

LITERARY TEXT TYPES

TEXT TYPE	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 relationship between a writer/reader/speaker/listener.	some picture books, short stories, some fables and myths, autobiographies, 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

TEXT TYPE	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, television.
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

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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

- Names or uses words expressing attitude and feeling in stages of a recount, e.g. orientation, sequence of events, reorientation
- Explains what different verbs do in recounts and identifies verbs in past tense.
- Writes a recount of peer's experience with extended sequence of events.
- Identifies the purpose and intended reader of recount before writing.

LEARNING EXPERIENCES

- In shared reading, have students examine recounts and annotate organisation, Orientation - who, when, where, why and what events in order, use of past tense. Display for students to use as a model for their own writing and editing.
- Jointly construct a recount proforma chart to plan recounts under headings such as who, where, when, why and what. Notes can be made in either written or pictorial form.
- Discuss topics of familiar experience appropriate for written recounts.
- Develop class word banks of present and past tense verbs. Relate use of past tense in recount to the purpose of recounts, which is to retell what happened.
- Develop and display word banks expressing feelings and attitudes.
- Develop class lists of time connectives for students to use as a resource in their own recounts. e.g. firstly, next, after, lastly
- Model how two sentences can become one by using a linking word. Encourage students to use linking words in their own writing.
- Identify an audience for a recount.
- Jointly construct recounts of shared experiences, e.g. *excursions, assembly item. Identify the purpose of recount: retell events.*
- Examine published recounts to identify visual elements e.g. *maps, photographs, diagrams, drawings.* Point out the purpose of these. Sort examples of visual texts relevant for a class jointly constructed text.
- Jointly construct timelines, flow charts and story maps of information from a recount.
- Encourage students to refer to word banks and jointly constructed proformas for structure of recount when writing journals.

MODELLED WRITING

EVALUATION

GUIDED / INDEPENDENT WRITING

HANDWRITING

Text Type: Literary Recount

Stage: 1

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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.

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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

- Names or uses words expressing attitude and feeling in stages of a recount, e.g. orientation, sequence of events, reorientation
- Explains what different verbs do in recounts and identifies verbs in past tense.
- Writes a recount of peer's experience with extended sequence of events.
- Identifies the purpose and intended reader of recount before writing.

LEARNING EXPERIENCES

- In shared reading, have students examine recounts and annotate organisation, orientation - who, when, where, why and what events in order, use of past tense. Display for students to use as a model for their own writing and editing.
- Jointly construct a recount proforma chart to plan recounts under headings such as who, where, when, why and what. Notes can be made in either written or pictorial form.
- Discuss topics of familiar experience appropriate for written recounts.
- Develop class word banks of present and past tense verbs. Relate use of past tense in recount to the purpose of recounts, which is to retell what happened.
- Develop and display word banks expressing feelings and attitudes.
- Develop class lists of time connectives for students to use as a resource in their own recounts. e.g. *firstly, next, after, lastly*
- Model how two sentences can become one by using a linking word. Encourage students to use linking words in their own writing.
- Identify an audience for a recount.
- Jointly construct recounts of shared experiences, e.g. excursions, assembly item. Identify the purpose of recount: retell events.
- Examine published recounts to identify visual elements e.g. *maps, photographs, diagrams, drawings*. Point out the purpose of these. Sort examples of visual texts relevant for a class jointly constructed text.
- Jointly construct timelines, flow charts and story maps of information from a recount.
- Encourage students to refer to word banks and jointly constructed proformas for structure of recount when writing journals.

MODELLED WRITING

EVALUATION

GUIDED / INDEPENDENT WRITING

HANDWRITING

HANDWRITING

HANDWRITING

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7	8	9	1	1	1

INDICATORS

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.

- States the purpose and intended purpose before writing a description.
- 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 more detail.

- Model different ways to approach description writing e.g. study subject and write what you see, close your eyes and picture your topic, use memories or feelings to find ideas for your writing, prior to jointly constructing a written description.
- Use questions to clarify the purpose of a description before writing a description. e.g. *will it be objective? will it tell how you feel?*
- Model how to edit information reports, recounts and narratives by pointing out where more description could be included. Jointly construct brief descriptions on the topic identified. Encourage students to do this when editing their own work.
- Explain the structure of a description. Jointly construct brief descriptions.
- Provide students with opportunities to write texts such as letters, recounts and information reports that include description.
- Have students write descriptions in diaries and journals as an alternative to a recount. e.g. *describe a lizard in the playground.*
- Have students contribute to jointly constructed work that includes descriptions.
- 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.*

EVALUATION

HANDWRITING

HANDWRITING

Text Type: Literary Observation		Stage: 1		Ter		1	2	3	4	5	6				
				1	2	3	4	Wee		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 <ul style="list-style-type: none"> 							
LEARNING EXPERIENCES <ul style="list-style-type: none"> 															
MODELLED WRITING								EVALUATION							
GUIDED / INDEPENDENT WRITING															
HANDWRITING															

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HANDWRITING

Text Type: Literary Review		Stage: 1		Ter		1234		Wee		123456		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.					INDICATORS •								
LEARNING EXPERIENCES •													
MODELLED WRITING							EVALUATION						
GUIDED / INDEPENDENT WRITING													
HANDWRITING													

Stage: 1

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INDICATORS

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.

- 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.

- Focus on organising information by preparing information cards and proformas for a number of information report topics being studied. Students sort information onto correct proformas.
- Have students add adjectives to expand information written on labels for a diagram e.g. *short, grey*.
- Ask students to sort and match diagrams and labels onto a chart. Students draw in their own pictures of each part by observing a real example.
- Cut up information report sentences into separate words. Ask students to arrange the words to make sense for an information report. Note with the students that the topic word is a noun or a noun group.
- 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.

EVALUATION

GUIDED / INDEPENDENT WRITING

HANDWRITING

Stage: 1

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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 opinion 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.

- Discusses some of the different purposes for which people write responses or reviews.

- Expresses an opinion 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 students jointly construct reviews of literary texts and independently 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 on texts the students are very familiar with. These may include film and video.
- Design a new cover for a favourite story that includes author, title and relevant illustration.
- Complete an advertisement for a book that a student has enjoyed.
- Complete a matrix on characters in a book, using adjectives to describe appearance, actions, habits, feelings.
- Encourage students to write personal responses to literature in diaries and journals. Provide scaffolding for review texts.
- Jointly construct review responses on the basis of a model text.
- Have students consider purpose of review by planning a book review for a special audience before writing. Encourage them to be aware of their intended reader when writing. Ask students questions when editing these. Encourage students go back and add information that might improve the review.
- 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.

EVALUATION

GUIDED / INDEPENDENT WRITING

HANDWRITING

Stage: 1

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INDICATORS

- States the purpose and intended reader before writing an explanation.
- Give at least two events in an explanation e.g. a poster, project, big book
- Discusses function of different parts or stages of an explanation.

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- Discusses function of different parts or stages of an explanation.

- Revise social purpose of explanation through model texts. Display stages on a chart in classroom.
- Scribe student's spoken explanations of events. Discuss the needs of a reader for additional information, and redraft the piece into a written text.
- Jointly construct a flow chart or life cycle showing the sequence of events that take place. Encourage students to use these diagrams when independently writing an explanation on the same topic.
- Provide pairs of students with familiar labels and captions for a life cycle to sequence and sketch each stage. Discuss the importance of diagrams representing the details of each stage; the purpose of diagrams to give additional information.
- Model how to edit jointly constructed explanations making use of word banks, diagrams, dictionaries around the classroom.
- Use class chart made after shared reading, with headings such as 'Nouns' 'Verbs' and 'Adverbial Phrases' to jointly construct an explanation.
- Create word banks of time connectives and phrases from sample explanations or joint construction activities.
- Jointly edit an explanation to give the correct sequence of events. Highlight the organisation of explanations, phenomenon statement, followed by correctly sequenced events.
- Jointly construct an explanation by sequencing diagrams of a familiar life cycle. Add labels to name each stage, and captions to describe what happens at each stage.
- Encourage students to use drawings to accompany text where relevant.

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7	8	9	1	1	1

INDICATORS

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 an opinion supported by at least one reason.
- Recognises and uses organisational structure of simple exposition.
- Writes simple expositions for different purposes.
- Discusses function of different parts or stages of a text.
- Recognises that connectives such as 'if' 'because' flag reasons, also 'firstly' 'secondly'

- Use expositions to focus on the importance of and reasons for particular class rules. Jointly construct an exposition in support of the rule. Introduce the stages of an exposition: position and argument.
- Focus on the social purpose of expositions by jointly constructing texts on relevant issues.
- Annotate large display size copies of sample expositions with names for each stage and a description of purpose. Refer to these samples when jointly constructing an exposition.
- Jointly construct surveys to find out the opinion of a larger group of students concerning a relevant topic. The results can be used later as the basis for a jointly constructed written exposition using computer generated graphs.
- In joint construction activities, demonstrate how to change a question into a statement or command.
- Jointly construct a point of view held by most of the students in the class. Students work in small groups to think of an argument to support this point of view and then draft this argument into writing. The argument from each small group can then be used in a joint construction of an exposition into writing. The argument from each small group can then be used in a joint construction of an exposition on the given topic.
- Jointly construct a letter to the relevant body about a relevant concern using a simple exposition. Draft and publish. Build up arguments in point form before the letter is jointly constructed.
- Provide students with a proforma use to write independently a simple exposition. Use sentence starters to give support.
- Encourage students to choose thinking, feeling and action verbs from a class list to express opinions and give recommendations.

EVALUATION

HANDWRITING

Stage: 1

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HANDWRITING

Text Type: Factual Recount		Early Stage 1	Ter1234	Wee123456789111
OUTCOMES WES1:9 Engages in writing texts with the intention of conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.			INDICATORS • Dictates recounts for adults to write. • Uses past tense action verbs. • Talks about the purpose of own recounts. • Illustrates past tense action verbs used in sample texts.	
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 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 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. • 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 WRITING			EVALUATION	
GUIDED / INDEPENDENT WRITING				
HANDWRITING				

Text Type: Literary Recount		Early Stage 1	Ter1234	Wee123456789111
OUTCOMES WES1:9 Engages in writing texts with the intention of conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.			INDICATORS • Dictates recounts for adults to write. • Uses past tense action verbs. • Talks about the purpose of own recounts. • Illustrates past tense action verbs used in sample texts.	
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MODELLED WRITING			EVALUATION	
GUIDED / INDEPENDENT WRITING				
HANDWRITING				

Text Type: Observation		Early Stage 1		Ter		1	2	3	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 conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.												INDICATORS •											
LEARNING EXPERIENCES																							
MODELLED WRITING												EVALUATION											
GUIDED / INDEPENDENT WRITING																							
HANDWRITING																							

Text Type: Personal Response		Early Stage 1		Ter 1234		Wee 123456 789111	
OUTCOMES WES1:9 Engages in writing texts with the intention of conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.				INDICATORS •			
LEARNING EXPERIENCES							
MODELLED WRITING				EVALUATION			
GUIDED / INDEPENDENT WRITING							
HANDWRITING							

Text Type: Factual Procedure		Early Stage 1		Ter 1 2 3 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 conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.				INDICATORS <ul style="list-style-type: none"> • Talks about the purpose procedural texts, e.g. a recipe tells us how to make something. • Identifies action verbs in a familiar procedure. • Correctly sequences pictorial steps to create a procedure. 			
LEARNING EXPERIENCES <ul style="list-style-type: none"> • Highlight different sections or stages of a sample procedure and discuss the purpose of each stage. Consider who would read the procedure. • Provide students with an enlarged procedure. Ask them to use different colours to shade over each stage of the procedure and choose a stage to illustrate. • Have students sort photographs taken during a class cooking activity to find those that show how to perform actions. Relate these to the purpose of the procedure, which is to tell how to do something. • Ask students, in pairs, to sequence photographs of actions in a class procedure. Highlight the importance of correct order to achieve the goal of the procedure. • Jointly construct instructions for a familiar classroom routine. • Have students use pictures and labels to independently construct a procedure and explain how to complete a familiar activity. • Have students match pictures and action verbs of a familiar procedure to reinforce actions in procedures. • Compile class lists of action verbs related to specific themes. Add to these as appropriate words are ‘discovered’ by the class. • Ask students to construct a sequential text as a small group or whole class activity. 							
MODELLED WRITING				EVALUATION			
GUIDED / INDEPENDENT WRITING							
HANDWRITING							

Text Type: Procedural Recount		Early Stage 1		Ter 1 2 3 4		Wee 1 2 3 4 5 6 7 8 9 10 11 12	
OUTCOMES WES1:9 Engages in writing texts with the intention of conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.				INDICATORS <ul style="list-style-type: none"> Dictates recounts for adults to write. Uses past tense action verbs. Talks about the purpose of own recounts. Illustrates past tense action verbs used in sample texts. 			
LEARNING EXPERIENCES <ul style="list-style-type: none"> 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 a 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 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. 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 WRITING				EVALUATION			
GUIDED / INDEPENDENT WRITING							
HANDWRITING							

Text Type: Factual Exposition		Early Stage 1		Ter		1	2	3	4	5	6
						7	8	9	1	1	1
<p align="center">OUTCOMES</p> <p>WES1:9 Engages in writing texts with the intention of conveying an idea or message.</p> <p>WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p> <p>WES1:11 Begins to use letters to represent known words when spelling.</p> <p>WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts.</p> <p>WES1:13 Recognises some different purposes for writing and that own texts differ in various ways.</p> <p>WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.</p>		<p align="center">INDICATORS</p> <ul style="list-style-type: none"> • Uses sentence starters to express an opinion in writing. • Contributes arguments when jointly constructing exposition texts. • Dictates opinions and a supporting argument to a scribe. 									
<p align="center">LEARNING EXPERIENCES</p> <ul style="list-style-type: none"> • Jointly construct expositions relating to current class/school/community issues. Make clear the purpose and point out the different stages in the exposition text (ie position statement and arguments). Display stages on a wall chart in the classroom. Display jointly constructed expositions. • Use impromptu situations where issues arise to record the class's opinion in a joint construction. Ask questions. • Brainstorm as a class reasons for a particular issue. Use these lists as the basis for students to complete sentence beginnings. • Provide sentence starters for students to complete. Have students illustrate their work. Staple pages together to make individual books for reading. • Jointly construct p[ask to persuade students to behave in particular ways. Ask students to illustrate these posters and display them around the school. • Model the use of connectives when writing expositions, showing how these words link the position statement to the argument. 											
MODELLED WRITING						EVALUATION					
GUIDED / INDEPENDENT WRITING											
HANDWRITING											

Text Type: Literary Narrative		Early Stage 1	Ter1234	Wee123456789111
OUTCOMES WES1:9 Engages in writing texts with the intention of conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.			INDICATORS • Jointly constructs narratives. • Contributes to compilation of word banks. • Chooses words to label drawings and objects. • Uses illustrations to tell a narrative.	
LEARNING EXPERIENCES • Display questions about story structure to assist students when jointly constructing narratives. e.g. Who is in the story? Where does it happen? When does it happen? What goes wrong? How is the problem solved? • Use wordless picture books as a resource for joint construction of narratives, with questions to guide development. • Assist students to develop word banks of adjectives to describe characters from familiar narratives. Build word banks for the events in the complication and resolution stages. Use these as a resource in the joint construction of narratives. • Have students share narratives with peers to gauge audience response. Encourage students to provide helpful feedback. • Have students sequence pictures from a familiar story and jointly construct a retell by captioning each picture in order. • Encourage students to use narratives modelled in class writing experiences to innovate on familiar texts and develop. their own. • Teachers and students jointly construct written narratives. Publish class stories as big books. • Create or obtain pictures depicting the main stages of a narrative. In small groups, students sequence the pictures and, with a teacher, jointly construct captions for the pictures.				
MODELLED WRITING			EVALUATION	
GUIDED / INDEPENDENT WRITING				
HANDWRITING				

Text Type: Factual Description		Early Stage 1	Ter	1	2	3	4	Wee	1	2	3	4	5	6
				1	2	3	4		7	8	9	1	1	1
OUTCOMES							INDICATORS							
<p>WES1:9 Engages in writing texts with the intention of conveying an idea or message.</p> <p>WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p> <p>WES1:11 Begins to use letters to represent known words when spelling.</p> <p>WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts.</p> <p>WES1:13 Recognises some different purposes for writing and that own texts differ in various ways.</p> <p>WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.</p>							<ul style="list-style-type: none">• Contributes adjectives to add to noun groups in joint construction activities.• Chooses words to label drawings and objects.• Write basic descriptions.							
LEARNING EXPERIENCES														
<ul style="list-style-type: none">• Provide students with a diagram of an object to be described and a set of labels. Match labels to diagram.• Jointly construct <i>What Am I?</i> or <i>Who Am I?</i> class or individual books.• Provide captions within a grid from which students can select to build a description. Headings could include colour, texture, shape etc. Choose headings relevant to the object being described.• Write a sentence and then model how to add adjectives to provide more information about the noun.• Support students during joint constructions of descriptions of characters by asking questions to give relevant details.• Create word banks of adjectives and nouns relevant to the object being described before jointly constructing a description. Demonstrate how to use these word banks during writing.• Define an audience for a jointly constructed factual description of a shared class experience.• Evaluate a selection of visual texts to decide which one/s best support a written description by considering which visual shows details included in the text.• Use picture book illustrations, magazine pictures, photos, artworks as a source for a jointly constructed literary description of a particular person. Ask students to describe something about the appearance and clothing of the person.• Encourage students to build noun groups by asking them to suggest words to provide more information about the noun. Explain these words can be called describing words.• Encourage students to think about including descriptive details in their drawings.														
MODELLED WRITING							EVALUATION							
GUIDED / INDEPENDENT WRITING														
HANDWRITING														

Text Type: Literary Description		Early Stage 1	Ter 1 2 3 4	Wee 1 2 3 4 5 6 7 8 9 10 11 12
<p align="center">OUTCOMES</p> <p>WES1:9 Engages in writing texts with the intention of conveying an idea or message.</p> <p>WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p> <p>WES1:11 Begins to use letters to represent known words when spelling.</p> <p>WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts.</p> <p>WES1:13 Recognises some different purposes for writing and that own texts differ in various ways.</p> <p>WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.</p>		<p align="center">INDICATORS</p> <ul style="list-style-type: none"> • Contributes adjectives to add to noun groups in joint construction activities. • Chooses words to label drawings and objects. • Write basic descriptions. 		
<p align="center">LEARNING EXPERIENCES</p> <ul style="list-style-type: none"> • Provide students with a diagram of an object to be described and a set of labels. Match labels to diagram. • Jointly construct <i>What Am I?</i> or <i>Who Am I?</i> class or individual books. • Provide captions within a grid from which students can select to build a description. Headings could include colour, texture, shape etc. Choose headings relevant to the object being described. • Write a sentence and then model how to add adjectives to provide more information about the noun. • Support students during joint constructions of descriptions of characters by asking questions to give relevant details. • Create word banks of adjectives and nouns relevant to the object being described before jointly constructing a description. Demonstrate how to use these word banks during writing. • Define an audience for a jointly constructed factual description of a shared class experience. • Evaluate a selection of visual texts to decide which one/s best support a written description by considering which visual shows details included in the text. • Use picture book illustrations, magazine pictures, photos, artworks as a source for a jointly constructed literary description of a particular person. Ask students to describe something about the appearance and clothing of the person. • Encourage students to build noun groups by asking them to suggest words to provide more information about the noun. Explain these words can be called describing words. • Encourage students to think about including descriptive details in their drawings. 				
MODELLED WRITING			EVALUATION	
GUIDED / INDEPENDENT WRITING				
HANDWRITING				

Text Type: Information Report		Early Stage 1		Ter 1 2 3 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 conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.				INDICATORS <ul style="list-style-type: none"> • Labels diagrams appropriately. • Talks about the purpose of information reports. • Identifies possible audiences of different information reports. 			
LEARNING EXPERIENCES <ul style="list-style-type: none"> • Jointly construct descriptive sentences using information gained from diagrams in texts read. • Uses simple proformas to organise information in preparation for writing an information report. • Identify possible audiences for information report topics. • Use information recorded on a class wall chart to jointly construct an information report related to the current unit of work. • Students illustrate and label action verbs related to current unit of work. Students use these as a resource to write and illustrate short sentences beginning with a topic word. • Draw story illustrations and information pictures related to current topic. Display with matching sentences on class notice board, and identify which group of pictures could be used in an information report. • Demonstrate awareness of audience needs when jointly constructing text by including details to explain any new words. • Have students write a description of themselves including as much factual detail about themselves as possible. They could include photographs and drawings. Note: descriptions deal with particular people and things. They can be used at this stage to develop skills in describing - similar skills to those needed for information reports, which describe a class of things. 							
MODELLED WRITING				EVALUATION			
GUIDED / INDEPENDENT WRITING							
HANDWRITING							

Text Type: Explanation		Early Stage 1		Ter1234		Wee123456789111	
OUTCOMES WES1:9 Engages in writing texts with the intention of conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.				INDICATORS • Recognises a simple explanation text. • Constructs visual explanation texts. • Makes contributions to jointly constructed explanation texts. • Chooses words to label drawings and objects. • Uses some technical language.			
LEARNING EXPERIENCES • Model how to label diagrams of plants, animals, humans and objects using technical terms. • Provide enlarged diagrams with labels related to a unit of work. In pairs or small groups, have students cut and paste labels to relevant section on enlarged diagrams, including on computers. • Discuss the social purpose of explanations. Use flow charts and other diagrams to jointly construct a simple explanation. Accept students spoken explanations and model how these are structured in written language. Introduce some technical language. • Ask students to observe a process such as part of an insect or small creatures life cycle. Have students draw, label and write notes in a class big book or individual book over the period of time in which the process occurs. • Ask pairs of students to sequence a small number of simple diagrams for a familiar explanation. Add in arrows to show the order of events. • Focus on the purposes of an explanation by asking students to draw the changing parts. Label with stage names. • Jointly record observations of a life cycle in the classroom. Note the date, and any changes to the plant/animal. Compare progress with information from a range of texts. • Create a flow chart of a familiar explanation by asking small groups of students to colour/paint large pictures of each stage. Sequence all diagrams, and ask each group to explain their stage when presenting. Add in heading, labels and arrows. • Jointly construct visual texts including cross sections, magnified diagrams, flow charts and life cycles after listening to or viewing an explanation.							
MODELLED WRITING				EVALUATION			
GUIDED / INDEPENDENT WRITING							
HANDWRITING							

Text Type: Review		Early Stage 1		Ter		1	2	3	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 conveying an idea or message. WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. WES1:11 Begins to use letters to represent known words when spelling. WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. WES1:13 Recognises some different purposes for writing and that own texts differ in various ways. WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.												INDICATORS •											
LEARNING EXPERIENCES •																							
MODELLED WRITING												EVALUATION											
GUIDED / INDEPENDENT WRITING																							
HANDWRITING																							

Text Type: Discussion		Early Stage 1	Ter	1	2	3	4	Wee	1	2	3	4	5	6
				1	2	3	4		7	8	9	1	1	1
OUTCOMES							INDICATORS							
<p>WES1:9 Engages in writing texts with the intention of conveying an idea or message.</p> <p>WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p> <p>WES1:11 Begins to use letters to represent known words when spelling.</p> <p>WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts.</p> <p>WES1:13 Recognises some different purposes for writing and that own texts differ in various ways.</p> <p>WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.</p>							<ul style="list-style-type: none">• Uses sentence starters to express an opinion in writing.• Contributes arguments for and against a particular issue in jointly constructed discussion text.							
LEARNING EXPERIENCES														
<ul style="list-style-type: none">• Explain that the purpose for writing discussion is to present the reader with different opinions on an issue.• Record student opinions on a current issue in a short joint construction. Guide student contributions with questions.• Following a joint construction, have individual students record their opinion on an issue, including a supporting reason that may come from the joint construction, and to send e-mail buddies.• Provide students with a folded piece of paper. Ask students to think of an argument ‘for’ and ‘against’ a particular issue and write/draw these arguments on the paper. Collate student responses for a class book.• Jointly construct a letter to the student representative council or principal following a class meeting on a current school issue. Present details about how many students are for and against the issue and some supporting reasons.• Select a topic for discussion and write on large class chart with a ‘for’ and ‘against’ section. Ask students to draw a picture of themselves to cut out and paste on the ‘for’ or ‘against’ section of the chart. Encourage students to give reasons for their views.• Lead a discussion to change specific nouns to general nouns to refer to groups. Discuss how this change gives the explanation more influence or effect.														
MODELLED WRITING							EVALUATION							
GUIDED / INDEPENDENT WRITING														
HANDWRITING														

Text Type: Poetry		Early Stage 1	Ter	1	2	3	4	Wee	1	2	3	4	5	6
				1	2	3	4		7	8	9	1	1	1
OUTCOMES		INDICATORS												
<p>WES1:9 Engages in writing texts with the intention of conveying an idea or message.</p> <p>WES1:10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p> <p>WES1:11 Begins to use letters to represent known words when spelling.</p> <p>WES1:12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts.</p> <p>WES1:13 Recognises some different purposes for writing and that own texts differ in various ways.</p> <p>WES1:14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.</p>		<ul style="list-style-type: none">• Contributes to joint construction activities of poems.• Identifies rhyming words in a text.• Uses rhyme in jointly constructed poem.												
LEARNING EXPERIENCES														
<ul style="list-style-type: none">• Read a selection of rhymes. Brainstorm words that rhyme with a given word from the text and list these to develop a word bank. Use these when innovating on familiar rhymes. Display nursery rhymes as models for joint construction.• Jointly innovate on a favourite class poem, rhyme or chant.• Jointly construct ‘catalogue poems’ for colours by listing all the things that are, for example red. Then combine thoughts and ideas into phrases and sentences to construct a poem.• Select a poem, write it on a chart with some words omitted. Read the poem several times to get the feel of the rhythm and meaning. Discuss each omission in turn. List all suggestions from the students for words omitted. Discuss why certain choices were made and vote on the most pleasing/appropriate. Read the original poem. Reflect on the poets choice and that of the group.• Have students complete simple proformas to review books read. Give an opinion of the book.														
MODELLED WRITING		EVALUATION												
GUIDED / INDEPENDENT WRITING														
HANDWRITING														

1	2	3	4	5	6
7	8	9	1	1	1

LITERATURE

1	2	3	4	5	6
7	8	9	1	1	1

INDICATORS

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.

- Gives more detailed responses to short stories, TV programs.
- Recognises and discusses the organisational structure of literary reviews.

- Jointly construct reviews using organisers and questions such as ‘context’.
- Gives students models of reviews to read. Cut these into stages and ask students to rearrange them. Ask them to give reasons for their ordering of the stages.
- Using a proforma, students independently construct reviews and responses to literature. Encourage students to use evaluative language.
- Circulate students’ reviews in other classes.
- Compile a class book of reviews that students can refer to before choosing a book to read.
- Have students respond to literary texts by writing in journals or keeping reading logs using headings.
- Watch the trailer for a children’s video and have students discuss the types of comments made and the language used. Record some of the phrases on the board. have students write their own ‘film trailer script’ for the film of a story they know well.
- Make a list for class display of all the words that could describe a novel, and draw on these when writing a review.
- Give sentence beginnings to guide students in writing reviews.
- Have students develop their awareness of language used in texts to develop their understanding for writing response and review by studying word families, and grouping words that sound or look alike and have common letter patterns.

MODELLED WRITING

EVALUATION

GUIDED / INDEPENDENT WRITING

SELECTED TEXT / DATE

LITERATURE

Text Type: Information Report

Stage: 2

Ter

1

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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.

INDICATORS

- Uses other texts as models for aspects of writing information reports such as text organisation, grouping of information under heading.
- Experiments with various ways of presenting written work to appeal to the reader.
- 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

EVALUATION

GUIDED / INDEPENDENT WRITING

SELECTED TEXT / DATE

LITERATURE

1	2	3	4	5	6
7	8	9	1	1	1

INDICATORS

- Identifies and explains the purpose and organisational structure of recounts, both literary and factual.
- Recounts in sequence several aspects of a personal experience or an event using a variety of words and phrases to indicate time order.
- 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.

- 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 of events represented in a visual text such as a timeline, story map, comic.
- Have students identify point of view in 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 recounts by typing them on a computer keyboard.

EVALUATION

LITERATURE

1	2	3	4	5	6
7	8	9	1	1	1

INDICATORS

- Uses other procedural texts as models for aspects of own writing such as text organisation, grouping information under headings.
- Compare the features of different procedures and discusses how differences are related to purpose, context and audience.
- Writes a procedure with some attention to detail and essential steps in logical order.

- Jointly construct procedures for different audiences on the same or similar topics. Discuss the similarities and differences in the texts. Discuss and justify the different choices that might be made when selecting visual images to accompany the procedural text to suit the different audience.
- Annotate an enlarged procedure to identify information about how/where/when to complete actions. Relate this to achieving the purpose of the procedure.
- Provide students with a procedure that has the words in each step jumbled up. In pairs ask students to rewrite each step, placing the most 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 of each stage.
- Create a class list of cautions and suggestions located in sample procedures. Attempt to order these from 'gentle' to 'forceful'. Identify how 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 to achieve the goal of a procedure. Discuss which 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 to make it.
- Have students independently construct a procedure to be followed, including a goal with several sequenced steps. The procedure can be typed, saved and printed.
- Have students set out a handwritten procedure legibly using headings to denote each stage. Students may include visual texts to improve presentation and clarity.

EVALUATION

LITERATURE

Text Type: Poetry		Stage: 2		Ter <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> </div>		Wee <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>1</div> <div>1</div> <div>1</div> </div>	
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.				INDICATORS <ul style="list-style-type: none"> Writes a variety of poems. Writes fuller descriptions of people, animals, objects, places. Rereads work to clarify meaning, deletes and adds words as required, adds information. Recognises and discusses the organisational structure of poems. 			
LEARNING EXPERIENCES <ul style="list-style-type: none"> Jointly construct poems using different poetic forms. Give students models for joint construction. Select appropriate models. Construct group poems with the opening line or refrain provided. Encourage students to independently construct poems based on personal experiences or significant events. Have students record conversations, real., imaginary or remembered. Select one of these and jointly construct into a poetic form. Use some common opening lines. Provide a range of stimulus materials. In small groups, students compile a list of descriptive words based on sight, sound, smell, taste and touch. Model how to use the descriptions to organise into poetic form. Jointly construct descriptive poems on a selected theme. Build up word banks in topics before writing. In joint constructions, experiment with different word order to create different effects in writing poetry. Have students innovate on familiar poems. Encourage students to use poetic devices such as alliteration, repetition, similes when independently writing poetry. Revise or redraft writing, and edit and proofread writing for publication. Have students write favourite poems on posters and mobiles for classroom displays. Have students construct timelines, comic strips, story maps or flow charts to represent sequence of events or ideas in poetry. 							
MODELLED WRITING				EVALUATION			
GUIDED / INDEPENDENT WRITING							
SELECTED TEXT / DATE							
				LITERATURE			

Text Type: Procedural Recount

Stage: 2

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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.

INDICATORS

- Identifies and explains the purpose and organisational structure of recounts, both literary and factual.
- Recounts in sequence several aspects of a personal experience or an event using a variety of words and phrases to indicate time order.
- 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 of events represented in a visual text such as a timeline, story map, comic.
- Have students identify point of view in 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 recounts by typing them on a computer keyboard.

MODELLED WRITING

EVALUATION

GUIDED / INDEPENDENT WRITING

SELECTED TEXT / DATE

LITERATURE

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7	8	9	1	1	1

INDICATORS

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 nouns and noun groups and pronouns in printed texts.
- Compares the features of two different descriptive texts and talks about how these differences are related to the purpose.
- Writes descriptions of people, animals, objects, places (with attention to several distinguished characteristics).
- Groups information in description logically.

- Write or e-mail a penfriend describing self, class, teacher and school in detail.
- Write a description of an animal including a detailed description of its appearance. Provide or encourage students to find pictures and photographs of the animal to elicit description rather than copying facts from written text.
- Assist students to write descriptive poems.
- Ask students to write a definition for a common object using descriptive and specific language. Have them test the definition, accuracy and clarity of writing by reading the definition without the word to see if other students can guess the object.
- Ask students to write a detailed description of a fellow student or staff member without using their name or any personal pronouns that indicate gender. Swap descriptions with others and see if they can identify the person being described. Discuss subjectivity of descriptions.
- Have students write an imaginary description.
- Ask students to write a classified advertisement that describes a toy they no longer want.
- Provide pictures from travel brochures with written text removed. Ask students to write short descriptions of the scenes, making them sound like appealing destinations. Students may enjoy writing descriptions to make the destinations sound unappealing.
- Focus on the subjective nature of descriptions by describing a character in a familiar text from different perspectives. Discuss how point of view influences the content of the description.
- Experiment with audience response by asking students to write two different descriptions of the same characters, designed to create opposite effects. Identify strategies used by writers to create the different impressions.

EVALUATION

LITERATURE

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INDICATORS

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EVALUATION

LITERATURE

Text Type: Review		Stage: 2		Ter		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.						INDICATORS •					
LEARNING EXPERIENCES •											
MODELLED WRITING						EVALUATION					
GUIDED / INDEPENDENT WRITING											
SELECTED TEXT / DATE <div></div> LITERATURE <div></div>											

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7	8	9	1	1	1

LITERATURE

Text Type: Explanation		Stage: 2		Ter		1		2		3		4		Wee		1		2		3		4		5		6	
OUTCOMES														INDICATORS													
<p>WS2:9 Drafts, revises, proofreads and publishes well structured texts that are more demanding in terms of topic, audience and written language features.</p> <p>WS2:10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.</p> <p>WS2:11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.</p> <p>WS2:12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop skills on the computer.</p> <p>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.</p> <p>WS2:14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.</p>														<ul style="list-style-type: none">• 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.													
LEARNING EXPERIENCES																											
<ul style="list-style-type: none">• Revise social purpose of explanations. Introduce model explanations for students to read. Build up fields information in ,preparation for the joint construction.• Jointly construct explanations using class charts that outline the structure of an explanation.• Brainstorm a list of how and why questions related to a current unit of work. Identify the questions that would be answered with an explanation.• Discuss the purpose of the phenomenon statement in explanations and develop, a definition.Encourage students to use this definition to sort examples of phenomenon statements from statements describing single events. Display definitions of stages in the classroom.• Develop word banks of technical vocabulary related to a current issue and display in the classroom to use in writing. Ask students to suggest action verbs they will use in the explanation sequence.• Ask students to write ‘how’ questions to use when researching a current topic.• Brainstorm current knowledge on a topic and use it to jointly construct 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																											

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INDICATORS

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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.

- Understands and uses the organisational structure of exposition including a statement of position, argument, with points and elaboration, sometimes with evidence and a conclusion.
- Adopts methods used by authors to make texts appeal to the reader.
- Gives two or more related arguments to support a position.

- Revise social purpose, arguments and stages of exposition through models of different forms of exposition on which students innovate. Encourage students to explain why they chose to use particular features in their own writing.
- Brainstorm and compile a list of relevant issues. Frame these issues as questions to use as the basis of written expositions.
- Develop a list of reasons in support of an argument, and rank these in order of importance or significance. Does the order change for different audiences.
- Have students jointly construct a set of questions to be used in a class survey about a current issue. Conduct the survey and compile results to form the basis and elaboration of their arguments to support a thesis. Discuss the use of statistics in expositions.
- Try to anticipate audience concerns/responses to a particular argument about an issue. Consider how these concerns can be addressed or preempted in the exposition arguments.
- Model how to change statements from a personal opinion to an impersonal thesis. Encourage students to use these structures in their independent writing.
- Research topics to develop effective arguments. In joint construction activities, model how to turn assertion into argument with point and elaboration. Model how to modify tentative arguments effectively.
- Refer to sample expositions to find examples of adjectives. Compare sentences with and without these adjectives to determine the effect they have on the reader.
- Write letters to the editor of a local newspaper on a familiar, relevant topic, giving an opinion supported by several arguments.
- Identify verbs that have been changed to nouns in sample expositions and discuss how the exposition sounds more objective. Demonstrate how

EVALUATION

GUIDED / INDEPENDENT WRITING

LITERATURE

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7	8	9	1	1	1

LITERATURE

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7	8	9	1	1	1

INDICATORS

WS3:14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers and viewers understanding of texts.

- Writes narratives that consider the interests and needs of potential readers such as avoiding terms that may be seen as sexist or racist.
- Experiments with usual structure.
- Uses a range of types of verbs, noun groups.

- Encourage students to read a variety of narratives and discuss possible subjects for writing.
- Select a narrative to read to the class but do not read the resolution. Have students predict the outcomes for characters beyond the end of what they have heard. In pairs write the resolution.
- Jointly construct sections of narratives to model how to achieve certain effects or address identified areas of need.
- IN pairs locate verbs in a section of narrative text. Use different colours to highlight different kinds of verbs. Discuss which kinds of verbs are used most frequently and the purpose of each group of verbs in narratives.
- Jointly construct an editing checklist for student's own narratives.
- Design a flow chart that illustrates the choices and decisions with which a character is faced in a particular narrative. Rewrite sections of the narrative that would change if the character had made different choices.
- Jointly construct narratives that deviate from a simple narrative structure so that there may be more than one orientation, complication or resolution.
- Locate connectives in excerpts from published narratives. Group connectives according to their purpose. Use these to develop a class chart to be used as a writing resource.
- Jointly construct a narrative where the reader is positioned to regard the events and/or characters in particular ways.
- Jointly construct innovations on a short narrative. Change different aspects. Provide opportunities for students to share these narratives with each other and encourage them to comment on the effect of the changes.

EVALUATION

LITERATURE

1	2	3	4	5	6
7	8	9	1	1	1

INDICATORS

WS3:14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers and viewers understanding of texts.

- 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.

- 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.

EVALUATION

LITERATURE

1	2	3	4	5	6
7	8	9	1	1	1

LITERATURE

Text Type: Review		Stage: 3		Ter		1	2	3	4	5	6				
				1	2	3	4	Wee		7	8	9	1	1	1
OUTCOMES WS3:9 Produces a wide range of well structured and well presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. WS3:10 Uses knowledge of structure, grammar and punctuation to edit own writing. WS3:11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways. WS3:13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader. WS3:14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers and viewers understanding of texts.						INDICATORS •									
LEARNING EXPERIENCES •															
MODELLED WRITING								EVALUATION							
GUIDED / INDEPENDENT WRITING															
SELECTED TEXT / DATE <div></div>															
LITERATURE <div></div>															

Text Type: Factual Description		Stage: 3	Ter	1	2	3	4	Wee	1	2	3	4	5	6
				1	2	3	4		7	8	9	1	1	1
OUTCOMES WS3:9 Produces a wide range of well structured and well presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. WS3:10 Uses knowledge of structure, grammar and punctuation to edit own writing. WS3:11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words. WS3:12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways. WS3:13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader. WS3:14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers and viewers understanding of texts.								INDICATORS <ul style="list-style-type: none">Writes a detailed description of a person, place, animal or object, selecting details that develop an overall image of what is being described.Prepares lists of words for a particular purpose, e.g. to be used in detailed description.Responds to the writing of others with specific and constructive comments about the organisation of descriptions.						
LEARNING EXPERIENCES <ul style="list-style-type: none">When they describe a character or setting in a story, get students to think about how the description relates to the development of story.Provide students with description starters that they can turn into richly detailed paragraphs by answering the implicit question with each starter.Ask different groups of students to describe a setting.Provide opportunities for students to view segments of television programs, commercials or music video clips without sound and have them describe what is happening.Model how to use a thesaurus in writing descriptions.Create posters displaying alternatives to cliches and hackneyed phrases.Write simple descriptive poems.Write a description of a familiar setting for different audiences.Use personification as the basis for writing by giving a non-living thing characteristics such as independent movement, behaviour and personality.Provide students with a theme. In groups devise a character that may be part of this theme and write a description. Share descriptions as a class and use these as the basis for writing a narrative.Cover the text in a picture book, and use the pictures as the basis for writing a literary description.Write descriptions from different perspectives. Discuss how different authors have different points of view and select different details to include or exclude.														
MODELLED WRITING								EVALUATION						
GUIDED / INDEPENDENT WRITING														
SELECTED TEXT / DATE														

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INDICATORS

WS3:14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers and viewers understanding of texts.

- Writes an information report including detailed descriptions using graphics where relevant to text.
- Can record information from more than one source before writing.
- Considers an audience's likely knowledge of a topic and provides helpful explanation or definitions.

- 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.

EVALUATION

GUIDED / INDEPENDENT WRITING

LITERATURE

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INDICATORS

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- Writes detailed descriptions using imagery.
- Writes research accounts e.g. historical, biographical, recording information from at least one source before writing.

- Research information for recounts with historical and biographical topics.
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- 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.

EVALUATION

LITERATURE

LITERATURE

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LITERATURE

Text Type: Discussion		Stage: 3		Ter		1		2		3		4		Wee		1		2		3		4		5		6	
						1		2		3		4				7		8		9		1		1		1	
<p>OUTCOMES</p> <p>WS3:9 Produces a wide range of well structured and well presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p> <p>WS3:10 Uses knowledge of structure, grammar and punctuation to edit own writing.</p> <p>WS3:11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.</p> <p>WS3:12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.</p> <p>WS3:13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.</p> <p>WS3:14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers and viewers understanding of texts.</p>														<p>INDICATORS</p> <ul style="list-style-type: none">• Discusses in writing some pros and cons of a topical issue, attempting to relate these to one another.• Demonstrates the importance of being well informed on a topic when writing, doing extra research if necessary, especially if the purpose is to persuade others.• Writes sustained discussions supported with evidence.• Explains ways that certain words connect ideas.													
<p>LEARNING EXPERIENCES</p> <ul style="list-style-type: none">• Develop knowledge around a topic to assist students to formulate arguments for and against an issue.• Jointly construct a concluding statement or recommendation as an editorial after reading a collection of letters to the editor and identifying the main opinions.• Use a proforma to analyse the structure of a sample discussion. Include sections to define the issue, to record each argument and any supporting points or elaborations, and to state the final recommendations. The same proforma could be used by students to Plan their own discussion.• Consider target audiences when planning a discussion. Anticipate opinions they would hold in relation to the issue being discussed. Include points to directly address these opinions to increase the effectiveness of the discussion.• Access a variety of sources for information when writing discussions. As issues are often current, students may need to approach politicians, activist, lobby groups. Consider which opinion different groups will hold and state reasons for this. Analyse resources and information with this knowledge in mind.• Demonstrate how to include references for sources of information and support for views expressed.• Identify modal verbs in sample texts and discuss their effects in modifying statements or opinions. Develop a list for students to use as a resource in their own writing. Attempt to order the adverbs according to degree from ‘most likely’ to ‘least likely’.• Group arguments that have a common focus and develop a name for the Group. Use this to write a topic sentence or main point. The arguments can then follow as elaboration for the main point.• Experiment with modality by redrafting sentences from sample discussion. Discuss the reaction each sentence evokes in the reader.																											
<p>MODELLED WRITING</p>														<p>EVALUATION</p>													
<p>GUIDED / INDEPENDENT WRITING</p>																											
<p>SELECTED TEXT / DATE</p>																											

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LITERATURE

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LITERATURE