

# Writing Essentials worksheets

*Writing Essentials* worksheets are designed as a series of targeted activities to encourage learners to ‘notice’ aspects of literacy, such as letter formation and spelling patterns. The materials use all four skills to develop strategies to improve learners’ reading and writing; they also encourage learner autonomy.

The worksheets provide supplementary reading and writing activities for adult learners with a specific focus on literacy, spelling and handwriting. They enable learners to complete authentic, practical tasks, and in the process work with the meaning of texts, rather than acquiring a range of isolated skills.

The worksheets are based on these principles:

- Learners should only work with words they understand.
- They should be encouraged to look for patterns.
- They should learn words in context, embedded in a text.
- They should start from the words they want to write.

## Who are the worksheets for?

The skills practised in *Writing Essentials* are an integral part of English language learning for anyone, but especially those who are unfamiliar with Roman script.

The activities can be used for individuals, pairs, groups, or for whole classes.

## How do the worksheets fit into the course?

The worksheets can be used alongside the Coursebook. The *Can be used* heading at the beginning of the teacher’s notes indicates where the activity could be included. This takes account of the vocabulary and structures covered up to that point in the Coursebook. The worksheets can also be used at any subsequent point in the course or independently, as stand-alone materials.

The worksheets can be used as part of a group or paired activity, when all the learners are at a similar level, or can be used for individuals or pairs, to give extra practice. They can be used at the beginning or end of a lesson, or given as homework. An estimate of the time each activity will take is given in the teacher’s notes.

## What skills will the learners develop?

### Handwriting

The development of legible, cursive script is a fundamental part of *Writing Essentials*. Learners are taught to join letters together from the very beginning. To be effective, handwriting training should be taught systematically, with attention to the detail of letter formation. Attention is given to the shape, joining and placing of letters relative to the line. When learners are confidently doing this correctly, they are encouraged to develop their own distinctive, fluent style. Learners of all levels can benefit with work on handwriting. Learners in high-level classes may have relatively advanced oral skills, and good grammatical and syntactic skills, but still need to work on their handwriting.

### Spelling

English spelling is challenging for all learners, but particularly for those who are not familiar with a language which does not have a clear sound–symbol correspondence. *Writing Essentials* provides a wide variety of strategies for enabling adult learners to improve their spelling, whilst giving learners phonic strategies for the 80% of words that are phonically regular. These include:

- **Whole-word recognition**

Many of the worksheets enable the learners to work with high-frequency and everyday words, building up a core sight vocabulary.

- **Spelling patterns**

Many of the worksheets are designed to help learners identify and predict spelling patterns, useful for both reading and writing.

- **Phonic strategies**

Several of the worksheets are designed to help learners to work with common phonic patterns, working on sound discrimination and production.

- **Punctuation**

Several worksheets give learners practice in using punctuation and word spacing, focusing on communication and meaning.

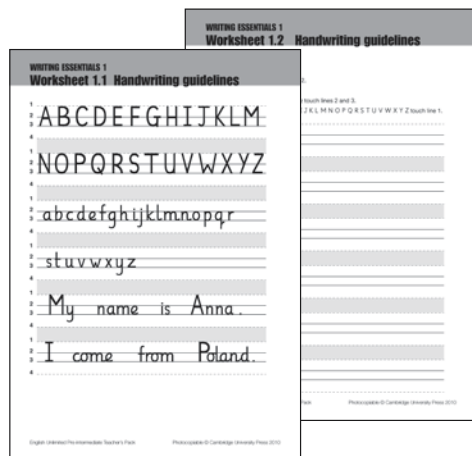
We hope that you and your learners find these materials useful and enjoyable.

Cathy Brabben  
Rachel Thake

# Writing Essentials worksheets

Printable worksheets and activity instructions are on the Teacher's DVD-ROM.

## 1.1, 1.2 Handwriting guidelines



**Aim:** To help learners regulate the size and positioning of letters

**Can be used:** at any point in the course

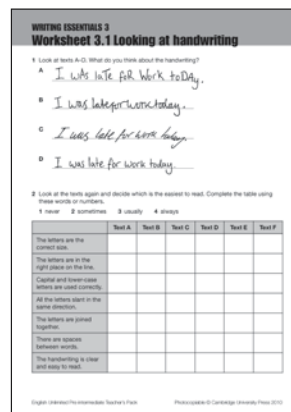
**Activity:** Individual work

**Focus:** Letter formation

**Materials:** One copy of Worksheets 1.1 and 1.2 per learner

**Estimated time:** 15–20 minutes

## 3.1 Looking at handwriting



**Aim:** To encourage learners to take responsibility for the legibility and regularity of their own handwriting

**Can be used:** at any point in the course

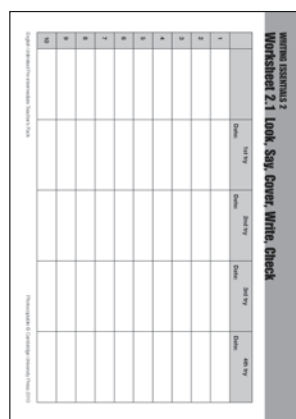
**Activity:** Individual work

**Focus:** Letter formation

**Materials:** One copy of Worksheet 3.1 per learner

**Estimated time:** 15–20 minutes

## 2.1 Look, Say, Cover, Write, Check



**Aim:** To encourage learner independence and help learners to develop habits for learning the spellings of new words

**Can be used:** at any point in the course

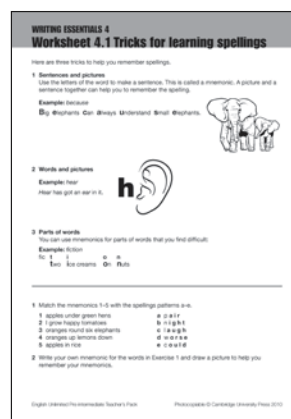
**Activity:** Individual work

**Focus:** Strategy for learning spelling

**Materials:** One copy of Worksheet 2.1 per learner

**Estimated time:** 15–20 minutes

## 4.1 Tricks for learning spellings – mnemonics



**Aim:** To help learners remember difficult spellings; to develop creative learning strategies

**Can be used:** at any point in the course

**Activity:** Individual and pair work

**Materials:** One copy of Worksheet 4.1 per learner; copies of Worksheet 2.1 (*Look, Say, Cover, Write, Check*), optional

**Focus:** Spelling strategies

**Estimated time:** 30 minutes



## 9.1, 9.2 Changing punctuation

**WRITING ESSENTIALS 9**  
**Worksheet 9.2 Changing punctuation**

1 Sandra's email is missing some punctuation. Cut-up the email and decide where these things go:

full stops    capital letters    commas    paragraph breaks

**Subject:** Fantastic time in Italy!  
**From:** sandra\_davis@hotmail.com  
**To:** davegreen@yahoo.co.uk

Dear David I'm having a great time in Rome I've been staying with Fabio for a few weeks I absolutely love the weather and food and I am eating so much pizza yesterday we went to the Villa Borghese - the sculpture is fantastic usually Fabio has to work but luckily he had a day's holiday so he came with me tomorrow I'm going up to see ballet which is doing a course on Italian theatre music and art in Florence at the moment she studies plays classical music and books opera tickets are really difficult to get but she's going to try to get me some tickets you know how much I love opera I really want to go as it's be amazing I hope everything's going well back at home see you soon love from Sandra

2 Cut out the full stops and commas and put them in the correct place.

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