Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Writing with Purpose: Opportunities for Authentic Student Expression

Our Focus this Session is to…

Oide

- Design purposeful writing opportunities that are engaging and inclusive

- Identify how purpose, audience, and format shape meaningful writing

- Develop approaches to foster student voice, confidence and growth through TY writing experiences.

Opening Thought

*"Reading is like breathing in*

and writing is like breathing out"

(Pam Allyn, 2015)

Writing for Pleasure?

- Fewer than 3 in 10 (28.7%) children and young people aged 8 to 18 said that they enjoy writing in their free time.

- Just 1 in 9 (11.1%) children and young people said that they wrote something daily in their free time.

- Of children and young people aged 8 to 18 who wrote at least once a month, 3 in 5 (59.1%) did so to be creative, while 1 in 2 (52.8%) wrote to express their ideas and imagination (52.8%) or their thoughts and feelings (47.7%).

- Many also wrote to support their mental wellbeing, with 2 in 5 (40.4%) writing to relax and 1 in 3 (33.1%) because it made them feel happy.
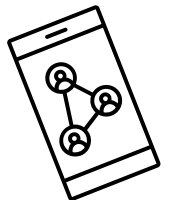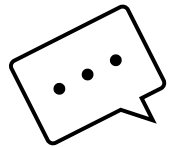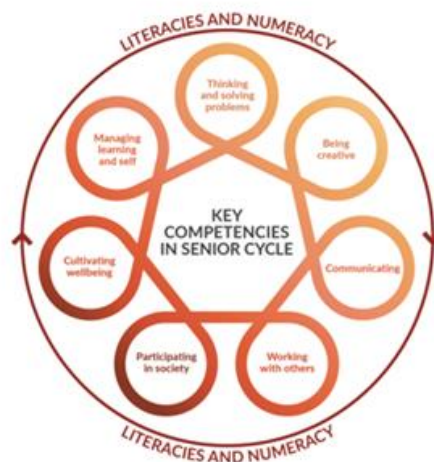
National Literacy Trust Annual Literacy Survey 2024

Would You Rather...Write

A podcast episode reflecting on how someone inspired you
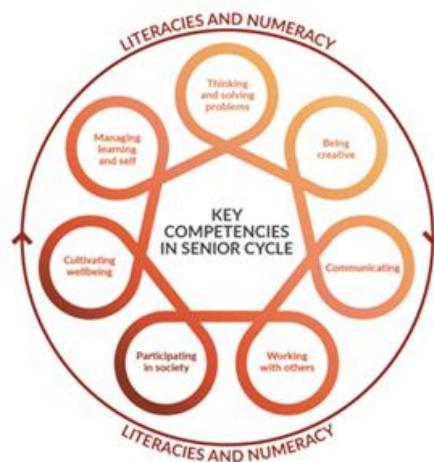
Personal Growth

A comic strip showing how you overcame a real challenge

Would You Rather...Write

A speech you wish your future self could hear
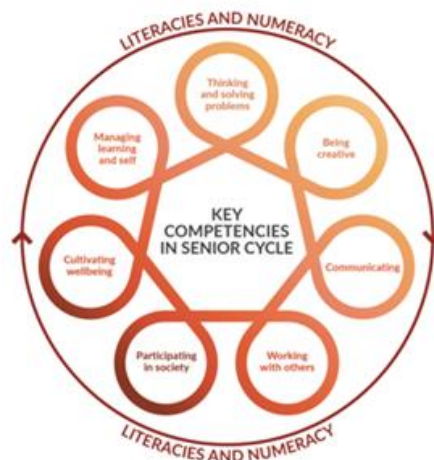
Being a Learner

A journal entry reflecting on a piece of writing you were proud of

Would You Rather...Write

A monologue from the perspective of someone affected by injustice

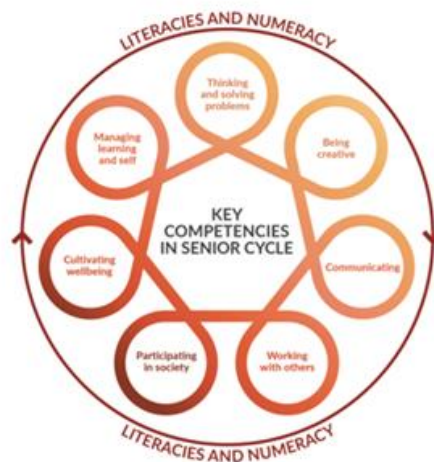Civic and Community Engagement

A fictional news article about how you helped solve a local problem

Would You Rather...Write

A job advertisement for your dream job, with you as the ideal candidate

Civic and Community Engagement

A fictional story set in your dream career

25

Transition Year

**Transition Year
Programme Statement**

For introduction across all schools in September 2025.
Prepared by the National Council for Curriculum and Assessment (NCCA)
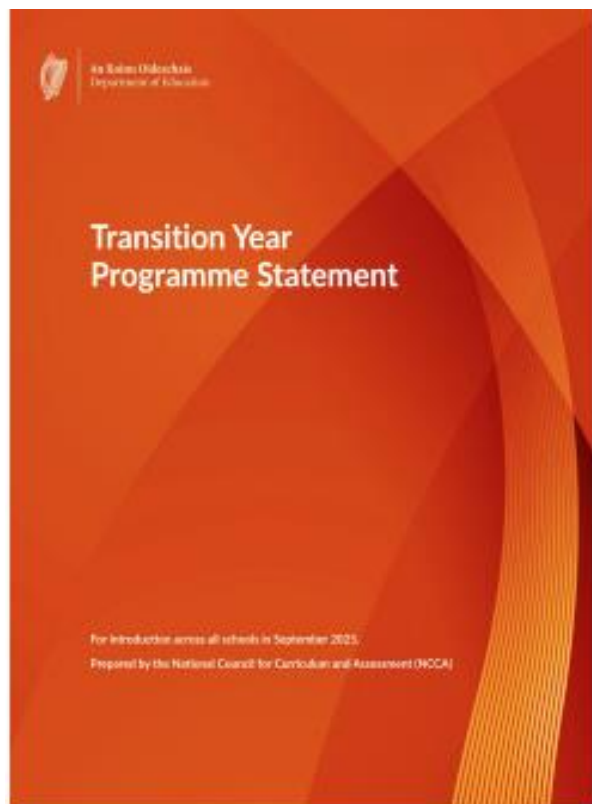
"TY offers **time**, **space** and **autonomy** to create enjoyable and meaningful educational experiences that support students in senior cycle."
— *Page 7*

Writing Progression

Oide

Junior Cycle: Collection of Texts

- Producing varied genres
- Selecting their works for assessment

- Focus on developing skills for:
  - Purpose
  - Audience
  - Style
  - Drafting
  - Reflection
  - Revision

Junior Cycle English

Transition Year

Transition Year Programme Statement

Senior Cycle Current/New Specifications

- Authentic & purposeful writing for real audiences in assessed work
- Higher expectations for writing skills:
  - Structure
  - Style
  - Genre choice
  - Refining & revising
- Assessment tasks

Leaving Certificate English Syllabus

Curriculum Specification for Leaving Certificate English

In what ways can Transition Year offer a space for students to build on the foundations of Junior Cycle and grow as writers over time?

Julian Girdham – TY Writing Experience

Is there anything similar going on in your English department?

TY Writing Experiences

- Tell a stranger about a beloved family tradition

- Choose an object which really matters to you, and write a letter to your future grandchild, explaining why you are leaving it to him/her.

- describe yourself in the third person, as if you were a character in a book

- two people who hate each other are stuck in a lift for some hours: describe what happens.

- write a short story in which you are the villain.

- First sentence: 2I didn't know what was happening at that time". Continue the piece.

- Your city/town 100 years from now.

- You are with a friend. They get a telephone call in the middle of your chat, and answer it: write only what you hear as their part of the conversation.

- The joy of good habit.

- A story which starts: "When I confronted him, he denied he'd ever said it."

- A newly-invented product which will change your life.

- Your bedroom at home from the perspective of a stranger who moves into it for a week.

- You are able to bring back from the dead one person: who, why and what happens?

- 20 years from now, you meet up with a friend from school you haven't seen since. Describe the meeting

- Irresistible temptation.

- Introduce your long-time imaginary friend.

- You are a customer during a bank/shop robbery. You are made to lie face-down on the floor. Describe the robbery from this point of view.

- The oldest item you own.

Purpose – Audience – Format (PAF)

Oide

Purpose
Do students know why they are writing?
To whom and in what format?
How does this goal influence the content, structure and style of writing?

Format
Does the format of the writing match the intended audience? How does the purpose and audience relate to decisions about genre, structure, style and voice?
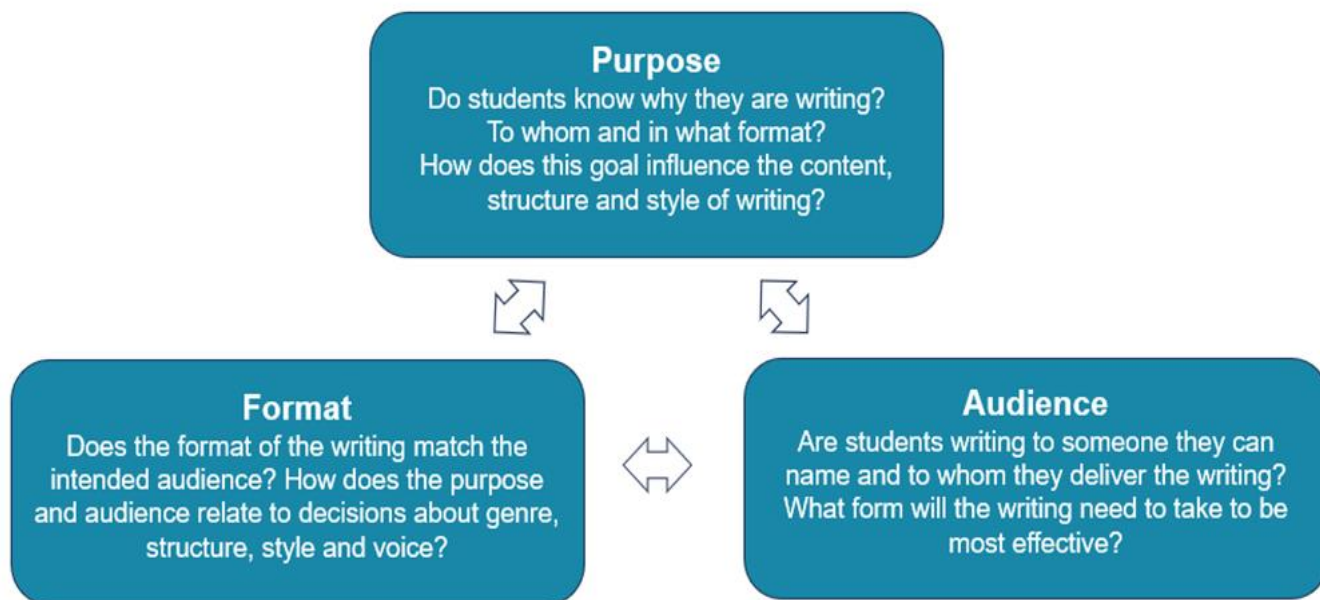
Audience
Are students writing to someone they can name and to whom they deliver the writing? What form will the writing need to take to be most effective?

(Dostal and Gabriel, Designing Writing Instruction that Matters, 2016)
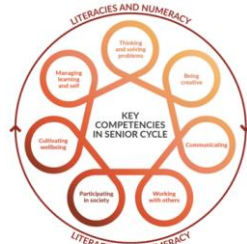
Purpose – Audience – Format (PAF)

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Are students writing to someone they can name and to whom they deliver the writing? What form will the writing need to take to be most effective?

'Once students have been allowed to consider the **reciprocal relationships** between purpose, audience, and format, they are able to make more robust **connections** **between the skills and strategies for writing they learn in school and the place of writing in their lives**'.

(Dostal and Gabriel, Designing Writing Instruction that Matters, 2016)

Purpose – Audience – Format: Classroom Activities

Oide

'Pick 'N' Mix' - **Exercise**

Purpose

Audience

Format

Purpose, Audience, Format.

Each jar contains slips of paper (e.g. Inform / Persuade / Entertain; Friend / Community / Newspaper; Poem / Speech / Blog).

Task: Students draw one slip from each jar to create a random PAF challenge.

PLANNING FOR WRITING
PURPOSE, AUDIENCE & FORMAT

Stimulus	

PURPOSE (Why?)	• What do I want my reader/listener to feel, think, or do? • Am I writing to inform, persuade or entertain?
AUDIENCE (Who?)	• Who will read or hear this? • What kind of language will work best for them?
FORMAT (How?)	• What voice suits this piece? • How formal or informal should it be? • What techniques could I use?
REFLECTION	• Did my purpose stay clear? • Did I write with my audience in mind? • Did my tone/style suit the task?

Pick & Mix In Action

Oide

Stimulus: 'Home is not a place, it's a feeling.'

Purpose

Audience

Format

| Persuade Inform Reflect Advise | Parents Politicians JC Students Local Community | Speech Magazine Article Blog Personal Essay |

Step 1: In your departments, pick **one purpose**, **one audience** and **one format**

Step 2: Use the *Planning for Writing* worksheet to map out **why you're writing (purpose), who you're writing for (audience), and how you'll present it (format)**.

PLANNING FOR WRITING

PURPOSE, AUDIENCE & FORMAT

Stimulus	

PURPOSE (Why?)
- What do I want my reader/listener to feel, think, or do?
- Am I writing to inform, persuade or entertain?

AUDIENCE (Who?)
- Who will read or hear this?
- What kind of language will work best for them?

FORMAT (How?)
- What voice suits this piece?
- How formal or informal should it be?
- What techniques could I use?

REFLECTION
- Did my purpose stay clear?
- Did I write with my audience in mind?
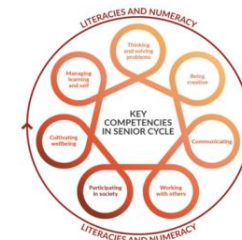- Did my tone/style suit the task?

Purpose – Audience – Format

- What skills does it help students practice?

- What benefits did you notice when you tried it?

- How could you adapt this for an inclusive classroom so all learners can take part?

Student Pre-Writing Checklist

What might students ask themselves before starting to write?

➢ Do I know what the task is asking me to do?

➢ Who will be my audience? What do they need to know/feel?

➢ What do I already know about this topic? What do I need to know?

➢ What is the best genre/writing format to use?

➢ How should I structure my ideas?

➢ What examples evidence might I need? (quotations, statistics, anecdotes, etc.)

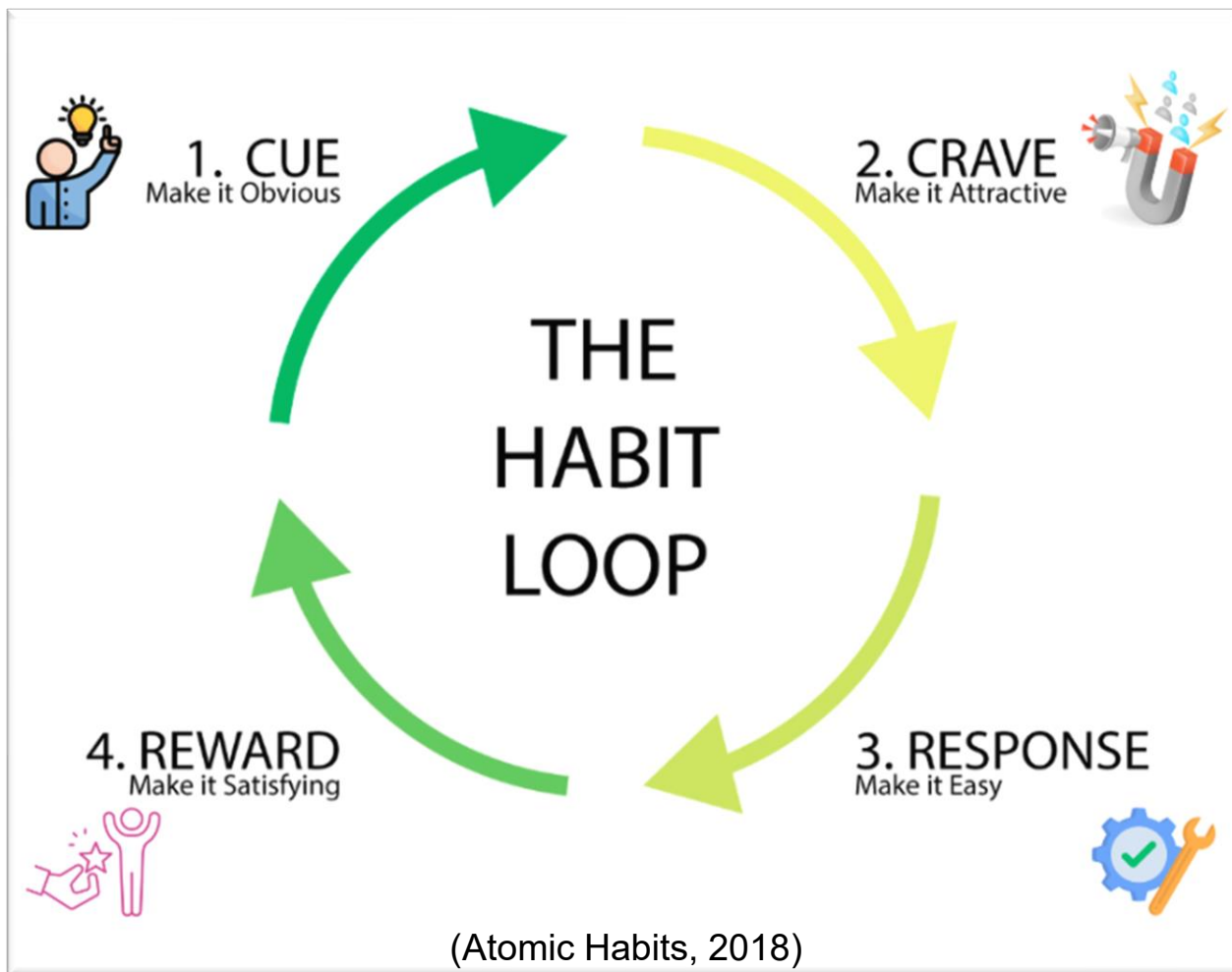(Selena Wilkes, Teaching of English in Post-primary Education, 2023)
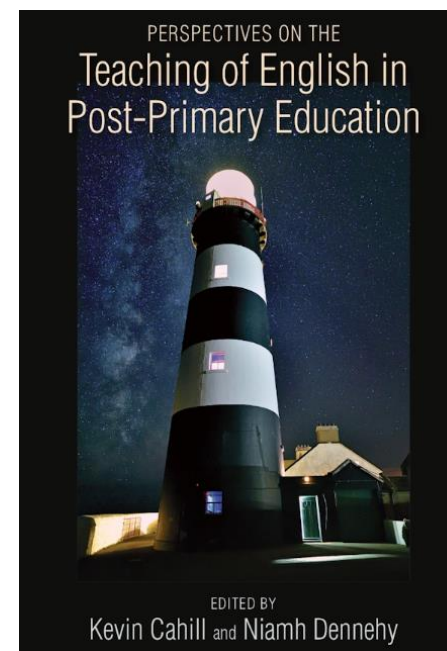
Image courtesy of Cork University Press

Skills and Habits

(Atomic Habits, 2018)

What am I already doing in my classroom that builds towards this?

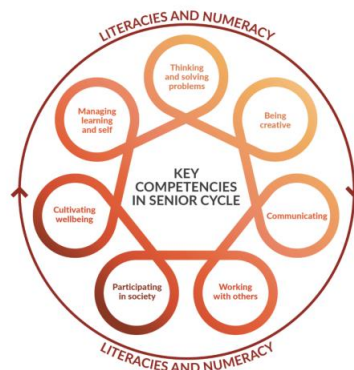What changes could I make this year to nurture creative voice more deliberately?

Student Profile and Purposeful Writing

"Authentic and purposeful writing projects have the power to secure young writers' engagement and significantly contribute to positive academic achievements."
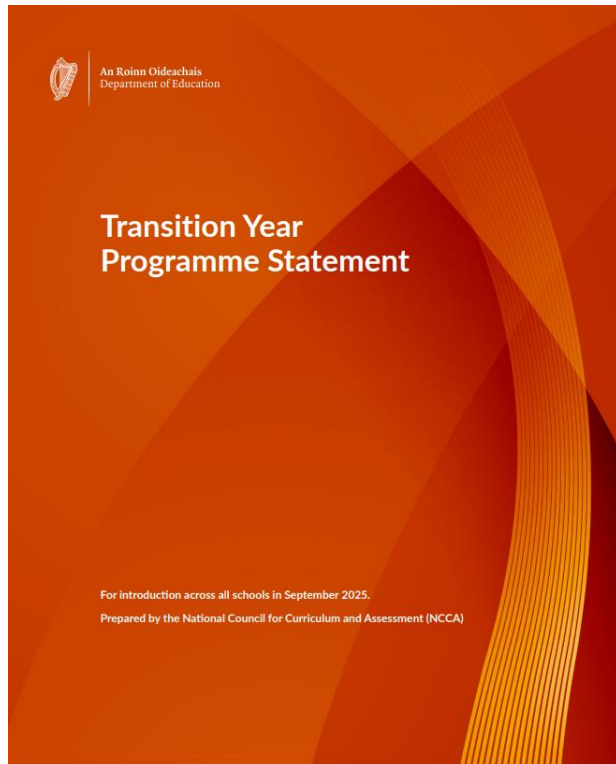
(Young and Ferguson, 2021)

"**Empowering students** to communicate effectively through the written and spoken word, **nurturing** their **creative voices** and developing their **skills to critically engage** with the world around them ."

(Leaving Certificate English Specification, 2025)

Designing a TY English Micro Module

An Roinn Oideachais
Department of Education

Transition Year Programme Statement

For introduction across all schools in September 2025.
Prepared by the National Council for Curriculum and Assessment (NCCA)

A dedicated writing component in TY English is designed to **provide engaging, real-world writing experiences across genres.**

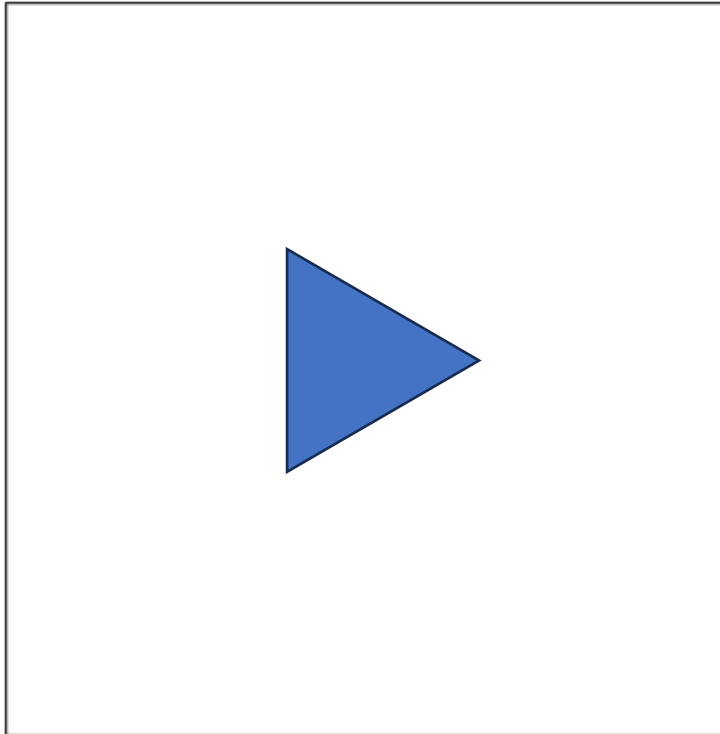Students participate in a variety of TY English activities throughout the year, writing for a purpose will help to develop voice, confidence and style for personal, functional and creative purposes.

It complements other components of TY English, such as reading, oral language and film/drama.
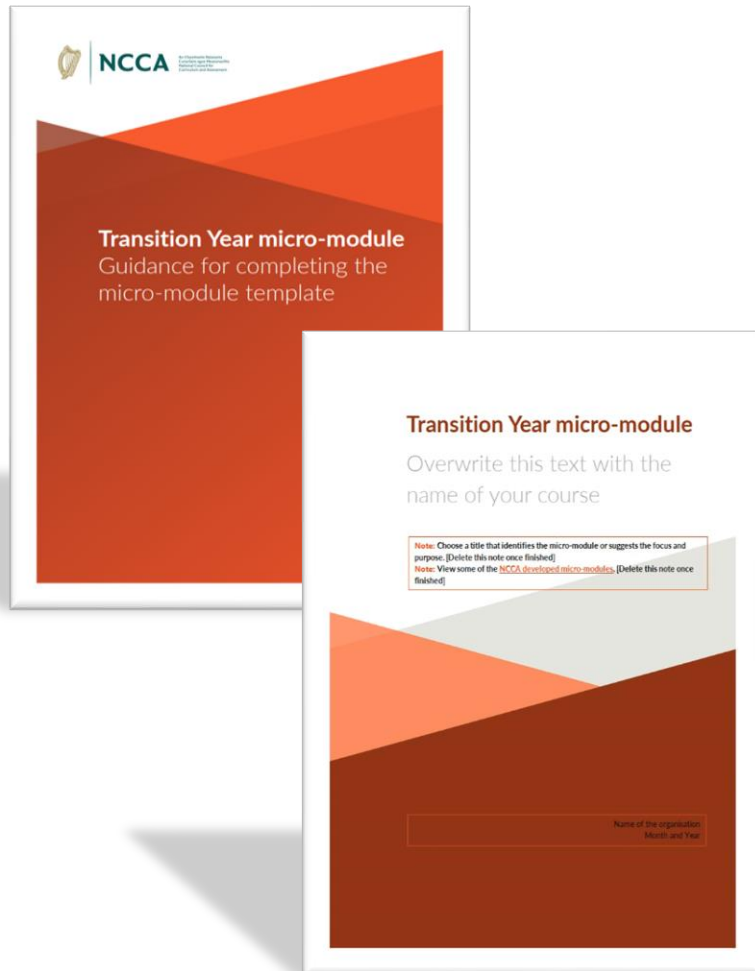
Moyne College 'Story' Writing Experience

Have you an example of a writing experience you could share with us?

# Designing TY for Your Context: Micro Modules

A TY micro-module is typically designed to **provide a concentrated learning experience,** within the parameters of the Transition Year Programme Statement, to enhance the educational experience of students.

They can be designed and delivered as **standalone components** or designed to be **integrated with other TY components**.

TY micro-modules can be developed for a duration of up to **10, 20, or 30 hours**, whilst having the flexibility for schools to decide on the most suitable **balance of class contact time** and **self-directed, independent learning.**

Designing TY Micro Module

Oide

Transition Year micro-module
Developing news and information literacy

NCCA
June 2025
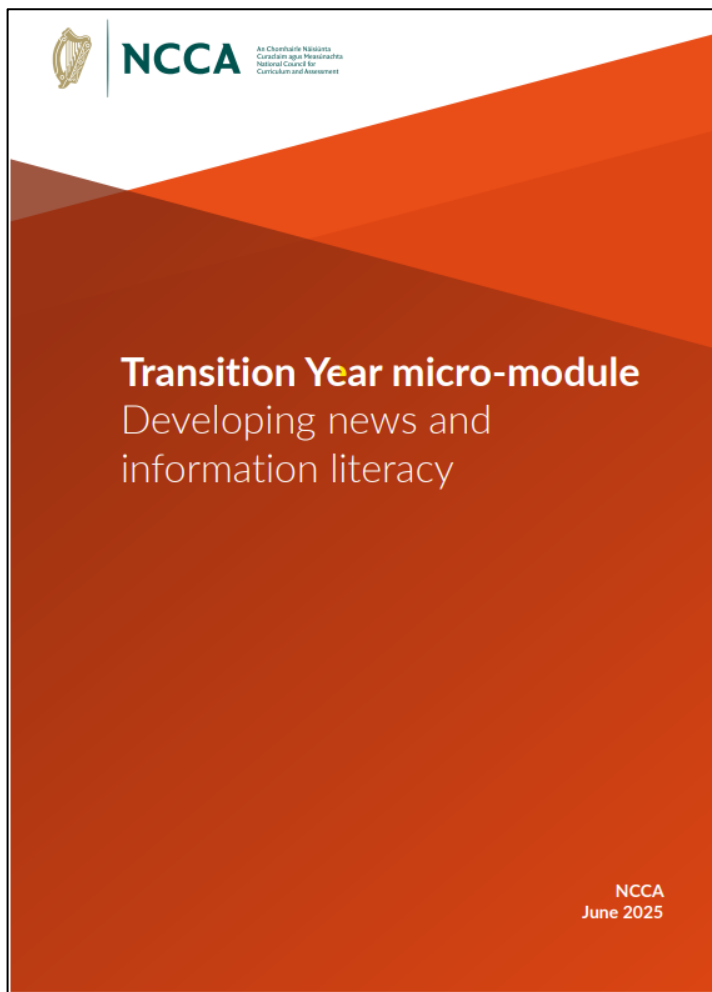
This micro-module will:

*'help students to become more **information and news literate through building student critical literacy when engaging with media content**, and will empower students to develop the knowledge, skills, values and dispositions that contribute to being able to engage meaningfully with content regardless of where they source their news and information'*

(NCCA, Developing news and information literacy, 2025, p5)

BUILD a Transition Year Writing Experience

A guide to support planning for Transition Year English

Title	A short title that clearly describes the focus and purpose of the module.
Rationale	A clear and concise description of why the learning in this module is relevant for Senior Cycle students.
Aims	A brief statement that outlines the over-arching purpose of the module. • What will students experience by engaging in this module? • What will be the benefits to students taking the module?
Context	An overview of who will be engaging in this module- their prior knowledge and experience, interests and relevant information.
Student Dimensions	An identification of the relevant *Student Dimensions* that are developed through the learning experiences in this module.
Time Allocation	The duration and intended number of lessons for this
Learning Outcomes	Specific statements that describe the learning that students should be able to demonstrate at the end of this module i.e. the outcomes of the learning. *(Learning outcomes are informed by the developmental indicators).*
Teaching for Student Learning	Describe activities *(student experiences)* that can support students in realising the learning outcomes identified. These activities will link to the aims and learning outcomes identifies.
Resources	A description of the resources that will support the learning in this module.
Assessment	A description of the variety of ongoing tasks, reflection exercises, and activities for both summative and formative purposes. These integrated assessment approaches will evidence the learning in this module.

Considerations

1. **Title & Aim** – give your module a working title and aims.

2. **Student Dimensions** – choose 2-3 relevant indicators.

3. **Rationale** – why this matters for TY in y*our* context.

4. **Student Experiences** – list 1-2 core activities.

5. **Senior Cycle Link** – how does it build skills for 5th/6th year?

Designing Purposeful Writing

Oide

Welcome & How to use this Padlet

Step 1: Familiarise yourself with each section of the Padlet.

Step 2: Browse **School Samples** to see what other schools are doing.

Step 3: Download **Blank 'Supporting Planning in TY'.**

Step 4: Begin to **design a TY Writing Experience** and upload to Padlet.

tinyurl.com/TYModulesPadlet

Designing Purposeful Writing

Reflection Questions:

- What kinds of writing experiences are most meaningful for your students?

- How do these experiences scaffold towards senior cycle expectations (e.g., personal response, critical thinking, voice)?

- What opportunities are there in your school to share or celebrate students' writing?

Reflecting on our Day
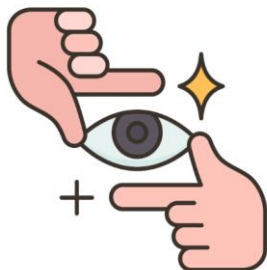
Navigating stories and perspectives

Oracy and Collaboration in the Classroom

Writing with purpose: Opportunities for authentic student expression

Feedback

- We appreciate your feedback on the day and on your future support needs.

- Please follow the link below and complete the feedback form:
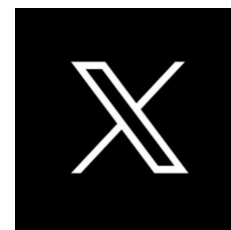
- Log onto https://registration.oide.ie/feedback

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Additional Supports

Visit our website www.oide.ie

Follow us on Twitter
@Oide_English
@Oide_PPLiteracy

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