



P4-P6
The Thinking Writer

You can make
anything by writing.



C. S. Lewis

Programme Highlights



Structured Approach

- Every 2 lessons comprise a unit, which covers a particular concept (e.g. Introductions) or writing technique (e.g. Building Suspense).
- In each unit, students will
 - complete micro-writing exercises
 - study texts to analyse and discuss the writing skills used in the texts
 - write a full-length composition using the techniques they have learnt



Discipline in Planning

- One of the most important but often neglected aspects of writing compositions is planning. The discipline of planning before writing is important because it:
 - helps the student focus on the requirements of the question
 - forces the student to think about the role the selected picture(s) will play in the story
 - compels the student to iron out major plot points of the story early on
- Due to time constraints, students can possibly edit only for spelling and grammar errors under examination conditions. Structural or major plot issues, including being out-of-point, are difficult to resolve in the editing stage during exams. Thus, good planning eliminates the need for last-minute messy edits, which make things worse instead of better.



Learning to Tell a Story

- A storyteller needs to have strong language skills to tell a good story, but having strong language skills does not make one a good storyteller.
- With this in mind, this programme trains students in the art of storytelling. Students will learn how to:
 - organise their ideas into a coherent plot
 - generate a relevant plot based on the topic and chosen picture(s)
 - make the chosen picture(s) the focus of the topic/story
 - hook readers in the introduction
 - build suspense and create excitement
 - end a story satisfactorily



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It's About the Right Words, Not Big Words

- Good writing is not about peppering a prose with big words or verbose expressions. Using the right words at the right place is far more effective.
- We will show students how to use a suite of literary devices such as metaphors and similes to take their writing to the next level.



Bringing Joy Back to Writing

- Writing is a creative process. We encourage students to unleash their creativity through writing exercises that stretch their imaginative skills.
- Written exercises are supplemented with class discussions, hands-on activities and classroom games to keep students engaged.



Model Compositions

- Suggested responses are provided for every composition question after students have submitted their work.
- The teacher will go through the model composition and annotate it together with students, highlighting the writing techniques used in the text.



Experienced Writing Curriculum Team

- All our English teachers are experienced MOE school teachers who have been teaching both primary and secondary level English for 15-20 years.

- Our English teachers are

Teacher Ligaya

- Ex-MOE teacher
- Ex-Teacher Trainer and Mentor at a major enrichment chain
- English Language and English Applied Discourse major

Teacher Jenny

- Ex-MOE teacher
- MA in English
- Teacher Mentor, Teacher Trainer, English Curriculum Developer & QC Team across diverse educational institutes both local and abroad

Teacher Seok Bee

- Ex-MOE teacher
- English Language and English Literature major

Teacher Kian Ming

- MOE teacher
- Ex-editor of textbooks and assessment books at a major publishing house



Frequently Asked Questions

Besides attending lessons at Joyous Learning, how can my child improve his/her writing?

It sounds cliché, but the bedrock of good writing is a good reading habit. Reading widely boosts vocabulary, improves grammar and provides exposure to a myriad of writing styles, to name but three things. Writing lesson should not be viewed as a substitute for reading.

Instead, writing lessons should be viewed as a supplement – the teacher points out spelling errors, grammatical mistakes, highlights logical gaps in the plot, and suggests improvements for phrasing and expressions.

Is writing one composition every two weeks sufficient practice?

We believe classroom time should be spent mostly on teaching. Including the time spent brainstorming ideas as a class, students take up to 50 minutes to complete a composition. Writing full-length compositions on alternate week offers the balance we seek – enough time for teachers to impart particular skills and enough time for student to flex their writing muscles.

Do students have to use the recommended “good phrases” in their compositions?

Depending on a student’s competency level and learning objectives, the answer varies. For a student who is having trouble constructing proper grammatical sentences, enforcing the “good phrases” rule judiciously would probably work in boosting marks in the short-term. Stronger students, however, should be given leeway to experiment and develop their own unique writing style.

How do Joyous Learning teachers mark compositions?

All compositions are marked and scored according to the PSLE English Composition rubric. Detailed comments with specific instructions for corrections or areas for improvement will be given for every piece of submission.

The level and depth of marking depend of the quality of a student’s submitted work. For weaker students, the teacher will focus on making sure that the story is coherent and relevant, and the language grammatically sound. For advanced students, the teacher might recommend higher order embellishments or edits such as the use more precise verbs and adjectives, or the addition of a striking line of dialogue.



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Do students have to write second drafts of their compositions?

All students are required to do corrections for their compositions. In fact, the first 10 to 15 minutes of every lesson is dedicated for corrections for the work done the week before. While the students work individually on their corrections, the teacher will consult with selected students as she makes her rounds in the classroom.

If many serious errors have been committed throughout the composition, the student will be required to rewrite a second draft based on specific guidelines prescribed by the teacher. If the errors occur in only a specific section of the composition, the teacher might instruct the student to rewrite only the affected portion.

Are students expected to copy out the Model Compositions?

No. The Model Composition for a composition question is given out the following week after the composition has been written by students. The teacher will go through the storytelling techniques used in the Model Composition and instruct students to make annotations on their copies.

The Model Composition is meant to be a realistic portrayal of the standard of writing students can aspire to at their respective levels.





Registration Details

Commencement date: January
End date: End of November or just before the PSLE for P6
Duration per session: 2 hours
Programme fee: \$335 for every 4 lessons
Maximum class size: 9 students



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