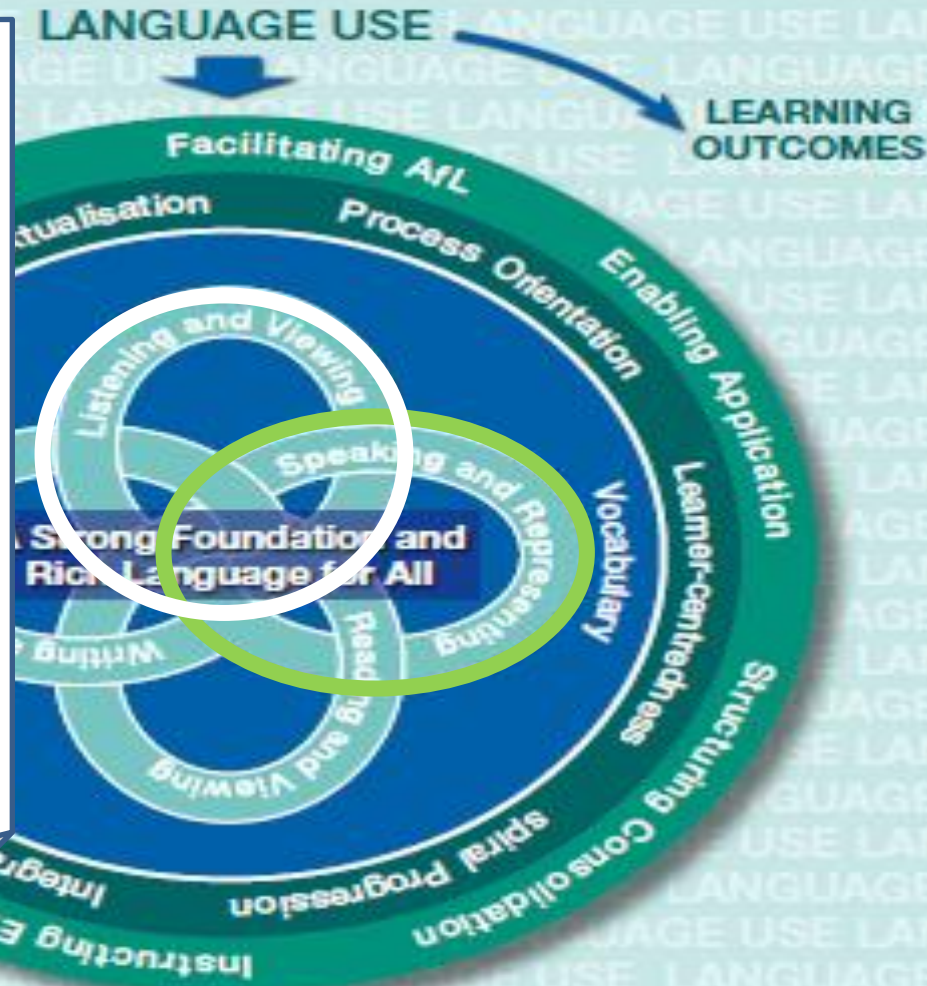
Retell-Share-Compare

When students are listening to their peers' prediction and retelling, they are building shared meanings

(Goodman 19892)

Collaborative Learning

Assessment for Learning



# RESEARCH LESSON 1



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# RESEARCH LESSON 1 [RL1]

<b>Name of Officer:</b> Norfudlana Mayatim/ Yong Jui Jin	<b>Date/Day :</b> 15 <sup>th</sup> February 2013
<b>Class :</b> 1A5	<b>Time :</b> 0820 – 0915
<b>Subject :</b> English	<b>Location :</b> 1A5 Classroom
<b>Lesson Topic :</b> Personal Recount – Use of Descriptive Words	<b>No of Periods (Duration/ mins) :</b> 1 period (55 mins)
<b>ENTRY BEHAVIOUR:</b>	Before this lesson, the students should be able to: <ul style="list-style-type: none"> <li>Describe the structure and features of a personal recount</li> </ul> (Note: Students have been exposed to the retelling strategy prior to this lesson)
<b>BEHAVIOURAL OBJECTIVES:</b>	At the end of the lesson, the students should be able to: <ul style="list-style-type: none"> <li>Use descriptive words/phrases to describe characters' feelings effectively</li> </ul>
<b>PEDAGOGICAL STRATEGIES:</b>	<ul style="list-style-type: none"> <li>Retelling</li> <li>Cooperative Learning</li> <li>Assessment for Learning</li> </ul>
<b>MEDIA &amp; MATERIALS REQUIRED:</b>	<ul style="list-style-type: none"> <li>Worksheets <ul style="list-style-type: none"> <li>Excerpt from <i>The Copy</i> by Paul Jennings</li> <li>Structured Retelling Worksheet, adapted from <i>All About English Worksheet 1.10</i></li> <li>Personal Recounts Rubrics</li> </ul> </li> </ul>



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Time (mins)	Activities, Exercises & Key Questions	Resource materials	Observer's Notes
5 mins	<p><b><u>Introduction</u></b></p> <p><b>Trigger Activity – Making Predictions</b>  T will outline objectives of the lesson and preview of what to expect during the lesson &amp; distributes Structured Retelling Worksheet  T reveals the title of the text to students &amp; invites students to make predictions about the plot and characters of the text  Ss to share predictions in pairs  T invites students to make predictions about words and phrases to describe feelings which they think may appear in the story  Ss to share predictions with the class</p>	<p>Laptop – Wordle</p> <p>Structured Retelling Worksheet</p>	
40 mins	<p><b><u>Development</u></b></p> <p><b>Structured Reading (15 mins)</b>  Ss will read the text silently, aiming for understanding, not memorisation  1<sup>st</sup> reading – students to read for understanding of the plot  2<sup>nd</sup> reading – students to read and underline words/ phrases describing feelings</p> <p><b>Retelling (10 mins)</b>  Ss will write out what they recall about the text in the Structured Retelling Worksheet, without referring to the text  Ss will be instructed to include author's use of words and phrases for describing emotions as they retell the</p>	<p>Excerpt from <i>The Copy</i> by Paul Jennings</p> <p>Structured Retelling Worksheet</p>	



Name: \_\_\_\_\_ ( ) Class: 1A\_\_ Date: \_\_\_\_\_

### Prediction

Predict the plot based on the title and write 1-2 sentences about it.

My prediction about the plot...

Predict 5 words/phrases describing feelings that may appear in the story

Words or phrases describing feelings that I predict may appear in the story...

Share and compare your predictions with your partner

My partner's prediction about the plot

### Reading

- Read the text as many times as possible, silently - aim to understand, not memorise
- Recall the text as if you are sharing the text with someone who has not read it
- As you are reading,
  - o Circle first person pronouns such as 'I', 'me' and 'my'
  - o Underline all verbs in the past tense
  - o Highlight vivid descriptions and emotive words

- Write out what you recall about the story, for someone else, as quickly as you can in the space provided below
- Do not refer to the text or discuss with your partner
- Do not worry about neatness or spelling – what you write must be readable by you

- Read your version of the story to your partner, then compare your version of the story with your partner's
- Ask your partner the following questions:
  - o How are our retellings different?
  - o Do you think I mixed up, changed or left out anything that alters the meaning?
  - o Did you use any words/phrases that are different from those in the text but still mean the same thing?
- Complete the following graphic organizer

## Similarities

My Retelling	Criteria	My Partner's Retelling
	Plot	
	Words to describe actions	
	Words to describe feeling	
	Words to describe characters (appearance)	

## Differences

My Retelling	Criteria	My Partner's Retelling
	Plot	
	Words to describe actions	
	Words to describe feeling	
	Words to describe characters (appearance)	

Wouldn't it be great to be able to make an exact copy of anything you choose? The possibilities are endless, as this story shows. Paul Jennings is an Australian author who has written several popular books of short stories, including *Quirky Tales*.

1 I was rapt. It was the best day of my life. I had asked Fiona to go with me and she said yes. I couldn't believe it. I mean it wasn't as if I was a great catch. I was skinny, weak and not too smart at school. Mostly I got Cs and Ds. And I couldn't play sport at all. I hated football, always went out on the first ball at cricket and didn't know which end to hold a tennis racket. And Fiona had still said she'd be my girlfriend.

2 Every boy in year eleven at Hamilton High would be jealous. Especially Mat Hodson. It was no secret that he fancied Fiona too. I grinned to myself. I wished I could see his face when he found out the news. He thought he was so great and in a way he was. He was the exact opposite to me. He was smart (always got As for everything). Captain of the footy team, the best batsman in the cricket team and he was tough. Best tough. He could flatten me with one punch if he wanted to. I just hoped he took it with good grace about Fiona and me. I didn't want him for an enemy.

3 I headed off to C Alley to see my old friend Dr Woolley. I always went to see him when something good happened. Or something bad. I felt sort of safe and happy inside his old untidy workshop and it was fun seeing what crazy thing he was inventing. Everything he had come up with so far had been a flop. His last invention was a warm clothespeg to stop people getting cold fingers when they hung out clothes. They worked all right but no one would buy them because they cost two hundred dollars each. They worked and they were clever but they were too expensive for people to buy.

4 I walked on down past all the other little shop-front factories until I reached Dr Woolley's grubby door. I gave the secret knock (three slow, three fast) and his gnomish face appeared at the window. I say gnomish because he looked just like a gnome; he was short with a hooked nose and he had a white beard and a bald head surrounded with a ring of white hair. If you gave him a fishing rod and a red cap and sat him in the front yard you would think he was a little garden statue.

5 He opened the door. "Come in Rodney," he said.

6 "Tim," I corrected. He always called me the wrong name. He had a terrible memory.

7 "Where's the screwdriver?" he said. "It's always getting lost."

8 "In your hand," I told him.

# Strengths of RL1

- High engagement in all stages of Retelling process
- Quality written and oral retelling by students

# Gaps of RL1

- Too many tasks within one lesson
- Too many instructions in worksheet
- Lack of time for consolidation



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# RESEARCH LESSON 2: AFTER REFINEMENT



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# Research Lesson 2

<b>Name of Officer:</b> Siti Nurbaizura Punawan	<b>Date/Day :</b> 19 <sup>th</sup> February 2013
<b>Class :</b> 1A6	<b>Time :</b> 1210 – 1305
<b>Subject :</b> English Language	<b>Location :</b> 1A6 Classroom
<b>Lesson Topic :</b> Personal Recount – Use of Descriptive Words and Phrases	<b>No of Periods (Duration/ mins) :</b> 1 period (55 mins)

<b>ENTRY BEHAVIOUR:</b>	Before this lesson, the students should be able to: <ul style="list-style-type: none"> <li>• Describe the structure and features of a personal recount</li> </ul> (Note: Students have been exposed to the retelling strategy prior to this lesson)
<b>BEHAVIOURAL OBJECTIVES:</b>	At the end of the lesson, the students should be able to: <ul style="list-style-type: none"> <li>• Use descriptive words/phrases to describe characters' feelings effectively</li> </ul>
<b>PEDAGOGICAL STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• Retelling</li> <li>• Cooperative Learning</li> <li>• Assessment for Learning</li> </ul>
<b>MEDIA &amp; MATERIALS REQUIRED:</b>	<ul style="list-style-type: none"> <li>• Worksheets <ul style="list-style-type: none"> <li>○ Excerpt from <i>My Simple Little Brother</i> and <i>The Great Aversion Therapy Experiment</i> by Lilith Norman</li> <li>○ Graphic Organizer: Describing Feelings and Emotions in Personal Recounts</li> </ul> </li> </ul>

# Instructional Plan

Steps/ Time	Activities	Afl	Obs
<b>Introduction</b> 1210 - 1220 10 mins	<b>Trigger Activity – Making Predictions</b> <ul style="list-style-type: none"> <li>□ T will outline objectives of the lesson and preview of what to expect during the lesson</li> <li>□ T reveals the title of the text to students &amp; invites students to make predictions about words and phrases to describe feelings which they think may appear in the story</li> <li>□ T will type out predictions on MS Word</li> </ul>		
<b>Development</b>  1220 – 1230 10 mins	<b>Structured Reading</b> <ul style="list-style-type: none"> <li>□ T distributes text, Ss will read the text silently, aiming for understanding, not memorisation</li> <li>□ 1<sup>st</sup> reading – students given <u>5 minutes</u> to read text for understanding of plot</li> <li>□ 2<sup>nd</sup> reading - students given <u>2 minutes</u> to read and identify 1<sup>st</sup> person pronouns in the first paragraph</li> <li>□ 3<sup>rd</sup> reading – students given <u>3 minutes</u> to read and underline words/ phrases describing feelings from the second paragraph onwards</li> </ul>		
1230 – 1240 10 mins	<b>Retelling</b> <ul style="list-style-type: none"> <li>□ Ss will write out what they recall about the</li> </ul>		

**Comment [J1]:** This column is for the Tr to indicate if there are any AfL moments that are anticipated / have been planned to take place in each segment of the lesson. If there are no AfL moments for a particular lesson segment, the box may be left blank.

Bearing AfL moments in mind and/or planning the lesson with a conscious awareness of AfL helps us to be aware of the formative processes at work in the Ss' learning, as opposed to an AoL task which looks at the summative evidence of Ss' learning.

**Comment [J2]:** Do indicate in this column the names of PLC team members who have been assigned to observe specific segments/aspects of the lesson. The observer assigned for each segment will then give the feedback accordingly during the post-RL2 colloquium.

**Comment [J3]:** This in itself is considered AfL: it is formative, and the ability of Ss to contribute words/phrases at the prediction stage suggests a process in the Ss' learning.

The quantity and quality of words/phrases generated by Ss here constitute an AfL tool for the Tr, as it helps the Tr to determine the competence of Ss at the start of the lesson and ascertain how much he/she wants to level-up the Ss by the end of the lesson.

**Comment [J4]:** How will Ss identify 1st-person pronouns? Will the Tr ask Ss to circle them?

Name: \_\_\_\_\_ ( )

Class: 1A6

Date: 19<sup>th</sup> February 2013

Words/phrases predicted by me/my class	Words/phrases I learnt from the text	Synonyms to FIVE words that I have learnt from the text





# Strengths of RL2

- Improved worksheet
- Enhanced clarity of instructions



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# Gaps of RL2

- Students exchanged written retellings without reading aloud to their peers
- Lack of time for consolidation

# RESEARCH LESSON 3

<b>Name of Officer:</b> Lee Chain Ting	<b>Date/Day :</b> 10 <sup>th</sup> April' 13
<b>Class :</b> 1A7	<b>Time :</b> 11.35am – 12.30pm
<b>Subject :</b> English Language	<b>Location :</b> 1A7 Classroom
<b>Lesson Topic :</b> Narrative Writing – Use of Descriptive Words and Phrases	<b>No of Periods (Duration/ mins) :</b> 1 period (55 mins)

<b>ENTRY BEHAVIOUR:</b>	Before this lesson, the students have been exposed to: <ul style="list-style-type: none"> <li>• retelling strategy prior to this lesson</li> </ul>
<b>BEHAVIOURAL OBJECTIVES:</b>	At the end of the lesson, the students should be able to: <ul style="list-style-type: none"> <li>• write a short paragraph based on the title as homework</li> </ul>
<b>PEDAGOGICAL STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• Retelling</li> <li>• Cooperative Learning</li> <li>• Assessment for Learning</li> </ul>
<b>MEDIA &amp; MATERIALS REQUIRED:</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> </ul>



Instructional Plan			Class Delivery	
Steps/ Time	Activities	AfL	Teacher's Response (actual)	Students' Response
<u>Introduction</u>  1135 - 1145 10 mins	<b>Trigger Activity – Making Predictions</b> <ul style="list-style-type: none"> <li>• T will state objectives of the lesson</li> <li>• T write down the title of the text to students &amp; asks students to make predictions about words and phrases that they think may appear in the story</li> <li>• T will type out predictions on MS Word</li> </ul>			
<u>Development</u>  1145 – 1210 30 mins	<ul style="list-style-type: none"> <li>• Ss will write down a short paragraph to predict the plot. (between 100-150 words)</li> <li>• They have to use at least 5 words/phrases from the class has predicted</li> </ul>			
<u>Conclusion</u>  1210 - 1230 15 mins	<b>Consolidation</b> <ul style="list-style-type: none"> <li>• T will select 2-3 Ss to share their short paragraph</li> <li>• T will collect the prediction classwork</li> <li>• T will conclude and inform the class that the text will be given to during the next lesson</li> </ul>			

# The Magic of Anger

## Anger

Rage, blood was boiling, “pissed off”, felt exploding, agitated, irritated, annoyed, vent my anger, my anger reached the climax, temper, anger management, test my patience, pent-up rage,

## Magic

*Mana, potion, rabbit, voodoo doll, broom, witchcraft, black magic, revenge, miracle, fairy godmother, white magic,*

# The Magic of Anger

Suddenly the classroom door **flew open**. In **marched** the headmaster, better known as "The Tyrant." You could hear an **undercurrent of groans** as The Tyrant **folded his arms** and **lifted one eyebrow**. The Tyrant was no ordinary man. He was the symbol of "I'm Not OK; and Neither Are You."

I pondered what game students were **enthusiastic** by British writers. I read my counsellor."

## Anger

**Rage, blood was boiling, "pissed off", felt exploding, agitated, irritated, annoyed, vent my anger, my anger reached the climax, temper, anger management, test my patience, pent-up rage,**

My  
ten  
our

Instead of watching the dynamics of the class, The Tyrant fixed his **icy** stare at me. After **gruelling** thirty minutes of **intense** scrutiny, he got up and started to walk out. We were all primed for a huge sigh of relief, when he suddenly turned around and **pounced** at me. His **jaw was clenched**, and he **wildly jabbed his finger in fury**, preparing to dissect his victim of the day. He **snarled** with such **vengeance** that I could taste his **bitter** breath. "Who do you think you are, Mrs. Field? Watch what you say to these students. Remember, you are not a psychologist."



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# The Magic of Anger

## 1. Match the words/phrases with the correct meaning

icy	gruelling	undercurrent	frenzy	a light went on in my brain
keep a lid	primed	taunting	bitter	quench my spirit

(i) intense hostility

\_\_\_\_\_

(ii) an opinion or emotion that is not openly expressed

\_\_\_\_\_

(iii) a moment of inspiration

\_\_\_\_\_

(iv) discourage

\_\_\_\_\_

(v) wild excitement

\_\_\_\_\_

(vi) unfriendly

\_\_\_\_\_

(vii) control

\_\_\_\_\_

(viii) severe or tiring

\_\_\_\_\_

(ix) prepared

\_\_\_\_\_

(x) insulting

\_\_\_\_\_



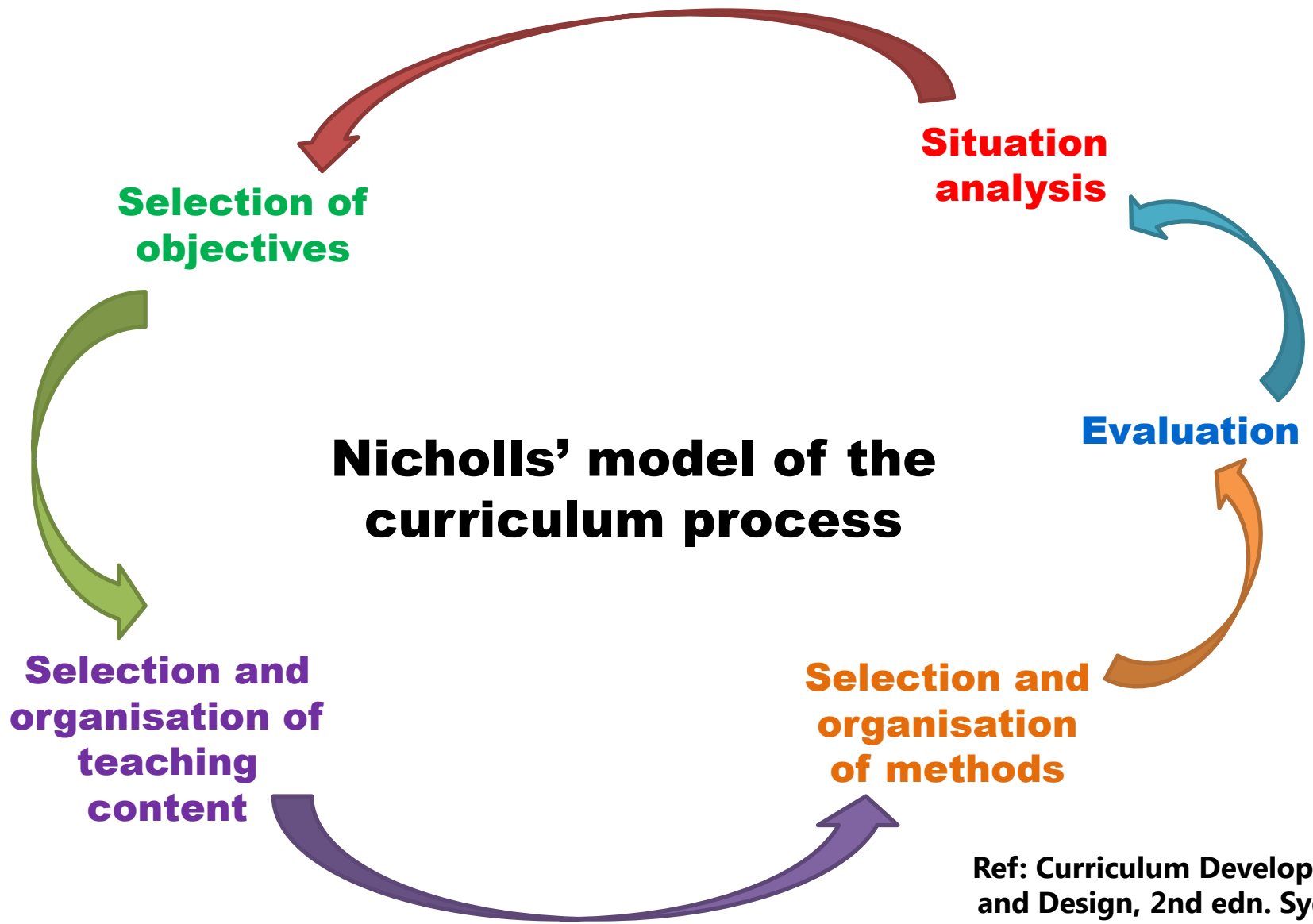
# Strengths of RL3

- High engagement of students
- More time to read and pick out the descriptive phrases
- More time to do quality written retelling using phrases recalled
- Share-compare was done at class level



# Gaps of RL3

- Students did not have the chance to do a pair oral retell



Ref: Curriculum Development and Design, 2nd edn. Sydney, Allen & Unwin



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Word Choice

5	Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning and create a clear and complete picture
4	Lively verbs, specific nouns, appropriate adjectives and phrases add to the meaning and create a clear picture
3	Verbs, nouns, adjectives and phrases are adequate, enough to create a picture but may not necessarily be clear
2	Verbs, nouns, adjectives and phrases are minimal, attempting to create a picture
1	Verb and noun choices rather general; adjectives and phrases lack definition

4. Sentence Fluency

5	Sentences are well-constructed with varied length and structure throughout. They contain words that are effective in enhancing the meaning.
4	Most sentences are well-constructed with varied length and structure. They contain words that are precise in making the meaning clear.
3	Some sentences are well-constructed with some variety in length and structure. They contain words that are relevant for the meaning to be clear.
2	Sentences are fairly well-constructed but have similar length and structure. They contain some unnecessary words but meaning is fairly clear.
1	Sentences not well-constructed with little to no variety in length and structure. They may appear incomplete at times and contain unnecessary words that detract from the meaning.

2. Sensory Details

5	Includes details appealing to at all five senses, evoking strong emotion in readers
4	Includes details appealing to at least four of the five senses, evoking fairly strong emotion in readers
3	Includes details appealing to at least three of the five senses, evoking limited emotion in readers
2	Includes details appealing to at least two of the five senses, evoking limited emotion in readers
1	Includes details appealing to only one of the senses, evoking minimal emotion in readers

5. Relevance to Topic/Title

5	Entire story is related to topic/title and all events contribute to its development
4	Most of the story is related to topic/title and most of the events contribute to its development
3	Some parts of the story are related to topic/title and some of the events contribute to its development
2	Only a few parts of the story are related to topic/title and only a few events contribute to its development
1	Only a part of the story is related to topic/title and events do not necessarily contribute to its development

3. Simile, Metaphor and Personification

5	Effective use of simile, metaphor and personification for comparison and description
4	Fairly effective use of simile, metaphor or personification for comparison or description
3	Somewhat effective use of simile, metaphor or personification for comparison or description
2	Some evidence of an attempt to use simile, metaphor or personification for comparison or description but may not be successful
1	Little to no evidence of an attempt to use simile, metaphor or personification for comparison or description

6. Organisation

5	Memorable introduction and conclusion are clearly linked and establish focus; sequencing of events is effective and logical
4	Effective introduction and conclusion are clearly linked and establish focus; sequencing of events is logical
3	Introduction and conclusion attempt to establish focus; sequencing of events may not always be clear but is logical
2	Introduction and conclusion attempt to establish focus; sequencing of events is not always clear or logical
1	Introduction and/or conclusion lack focus; sequencing of events is not clear or confusing

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# Samples of students' written work



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It was one of the last days of my school holidays. Me, my mum and sister were at the Johannesburg International Airport where we were going to catch a flight to Singapore via South African Airlines. It was a really sad day for my family as my father was not coming with us and this shed tears to our eyes. After we said our goodbyes, unfortunately it was time to leave.

STUDENT A Pre-RL

Everytime I went to a hawker centre ~~at~~ I would be paralysed with fear, as the memory I have is too painful to forget. Due to this incident I have broken ties with my ~~elder~~ <sup>oldest</sup> cousin. It all started on a ~~perfect~~ <sup>fateful</sup> Saturday.

It was a bright and hot sunny day. The sky above was filled with crimson and amber-tinted clouds. What a beautiful day I said to myself. What could possibly go wrong?

STUDENT A Post-RL

It was a sunny morning. The sun

was shining brightly in the sky. Beads of perspiration

rolled down my face as I ran around the school.

I was breathing heavily. I could not stop

panting. "Oh no! Four more rounds!"

**STUDENT B Pre-RL**

The sun shone brilliantly and the water

in the pond glittered invitingly. The whole landscape

was bathed in ~~warm~~ the warm rays of the

~~sun~~. We were having assembly. I was half knocked

out. When I opened my eyes, I found out that my

teacher was staring <sup>at me</sup> angrily. Fumes were

**STUDENT B Post-RL**

There was once, I really could not sleep so I sneaked into my parents room to use the computer. Then, I was playing sneakily, I saw something pouncing on me in the game, I let out a glass-breaking scream. That definitely woke my parents up!

After they saw me, they immediately asked me to switch off the computer. They gave me not the ordinary lecture that...

**STUDENT C Pre-RL**

I hated my neighbour's husband. He was a heavy drinker. Whenever I was forced by my mum to throw the rubbish, I would never fail to meet him. I will never fail to meet him. One day, I glanced stared at him for a second. His eyes were bloodshot, body reeked of alcohol and he was staggering aimlessly. Through one incident changed my opinion of him not for the better, my opinion of him not for the better, but

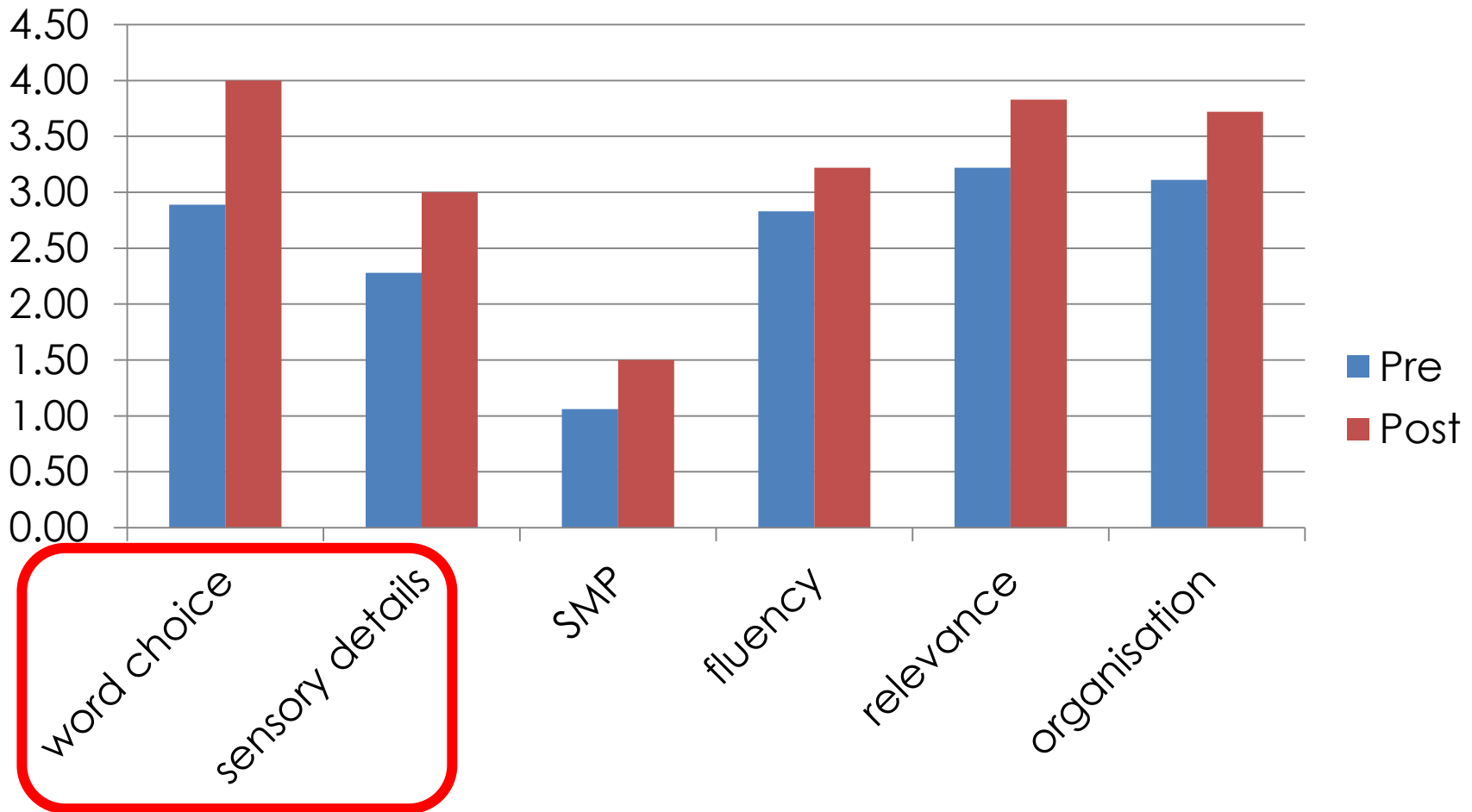
**STUDENT C Post-RL**

1. I really want to see them again. When I was in primary school, I did not really pay attention to my friends ~~and~~ but more towards my ~~and other activities~~ activities. education. I only realised that friends are one of the most important ingredient in life. They give you character and an impression towards other people

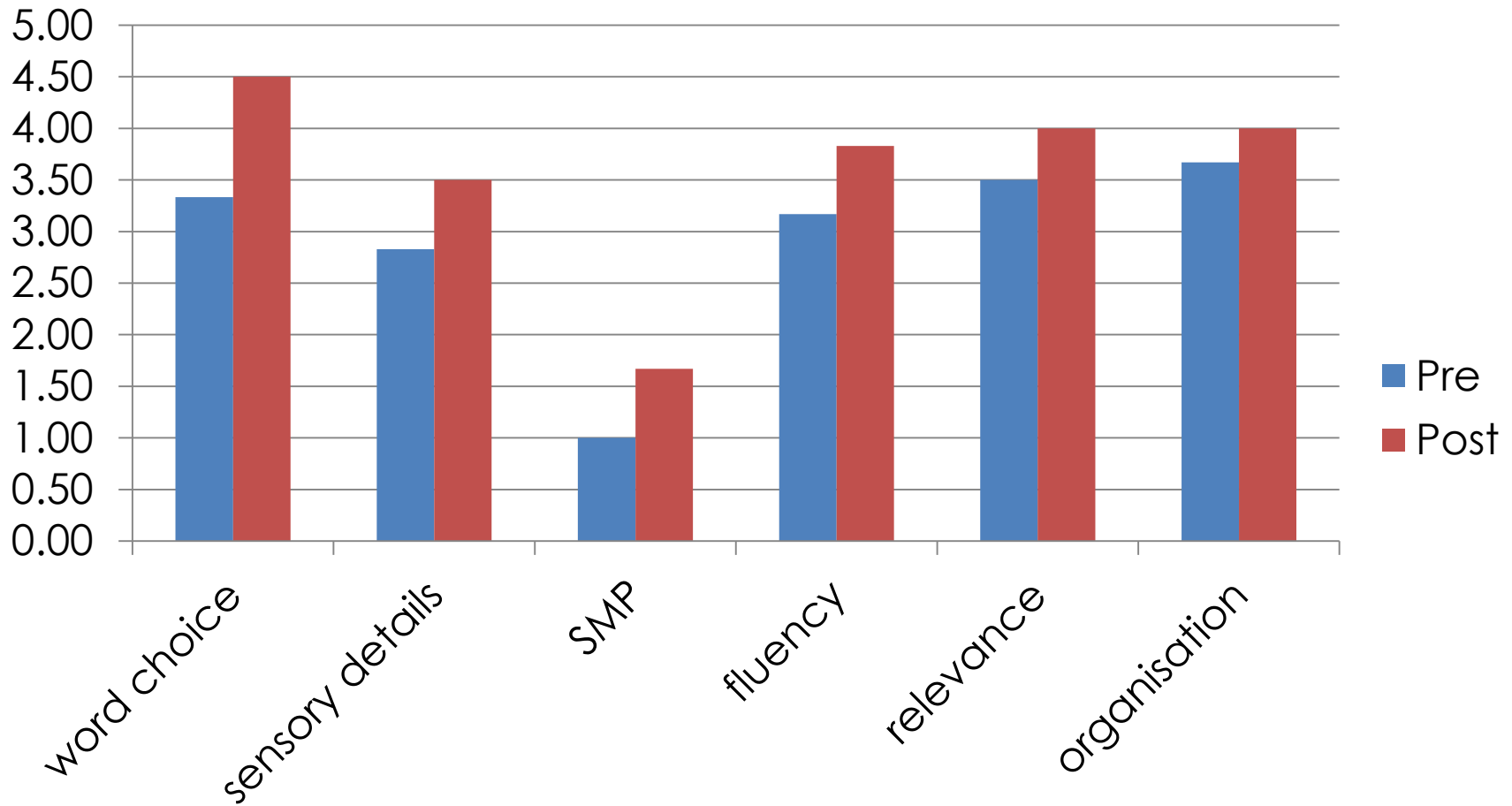
and plug it in my phone I ~~watch~~ while enjoying the scenery. My stop. I pushed my index finger against the red button. "Ding dong!" the bell went. I walked down the stairs. The bus jerked and came to a halt I saw other schoolmates, but I ignored them. I was normally only close to my classmates. I walked towards my school bittins my lower lip while holding my bag strap tightly in anxiousness I reached school and headed straight for the hall. I think I was considered early as <sup>only a few students</sup> ~~no one~~ was there. I sat where my class was supposed to be, throwing my notes with frustration. "I must pass!" I studied



# Overall



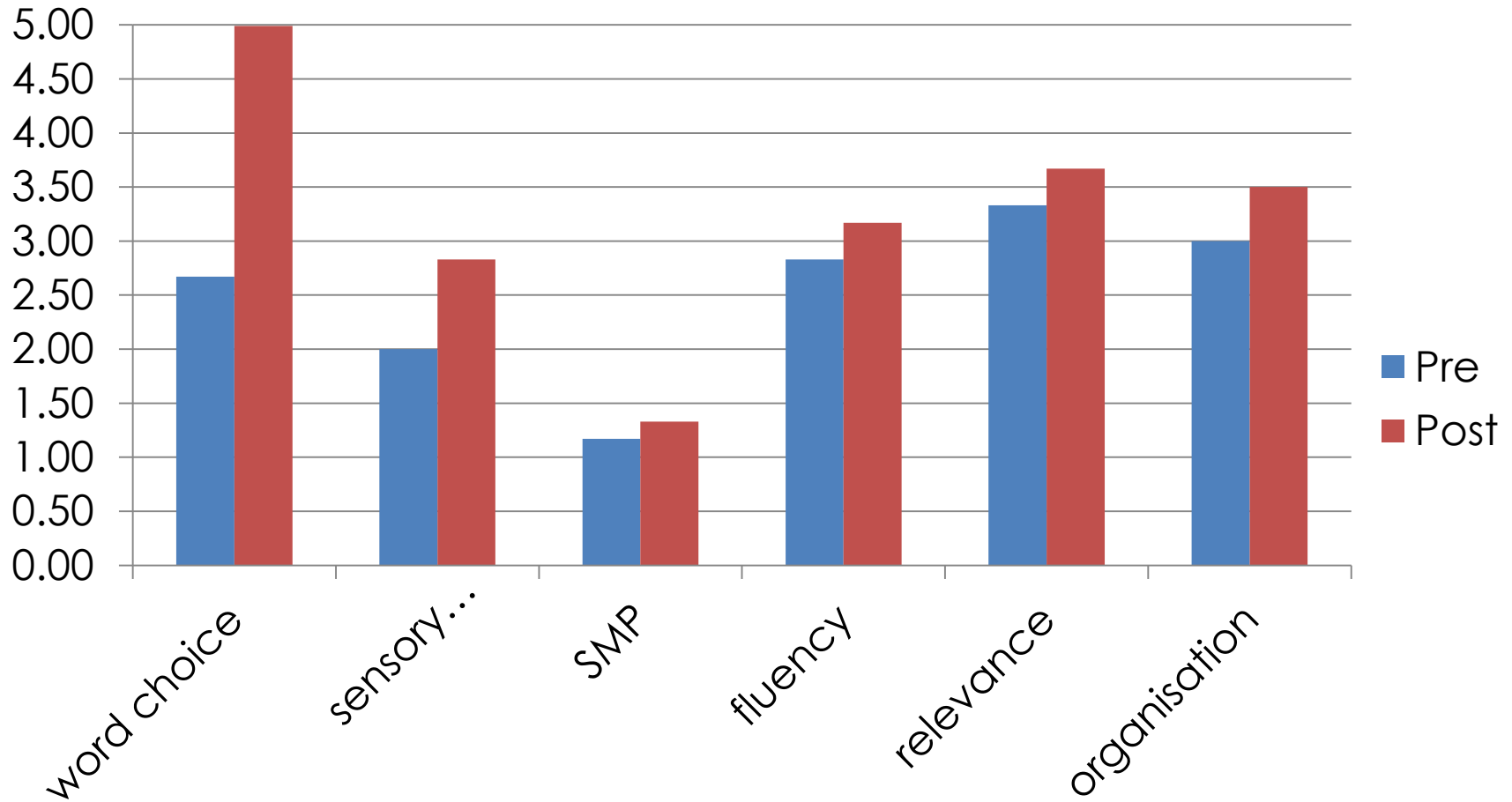
# HA



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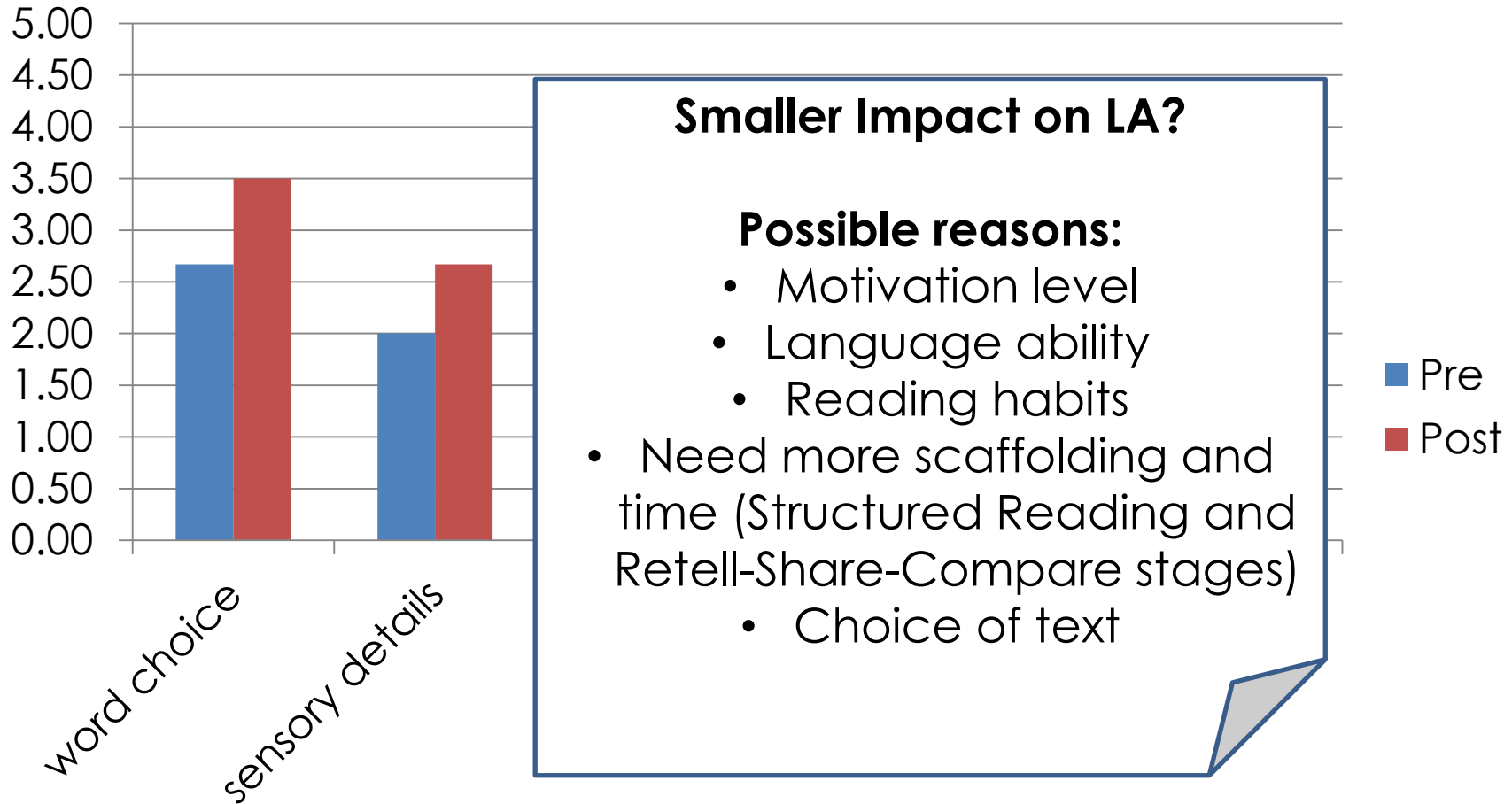
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# LA



# FINDINGS & CONCLUSION



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# OBSERVATIONS

- Improvement in students' work
- Teachers' feedback



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# OUR TEACHERS' FEEDBACK

The retelling strategy adds more structure to the teaching of vocabulary for personal recount. It excites the students who would otherwise not be interested in reading a sample text for any genre of writing.

The activities put in place help in our Assessment for Learning, as we are able to check for students' understanding easily.

The sharing and comparing segment encourages the quieter students to speak up and share their opinions with their peers.



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# FUTURE DIRECTIONS

- **Extend strategy to Normal (Academic)**
- **Use of scaffolding tools at different stages**
- **Use of differentiated materials and tasks**
- **Break up components of Retelling process into more than one lesson**
- **Include Retelling as a key strategy in the teaching of writing skills**



# LOOKING BACK...

We become less afraid to try because we know we have the support.

Learning is more fun when we let go of our inhibitions.

We must be open to our learning to help our students learn.

We are excited to see improvement in students' writing.

We trust one another to invite our peers into our classrooms.

# MOVING FORWARD...

*"In every end, there is also a beginning."*

*Libba Gray*





Thank You



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