Building Writing Skills In Trades Training:

The Case of Carpentry

A Guide For Tutors

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Ako
AOTEAROA

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Introduction:
Background to the design and development of the writing resources

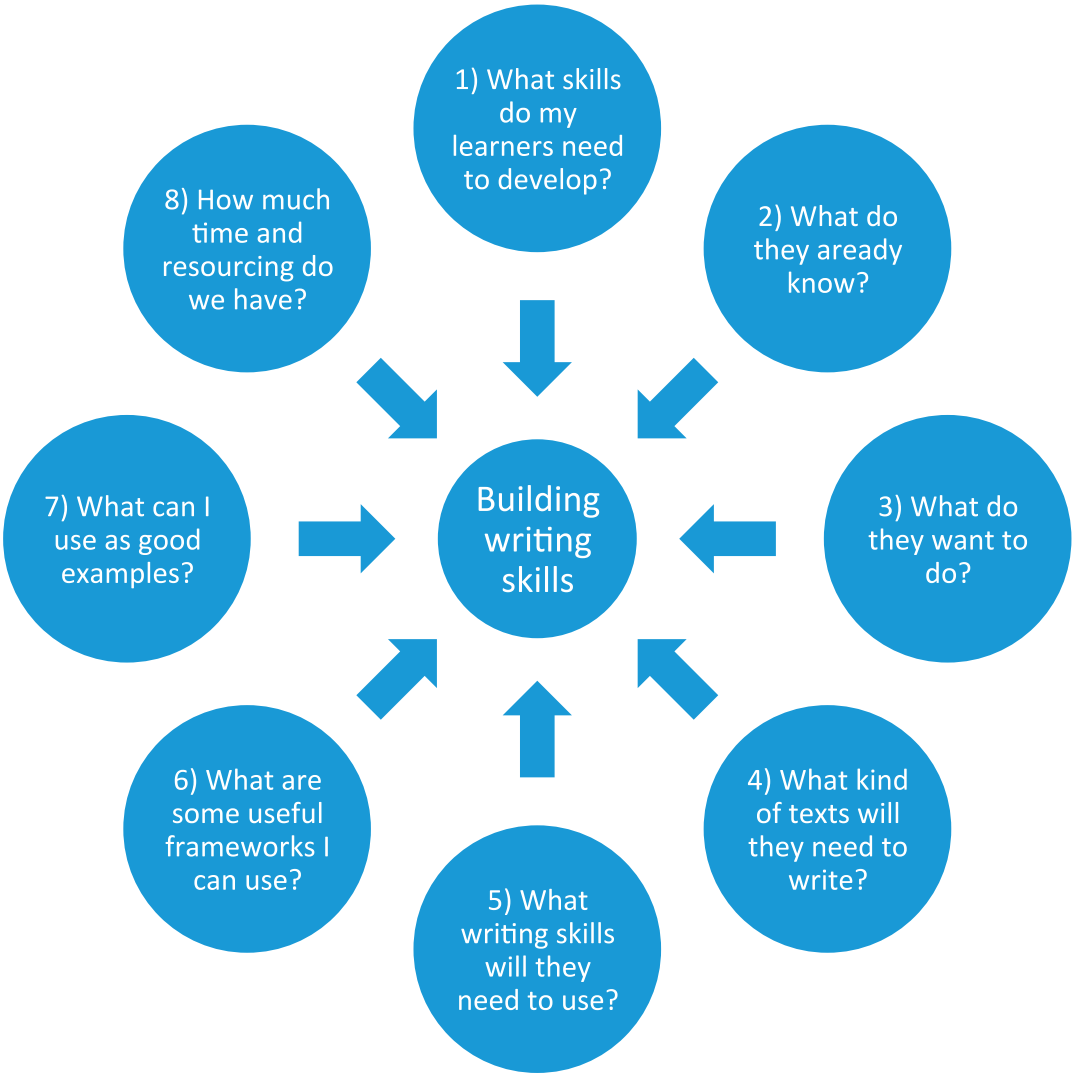
The resources in this guide were designed in response to a range of factors:

- Learners struggling with writing their carpentry diary
- Learners avoiding writing their diaries and skipping class
- Tutors' concern around writing skill development
- The need for learners to develop their writing skills
- The importance of a builder's diary.

Appendices Two and Three detail why diaries have been used to develop writing and how the writing resources were designed. All the resources included here have been based on these ideas. Their aim is to build on what learners already know, engage learners and fit into the constraints of the carpentry training context.

Embedding writing:
Where do I start?

A good place to start when you are developing your learners' literacy skills is to begin by asking a range of questions. This will help you see where you and your learners are at and where you need to go. Below is a diagram containing eight key questions that you can work through to start planning writing development for your learners. The writing skills will depend on whether you are focusing on the course, workplace or writing they will need to do in other contexts, for example in everyday life.



Which skills matter?

Different writing skills will be important in different contexts. A useful place to start is the *Learning Progressions Literacy Framework* (Tertiary Education Commission, 2008). Below is a summary of the stages learners need to be at in the six key literacy areas for writing. You can use these to help you decide what your learners need to know, highlight what they already know and focus on the different parts of the writing process.

Purpose and audience	All writers need to know **why** they are writing something (explain, describe, inform, etc.) and **who** it is for (a friend, someone at work, a tutor, etc.). This will help them to decide what details to include and how formal or informal the writing needs to be.
Spelling	Words need to be spelt correctly to make sure people understand what has been written. Your learners may need to know how to spell more specialised words and longer words: *specifications, insulation, recast, premix, preparation.*
Vocabulary	As well as spelling more specialised words correctly, your learners may need to know how to use these words in the right place in a sentence and which words have which meanings: *to **insulate** something (action); Pink Batts is a type of **insulation** (thing).*
Sentence structure	Good writers need to make sure that their writing is clear. One way to do this is by using clear sentence structures, linking sentences that need to be joined together and using full-stops and capital letters to show where sentences begin and end.
Planning	An important part of writing is the planning. Learners need to be able to brainstorm any ideas they have and then plan and organise what they write. This could be in the form of a poster, powerpoint presentation, instructions or essay.
Editing and checking	Checking writing for errors is usually at the end of the writing process. It is useful for learners to read out what they write aloud as it helps to identify any mistakes. It is also important to focus on one thing at a time when editing e.g. spelling, then punctuation, then meaning and then organisation.

Deciding what to do:
Writing for the carpentry diaries

The writing resources in Appendix One were developed by answering the eight key questions on p.5 and thinking about the skills on p.6:

What skills do my learners need to develop?	Each learner is different so there will be a range of skills that each learner will need to work on, for example: knowing where sentences begin and end, how to spell and use specialised words and how to edit and check for errors. The resources address all of these.
What do they already know?	Each learner brings different skills and knowledge with them, so a really useful way to set up any programme, task or resource is to begin by finding out what learners already know. Many of the tasks developed begin by getting learners to build on what they already know.
What do they want to do?	An important way to engage learners is to find out what they want to do. Most learners want to focus on the practical work, not writing, but they do see the builder's diary as a 'real' piece of writing and so are more motivated to write these. All tasks focus on this, each contextualised to the stage of the building they are working on.
What kind of texts will they need to write?	The main text that learners will need to be able to write is a builder's diary. This is a type of journal that describes the 'what, where, when, why and how' of the building process.
What kind of writing skills will they need to use?	To write an effective builder's diary, learners need to be able to: organise their writing, use punctuation to show where sentences begin and end, use and spell carpentry words, describe complex processes in detail, and edit and correct their writing.
What are some useful frameworks I can use?	Frameworks can help you make sure you have covered what you need to and give you a kind of plan. A 'before, during, after' framework (see p.8) was used for each of the carpentry resources as well as the series of resources as a whole. The resources also draw on the *Learning Progressions* (Tertiary Education Commission, 2008).
What can I use as good examples?	It really helps learners if they can actually 'see' what they need to be able to write - the end result. The resources use good examples of writing from previous diaries, so that learners learn from each other. This also helps ensure the texts are at a suitable level for the learners.
How much time and resourcing do I have?	Because the focus of this programme is on building a house, and because most learners would rather be building than writing, time is limited. Each resource has been designed to take approximately 30 - 60 minutes to allow time for independent diary writing after each task is completed.

Before – during – after:
What does it mean?

The before, during and after framework is a simple way to help you think about how you can build your learners' skills and break down the writing process into some simple steps:

Before

This is about what you do before your learners start writing. There are many different ways you can do this, for example by giving them a piece of reading about the topic they need to write about, an example of what they need to write to break down and analyse, key questions to ask or answer, brainstorms, pair/group activities, etc.

During

This is about helping your learners to write when they are actually writing. Again, there are many ways you can help them do this. Learners can use frameworks such as questions, sentence starters or boxes/diagrams to fill in. Writing can be broken up so that each person in a group is responsible for writing one section. Learners can also write in pairs, discussing and sharing the writing process.

After

This is the final stage in the process and is about what your learners will need to do after they have finished writing - write more independently or develop what they have already written. If learners are going to write more independently, they can repeat a writing task, but without the frameworks they have used previously and on their own. If they are working on what they have just written, you can give them a checklist to check against what they have written or point out some errors they need to correct; learners can also swap their writing and edit each other's using a checklist.

Key ideas for time-poor tutors

Below are some ideas that are effective in helping your learners through the writing process. These tasks take no preparation time but still follow the before - during - after framework:

Before

Find out what your learners already know about the topic or type of writing with a brainstorm. Vary this by getting them to do it individually, in pairs, in groups, under a time limit, by rotating the groups and getting them to add to each other's ideas, by getting them to organise the information in their brainstorm or by each group focusing on a different area of the topic.

During

Learners can write in different ways: split the writing up and put learners into groups or pairs so they can write a different part; learners can pair write and write the whole text but what they write has to be identical, so they need to discuss each word, sentence, section, etc. 'Five minute writing' is about getting your learners to write as much about the topic as they can in five minutes. No one checks their writing but they can use this process to write notes, to get ideas down and practise putting pen to paper.

After

Learners can be given a list of things to check in their writing e.g. spelling, punctuation, organisation, etc. You could put a list of more specialised words on the board that learners need to use in their writing and learners can check and see if they have used them, e.g. names of tools or equipment. Learners can work in groups or pairs, either comparing and checking their own writing or swapping and checking each other's.

An example of a successful last minute lesson

When a reading class became a writing class, because learners wanted to work on writing their carpentry diaries, this is what we did with no prior preparation:

1. Learners worked in pairs and brainstormed what they knew about 'storey rods'.
2. Learners then organised their brainstorm into three columns: What they did, how they did it, why they did it.
3. Learners continued to work in pairs, with one writing and one editing and checking. They stuck pictures in the top half of an A3 sheet and wrote what they did below this. Some wrote bullet points and some wrote paragraphs.
4. With the learners' agreement, we put the A3 sheets around the room. Learners had prior warning, so knew what they wrote would be seen by everyone. Each pair went around the room identifying one thing they liked in each piece of writing. This was fed back to the class at the end.

What is the best way to use the diary writing resources?

Using the writing resources

There are a number of ways to use the diary writing resources. The overview in Appendix One details the name of each resource, the purpose, the outcome and which topic is used for a context. Below are three different ways that they can be used:

Follow the order set out in the overview:

The resources have been designed to scaffold the writing using the 12 tasks. They start with an overview and by finding out what learners already know. Then the next four resources cover content, organisation, vocabulary and sentence structure. The sixth resource is a chance for learners to review where they are at. The next five resources continue to build writing skills, with the final resource focusing on an evaluation. The resources as a whole follow the 'before, during and after' process and many of the resources themselves each follow this same process. After completing a task, learners move on to write their own diaries independently, using the skills that they have just been practising.

Use the resources in any order:

The resources can be used in any order depending on where your learners are at in terms of their writing. The only resource that needs to be used at the start is Overview (p. 14). This is because this resource begins by tapping into what learners already know and then giving them an overview of what the diary needs to cover and the purpose of the diary. After using this as your starting point, you can then move onto any resource.

Recontextualise the resources:

The resources can be contextualised into any topic. For example, in plumbing and automotive training, the resources can be adapted with different photos and pieces of writing describing different processes. This could be describing how to change a tyre, change oil in an engine or how to lay a certain type of pipe. Different texts and different pictures can be used for the same writing tasks set out in these resources.

Teaching strategies:

How can I support my learners to use the resources?

The following are some key strategies that you can use when using the resources with your learners:

Set up the task

- Explain what the task is overall, so learners know what they will have to do.
- Demonstrate each part of the task, so learners can see what they need to do.
- Organise learners into pairs or groups - it always helps if they can work together on a task and help each other.

Support the learners

- Monitor learners as they complete the task, checking to see if they are okay or need help.
- Prompt the learners as they work through the tasks, giving or eliciting initial answers.
- Encourage learners to ask each other and try out ideas.

Give feedback

- Give learners feedback as they are doing the task, letting them know if they are on the right track.
- Give feedback to the whole class after completing a section. After they have checked their answers with each other, you can elicit answers from the class and go through them together. This will help build their confidence.

Extend writing skills

- Give learners the opportunity to either go back and edit a piece of their writing, applying the skills they have been practising e.g. checking organisation, use of vocabulary, punctuation, etc. in previous pieces of writing.
- Learners can write independently, using the skills they have been practising, with you monitoring and supporting.

Appendix One:
The resources

The resources in Appendix One are listed in the table on the following page. The table details:

- The name of each resource
- The writing focus of each resource
- The outcome for each resource
- The topic that each resource is contextualised to.

Following the overview, starting on page 14, are the 12 resources, some of which have accompanying answers where relevant.

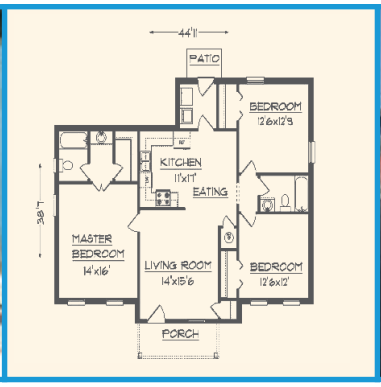
Download and copy these resources to use with your learners.

Focus of each Diary Resource

Diary writing overview: (*Write diary entry – completed after each of the 12 tasks).			
Resource	**Focus**	**Outcome**	**Topic**
1: Overview	Purpose and content	Elicit prior knowledge Scanning Identify key details Brainstorm ideas **Write diary entry*	Setting-out (1)
2: Checklist	Content	Review key details Identify missing information Review details of own work	Setting-out (2)
3: Note-taking	Organising ideas	Use a 'wh-' sheet to organise key information	Any
4: Guessing meaning	Vocabulary: guessing meaning in context	Scan for key words Guess meaning in context Brainstorm new entry	Flooring
5: Adding details	Sentence building	Identify 'wh' details Identify sentence chunks Write sentence chunks	Wall framing
6: Evaluation (1)	Reviewing and editing	Evaluate 2 x samples Write up own entry Self-evaluate *Give entry and evaluation to tutor*	Any
7: Punctuation	Revising and editing (punctuation)	Elicit prior knowledge Write up rules Edit examples Edit own previous diary entries applying rules	Roofing
8: Linking ideas	Revising and editing (referencing: him/it/she/they/we etc.)	Identify errors Identify meaning of referencing words Check previous entries	Roofing
9: Building vocabulary	Building glossaries (definitions)	Scan for key words Match with definitions Write definitions	Cavity battens
10: Tutor resource – what/how/why	Text organisation and purpose	Identify what / how / why strands (matching) Complete what / how / why strands	Weatherboards
11: Using pictures	Identifying how to use visuals effectively	Identify good and bad pictures/diagrams Write up checklist for using pictures *Write diary entry in pairs on A3*	Any
12: Evaluation (2)	Reviewing and editing	Evaluate two x samples Write up own entry Self-evaluate *Give entry and evaluation to tutor*	Any

Download and copy the following resources to use with your learners.

Resource 1
Overview



A Builder's Diary	
Name:	Date:

A) What do you know?

What do you think you need to write in your builder's diary? Make a list below:

B) Overview

Location: J-Block Building Site, Petone		**Weather:** Fine
Day: 2	**Week:** 1	**Date:** 1/4/14

Being the slowest, we were the last to finish our profiles. While the others waited with the string line, we put the top piece on our profile boards

Shaun marked the 600mm above the datum, squared the line off and nailed it there.

We then set up the dumpy, screwing it on top of a roughly level tripod, then levelling it using the bubble.

The datum was three sites over. We marked the 140mm mark the dumpy was reading onto the staff.

Holding the staff on top of each profile, we double-checked the 600mm measurements we had marked before. They were all a bit off, some 3-4mm off, one being 10mm off. This seemed wrong so we double-checked the datum again. It was still the same so we repositioned the height of the profiles.

The base of the profiles was loose as the nails simply weren't holding well. Using the electric drill, we used concrete screws to lock them in place.

Have a look at the example above:

1. Which day was it written on?

2. Which week?

3. What was the date?

4. What was the weather like?

5. How many bullet points are there?

6. What does the picture show?

What do you think is the purpose of your builder's diary?

Who do you think it is written for?

C) Details

Look back at the diary entry and write down one example of each of the following:

1. What they did:

2. How they did it:

3. The equipment they used:

4. A measurement:

5. A mistake they made:

6. What they did to change the mistake:

Write any new words you found in the table below, along with their meanings (ask your tutor, another student, use your glossaries or check another source).

Word	Meaning

Go back to your list at the start. Do you want to add anything else that you need to include in your diary?

D) Planning your diary

Now, brainstorm what practical work you have done so far that you can write up into your diary:

E) Writing up your diary

Using your brainstorm and the checklist you wrote in task A, write up a diary entry in the space below:

Location:		**Weather:**
Day:	**Week:**	**Date:**

Resource 2
Checklist

A Builder's Diary	
Name:	Date:

Location:		**Weather:**
Day: 3	**Week:** 1	**Date:** 2/4/14

Today we mapped out the contours of the site. We measured 15 points on our site. Jared was using the dumpy and I used the staff.

We thought that the measurements were all negative although they ended up being positive as the ground was rising. The numbers on the ruler were getting lower but that meant that the ground was rising.

The ground plate was hilted in, using a chalk line to mark the position of it.

We checked our contour measurements at the end of the day with the rest of the class. Ours proved to be in the average which meant we did quite well.

We then worked out pile spacing: ((18300-125)/13)/1.4=1398: Max pile spacing.

Next we had to find out how high to make each pile, using the dumpy and staff to measure on top of the ground plate. The piles should be 180mm but due to the unevenness of the ground they can be a few mm out.

Taping a ruler to the staff we can get accurate measurements to the mm of how high the piles are. They were a few mm out each, 170-190mm in difference.

Next we cut 100mm x 50mm timber with the drop saw to each specified length.

We had 2 pieces of wood for each pile so we nailed the two together flush.

We then started on the nailing, using skew 100mm galvanised on the ground plate, to fix the piles in place.

A) Look at the diary entry. Tick off any of the things in the checklist that you can find in the diary:

- Put ✔ if you can find it.
- Put **X** if it is missing.
- Put **N/A** if the diary doesn't need it.

Checklist	Example
Location	
Date	
Week	
Weather	
Any health and safety issues	
What was done	
Timing for each task	
Measurements	
Tools	
Materials	
Equipment	
Hardware	
Mistakes	
How mistakes were fixed	
Carpentry words	

Is anything missing from the diary? Is there anything you need to add?

B) Now, use the list below to check your last diary entry. Is there anything you need to add?

Checklist	Example
Location	
Date	
Week	
Weather	
Any health and safety issues	
What was done	
Timing for each task	
Measurements	
Tools	
Materials	
Equipment	
Hardware	
Mistakes	
How mistakes were fixed	
Carpentry words	

C) Now, write your diary entry using the checklist above.

Resource 3
Note-taking

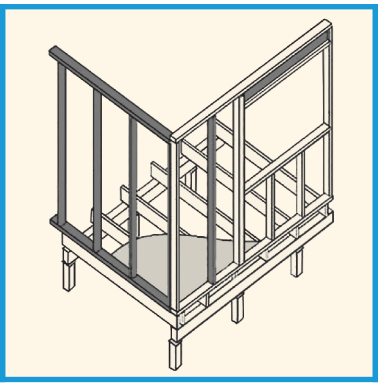
A Builder's Diary	
Name:	Date:

A) Look back at the work you did on site. Write down *what you did, how you did it* and *why you did it* so you can write this up in your diary later:

What?	How?	Why?

Why?	
How?	
What?	

Resource 4
Guessing meaning



A Builder's Diary	
Name:	Date:

A) What words do you know?

What part of the building process is the diary entry on the next page about?

_____

Find the words below in the diary entry on the next page and underline them. Then, write a definition or a word that means the same in the table below:

extend		*trim*	
joist		*expol*	
polystyrene		*dwang*	
skew nails		*insulation*	
sufficient		*drop saw*	
bracket			

If you can't guess the meaning of a word, use these questions to help you:

1. What kind of word is it:
   a. A thing?
   b. An action?
   c. Describing something?
2. How does it relate to the words around it:
   a. Is someone doing this?
   b. Is the word describing something else?
   c. Are any other words describing it?
3. What is that bullet point about?
4. What is this section about?
5. What words might have a similar meaning?
6. What does this word mean?

Example: ***cut***

1. ***Cut*** is an action.
2. The learners ***cut***. The wood is being ***cut***.
3. The bullet point is about working with pieces of wood and making them fit together.
4. This section is all about floor framing and building frames.
5. Break and slice have a similar meaning because this is about making pieces of wood smaller.
6. ***Cut*** means to slice or break something to make it smaller or divide it up.

Diary Entry

We did the odd dwangs that were left over.

We started on putting four more joists under the end joists, two for each end.

First we cut 16 pieces of 100 x 50 wood using the drop saw. These are to extend below the original dwangs so we have something to nail the four new dwangs into. These fit tightly in between two other joists and we nailed them using 100mm nails.

We cut the four joists (using the drop saw) and nailed them in. We had to trim a few down so they fit in between the piles.

Then we nailed the joists in one at a time, putting three nails into each support that we had cut earlier and three skew nails into the piles on each end.

We finished three of the joists before home time, the last one will be finished after the Easter break.

We finished the last end joist. Now we could start doing the Expol under-floor insulation.

The Expol is 1200x600x60 so first we made small measuring blocks out of two small off-cuts. These extend 60mm below the joist with a flat top that extends across the joist. This is to save time in measuring.

Next we put the insulation brackets on. Two are needed for each Expol sheet. Putting one bracket on one corner and one on the opposite side will give it sufficient support. The pegs are placed 50mm in from the edge of the Expols length. Usually we put four brackets in each small joist section of the house.

We nailed the brackets in using the nails provided by the manufacturer.

Two Expol blocks are needed for each section. One doesn't need cutting while the other needs to be cut down a lot. We used special polystyrene saws to cut these, making sure that the Expol extended 5mm over the edge so it fitted in with a tight squeeze.

B) On this page, brainstorm any ideas you have about building the sub-floor.

Resource 4
Guessing meaning (answer)

A) What words do you know?

What part of the building process is the diary entry on the next page about?

Floor framing

Find the words below in the diary entry on the next page and underline them. Then, write a definition or a word that means the same in the table below:

extend	Make longer	*trim*	Cut
joist	A length of timber to support a floor	*expol*	Type of insulation made from polystyrene
polystyrene	White material used for insulation	*dwang*	Short piece of horizontal wood used in framing
skew nails	Nails driven in at an angle	*insulation*	Material to keep heat in and the cold out
sufficient	Enough	*drop saw*	Type of power tool
bracket	Piece of framing used to carry weight		

If you can't guess the meaning of a word, use these questions to help you:

7. What kind of word is it:
   a. A thing?
   b. An action?
   c. Describing something?
8. How does it relate to the word around it:
   a. Is someone doing this?
   b. Is the word describing something else?
   c. Are any other words describing it?
9. What is that bullet point about?
10. What is this section about?
11. What words might have a similar meaning?
12. What does this word mean?

Example: ***cut***

7. ***Cut*** is an action.
8. The learners ***cut***. The wood is being ***cut***.
9. The bullet point is about working with pieces of wood and making them fit together.
10. This section is all about floor framing and building frames.
11. Break and slice have a similar meaning because this is about making pieces of wood smaller.
12. ***Cut*** means to slice or break something to make it smaller or divide it up.

Resource 4
Guessing meaning (answer)

Diary Entry

We did the odd **dwangs** that were left over.

We started on putting four more joists under the end joists, two for each end.

First we cut 16 pieces of 100 x 50 wood using the **drop saw**. These are to **extend** below the original dwangs so we have something to nail the four new dwangs into. These fit tightly in between two other **joists** and we nailed them using 100mm nails.

We cut the four joists (using the drop saw) and nailed them in. We had to **trim** a few down so they fit in between the piles.

Then we nailed the **joists** in one at a time, putting three nails into each support that we had cut earlier and three **skew nails** into the piles on each end.

We finished three of the joists before home time, the last one will be finished after the Easter break.

We finished the last end joist. Now we could start doing the **Expol** under-floor **insulation.**

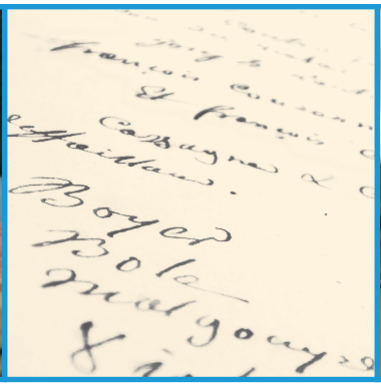
The Expol is 1200x600x60 so first we made small measuring blocks out of two small off-cuts. These extend 60mm below the joist with a flat top that extends across the joist. This is to save time in measuring.

Next we put the insulation **brackets** on. Two are needed for each Expol sheet. Putting one bracket on one corner and one on the opposite side will give it **sufficient** support. The pegs are placed 50mm in from the edge of the Expols length. Usually we put four brackets in each small joist section of the house.

We nailed the brackets in using the nails provided by the manufacturer.

Two Expol blocks are needed for each section. One doesn't need cutting while the other needs to be cut down a lot. We used special **polystyrene** saws to cut these, making sure that the Expol extended 5mm over the edge so it fitted in with a tight squeeze.

Resource 5
Adding details



A Builder's Diary	
Name:	Date:

A) Have a look at the picture in the diary entry on the last page:

a) What are the learners doing?

b) What stage of the house building does this diary entry focus on?

c) How many bullet points are there?

B) Look at the bullet point below from the diary. How many words are there?

***First,** we lifted the frame / and placed it in the right place / in line with the joists*.

It has three chunks and each one tells us something different:

Chunk	What it tells us
***First,** we lifted the frame*	What
and placed it in the right place	What
in line with the joists.	Where

C) Now, find the bullet point below in the diary and finish it:

Then we nailed them together, _____

_____

_____

_____

Divide the bullet point into three chunks and label the purpose of each chunk (what, what, why).

D) Have a look at the bullet point below:

For the next part, I hammered the top plate down with the sledge hammer while standing on the ladder, tapping it down a bit to make sure the frames were flush with each other.

Divide it into six chunks and write them in the table below. Then write down the purpose of each chunk. The first two have been done for you:

What Where When How Why

Chunk	What it tells us
For the next part	**Telling us that this is the next step**
I hammered the top plate down	**What**

Notice how each sentence starts:

- **First,** we…
- **Then** we…
- **For the next part,** I…

Now, write up some of the work you have completed. Think about:

1. How you start your sentence
2. If you need to include: What, how, why, when, where, who

Location: J-Block Building Site, Petone		**Weather:** Fine
Day: 22	**Week:** 6	**Date:** 1/4/14

This week we came to the interesting part. We put up one corner of the wall, the master bedroom corner. First, we lifted the frame and placed it in the right place in line with the joists. Then we held it in place and waited for Rawiri and Gunter to lift their frame to the same corner. Next, Rawiri clamped the bottom and top of our frames together. We waited for Finn and Trent to lift the next frame over and then we clamped the two frames together.

For the next part, I hammered the top plate down with the sledge hammer while standing on the ladder, tapping it down a bit to make sure the frames were flush with each other.

Then we nailed them together, tacking four nails in each block to secure them and took the clamps off. Rawiri nailed the frames to the floor boards.

We needed to trim one of the blocks down because it was not flush and hung over by about 5mm so we used a chisel to slice it down which took some time.

Number 22 was our next task and although this one had four studs, it was still a small one.

We finished off the frame putting two dwangs in the middle. It was meant to be one and we were meant to leave the two sides open until later but I forgot. We cut all three dwangs as well.

Then we got to the big frame "number four" which is an offset to the house so for this one we used shorter studs which had been cut earlier.

At this point, there was limited room on the floor boards so we placed our frame on the ground and suspended it on some timber blocks.

The bottom plate hadn't already been marked, so first we marked the studs and jack studs.

This wall has two windows, a small one and a large one plus one partition. First we nailed the two end studs in then hammered the other four studs into the bottom plate then the opposite side.

We started on the blocks. We needed 12 in all and we cut them roughly to 200mm each. We put four nails in each of the middle ones for the partition, which is tricky since the stud gets in the way. We couldn't nail on an angle since these ones were 90mm wide and 45mm deep unlike the other eight which were the opposite way round. We had to nail on a slight angle while trying not to hit the stud in front.

I then realised that we hadn't marked properly where the middle two blocks sit. Using the dwang stick, I saw that two were in the wrong place. Luckily, it wasn't the middle blocks. We will have to redo those tomorrow.

Resource 6
Evaluation 1

Have a look at the diary entry your tutor has given you. Put a tick in the sections (1, 2 or 3) for each of the details based on what has been written in the diary. Then fill in the *General Comments* below.

Focus of diary entry:			
Details included:	1. Does not meet criteria	2. Partially meets criteria	3. Meets all criteria
Materials **Tools** **Fixings**	**No** information given on: • materials • tools/equipment • fixings	**Some** information given on: • materials • tools/equipment • fixings	**All** information given on: • materials • tools/equipment • fixings
How the job was done (what, how, why, where, when, who) **Issues and problems**	**No** description of how the job was done.	**Some** key parts have been left out.	**All** information given on: • how the job was done • any problems
Drawings **Photographs** **Writing**	**No** photos or diagrams.	**Some** photos and diagrams used, but there is no writing about them.	Shows work done through either photos or drawings (or both). Written explanations for **all** photos and diagrams.
Language level and use of carpentry words	**No** carpentry words used.	**Some** carpentry words used.	**All** words are used properly. Shows good understanding of all words used.

General Comments: *What have they done well?* *What could they add or change?*	

A Builder's Diary	
Name:	Date:

Resource 7
Punctuation

A Builder's Diary	
Name:	Date:

A) Have a look at the pictures on the previous page. What do you already know about roofing? Brainstorm your ideas below:

B) When you write your diary entry, you need to think about punctuation:

What will your sentences start with?

What will your sentences end with?

Where could you put commas?

Why should you avoid using long sentences?

C) Have a look at the diary entry below and put in the full-stops, commas and capital letters.

First we put the corrugated iron on the ground we marked out all of the positions where the purlin screws needed to go we also marked out the different angles that needed to be cut for the roof we then transferred the corrugated iron from the floor to the drilling and cutting table where we used a corrugated iron template for all of the corrugated iron this was to ensure that all screws were in the correct position and to ensure that when you cut the corrugated iron the corrugated iron was the perfect size for its destination.

D) Have a look at your last diary entry and check what your sentences begin and end with. Are they clear? Do you need to make them any shorter?

Resource 7
Punctuation (answer)

B) When you write your diary entry, you need to think about punctuation:

What will your sentences start with?
A capital letter

What will your sentences end with?
A full stop

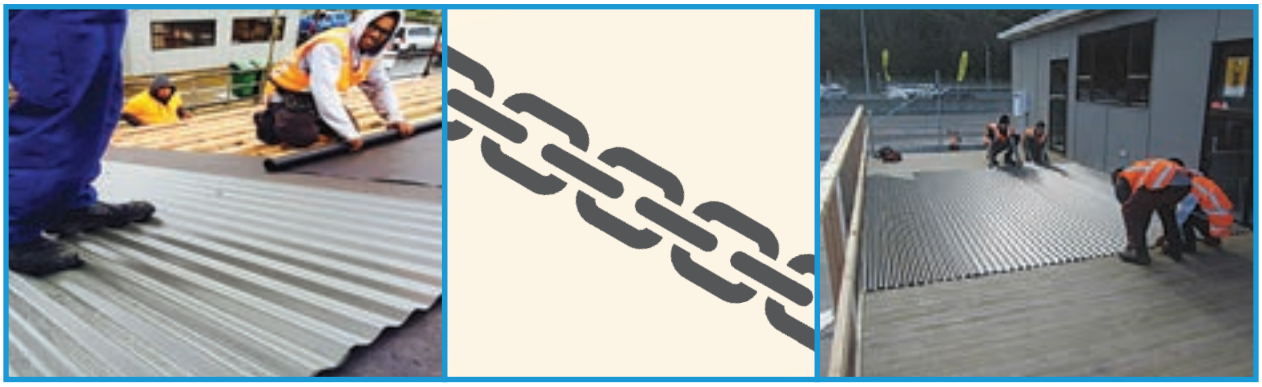
Where could you put commas?
After things in a list or when you want to pause: *We needed nails, a skill saw, timber and a tape measure.*

Why should you avoid using long sentences?
Because it gets confusing. Keep them short.

C) Have a look at the diary entry below and put in the full-stops, commas and capital letters.

First we put the corrugated iron on the ground**.** **W**e marked out all of the positions where the purlin screws needed to go**.** **W**e also marked out the different angles that needed to be cut for the roof**.** **W**e then transferred the corrugated iron from the floor to the drilling and cutting table**,** where we used a corrugated iron template for all of the corrugated iron**.** **W**his was to ensure that all screws were in the correct position and to ensure that when you cut the corrugated iron**,** the corrugated iron was the perfect size for its destination.

Resource 8
Linking ideas



A Builder's Diary	
Name:	Date:

A) Have a look at the pictures on the previous page. What are the students doing?

B) Have a look at what one of the students wrote below. What do *these, they* and *it* mean? Write what you think in the table on the next page.

Today ***we*** are marking out the angle lines on the sheets for the roof. ***These cuts*** are made for the four corners and each end since ***they*** all have angles. The way ***they*** were marked was that ***they*** were tacking one sheet on the roof on top of the building paper. Then ***they*** marked where the angle started on the sheet and made a line following the angle downwards. Then ***they*** passed ***it*** down to someone to put inside the house. We then put the other sheets on top or below depending on what side of the house ***it*** was on by one and a half spaces.

Word	What it means
We	The students doing the work
These (cuts)	
They	
They	
They	
They	
They	
It	
It	

C) Now, try and rewrite the diary entry, making the meaning clearer.

Resource 8
Linking ideas (answer)

B) Have a look at what one of the students wrote below. What do *these*, *they* and *it* mean? Write what you think in the table on the next page.

Today ***we*** are marking out the angle lines on the sheets for the roof. ***These cuts*** are made for the four corners and each end since ***they*** all have angles. The way ***they*** were marked was that ***they*** were tacking one sheet on the roof on top of the building paper. Then ***they*** marked where the angle started on the sheet and made a line following the angle downwards. Then ***they*** passed ***it*** down to someone to put inside the house. We then put the other sheets on top or below depending on what side of the house ***it*** was on by one and a half spaces.

Word	What it means
We	The students doing the work
These (cuts)	The cuts for the four corners
They	Unclear
They	Unclear
They	Students?
They	Students?
They	Students?
It	Unclear
It	Unclear

Resource 9
Building vocabulary

A Builder's Diary	
Name:	Date:

A) What are cavity battens?

B) Scan the diary entries to find the words in the box below, then underline them. The first one has been done for you.

Cavity closer and cavity battens **Date:** *18 August 2015*

We fixed 18mm x 45mm H3 cavity battens over the stud lines, making sure they were flush with the soffit and 50 mm past the floor joist. We used 75mm galvanised flat head nails, 7mm from the edge, alternating from side to side at 300mm centres.

We stapled the UPVC cavity closer strip horizontally to the floor joist with the cavity closer strip edge approx. 2-3mm below the cavity battens. This allowed for drainage and ventilation.

Installing windows and doors **Date:** *20 August 2015*

We used a cordless drill, spirit level and 15mm stainless square screw head screws to fit the sill support bar (wanz), ensuring it was level to the window and door sill. With the locator bracket lined up with the mullion (vertical dividing bar in a window/door), the screws were screwed into the pre-drilled holes located along the bottom of the bar.

The window was then safely lifted into place with the internal corners of the window liner set flush. We used a 10mm thick folded ruler placed at 45 degree angle against the face of the internal wall to ensure the window was in place. We checked the allowance for the 10mm internal gib linings. We tacked a 75mm jolt head galvanised nail to the side jamb at approx. 70mm from the corner, two to each side, one at the top and one at the bottom. For a larger window intermediate nailing is required. After making sure that the window was plumb, packed and sat centrally within its opening, the nails were then placed and punched in.

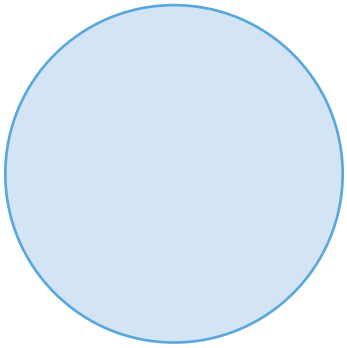
alternating	**tacked**	**cavity closer strip**		**horizontally**
drainage	**ventilation**	**plumb**	**packed**	**stud**
mullion	**internal**	**required**	**battens**	**flush**
ensure	**soffit**	**floor joist**	**cavity**	**galvanised**

C) Now, match words from the previous box with the meanings below. Then put the final three words into the bottom of each table and write your own definitions:

Cavity closer and cavity battens:	
Word	**Meaning**
	Keep changing between two things
	Used to close the base of a cavity to stop vermin coming in but allow for water to drain and air to move
	Movement of fresh air
	Parallel to the flat ground
	Surface underneath the eaves of a house
	Vertical piece of timber used in framing
	A strip of timber used to hold something in place

Installing windows and doors:	
Word	**Meaning**
	Fixed into place
	A type of protective coating to stop steel from rusting
	A vertical middle part of a window frame, going up and down
	Put together and fitted in place so there are no gaps
	When something is aligned to and straight against something else
	To make something definite and certain to happen

D) Now, put the topic of your next diary entry into the shape below and brainstorm any carpentry words that you might need to use:



Resource 9
Building vocabulary (answer)

A) What are cavity battens?

Strips of wood used in framing that wall materials are fixed to.

B) Scan the diary entries to find the words in the box below, then underline them. The first one has been done for you.

Cavity closer and cavity battens **Date:** *18 August 2015*

We fixed 18mm x 45mm H3 **cavity** battens over the **stud** lines, making sure they were **flush** with the **soffit** and 50 mm past the **floor joist**. We used 75mm galvanised flat head nails, 7mm from the edge, **alternating** from side to side at 300mm centres.

We stapled the UPVC **cavity closer strip horizontally** to the **floor joist** with the **cavity closer strip** edge approx. 2-3mm below the **cavity battens**. This allowed for **drainage** and **ventilation**.

Installing windows and doors **Date:** *20 August 2015*

We used a cordless drill, spirit level and 15mm stainless square screw head screws to fit the sill support bar (wanz), ensuring it was level to the window and door sill. With the locator bracket lined up with the **mullion** (vertical dividing bar in a window/door), the screws were screwed into to the pre-drilled holes located along the bottom of the bar.

The window was then safely lifted into place with the **internal** corners of the window liner set **flush**. We used a 10mm thick folded ruler placed at 45 degree angle against the face of the internal wall to **ensure** the window was in place. We checked the allowance for the 10mm internal gib linings. We **tacked** a 75mm jolt head **galvanised** nail to the side jamb at approx. 70mm from the corner, two to each side, one at the top and one at the bottom. For a larger window intermediate nailing is **required**. After making sure that the window was **plumb**, **packed** and sat centrally within its opening, the nails were then placed and punched in.

alternating	**tacked**	**cavity closer strip**		**horizontally**
drainage	**ventilation**	**plumb**	**packed**	**stud**
mullion	**internal**	**required**	**battens**	**flush**
ensure	**soffit**	**floor joist**	**cavity**	**galvanised**

Resource 9
Building vocabulary (answer)

C) Now, put each word next to each meaning in the table below:

Cavity closer and cavity battens:	
Word	**Meaning**
alternating	Keep changing between two things
cavity closer strip	Used to close the base of a cavity to stop vermin coming in but allow for water to drain and air to move
ventilation	Movement of fresh air
horizontally	Parallel to the flat ground
soffit	Surface underneath the eaves of a house
stud	Vertical piece of timber used in framing
battens	A strip of timber used to hold something in place
floor joist	Horizontal framing that the floor is connected to
drainage	Allowing water to be removed from an area
cavity	An empty space

Installing windows and doors:	
Word	**Meaning**
tacked	Fixed into place
galvanised	A type of protective coating to stop steel from rusting
mullion	A vertical middle part of a window frame, going up and down
packed	Put together and fitted in place so there are no gaps
flush	When something is aligned to and straight against something else
ensure	To make something definite and certain to happen
required	Something that has to happen and needs to happen
plumb	When something is aligned vertically
internal	Inside

Resource 10
'What, How, Why' Framework

Tutor Instructions:

1. Give out a copy of the pictures on the opposite page, and in groups/pairs, ask learners to brainstorm what they know.
2. Cut up Table 1.
3. Give the cut-up table to the learners in pairs/groups.
4. Learners put the cut-up table into three columns.
5. Check as a class.
6. Collect in the cut-up pieces.
7. Give learners Table 2 in A3 size.
8. Learners work in groups/pairs to fill in missing information.
9. Check as a class.
10. Give learners a complete copy of Table 1.
11. Give learners Resource 3: 'Diary Writing Note Taking' to start planning their next entry.

A Builder's Diary	
Name:	Date:

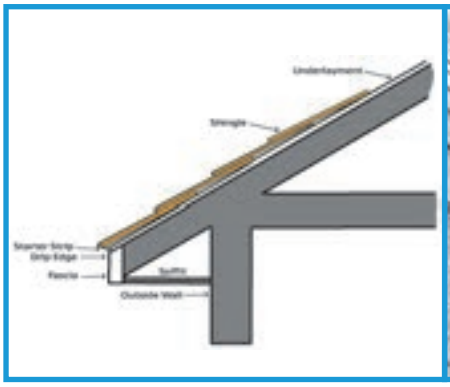
Table 1

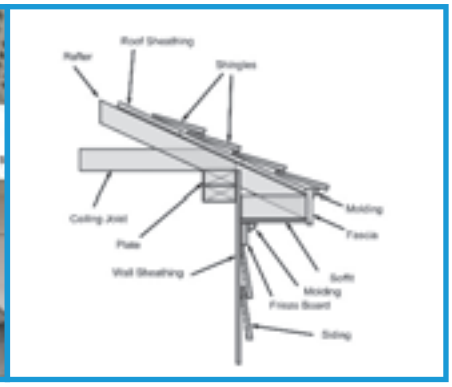
What did you do?	How did you do it?	Why did you do it?
We used a mitre saw to put a compound cut into the weatherboard	using a 45 degree angle, depending on which corner, plus a 5 – 7 degree angle,	to make sure the corners of the weatherboards were flush.
We painted each end of the weatherboard with priming paint	using a paint brush, dabbing it into the grained edges,	to stop any water from entering the corners of the weatherboards.
We put a chalk line 32mm from the bottom	using a metre rule or square.	The chalk line helped to show where the weatherboards would hang.
We made a storey rod	by measuring from the soffit board, down the wall and to 50mm below the bottom joist which gave us 2495mm overall. We then cut the storey rod to 2495mm, marking it 180mm from the top and then marking lines every 150mm for the remaining length.	Each line of the storey rod marked where the bottom of each weatherboard should be.
We placed the weatherboards using the storey rod.	The storey rod had to be placed up flush against the soffit boards,	to make sure the positioning of the weatherboards was straight.
We nailed the weatherboards onto the cavity batten, 35mm from the bottom of the weatherboard	using 75mm jolthead galvanised nails.	Using galvanised nails helps to avoid any rust and nailing at 35mm from the bottom meant the nails should miss the top of the weatherboard below.
We checked the weatherboards	by placing the storey rod against the soffit board one more time,	to make sure they were still flush after nailing.

Table 2

What did you do?	How did you do it?	Why did you do it?
We used a mitre saw to put a compound cut into the weatherboard	using a 45 degree angle, depending on which corner, plus a 5 – 7 degree angle,	
We painted each end of the weatherboard with priming paint		to stop any water from entering the corners of the weatherboards.
We put a chalk line 32mm from the bottom		The chalk line helped to show where the weatherboards would hang.
	by measuring from the soffit board, down the wall and to 50mm below the bottom joist which gave us 2495mm overall. We then cut the storey rod to 2495mm, marking it 180mm from the top and then marking lines every 150mm for the remaining length.	Each line of the storey rod marked where the bottom of each weatherboard should be.
We placed the weatherboards using the storey rod.	The storey rod had to be placed up flush against the soffit boards,	to make sure the positioning of the weatherboards was straight.
We nailed the weatherboards onto the cavity batten, 35mm from the bottom of the weatherboard	using 75mm jolthead galvanised nails.	Using galvanised nails helps to avoid any rust and nailing at 35mm from the bottom meant the nails should miss the top of the weatherboard below.
We checked the weatherboards		

Resource 11
Using pictures





A Builder's Diary	
Name:	Date:

A) Look at the pictures on the front page. Why do people use diagrams and photos in their diaries?

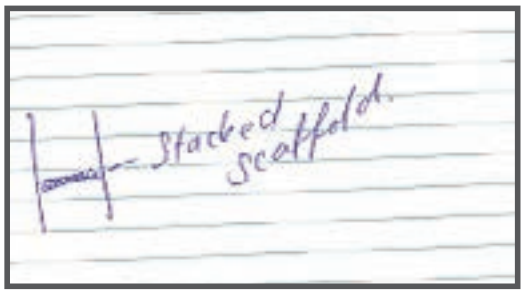
B) Have a look at the two pictures below. Which do you think is better? Why?

Picture

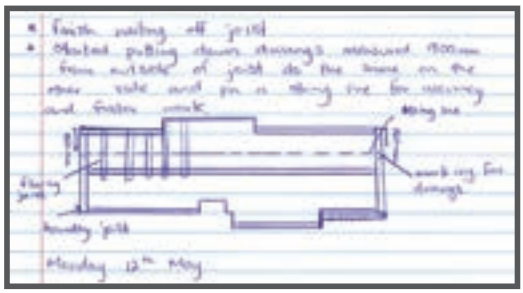
Picture

C) Have a look at the two drawings below. Which do you think is better? Why?

Drawing 1

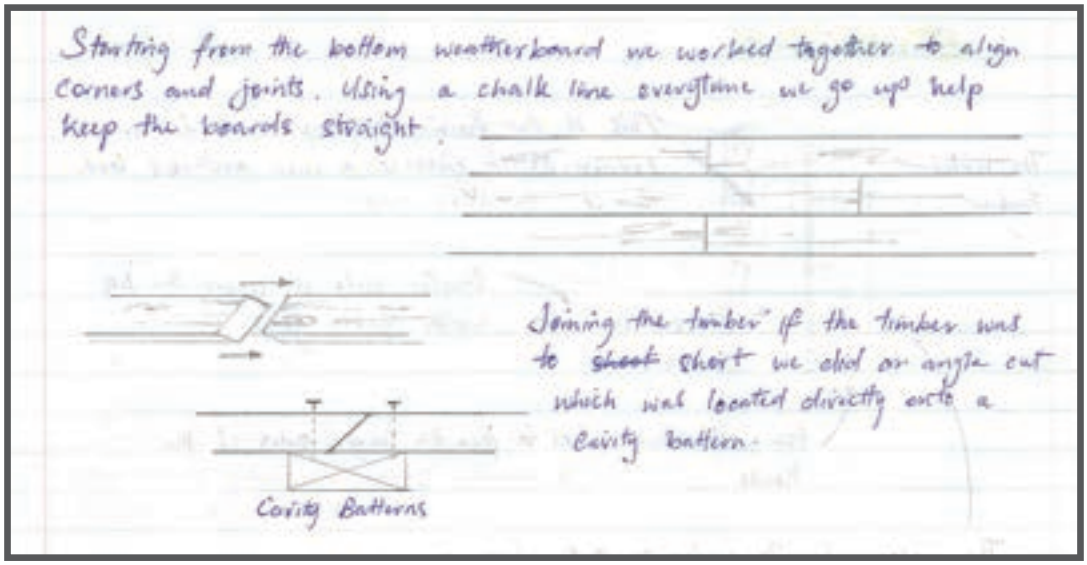


Drawing 2

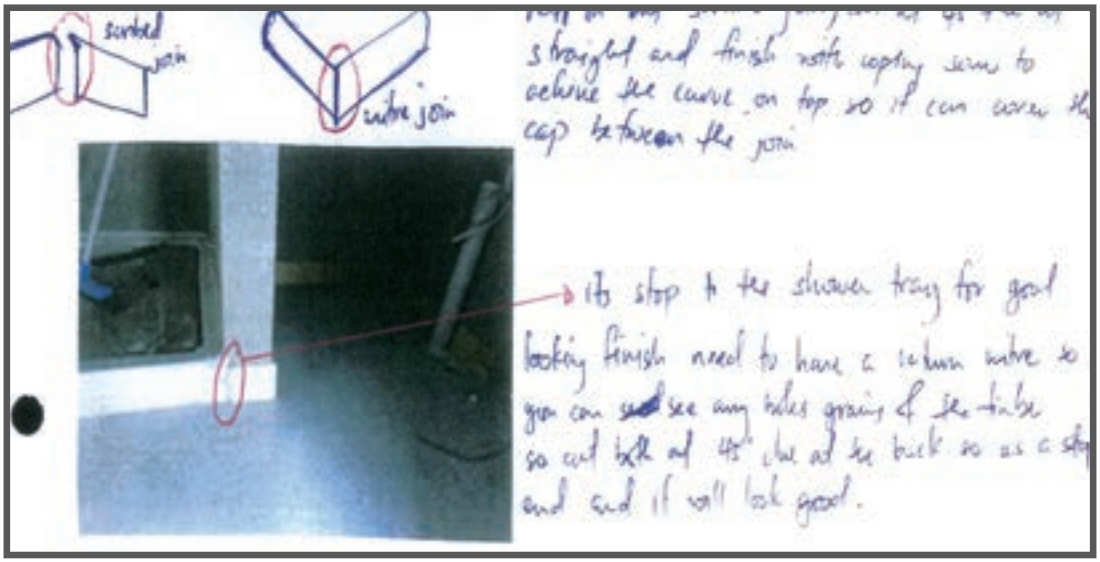


D) Look at the photos, diagrams and writing below. List what you think is good about each one:

1) Weatherboards



2) Scribed and mitre joints



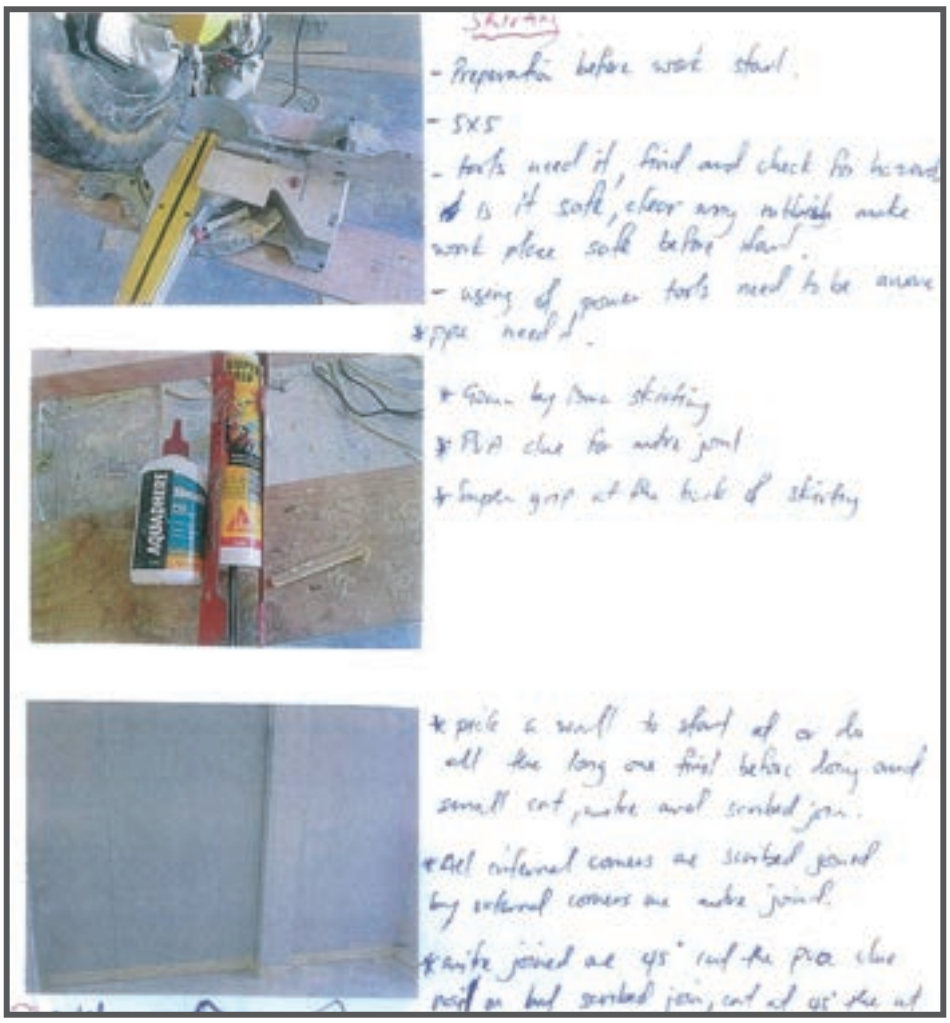
3) Installing windows

Once the window was installed, we used a level to run across to the other window to see if it was level to make the flashing easier to put on.

Then I measured the flashing in between the windows, siliconing top of shadow clad before attaching the flashing to the cladding.

Scribe measurements before cutting. Dry fit and re-cut if needed, then silicon edges/joins so no water can get into building. Tape along top joins, along top flashings and onto rab board.

4) Equipment



Now, write a list of what you need to remember when using diagrams or pictures:

Resource 12
Evaluation 2

Have a look at the diary entry your tutor has given you. Put a tick in the sections (1, 2 or 3) for each of the details based on what has been written in the diary. Then fill in the *General Comments* below.

Focus of diary entry:			
Details included:	1. Does not meet criteria	2. Partially meets criteria	3. Meets all criteria
Materials **Tools** **Fixings**	**No** information given on: • materials • tools/equipment • fixings	**Some** information given on: • materials • tools/equipment • fixings	**All** information given on: • materials • tools/equipment • fixings
How the job was done (what, how, why, where, when, who) **Issues and problems**	**No** description of how the job was done.	**Some** key parts have been left out.	**All** information given on: • how the job was done • any problems
Drawings **Photographs** **Writing**	**No** photos or diagrams.	**Some** photos and diagrams used, but there is no writing about them.	Shows work done through either photos or drawings (or both). Written explanations for **all** photos and diagrams.
Language level and use of carpentry words	**No** carpentry words used.	**Some** carpentry words used.	**All** words are used properly. Shows good understanding of all words used.

General Comments: *What have they done well?* *What could they add or change?*	

A Builder's Diary	
Name:	Date:

Appendix Two:

Why are diaries used to develop writing in the carpentry trade?

Why are diaries important?

- Ownership for students: they write about the building process for themselves in their diary, which then becomes a kind of 'how to' manual for their future reference
- Learning through writing: writing about the work they did reinforces their understanding of how they did it
- Assessment: they are evidence for the tutor which can supplement practical observations
- Portfolio for new qualification: they can be adapted to a portfolio format
- Future employers: they are like a CV where an employer can see what they have done
- Legal document: they can be referred to if there are any questions about work completed when learners become professional builders
- Developing literacy: they help learners develop their writing and build confidence
- External environment: they help learners develop their literacy and meet national benchmarks.

What are the constraints affecting opportunities to work on writing?

- Learners only have about five and a half hours a day to focus on carpentry
- The prime focus is on building a house, not writing, as the house is sold commercially when the programme finishes
- Many learners don't come to learn theory *("How long are we in class? When are we going out on site?")*
- Many learners are more motivated to complete the practical work rather than work on their writing skills
- Learners are at a range of levels in terms of literacy
- Learners bring different knowledge and experiences of education
- Learners bring a range of languages
- Diaries tend to be completed in own time, but many learners use avoidance strategies and don't complete them.

What are the literacy demands of the diary?

- Content: all the information in their diary has to cover the qualification
- Detailed: many of the building processes need to be described in great detail
- Accurate: everything about the processes, as with the building itself, needs to be accurate and any errors need to be rectified
- Complex descriptions: many of the processes are complex as well as detailed and learners need to be able to describe the many steps
- Complex sentences: much of the writing requires complex sentences, even if these are then reduced down to bullet points
- Range of audiences: this can include the learner, their tutor and a future employer.

Appendix Three:
How were the resources designed?

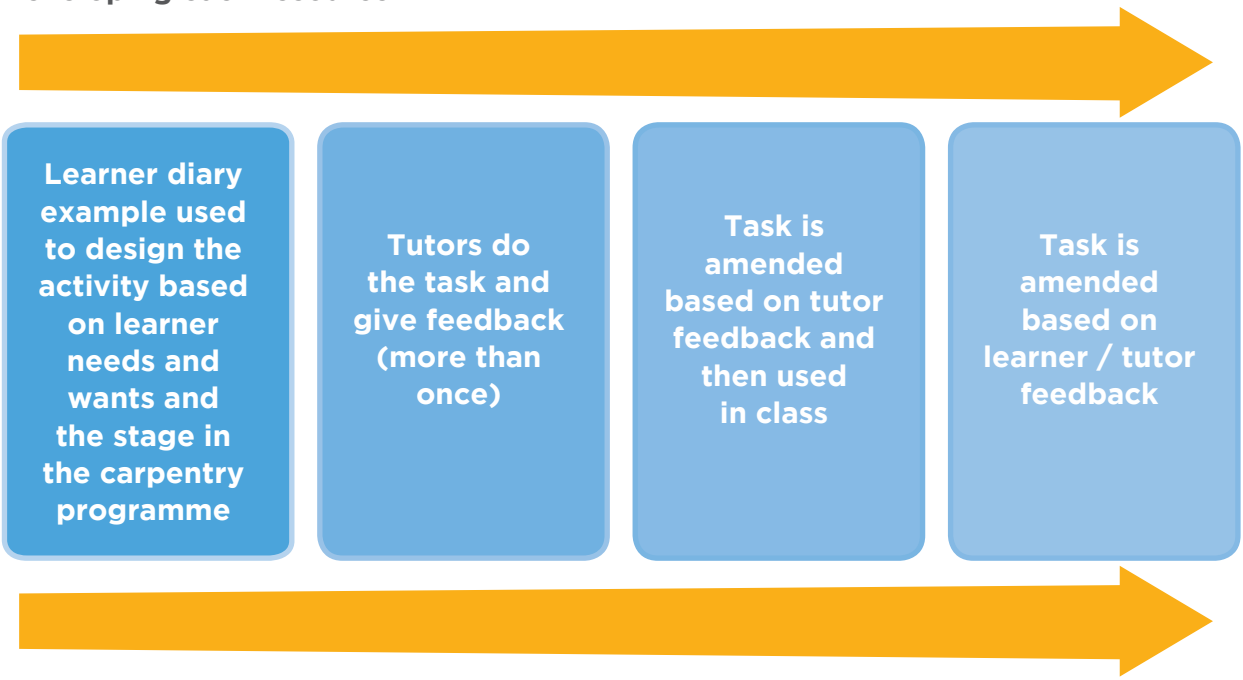
Sources of information:

- Learners: conversations were carried out with learners around what they found challenging in their diaries and how they would like to work on them
- Tutors: conversations were also carried out with tutors around what they thought would be a useful approach, the challenges and what can work
- Observations: observations were undertaken of learners doing the building work, working in class on theory and working on their diaries
- Sample diaries: approximately 45 diaries were reviewed
- Literacy framework: the Learning Progressions were used as a reference point.

Underpinning ideas:

- Diaries are seen as 'authentic' as they are a piece of writing that is part of the job
- The resources use learner writing so that the learners are at the centre of the process, reinforcing what they do. This helps to ensure the writing is pitched at the right level
- There is a focus on content and accuracy to help ensure the relevant details are covered and the writing can be understood
- The literacy activities are short (60mins) so that there is time for writing their own diaries
- Tutors can deliver the resources in class or they can be self-directed
- The whole process can be followed (see 'Overview') or tasks can be completed individually
- The resources are flexible and can be adapted to different stages of the building process.

Developing each resource:



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