LITERARY TEXT TYPES

ΤΕΧΤ ΤΥΡΕ	PURPOSE	TEXT EXAMPLES							
Narrative	To entertain, create, stimulate emotions, motivate, guide, teach.	some picture books, short stories, novels, some ballads, fairy/folk tales, some myths, fables, legends, films, videos, television programs.							
Literary Recount	To entertain by dealing with a sequence of events that establish a realtionship between a writer/reader/speaker/ listener.	some picture books, short stories, some fables and myths, autibiographes, humorous stories, some poems, films, videos, television programs.							
Observation	To record events and respond to them in a personal way. Observation does not have a sequence of events.	early writing of children, some picture books, some poems.							
Literary Description	To describe in literary terms, natural, physical, cultural and individual phenomena.	some picture books, some poems.							
Personal Response	To summarise and respond personally to a text.	response to text activities in classroom contexts such as English and Creative arts.							
Review	To summarise / analyse a literary text and assess its appeal and value.	Oral and written commentaries about literary texts and creative arts, typically found in print, radio and television.							

FACTUAL TEXT TYPES

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ΤΕΧΤ ΤΥΡΕ	PURPOSE	TEXT EXAMPLES							
Factual Description	To describe a particular living, non-living or natural phenomena.	texts in information books, films, videos, television.							
Information Report	To classify and describe general classes of phenomena.	scientific texts in books, films, videos, television.							
Procedural Recount	To record in sequential order the stpes taken to achieve a particular goal/outcome, after doing a procedure.	information books, television, films and videos focusing on how things were made.							
Procedure	To achieve a goal/ outcome through asequence of steps.	information books, television programs focusing on how to do and make things.							
Factual Recount	To record a series of events in the sequence in which they occurred.	historical texts in books, films, videos, televison.							
Explanation	To explain scientifically how technological and natural pheneomena come into being.	scientific texts in books, films, videos, television.							
Exposition	To state a position with respect to an issue and argue a case for or against.	texts in information books, print, visual and oral media.							
Discussion	To examine issues from more than one perspective and make recommendations based on evidence.	texts in information books, print, visual and oral media.							

Text Type: Factual Recount	Stage: 1	Ter		23	4	Wee	1 7	2	3	45	6
OUTCOMES WS1:9 Plans, reviews and produces a small range of simple factual texts for a variety of purposes on familiar topics for readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their p audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and o of written language.	known es and r words. lope in NSW purpose, texts and	 Names or recount, Explain past ten Writes a events. Identified 	, e.g. s wha se. a reco	orientat at differo ount of p	s express ion, sequ ent verbs beer's exp	ence of e do in rec	de and vents, ounts vith ex	reorio and io stendo	entatic dentifi ed seq	on es verbs uence of	in
LE	ARNING E	XPERIE	NCE	S							
 In shared reading, have students examine recounts and an of past tense. Display for students to use as a model for the Jointly construct a recount proforma chart to plan recount either written or pictorial form. Discuss topics of familiar experience appropriate for writte Develop class word banks of present and past tense verbs happened. Develop and display word banks expressing feelings and Develop class lists of time connectives for students to use Model how two sentences can become one by using a line Identify an audience for a recount. Jointly construct recounts of shared experiences, e.g. exceed Examine published recounts to identify visual elements e examples of visual texts relevant for a class jointly construct timelines, flow charts and story maps of Encourage students to refer to word banks and jointly construct construct to the store of the store of	heir own writin ts under headin ten recounts. 5. Relate use of attitudes. e as a resource king word. Ence <i>ursions, assemu</i> .g. <i>maps, photo</i> ructed text. 5 information fr	ng and editi ngs such as past tense in their ow courage stu bly item. Id ographs, di	ng. who, in rec dents <i>lentify</i> <i>agran</i> int.	, where, count to ounts. e to use l to use l w the pur ms, drav	when, w the purp .g. firstly linking w <i>rpose of</i> <i>wings</i> .Po	hy and whose of rec o, next, aft rords in th recount: r int out the	hat. No counts, cer, las leir ow cetell e purpo	otes c , whic tly yn wri events ose of	an be ch is to iting.	made in	
MODELLED WRITI	NG					E	ZVAL	UAT	TION		
GUIDED / INDEPENDENT	WRITING										
HANDWRITING											

Text Type: Literary Recount	Stage: 1		Ter][12	3 4	Wee	$\left \begin{array}{c} 1 \\ 7 \end{array} \right $	2	3	4	5	6			
OUTCOMES WS1:9 Plans, reviews and produces a small range of simple factual texts for a variety of purposes on familiar topics for readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their p audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and o of written language.	known es and words. lope in NSW purpose, texts and	•	recount, Explains past tens Writes a events.	orienta nat diffe count of	INDICATORS ords expressing attitude and feeling in stages of a nation, sequence of events, reorientation ferent verbs do in recounts and identifies verbs in of peer's experience with extended sequence of pose and intended reader of recount before writing.											
	CARNING E	L XI	PERIFN		ES											
 In shared reading, have students examine recounts and an of past tense. Display for students to use as a model for the Jointly construct a recount proforma chart to plan recount either written or pictorial form. Discuss topics of familiar experience appropriate for write Develop class word banks of present and past tense verbs happened. Develop and display word banks expressing feelings and Develop class lists of time connectives for students to use Model how two sentences can become one by using a line Identify an audience for a recount. Jointly construct recounts to identify visual elements e examples of visual texts relevant for a class jointly construct timelines, flow charts and story maps of Encourage students to refer to word banks and jointly construct constructs. 	notate organis neir own writin ts under headin ten recounts. Relate use of attitudes. e as a resource king word. En- ursions, assem .g. <i>maps, phot</i> ucted text. `information f	sations ng a ngs f pa f pa cou hbly <i>cogr</i>	on, orien and editin s such as ast tense i their own trage stud y item. Id <i>raphs, dia</i> n a recou	tationg. who in re- denti- agro nt.	on - who o, where ecount to counts. (ts to use ify the p <i>ams, dra</i>	, when, , o the pur e.g. <i>first</i> linking urpose c <i>wings</i> .P	why and w pose of re <i>ly, next, q</i> words in of recount oint out th	what. N ecounts fter, las heir ow retell he purp	otes c , whic s <i>tly</i> vn wr events ose of	an be ch is to iting.	made o retell	in				
MODELLED WRITI	NG							EVAI	JUAT	TION	I					
GUIDED / INDEPENDENT	WRITING															
HANDWRITING																

Text Type: Procedural Recount	Stage: 1		Гer		2	3 4	W	Vee	1 7	2	3	4	5 6 1 1
OUTCOMES WS1:9 Plans, reviews and produces a small range of simple factual texts for a variety of purposes on familiar topics for readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their p audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and o of written language.	r known es and words. lope in NSW purpose, texts and	reco • Exp pas • Wr eve	ount, e olains t tense ites a i nts.	e.g. c wha e. recou	orienta t diffe unt of	IN ds expre- ation, sec- rent ver peer's e se and in	essing quenc bs do experio	e of ev in reco ence w	le and a vents, r ounts a vith ext	reorie ind ic tende	entatic lentifi ed sequ	on. es verl uence	bs in of
	ARNING E	VDFT	TEN	CF	2								
 In shared reading, have students examine recounts and an of past tense. Display for students to use as a model for the Jointly construct a recount proforma chart to plan recount either written or pictorial form. Discuss topics of familiar experience appropriate for write Develop class word banks of present and past tense verbs happened. Develop and display word banks expressing feelings and Develop class lists of time connectives for students to use Model how two sentences can become one by using a limited in the sentences of shared experiences, e.g. excert sets and published recounts to identify visual elements e examples of visual texts relevant for a class jointly construct timelines, flow charts and story maps of Encourage students to refer to word banks and jointly construct context is pointly construct timelines. 	notate organis neir own writir ts under headin ten recounts. Relate use of attitudes. e as a resource king word. End ursions, assem .g. <i>maps</i> , <i>photo</i> ructed text.	sation, on ng and ngs suc f past to in thei courago bly iten ograph from a r	orienta editing h as w ense ir r own e stude m. Ide <i>s, diag</i> ecoun	ation g. vho, n recc ents entify gran	ount t ounts. to use the p	e, when, o the pu e.g. <i>first</i> linking purpose o <i>twings</i> .F	why a rpose <i>tly, ne</i> word of reco Point c	and when of reconstruction of reconstruction of reconstruction of the second se	nat. No ounts, er, last eir own etell ev purpo	whic whic <i>ly</i> n wri vents se of	an be h is to ting.	made o retell	in
MODELLED WRITI	NG							E	VALI	UAT	`ION		
GUIDED / INDEPENDENT	WRITING												
HANDWRITING						1							

Text Type: Factual Description	Stage: 1		Ter		234	We	\mathbf{e} $\frac{1}{7}$	2	3	4	5 6 1 1
OUTCOMES WS1:9 Plans, reviews and produces a small range of simpl factual texts for a variety of purposes on familiar topics for readers. WS1:10 Produces texts using the basic grammatical featur punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familia WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and of written language.	r words. slope in NSW purpose, texts and	• U • C • C • U • V	Jses pror Chooses a bjects. Jnderstar	noun re approp nds tha nple de	I se and inte ferences. riate words t adjective escriptions	s to label s provide	rpose befo things su e more in	uch as d	rawin on ab	ngs and out not	l uns.
				OFC							
 Model different ways to approach description writing e.g memories or feelings to find ideas for your writing, prior Use questions to clarify the purpose of a description befor Model how to edit information reports, recounts and narr descriptions on the topic identified. Encourage students t Explain the structure of a description. Jointly construct b Provide students with opportunities to write texts such as Have students write descriptions in diaries and journals a Have students to find nouns in their writing and add adject <i>Which cat? The stray ginger cat. Which beach? Where?</i> From shared and guided reading on a particular topic encand adverbs that qualify those actions. Display these and Provide cloze passages to develop students descriptive w Have students develop their descriptions by including bo Create a class Who Am I? flap book with student written 	to jointly consort writing a de- actives by point of description of do this when rief descriptions letters, recount is an alternative includes descriptions that help <i>Avoca Beach t</i> courage studen encourage studen encourage studen th objective, in	t and struct escrip ting c n editi ns. nts an riptio make to the uts to idents magin	write wh ting a wr otion. e.g out wher ing their ad inform a recount ons. e those n <i>north oj</i> collect a s to use t	hat you itten de g.will it e more own w nation it t. e.g. a couns n f Sydne djectiv hem w	escription. <i>be objecti</i> description reports that <i>be conserved</i> <i>cork</i> . <i>cork</i>	ve? will n could l t include <i>lizard in</i> ic. Use q ectival pl g.	<i>it tell how</i> be includ e descripti <i>the playg</i> questions hrases, ve	w you fee ed. Join ion. ground. to assist erbs that	<i>el?</i> ttly co	onstruc lents. e	t brief .g.
MODELLED WRITI	ING						EVAI	LUATI	ON		
GUIDED / INDEPENDENT	WRITING										
HANDWRITING	;										

Text Type: Literary Description Stage: 1	1 Ter 1234 Wee 789111
OUTCOMES WS1:9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers. WS1:10 Produces texts using the basic grammatical features and punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words. WS1:12 Produces text using letters of consistent size and slope in NSW Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their purpose, audience and subject matter. WS1:14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	 Uses pronoun references. Chooses appropriate words to label things such as drawings and objects. Understands that adjectives provide more information about nouns. Writes simple descriptions of familiar people and things with two or
 Model different ways to approach description writing e.g. study subje memories or feelings to find ideas for your writing, prior to jointly co Use questions to clarify the purpose of a description before writing a 	nstructing a written description. description. e.g. <i>will it be objective? will it tell how you feel?</i> nting out where more description could be included. Jointly construct brief en editing their own work. ons. unts and information reports that include description. ive to a recount. e.g. <i>describe a lizard in the playground</i> .

- Ask students to find nouns in their writing and add adjectives that help make those nouns more specific. Use questions to assist students.
- e.g. Which cat? The stray ginger cat. Which beach? Where? Avoca Beach to the north of Sydney.
- From shared and guided reading on a particular topic encourage students to collect adjectives and adjectival phrases, verbs that describe actions and adverbs that qualify those actions. Display these and encourage students to use them when writing.
- Provide cloze passages to develop students descriptive writing.
- Ask groups to construct lengthy noun groups about a particular subject e.g. *parrots, those two annoying, screeching and squawking white cockatoos in the old gum tree.*

MODELLED WRITING	EVALUATION
GUIDED / INDEPENDENT WRITING	
GUIDED / INDEFENDENT WRITING	
HANDWRITING	

Text Type: Literary Narrative Stage: 1	Ter 1 2 3	4 Wee	$\begin{bmatrix} 1 & 2 \\ 7 & 8 \end{bmatrix}$	3 4 9 1	56
OUTCOMES WS1:9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers. WS1:10 Produces texts using the basic grammatical features and punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words. WS1:12 Produces text using letters of consistent size and slope in NSW Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their purpose, audience and subject matter. WS1:14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	 Writes stories with so features of narratives Identifies the purpose uses drawings to acce Uses words that eval 	s. es of the different ompany text whe	isational struc t structural pa re relevant.		
 LEARNING E Jointly construct a scaffold for narratives using headings and questions Orientation- Who? Where? When? Complication- What goes wrong? How do the characters feel about thing Resolution- How is the problem solved? Jointly construct a narrative after deconstructing a simple model. Have students innovate on one stage of a narrative text, substituting ow jointly construct narratives for class big books and wall stories. Have students discuss and list possible topics for writing narratives. Ask students to locate action verbs in texts for a class word bank to use Ask students to locate words expressing attitude and feeling for a word the complication in a narrative and how a problem is constructed throug for the characters. Ask students in small groups or pairs to create a story map to use as the Encourage students to independently write a narrative. Have students u complication and resolution. 	as going wrong? on words for key words in e in writing activities. Ad bank to use in writing.E gh a sequence of events t e basis for writing a narra g or on the computer.	d to these ncourage student that go wrong in s ttive.	some way and	d cause a j	
MODELLED WRITING			EVALUAT	TON	

GUIDED / INDEPENDENT WRITING

HANDWRITING

Text Type: Literary Observation	Stage: 1		Ter		4	Wee 1 2 3 4 5 6 7 8 9 1 1 1
OUTCOMES WS1:9 Plans, reviews and produces a small range of simpl factual texts for a variety of purposes on familiar topics fo readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and of written language.	r known es and r words. lope in NSW purpose, texts and				INI	DICATORS
LE	EARNING E	EXP	ERIEN	CES		
MODELLED WRITI	NG					EVALUATION
GUIDED / INDEPENDENT	WRITING					
HANDWRITING						

Text Type: Factual Procedure	Stage: 1	-	Ter	• [12	34	,	Wee	$\begin{bmatrix} 1 \\ 7 \end{bmatrix}$	2	3	4	56
OUTCOMES WS1:9 Plans, reviews and produces a small range of simpl factual texts for a variety of purposes on familiar topics fo readers. WS1:10 Produces texts using the basic grammatical featur punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familia WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and of written language.	r known es and r words. lope in NSW purpose, texts and	•	Identifie comman States th Writes s	es s nds. he p simj	ome of ourpose ple dire	I rpose an the disti	nd org ingui endeo r ins	ishing f d audier tructior	ional st eatures	s of pr fore w	ocedu riting	ires e.	g. use of
TI	EARNING E	XP	PERIE	NC	ES								
 Provide a number of procedures as model texts. Discuss Have students consider who writes different types of prowho will purchase their product. Ask questions relating to the function of each stage of a pstage names and their functions. Jointly construct a familiar procedure by drawing picture Relate the purpose of a procedure that tells how to do son the reader what to do) Delete verbs from a familiar proce Develop class lists of action verbs related to different type bank to assist writing and/or spelling. Provide students with a proforma listing stages to support Have students decide on a familiar activity they would liprocedure under headings - goals, materials, steps. Evalute Encourage students to act out procedures for an audience Have students use a word processor to model how to set Ask students to handwrite a procedure legibly to type for 	their purpose a cedures, and w procedure, e.g. s. Use these to nething to the dure to create es of procedur t independent ke to teach a fr ate by having t o ensure all s out a procedur	and a vhy i . <i>Wh</i> o inf a ch res e writ riend thei steps re ch	audienc they wri hich part form the ntence str loze acti e.g. recip ting of a d- their ir friend so are inc learly.	ee. iite t t tel ; joi ruct ivity pes, a pro- inte cor clud	hem e. Is what nt cons ure of <i>t</i> . <i>design</i> ocedure anded a nplete	<i>t you haw</i> struction steps (i.e <i>n and ma</i> e. udience.	ve to of a e. vei uke au	<i>do?</i> Aı written rbs at th <i>ctivities</i> dents in	nnotate versio ne begin s, game	the sa n. nning es and	ample of ead displ	text v ch step lay a v	with p telling word
MODELLED WRITI GUIDED / INDEPENDENT]	EVAL	JUAT	[ION	-	
HANDWRITING													

Text Type: Literary Review	Stage: 1		Ter	123	4	Wee	1 2 7 8	3 4 5 6 9 1 1 1
OUTCOMES WS1:9 Plans, reviews and produces a small range of simpl and factual texts for a variety of purposes on familiar topic readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and of written language.	es for known es and r words. lope in NSW purpose, texts and	•			IN	DICATO	DRS	
LE	EARNING E	XI	PERIEN	ICES				
MODELLED WRITI	NG					Ε	VALUA'	TION
GUIDED / INDEPENDENT	WRITING							
HANDWRITING								

Text Type: Information Report	Stage: 1	Ter 1 2 3 4	Wee 1 2 3 4 5 6 7 8 9 1 1 1						
factual texts for a variety of purposes on familiar topics for known readers. WS1:10 Produces texts using the basic grammatical features and punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.		 INDICATORS States the purpose and intended reader of an information report before writing. Discusses some of the different purposes of visual texts, e.g. charts, maps, diagrams Writes an information report on a familiar topic, which includes information on one or more aspects of the topic. Identifies function of different stages of an information report. 							
 LE Focus on organising information by preparing informatio sort information onto correct proformas. Have students add adjectives to expand information writte Ask students to sort and match diagrams and labels onto a Cut up information report sentences into separate words. the students that the topic word is a noun or a noun group 	n cards and pro en on labels fo a chart. Studen Ask students to	r a diagram e.g. <i>short, grey.</i> ts draw in their own pictures of	f each part by observing a real example.						

- Focus on the purpose of the visual text in an information report by providing labels for a diagram relating to a current topic being studied. Ask students to draw a diagram showing its parts and then have them add labels.
- List sentence beginnings from an information report. e.g. *Dogs... Some dogs.....* Pairs of students adapt these sentence beginnings to use in an information report about a topic currently being studied.
- Have students sort information words/pictures into categories for an information report. Identify clues in the information that assist in sorting.
- Construct picture glossaries and labelled diagrams to support information in an information report before or after writing.
- Compile a personal list of spelling words when writing an information report.
- Provide sentence beginnings as a guide for students to use when writing their own information report.
- Ask students to jointly and then independently construct an information report about a familiar topic using their understandings of the grammatical features and organisation of an information report.

MODELLED WRITING	EVALUATION
GUIDED / INDEPENDENT WRITING	
HANDWRITING	

Text Type: Personal Response Stage: 1	Ter 1 2 3 4 5 6 7 8 9 1 1 1
OUTCOMES WS1:9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers. WS1:10 Produces texts using the basic grammatical features and punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words. WS1:12 Produces text using letters of consistent size and slope in NSW Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their purpose, audience and subject matter. WS1:14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	 INDICATORS Writes a short response or review containing basic description with comment or opinion. Discusses some of the different purposes for which people write responses or reviews. Expresses an op[inion in writing. Uses drawings to accompany text where relevant. Uses adjectives to provide more information about nouns. Reads own writing aloud and makes some corrections to clarify meaning.
 Display model texts in the classroom with stages clearly marked. Have write personal responses about books, films. Focus on texts with which the students are familiar, either read or viewed. Build a word map of language for talking about books, films etc. Focus video. Design a new cover for a favourite story that includes author, title and recomplete an advertisement for a book that a student has enjoyed. Complete a matrix on characters in a book, using adjectives to describe Encourage students to write personal responses to literature in diaries and Jointly construct review responses on the basis of a model text. Have students consider purpose of review by planning a book review for a book review for the students and the students and the students are students are students and the students are stude	ed. on texts the students are very familiar with. These may include film and relevant illustration. appearance, actions, habits, feelings. nd journals. Provide scaffolding for review texts.

- Encourage written responses to books read by allowing students to choose a question or activity that encourages this.
 have students build up their understanding of characterisation in novels by writing what characters have said in speech balloons, creating murals or by drawing and labelling characters with their attributes.

MODELLED WRITING	EVALUATION
GUIDED / INDEPENDENT WRITING	
HANDWRITING	

Text Type: Explanation	Stage: 1	Ter	234	Wee 7	2 3 4 5 8 9 1 1	5 6
OUTCOMES WS1:9 Plans, reviews and produces a small range of simpl factual texts for a variety of purposes on familiar topics for readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familian WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and of written language.	known es and r words. lope in NSW purpose, texts and	• Give at least book	rpose and inter two events in	an explanation e.g	e writing an explana g. a poster, project, b s of an explanation.	big
 LE Revise social purpose of explanation through model texts Scribe student's spoken explanations of events. Discuss t Jointly construct a flow chart or life cycle showing the see independently writing an explanation on the same topic. Provide pairs of students with familiar labels and caption representing the details of each stage; the purpose of diag Model how to edit jointly constructed explanations makin Use class chart made after shared reading, with headings Create word banks of time connectives and phrases from Jointly edit an explanation to give the correct sequence of by correctly sequenced events. Jointly construct an explanation by sequencing diagrams happens at each stage. Encourage students to use drawings to accompany text weight the set of the se	s. Display stage the needs of a r equence of even s for a life cyc grams to give a ng use of word such as 'Noun sample explan f events. Highl of a familiar li	eader for addition nts that take place le to sequence and dditional inform banks, diagrams s' 'Verbs' and ', nations or joint co light the organisa	lassroom. onal informatic e. Encourage nd sketch each ation. s, dictionaries Adverbial Phra onstruction act ation of explar	students to use the a stage. Discuss the around the classro ases' to jointly con tivities. nations, phenomen	ese diagrams when e importance of diag oom. nstruct an explanation non statement, follow	grams on. wed
MODELLED WRITI	NG			EVAL	LUATION	
GUIDED / INDEPENDENT	WRITING					
HANDWRITING						

Text Type: Exposition	Stage: 1		Ter		23	4	Wee	$\begin{bmatrix} 1 \\ 7 \end{bmatrix}$	2	3	4	5	6
OUTCOMES WS1:9 Plans, reviews and produces a small range of simpl factual texts for a variety of purposes on familiar topics for readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and of written language.	r known res and ur words. slope in NSW purpose, l texts and	•	Recogni Writes s Discusse	ses ar imple es fun ses th	nd uses exposi ction of at conn	pported organis tions fo f differe	DICAT by at least ational so or different ent parts of such as of	st one i tructure nt purpo or stage	of sir oses. s of a	nple o text.			0
LI	EARNING E	XP	'ERIEN	ICES	5								
 Use expositions to focus on the importance of and reason Introduce the stages of an exposition: position and argum Focus on the social purpose of expositions by jointly con Annotate large display size copies of sample expositions jointly constructing an exposition. Jointly constructs surveys to find out the opinion of a larg basis for a jointly constructed written exposition using cc In joint construction activities, demonstrate how to chang Jointly construct a point of view held by most of the stud point of view and then draft this argument into writing. T exposition into writing. The argument from each small gr Jointly construct a letter to the relevant body about a rele form before the letter is jointly constructed. Provide students with a proforma use to write independent Encourage students to choose thinking, feeling and action 	nent. Instructing texts is with names for ger group of stu- omputer genera- ge a question in dents in the class The argument fig- group can then be evant concern us ently a simple estimation instruction of the simple estimation of the simple estimation of the simple estimation instruction of the simple estimation of the simp	on or ea iden iden ated nto ss. S from be u usin	relevant ich stage ts conce graphs. a statem Students i each sn ised in a g a simp sition. U	issue and a rning ent or work nall gr joint le exp	s. a descri a releva comma in smal roup ca constru position ntence s	ption of ant topi and. Il group n then b ction of . Draft a starters	f purpose ic. The re os to thinl be used in f an expo and publi to give s	. Refer sults ca c of an a a joint sition o sh. Bui	to the n be u argum const n the ld up	se sar ised la ent to tructio given argui	nples ater as supp on of a topic.	when the ort th in	is
MODELLED WRITI	ING							EVAL	JUAT	TION	Ĩ		
GUIDED / INDEPENDENT	WRITING												

HANDWRITING

Text Type: Discussion	Stage: 1	Ter 123	4 Wee	$\begin{bmatrix} 1 & 2 \\ 7 & 8 \end{bmatrix}$	3 4 9 1	56 11
OUTCOMES WS1:9 Plans, reviews and produces a small range of simpl factual texts for a variety of purposes on familiar topics for readers. WS1:10 Produces texts using the basic grammatical feature punctuation conventions of the text type. WS1:11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar WS1:12 Produces text using letters of consistent size and s Foundation Style and using computer knowledge. WS1:13 Identifies how own texts differ according to their audience and subject matter. WS1:14 Identifies the structure of own literary and factual names a limited range of related grammatical features and of written language.	r known res and r words. slope in NSW purpose, texts and	 Discusses some of the discussions. Uses organisational set as a discussion. Writes comments and Writes at least one for discussion. 	tructure of discu ints being consi opinions.	sses for which ssion. dered at the	beginning o	f writing
 LF Prepare argument on strips for and against an issue famil against' to reinforce the arguments and purpose of discuss Brainstorm all ideas on an issue. Use a proforma to sort i form the basis of a joint construction. Provide arguments for one side of an issue and ask studers Jointly construct a discussion with a statement of issue a ended. Encourage students to choose which way the discus Annotate sample discussions with names for each stage s Encourage students to use annotated discussion texts on of Have students, in groups, complete a discussion in which Have students write opinions in response to events or char justification for their opinion, using a reason from the text Decide on an audience before jointly constructing a discus Use different coloured highlighters to identify different laboration. 	iar to students. ssion. ideas and group nts to list argun and arguments ussion should b statement of iss display in class a key words ha argument for a aracters in liter st, personal exp ussion, to highl	p them into arguments for ments for the other point for and against it. Point of see ended. sue- arguments for, again srooms as models for wri- ve been supplied to orga and against the topic and ary texts, in their diaries perience or knowledge. light the purpose of discu	r, against and ide of view. ut the different v st and recommen- ting. nise information. draft these. and journals.End	eas of interes ways a discu ndation of ea	t. These ide ssion can be ch stage.	eas could
MODELLED WRITI	NG			EVALUAT	FION	
GUIDED / INDEPENDENT	WRITING					

HANDWRITING

Text Type: Factual Recount	Early Stage 1	Ter 12	34 W	Vee 1	2 3 4 5 8 9 1 1	6	
texts differ in various ways. WES1:14 Recognises overall text structure and basic	 by agges in writing texts with the intention of conveying an sage. by agges in writing texts with the intention of conveying an sage. conveying an end of the intention of conveying an end of the end of the intention of conveying an end of the end of the intention of conveying an end of the end of th						
I	LEARNING EX	XPERIENCES					
 LEARNING EXPERIENCES Discuss possible topics for recounts and build a word map of content in preparation for joint construction. Explain that the purpose of recounts written in the classroom is to entertain, retell events. Jointly construct recounts of class activities and excursions. Students illustrate these texts. Make these into big books to be used during sha guided reading or independent reading experiences. Guide students in joint constructions by explicitly referring to the function of each stage. Focus on joining words, adverbs and adverbial ph and action verbs. Jointly construct a newsletter to parents at the end of each term to recount activities and experiences. Consider the audience when writing. Y do they already know? What do they need to be told about? Use students drawings of the activities to illustrate the texts. Following a class excursion create a class mural to show the sequence of events. Jointly construct labels for the mural that recount the experience and highlight past tense. Jointly construct familiar rhymes as recounts. Encourage students to make regular entries in a journal, using emergent writing skills or drawings, to recount events that they participated in Act as a scribe. 							
MODELLED WRIT	ГING			EVALU	ATION		
GUIDED / INDEPENDEN'	ΓWRITING						
HANDWRITIN	G		1				

Text Type: Literary Recount	Early Stage 1	Ter 123]_4 We	ee 1 2 3 4 5 6 7 8 9 1 1 1				
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	INDICA a adults to write n verbs. ose of own rec action verbs u	te.						
I	LEARNING EX	XPERIENCES						
 Discuss possible topics for recounts and build a word map of content in preparation for joint construction. Explain that the purpose of recounts written in the classroom is to entertain, retell events. Jointly construct recounts of class activities and excursions. Students illustrate these texts. Make these into big books to be used during shared, guided reading or independent reading experiences. Guide students in joint constructions by explicitly referring to the function of each stage. Focus on joining words, adverbs and adverbial phrases and action verbs. Jointly construct a newsletter to parents at the end of each term to recount activities and experiences. Consider the audience when writing. What do they need to be told about? Use students drawings of the activities to illustrate the texts. Following a class excursion create a class mural to show the sequence of events. Jointly construct labels for the mural that recount the experience and highlight past tense. Jointly construct a proforma for students to use when writing or drawing their own recounts. Encourage students to make regular entries in a journal, using emergent writing skills or drawings, to recount events that they participated in. Act as a scribe. 								
MODELLED WRI	ΓING			EVALUATION				
GUIDED / INDEPENDEN'	Γ WRITING							
HANDWRITIN	G							

Text Type: Observation	Early Stage 1	Ter 123	4 Wee	1 2 3 4 5 6 7 8 9 1 1 1
OUTCOMES WES1:9 Engages in writing texts with the intention of co idea or message. WES1:10 Produces simple texts that show the emergenc grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case lette computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventio language.	e of the of the text. s when ors and uses g and that own		INDICATO	DRS
Ι	LEARNING EX	PERIENCES		
MODELLED WRIT	ΓING		E	EVALUATION
GUIDED / INDEPENDEN	T WRITING			
HANDWRITIN	G			

Text Type: Personal Response	Early Stage 1	Ter 123	4 Wee	
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	e of the of the text. s when rs and uses g and that own	•	INDICATO	DRS
I	LEARNING EX	PERIENCES		
MODELLED WRI	ΓING		E	EVALUATION
GUIDED / INDEPENDEN'	Γ WRITING			
HANDWRITIN	G			

Text Type: Factual Procedure	Early Stage 1	Ter	·	23	4	Wee] 1 7	2	3 9	4	5 6 1 1
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	e of the of the text. s when ors and uses g and that own	 Talks al make so Identifi Correct 	omethir es actio	ng. on verbs	se proc s in a fa	miliar pro	xts, e.g	e.			how to
I	LEARNING EX	EXPERIE	NCES								
 Highlight different sections or stages of a sample proce Provide students with an enlarged procedure. Ask then illustrate. Have students sort photographs taken during a class co of the procedure, which is to tell how to do something. Ask students, in pairs, to sequence photographs of action the procedure. Jointly construct instructions for a familiar classroom r Have students use pictures and labels to independently Have students match pictures and action verbs of a familiar class of a familiar class of a student suge picture and action verbs of a familiar student suge pictures and action verbs of a familiar class of a student student picture and action verbs of a familiar class of a student suge picture as a small gravitational students to construct a sequential text as a small gravitational students and action verbs of a student student student student as a small gravitational students and students as a small gravitational students and students as a small gravitational student student student student	to use different c oking activity to f ons in a class proc outine. construct a proced illiar procedure to emes. Add to thes	edure. High dure and e reinforce se as appro-	shade c that sho ghlight explain actions opriate	over eac ow how the imp how to s in proo	to performed by the stage of th	of the pr form action e of corre ete a fami	ocedur ons. Re ct orde liar act	re and cl elate thes er to ach tivity.	hoos se to	se a sta	age to urpose
MODELLED WRI	ΓING					1	EVAL	LUATI	ON		
GUIDED / INDEPENDEN'	T WRITING										
HANDWRITIN	G										

Text Type: Procedural Recount	Early Stage 1	e Ter	· 12	3 4	Wee		2 3 8 9	4	5 6 1 1					
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case lette computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventio language.	 e intention of conveying an w the emergence of the eve the purpose of the text. Ent known words when upper case letters and uses et texts. poses for writing and that own ure and basic Dictates recounts for Uses past tense actio Talks about the purp Illustrates past tense 													
	LEARNING EX	XPERIEI	NCES											
 Discuss possible topics for recounts and build a word n Explain that the purpose of recounts written in the class Jointly construct recounts of class activities and excurs guided reading or independent reading experiences. Guide students in joint constructions by explicitly refer phrases and action verbs. Jointly construct a newsletter to parents at the end of ea do they already know? What do they need to be told ab Following a class excursion create a class mural to show experience and highlight past tense. Jointly construct familiar rhymes as recounts. Jointly construct a proforma for students to use when w Encourage students to make regular entries in a journal Act as a scribe. 	ake these us on join riences. C vities to i truct labe	into big bo ning words, Consider the Ilustrate the Is for the m	, adverbs e audienc e texts. nural that	and a ac ce when recount	lverbial writing	l . What								
MODELLED WRIT	MODELLED WRITING					EVALU	ATION	1						
GUIDED / INDEPENDENT WRITING														
HANDWRITIN	G													

Text Type: Factual Exposition	Early Stage	e				XX7	1	2	3	4	5	6	
	1		Ter	123	4	Wee	7	8	9	1	1	1	
	ſ					DICATO							
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergenc grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventio language.	 Contributes argume Contributes argume Dictates opinions ar ters and uses ing and that own 				ters to express an opinion in writing. nents when jointly constructing exposition te and a supporting argument to a scribe.								
 LEARNING EXPERIENCES Jointly construct expositions relating to current class/school/community issues. Make clear the exposition text (ie position statement and arguments). Display stages on a wall chart in the cla Use impromptu situations where issues arise to record the class's opinion in a joint construction. Brainstorm as a class reasons for a particular issue. Use these lists as the basis for students to complete. Have students illustrate their work. Staple preading. Jointly construct p[ask to persuade students to behave in particular ways. Ask students to illust school. Model the use of connectives when writing expositions, showing how these words link the position. 						Display join uestions. sentence b ether to ma e posters a	ntly co eginni ike ind nd disj	onstru ngs. lividu play ti	cted of al boo	exposi oks fo	tions r		
MODELLED WRIT	FING					F	VAL	пат		I			
GUIDED / INDEPENDEN HANDWRITIN	T WRITING									-			

Text Type: Literary Narrative	Early Stage 1	Ter 123]_4 Wee	$\begin{bmatrix} 1 & 2 & 3 & 4 & 5 & 6 \\ 7 & 8 & 9 & 1 & 1 & 1 \end{bmatrix}$
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	INDICAT ratives. lation of word ba bel drawings and ell a narrative.	anks.		
 I Display questions about story structure to assist studen When does it happen? What goes wrong? How is the p Use wordless picture books as a resource for joint cons Assist students to develop word banks of adjectives to complication and resolution stages. Use these as a reso Have students share narratives with peers to gauge aud Have students sequence pictures from a familiar story a Encourage students to use narratives modelled in class Teachers and students jointly construct written narrativ Create or obtain pictures depicting the main stages of a construct captions for the pictures. 	ves, with questions to g s from familiar narrative postruction of narrative acourage students to pro- tet a retell by captioning es to innovate on famili- tories as big books.	guide developme ves. Build word b s. ovide helpful fee g each picture in iar texts and dev	nt. Danks for the events in the Odback. order. elop. their own.	
MODELLED WRIT	ΓING			EVALUATION
GUIDED / INDEPENDEN'				
HANDWRITIN	G			

Text Type: Factual Description	Early Stage 1	Ter	1234	Wee 7	23 89	4 5 6						
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case lette computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventio language.	e of the of the text. s when ers and uses g and that own	activities.Chooses w	-	tives to add to noun groups in joint constr a label drawings and objects.								
 Provide students with a diagram of an object to be desce Jointly construct <i>What Am 1? or Who Am 1?</i> class or ind Provide captions within a grid from which students can headings relevant to the object being described. Write a sentence and then model how to add adjectives Support students during joint constructions of description Create word banks of adjectives and nouns relevant to the use these word banks during writing. Define an audience for a jointly constructed factual destered banks are selection of visual texts to decide which one in the text. Use picture book illustrations, magazine pictures, photor Ask students to build noun groups by asking the be called describing words. Encourage students to think about including descriptive 	eadings could in bout the noun. estions to give re ore jointly constr rience. ption by conside bintly constructe	nclude colour, tex elevant details. ucting a descripti ering which visua d literary descript	on. Demonst l shows deta tion of a part	trate how to ils included icular person.								
MODELLED WRIT	ΓING			EVAI	LUATION							
GUIDED / INDEPENDEN	Γ WRITING											
HANDWRITIN	G											

Text Type: Literary Description	Early Stage 1	Ter	234	Wee	1 2 3 7 8 9	4 5	6 1					
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergenc grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case lette computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventio language.	e of the of the text. s when ers and uses g and that own	activities.	s to label drav	tives to add to noun groups in joint construc label drawings and objects.								
 Provide students with a diagram of an object to be desce Jointly construct <i>What Am 1? or Who Am 1?</i> class or ine Provide captions within a grid from which students can headings relevant to the object being described. Write a sentence and then model how to add adjectives Support students during joint constructions of descripti Create word banks of adjectives and nouns relevant to tuse these word banks during writing. Define an audience for a jointly constructed factual des Evaluate a selection of visual texts to decide which one in the text. Use picture book illustrations, magazine pictures, photo Ask students to build noun groups by asking the be called describing words. Encourage students to think about including descriptive 	ings could ind t the noun. ons to give rel ointly constru- ce. n by consider y constructed	clude colour, to levant details. acting a descrip ring which visu l literary descri	ption. Demon ual shows det iption of a pa	strate how to ails included rticular persor								
MODELLED WRIT	ΓING			EVA	ALUATION	1						
GUIDED / INDEPENDEN	Γ WRITING											
HANDWRITIN	G											

Text Type: Information Report	Early Stage 1	Ter	1234	4	Wee	1	2	3	4	5	6
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	 es in writing texts with the intention of conveying an 2. uces simple texts that show the emergence of the unctuation needed to achieve the purpose of the text. Ins to use letters to represent known words when uces most lower case and upper case letters and uses ology to begin to construct texts. In gnises some different purposes for writing and that own arious ways. In the second seco					~		on re	eports.		
• Jointly construct descriptive sentences using information											
 Jointly construct descriptive sentences using information Uses simple proformas to organise information in prep Identify possible audiences for information report topid Use information recorded on a class wall chart to jointh Students illustrate and label action verbs related to curribeginning with a topic word. Draw story illustrations and information pictures relate which group of pictures could be used in an informatio Demonstrate awareness of audience needs when jointly Have students write a description of themselves includ and drawings. Note: descriptions deal with particular p skills to those needed for information reports, which descriptions are provided and descriptions. 	tion report. port related to e these as a res th matching se g details to ex ut themselves	ource t entence plain a as poss	to write a es on clas iny new v sible. The	und illi s notio words. ey cou	ustrate ce boa .ld inc	ard, a	nd ide photo	entify ograp	y ohs		
MODELLED WRI	ΓING				E	VAL	UAT	`ION	I		
GUIDED / INDEPENDEN	T WRITING										
HANDWRITIN	G										

Text Type: Explanation	Early Stage 1	Ter	2 3 4	Wee	1 2 7 8	3	4	56 11
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergenc grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case lette computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventio language.	e of the of the text. s when ers and uses ag and that own	IN nple explana i explanation ions to jointl to label draw nical languag	n texts. ly construc vings and o	ted expla	nation t	exts.		
 Identify the second s	onstruct a sin ical languag ve students d ition. Add in bel with stag to the plant/s aint large pic s and arrows	nple explan ye. lraw, label arrows to ge names. animal. Co ctures of ea	nation. Ad and write show the ompare pr ach stage.	ccept st e notes i order o ogress v Sequer	udents s in a clas f events with nce all	spoken ss big		
MODELLED WRIT	ΓING			E	VALUA	ATION	-	
GUIDED / INDEPENDEN								
HANDWRITIN	G							

Text Type: Review	Early Stage 1	Ter 123	4 Wee	1 2 3 4 5 6 7 8 9 1 1 1
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	e of the of the text. s when ers and uses g and that own	1	INDICATO	RS
Ι	LEARNING EXI	PERIENCES		
MODELLED WRI	ΓING		E	VALUATION
GUIDED / INDEPENDEN	T WRITING			
HANDWRITIN	G			

Text Type: Discussion	Early Stage 1	Ter	1234	Wee	1 2 7 8	3	4	5 6 1 1				
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known word spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	e of the of the text. s when ers and uses ag and that own	 Contribut 	ence starters to exp	INDICATORS rters to express an opinion in writing. nents for and against a particular issue in joi ssion text.								
 Explain that the purpose for writing discussion is to proprious the provide student opinions on a current issue in a short join Following a joint construction, have individual student joint construction, and to send e-mail buddies. Provide students with a folded piece of paper. Ask studies arguments on the paper. Collate student responses for a shout how many students are for and against the issue of select a topic for discussion and write on large class of out and paste on the 'for' or 'against' section of the chart effect. 	nt contributions wir ssue, including a su for' and 'against' a class meeting on section. Ask studer e reasons for their	th questions apporting rea a particular a current scl nts to draw a views.	ason that i issue and hool issue a picture o	write/ e. Preso of them	draw t ent det nselves	hese ails 5 to cut						
MODELLED WRI	TING			E	VALUA	ΓΙΟΝ	1					
GUIDED / INDEPENDENT WRITING												
HANDWRITIN	G											

Text Type: Poetry	Early Stage 1	e Ter 123]4 Wee	1 2 3 4 5 6 7 8 9 1 1 1							
OUTCOMES WES1:9 Engages in writing texts with the intention of co- idea or message. WES1:10 Produces simple texts that show the emergence grammar and punctuation needed to achieve the purpose WES1:11 Begins to use letters to represent known words spelling. WES1:12 Produces most lower case and upper case letter computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writin texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some convention language.	e of the of the text. s when ers and uses g and that own	• Identifies rhyming w	INDICATORS nt construction activities of poems. g words in a text. intly constructed poem.								
 I Read a selection of rhymes. Brainstorm words that rhyminnovating on familiar rhymes. Display nursery rhymes Jointly innovate on a favourite class poem, rhyme or cf Jointly construct 'catalogue poems' for colours by listin and sentences to construct a poem. Select a poem, write it on a chart with some words omiomission in turn. List all suggestions from the students pleasing/appropriate. Read the original poem. Reflect of Have students complete simple proformas to review both 	hat are, for example red em several times to get d. Discuss why certain e and that of the group.	. Then combine tho	oughts and ideas into phrases								
MODELLED WRI	ΓING		EV	VALUATION							
GUIDED / INDEPENDEN'	Γ WRITING										
HANDWRITIN	G										

Text Type:	Narrative	Stage: 2	Ter		4	Wee	1	2	3	4	5	6
 WS2:9 Drafts, revitible that are more demander to the sentence structure, so the text type. WS2:10 Produces the sentence structure, so the text type. WS2:11 Uses know letter patterns and a words. WS2:12 Uses jointed and demonstrates backet with the sentence structure sentence structure sentence structure. WS2:13 Discusses they develop the sulf purposes. WS2:14 Discusses and the grat types used. 	bout familian ter narrative tion, layout, ferent types of ectives and p es ideas in n oted and repo lternative res	t and un texts as illustrat of noun hrases t arrative orted sp	models for tions. s in narrati to develop s effectivel eech.	xperie r aspe ve and the no	ects of d enha oun gr	inces oup.	their		ing			
 LEARNING EXPERIENCES Brainstorm and list topics of familiar and unfamiliar experiences for writing. Research topics of an unfamiliar experience and make notes. Jointly construct a storyboard to plan a narrative to determine important aspects of story, and sequence and link these aspects. Have students use detailed proformas to develop each stage of a narrative. Orientation - Complication - Resolution Select aspects of a description and develop a continuum. Students select adjectives for their own narratives to create effective ima Create class lists of saying verbs fro narratives. Identify the different positions these can take in dialogue for students to use as a n Jointly construct a narrative assisting students to focus on applying new skills or knowledge in their writing. Brainstorm and list sentence starters that signal initiating events and use these in writing. Discuss causes and motivations for characters' actions and events and list connectives that signal this relationship. Ask students to choose connectives from a class display and use them in narratives to write longer descriptive sentences. Jointly construct paragraphs to organise ideas and reflect stages or developments in a narrative. Give examples of when a writer w another paragraph. Examine the purpose and layout of visual texts in published narratives. Students can assess their effectiveness, and refer to these a their own published work. Use different coloured pencils/highlighters to show how different nouns and pronouns are connected. Focus on the audiences need understand so that pronouns are always preceded by the nouns to which they refer. 										odel. ould be	del fo	ör
	MODELLED WRITI GUIDED / INDEPENDENT					Ε	VAI	JUAT	TION	I		
SELECTEI	D TEXT / DATE	L	ITERAT	URE								

Text Type: Personal Response	Stage: 2		Ter		23	3 4	We	ee	1 7	2	3	4	5	6
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well struct that are more demanding in terms of topic, audience and we language features. WS2:10 Produces texts clearly, effectively and accurately to sentence structure, grammatical features and punctuation co- the text type. WS2:11 Uses knowledge of letter-sound correspondences, letter patterns and a range of strategies to spell familiar and words. WS2:12 Uses joined letters when writing in NSW Foundar and demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different they develop the subject matter and how they serve a wide purposes. WS2:14 Discusses how own texts have been structured to a purpose and the grammatical features characteristic of the v types used.	ritten using the onventions of , common d unfamiliar tion Style readers, how variety of achieve their	• Re		ses ar		IN respons usses th		short s	stories		~ ~		Ţ	
LF	EARNING EX	XPE	RIEN	ICES	5									
 Jointly construct reviews using organisers and questions s Gives students models of reviews to read. Cut these into s of the stages. Using a proforma, students independently construct revie Circulate students' reviews in other classes. Compile a class book of reviews that students can refer to Have students respond to literary texts by writing in journ Watch the trailer for a children's video and have students phrases on the board. have students write their own 'film Make a list for class display of all the words that could de Give sentence beginnings to guide students in writing rev Have students develop their awareness of language used i word families, and grouping words that sound or look ality 	Encours I. ng head made a tory the ese whe anding	age stud dings. and the ey know en writir	dents to langua w well. ng a re	o use age us	evalu sed. R	ecord	langu 1 som	age.	e	5				
MODELLED WRITI GUIDED / INDEPENDENT								E	VAL	UAT	TION			
SELECTED TEXT / DATE	L	ITE	RAT	URE										

Text Type: Information Report	Stage: 2	Ter 12		Wee	إلىكا	2	3	4	5	6			
	Stagt. 2		34	witt	7	8	9	1	1	1			
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well structured texts that are more demanding in terms of topic, audience and written language features. WS2:10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type. WS2:11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words. WS2:12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different readers, how they develop the subject matter and how they serve a wide variety of purposes. WS2:14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.		 Uses some conventions of layout to assist the reader. Uses some effective planning strategies. 											
 LEARNING EXPERIENCES Annotate information reports to demonstrate structure and purpose of each section and use as models in joint and independent construction of information reports. Use an information proforma to assist students in preparing their information to write an information report. Include sections for different aspects of description and information within each section. Jointly construct topic sentences using information report proforma questions as a guide. Provide information strips for information reports on two topics. Students select information strips for one topic only. Discuss criteria for deciding if information is relevant/irrelevant to the topic. Point out noun groups in an information report and discuss the function of each word. Focus on purpose of words by sorting other noun groups into adjectives and nouns. Model how to make notes from a written text. Have students reconstruct notes to write sentences, using the topic word to begin each sentence. Have students select a visual text to enhance information presented in an independently written information report. Consider whether the visual text directly supports or extends the information report. Ask students to edit the information report so that the written text refers to the visual text. Rewrite a class, jointly constructed information report for a younger audience. Discuss modifications required. Divide class into small groups. Have each group complete a question concept map by writing questions about the topic under headings -who, what. 													
MODELLED WRITING GUIDED / INDEPENDENT WRITING				Ε	ZVALI	UAT	ION						
SELECTED TEXT / DATE	I	LITERATURE											

Text Type: Literary Recount Stage: 2	Ter 123	[4] Wee 1 2 3 4 5 6 7 8 9 1 1 1									
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well structured texts that are more demanding in terms of topic, audience and written language features. WS2:10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type. WS2:11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words. WS2:12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different readers, how they develop the subject matter and how they serve a wide variety of purposes. WS2:14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.	 Experiments with various ways of presenting written recounts to appeal to the reader. Writes more detailed recounts using descriptive language such as adverbs and adjectives. Uses reported speech. 										
 LEARNING EXPERIENCES Discuss and list possible topics for writing recounts. Create class word banks to be used as a resource in independent writing. Select and order words that indicate time sequence and jointly construct a recount using these time signals. Have the class edit a jointly constructed recount. Make revisions to ensure information is relevant to purpose- to retell events. Encourage students to edit their own recounts in the same way. Ask students to expand information given in every stage of recount. Build noun groups by describing attributes of people, places and objects involved in the events of a recount. Encourage students to use visual texts in written recounts and use a range of sources for visuals. Ask students to explain how the selected visual texts add meaning to their text and ask them to consider how the visual text would change depending on who was recounting the event. Have students independently write a recount and rewrite from a changed point of view. Have students independently write factual and literary recounts including the opinion or feelings of the assumed writer. Have students publish their independently written recounts. Have students publish their independently write necounts. 											
MODELLED WRITING		EVALUATION									
GUIDED / INDEPENDENT WRITING SELECTED TEXT / DATE	LITERATURE										

Text Type: Procedure	Stage: 2		Ter][2	3 4	V	Wee	1	2	3	4	5	6
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well struct that are more demanding in terms of topic, audience and we language features. WS2:10 Produces texts clearly, effectively and accurately to sentence structure, grammatical features and punctuation co- the text type. WS2:11 Uses knowledge of letter-sound correspondences, letter patterns and a range of strategies to spell familiar and words. WS2:12 Uses joined letters when writing in NSW Foundat demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different they develop the subject matter and how they serve a wide purposes. WS2:14 Discusses how own texts have been structured to a purpose and the grammatical features characteristic of the v types used.	ritten using the onventions of common l unfamiliar ion Style and readers, how variety of achieve their	; • (• (Uses oth as text o Compar differend Writes a logical c	e the ces a pro	isation e featur ure rela cedure	ral texts a, groupi res of dir ted to p	s as m ing in fferen urpos	nformati nt proce se, conte	for asp ion un edures ext an	der h and c d aud	eadin liscus ience	gs. ses hc	w	
	ARNING FY	ХÞ	PERIEN	JCF	S									
 LEARNING EXPERIENCES Jointly construct procedures for different audiences on the same or similar topics. Discuss the s and justify the different choices that might be made when selecting visual images to accompany. Annotate an enlarged procedure to identify information about how/where/when to complete act procedure. Provide students with a procedure that has the words in each step jumbled up. In pairs ask stude important word at the beginning. Which order best assists audience understanding? Jointly edit an imperfect procedure to make it better achieve its overall purpose and the purpose Create a class list of cautions and suggestions located in sample procedures. Attempt to order the different word choices position the writer and the reader. Ask students to use visual texts from a range of sources to create illustrations that assist readers type of visual text best helps the reader to follow the procedure. Have students make a model with a given set of objects. Ask them to write instructions for how Have students set out a handwritten procedure to be followed, including a goal with severa saved and printed. Have students set out a handwritten procedure legibly using headings t denote each stage. Stude presentation and clarity. 								lural tex this to ite each ge. gentle' t the goa l steps.	achie achie step, to 'for l of a The p	uit the wing f placin ceful ² proce	e diffe the pu ng the '. Ider dure.	erent a irpose e most ntify h Discus	udi of ow	ence. the vhich
MODELLED WRITI	NG							Е	VAL	UAT	ION	[
GUIDED / INDEPENDENT	WRITING													
SELECTED TEXT / DATE	L	JT	TERAT	UR	C									

Text Type: Poetry	Stage: 2	2	Ter	12	3 4	Wee	1	2	3	4	56
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well struct that are more demanding in terms of topic, audience and we language features. WS2:10 Produces texts clearly, effectively and accurately us sentence structure, grammatical features and punctuation conthe text type. WS2:11 Uses knowledge of letter-sound correspondences, letter patterns and a range of strategies to spell familiar and words. WS2:12 Uses joined letters when writing in NSW Foundat demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different they develop the subject matter and how they serve a wide purposes. WS2:14 Discusses how own texts have been structured to a purpose and the grammatical features characteristic of the weat the structure of the struct	ritten using the onventions of common l unfamiliar ion Style and readers, how variety of achieve their	•	Rereads wards info	ller desrij vork to cl rmation.	poems. ptions of j arify mea	DICATC people, anin ning, delet e organisat	mals. o s and a	adds w	ords	as rec	-
LE	ARNING E	EXI	PERIEN	CES							
 Jointly construct poems using different poetic forms. Giv Construct group poems with the opening line or refrain pi Encourage students to independently construct poems bas Have students record conversations, real., imaginary or recommon opening lines. Provide a range of stimulus materials. In small groups, st Model how to use the descriptions to organise into poetic Jointly construct descriptive poems on a selected theme. If In joint constructions, experiment with different word order Have students innovate on familiar poems. Encourage students to use poetic devices such as alliterat Revise or redraft writing, and edit and proofread writing in Have students write favourite poems on posters and mobile Have students construct timelines, comic strips, story mage 	e students mo rovided. sed on persona emembered. S udents compil form. Build up word der to create d ion, repetition for publication iles for classro	odel al e Seleo le a d ba liffe n, si n. soom	s for joint experiences ct one of th list of des unks in top erent effect miles whe n displays.	construct s or signif nese and criptive v ics before s in writi n indeper	ficant eve jointly co words bas e writing. ng poetry ndently w	nts. nstruct intc ed on sight	o a poe , sound	etic for			
MODELLED WRITI	NG					E	ZVAL	UAT	ION		
GUIDED / INDEPENDENT	WRITING										
SELECTED TEXT / DATE]	LI	FERATU	JRE							

Text Type: Procedural Recount	Stage: 2	Ter 123	4 Wee	1 2 3 4 5 6 7 8 9 1 1 1						
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well struct that are more demanding in terms of topic, audience and we language features. WS2:10 Produces texts clearly, effectively and accurately to sentence structure, grammatical features and punctuation co the text type. WS2:11 Uses knowledge of letter-sound correspondences, letter patterns and a range of strategies to spell familiar and words. WS2:12 Uses joined letters when writing in NSW Foundat demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different they develop the subject matter and how they serve a wide purposes. WS2:14 Discusses how own texts have been structured to a purpose and the grammatical features characteristic of the w types used.	ritten using the onventions of common l unfamiliar tion Style and readers, how variety of achieve their	 Experiments with various ways of presenting written recounts to appeal to the reader. Writes more detailed recounts using descriptive language such as adverbs and adjectives. Uses reported speech. 								
 LEE Discuss and list possible topics for writing recounts. Create class word banks to be used as a resource in indep Select and order words that indicate time sequence and jot Have the class edit a jointly constructed recount. Make restudents to edit their own recounts in the same way. Ask students to expand information given in every stage involved in the events of a recount. Encourage students to use visual texts in written recounts texts add meaning to their text and ask them to consider F Have students independently write a recount of events rep Have students independently write factual and literary rep Have students publish their independently written recount 	bendent writing bintly construct evisions to ensu- of recount. Bu s and use a ran- how the visual presented in a vrite from a cha- counts includin- tts.	t a recount using these ti ure information is releva ild noun groups by descr ge of sources for visuals text would change deper visual text such as a time anged point of view. ng the opinion or feeling	nt to purpose- to ibing attributes of Ask students to ading on who wa line, story map,	of people, places and objects explain how the selected visual s recounting the event. comic.						
MODELLED WRITI	ING			EVALUATION						
GUIDED / INDEPENDENT	WRITING									

Text Type: Literary Description Sta	age: 2	Ter	1234	Wee	$\begin{bmatrix} 1 & 2 \\ 7 & 8 \end{bmatrix}$	3	4	5 6
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well structured that are more demanding in terms of topic, audience and written language features. WS2:10 Produces texts clearly, effectively and accurately using sentence structure, grammatical features and punctuation conver the text type. WS2:11 Uses knowledge of letter-sound correspondences, com- letter patterns and a range of strategies to spell familiar and unfa words. WS2:12 Uses joined letters when writing in NSW Foundation S demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different reade they develop the subject matter and how they serve a wide varie purposes. WS2:14 Discusses how own texts have been structured to achie purpose and the grammatical features characteristic of the variou types used.	the ntions of mon amiliar Style and ers, how ety of eve their	 Compares about how Writes des to several 	I s and noun grou the features of t these difference criptions of peo distinguished ch formation in des	wo different es are related ple, animals aracteristics	ouns in pri t descriptiv d to the pu s, objects, j s).	ve texts a rpose.	und talk	
 LEARI Write or e-mail a penfriend describing self, class, teacher and Write a description of an animal including a detailed description photographs of the animal to elicit description rather than copy Assist students to write a definition for a common object using of clarity of writing by reading the definition without the word to Ask students to write a detailed description of a fellow student gender. Swap descriptions with others and see if they can iden Have students to write a classified advertisement that describes Provide pictures from travel brochures with written text removappealing destinations. Students may enjoy writing description Focus on the subjective nature of descriptions by describing a influences the content of the description. Experiment with audience response by asking students to write effects. Identify strategies used by writers to create the differentiation. 	school in o on of its a ying facts descriptive o see if oth t or staff n htify the pe a toy they ved. Ask s ns to make character	ppearance. Pr from written e and specific her students ca nember witho erson being da y no longer was students tow r e the destinati in a familiar	ovide or encourt text. language. Have an guess the object out using their na escribed. Discus ant. ite short descript ons sound unapt text from differe	them test the ect. me or any p s subjectivit tions of the s bealing. nt perspecti	e definitio personal pr y of descr scenes, ma ves. Discu	on, accurr onouns t iptions. aking the ass how p	acy and hat ind m soun point of	icate d like view
MODELLED WRITING GUIDED / INDEPENDENT WR	ITING			1	EVALUA	ATION		

Text Type: Factual Description	Stage: 2	Ter]1234	Wee	$\begin{bmatrix} 1 & 2 \\ 7 & 8 \end{bmatrix}$	3	4	56
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well struct that are more demanding in terms of topic, audience and we language features. WS2:10 Produces texts clearly, effectively and accurately us sentence structure, grammatical features and punctuation co the text type. WS2:11 Uses knowledge of letter-sound correspondences, letter patterns and a range of strategies to spell familiar and words. WS2:12 Uses joined letters when writing in NSW Foundation demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different they develop the subject matter and how they serve a wide spurposes. WS2:14 Discusses how own texts have been structured to a purpose and the grammatical features characteristic of the vertices used.	ritten using the onventions of common l unfamiliar tion Style and readers, how variety of achieve their	 Compare about how Writes de to severa 	If ins and noun group is the features of tw w these difference escriptions of peop l distinguished cha information in desc	wo different s are related ole, animals aracteristics	t descriptive t descriptive d to the pur s, objects, p s).	e texts pose.	and tal	
 LE Write or e-mail a penfriend describing self, class, teacher Write a description of an animal including a detailed desc photographs of the animal to elicit description rather than Assist students to write descriptive poems. Ask students to write a definition for a common object us clarity of writing by reading the definition without the word Ask students to write a detailed description of a fellow stu gender. Swap descriptions with others and see if they can Have students write an imaginary description. Ask students to write a classified advertisement that description provide pictures from travel brochures with written text re appealing destinations. Students may enjoy writing describin influences the content of the description. Experiment with audience response by asking students to effects. Identify strategies used by writers to create the discussional statement. 	cription of its a n copying facts sing descriptive ord to see if oth udent or staff n n identify the per cribes a toy they removed. Ask s riptions to make ing a character	detail. appearance. If a from written e and specifi her students of member with terson being of y no longer w students tow the destina r in a familian ferent descrip	Provide or encoura n text. c language. Have can guess the obje out using their nat described. Discuss want. rite short descript tions sound unapp r text from differen	them test the cct. me or any p s subjectivit ions of the bealing. nt perspecti	ne definition personal pro ty of descrip scenes, mal ives. Discus	n, accur onouns ptions. king the ss how	racy ar that in em sou point c	ndicate und like of view
MODELLED WRITE	NG			I	EVALUA	TION		
GUIDED / INDEPENDENT	WRITING							

Text Type:	Review	Stage: 2		Ter	123	4	Wee	1 2 7 8	3 4 5 6
that are more demandir language features. WS2:10 Produces texts sentence structure, grar the text type. WS2:11 Uses knowled letter patterns and a ran words. WS2:12 Uses joined le demonstrates basic desl WS2:13 Discusses how they develop the subject purposes. WS2:14 Discusses how	OUTCOMES proofreads and publishes well structing in terms of topic, audience and we a clearly, effectively and accurately inmatical features and punctuation compared of letter-sound correspondences, ge of letter-sound correspondences, ge of strategies to spell familiar and tters when writing in NSW Foundat ctop skills on the computer. yown texts are adjusted to different t matter and how they serve a wide yown texts have been structured to a atical features characteristic of the w	ritten using the onventions of common l unfamiliar ion Style and readers, how variety of achieve their	•			INI	DICATO	RS	
	LF	CARNING E	XP	ERIEN	NCES				
	MODELLED WRITI	NG					EN	VALUAT	ÎON
	GUIDED / INDEPENDENT	WRITING							
SELECTED T	EXT / DATE	I	LIT	ERAT	URE				

Text Type: Factual Recount	Stage: 2	Τ	er	12	3 4	Wee		2 3 8 9	4	56
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well struct that are more demanding in terms of topic, audience and wr language features. WS2:10 Produces texts clearly, effectively and accurately us sentence structure, grammatical features and punctuation co the text type. WS2:11 Uses knowledge of letter-sound correspondences, of letter patterns and a range of strategies to spell familiar and words. WS2:12 Uses joined letters when writing in NSW Foundati demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different r they develop the subject matter and how they serve a wide v purposes. WS2:14 Discusses how own texts have been structured to a purpose and the grammatical features characteristic of the v types used.	ritten using the onventions of common unfamiliar ion Style and readers, how variety of achieve their	 Recourse vent Experimentary appear Write advert 	ints, t unts i usin rimer al to t es mo bs ar	both liter in sequer og a varien nts with the reade	lains the p rary and fance severa ety of wor various w er. led recour tives.	DICAT ourpose and actual. al aspects of ds and phi rays of pre-	d organis of a perse cases to it senting v	onal exp ndicate vritten r	perience time or recounts	e or an der. s to
LE	ARNING EX	XPERI	ENC	°ES						
 Discuss and list possible topics for writing recounts. Create class word banks to be used as a resource in indeper Select and order words that indicate time sequence and joint Have the class edit a jointly constructed recount. Make restudents to edit their own recounts in the same way. Ask students to expand information given in every stage of involved in the events of a recount. Encourage students to use visual texts in written recounts texts add meaning to their text and ask them to consider he Have students independently write a recount of events reperimeters used to be used as the recount and rewite the students independently write factual and literary recent thave students publish their independently written recounts that a student students publish their independently written recount the students publish their independently written recount that the student students publish their independent the more students publish their independent the student student students by typing them on a complete text and the student students publish recounts by typing them on a complete text and the student student student students by typing them on a complete text and the student student student student students by typing them on a complete text and the student student student student students by typing them on a complete text and the student student student students by typing them on a complete text and the student student student student students by typing them on a complete text and the student st	endent writing, sintly construct evisions to ensu- of recount. Bui and use a rang ow the visual to presented in a v rite from a cha counts includin ts.	a recou ire information ild noun ge of sou text wou visual te: wiged po g the op	nt usi matic group rces ild ch xt suc int of	ing these on is rele ps by de for visua nange de ch as a ti f view.	evant to pu scribing a als. Ask st pending o meline, st	urpose- to s attributes o tudents to o on who was tory map, o	f people explain h s recount comic.	, places	and obj	jects
MODELLED WRITH	NG					J	EVALU	JATIO	N	
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SELECTED TEXT / DATE	L	ITERA	ATU.	RE						

Ter 1234 Wee 789111
 INDICATORS Understands purpose and stages of the organisation of an explanation, including general statement about the phenomenon, explanation, conclusion. Uses other texts as models for aspects of writing an explanation, such as text organisation, grouping of information under headings. Explains in writing one or two reasons for a common phenomenon, personal action or opinion. Uses some effective planning strategies when writing explanations, such as drawing a diagram. Sequence ideas in texts effectively to write simple explanations.
CXPERIENCES
or students to read. Build up fields information in ,preparation for the joint are of an explanation. work. Identify the questions that would be answered with an explanation. develop, a definition.Encourage students to use this definition to sort events. Display definitions of stages in the classroom. and display in the classroom to use in writing. Ask students to suggest at topic. a flow chart, outlining in sequence how something works.

- Brainstorm ideas about how something works, then number the ideas in logical sequence. Use these ideas to construct a visual text.
- Prepare for writing an explanation by labelling a diagram of an animal, plant, machine with its parts and their function. Use the information on this diagram as a resource when writing an explanation independently.
- Construct timelines, story maps or flow charts to represent event sequences in explanations.
- Experiment with different ways of organising the written and visual text in an explanation. Consider which layout best assists readers to understand the explanation and why.

MODELLED WRITING	EVALUATION
GUIDED / INDEPENDENT WRITING	
SELECTED TEXT / DATE LITERATURE	

Text Type:	Exposition	Stage: 2	2	Ter][][234	Wee	1	2	3	4	5	5 1
that are more dema language features. WS2:10 Produces sentence structure, the text type. WS2:11 Uses know letter patterns and a words. WS2:12 Uses joint demonstrates basic WS2:13 Discusses they develop the su purposes. WS2:14 Discusses	OUTCOMES ses, proofreads and publishes well struc nding in terms of topic, audience and we texts clearly, effectively and accurately of grammatical features and punctuation co- wledge of letter-sound correspondences, a range of strategies to spell familiar and ed letters when writing in NSW Foundat desktop skills on the computer. how own texts are adjusted to different bject matter and how they serve a wide how own texts have been structured to a ammatical features characteristic of the w	ritten using the onventions of common l unfamiliar ion Style and readers, how variety of achieve their	•	including elaborati Adopts n	g a state on, son nethods	IN d uses the or ement of pos- netimes with s used by au ore related a	sition, arg n evidenc thors to r	onal stru gument, e and a nake tex	with p conclu xts app	points usion. peal to	s and o the r		
		EARNING E	EXI	PERIEN	CES								
 Encourage studer Brainstorm and c Develop a,list of audiences. Have students join form the basis an Try to anticipate empted in the exp Model how to ch writing. Research topics the elaboration. Mod Refer to sample encourage on the readed Write letters to the state of the elaboration. 	pose, arguments and stages of exposition its to explain why they chose to use part ompile a list of relevant issues. Frame the reasons in support of an argument, and a ntly construct a set of questions to be use d elaboration of their arguments to supp audience concerns/responses to a particu- position arguments. ange statements from a personal opinion o develop effective arguments. In joint of el how to modify tentative arguments effective expositions to find examples of adjective er. ne editor of a local newspaper on a famil thave been changed to nouns in sample MODELLED WRITI	ticular features hese issues as rank these in o sed in a class s ort a thesis. D ular argument n to an imperse construction a fectively. es. Compare se liar, relevant to e expositions a	s in que orde surv Discr abo ona etiv ente	their owr estions to er of impo vey about uss the us out an issu 1 thesis. E vities, mod ences with c, giving a	n writin use as t irtance a curren e of sta ne. Con fincoura del how n and w	g. the basis of a or significant nt issue. Contistics in exp sider how the ge students to turn assess ithout these ithout these	written en nce. Does nduct the positions nese conc to use the ertion inte adjective ed by sev	xpositio the ord survey erns car ese struc o argum es to det eral argu	ns. ler cha and co n be ac ctures ent wi termin ument ective.	nnge f ompil ddress in the ith po e the s. <u>Dem</u>	for diff le resu sed or eir inde int and effect onstra	lts to pre- ependen l they	ι t
	GUIDED / INDEPENDENT	WRITING											
SELECTE	D TEXT / DATE]	LI	FERATI	URE								

		-						
Text Type: Discussion	Stage: 2	Ter 123	Wee		3	4	5	6
	Suger =				9			1
OUTCOMES WS2:9 Drafts, revises, proofreads and publishes well struct that are more demanding in terms of topic, audience and we language features. WS2:10 Produces texts clearly, effectively and accurately to sentence structure, grammatical features and punctuation of the text type. WS2:11 Uses knowledge of letter-sound correspondences, letter patterns and a range of strategies to spell familiar and words. WS2:12 Uses joined letters when writing in NSW Foundatt demonstrates basic desktop skills on the computer. WS2:13 Discusses how own texts are adjusted to different they develop the subject matter and how they serve a wide purposes. WS2:14 Discusses how own texts have been structured to a purpose and the grammatical features characteristic of the we types used.	ritten using the onventions of common l unfamiliar ion Style and readers, how variety of achieve their	 Uses other texts as m text organisation, gro Compares the feature differences and simil Discusses the organis have written or are al Expresses more than supporting reasons or 	uping of information is of two different arities are related sational structure bout to write. one point of view	of writing c ation in para t texts and ta t to the purp and purpose w in writing,	graph alks a ose. e of di with	s. bout h scussi some	ow the	
ТБ	ARNING F	XPERIENCES						
 Identify and define an issue for a written discussion by de Pairs of students shade over each stage on a sample discu Model the structure of a discussion text, in joint construct Jointly construct a discussion on one aspect of a current of Demonstrate developing arguments in point form into ser Construct visual texts, to represent opinions expressed and Experiment with the use of different font styles and the e the meaning of the discussion? Use a thesaurus to explore alternative words and their eff Locate noun groups in a sample discussion. How is the w ways? What values/opinions are conveyed by the ways d Compare conclusions in sample discussion, and consider Brainstorm arguments for and against an issue. Identify w persuade the intended audience. Collect examples of discussions that occur in daily life. It probablysupport. Is there any evidence of this in their discussion 	eveloping a qua ission in differa- tion activities. unit of work. L ntences by com ad arguments u ffects of boldin fects when writ riter represent ifferent groups the purpose ar which argumen dentify people	estion/concept map or by ent colours and highlight eave different topics for abining arguments with v se to justify these opinion ag words, using italics an ing a discussion. Select ed in the discussion, if a are named? and effect of different con ts are facts and which an	words/phrases the individuals or sn words/phrases on ns. and underlining. He words that will p t all? How are othe clusions. e opinions and co	hat introduce nall groups t display in c ow can thes ersuade the ner groups re onsider whic	e each o writ lass w e effe intence eprese	e a dis vord ba cts enl led auc ented in	cussion anks. hance lience. h other	
MODELLED WRITI	NG]	EVALUA	FION	1		
GUIDED / INDEPENDENT SELECTED TEXT / DATE		ITERATURE						
	1							

		-						
Text Type: Narrative	Stage: 3	Ter	1234	Wee	1 2 7 8	3 4		6
OUTCOMES WS3:9 Produces a wide range of well structured and well p literary and factual texts for a wide variety of purposes and using increasingly challenging topics, ideas, issues and wri features. WS3:10 Uses knowledge of structure, grammar and punctu own writing. WS3:11 Spells most common words accurately and uses a strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and legible style and us technology to present these effectively in a variety of ways WS3:13 Critically analyses own texts in terms of how well been written, how effectively they present the subject matter they influence the reader. WS3:14 Critically evaluates how own texts have been stru- achieve their purpose and discusses ways of using related g features and conventions of written language to shape read- viewers understanding of texts.	audiences tten language uation to edit a range of ses computer I they have er and how ctured to grammatical	readers suc • Experiment	IN ratives that consid ch as avoiding tern its with usual stru- ge of types of verl	ms that may cture.	ests and nee be seen as			
	I							
 Encourage students to read a variety of narratives and dis Selecta narrative to read to the class but do not read the read to the class but do not read to the class	•	subjects for w	riting.	for characte	ers beyond t	the end	of what	
 they have heard. In pairs write the resolution. Jointly construct sections of narratives to model how to a IN pairs locate verbs in a section of narrative text. Use di used most frequently and the purpose of each group of ve Jointly construct an editing checklist for student's own na Design a flow chart that illustrates the choices and decisis narrative that would change if the character had made diff Jointly construct narratives that deviate from a simple narresolution. 	fferent colours erbs in narrativ arratives. ons with which ferent choices.	to highlight c es. n a character is	lifferent kinds of v	verbs.Discus ular narrative	e. Rewrite s	sections	s of the	
 Locate connectives in excerpts from published narratives used as a writing resource. Jointly construct a narrative where the reader is positione Jointly construct innovations on a short narrative. Change other and encourage them to comment on the effect of the 	ed to regard the different aspe	e events and/or	characters in par	ticular ways				
MODELLED WRITI	NG			EN	VALUATI	ION		
GUIDED / INDEPENDENT	WRITING							
SELECTED TEXT / DATE	I	LITERATU	RE					

Text Type: Literary Recount	Stage: 3	Ter]1234	Wee	$\begin{bmatrix} 1 & 2 \\ 7 & 8 \end{bmatrix}$	3 4 9 1	56
OUTCOMES WS3:9 Produces a wide range of well structured and well p literary and factual texts for a wide variety of purposes and using increasingly challenging topics, ideas, issues and wri features. WS3:10 Uses knowledge of structure, grammar and punctu own writing. WS3:11 Spells most common words accurately and uses a strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and legible style and us technology to present these effectively in a variety of ways WS3:13 Critically analyses own texts in terms of how well been written, how effectively they present the subject matter they influence the reader. WS3:14 Critically evaluates how own texts have been struct achieve their purpose and discusses ways of using related g features and conventions of written language to shape reader viewers understanding of texts.	audiences tten language uation to edit a range of ses computer I they have er and how ctured to grammatical	book reviWrites deWrites re	to recounts in m ews/reports, chan tailed description search accounts of on from at least of	acter analys ns using ima e.g. historica	/ays. e.g. cro is gery. l, biographi	cal, record	-
 LE Research information for recounts with historical and bio Use a timeline as the basis for writing an historical recound Write a recount in the form of a diary, after researching to Research and collect information from a variety of source Jointly construct the change in a literary recount from first reader's understanding of the events. Compile a class list/poster of all the different types of reconstruct a factual recount of a class excursion. In describe people, events, locations, time, in more detail. Encourage students to identify information required for the possible audiences. Divide students into small groups. Provide students with detail.Compare and discuss the written recounts of each ge Point out the purposes of visual texts in recounts. Individ Select key events in a recount and create a visual text to explanate the student of the student of	nt. opic. es to construct a st to third perso counts that stud ndividual/small heir intended an a set of 5-10 ev group. Jual students ide	a biographic on, or third to lents encount groups of st udience whe vents. Jointly	al recount. o first person. Dis ter and the purpo- udents develop th n writing a recount of construct a recount	se for which he recount by nt. Discuss t unt by seque	they were v y adding in he different encing the e	written. words/phr needs of o vents and	ases to other
MODELLED WRITI	NG			I	EVALUAT	ΓΙΟΝ	

GUIDED / INDEPENDENT WRITING

SELECTED TEXT / DATE

Text Type: Personal Response	Stage: 3	Ter	1234	Wee		23	4	5	6
OUTCOMES WS3:9 Produces a wide range of well structured and well p literary and factual texts for a wide variety of purposes and using increasingly challenging topics, ideas, issues and writ features. WS3:10 Uses knowledge of structure, grammar and punctu own writing. WS3:11 Spells most common words accurately and uses a strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and legible style and use technology to present these effectively in a variety of ways. WS3:13 Critically analyses own texts in terms of how well been written, how effectively they present the subject matter they influence the reader. WS3:14 Critically evaluates how own texts have been struct achieve their purpose and discusses ways of using related gi features and conventions of written language to shape reader viewers understanding of texts.	audiences tten language nation to edit range of es computer they have er and how ctured to rammatical	 Writes ba performa 	s to the writing of o s about the organis asic reviews of TV	ational pat programs,	specific terns in movies,	the text. , children			
IF	CES								
 Have students assume the role of a literary critic and write covers of 'best sellers' as a model. Introduce models of reviews before asking students to write Selecta provocative or controversial quote from a shared 1 Focus on students articulating themes and messages in text Describe or retell events in a narrative form from a partice. Jointly construct with students a review of a short children review, as a basis for planning and organising ideas. Independently construct a review using a proforma with the student of the student of	isk students to use ntain the readers/vi ew. class, using a diagra	this as a b lewers inte am of poss	asis for s rest. ible con	s respons	se.				
MODELLED WRITH	NG			F	EVALU	JATION	Ň		
GUIDED / INDEPENDENT									
SELECTED TEXT / DATE	LI	ITERATU	JRE						

Text Type: Review	Stage: 3	B Ter 123	4 Wee	1 2 3 4 5 6 7 8 9 1 1 1
OUTCOME WS3:9 Produces a wide range of well struct literary and factual texts for a wide variety using increasingly challenging topics, ideas features. WS3:10 Uses knowledge of structure, gran own writing. WS3:11 Spells most common words accur strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and leg technology to present these effectively in a WS3:13 Critically analyses own texts in te been written, how effectively they present they influence the reader. WS3:14 Critically evaluates how own texts achieve their purpose and discusses ways of features and conventions of written language viewers understanding of texts.	etured and well presented of purposes and audiences s, issues and written language nmar and punctuation to edit rately and uses a range of ible style and uses computer variety of ways. rms of how well they have the subject matter and how s have been structured to f using related grammatical		INDICATO	RS
	LEARNING	EXPERIENCES		
•				
MODEI	LLED WRITING		E	VALUATION
GUIDED / IND	EPENDENT WRITING			
SELECTED TEXT / DATE		LITERATURE		

Text Type:	Factual Description	Stage: 3	Te			Wee	1	2	3	4	5	6
- /1	L	Stage: J		r _[11][2]	3 4	wee	7	8	9	1	1	1
literary and factual t using increasingly c features. WS3:10 Uses know own writing. WS3:11 Spells mos strategies to spell ur WS3:12 Produces t technology to preser WS3:13 Critically a been written, how e they influence the re WS3:14 Critically e achieve their purpos	texts in a fluent and legible style and us int these effectively in a variety of ways analyses own texts in terms of how well effectively they present the subject matter eader. evaluates how own texts have been struc- se and discusses ways of using related g intions of written language to shape reade	d audiences itten language uation to edit a range of ses computer s. Il they have ter and how uctured to grammatical	selecti descril • Prepar detaile • Respo	s a detailed ng details th bed. res lists of w ed description nds to the w ents about t	description hat develop words for a on. writing of o	o an overal particular thers with	on, plac l imag purpos specifi	e of v se, e.g ic and	vhat is g. to b	s being e used	g I in	
 Provide students w Ask different grou Provide opportuni describe what is h Model how to use Create posters disp Write simple desc Write a description Use personification personality. Provide students w and use these as th Cover the text in a 	be a character or setting in a story, get s with description starters that they can tu ups of students to describe a setting. ities for students to view segments of te happening. e a thesaurus in writing descriptions. splaying alternatives to cliches and hack	urn into richly d elevision progra kneyed phrases. iences. ion-living thing eter that may be the basis for wri	k about he letailed pa ams, comm character part of the iting a lite	ow the desc aragraphs by mercials or ristics such and the ar arary descrip	y answering music vide as independ nd write a d ption.	g the impli to clips wit dent move lescription	icit que hout se ment, l . Share	estion ound behav	and h viour a	each s ave th and ns as a	em a class	5
	MODELLED WRITI	ING				E	CVAL	UAT	'ION			
	GUIDED / INDEPENDENT	WRITING										
SELECTEI	D TEXT / DATE	L	LITERA	TURE								

Text Type:	Information Report	Stage: 3	Ter	123	4	Wee	1	2 3 8 9	4	5	6
literary and factual using increasingly of features. WS3:10 Uses know own writing. WS3:11 Spells mo strategies to spell un WS3:12 Produces technology to prese WS3:13 Critically a been written, how e they influence the ro WS3:14 Critically of achieve their purpos	texts in a fluent and legible style and us nt these effectively in a variety of ways analyses own texts in terms of how well ffectively they present the subject matte eader. evaluates how own texts have been struc- se and discusses ways of using related g tions of written language to shape reade	audiences tten language uation to edit a range of es computer I they have er and how ctured to grammatical	graphics v • Can recor • Considers	information r where relevan d information an audience' planation or c	report in nt to text n from n 's likely	t. nore than knowled	detaileo n one so	urce bef	ore wri	ting.	
 LEARNING EXPERIENCES Read a variety of information reports and point out how tables, graphs, charts, maps and other visual texts can enhance information. Use graphics where appropriate in their own information reports. Read and annotate an information report. Identify features of an information report: classification followed by description, topic sentence in paragraphs, topic usually in first position of a sentence. Jointly construct an information report on a current topic. Model how a variety of forms of the topic can be used to write the topic sentences in each paragraph. Cut an information report into strips. Have students sort information strips into categories on the same topic. Jointly construct topic sentences for each paragraph. Identify technical language in an information report and write a glossary to define the terms. Locate information from a variety of sources to write an independent information report and list these sources in a bibliography. Model how to edit sentences in information reports to build more complex descriptions. Jointly construct or adapt a proforma to organise information. Use this when independently writing an information report. Produce multimedia information reports on a topic of interest in small groups or pairs. 											
			E	VALU	JATIO	Ň					

Text Type:	Procedural Recount	Stage: 3	Ter 123]4 Wee	1 2 3 4 7 8 9 1						
literary and factual f using increasingly of features. WS3:10 Uses know own writing. WS3:11 Spells mo strategies to spell un WS3:12 Produces f technology to presen WS3:13 Critically a been written, how e they influence the ro WS3:14 Critically of achieve their purpos features and conven	texts in a fluent and legible style and u nt these effectively in a variety of ways analyses own texts in terms of how wel ffectively they present the subject matt eader. evaluates how own texts have been stru- se and discusses ways of using related ations of written language to shape react	d audiences itten language mation to edit a range of ses computer s. If they have ter and how inctured to grammatical	 INDICATORS Responds to recounts in more varied ways. e.g. creating epilogues, book reviews/reports, character analysis Writes detailed descriptions using imagery. Writes research accounts e.g. historical, biographical, recording information from at least one source before writing. 								
 Example to the provide students in the mean of the provider students and viewers understanding of texts. ELEARNING EXPERIENCES Research information for recounts with historical and biographical topics. Use a timeline as the basis for writing an historical recount. Write a recount in the form of a diary, after researching topic. Research and collect information from a variety of sources to construct a biographical recount. Jointly construct the change in a literary recount from first to third person, or third to first person. Discuss the effect these changes make to the reader's understanding of the events. Compile a class list/poster of all the different types of recounts that students encounter and the purpose for which they were written. Jointly construct a factual recount of a class excursion. Individual/small groups of students develop the recount by adding in words/phrases to describe people, events, locations, time, in more detail. Encourage students to identify information required for their intended audience when writing a recount. Discuss the different needs of other possible audiences. Divide students into small groups. Provide students with a set of 5-10 events. Jointly construct a recount by sequencing the events and adding detail. Compare and discuss the written recounts of each group. Point out the purposes of visual texts in recounts. Individual students identify the purpose of the visual text included in their recounts. Select key events in a recount and create a visual text to enhance these. 											
	MODELLED WRIT	ING		EV	ALUATION						

GUIDED / INDEPENDENT WRITING

SELECTED TEXT / DATE

Text Type: Explanation	Stage: 3	Ter 12	34	Wee		2	3	4	5 6
OUTCOMES WS3:9 Produces a wide range of well structured and well p literary and factual texts for a wide variety of purposes and using increasingly challenging topics, ideas, issues and wri- features. WS3:10 Uses knowledge of structure, grammar and punctu- own writing. WS3:11 Spells most common words accurately and uses a strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and legible style and use technology to present these effectively in a variety of ways WS3:13 Critically analyses own texts in terms of how well been written, how effectively they present the subject matter they influence the reader. WS3:14 Critically evaluates how own texts have been stru achieve their purpose and discusses ways of using related g features and conventions of written language to shape read viewers understanding of texts.	audiences tten language uation to edit a range of eses computer I they have er and how ctured to grammatical	 Writes explanations Demonstrates the in writing, doing extra to explain events in Considers an audien helpful explanations Records information explanation. Chooses appropriate graphs, illustrations 	that are s nportance research i a plausibl ace's likely s or defini- n from at l e graphics	of being if necessa le way. y knowlections. least one s by using	, causal well inf ary, espo dge of a source l diagran	formed ecially topic before	y if th and writ	e purj provic	pose is les
T.F	CARNING E	XPERIENCES							
 Revise social purpose of explanation and the stages that a Jointly construct a glossary of technical terms relating to Consider who would read / write explanations on a curre Use flow chart proformas to assist students to organise in Focus on the purpose of explanations- to tell how or why text types. View a video or television program that includes an expl meaning. Often simulations or moving parts are used to a Use a word processor to improve the layout of a written a Provide the students with a research guide to help gather Consider visual features when writing an explanation tha Include mini explanations within other texts when approp Identify verbs that have been changed into nouns in samplin sentences. Practise matching verbs with nouns, and the Jointly construct more difficult sections of an explanation 	achieve the soc a current topic nt unit of work formation in p something occ anation. Note of demonstrate. D explanation thr and select info t will assist au priate. ole explanation en rewriting sa n within a curre	tial purpose. c, to use when jointly or to highlight the social preparation for writing a curs- by providing a list carefully the types of vis- tiscuss how this informa- ough the use of tables, pormation from a variety dience understanding of as. Investigate how this mple sentences.	purpose o n explana of titles of sual text u tition could graphs and of sources f the phen change all	f explana tion. on similar used, how d be conv d diagram s. omenon.	tions. topics they as eyed in ns to sup uch grea	that re ssist ir writte pport	eflect n conv en for the w	a ran veying rm. rritten	ge of g text.
MODELLED WRITI				E	EVALU				
GUIDED / INDEPENDENT			-						
SELECTED TEXT / DATE		LITERATURE	-						

Text Type:	Exposition	Stage: 3	Ter	1234	Wee	$\begin{bmatrix} 1 & 2 \\ 7 & 8 \end{bmatrix}$	3	4	5 6 1 1			
literary and factual te using increasingly ch features. WS3:10 Uses knowle own writing. WS3:11 Spells most strategies to spell unf WS3:12 Produces te technology to present WS3:13 Critically an been written, how eff they influence the rea WS3:14 Critically ev achieve their purpose	exts in a fluent and legible style and these effectively in a variety of wa alyses own texts in terms of how w fectively they present the subject mander. raluates how own texts have been size and discusses ways of using relate tons of written language to shape re	and audiences written language actuation to edit es a range of uses computer ays. rell they have atter and how tructured to d grammatical	 Argues in writing a position or point of view, raising a few related points to support view. 									
		LEARNING E	XPERIEN	CES								
 position statement a small groups, stude Display a large cha Brainstorm and list Edit expositions to Brainstorm and list Focus on distancing Help students to ree for surveys/intervie Provide students will least important. Use Design posters to p Construct a visual t maximum influence 	bol/community issue. Construct an and several arguments to support the ints design posters that express the s rt with an outline of an expositions emotive, descriptive and attitudina build up noun groups. Select words conjunctions that show cause and of g opinions and views from personal cognise and define a problem either two, note taking from written texts. ith recommendations and reasons for e this as the framework for indepen ersuade somebody else to do somet ext to support a written exposition. e on the audience.	the position.Resear same point of vie structure and org l language that ca s that will influen effect relationship statements in joi r at school or in the Organise the coll or a particular iss dent writing. thing they would Graphs, diagram	rch will be re w. ganisation fo an be used to ce the reade os. Int construct ne wider com lected data to ue cut into s not normally as and tables	equired to gather ev r students to use wh o write about a parti r's emotions. ions or an external s nmunity.Conduct re o use in jointly and i eparate strips. Orde y want to do. can be used. Consid	idence to c nen editing cular issue source coul esearch by j independen r these reas der colours	Ievelop ef their own e. Id be quot jointly con ntly consti sons from s and imag	ffective a n exposit ted. nstructir ructed e n most in ges used	argume tions. ng ques exposition nportan	ents. In stions ons. ht to ure			
	MODELLED WRI	TING			F	EVALUA	ATION	[
	GUIDED / INDEPENDEN	T WRITING										
SELECTED	TEXT / DATE	I	LITERAT	URE								

Text Type: Discussion	Stage: 3	Ter 12	3 4 Wee	2 3 4 5 6 7 8 9 1 1 1
OUTCOMES WS3:9 Produces a wide range of well structured and literary and factual texts for a wide variety of purpos using increasingly challenging topics, ideas, issues a features. WS3:10 Uses knowledge of structure, grammar and own writing. WS3:11 Spells most common words accurately and strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and legible style technology to present these effectively in a variety o WS3:13 Critically analyses own texts in terms of ho been written, how effectively they present the subject they influence the reader. WS3:14 Critically evaluates how own texts have bee achieve their purpose and discusses ways of using re- features and conventions of written language to sharp viewers understanding of texts.	ses and audiences and written language punctuation to edit l uses a range of and uses computer f ways. we well they have et matter and how en structured to elated grammatical	 to relate these to on Demonstates the im writing, doing extra to persuade others. Writes sustained dis 	e another. portance of being well	of a topical issue, attempting informed on a topic when especially if the purpose is th evidence.
 Develop knowledge around a topic to assist studer Jointly construct a concluding statement or recommain opinions. Use a proforma to analyse the structure of a sample points or elaborations, and to state the final recommoder of the consider target audiences when planning a discusse points to directly address these opinions to increase Access a variety of sources for information when the construction of the c	nts to formulate argun mendation as an edito e discussion. Include mendations. The sam sion. Anticipate opini the effectiveness of writing discussions. A ferent groups will ho s of information and s heir effects in modify e adverbs according to levelop a name for the	orial after reading a coll sections to define the i approforma could be us ions they would hold in f the discussion. As issues are often curre ld and state reasons for support for views expre ring statements or opini to degree from 'most lik e Group. Use this to wr	ection of letters to the ssue, to record each arg ed by students to Plan relation to the issue be ent, students may need this. Analyse resource ssed. ons. Develop a list for ely' to 'least likely'. ite a topic sentence or the	gument and any supporting their own discussion. eing discussed. Include to approach politicians, as and information with this students to use as a main point. The arguments
MODELLED W GUIDED / INDEPEND			EVA	ALUATION
SELECTED TEXT / DATE	1	LITERATURE		

Stage: 3	Ter	12	34	Wee	1	2	3	4	5 6 1 1
audiences tten language uation to edit a range of ees computer I they have er and how ctured to grammatical	 Uses a the Discusses poems. 	esaurus to s how meta	poems of find syno aphor, idio	various le onyms who om and/or	engths. en writ perso	nificat		nhanco	e own
L CARNING EX	XPERIEN [®]	CES							
 Develop a 'What is Poetry?' wall poster listing personal definitions of poetry. Encourage stud variety of poetry. Construct a list of titles and authors of poems for peers to refer to. Jointly construct a variety of poems on the basis of models that students have read. Jointly construct poems using pictures a stimulus. Brainstorm, and list thoughts and feelings Write poems in free verse about personal experiences/feelings. They could be given the first Jointly construct a nonsense poem using unlikely people/situations and invented language. Cut up a poem into lines or stanzas. Reconstruct the poem and compare it with the original te complex: rhyming and free verse. Independently construct poems using joint constructions of poems as models. Create a visual text to convey understanding of a poems meaning. Use a variety of styles to emphasise or highlight the parts of the text when publishing poetry. Model how to redraft, revise, edit, proofread and publish when writing poetry. Encourage studindependently writing poetry. 							om si	imple t	
NG				F	EVAL	UATI	ION		
WRITING									
L	ITERATU	JRE							
	bresented audiences tten language lation to edit a range of ses computer I they have er and how ctured to grammatical ers and CARNING EX definitions of p o refer to. Is that students torm, and list the lings. They cou- situations and i n and compare of poems as mo- meaning. s of the text who when writing p	 Presented audiences tten language lation to edit a range of less computer . I they have er and how ctured to grammatical ers and CARNING EXPERIENCE definitions of poetry. Encour or refer to. Is that students have read. torm, and list thoughts and elings. They could be given situations and invented langen and compare it with the or of poems as models. meaning. S of the text when publishin when writing poetry. Encour when writing poetry. Encour structure is used. 	 Writes a variety of j Uses a thesaurus to Discusses how meta poems. Uses patterns of rhy ithey have er and how ctured to grammatical ers and CARNING EXPERIENCES definitions of poetry. Encourage stude to refer to. Is that students have read. torm, and list thoughts and feelings residuations and invented language. n and compare it with the original text of poems as models. meaning. of the text when publishing poetry. when writing poetry. Encourage stude 	Image: Image of the set	presented audiences then language lation to edit a range of ess computer if they have er and how etured to grammatical ers and • Writes a variety of poems of various le • Uses a thesaurus to find synonyms whether and how etured to grammatical ers and CARNING EXPERIENCES • Uses patterns of rhyme and rhythm in presented audiences to revisit their dependence of poems of poetry. Encourage students to revisit their dependence of poems as models. meaning. of poems as models. • Mitting poetry. Encourage students to engage in the writing poetry.	Image: Contract of the second seco	Image: Section of the section of th	Image: Control of the second of the secon	Image: Section of the section of th

Text Type: Procedu	re	Stage: 3	Ter	123	4 W	/ee 1 7	23 89	4	5 6 1 1
OUTCO WS3:9 Produces a wide range of we literary and factual texts for a wide v using increasingly challenging topics features. WS3:10 Uses knowledge of structur own writing. WS3:11 Spells most common word strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent a technology to present these effective WS3:13 Critically analyses own text been written, how effectively they pr they influence the reader. WS3:14 Critically evaluates how ow achieve their purpose and discusses of features and conventions of written I viewers understanding of texts.	 Attempts = ideas whe Considers procedure Writes a s 	ist of words to rearrange n necessary. interest and s. et of explicit visuals to as	for a particu sections of needs of au t instruction	a text to imudience whe	prove orga en writing (heir ow			
								ense	
 statements to commands. Jointly construct procedures that m Use knowledge of language feature Find verbs and adverbial phrases in activities. organise them into group Select visual images for their own Label or number the visual images Jointly construct conditional proce Create a flow chart showing the pa Model how to refine instructions a Create a list of abbreviations comm Independently write, edit and publications 	es and organisation of pr a a variety of procedures os. procedure, and arrange w where relevant. Discuss dures. th taken while using a C nd procedures for brevit nonly found in procedures	class word b sual text on t between text lventure gan ng the goal. ised in indep	ank as a reso he page to as and visual to he. Include o endent writi	ource for ind ssist the rea ext and the other choices	ader in follo role of each	wing the p	rocedure	-	
M	DDELLED WRITIN	\G				EVAL	UATION	Γ	
GUIDED	/ INDEPENDENT W	VRITING							
SELECTED TEXT / DAT	E	L	ITERATU	RE					

Text Type:	Factual Recount	Stage: 3	Ter 12	34	Wee		2	3	4	5	6
literary and factual te using increasingly ch features. WS3:10 Uses knowl own writing. WS3:11 Spells most strategies to spell unt WS3:12 Produces te technology to presen WS3:13 Critically ar been written, how eff they influence the rea WS3:14 Critically ev achieve their purpose	exts in a fluent and legible style and us at these effectively in a variety of ways, nalyses own texts in terms of how well fectively they present the subject matter ader. valuates how own texts have been struct e and discusses ways of using related g tions of written language to shape reade	a audiences itten language uation to edit a range of ses computer s. l they have ter and how actured to grammatical	 Responds to recoubook reviews/repo Writes detailed de Writes research ad information from a 	unts in motorts, characteristics, characteristics, characteristics, characteristics, counts e.g	cter analys s using ima g. historica	vays. e.; is gery. l, biogr	raphica	al, rec		-	
 LEARNING EXPERIENCES Research information for recounts with historical and biographical topics. Use a timeline as the basis for writing an historical recount. Write a recount in the form of a diary, after researching topic. Research and collect information from a variety of sources to construct a biographical recount. Jointly construct the change in a literary recount from first to third person, or third to first person. Discuss the effect these changes make reader's understanding of the events. Compile a class list/poster of all the different types of recounts that students encounter and the purpose for which they were written. Jointly construct a factual recount of a class excursion. Individual/small groups of students develop the recount by adding in words/phradescribe people, events, locations, time, in more detail. Encourage students to identify information required for their intended audience when writing a recount. Discuss the different needs of copossible audiences. Divide students into small groups. Provide students with a set of 5-10 events. Jointly construct a recount by sequencing the events and a detail.Compare and discuss the written recounts. Individual students identify the purpose of the visual text included in their recounts. Select key events in a recount and create a visual text to enhance these. 									l. /phras s of ot and ac	ses to ther	
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