

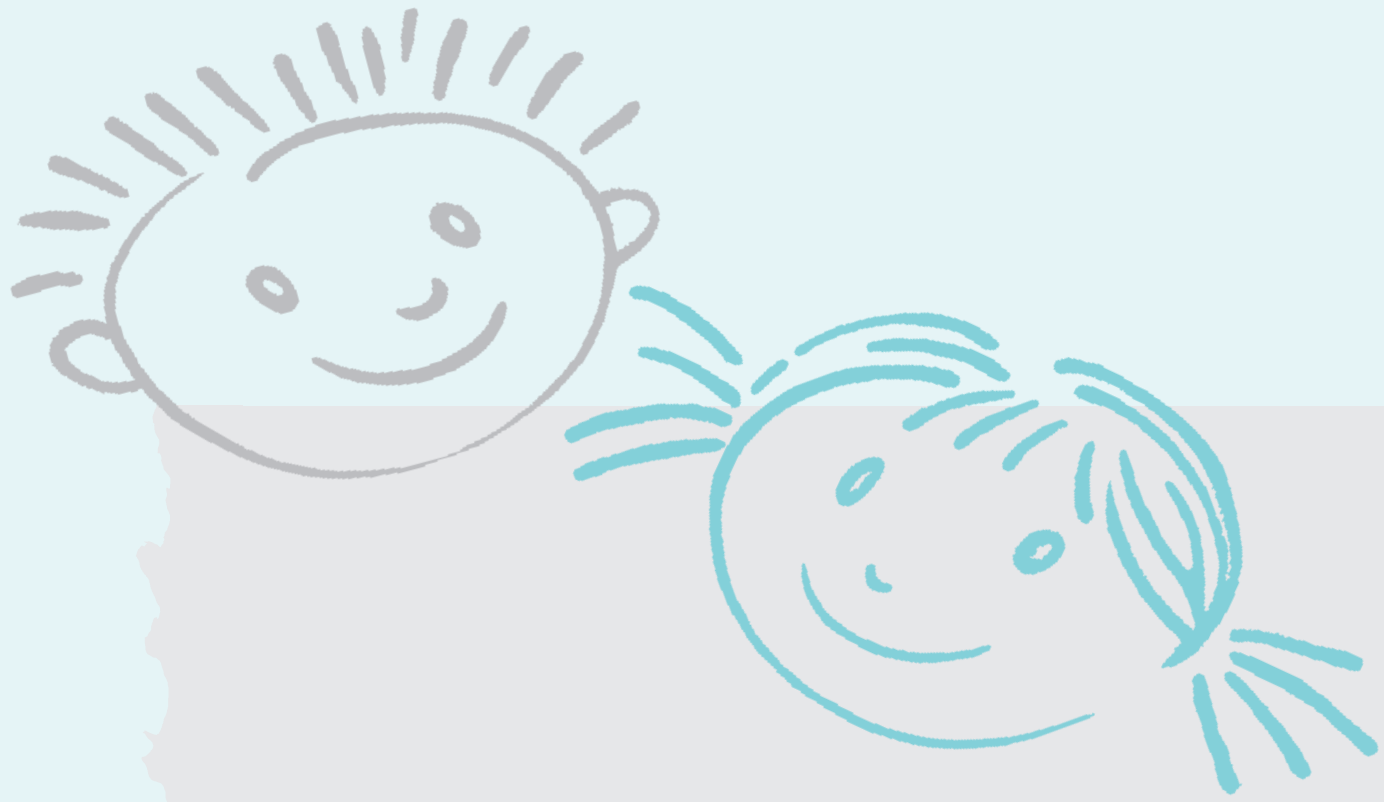


**Student
Work Samples:
Writing**

Student Work Samples for Writing

This section contains work samples that show students' writing of recount, procedure, information report, explanation, exposition, discussion and narrative.

The work samples have been arranged according to text type to illustrate students' development from Early Stage 1 to Stage 3.



Writing

Recount

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.

Context

Following a visit to a puppet show, the students had discussed their favourite parts of the show, with the teacher recording these on chart paper. The teacher then modelled writing an observation, which the students read back to her. Iszac independently constructed an observation using words from the class chart.

WES1.9 experiments with and practises ways of representing ideas and information using written and visual symbols

WES1.9 records observations

WES1.9 uses symbols in writing that may be unconventional

WES1.9 writes a few recognisable letters

WES1.9 writes own name

WES1.10 uses a noun group, action verb or adverbial phrase to construct a clause

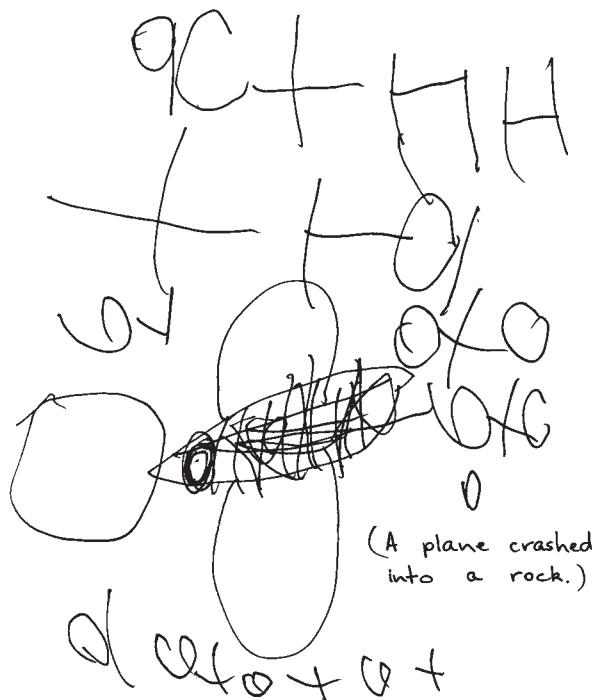
WES1.10 uses an adverbial phrase to tell where action occurred

WES1.10 uses past tense

WES1.10 writes a simple sentence, ie sentence with one clause

WES1.11 uses groups of letters or symbols to represent words

z qc



Links with other outcomes: Talking and Listening ES1.2; Writing ES1.7

Where to from here?

During joint construction, continue to use shared experiences and focus on the use of 'who', 'when' and 'where' words to establish the context of an observation/recount, eg 'On Friday', 'Yesterday at school I/we/our class ...'. Use these to assist students in building the orientation stage.

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.

Context

Following a visit to a puppet show, the student independently constructed an observation using familiar words. This text is an embryonic observation, but the context is such that it will assist the student to write a recount in the future. As the student's writing skills develop, a setting in time such as this could become the orientation stage of a recount.

WES1.9 experiments with and practises ways of representing ideas and information using written and visual symbols

WES1.9 uses some known words when writing sentences

WES1.9 writes some common words accurately without copying

WES1.9 writes a few recognisable letters

WES1.10 uses adverbs and adverbial phrases to add information about actions

WES1.10 uses the action verbs 'went', 'saw', and repeats 'puppet'

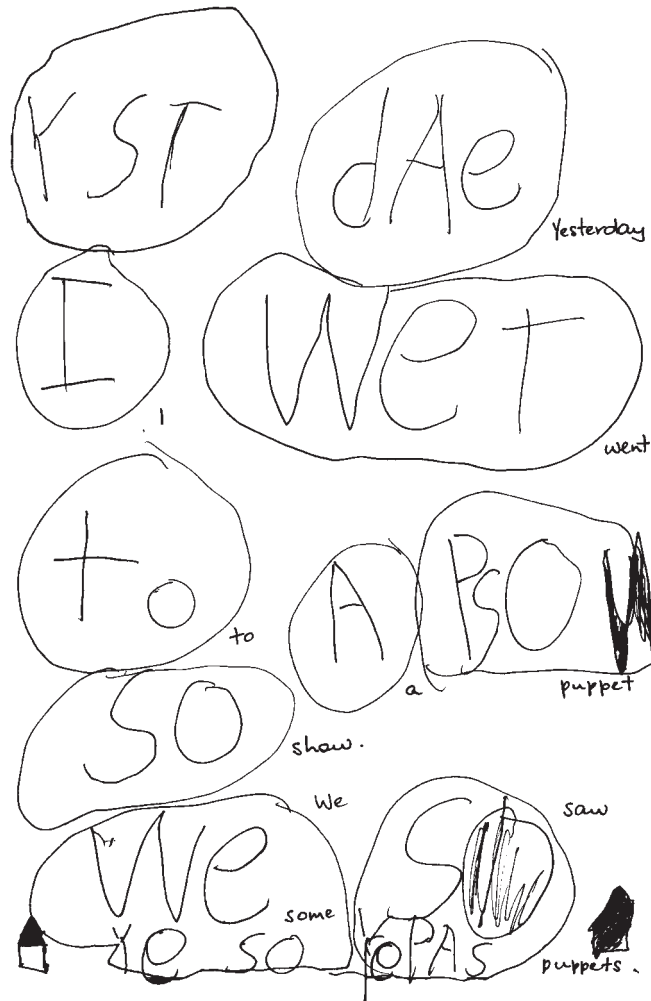
WES1.10 uses past tense

WES1.10 usually uses capital letters at the beginning of sentences

WES1.10 usually uses correct word order in sentences

WES1.10 writes a text with two simple sentences, ie each sentence has one clause

WES1.11 uses approximations and some conventional spelling



Links with other outcomes: Talking and Listening ES1.2; Reading ES1.7, 1.8

Where to from here?

During the joint construction of an observation based on shared experience, focus on the orientation stage and identify who, when and where. Ask the students to add personal comments or evaluations of the events experienced, eg 'I enjoyed the show. I thought it was funny'.

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.

Context

The student wanted to write about the visit to the zoo that he had made with his family. During a writing conference with a parent helper, he wrote an observation, asking for assistance with the words 'went' and 'Saturday'.

WES1.9 uses some known words when writing sentences

WES1.10 usually uses correct word order in sentences

WES1.10 uses adverbs and adverbial phrases to indicate when, where, how etc, eg to the zoo, on Saturday

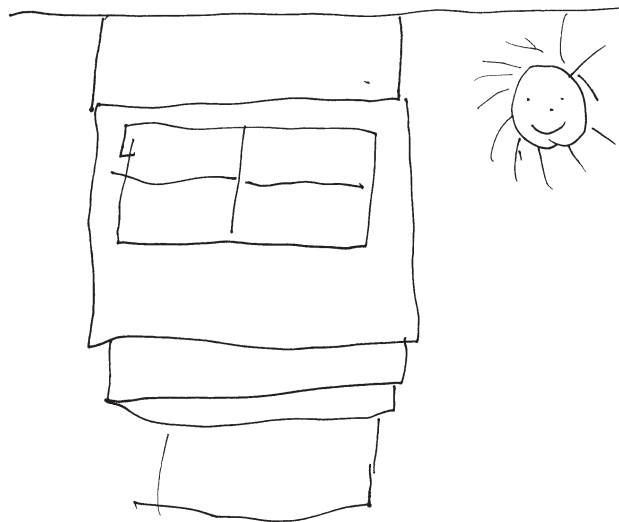
WES1.10 uses simple past tense

WES1.11 spells some common words accurately in own writing

WES1.12 forms most lower-case and some upper-case letters

WES1.12 uses standard handwriting movements

I went to
The zoo on
~~Sat~~ Saturday.



Links with other outcomes: Talking and Listening ES1.2; Reading ES1.7, 1.8

Where to from here?

Through joint construction and modelling, focus on the use of nouns (naming words) to identify some of the animals seen at the zoo. Model the use of time connectives to sequence events, eg 'I saw a tiger, then I saw some lions'. Ask the students to add personal comments, eg 'I liked the elephants'.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

Following an excursion to the local park, the teacher displayed photographs as a timeline. The students suggested captions for the photographs and the teacher modelled writing a personal recount. This work sample was done as an independent construction. This is a first draft.

WS1.9 writes short recounts of personal experience

WS1.10 uses action verbs, eg went, fed

WS1.10 uses adverbial phrases to add information about action, time and place, eg on Wednesday, to the ducks' pond

WS1.10 uses conjunctions to sequence events, eg then

WS1.10 uses past tense relatively consistently in a recount

WS1.11 spells some words correctly and uses some strategies to spell unfamiliar words

WS1.11 writes letter for initial sound

WS1.11 writes letter for final sound

WS1.11 writes letter for medial sound

at Wednesday IS and IC
went to the Lakes of
Cherrybrook We first
we lined up then walked
to the ducks pond
we fed the ducks then we
went to the lake
then we went in
the bus. then went
on the equipment
last of all we walked to the school

at Wednesday IS and IC
we + to the ~~the~~ lakes of
cherrybrook we first
we lined up then we
went to the ducks pond
we fed the ducks then we
went to the lake
then we went in
the bus. then went
on the equipment
last of all we walked to the school

Links with other outcomes: Talking and Listening S1.1; Reading S1.8

Where to from here?

Focus on the use of alternative words to sequence events, eg 'later', 'after', 'next'. Focus on spacing between words. Model the inclusion of personal comments or evaluation of events and the use of adjectives to describe feelings. Develop banks of words for spelling, eg Days of week, ordinals.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

Following a discussion about the structure of a recount, Catherine constructed a personal recount about her visit to the 'duck park'. In a writing conference, the teacher asked Catherine to underline the words that she thought she had misspelt. The teacher then wrote the correct spelling for Catherine. This is a first draft.

- WS1.10 starts writing complex sentences
- WS1.10 uses a variety of conjunctions and connectives to sequence events, eg first, next, last of all, before
- WS1.10 uses adjectives to provide more information about nouns, eg little trees
- WS1.10 uses adverbs and adverbial phrases to indicate when, where, how etc
- WS1.10 uses different types of verbs (action, thinking, seeing, feeling) in own writing
- WS1.10 uses past tense relatively consistently in a recount
- WS1.10 usually uses most common writing conventions, eg spaces between words, lower-case and upper-case letters, full stops
- WS1.10 writes short recounts of personal experience
- WS1.11 attempts to spell by listening carefully to the sounds in the word and trying to write them accurately and in sequence
- WS1.11 spells some words correctly and uses some strategies to spell unfamiliar words

ON Wednesday
 The duck park
 The ducks
 bush walk
 bos was. We
 Next we
 Last of all
 before we
 a drink.
 GEL

We WENT TO
 First we fed
 IS WE WENT TO THE
 saw some little trees.
 SOO SAME TO THE
 played in the playground.
 We WENT TO SCHOOL
 we had

Links with other outcomes: Talking and Listening S1.1; Reading S1.8

Where to from here?

Clarify the pronoun 'we' in the orientation by modelling the use of specific nouns to establish who is being referred to. Jointly construct a recount of a shared experience and focus on the inclusion of personal comments and evaluation of events. Introduce the sequencing of events using time connectives, eg 'first', 'next', 'last of all', 'before'.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

After her holiday at the beach, Tegan constructed a text based on personal experience. The use of pictures and diagrams was discussed as a means of enhancing the written text. The text Tegan has constructed is not a recount. Through modelling and joint construction activities, Tegan could be assisted to develop her text into a sequence of events that constitute a short recount of her personal experience. This is a first draft.

WS1.9 writes a short text

WS1.10 uses action verbs, eg went, came

WS1.10 uses adjectives to describe nouns, eg wonderful holiday

WS1.10 uses adverbial phrases to add information about actions

WS1.10 uses past tense relatively consistently

WS1.10 uses the conjunction 'when' to sequence events in time

WS1.11 draws on knowledge of common letter patterns and letter-sound correspondences when writing a text

WS1.11 spells some more familiar words

WS1.12 forms most letters of the alphabet correctly

WS1.12 tries to write clearly in straight lines, from left to right, using letters of uniform size, shape, slope and spacing



Links with other outcomes: Talking and Listening S1.1; Reading S1.7, 1.8

Where to from here?

Have the student add to the orientation by including details about where and when the holiday occurred. Model the use of different time connectives to link events. Ask the student to add some personal comments or evaluation of the events, eg 'What did you enjoy about the beach?'. Model use of capital letters for sentence beginnings.

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 publishing skills on the computer.

Context

The students had been discussing the structure of recounts. They had been involved in a range of joint construction activities. This is a first draft.

WS2.9 combines ideas in writing

WS2.9 writes more involved recounts

WS2.10 combines clauses by using 'and', 'but'

WS2.10 uses a variety of time connectives

WS2.10 uses action verbs, eg wake up, wrapped, went, made

WS2.10 uses adverbial phrases, eg 'on Sunday at 8 o'clock', 'to the kitchen', to add information about actions

WS2.10 uses past tense in recounts

WS2.10 uses the conjunction 'then' to sequence events in time

WS2.10 uses quoted speech, eg 'Happy Mother's Day'

WS2.11 identifies possible spelling errors in own writing, eg by circling or underlining doubtful words

WS2.11 spells many common words correctly in own writing

on Mothers day

On Sunday it was Mothers day I woke up at 8
 -:00 to make breakfast in bed for mum. I got my
 present that I got for mum and wrapped it up
 and put a bow on it. Then I went to the ^{kitchen} ~~kitten~~
 and made a plate of cornflakes and two pieces of
 toast with ^{Jam,} ~~got~~ ^{then} I made a cup of tea, ~~then~~
 I got a ^{tray} ~~##~~ and put the food on it ~~then~~ ^{then} put
~~cornflakes and toast a jam and tea then~~
 I brought it to ^{my} mum's bed ~~then~~ I said "Happy Mothers
 day" to my mum. ^{and she said thank you so much} Then my dad said "you don't
 have to cook on Mothersday so we went to pizza
 Hut ^{for} ~~from~~ dinner. ✓

~~by Maria~~

by Maria

Links with other outcomes: Talking and Listening S2.1; Reading S2.8

Where to from here?

Introduce a variety of conjunctions that could be used instead of 'then'. Brainstorm a variety of verbs that could be used as alternatives to 'got'. Model the use of direct speech. Introduce paragraphing by using the orientation stage as the first paragraph. Assist the students to identify other possible paragraph breaks. Introduce the use of adjectives to describe qualities, eg 'a delicious breakfast in bed'.

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 sentence 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.

Context

As part of a unit of work on 'Humour', Nicola wrote this recount independently. She edited it herself, using the word processing program on the computer, then read it to the class. The class had to decide how much of it was the truth and how much was exaggeration. This is the final draft.

- WS3.9 demonstrates good control over more complex and detailed subject matter
- WS3.9 introduces characters by name
- WS3.9 relates to audience using humour
- WS3.9 uses a variety of drafting techniques
- WS3.9 uses a variety of action verbs, eg slid, jumped, swam, picked up
- WS3.9 uses adverbial phrases to add information about action, eg to the game reserve, in the pool
- WS3.9 uses thinking verbs, eg loving, hating
- WS3.9 uses relating verbs, eg Carla suddenly had a good idea
- WS3.9 uses quoted and reported speech, eg 'I did not find that very amusing', there was a fish floating in the pool
- WS3.10 uses correct punctuation when drafting and publishing, eg commas, apostrophes, exclamation marks
- WS3.11 recognises most misspelt words in own writing and uses a variety of resources for correction
- WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words
- WS3.12 uses computer software programs and associated technology to format a variety of texts
- WS3.12 varies size, style and font to suit particular audiences and purposes

The hysterical Day Out

It all happened at the game reserve. Well we were on our way to a game Reserve with my cousins Justin who is 11, Katie who is 8, Travis who is 4 and my Aunt and Uncle, Jenny and Peter. My sister also came. Her name is Carla. A boy named Clint and his parents came as well. We finally got to the game reserve and I hopped out of the car and I screamed. A yellow belly snake had just slid past. I quickly got back in the car and we waited for the snake to pass. Then we saw the most amazing thing. We saw a family of giraffes and of course my cousin Travis jumped out of the car and started hitting and jumping on them, Thinking they were toys. When he saw his "so called" Toys starting to move, he ran back to the car and started crying. My Aunt Jenny, who is his Mum, was in hysterics and so was everyone in Peters truck. Travis didn't find it to amusing. After that we decided to go back to the B.B.Q area where there was a salt water pool. We were all hot so we decided to go for a swim. Justin didn't feel like swimming so he just watched. I heard a scream coming from Carla. She said there was a fish floating in the pool. Carla is practically scared of all animals. I swam over to her and picked up the fish. It just happened to be a blow-up fish. We wondered who put it in the pool. Then we heard Justin laughing. Carla turned to him and got out of the pool screaming.

"I did not find that very amusing." and pushed him in the pool clothes and all and Justin nearly drowned. Then we heard another laugh. Jenny had video taped the whole thing. Now Justin wasn't amused. After that little incident we had lunch.

Then Clint started walking away. We wondered where he was going. We saw he was walking towards a wart hog lazing about. It didn't do anything because it was three legged. So Clint loving animals started feeding it.

Then when he came back the wart hog was following him. Carla hating animals jumped on the table stamping on all the food. She got down. The wart hog started licking Carla's feet because the food was on them. As Jenny was running to save Carla, she tripped over one of Travis's toys and landed in the pool. Jenny having a good sense of humour was laughing so much. Carla suddenly had a good idea which was a first for her. Her idea was to jump in the pool and wash her feet. Everybody seeing they were having so much fun, jumped in the pool. Peter didn't jump in because he had been taping the whole thing. We decided to go home. When we got home, we watched the tape.

Everybody was in hysterics.

By Nicola

Links with other outcomes: Talking and Listening S3.1, 3.2; Reading S3.7

Where to from here?

Emphasise that the orientation of a text needs 'when' and 'where' information. Model the use of conjunctions that can join two shorter sentences into one more complex sentence. Review and refine paragraphing skills. Model selecting significant events on the same topic rather than including as many events as possible.

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 sentence 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.

Context

This recount was written following a class excursion to Gosford Reptile Park. The class brainstormed a list of events and information that could be used in writing a recount. After writing the first draft, the student checked the facts in her recount with brochures and factual information from the reptile park. This piece of writing is the final draft.

WS3.9 demonstrates good control over more complex and detailed subject matter

WS3.9 writes texts that include technical and abstract vocabulary

WS3.9 writes detailed descriptions, eg beautiful, bright colours, sharp long spikey teeth with a point on the top

WS3.10 uses correct punctuation when drafting and publishing, eg commas, apostrophes, exclamation marks

WS3.10 uses words that connect ideas

WS3.11 consistently makes informed attempts at spelling using a multistrategy approach

WS3.12 uses a word processing program

MY TRIP TO THE REPTILE PARK

On Wednesday 14th May, our class went to the Reptile Park at Gosford. We went to see some Australian reptiles in the park. We travelled by bus and it took two hours and six minutes because of the traffic. We arrived there at 10.30 am and immediately got into our groups. Soon after we sat down to eat recess with the kangaroos and emus. I saw the baby joey. After that we explored the park. First we saw the big, old, slow tortoise which was amazingly 80 years old. Next we saw the koalas and how the mother koala carries her baby cub. It's very interesting to see the way it feeds its young. We then fed the birds and one was covered in beautiful, bright colours. Every animal has something unique about it. Then it was time to visit the crocodile cage and we sat down in a circle. I got picked to hold the blue tongue lizard. I was getting used to it. We took the animals around the circle. It was fun. Then the show finished but it was a great experience. We stopped over to see Eric the crocodile. He was humungus and very powerful. He was six and a half metres long. He was incredible and had sharp, long, spikey teeth with a point on the top. He was terrifying and he is a reptile and sleeps in the day and hunts ^{his} prey in the night. Next we went into the gift shop and bought a gift. There were lots of things and then we went back home by bus. It was an incredible and fantastic day. My favourite animals are the kangaroos, Tasmanian devil, koala and the big, old, slow tortoise.

Natalie

Links with other outcomes: Talking and Listening S3.1; Reading S3.7, 3.8

Where to from here?

Assist the student to expand on the information given, eg to explain how a koala feeds its young. Encourage all students to experiment with writing recounts from different points of view. Move on to historical or biographical recounts that involve research for factual information and details. Provide activities in which students explore the structure and arrangement of paragraphs. Encourage the students to vary the style and size of font used and, perhaps, to add graphics to improve the published copy.

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 sentence 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.

Context

The students orally recalled the structure of a recount. Some students then chose to write in journals during 'learning centre' time. This work has been edited by the student and is a final draft.

WS3.9 introduces characters by name

WS3.9 uses quoted speech, eg 'I'm late already, mum'

WS3.9 writes paragraphs that contain elaboration of the main idea

WS3.10 uses conjunctions and connectives to connect ideas

WS3.10 uses correct punctuation when drafting and publishing, eg commas, apostrophes, exclamation marks

WS3.10 uses different types of verbs, eg action, thinking, seeing, feeling, relating

WS3.11 consistently makes informed attempts at spelling using a multistrategy approach

WS3.12 writes fluently with appropriate size, slope and spacing of letter formation

The Worst Day of School

Before I start to tell you what happened, I'd like to tell you a few facts about myself. My name's Selena. I'm 14 & I have a brother named Luke. He's 3. I also have a few pets. I dog called Jessie and 4 fish called Snowy, Blossom, Rodney & Sheila.

Ok Now you know the facts on with the story. So I'm getting dressed in the morning then I hear, "Selena would you come down here & feed your brother." so I shout back, "I'm late already mum." I wait for an answer. There is none. I run down the stairs & out the door grabbing my bag on the way. I get to my bus stop & see my bus has already gone. So I run after it. After a 5 min run the bus finally stops the door opens & I went in. The only seat

left was right next to Alison. Right the year 10 beauty then came the bus driver's voice, "All people sitting down miss." So I sit down. Here we go again I thought. "Hi Selena. Still have that noseache of a brother to mind?" I guess I had to say, "yes." After that I was quite surprised. Alison didn't say anything. So the bus stopped & I walked off the bus, slumping down the stairs. The bell rang & I ran to class. We had Maths all reads. "How lucky!" Maths is my worst subject. I hate it. So the bell goes. I go to my lunch box & my pepper has burst all over my cake & rock. So now I have no lunch or peeps. So I go & play on the equipment. I was playing on the monkey bars when I fell off. I wounded my self & all the teacher said, "Go & get a drink. You'll be alright." So I get a drink & the bell rings. Back to class for music. My 'Second' Bourne

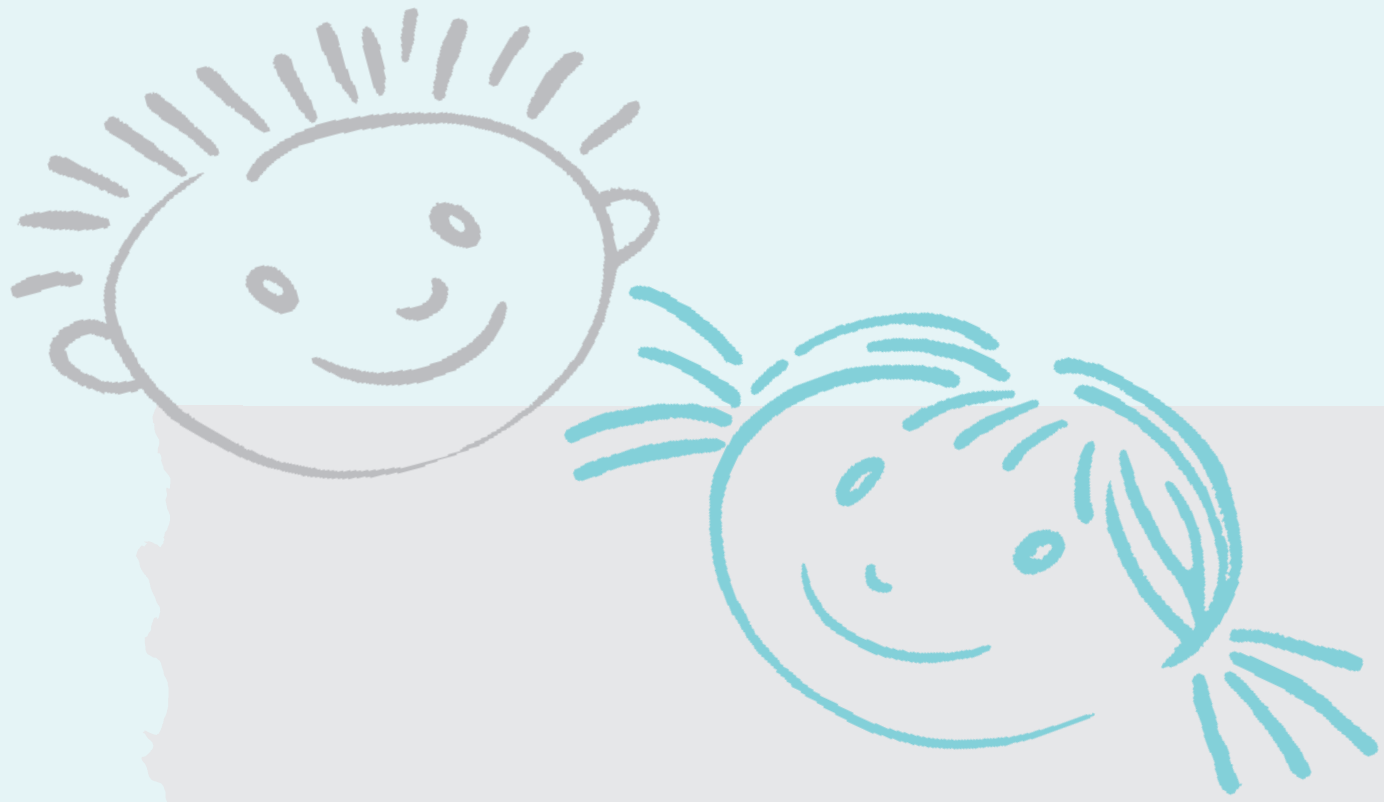
class. Music was boring, as usual, but I snored. After music was art. I really do like art. But I had it when you drop your paint tray on the floor & your task is to clean it up by lunch. I didn't finish cleaning it up by lunch so I'm in again on my handkerchieves, scrubbing my fingers to the bone. Then I finished. HORRIFY!!! Now for lunch. Then I remembered about the pepper. So I went on my way to play on the equipment avoiding the monkeybars. I got bored of the equipment so I went to sit on the bench. Then I see Alison among trees, me. It came a big surprise when she just passed me & I was little heavy. I went over & helped Lucy. She had a big bruise from Alison. I played with Lucy & then the bell rang. Back to class to find out we're doing. Alison. The Alison teacher hates me & I hate her. So I'm bored again.

School was finished. HORRIFY!!! Then I can go home & relax. Infront of TV. Yes, finally home. I run & jump out of the room & run to get the bus. There was a long que to get onto the bus & home. As usual I was at the end of it, but today I got a seat to myself. At the bus stop I ran off the bus & home. The minute I sat on the lounge I heard "We've got to go to the shops. We'll get some afternoon tea that as well." That was my worst day at school.

Links with other outcomes: Talking and Listening S3.2; Reading S3.7, 3.8

Where to from here?

Jointly construct an orientation that is more relevant to the recount topic. Model paragraphing to demonstrate how the main idea and supporting details can be expressed. Model the use of direct speech. Model and practise handwriting to improve size, slope and letter spacing. Jointly brainstorm connectives and conjunctions that could be used as alternatives to 'so'. Model the use of proofreading skills to check for spelling errors, continuity of tense and clarity of expression. Model the selection of events about a topic rather than including as many events as possible.



Writing Procedure

Outcomes

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

WES1.11 Begins to use letters to represent known words when spelling.

WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

Context

As part of a Science and Technology unit, 'Hot and cold', the students engaged in a 'design and make' task. They were asked to design and make a container to keep food hot. This student dictated the steps that she undertook to develop her container. Modelled writing of a procedure had already taken place.

WES1.9 creates a sequence of visual images to illustrate a procedure

WES1.9 recognises that texts can be produced using a range of media

WES1.9 dictates a range of text types for adults to write, eg observations, descriptions, opinions, recounts, narratives, procedures

WES1.9 writes own name

WES1.10 copies grammatical patterns modelled by the teacher

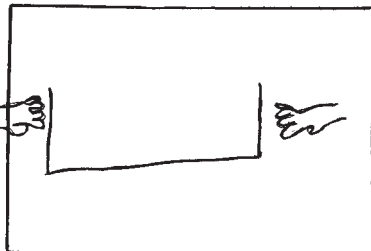
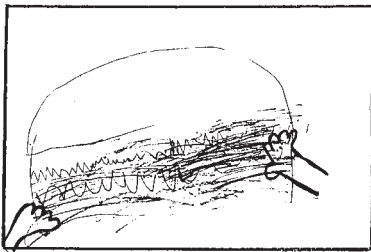
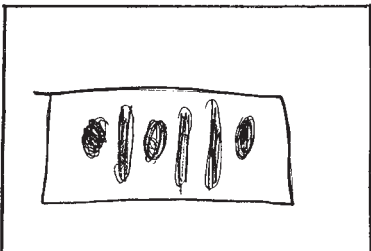
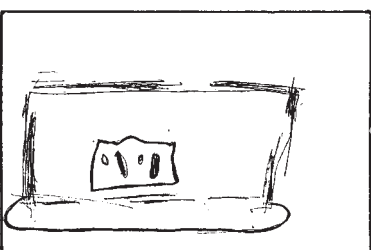
WES1.9 uses numbers to sequence steps

WES1.10 uses commands in each step, eg Take a container, Cover the food

WES1.9 uses visuals to communicate ideas

WES1.10 uses action verbs, eg take, use, make

Steps Anya

- 1  1. Take a container
- 2  2. Use some foil.
- 3  3. Make some pretend food.
- 4  4. Cover the food.

Links with other outcomes: Talking and Listening ES1.1, 1.2; Reading ES1.7

Where to from here?

Jointly construct a heading or goal for the activity. Jointly construct a list of materials used in the activity. Focus on identifying and organising the elements of text or the numbers that match each illustration.

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.

Context

The students had been involved in activities around the initial sound 'b'. One activity involved blowing bubbles. During joint construction, the class produced a procedure of how to blow bubbles. In pairs, the students taught each other how to blow bubbles and then individually constructed a procedure using the scaffold provided.

WES1.9 creates a sequence of visual images to illustrate a procedure

WES1.9 groups letters into words

WES1.9 uses charts and other classroom resources as models for own writing

WES1.9 uses some known words when writing sentences

WES1.9 uses visuals to illustrate actions

WES1.9 writes a few recognisable letters

WES1.9 writes some common words accurately

WES1.10 copies grammatical patterns modelled by the teacher

WES1.10 uses action verbs, eg get, put, blow

WES1.10 uses commands in each step, eg Get some mixture and a wand

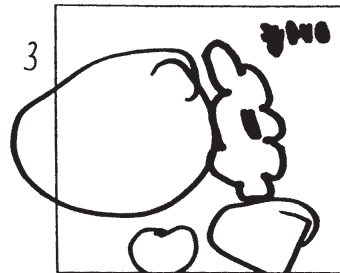
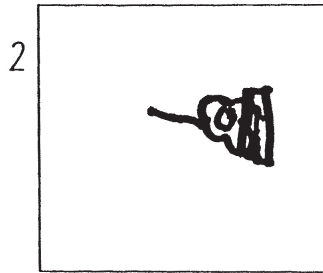
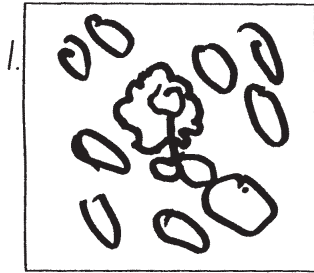
WES1.10 uses numbers to sequence steps

WES1.10 usually uses correct word order in sentences

WES1.11 uses approximations and some conventional spelling

Teach someone how to blow bubbles. Write instructions for how to blow bubbles.

Draw pictures to match.



1 Get some mixture and a wand.

2 Put the wand in the mixture.

3 Blow in the wand.

Links with other outcomes: Talking and Listening ES1.1; Reading ES1.7, 1.8

Where to from here?

Jointly construct a heading or goal for the activity. Jointly construct a list of materials needed. Model the use of adjectives to describe the mixture, eg 'soapy'. Model correct letter formation.

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.

Context

The teacher read 'How to Make Leaf Rubbings' to the class and then provided the students with the scaffolding for a procedure. The class had previously participated in the joint construction of a procedure and completed this one as an independent construction. This is a first draft.

WES1.9 lists the materials needed for a procedure

WES1.10 usually uses correct word order in sentences

WES1.10 chooses words to label drawings and objects

WES1.10 experiments with using full stops at the end of sentences

WES1.10 uses action verbs, eg put, rub

WES1.10 use adverbs and adverbial phrases to indicate when, where, how etc

WES1.10 uses commands, eg Put the paper on the leaf

WES1.10 usually uses capital letters at the beginning of sentences

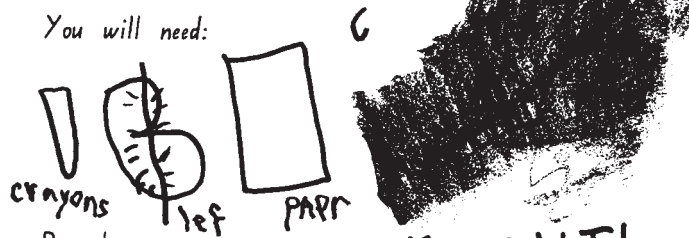
WES1.11 spells some common words accurately in own writing

WES1.11 uses approximations and some conventional spelling

WES1.11 uses groups of letters or symbols to represent words

How to make a leaf rubbing.

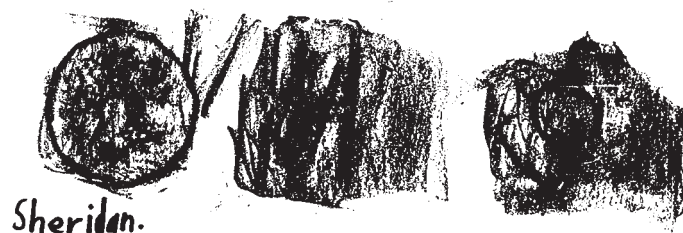
You will need:



Procedure:

1. **P**UT The **P**APER ON The
LEAF.
RUB The **C**RAYONS ON
THE **P**APER.
END Log To The rubbing.

You can also make rubbings with these things:



Sheridan.

Links with other outcomes: Talking and Listening ES1.1, 1.2; Reading ES1.7, 1.8

Where to from here?

Model proofreading skills to check spelling. Use peer proofreading or check against classroom print. Ask the students to write a procedure for their peers using the same format. Focus on a procedure that students could construct individually, not a whole-class activity. Provide elements of text in a model and ask the students to supply the rest, eg eliminate imperatives (ie commands) and subject-specific nouns.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

These students had participated in a joint construction lesson on the use of an electric pencil sharpener, suggesting the wording and identifying commands to be used. In small groups, the students then wrote a procedure for using a manual sharpener. This is a first draft.

WS1.9 uses a heading to indicate the topic of a text

WS1.9 uses drawings to accompany texts where relevant

WS1.9 writes a single statement or short text

WS1.9 writes down basic procedures

WS1.10 indicates sequence in a procedure by using numbers

WS1.10 uses action verbs, eg start, twist

WS1.10 uses commands, eg Hold the blunt pencil in one hand

WS1.10 uses conditional clauses to indicate options in steps, eg if it does wobble you ...

WS1.10 starts writing compound and complex sentences

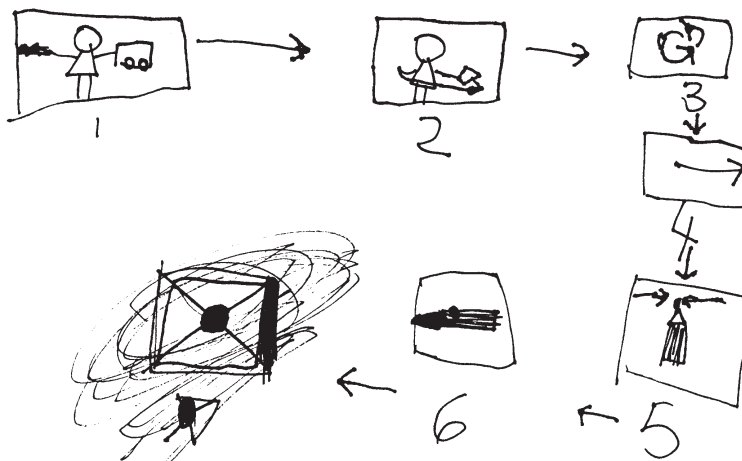
WS1.11 spells words as they sound

WS1.11 writes letters for double consonants

Name Nicola ILM

How to Sharpen A Pencil.

1. Using a pencil sharpen
2. hold the blunt pencil in 1 hand and the sharpener in the other hand.
3. Then put the pencil in the hole.
4. twist the pencil.
5. take it out
6. if it does wobble To see if it wobble
7. if it does wobble you start again you go and use it



Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.7, 1.8

Where to from here?

Read a range of procedures to the students and highlight use of verbs at the beginning of each step. Model the use of capital letters for each new step. Model proofreading skills and encourage peer proofreading to check for spelling errors. Model the use of adverbs, eg 'carefully put the pencil in'.

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.	WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.
WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

This class had participated in modelled writing and joint construction before Holly chose to write the rules for playing Snakes and Ladders. She then conferred with the teacher, who assisted her in proofreading, editing and correcting her piece of work in readiness for publication.

WS1.9 writes down basic procedures	WS1.10 usually uses most common writing conventions, eg spaces between words, lower-case and upper-case letters, full stops
WS1.10 indicates sequence in a procedure by using numbers	WS1.11 spells some words correctly and uses some strategies to spell unfamiliar words
WS1.10 starts writing compound and complex sentences	WS1.11 attempts to spell by listening carefully to the sounds in a word and trying to write them accurately and in sequence
WS1.10 uses action verbs, eg get, thrown	WS1.11 draws on knowledge of sight words when writing a text
WS1.10 uses commands, eg get a board	WS1.11 writes letters for double consonants
WS1.10 uses adverbial phrases to add information about action, eg on top of a snake, to that number	
WS1.10 uses pronoun references	

Name Holly

How to play snakes and ladders.

1. get a board with numbers on it.
2. get two rocks and dice.
3. throw the dice and what ever number it lands on
4. if you land on that number.
5. if you land on the bottom of a ladder go up the ladder. if you land on top of a snake go down it.

Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.7, 1.8

Where to from here?

Jointly construct a list of materials needed to play the game. Use adjectives to assist the student to develop a more precise vocabulary, eg 'a Snakes and Ladders board' rather than 'a board with numbers on it'. Model the use of capital letters to begin each step. Model the use of precise vocabulary, eg 'counters' instead of 'rocks'. Focus on pronoun-noun agreement, eg clarify the pronoun 'it' in step 3, as it could refer to the counter or the dice.

Outcomes

<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>WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.</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>WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.</p>

Context

Veronica had been participating in a 'Living things: Plants' unit. After a lesson at the Royal Botanic Gardens Education Centre, she wrote a procedure on how to plant bean seeds, using a class model as a scaffold. This is the final draft.

<i>WS2.9 sequences steps in a procedure</i>	<i>WS2.10 uses action verbs, eg fill, make</i>
<i>WS2.9 shows evidence of careful revision, editing and proofreading in final draft</i>	<i>WS2.10 uses adverbial phrases to give information about actions, eg with your hand, in each hole</i>
<i>WS2.9 structures text types in appropriate stages</i>	<i>WS2.10 uses command structure accurately</i>
<i>WS2.9 uses other texts as models for aspects of writing, such as text organisation, grouping of information under headings</i>	<i>WS2.10 lists materials needed for a procedure</i>
<i>WS2.9 writes longer, more complex procedures</i>	<i>WS2.11 draws on some spelling generalisations to spell unknown words, eg uses some double letters correctly</i>
<i>WS2.10 indicates sequence by using numbers</i>	

How to plant bean seeds

What you need:

- pot or punnet
- soil
- water
- bean seeds
- labels or paddle pop sticks
- Waterproof pen

What you do:

1. fill the pot or punnet with soil
 2. level the soil of neatly with your hand
 3. make three holes with your finger in the middle of the soil
 4. place one bean seed in each hole
 5. cover the bean seeds with soil
 6. water the plant
 7. put your name, date and "Green Beans" with the water proof pen.
- Now you can grow bean seeds.

Links with other outcomes: Talking and Listening S2.1, 2.2; Reading S2.8

Where to from here?

Model the use of upper-case letters to begin each new step. Examine a range of procedural texts that include diagrams etc. Discuss how these assist in developing meaning. Discuss the needs of the audience — additional information may be required, or steps may require clarification, eg in step 7, what do you write on? Discuss the need for a final step, eg 'Keep watering daily', 'Observe daily'.

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 publishing skills on the computer.

Context

After these students had investigated the structure of bridges and discussed methods of support and materials, they were required to design and make a bridge. The structure and grammar of a procedural text were revised. Melanie then typed her procedure using a word processor. This is a final draft.

WS2.9 demonstrates self-editing skills

WS2.9 shows evidence of careful revision, editing and proofreading in final draft

WS2.9 structures text types in appropriate stages

WS2.9 writes longer, more complex procedures

WS2.10 uses action verbs, eg get, cut, stick

WS2.10 uses commands, eg Collect materials

WS2.10 uses numbers and conjunctions, eg then, to sequence steps

WS2.10 lists materials needed for a procedure

WS2.11 spells many common words correctly

WS2.11 uses knowledge of familiar letter patterns when attempting to spell unknown words

WS2.12 recognises simple conventions: space bar for spaces, shift and caps lock for upper-case letters, tab

WS2.12 types, saves and prints a text

WS2.12 uses a computer to change the appearance of texts

WS2.12 uses capitals, spacing and punctuation

WS2.12 uses computer software programs to create and edit texts

Melanie and Katelyns Super Dupa Bridge.

Materials Needed.

1. plastic cups
2. wrapping paper
3. sticky tape
4. rice bubble box
5. cellophane
6. fishing line
7. glue
8. juice box

Steps to make the bridge.

1. Collect materials
2. Get rice bubble box and put cellophane around it.
3. Then cut a juice box and stick it to the box with wrapping paper wrapped around it.
4. Then get the cups and stick them to the box.
5. Then stick the juice box to the cups.
6. Then put fishing line on the rice bubble box and then stick it to the other side.
7. Now the bridge is finished.

Links with other outcomes: Talking and Listening S2.1, 2.2; Reading S2.8

Where to from here?

Model the use of adverbs and adverbial phrases or clauses to clarify instructions, eg ‘cut a juice box’ — where? and how?. Demonstrate how diagrams can assist the reader to clarify each step. Model revision skills to check for meaning, eg scissors are required but are not listed among the materials needed.

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 sentence 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.

Context

Ainslie had read Chapter 1 of N. Juster's *The Phantom Tollbooth*, in which Milo receives a mystery package. The package turns out to be a tollbooth. Ainslie wrote a procedure for constructing a model of the tollbooth. She then worked with another student, watching her construct the tollbooth and noting where her instructions were confusing or vague. She then reworded her procedure for publication. This is the final draft.

- WS3.9 demonstrates good control over more complex and detailed subject matter
- WS3.9 plans writing through discussion with others and by making notes, lists or drawing diagrams
- WS3.9 relates to audience using humour
- WS3.9 uses diagrams, charts, maps, graphs and illustrations relevant to text
- WS3.9 writes more demanding procedures
- WS3.9 writes texts that include technical and abstract vocabulary

- WS3.10 lists materials needed for a procedure
- WS3.10 uses commands, eg Hold sides
- WS3.10 uses numbers to sequence steps
- WS3.10 uses language features more characteristic of written texts, eg long noun groups
- WS3.11 uses visual and phonological strategies such as recognition of common letter patterns and critical features of words

procedure

• TURNPIKE TOLLBOOTH •

..... EASILY ASSEMBLED AT HOME, FOR THOSE WHO HAVE
..... NEVER TRAVELLED IN THE LANDS BEYOND.

• PACKAGE CONTAINS •

- (I) one genuine turnpike tollbooth, to be erected according to directions
- (III) three precautionary signs, to be used in a precautionary fashion
- assorted cans for use in paying tolls
- (I) one map, up-to-date and carefully drawn by master cartographers, depicting natural and man-made environments
- (I) one book of rules and regulations, which may not be bent or broken

Results are not guaranteed, but if not perfectly satisfied, your wasted time will be refunded.

FOR MILO- WHO HAS PLENTY OF TIME.

P1. ASSEMBLY INSTRUCTIONS.

-----TURNPIKE TOLLBOOTH-----

- 1 Hold sides of piece "A" and press firmly so that it is now a prism. Press out piece of cardboard which says "press out"
- 2 Fold all tabs of piece "B" and glue all tabs to sides of prism, so the booth now has a bottom.
- 3 On piece "C" fold all dotted lines inwards and glue all shaded parts. Then glue together to form a mail-box type thing. You now have a token box.
- 4 Glue token box to shaded part on tollbooth.

SLOW DOWN! approaching tollbooth

- 1 attach pole into the holder with glue
- 2 glue other end into stand and place a distance away from tollbooth

HAVE YOUR TOKEN READY!

- 1 glue on the back of sign and stick to side of tollbooth with token box

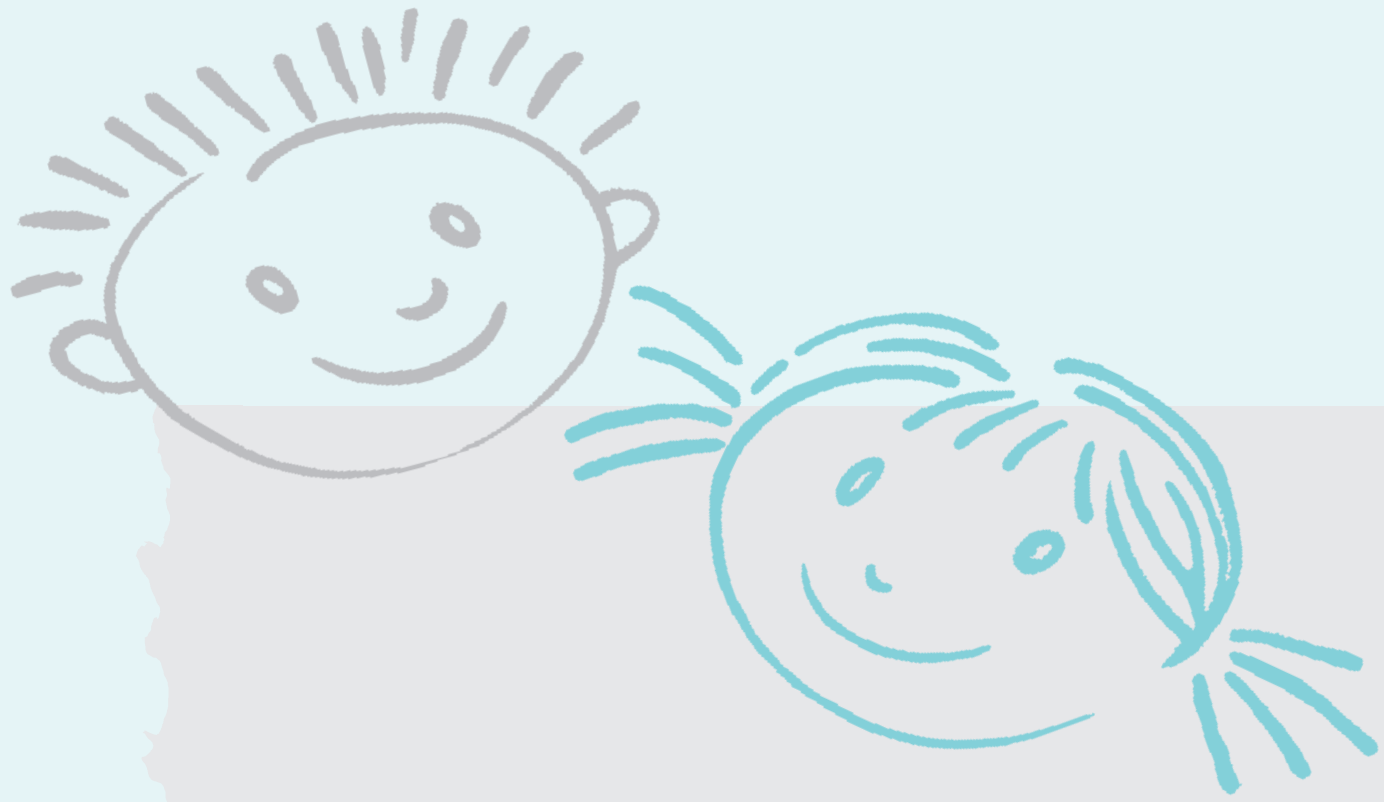
Have your destination in mind...

- 1 glue onto the side of tollbooth with window.

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6

Where to from here?

Encourage the student to integrate complex and technical vocabulary into texts. Indicate the ways in which adverbs or adverbial phrases and clauses could add detail and depth. Encourage the use of supporting detail, eg warning, conditions. Jointly develop the features of NSW Foundation Style, particularly slope, formation and joined letters.



Writing

Information Report

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.

Context

Kristi had first-hand experience of chickens in the classroom for a week before being asked to write answers to the questions on her worksheet. She then wrote the answers to the questions and read them to the teacher, who scribed the sentence for her. This text is not yet an information report, it is an observation, but the context is such that it will assist the student to write an information report in the future.

WES1.9 makes written observations

WES1.9 records observations

WES1.9 writes a few recognisable letters

WES1.10 writes a simple sentence, ie a sentence with one clause

WES1.10 writes a statement (a sentence giving information)

WES1.11 uses groups of letters or symbols to represent words

Look carefully at the chickens in our classroom.

Feel how soft and fluffy they are.

Watch what they do.

Do they drink? Do they eat? Do they play?

Write about the chickens and draw them.

the chickens
 matn + ne ci es .

ks + ij

(Don't forget the full stop at the end of the sentence.)

They was playing with the kids. (Scripted by a teacher.)



Links with other outcomes: Talking and Listening ES1.1, 1.2; Reading ES1.7, 1.8

Where to from here?

Build knowledge of subject matter through shared reading, viewing appropriate videos. Use focus questions to guide the selection of information, eg 'What do the chickens look like?'. Focus on the use of simple present tense in reports. Focus on sentence beginnings, eg 'Chickens are ...'.

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.

Context

The students had observed ducklings in the classroom for a week before being asked to write. The students were involved in a range of activities to develop understandings about ducklings. This text is an observation that the student wrote and read to his teacher, who then scribed it for him. The single descriptive sentence uses a relating verb. Through modelling and joint construction activities, the students can use relating verbs to write more descriptive sentences about the topic. The sentences can then be organised into a more developed information report.

WES1.9 makes written observations

WES1.9 writes basic descriptions

WES1.9 writes own name

WES1.9 writes some common words accurately without copying

WES1.10 experiments with using full stops at the end of sentences

WES1.11 says the beginning and ending sounds of spoken words, eg 'sit' ends with 't'

WES1.10 usually uses capital letters at the beginning of sentences

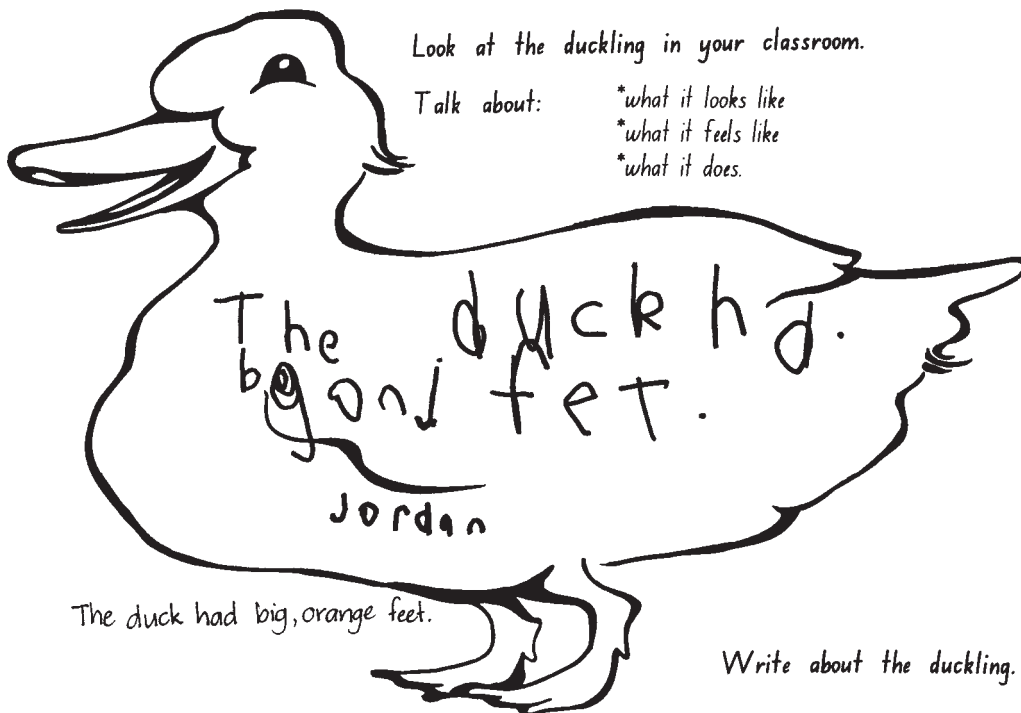
WES1.10 usually uses correct word order in sentences

WES1.10 writes a simple sentence, ie a sentence with one clause

WES1.10 writes a statement (a sentence giving information)

WES1.11 uses approximations and some conventional spelling

WES1.11 uses groups of letters or symbols to represent words



Links with other outcomes: Talking and Listening ES1.1, 1.2; Reading ES1.7, 1.8

Where to from here?

Jointly construct an opening statement, eg 'Ducklings are baby ducks. They are birds'. Focus on the use of simple present tense, eg 'Ducks have ...'. Build knowledge of subject matter through shared reading, viewing appropriate videos. Use focus questions to guide the selection of information. Jointly construct two more descriptive sentences to answer the questions: What does it do? What does it look like? Brainstorm some describing words (adjectives) to describe how the duck feels, eg 'soft', fluffy.

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.

Context

The class had been involved in a unit on 'Animals', had explored both factual and literary texts, and had been to the zoo. Harry was asked to draw a picture of his favourite animal and to write and share information he knew about the animal. He then read it to a parent helper, who scribed it for him before he read to the class. This text is an embryonic information report. The report could be developed through modelling and joint construction activities. This is a first draft.

WES1.9 groups letters into words

WES1.9 writes basic descriptions

WES1.9 writes own name

WES1.10 usually uses correct word order in sentences

WES1.10 uses simple present tense

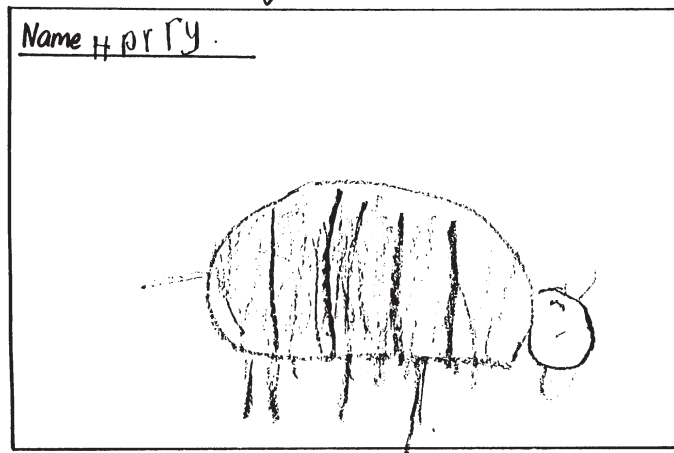
WES1.10 experiments with using full stops at the end of sentences

WES1.10 writes some simple sentences, ie sentences with one clause

WES1.10 writes statements (sentences giving information)

WES1.11 uses approximations

Tigers



• the it rabbits
They eat rabbits.

• the it met
They eat meat.

• lotc stripe
Look stripey.

Links with other outcomes: Talking and Listening ES1.1, 1.2; Reading ES1.7, 1.8

Where to from here?

Jointly construct an opening statement, eg 'Tigers are ...'. Build knowledge of subject matter through shared reading, viewing videos etc. Use focus questions to help the students to select appropriate information, eg 'Where do tigers live?', 'How big are they?' Possibly look at bundling similar information together and even model the use of subheadings, eg 'Food', 'Appearance'. Brainstorm what else people might want to know about tigers and how they could find this information.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

The students had read literary and factual texts about ducks, and had made a model of a duck. Graham wrote this information report individually, after being involved in joint construction activities. This is a final draft.

WS1.9 uses a heading to indicate the topic of a text

WS1.9 writes elementary descriptions of familiar people and things

WS1.10 uses adjectives to provide more information about nouns, eg flat bills, webbed feet

WS1.10 uses pronoun references

WS1.10 uses relating verbs to describe and classify in information reports

WS1.10 uses simple present tense

WS1.10 uses statements (sentences giving information)

WS1.10 usually uses most common writing conventions, eg spaces between words, lower-case and capital letters, full stops

WS1.10 writes two simple sentences, ie each sentence has one clause

WS1.11 spells some more familiar words

Duck report
 Ducks have flat bills
 and webbed feet. They are
 birds. Graham

Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.5, 1.7, 1.8

Where to from here?

Through modelling and joint construction, develop an opening classifying statement, eg 'Ducks are birds'. Build knowledge of subject matter through a variety of resources. Use subheadings, eg 'Appearance', 'Food', 'Behaviour'. Ask the students to use visuals to enhance information, eg a drawing or photograph of a duck.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

After activities involving the joint construction of information reports, the students selected an animal to research and used a pro forma to organise their information. The students used the information in the pro forma to independently construct an information report. This is a first draft.

- | | |
|--|--|
| WS1.9 constructs elementary descriptive information reports | WS1.10 uses technical language, eg reproduce |
| WS1.9 uses a pro forma to select and organise information | WS1.10 uses the noun group 'the shark' to generalise about all sharks |
| WS1.9 writes a single statement or short text | WS1.10 writes a classifying statement in the first sentence |
| WS1.10 includes information about location, movement, appearance, reproduction | WS1.11 draws on knowledge of common letter patterns and letter-sound correspondences when writing a text |
| WS1.10 uses action verbs to write about behaviour | WES1.12 forms most lower-case and some upper-case letters |
| WS1.10 uses simple present tense | |
| WS1.10 uses adjectives to describe a shark's appearance, eg grey, brownish | |

<p>What kind of animal is a <u>sharks</u>?</p> <p>Which family group does it belong to?</p> <ul style="list-style-type: none"> the fish 	<p>Where can you find a <u>shark</u>?</p> <ul style="list-style-type: none"> in almost every sea and ocean in the world 	<p>How does a <u>shark</u> move?</p> <ul style="list-style-type: none"> with its fins. Mostly with there tails.
<p>What does a <u>shark</u> look like?</p> <ul style="list-style-type: none"> gre and white and brownish 	<p>What does a <u>shark</u> eat?</p> <ul style="list-style-type: none"> Tuna Sardine 	<p>How does a <u>shark</u> reproduce?</p> <ul style="list-style-type: none"> they lay eggs. somtimes sharks get cut open to get there babes

The shark belongs to the fish family they live in almost every sea and ocean in the world. They move with its fins but mostly with there tails a shark looks grey and brownish sharks eat Tuna and sardines sharks reproduce. They lay eggs somtimes sharks get cut open to get there babes.

Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.5, 1.6, 1.7, 1.8

Where to from here?

Model the use of generalised statements, eg 'Some sharks are grey' instead of 'A shark looks grey'. Focus on pronoun matching, eg 'They move with their fins'. Model how to link the topic to the relevant information, eg 'Sharks reproduce by laying eggs'. Model the use of subheadings to organise information. Focus on building more detailed knowledge of subject matter. Note attempt at spelling and model spelling strategies. Model proofreading skills to check for spelling and punctuation. Provide opportunities for handwriting practice for the development of layout and presentation skills.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

After activities involving the joint construction of information reports, the students selected an animal to research and used a pro forma to organise their information. The students used the information in the pro forma to independently construct an information report. This is a first draft.

- WS1.9 uses a pro forma to select and organise information
- WS1.10 starts writing compound sentences
- WS1.10 uses adjectives to provide more information about nouns, eg orange and white body
- WS1.10 uses different noun groups to generalise, eg A Siberian tiger, Siberian tigers
- WS1.10 uses technical language, eg mammal, gestation period
- WS1.10 uses simple present tense
- WS1.10 uses a classifying adjective with a noun, eg Siberian tiger
- WS1.10 uses action verbs to write about behaviour and breeding habits
- WS1.10 usually uses most common writing conventions, eg spaces between words, lower-case and upper-case letters, full stops
- WS1.10 writes a classifying statement in the first sentence
- WS1.11 reads own writing aloud and makes some corrections to clarify meaning
- WS1.11 spells some words correctly and uses some strategies to spell unfamiliar words
- WS1.12 tries to write clearly in straight lines, from left to right, using letters of uniform size, shape, slope and spacing

Siberian Tiger
 A Siberian Tiger comes from the mammal family. You can find Siberian Tigers in the Amur-Ussuri region of Siberia, also northern China and Korea. A Siberian Tiger moves on four legs. A Siberian Tiger looks like a big cat with black stripes and an orange and white body. A Siberian Tiger looks like eats meat. After a gestation period of 104-106 days, two to four blind cubs are born in a sheltered den and they suckle from their mother who rarely leaves them, except to hunt.

What kind of animal is a Siberian Tiger? Which family group does it belong to? mammal	Where can you find a Siberian tiger? In the Amur-Ussuri region of Siberia, also northern China and Korea.	How does a S.Tiger move? A S.Tiger moves on four legs.
What does a S.Tiger look like? It looks like a big cat with black stripes and an orange and white body.	What does a S.Tiger eat? A S.Tiger eats meat.	How does a S.Tiger reproduce? After a gestation period of 104-106 days, two to four blind cubs are born in a den and they suckle from their mother who rarely leaves them, except to hunt.

Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.5, 1.6, 1.7, 1.8

Where to from here?

Model the use of relating verbs, eg 'Siberian tigers are found ...' instead of 'You can find ...'. Develop those sections with minimal information, eg 'Food' and 'Movement', by using resources with more detailed information (What type of meat is eaten? How is the food obtained?). Model how to group the information into paragraphs or under subheadings. Encourage the student to add a drawing or photograph to enhance presentation.

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 publishing skills on the computer.

Context

The students were involved in a HSIE unit, 'Australian animals'. They initially participated in the deconstruction of a text, looking at the structure and language features of an information report. Joint construction of an information report on the kookaburra then took place. The students then used information sheets prepared by the teacher and recorded information on a matrix. In groups, they followed the same procedures to write an information report on another Australian bird. This is a first draft.

- | | |
|---|--|
| WS2.9 combines ideas in writing | WS2.9 writes information reports that include information about different parts of things and their components |
| WS2.9 demonstrates self-editing skills | WS2.10 uses a compound sentence |
| WS2.9 researches specific topics to write about | WS2.10 writes a classifying statement in the first sentence |
| WS2.9 uses other texts as models for aspects of writing such as text organisation, grouping of information under headings | WS2.10 uses a relating verb to relate pelicans to native Australian birds |
| WS2.9 understands and creates notes for relevant writing purposes | WS2.10 uses action verbs to write about behaviour |
| WS2.9 writes fuller descriptions of people, animals, objects, places | WS2.10 uses simple present tense |
| WS2.9 writes more extended descriptions of each feature in an information report | WS2.10 uses adjectives to describe appearance and qualities, eg white, black, strong |
| WS2.9 writes on both familiar and researched topics | WS2.11 uses knowledge of familiar letter patterns when attempting to spell unknown words |

The pelican

The pelican is a native Australian bird. The pelican's body colours are white and black. Its beak can hold three times more food than its stomach can. Its feet are very strong. Its wings are black. Its size is 100 cm tall. The pelican's food is fish, crabs, shellfish and prawns. Its eggs are white. It lays two or three on top of bushes. Its skills are fast and smart. It call is grunts. The pelican lives in any large areas of water which is near food. Such as fish, crabs they can be seen locking in groups and they usually fly in a shape. their predators are rubbish, waste, humans and fishing hooks.



Ewan Milton

Links with other outcomes: Talking and Listening S2.1, 2.2; Reading S2.5, 2.6, 2.8

Where to from here?

Model how to write topic sentences and then elaborate by using detailed descriptions. Model paragraphing skills by using headings and subheadings to organise information. Use general pronouns to refer to the pelicans and a variety of sentence beginnings, eg 'They', 'Pelicans', 'Their'.

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 publishing skills on the computer.

Context

After referring to a range of factual texts on spiders, the students brainstormed ideas about spiders and categorised this information into appropriate headings on a class pro forma. Scott referred to the class pro forma to organise his information while writing a report. This is a final draft.

- WS2.9 arranges subject matter into paragraphs
- WS2.9 chooses when to write subjectively or objectively
- WS2.9 writes fuller descriptions of people, animals, objects, places
- WS2.9 writes information reports that include information about different parts of things and their components
- WS2.9 writes more extended descriptions of each feature in an information report
- WS2.10 combines clauses by using 'and' to construct compound sentences
- WS2.10 uses action verbs to write about behaviour
- WS2.10 uses plural noun groups, eg most spiders, all spiders, to generalise about spiders
- WS2.10 uses relating verbs, eg have, to relate parts of a sentence, eg Most spiders have eight legs and eight eyes
- WS2.10 uses 'spiders' as theme (beginning focus of clause) in many sentences
- WS2.10 uses simple present tense
- WS2.10 uses technical language, eg spinnerets
- WS2.12 uses computer software programs to create and edit texts



Spiders



Spiders come in all sizes, some can camouflage.

Most spiders have eight legs and eight eyes. They have a spinnerets on their back to help them spin webs. They have two sharp fangs. some have a red back.

All spiders hunt for food and some of them catch it in their web. They catch flies in their web and suck their blood. When a spider catches something it always wraps it up and puts it on its web. It takes at least one hour to spin a web. They spin their web with silk. Daddy long leg spiders kill red back spiders.

Spiders live in webs, they like dark places. They live in trees, and they can live under bridges. They live in bushy places, some live in tunnels, in the ground and some have trap doors. Some live in windowsills.

Funnel webs are the worlds most dangerous spiders, but Daddy long legs have the deadliest venom but they can't use it because they're fangs aren't long enough.



Links with other outcomes: Talking and Listening S2.1, 2.2; Reading S2.8

Where to from here?

Model writing a general statement that defines and classifies spiders. Develop this student's information/research skills and check for accuracy, eg 'Spiders live in webs' could be changed to 'Some spiders live in webs, some live in the ground'. Encourage the use of illustrations and diagrams, eg labelling the body parts of a spider.

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.
- WS2.10 *builds detailed knowledge of subject matter*
- WS2.10 *uses a variety of clause types, eg reason, time, purpose*
- WS2.10 *uses action verbs to write about koalas' behaviour*
- WS2.10 *uses compound and complex sentences*
- WS2.10 *uses correct punctuation in published version of own writing: capital letters, full stops, question marks and commas*
- WS2.10 *uses diagrams [not shown with this text]*
- WS2.10 *uses 'Koalas' as the theme (beginning focus of clause) in many sentences, thus focusing the reader's attention on the subject*
- WS2.10 *uses relating verbs to relate parts of clause, eg The koala / is / a mammal*
- WS2.10 *uses simple cause-effect relationships, eg Koalas live in high branches of eucalyptus trees because there are more leaves there*
- WS2.10 *uses simple present tense in factual texts such as information reports and procedures*
- WS2.10 *uses subheadings to organise information*
- WS2.10 *uses technical language and gives meaning, eg marsupials, herbivores, spinnerets*
- WS2.10 *uses more detailed taxonomic classification, eg koala, mammal, marsupial*
- WS2.10 *uses 'noun groups to build information, eg small furry tree dwelling animals*
- WS2.10 *uses word families to build subject matter*
- WS2.11 *uses knowledge of familiar letter patterns when attempting to spell unknown words*
- WS2.12 *types, saves and prints a text*
- WS2.12 *uses computer software programs to create and edit texts*

Context

The students participated in activities to assist them in gaining information from factual texts and to develop field knowledge. They also explored the use of graphics. Sophie developed this report over time and published it using computer software. This is a final draft.

General Classification

The koala is a mammal. They are part of a special group called marsupials. Marsupials breathe with lungs, are warm blooded, have live babies and have fur or hair somewhere on their bodies. The koala has no close relatives. The koala's name means 'an animal that does not drink' which comes from the Aboriginal language. The koala is not a bear although it looks like one.

Appearance.

Koalas are small furry tree dwelling animals. Koalas may look like a bear but it is not one. Koalas are similar to the possum. However, the koala has a shorter tail than the possum. Koalas have a pouch to feed its young not only, they use their pouch to stop their baby from falling out. Koalas feet are small compared to the kangaroos feet which are big. Koalas have sharp claws and are used for climbing trees.

Feeding

Koalas are herbivores that means they eat plants. They suck the moisture from the eucalyptus trees and suck the moisture from the leaves (see diagram 1)

Koalas eat mainly at night because at night there is more moisture in the eucalyptus leaves than there is in the day.

Habitat

Koalas live in bushland areas of eastern Australia. They can live in hot, warm or cold places in eastern Australai. (see right top) Koalas live in high branches of eucalyptus trees because there are more leaves there. (see diagram 2)

Reproduction

Koalas are marsupials that means they have babies in their pouch. (see diagram 1) Baby koalas are born blind also they are born with fur. (see diagram 2) The kangaroo and the koala are comparable with each other because they stay in their mother's pouch for eight months. Koalas can feed themselves at about nine months. For example, they suck eucalyptus leaves. (see diagram 4) Koalas are pregnant for 25 - 35 days. Moreover, they have one baby at a time (see diagram 5)

Links with other outcomes: Talking and Listening S2.1, 2.2; Reading S2.5, 2.6, 2.8

Where to from here?

Model how to set out a bibliography to list resources used in finding information. Encourage editing and proofreading to check that nouns and pronouns match, eg 'Koalas ... they ...' (not 'it'), and that all meanings are clear. Explore more complex fields or topics. Model how to develop an index and/or glossary to assist the reader. Focus on extended information reports where more than one part of taxonomy of information is dealt with, eg wallabies or kangaroos as well as koalas. Focus on the use of title.

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 sentence 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.

Context

The class participated in a variety of activities to support them in gaining information from a variety of sources. They then participated in several joint constructions and conferences with the teacher before independently constructing their own information report.

WS3.9 records information from a variety of sources before writing when necessary

WS3.9 writes texts that include technical and abstract vocabulary, eg financial and insurance centres, economy

WS3.9 writes lengthy information reports with increased technicality

WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea

WS3.10 uses a classifying statement in the first sentence, eg London is the capital of the United Kingdom

WS3.10 uses London as theme (beginning focus of clause) in sentences in the first paragraph

WS3.10 uses places in London as the theme in the last paragraph

WS3.10 uses relating verbs to relate parts of sentence, eg London is the capital of the United Kingdom

WS3.10 uses simple present tense

WS3.11 uses knowledge of base words to write new words

WS3.11 uses visual and phonological strategies such as recognition of common letter patterns and critical features of words

WS3.12 uses a variety of print and script styles for effect

WS3.12 uses word processing programs to design school/class newspaper, importing graphics and written texts from a range of sources

A Report About London.

London is the capital of the United Kingdom. London has a population of over 6,756,000 and is one of the world's leading financial and insurance centres. London attracts about 6 million visitors each year and tourism, especially in the summer, is a major contributor to the economy.

One of London's oldest landmarks is the Tower of London. The former royal residence located beside the Thames was begun by William I (The Conqueror) in about 1079 and later served as a prison.

Tower Bridge, a distinctive Victorian structure, crosses the Thames beside the Tower of London. To the west lies the heart of London and its financial district. The 17th century Saint Paul's Cathedral is located there, as are the Bank of England, Mansion House (residence of the Lord Mayor) and many other landmarks such as Big Ben, The Houses of Parliament and Buckingham Palace, the home of the Royal Family.

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6, 3.8

Where to from here?

Encourage the use of maps, photographs, illustrations to enhance the written text. Model the use of bibliography to acknowledge sources of information. Include extra details where necessary, eg the text refers to 'the Thames' but the reader does not necessarily know that this refers to a river. Explore the use of varied and more sophisticated connectives. Model the use of subheadings to gather data so that the report is longer and more detailed.

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 sentence 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.

Context

The students had been engaged in a unit of work on 'Australia's Pacific neighbours'. They had been involved in joint construction activities and were asked to research a country using a framework of questions for an independent construction of an information report.

WS3.9 *organises text with subheadings*

WS3.9 *writes detailed descriptions*

WS3.9 *writes lengthy information reports with increased technicality*

WS3.9 *writes paragraphs that contain a main idea and elaboration of the main idea*

WS3.10 *uses evaluative language, eg destructive, benefit*

WS3.10 *uses relating verbs to relate parts of clause, eg Papua New Guinea is a very rugged country*

WS3.10 *uses noun groups to build descriptions, eg very rugged country, swamp-like land, immensely thick forests*

WS3.10 *uses Papua New Guinea as the theme (beginning focus) in many clauses*

WS3.10 *uses word chains and word nets to build subject matter*

WS3.12 *spells needed words correctly with effective strategies for attempting and checking unknown words*

WS3.12 *uses a variety of print and script styles for effect*

WS3.12 *uses word processing program*

Papua New Guinea

Location

Papua New Guinea is situated just above Australia, a few kilometres south of the equator. It is the end of a long string of islands trailing down from Thailand. Papua New Guinea consists of the eastern half of the island of New Guinea as well as a number of small islands surrounding the mainland. The western half of the island is Irian Jaya, which belongs to Indonesia.

Papua New Guinea is surrounded by the Coral Sea, the Solomon Sea and the Bismarck Sea.

Landforms

Papua New Guinea is a very rugged country with parts that have just recently been visited by outsiders. The country is divided into north and south by a central range of mountains that is 2,400 km long.

The largest rivers flowing south are the Fly as well as the Purari and the largest rivers flowing north are the Sepik and the Ramu. The Sepik river is 1800 kilometres long. The rivers are a means of transport and communications.

On the coast there is swamp-like land formed by a delta of streams. Towards the foothills there are small plains of rich soil, then there are the rugged mountain slopes covered in immensely thick forest to the snowcapped peaks.

There are still a few live volcanoes on the north coast of New Britain, the largest island in Papua New Guinea. The reason for the large number of volcanoes is that Papua New Guinea is on the Ring of Fire which is where two continental plates (the Pacific and the Australian) are pushing together forcing up the land which creates a great amount of pressure underneath them. Volcanoes may be very destructive but they are also of benefit, for often they bring up rich pumice soil from deep down and spread it over the land.

Climate

Papua New Guinea is hot, humid and wet nearly all year round in some places but in other places there are very distinct changes of wet and dry seasons.

The driest place in New Guinea is Port Moresby (the capital) which receives only 1000mm annually whereas other areas like the south coast of New Britain and Bougainville Island which can receive up to 9000 millimetres annually.

The coastal temperature varies from 25-30 degrees whereas in the highlands it gets so cold that ice forms on some of the highest peaks.

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6, 3.8

Where to from here?

Model how to use maps and diagrams and refer to them in the text, eg 'See Diagram 1'. Model how to set out a bibliography to list resources used in finding information. Develop extended reports about a group of countries, cities etc. Focus on additional stages, eg Industry, Agriculture.

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 sentence 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.

Context

The students had participated in joint construction activities about reptiles and used matrices and other scaffolds to gain information from factual texts. The students used a scaffold when producing their own independent text. The information reports were used in a class book on reptiles. This is a final draft.

- | | |
|--|---|
| <i>WS3.9 classifies and subclassifies crocodiles</i> | <i>WS3.10 uses different types of verbs, eg action, relating</i> |
| <i>WS3.9 evidence of research, eg crocodiles are the oldest living reptiles</i> | <i>WS3.10 uses words that connect ideas</i> |
| <i>WS3.9 plans writing through discussion with others</i> | <i>WS3.11 consistently makes informed attempts at spelling using a multistrategy approach</i> |
| <i>WS3.9 writes detailed descriptions using noun groups, eg thick skin, a row of sharp gleaming teeth</i> | <i>WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words</i> |
| <i>WS3.9 writes lengthy information reports with increased technicality</i> | <i>WS3.12 uses a variety of print and script styles for effect</i> |
| <i>WS3.10 uses correct punctuation when drafting and publishing, eg commas, apostrophes, exclamation marks</i> | <i>WS3.12 uses computer software programs and associated hardware to format a variety of texts</i> |

CROCODILES

Crocodylia is the group that consists of crocodiles and alligators. Crocodylians are the oldest living reptiles, dating back to 180,000,000 yrs. ago. They are the closest living relatives of Dinosaurs. The crocodylians are now becoming extinct.

There are two major groups of crocodiles: Estuarine which live in estuaries (where the river meets the sea) and Fresh-water which is only found in Australia.

Description

The crocodile's color is mainly brown, black and grey.

Crocodiles have a thick skin which is very tough. The crocodile has a long snout, unlike the alligator which has a short snout. In its mouth is a row of sharp gleaming teeth.

The one thing that makes a crocodile a crocodile is its long tail. Crocodiles have an amazing connection with dinosaurs. The crocodile has a series of abdominal ribs below its skin. Some dinosaurs also had abdominal ribs below their skin to protect their belly.

The male crocodile grows bigger than the female crocodile. The Estuarine crocodile is the largest in the world. It grows more than eight metres long, whereas the Fresh-water crocodile grows only about 2 metres long.

Behaviour

A crocodile's meal is a combination of snakes, frogs, turtles, crabs, fish, birds, small reptiles. The Estuarine crocodile sometimes eats big meals such as pigs, kangaroos, and cattle. They even eat humans and sometimes each other (they are cannibals).

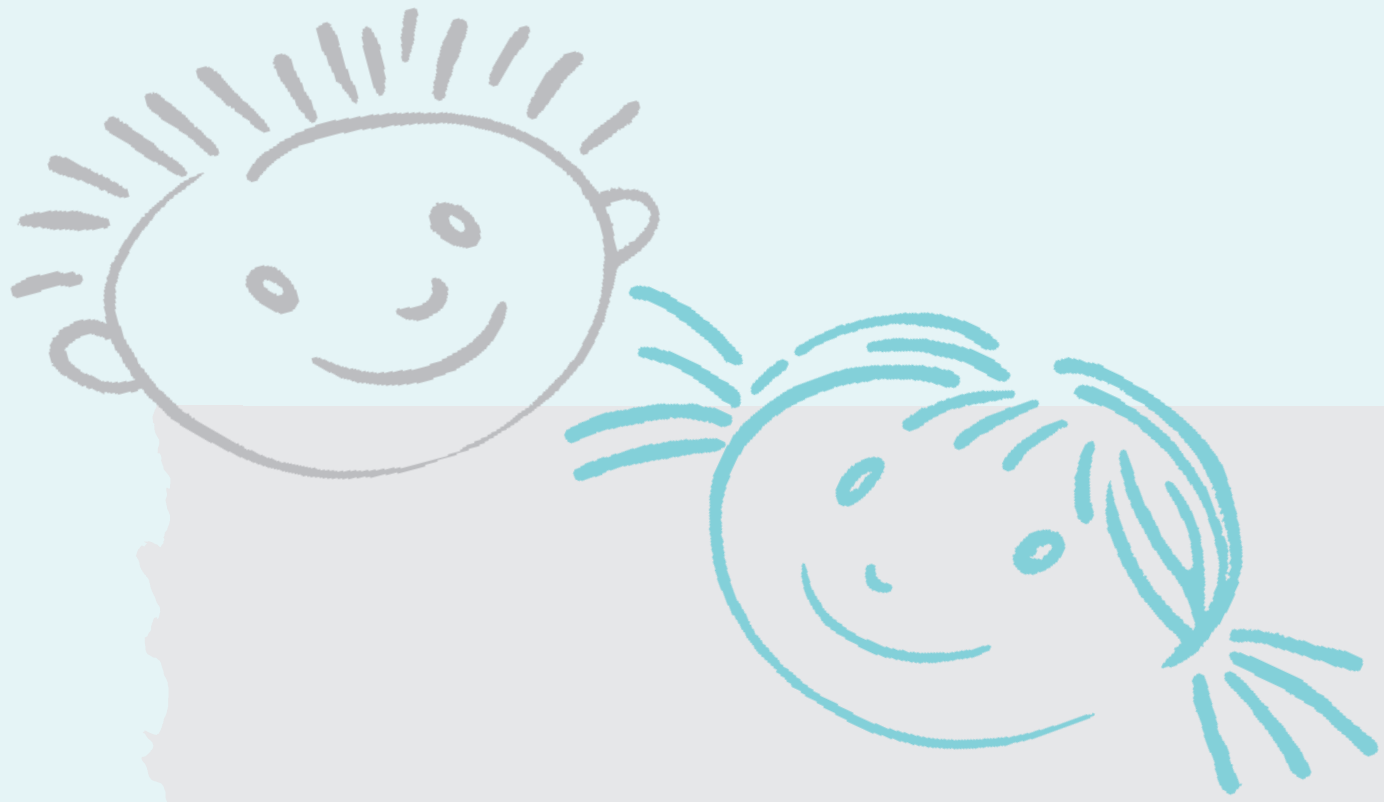
All crocodiles have predators. Lions, leopards or even an angry hippopotamus will kill an adult crocodile. Some birds even eat the crocodiles' young e.g the Goliath Heron. Invaders of the nest are the lace-monitors, pigs, mongooses and other small animals. Men also kill them for their valuable skin and meat.

Most crocodiles live along a river bank and spend most of their time in the water. One amazing fact is that crocodiles do not swim by paddling with its feet it actually uses its tail to swim.

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6, 3.8

Where to from here?

Proofread for sexist language, eg change 'men' to 'humans'. Model the use of a bibliography and glossary of technical terms. Include sketches, diagrams or photographs to enhance presentation. Focus on noun-pronoun agreement, eg last sentence. Focus on organising information clearly under subheadings. Focus on extending scope of information, eg reproduction. Focus on whether evaluative language is appropriate in report, eg 'amazing fact'.



Writing

Explanation

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.

Context

The students had constructed models of machines using environmental materials. They were asked to describe how part of the machine worked. Using charts and factual texts with a parent helper, Alison wrote several sentences describing how her camera works. She then read it to her teacher, who scribed it for her. This text is not yet an explanation but the context is such that it will assist students to write an explanation in the future. Through modelling and joint construction activities, students can write sentences that can be sequenced into an explanation of how a machine works.

<i>WES1.9 makes written observations</i>	<i>WES1.10 usually uses capital letters at the beginning of sentences</i>
<i>WES1.9 uses some known words when writing sentences</i>	<i>WES1.10 writes statements (sentences giving information)</i>
<i>WES1.10 experiments with using full stops at the end of sentences</i>	<i>WES1.10 constructs brief explanation sequence</i>
<i>WES1.10 uses adverbs and adverbial phrases to indicate when, where, how etc, eg in and out</i>	<i>WES1.11 uses approximations and some conventional spelling</i>
<i>WES1.10 uses complex sentence with causal conjunction to construct cause and effect relationship, eg if it pops right out the picture comes out</i>	<i>WES1.11 uses groups of letters or symbols to represent words</i>
<i>WES1.10 uses simple present and past tense</i>	<i>WES1.11 spells some common words accurately in own writing, eg camera</i>
<i>WES1.10 usually uses accurate word order in sentence</i>	<i>WES1.12 forms most lower-case and some upper-case letters</i>

* I made a camera
 lens can POP in The
 if it pops rit out of
 camera of the picture

I made a camera. The lens can pop in and out if it pops right out the picture comes out.
 Alison

Where to from here?

Continue to engage in hands-on activities such as making models and drawing diagrams to explain how things work. Ask students to explain orally to teacher or peers how the model works. Focus on words that indicate time sequence, eg 'First press this button, then move this ...'. Jointly construct a question about what is to be explained, eg 'How do cameras work?'

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.

Context

Jonathon constructed a model and described how parts of the machine worked. This text is not yet an explanation but the context is such that it will assist students to write an explanation in the future. Through modelling and joint construction activities, students can write sentences that can be sequenced into an explanation of how their model works. This is a first draft, scribed by the teacher.

- WES1.9 groups letters into words
- WES1.9 uses some known words when writing sentences
- WES1.9 writes statements that give information
- WES1.9 writes some common words accurately without copying
- WES1.10 experiments with using full stops at the end of sentences
- WES1.10 usually uses capital letters at the beginning of sentences
- WES1.10 usually uses correct word order in sentence
- WES1.10 writes compound sentence, eg you open and close

- WES1.10 writes simple sentences, ie sentence with one clause
- WES1.11 uses approximations and some conventional spelling
- WES1.11 uses groups of letters or symbols to represent words
- WES1.11 spells some common words accurately in own writing
- WES1.12 forms most lower-case and some upper-case letters
- WES1.12 holds writing implements in a way that allows them to make marks on the page

*I made a whipper snipper. The screw holds the blades together. You open and close the blades to cut the grass.

Jonathon

Links with other outcomes: Talking and Listening ES1.1, 1.2, 1.3; Reading ES1.7, 1.8

Where to from here?

Jointly construct a general statement, eg 'A whipper snipper is a machine used to trim the grass'. Model proofreading strategies to check for spelling. Also encourage peer proofreading and use of classroom print. Model the use of time conjunctions, eg *when you open and close the blades they will cut the grass*. Ask students to explain orally how the machine works to clarify meaning.

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.

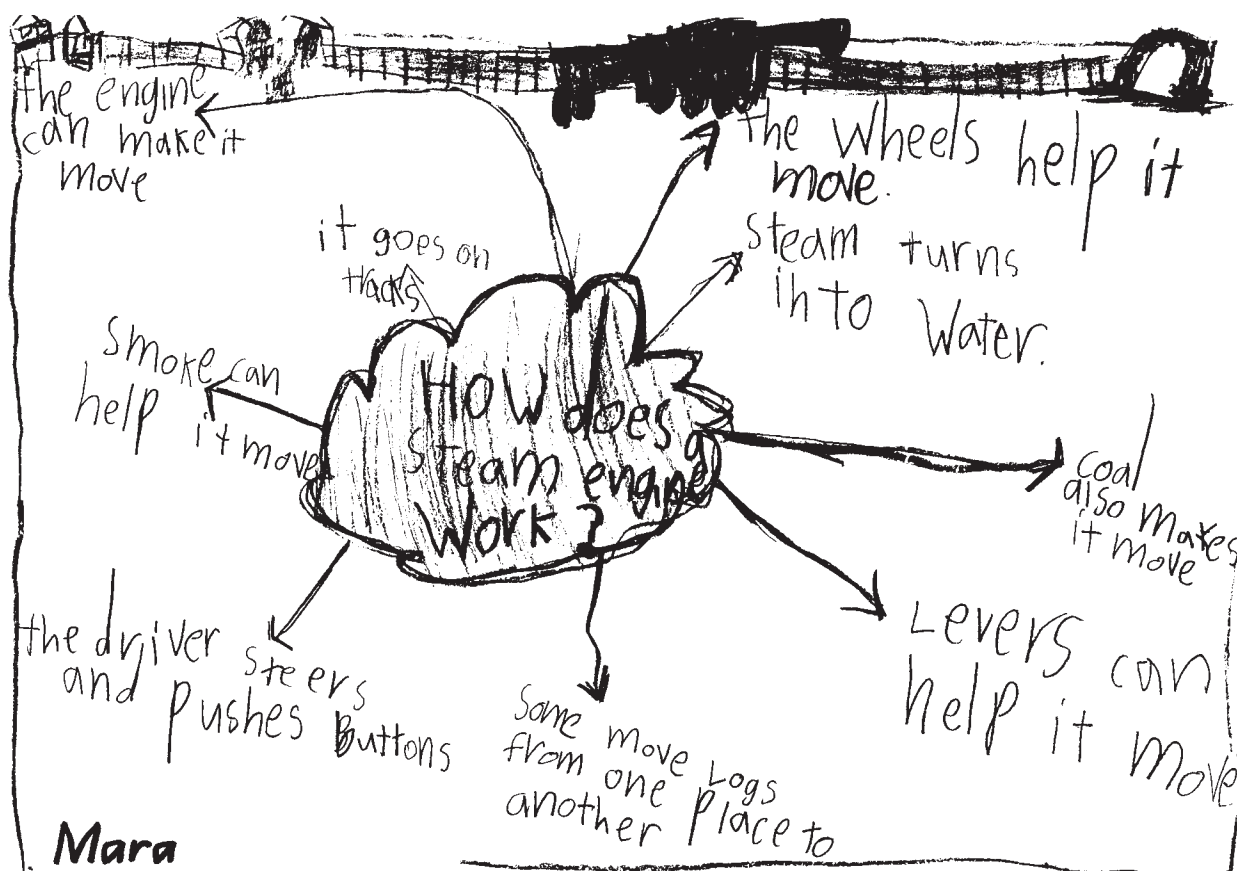
WS1.12
Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

Within a 'Transport' unit, students had to talk, listen, read then write about how a steam engine works. This text was started in a small-group situation and finalised as an individual activity.

This text is a semantic map that, with assistance, the student can redraft into a sequenced explanation. This is a first draft.

WS1.9 asks questions about a phenomenon, eg How does a steam engine work?	WS1.10 experiments with other punctuation marks: commas, quotation marks, question marks
WS1.9 builds explanation sequence with flow chart	WS1.10 uses action verbs, eg move, steers, pushes
WS1.9 uses a framework to make notes, eg matrix, flow chart, semantic map	WS1.11 spells some more familiar words
WS1.9 uses heading to indicate the topic of text	WS1.11 draws on knowledge of common letter patterns and letter-sound correspondences when writing a text
WS1.9 outlines components of something as a first step in writing an explanation of how something works	WS1.11 writes letters for double vowels, as in seed, dead
	WS1.12 forms most letters of the alphabet correctly



Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.5, 1.6, 1.7, 1.8

Where to from here?

Jointly construct an opening statement. Model classifying similar pieces of information, eg how a steam engine is powered, uses of steam engines. Model how to sequence information in order to use conjunctions that show time and cause and effect. Help the student to identify the sentences and phrases that actually explain how the machine works and those that provide extra information.

Outcomes

<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 publishing skills on the computer.</p>
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Context

The students were involved in a unit of work that required them to gain information from factual sources. They were shown how to use the table of contents, index, headings and key words to find relevant information. They then organised their information under the headings they had brainstormed in small groups. This is a final draft.

<i>WS2.9 question identifies phenomenon to be explained</i>	<i>WS2.10 uses word families to build information about subject matter; eg rock crystal, volcano, lava, mineral atoms</i>
<i>WS2.9 researches specific topics to write about</i>	<i>WS2.11 spells many common words correctly in own writing</i>
<i>WS2.9 writes short sequential and causal explanations using the time conjunction 'when' and the action verb 'cause'</i>	<i>WS2.12 recognises simple conventions, eg space bar for spaces, shift and caps lock for upper-case letters, tab</i>
<i>WS2.10 uses action verbs, eg comes, settles, form, stick</i>	<i>WS2.12 types, saves and prints a text</i>
<i>WS2.10 uses correct punctuation in published version of own writing: upper-case letters, full stops, question marks and commas</i>	<i>WS2.12 uses computer software programs to create and edit texts</i>
<i>WS2.10 uses simple present tense in factual texts</i>	<i>WS2.12 uses technical language, eg crystallisation</i>
	<i>WS2.12 uses upper-case, spacing and punctuation</i>

How are crystals formed?

Natural Crystals

A rock crystal is formed by a volcano. The lava from the volcano comes down through the valleys tumbling rocks and minerals to a flat piece of land. When the lava settles, some mineral atoms form together and stick. The atoms sticking together cause crystallisation. It's sort of like a slow working chemical reaction.

There can also be other kinds of natural crystals such as snowflakes and ice crystals.

How do they get different colours?

The reason why crystals have different colours is because of the chemicals. In the process of being made chemicals tint the atoms of the crystal.

Why do crystals grow in different shapes?

Crystals grow in different shapes because of their atoms. The atoms are sort of magnetized to one another. They stick and form a whole, then the process keeps continuing until the atoms form a crystal.

Links with other outcomes: Talking and Listening S2.1; Reading S2.5, 2.6, 2.8

Where to from here?

Jointly construct a general statement about a phenomenon. Suggest the use of labelled diagrams and illustrations to support the written text. Model alternatives to 'sort of', eg 'It is similar to a slow-working chemical reaction'. Focus on choice of theme (beginning focus of clause) as a means for creating a smooth flow of information in the text.

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 sentence 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.

Context

The class had been researching floods and their common causes. In groups and using specific questions, the students researched the topic using factual texts. The structure of explanations had been discussed and the students had taken part in joint constructions. This is a first draft.

- WS3.9 demonstrates good control over more complex and detailed subject matter
- WS3.9 provides a causal explanation
- WS3.9 records information from a variety of sources before writing when necessary
- WS3.9 rereads work during writing to maintain sequence and check meaning, changing words and phrases or checking for errors.
- WS3.9 uses action verbs, eg 'cause' to construct cause-effect
- WS3.9 uses 'Floods' as a theme (beginning focus of clause) in a topic sentence
- WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea
- WS3.9 writes texts that includes technical and abstract vocabulary
- WS3.10 uses conjunctions and connectives to connect ideas
- WS3.10 uses correct punctuation when drafting and publishing: commas, apostrophes, exclamation marks
- WS3.10 uses simple cause-effect relationships
- WS3.11 consistently makes informed attempts at spelling using a multistrategy approach
- WS3.11 recognises most misspelt words in own writing
- WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words
- WS3.12 produces legible writing

How do Flood occur?
Floods occur in almost every part of the earth. They came in any kind, massive, little or measured, They cause great damage and result in million of death. Floods could be cause by Natual or human, often their results are similar but their are a great range of factors of causing flood.

Flash Flood is one of the popular one. Heavy rains cause rivers to suddenly rise and overflow. Most flash flood occur at mountainous areas They also occur in deserts.

Flood could also cause by human, like cutting down forest. When the trees been cut down by people. The soil has nothing to hold with. When the weather rains, the water wash soil into the river bed, the river overflow and flood.

Building roads houses and factories could also cause flood. A building site where drains are been put into to get water off the ground. Water will quickly into the drains. During a rain storm, water flows into the rivers and water overflow which makes flood

Snow melting is one of the common on. At early spring the snow or ice from the moutain melt and joins the upstream of river. At the down-stream all the branch of river join together. The river may receive 10 times more than their norma beds could hold. This also cause flood.

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6, 3.8

Where to from here?

Teach specifics of handwriting in NSW Foundation Style, including slope and joined letters. Model the use of noun groups to condense information and provide more precise expression. Develop skills in use of present and present continuous tense. Model the use of plurals, eg death-deaths, branch-branches. Develop editing and proofreading skills for: spelling and grammar, eg 'there'/'their'; subject-verb agreement, eg 'Floods can also be caused by humans ...'; use of appropriate prepositions, eg 'In early spring ...'; and correct punctuation, eg 'Building roads, houses and factories ...'. Focus on experimenting with the clause theme (beginning focus), eg 'Floods could also be caused by building roads, houses ...'.

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 sentence 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.

Context

The students had discussed the format and structure of an explanation in relation to a HSIE unit on 'Water'. After researching the topic with a partner, Michael constructed his explanation independently 'on screen'. This is a final draft.

- WS3.9 provides background information
- WS3.9 uses a question to identify the phenomenon to be explained
- WS3.9 uses abstract noun 'cause' to construct cause and effect relationships
- WS3.9 uses complex sentences
- WS3.9 uses time conjunctions, eg 'when', to construct explanation sequence in complex sentences
- WS3.9 uses word chains to build subject matter, eg snow melts, turned into water
- WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea
- WS3.9 writes texts that include some technical abstract vocabulary, eg devastation, natural and built environments, cause
- WS3.10 uses action verbs, eg melts, rushes, and relating verbs that relate parts of clause, eg Floods / are / a natural phenomenon
- WS3.10 uses correct punctuation when drafting and publishing: commas, apostrophes, exclamation marks
- WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words
- WS3.12 uses computer software programs and associated hardware to format a variety of texts

HOW DO FLOODS OCCUR ?

by Michael

Floods are a natural phenomenon which has occurred for hundreds of years. Floods have been known to cause devastation to natural and built environments. Many have claimed millions of lives and have left thousands of people homeless, also destroying crop plantations.

One of the most common times for floods is spring. In spring of course, the snow melts. When the snow has turned into water it rushes down from the mountains and causes flooding. This is one of the main causes for a flash flood, a huge wave of water coming at immense speed. These floods have caused devastating damage but fortunately they disappear after 2-3 days.

Another ever so common cause of a flood is too much water. This happens when a river or channel is blocked up by a dam or boulder. If there is a lot of rain the water can't flow past the dam and that's a time when the water overflows its banks. That's another time when floods occur.

Some floods occur simply by heavy rainfall. When rain falls incessantly there is not enough time for the water to dry up and the water simply floods towns and fields. For example in mid 1996 there was continuous rainfall along the north coast of NSW and the town of Grafton was covered in 1 metre of water.

Hurricanes and cyclones are also a source of flooding. When a hurricane comes it brings along clouds which practically pour the rain water onto the land. Another way a hurricane can flood is it brings out water from lakes and rivers. It thrusts it up into the air and then crashes it down to the ground with one allpowerful blow this is another cause of a flash flood.



In some countries the flooding annual. The year is divided into a wet and a dry season, therefore the flooding is expected and on some occasions even quite beneficial. When the river floods it washes out wet, fresh and fertile soil. This allows farmers in desert countries (e.g. Egypt) to plant crops to feed the country.

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6, 3.8

Where to from here?

Model the use of conjunctions that indicate cause and effect, eg 'therefore', 'as a result'. Develop the use of specific technical vocabulary. Encourage use of spell checker and editing for subject-verb agreement. Model the inclusion of appropriate supporting visual information such as diagrams or photographs. To improve the establishment of cause and effect, include more supporting detail and refine the inclusion of examples. Focus on theme (beginning focus of clause) as a means for creating a smooth flow of information in the text.

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 sentence 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.

Context

Before starting to write this explanation, the students were given a scaffold to assist them in organising their writing. This is a final draft.

WS3.9 demonstrates good control over more complex and detailed subject matter

WS3.9 plans writing through discussion with others and by making notes, lists or drawing diagrams

WS3.9 provides a sequential explanation, eg when the tip of the tester has been placed to another part ...

WS3.9 uses a question to identify the phenomenon to be explained

WS3.9 uses complex sentences to construct explanation sequence

WS3.9 uses word chains to build subject matter, eg circuit, electric current, wires, circuit tester

WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea

WS3.10 uses simple cause-effect relationships

WS3.11 consistently makes informed attempts at spelling a multistrategy approach

WS3.12 uses computer software programs and associated technology to format a variety of texts

CIRCUIT TESTER PEN

WHAT IS A CIRCUIT TESTER PEN?

The circuit tester pen looks similar to a screwdriver but is held like a pen. The circuit tester pen is used for testing circuits, finding a fault in a circuit and to tell which wires are dead and which ones are alive. A circuit is made up of a source of energy, for example a battery with one cable leading off from the positive terminal and another cable which leads off from the negative terminal and there is an application at the end, for example a light bulb, a pump, motor, etc.

HOW DOES A CIRCUIT TESTER PEN WORK?

If you have a big circuit board and it isn't working you know it must be one of the wires or else it's the application. The way you'd find out would be to clip the alligator clip (which is on the end of the wire leading from the circuit tester pen) to some part of the circuit which you know should have an electric current passing through. When the tip of the tester has been placed to another part of the circuit, a neon light will immediately light up if the wires are both alive. After you've gone through all of the wires and all of them are alive, then it must be the application that has the fault. So it proves that the circuit tester pen is really for illuminating faults.'

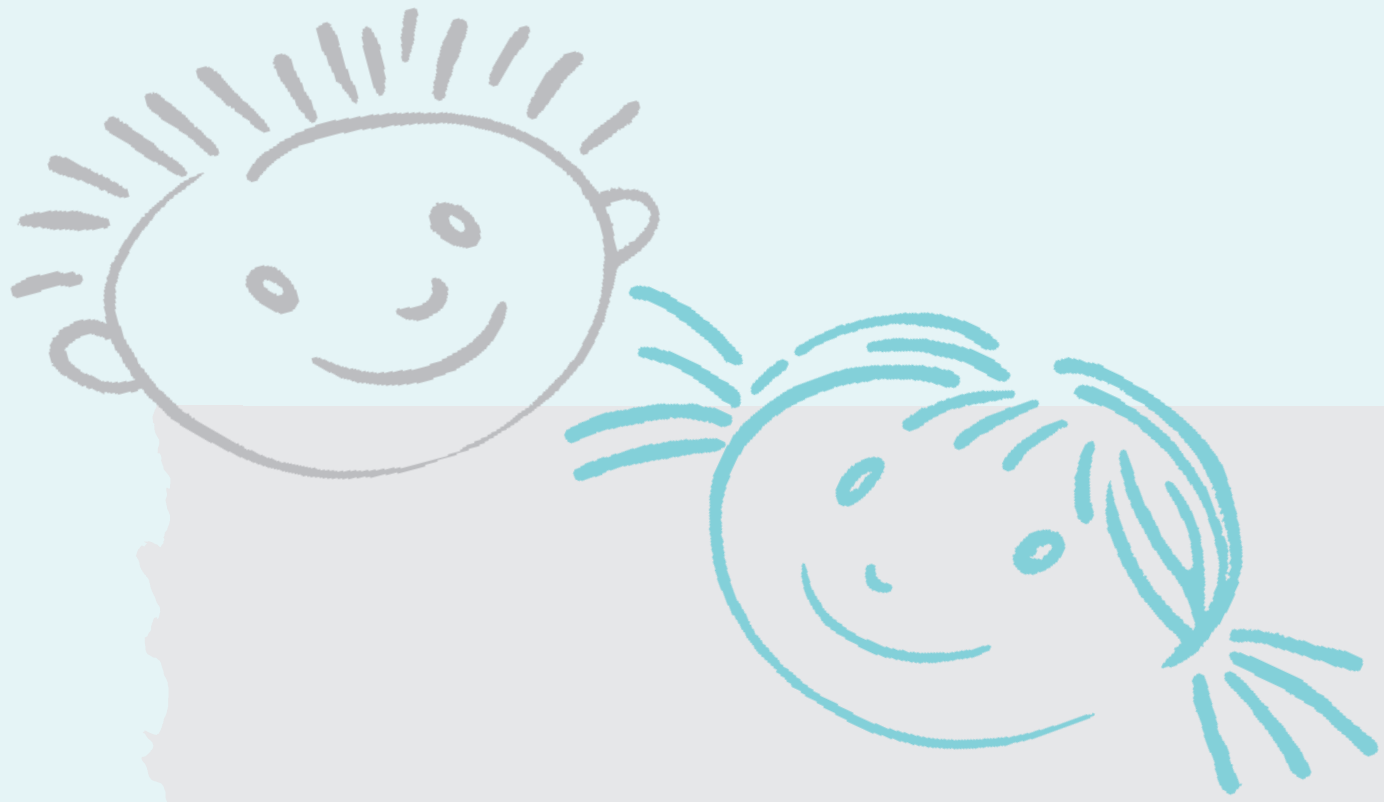
EXAMPLE

Dad was fixing up an old angle grinder (application) which had a very frayed cable (conveyor of power). After he had repaired the cable he wanted to be sure that the cable would convey electricity. This was by plugging the cable into the power source and probing each wire in the cable. Each wire lit the neon light bulb in the circuit tester pen which indicated that he had a complete circuit.

Links with other outcomes: Talking and Listening S3.1; Reading S3.8

Where to from here?

This text has elements of a procedure and a recount. Model the difference between procedure and explanation. Avoid the use of addressing the reader directly, eg 'You know ...', 'If you ...'. Model the use of generalised, non-human noun groups. Model the use of labelled diagrams. Develop the use of multiple word tenses in complex sentences.



Writing **Exposition**

Outcomes

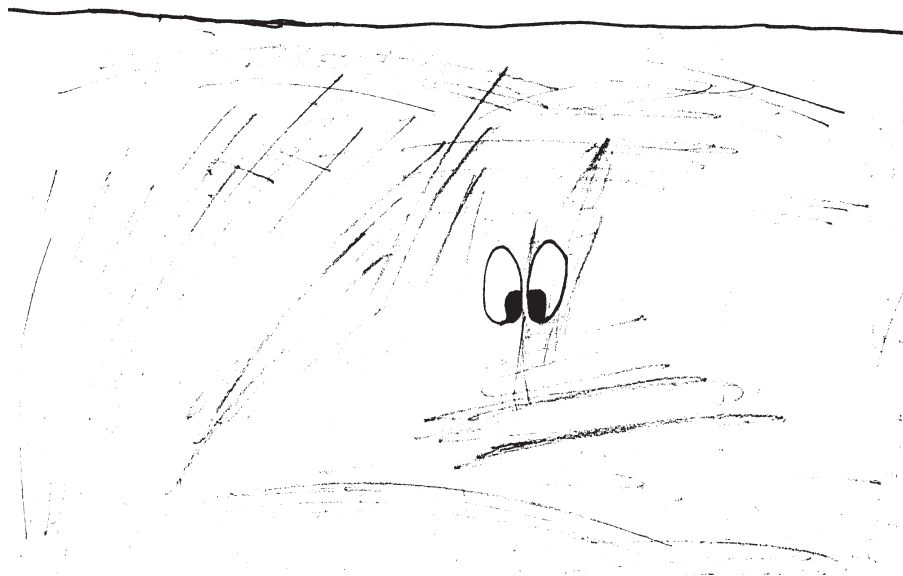
- WES1.9 Engages in writing texts with the intention of conveying an idea or message.
- WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.
- WES1.11 Begins to use letters to represent known words when spelling.
- WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

Context

Following the reading of books about scary things, the students participated in a class discussion and then wrote about what made them scared and why. This text is not yet an exposition but the context is such that it will assist students to write an exposition in the future. In this text the student expresses an opinion and gives a reason for the opinion. This is a first draft.

- | | |
|---|--|
| WES1.9 contributes to joint construction activities and writes short, even single sentence texts, for a variety of purposes | WES1.10 uses simple present, past and future tense |
| WES1.9 experiments with and practises ways of representing ideas and information using written and visual symbols | WES1.10 usually uses correct word order in sentences |
| WES1.9 groups letters into words | WES1.11 uses approximations and some conventional spelling |
| WES1.9 uses some known words when writing sentences | WES1.11 uses groups of letters or symbols to represent words |
| WES1.10 writes a statement (a sentence giving information) | WES1.12 forms most lower-case and some upper-case letters |
| WES1.10 writes complex sentences with causal relationships, eg I'm scared of the dark because ... | WES1.12 holds writing implements in a way that allows them to make marks on the page |

I'M I'M SCED OF THE DARK
 BECOS MY MIT HAS
 MIT CAN ONFUA



Links with other outcomes: Talking and Listening ES1.1, 1.2; Reading ES1.5, 1.6, 1.7, 1.8

Where to from here?

Explicitly model the stages of an exposition. Jointly construct a written exposition about a familiar topic using language that states a position, eg 'We should wear hats in the playground because ...'. Jointly construct one or two arguments to support position. Model the use of proofreading skills to check for spelling errors and encourage peer proofreading and the use of classroom print.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

The students had brought in their favourite toy for news. The audience was encouraged to ask them why it was their favourite toy. After the news session the students wrote about their favourite toy. A word bank relating to the theme 'Toys' was available for the students to use. This text is not yet an exposition but the context is such that it will assist students to write an exposition in the future. In this text the student expresses an opinion and gives a reason for the opinion. This is a first draft.

WS1.9 uses drawings to accompany texts where relevant

WS1.10 writes a simple sentence of a single clause

WS1.9 writes elementary descriptions of familiar people and things

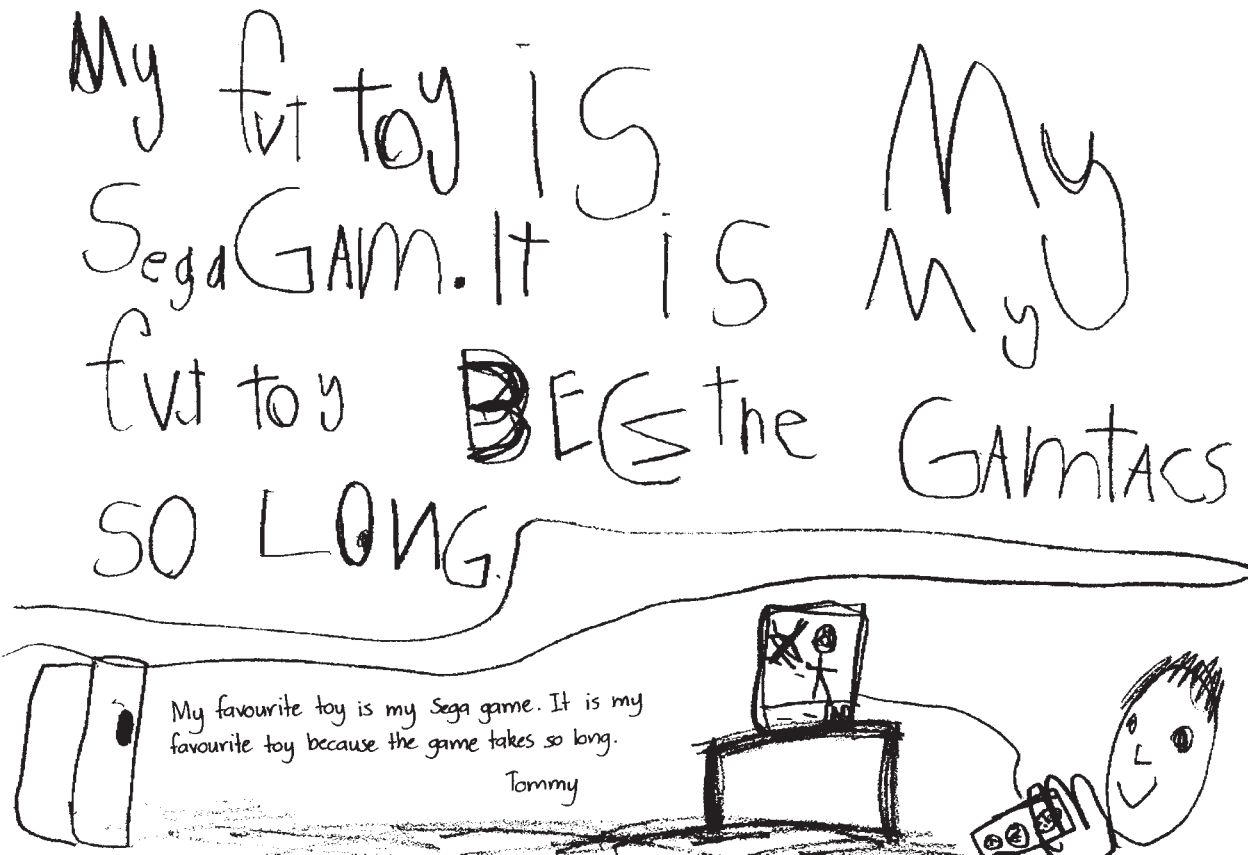
WS1.11 spells some words correctly and uses some strategies to spell unfamiliar words

WS1.9 writes single statement or short text

WS1.11 spells words as they sound

WS1.10 uses adjectives to provide more information about nouns

WS1.12 forms most letters of the alphabet correctly



Links with other outcomes: Talking and Listening S1.1, 1.2, 1.3; Reading S1.7, 1.8

Where to from here?

Explicitly model the stages of an exposition. Jointly construct a written exposition about a familiar topic using language that states a position, eg 'We should wear hats in the playground because ...'. Jointly construct one or two arguments to support position. Model the use of proofreading skills to check for spelling errors and encourage peer proofreading and the use of classroom print. Provide opportunities for handwriting practice.

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.	WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.
WS1.10 Produces texts using the basic grammatical features and conventions of the text type.	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

The students had engaged in discussion of what made a good friend and how having a friend made them feel. The students wrote individually and then conferred with the teacher or parent helper. The students typed their final draft using a word processing program. This is the final draft.

<i>WS1.9 develops some arguments briefly</i>	<i>WS1.10 uses modal verbs, eg A friend can help</i>
<i>WS1.9 expresses an opinion in writing; writes notes from texts</i>	<i>WS1.10 uses relating verbs to relate parts of clause, eg Friends are polite and kind</i>
<i>WS1.9 uses heading to indicate statement of position</i>	<i>WS1.10 uses simple present tense</i>
<i>WS1.9 writes single statement or short text</i>	<i>WS1.11 draws on knowledge of common letter patterns and letter-sound correspondences when writing a text</i>
<i>WS1.10 usually uses most common punctuation marks, eg spaces between words, lower-case and upper-case letters, full stops</i>	<i>WS1.12 recognises letters on the keyboard</i>
	<i>WS1.12 uses computer software programs to create texts</i>

Why We need Friends:

Friends are good to play with and this includes skipping. Sometimes you need someone to hear you read. A friend can help you without asking. Friends are polite and kind. Friends are there to talk to. Because if you didn't have friends, you would be lonely. There is safety in friends.

Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.7, 1.8

Where to from here?

Through joint construction and modelling focus on language that states a position, eg 'We need friends for the following reasons ...'. Jointly construct a statement of position, and a summary of position. Explicitly model the stages of an exposition. Model the use of causal conjunctions.

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.

Context

The students had been exposed to several models of exposition texts and deconstructed these, identifying language and grammatical features. The class jointly constructed an exposition, using scaffolding devices for the separation of ideas and for paragraphing. This is a first draft.

WS2.9 expresses a point of view in writing with some supporting arguments

WS2.9 understands and creates notes for relevant writing purposes

WS2.10 uses a variety of clause types, eg reason, time, purpose

WS2.10 uses action verbs, eg protect, drink, flush

WS2.10 uses apostrophes for contractions in written dialogue

WS2.10 uses complex sentences

WS2.10 uses correct punctuation in published version of own writing: upper-case letters, full stops, question marks and commas

WS2.10 uses modal verbs, eg should

WS2.11 draws on some spelling generalisations to spell unknown words, eg uses some double letters correctly

WS2.11 self-corrects some words that do not look right as they write

WS2.12 uses upper-case letters, spacing and punctuation

I think we should protect the water.

We should protect the water because we drink and flush the ~~water~~^{chair} on the toilet. if we had no water we would have alot of trouble surviving.

Thats why we need water.

Links with other outcomes: Talking and Listening S2.1; Reading S2.8

Where to from here?

Develop an opening statement that provides context and background information through joint construction and modelling. Model the development of arguments, eg 'We need water for the following reasons ...'. Focus on the theme (beginning focus of the clause) as a means for organising a smooth flow of information. Focus on the connectives for sequencing arguments, eg 'First', 'Next'. Model written expression for 'That's why we need water', eg 'For these reasons, we need water'. Focus on the use of relating verbs, eg 'Water is important in our everyday life'. Plan for the presentation of the final draft ie, layout, headings.

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.

Context

The class had participated in a unit of work on 'Local Government'. After a joint construction of a letter the students wrote their own letters. This is a first draft.

WS2.9 chooses when to write subjectively or objectively

WS2.9 expresses a point of view in writing with some supporting arguments

WS2.10 combines clauses by using 'and', 'but' to form compound sentences

WS2.10 uses action verbs, eg wreck, build, go

WS2.10 uses complex phrases to develop arguments, eg but if you build a block of units

WS2.10 uses correct punctuation in a published version of own writing, eg upper-case letters, full stops, question marks and commas

WS2.10 uses evaluative language, eg nice park, very seriously

WS2.10 uses relating verbs to relate parts of clause, eg it's a nice park

WS2.10 uses time connectives to sequence arguments, eg Firstly, Secondly, Thirdly

WS2.11 spells many common words correctly in own writing

WS2.12 uses upper-case letters, spacing and punctuation

Dear Mayor.

I am writing to you about the park across the road from our school (Gollan Park). Firstly it's a nice park and if you wreck it and build a block of units there there will be know play areas for children of any age who live in the South Coogee Area.

Secondly there are lovely trees in the park aswell as grass and play activetes.

Thirdly our school is oppisite Gollan Park and we don't want it to get wreaked. We also do fitness with one of our infant's teachers Mrs Colley.

After school some people from our school go to it after three o'clock and play but if you build a block of units there will be know play after school.

Please take this letter very seriously and try to stop the builders and make sure you don't build the block of units.

Your Sincerly
Melissa

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

Where to from here?

Develop cause-effect relationships in paragraphs by including points that support effect. Introduce strategies for spelling more difficult words. Model the correct use of apostrophes. Focus on strong modal verbs and adverbs in exposition to persuade readers, eg 'you must stop the builders'. Focus on contractions in speech and writing, eg 'it's'. Plan final presentation of letter with reference to business letter conventions.

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.

Context

The class had participated in a unit of work on 'Local government'. Being familiar with the structure and purpose of an exposition, the students were able to transfer that knowledge to the writing of a letter of complaint. After the joint construction of a letter, the students wrote their own letters. This is a first draft.

WS2.9 expresses a point of view in writing with some supporting arguments

WS2.9 writes for a chosen audience

WS2.10 combines ideas in writing

WS2.10 uses action verbs and relating verbs

WS2.10 uses apostrophes for contractions in written dialogue

WS2.10 uses complex sentences with relationship of time and cause

WS2.10 uses correct punctuation in published version of own writing, eg upper-case letters, full stops, question marks and commas

WS2.10 uses evaluative language, eg complain

WS2.10 uses reported speech, eg I've heard that ...

WS2.11 spells many common words correctly in own writing

WS2.12 uses upper-case letters, spacing and punctuation

Dear Mayor,

Hi my name is Alex. I've heard that the park opposite from South Coogee Public school that there is going to be a block of units there. I want to complain about that park. If you build a unit there the children won't have anywhere to play and when it is summer there will be no shade, too much cars crossing, pollution and no trees.

from Alex

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

Where to from here?

Discuss the use of exposition in letters. Use each of the points raised in a separate sentence and develop some supporting evidence — one idea per sentence, eg 'There will be more cars in the area, which would be dangerous for the school children'. Jointly construct a summary of position as a final sentence. Model the use of language with high modality, eg 'Pollution problems will increase'. Introduce levels of modal verbs and adverbs, eg 'might increase', 'must increase'. Introduce modal adverbs, eg 'certainly', 'probably'. Focus on time connectives for sequencing arguments, eg 'First', 'Next'.

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 sentence 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.

Context

These students had been collecting a 'media file' on issues they found of interest. On a regular basis, groups of students shared these with the rest of the class, discussing chosen issues in detail. Over several sessions, the class had participated in the joint construction of an exposition. They were then asked to choose an issue and create an exposition. This is a first draft.

- WS3.9 *knows when to change level of formality in writing*
- WS3.9 *plans writing through discussion with others and by making notes, lists or drawing diagrams*
- WS3.9 *records information from a variety of sources before writing when necessary*
- WS3.9 *uses action and thinking verbs, eg learn, know, do, memorise*
- WS3.9 *uses complex sentences to develop arguments, eg Homework is ineffective because the tasks you do ...*
- WS3.9 *uses evaluative language, eg ineffective, forced*
- WS3.9 *uses modal adverbs, eg probably*
- WS3.9 *uses relating verbs to relate parts of clause, eg Homework is ineffective*
- WS3.9 *writes paragraphs that contain a main idea and elaboration of the main idea*
- WS3.9 *writes sustained arguments and discussions supported by evidence*
- WS3.10 *uses correct punctuation when drafting and publishing: commas, apostrophes, exclamation marks*
- WS3.10 *uses words that connect ideas*
- WS3.11 *spells needed words correctly with effective strategies for attempting and checking unknown words*
- WS3.12 *produces legible writing*
- WS3.12 *writes fluently with appropriate size, slope and spacing of letter formation*

The Ineffectiveness of Homework

* Homework is ineffective in developing students skills.

* I personally think that homework is a waste of time, because you don't really learn anything you're just forced to complete tasks that you already know how to do.

* Homework is ineffective because the tasks you do involve more memory than discovery. Most of the tasks you do you already know and therefore you don't discover anything new you mainly memorise.

* Another way in which homework is inefficient is because when most kids come home from school they're usually bushed from all the work that they have done during the day and probably won't produce their best work for the tasks.

* Therefore I think that homework is ineffective and is not the best way to develop students skills!

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6, 3.7, 3.8

Where to from here?

Develop the students' ability to edit for colloquial language, eg 'bushed'. Model the use of generalised nouns to use instead of 'you', eg 'children', 'students'. Develop and expand upon supporting evidence in each paragraph. Focus on developing spacing and letter formation in the NSW Foundation Style. Model the preview part of a statement of position, where arguments are briefly introduced. Focus on time connectives to sequence arguments. Model cause-effect relationships that leave causal conjunction implicit, eg 'I personally think homework is a waste of time. You don't really learn anything'. Focus on the use of modal verbs and adverbs that persuade readers about a position.

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 sentence 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.

Context

The students had read newspaper items on the issue of the youth dole payments. Small-group discussions followed. Students had participated in several joint constructions of an exposition and were familiar with the language features and structure. This exposition was completed as partner work and is a first draft.

WS3.9 knows when to change level of formality in writing

WS3.9 plans writing through discussion with others and by making notes, lists or drawing diagrams

WS3.9 uses abstract nouns, eg the government

WS3.9 uses evaluative language, eg responsible

WS3.9 uses modal verbs, eg families should be responsible, to persuade the reader about a position

WS3.9 uses noun group 'the reason' to construct causal relation rather than a conjunction, eg because

WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea

WS3.9 writes sustained arguments and discussions supported by evidence

WS3.10 identifies and corrects such things as spelling errors

WS3.10 uses different types of verbs, eg action, thinking, feeling, relating

WS3.10 uses simple cause-effect relationships

WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words

WS3.12 uses a variety of print and script styles for effect

WS3.12 varies size, style and font to suit particular audience and purpose

SHOULD 16 & 17 YEAR OLDS GET "THE DOLE"?

The Government is considering, and in fact, is about to take action on stopping "The Dole" payment for 16 and 17 year olds. The reason is that the teenagers that the Government is paying "Dole" to are always the unemployed and those who don't go to school. The Government feels that their families should be responsible for them.

At this age, teenagers should be doing the HSC. If they do not do this, then they do not get any money from Austudy. They should not get the dole and miss out on an important education. Since the Government is paying "dole" to the 16 & 17 year olds who have no education, the Government wants to encourage the children to go to school and learn things.

Another reason that the Government does not want to spend the money for 16 and 17 year olds, is that the Government could use the the money for different purposes, such as education. Also, the Government could spend the money on community services, such as family counselling. This would benefit the whole community, not just the 16 and 17 year olds.

The Government has been treating the students worse than the people who are unemployed. It seems that the Government is now changing it's attitude. Teenagers are starting to go back to school. Now to use the saying:

If you help yourself, then someone will help you.

The Government should care more about students who work hard to improve themselves, than about the unemployed teenagers.

Even though 16 & 17 year olds are teenagers, they can be still considered as children. When people consider them as children, then their parents should look after them. It is not the responsibility of the Government.

Links with other outcomes: Talking and Listening S3.1, 3.2; Reading S3.5, 3.6, 3.7, 3.8

Where to from here?

Organise ideas into a paragraph structure that is more cohesive. Look at sequencing of ideas. Explore further issues rather than revisiting similar ones in several paragraphs. Focus on previewing arguments in the first paragraph. Focus on researching statistics about the number of teenagers on unemployment benefits and the number of teenagers at school/TAFE doing their HSC.

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 sentence 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.

Context

Students had investigated the local area and how it had changed over time. After discussing what they felt to be the major changes to the suburb, they jointly constructed an exposition. This is the first draft of an independent construction.

WS3.9 uses compound and complex sentences

WS3.9 uses evaluative language, eg ugly

WS3.9 uses relating verbs to relate parts of clause, eg the units are ugly

WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea

WS3.9 writes sustained arguments and discussions supported by evidence

WS3.10 uses conjunctions and connectives to connect ideas

WS3.10 uses simple cause-effect relationships

WS3.10 uses words that connect ideas

WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words

WS3.12 produces legible writing

Exposition

There are too many units in Maroubra.

There are too many units in Maroubra. They are ugly, they take up too much ^{space} and their residents have lots of cars which create noise and air pollution.

The units are ugly and they stand up tall and block the view of smaller houses or buildings. Behind them there might be residents that built before the units shot up. The people might have had the view before the units came up.

Maroubra is becoming overcrowded and the flats hold a lot of people. The supermarkets are not catering enough for the suburb of Maroubra. That shows signs of overcrowdedness people not being able to park next to their houses, units, offices or apartments.

The noise level is increasing because of the cars coming into Maroubra are increasing because of the cars from the residents from the units who sometimes have two families living in the one unit and the two families often have two cars.

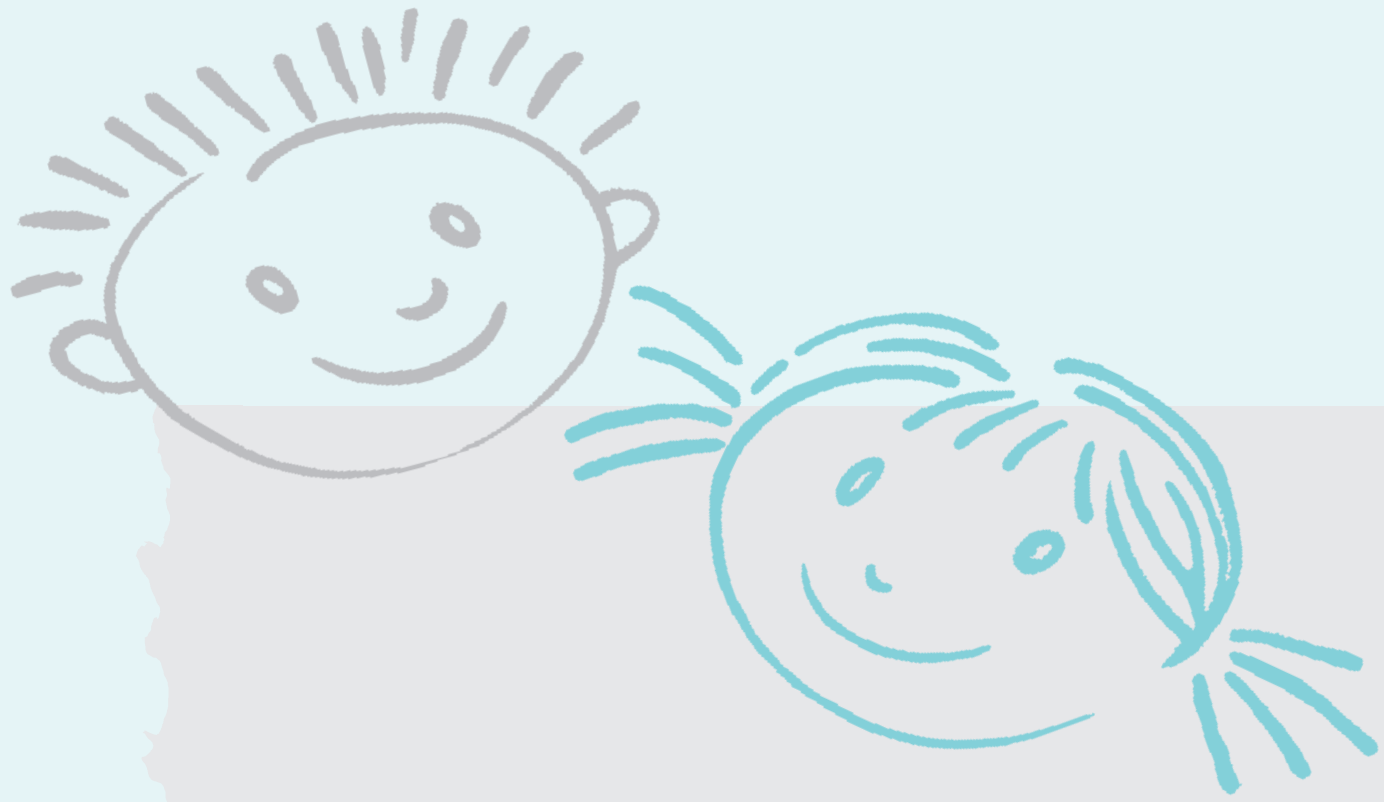
Because of the reasons above I believe there are too many units in Maroubra

Jesse Collier
6P

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.8

Where to from here?

Develop skills in editing, particularly in the spelling of common words and the use of punctuation conventions. Consider the needs of audience when selecting language patterns. Organise ideas and information into cohesive paragraphs so that cause-effect relationships are clear and persuasive. Improve fluency, spacing and joined letter formation in NSW Foundation Style handwriting. Focus on research to build up substantiated arguments, eg services needed for increased population and number of blocks of units. Focus on use of modal verbs and adverbs to persuade readers about position.



Writing

Discussion

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

These students had participated in the deconstruction of a discussion text, considering the structure and language features. After a joint construction of a text (relating to the same topic), the students completed individual discussions on the transport system. This is a first draft.

- WS1.9 gives arguments to support a case
- WS1.9 gives position statements about issue
- WS1.9 reads own writing aloud and makes some corrections to clarify meaning
- WS1.10 uses abstract nouns, eg transport
- WS1.10 uses action verbs, eg carry, takes, kill
- WS1.10 uses an adjective to describe a noun, eg heavy load
- WS1.10 uses evaluative language, eg good, bad
- WS1.10 uses thinking verbs, eg believe, think
- WS1.10 writes a simple sentence of a single clause
- WS1.10 writes compound sentences with clauses joined by 'and'
- WS1.10 writes statements (sentences giving information)
- WS1.11 spells some more familiar words
- WS1.11 spells some words correctly and uses some strategies to spell unfamiliar words
- WS1.12 forms most letters of the alphabet correctly
- WS1.12 tries to write clearly in straight lines, from left to right, using letters of uniform size, shape, slope and spacing

Discussion
 Many people believe transport good
 they can carry heavy loads and it help
 people to meet each other and takes us to
 our destinations

Many people think transport
 is a Bad thing ^{people} Many
 drive cars and pollute the air

transport can kill people
 and it's noisy and they
 cars - road rage or
 they they start fights.

Links with other outcomes: Talking and Listening S1.1; Reading S1.7, 1.8

Where to from here?

Model the correct use of tense and pronouns and the use of relating verbs to show the relationship between ideas more clearly. Encourage peer conferencing and student reference to class word lists for correct spelling. Model the construction of a paragraph in which different positions about an issue are developed. Build a word bank of evaluative language. Focus on spelling 'they', 'cause', 'help'.

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 publishing skills on the computer.

Context

The teacher modelled an example of a discussion text, and the class wrote a joint construction of the text type. The students then wrote their own discussion: 'Should Year 4 children be given homework?'. The teacher conferred with the student who produced this sample. This is a final draft.

WS2.9 demonstrates self-editing skills

WS2.9 gives different positions on issue

WS2.9 shows evidence of careful revision, editing and proofreading in final draft

WS2.9 uses other texts as models for aspects of writing such as text organisation, grouping of information under headings

WS2.10 uses complex sentences

WS2.10 uses correct punctuation in a published version of own writing, eg capital letters, full stops, question marks and commas

WS2.10 uses correct tense and number in verb groups

WS2.10 uses evaluative language, eg waste of time, important

WS2.10 uses modal verbs, eg should be given

WS2.10 uses thinking action and relating verbs, eg many people think, children should be given, homework is very important

WS2.11 deletes or adds words to clarify meaning, adds information and rereads work to clarify meaning

WS2.11 spells many common words correctly in own writing

WS2.12 joins letters when writing texts using NSW Foundation Style

Discussion

Should year 4 be given homework?

Many people think homework is a waste of time. Many people don't!!!

Children in year 4 should be given homework to practise things that they ^{have} learnt and revise it over the past week. Homework is very important!!! Children and parents think it is good to expand their minds at home instead of watching junk on T.V. On the other hand students in year 4 think homework should not be given homework, because of these reasons - soccer, netball, tennis, cricket, hockey and other things. As well students think it's boring and they get headaches. Some students have a strong mug and do it in a flash.

I recommend that every child should make time to do everything to make it easy learning easier.

By Stephen

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

Where to from here?

Develop paragraphing skills by providing a pro forma or scaffold, and model techniques to organise ideas before writing. Model the use of conjunctions that compare or contrast, eg 'however', 'on the other hand', 'nevertheless'. Ask students to research information about the advantages and disadvantages of homework to develop persuasive arguments. Focus on language appropriate for speech and writing, eg 'many people don't' is more like spoken language. Build a word bank of evaluative language for the topic. Focus on developing joined letter formation in NSW Foundation style.

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.

Context

The teacher had modelled the structure of discussion text and completed a joint construction. The students then completed an individual discussion on 'Is our transport system helpful?'. This is a final draft.

WS2.9 shows evidence of careful revision, editing and proofreading in final draft

WS2.10 uses correct punctuation in a published version of own writing

WS2.9 understands and creates notes for relevant writing purposes

WS2.10 uses evaluative language, eg helpful, good, comfortable

WS2.9 uses some effective planning strategies

WS2.10 uses modal verbs, eg it can pollute the air

WS2.9 structures text type in appropriate stages

WS2.10 uses thinking, relating and action verbs, eg Some people think transport is very helpful, Transport can move

WS2.10 combines clauses by using 'and', 'but'

WS2.11 spells many common words correctly in own writing

WS2.10 uses abstract nouns, eg transport

Discussion

Some people think transport is very helpful.

People think it is good because it moves us around. It takes us to places we can't reach on foot. It helps people to meet and say "hi" to each other.

Transport can move people quickly. Transport is more comfortable than walking.

It will carry object and people at the same time. It can help by saving our own energy.

Some people think transport is bad because it can pollute the air or have oil leaks. It can easily kill people in accidents.

Transport is sometimes very noisy. It can cause traffic jams. Sometimes it causes stress, frustration and road rage. It also uses up our natural resources.

Transport will be perfectly good if we're careful.

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

Where to from here?

Define the topic and outline the discussion more precisely in the opening paragraph. Develop the use of relating verbs and more complex sentence patterns. Develop both sides to produce a more balanced discussion. Research information to support positions. Build a word bank of evaluative language suitable for the topic. Focus on connectives to introduce similar and different positions, eg 'similarly', 'on the other hand'. Focus on use of modal verbs and adverbs to present strong positions.

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.

WS2.9 expresses a point of view in writing with some supporting arguments

WS2.9 uses other texts as models for aspects of writing such as text organisation, grouping of information under headings

WS2.10 combines clauses by using 'and', 'but'

WS2.10 focuses on different positions about issue

WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

Context

The teacher had modelled a discussion text, after which the class wrote a joint construction. Each student then wrote an individual discussion on the topic 'Should Year 4 children be given homework?'. This is a final draft.

WS2.10 uses complex sentences to develop arguments, eg children should be given homework because they need to learn at school

WS2.10 uses correct tense

WS2.10 uses modal verbs, eg children should be given

WS2.10 uses saying, thinking and action verbs, eg argue, feel, learn

WS2.11 spells many common words correctly in own writing

Bridget's Discussion

Should Year 4 Children Be Given Homework?

Many people argue about whether or not Year 4 children should be given homework.

Some people feel that children should be given homework.

Some people feel that children should be given homework because they need to learn at school and at home. Some children need more help.

Others say that children who don't take work seriously will never learn. Why give them homework?

Finally, it would be a good idea to give homework to those who need it.

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

Where to from here?

Research information in order to develop more complex and sustained arguments, eg more points and supporting evidence in each paragraph. Read more complex models. Develop a more sophisticated concluding statement. Research information for arguments about an issue. Focus on developing different positions about an issue in the first paragraph. Focus on using a range of modal verbs and adverbs. Build a word bank of evaluative language. Focus on connectives indicating similar and different positions, eg 'similarly', 'likewise', 'on the other hand'. Practise the joined letter formation of NSW Foundation Style handwriting.

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 sentence 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.

Context

This class was studying a unit on 'Water'. Prior to writing a discussion, the students had participated in a jigsaw activity, investigating various aspects of irrigation. Individually, the students then used the information gathered and wrote a discussion on the advantages and disadvantages of irrigating land. This is a final draft.

WS3.9 states different positions about issue

WS3.9 uses abstract nouns, eg irrigation

WS3.9 uses evaluative language, eg seriously affected

WS3.9 uses modal verbs, eg may, can

WS3.9 uses noun groups, eg the root level, the concentrated salt

WS3.9 uses technical language, eg salinity

WS3.9 uses word chains and word sets to build subject matter

WS3.9 writes sustained arguments and discussions supported by evidence

WS3.10 uses correct punctuation when drafting and publishing, eg commas, apostrophes

WS3.10 uses different types of verbs

WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words

WS3.12 produces legible writing

WS3.12 writes fluently with appropriate size, slope and spacing and letter formation

Irrigation has been a very beneficial process for farmers, especially those in dry countries. But like every other thing irrigation has its own disadvantages.

The chief problem is caused by continuous irrigation. Nearly all irrigated water, whether its from the ground or from a river, contains a little bit of salt. Where drainage is bad, the water can reach the root level, and the concentrated salt can make plant growth almost impossible.

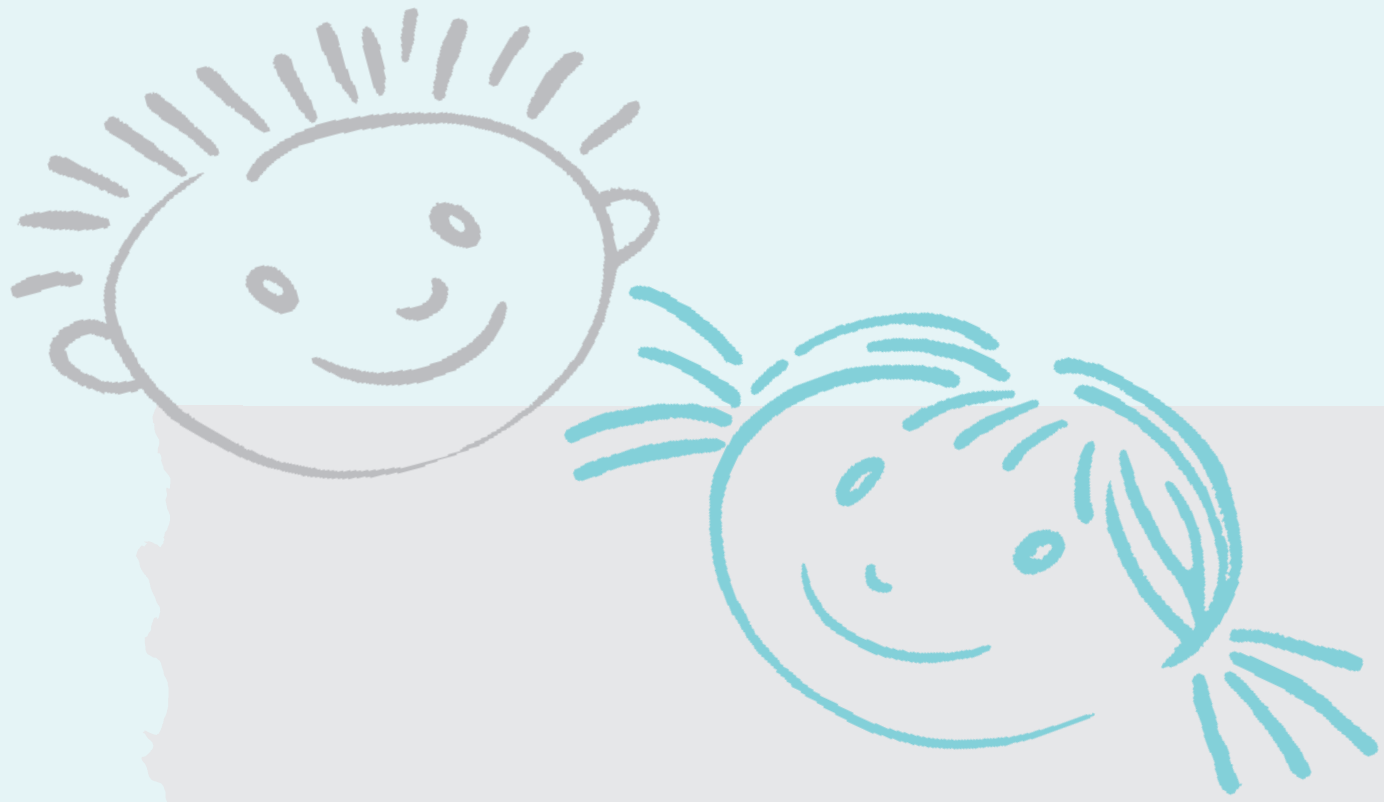
This problem has happened in some irrigation areas such as along the Murray River, where the land is now seriously affected by the salinity of waters from the flood-and-furrow areas of the Riverina (N.S.W) and northern Victoria. Such land may eventually be of limited use for agriculture. These are only some of the many problems caused by irrigation. Other problem are not as major as those already mentioned but are enough to cause problems. Any changes, even if it is only minor can change the rivers behaviour, causing floods and other problems.

In Australia agriculture makes a large part of our overseas profit. 57% of Australia's export is agricultural products. To grow crops, there must be irrigation to wet the land. So irrigation brings alot of good effects.

Links with other outcomes: Talking and Listening S3.1; Reading S3.5, 3.6, 3.8

Where to from here?

Use contrasting conjunctions to link different viewpoints on the same issue, eg 'however', 'on the other hand'. Expand pre-writing discussion and research questions so that a greater range of issues can be raised. Encourage proofreading for spelling, ie 'a lot' and punctuation, eg 'river's behaviour'. Focus on a balanced discussion of issues, clearly delineating different positions. Focus on the use of a range of modal verbs and adverbs. Build word banks of evaluative language. Develop skills in joining letters using NSW Foundation Style handwriting.



Writing

Narrative

Outcomes

<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>
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Context

This class had been involved in shared reading of a variety of literary texts. They had discussed the structure of these texts and wrote a joint construction. This text is a joint construction created by teachers and students. The indicators refer to what the whole group has been able to achieve together.

<p>WES1.9 <i>contributes to joint construction activities, writes short, even, single sentence texts for a variety of purposes</i></p> <p>WES1.9 <i>dictates a range of text types for adults to write: observations, descriptions, opinions, recounts, narratives, procedures</i></p> <p>WES1.9 <i>uses some stages of narrative, eg orientation, complication</i></p> <p>WES1.9 <i>writes basic descriptions</i></p> <p>WES1.10 <i>repeats words naming key characters, eg bears, girl, clown</i></p>	<p>WES1.10 <i>uses action, thinking, relating verbs, eg last, think, was</i></p> <p>WES1.10 <i>uses evaluative language, eg sad, funny, angry</i></p> <p>WES1.10 <i>uses noun groups, eg a girl with golden hair</i></p> <p>WES1.10 <i>uses reported speech, eg The bears said that ...</i></p> <p>WES1.10 <i>writes compound and complex sentences</i></p> <p>WES1.10 <i>writes statements/sentences that give information</i></p> <p>WES1.10 <i>uses adverbs and adverbial phrases to indicate when, where, how etc</i></p> <p>WES1.10 <i>uses simple past tense</i></p> <p>WES1.10 <i>uses simple present, past and future tenses</i></p>
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The Clown Who Lost His Laugh

Once upon a time there was a clown. The clown was sad because he had lost his laugh. He didn't think anything was funny anymore. So he went into the woods to see if he could find his laugh.

In the woods he met the three bears. He asked the bears if they knew what had happened to his laugh. The bears said that a girl with golden hair had come into their house and eaten porridge, broken a chair and slept in their beds. The bears said that the girl might have stolen the clown's laugh. So the clown went further into the woods to look for the girl with golden hair.

As luck would have it the girl with golden hair was walking through the woods on her way to her grandmother's house.

When the clown asked if she had seen his laugh she said that all she had seen were three very angry, very hairy, growly, grizzly bears.

The clown thought this was very funny and started to laugh.

Links with other outcomes: Talking and Listening ES1.1. 1.2; Reading ES1.7

Where to from here?

Further development of the orientation to develop setting and characterisation. Model development of complication.

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 texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

This text was a joint construction with the teacher. Students were read the fairytale *Cinderella* and discussed the orientation, complication and resolution. The teacher assisted with the typing of the final version.

WS1.9 creates elementary stories

WS1.10 starts writing compound and complex sentences

WS1.10 uses action and relating verbs, eg do, went, was

WS1.10 uses adjectives to provide more information about nouns

WS1.10 uses different types of verbs (action, thinking, seeing, feeling, being and having) in own writing

WS1.10 uses evaluative language, eg bossy, sad

WS1.10 uses past tense relatively consistently

WS1.10 uses pronoun references

WS1.10 writes a simple sentence of a single clause

WS1.11 spells some more familiar words

WS1.12 recognises letters on the keyboard

WS1.12 types simple sentences with assistance

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her step sisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.

The Fairy Godmother came and helped her get to the ball. Cinderella danced with the prince. The bell went when it was 12 o'clock. Cinderella took off her smelly shoes and went to the beach.

She changed her name to Cindersmella.

Links with other outcomes: Talking and Listening S1.1, 1.2; Reading S1.7, 1.8

Where to from here?

Model the use of adjectives to develop characters, eg 'Cinderella danced with the tall, handsome prince'. Model skills used to vary sentence patterns and develop more complex sentences, eg change word order on sentences to vary sentence beginnings. Model the use of feeling and thinking verbs to express the feelings and attitudes of the characters, eg 'Cinderella enjoyed dancing with the prince'. Model development of complication and resolution.

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.	WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.
WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

The students were studying a Science and Technology unit on 'Plants' and used their field knowledge of the topic to create a narrative. After referring to texts in the room, this student proofread his work and inserted punctuation before having a conference with the teacher. This is a first draft.

WS1.9 creates elementary stories	WS1.10 uses quoted speech
WS1.10 starts writing compound and complex sentences	WS1.10 usually uses most common punctuation marks, eg spaces between words, lower-case and upper-case letters, full stops
WS1.10 uses adjectives to provide more information about nouns	WS1.10 writes a simple sentence of a single clause
WS1.10 uses different types of verbs (action, thinking, seeing, feeling, being and having) in own writing	WS1.11 writes letters for double vowels, as in seed, need
WS1.10 uses past tense relatively consistently in a recount	WS1.12 forms most letters of the alphabet correctly
WS1.10 uses pronoun references	

The seed that grew and grew.

One day there was a snail walking in the rain forest in his home. He said "I need a new house. he ~~find~~^{found} a little tree. This will be my home." he said "Tomorrow I will move in." The next day when he came back the tree was bigger. The tree got ~~and~~^{bigger} and bigger every day. The tree turned into a big vine. It got ~~caught~~^{caught} by a strangler fig.

Links with other outcomes: Talking and Listening S1.1; Reading S1.7, 1.8

Where to from here?

Use familiar narratives as models to identify and label orientation, complication and resolution. Locate the use of quoted speech in familiar narratives and use this as a model to construct joint narratives with quoted speech and correct punctuation. Develop resolution through discussion/questioning, eg 'What happened to the snail?'. Focus on developing handwriting skills.

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.

Context

After *Possum in the House* was read to these students, a joint construction of a narrative was written, using the scaffold on display in the classroom. The students were then asked to write their own individual narratives related to the book. In this sample, when the student prepares the final draft for publication, the labels for the stages of the narrative will be omitted.

WS2.9 combines ideas in writing

WS2.9 structures text types in appropriate stages

WS2.9 uses other texts as models for aspects of writing such as text organisation, grouping of information under headings

WS2.9 writes fuller descriptions of people, animals, objects and places

WS2.10 uses a variety of time conjunctions and connectives to sequence events, eg *First he went, Then he went, Next he went*

WS2.10 uses action and relating verbs, eg *He made a big mess, The possum was very tired*

WS2.10 uses correct punctuation in published version of own writing, eg upper-case letters, full stops, question marks and commas

WS2.10 uses evaluative language, eg *tired, cute*

WS2.10 uses past tense in recounts and narratives

WS2.10 uses 'possum' as the theme (beginning focus) in many clauses

WS2.11 identifies possible spelling errors in own writing, eg by circling or underlining doubtful words

WS2.11 spells many common words correctly in own writing

Narrative Possum In The House

Orientation: Once there was a small possum who went to visit a house.

Complication: The Possum was very tired and hurryy. He went in different Palens to found food. He made a big mess.

Events: First he went into the cupboard in the big kitchen. Then he went into the small washing basket. The Possum's next stop was the study room. The Possum hiding in the bookshel. Next he went to the Lounge and he hid in the stereo.

~~man~~ and ~~a~~ After his visit to the lounge, he went to the bath room! In the bath room he squirted all the tooth paste out. Then he hid in the toilet!

Resolution: Finally the Possum went in my bedroom and the Possum went to sleep on my bed. He looked very cute there.

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

Where to from here?

Encourage the student to read the work aloud to a peer or teacher to identify errors, eg 'He went in different places to find food'. Focus on using a variety of action verbs, eg 'He crawled into the ...'. Focus on building noun groups to describe characters' appearance. Build a word bank of evaluative language. Focus on characters' reactions to events. Discuss strategies for presentation of final draft.

Outcomes

- | | |
|---|---|
| <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 publishing skills on the computer.</p> |
|---|---|

Context

Amy was involved in a unit of work called 'Into different worlds'. She was encouraged to imagine an experience in which she moved into a different world. This is the final draft.

- WS2.9 demonstrates self-editing skills
- WS2.10 combines clauses by using 'and', 'but'
- WS2.10 uses a variety of time connectives in recounts and narratives
- WS2.10 uses action, thinking and relating verbs, eg went, decided, was
- WS2.10 uses correct punctuation in published version of own writing, eg upper-case letters, full stops, question marks and commas
- WS2.10 uses noun groups to build descriptions, eg a hairy monster with wings
- WS2.10 uses past tense in recounts and narratives
- WS2.10 uses simple cause-effect relationships
- WS2.11 spells many common words correctly in own writing
- WS2.12 joins letters when writing texts using NSW Foundation Style
- WS2.12 writes for an audience using consistent shape, size, slope and formation in NSW Foundation Style

One Saturday night I went to bed really early because the next day was my birthday. But that night I couldn't get to sleep. I decided to go down stairs and have a hot milk. Just when I was about to get out of bed I heard something banging on the window. I slowly walked to the window and opened the curtains. I looked outside and there staring at me was a hairy monster with wings. He was huge. I opened the window the monster put his nose down. I think he wanted me to climb on him. So I carefully climbed up. He made this grunting noise and flew away. My heart started pounding really fast. I closed my eyes. Finally we stopped. I opened my eyes and looked around. There were all these monsters the same as the monster I was on. I jumped off the monster I was on and walked around. Suddenly all the monsters started to gather around me. Then they started singing their voices were horrible. I blocked my ears and closed my eyes. I decided to open my eyes. I was lying in bed with Mum and Dad singing happy birthday. Whoa that was close.

Amy

Links with other outcomes: Talking and Listening S2.1; Reading S2.7, 2.8

Where to from here?

Model the development of complication and resolution so that the resolution is linked to the events of the complication. Explore techniques to develop characters beyond physical description. Model the use of dialogue through either direct or indirect speech. Focus on evaluative language to describe characters' reactions, feelings, eg 'I was terrified when ...'. Build word banks of evaluative language expressing fear, apprehension. Focus on a variety of nouns for naming, eg 'creature', 'monster'. Model paragraphing skills. Model techniques for combining ideas into more complex (multi-clause) sentence patterns. Develop slope in NSW Foundation Style.

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 sentence 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.

Context

The students were studying a unit on 'Water' and were given a photograph of a bridge collapsing. They were asked to write a creative response.

WS3.9 creates more detailed stories

WS3.9 experiments with narrative structure by introducing complication in orientations

WS3.9 uses a variety of action verbs, eg rummage, crawled, scrambled

WS3.9 uses different types of verbs, eg action, thinking, seeing, feeling, linking

WS3.9 uses direct (quoted) speech

WS3.9 uses evaluative language, eg betrayed a look of death, careful, looked in horror, sorrowful cries

WS3.9 uses noun groups to build descriptions, eg the small sturdy road

WS3.9 varies choice of theme (beginning focus of clause)

WS3.9 writes detailed descriptions

WS3.10 uses conjunctions and connectives to connect ideas

WS3.10 uses simple cause-effect relationships

WS3.11 consistently makes informed attempts at spelling using a multistrategy approach

WS3.12 uses a variety of print and script styles for effect

WS3.12 uses computer software programs and associated hardware to format a variety of texts

BRIDGE STORY

BY REBECCA

5/6

"What the hell happened here?" I asked myself, as if expecting an answer. My voice echoed amongst the ruins of the bridge.

Just a couple of days ago the same bridge stood proudly over the small sturdy road. I began to rummage through the slabs of splintered wood. For some reason I was experiencing guilt, as if it was somehow my fault. I remember how I used to come here every morning and watch that old lady feeding the birds, as she sat solemnly among the rocks by the bridge. Then an awful thought crossed my mind. What if she was asleep when the bridge fell?

I wanted to look for her, I crawled through a small hole made by a heap of wood. As I scrambled further down a piece of chipped wood came flying past my face, followed by another and another. Dust was irritating in my eyes and rubbing them only made it worse. I paused. There was a faint cooing noise somewhere in the darkness. Stepping closer, I heard it becoming clearer and louder. There, before me appeared a tiny bird cooing softly and sadly. I recognised one of the birds that the old lady used to feed. Its legs looked swollen and its eyes betrayed a look of death. "You poor thing, look at you!" I exclaimed, scooping the tiny, cold thing in my arms.

I had to be very careful, for if I made one wrong move, the wood pile might cave in on me. Ducking under a tiny hole lead into a small clearing. On the dusty floor there lay what appeared to be a heap of rags. Curiously I stepped closer and peered over. I covered my mouth and looked in horror at the sight of the old lady lying there so still, dead.

The birds were surrounding her and were staring at me, as if I was going to do something about it, but I couldn't, I simply couldn't.

I fell onto my knees beside her, trying to hold the tears back. The sorrowful cries of the birds didn't make it any easier. I buried my face in my hands and cried.

THE END

Links with other outcomes: Talking and Listening S3.1; Reading S3.7

Where to from here?

Explore new fields for narrative writing, possibly using multicultural perspectives. Introduce narratives that experiment with structure in various ways. Encourage the students to experiment further with narrative structure.

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 sentence 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.

Context

These students had written three narratives either as joint constructions or independent constructions and had discussed models of character development and text structure. This is a final draft.

WS3.9 creates more involved stories

WS3.9 uses a variety of drafting techniques

WS3.9 writes detailed descriptions

WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea

WS3.10 uses conjunctions and connectives to connect ideas

WS3.11 spells needed words correctly with effective strategies for attempting and checking unknown words

WS3.12 produces legible writing

THE LIFE OF DOKTOR COIN



By Anna and Annelise.

Boom! Boom! The sound of his footsteps echoed through the restaurant. The outlandish stench of his nappy and its contents ~~there~~ makes you turn green with disgust.

Awkwardly lying wedged between two floorboards with a monstrous baby isn't my favourite to spend the summer holidays.

Being a one dollar coin, splendid life. It's every thing compared with a 5c, 10c, or 20c piece. Of course we are all jealous of the two dollars who top the lot with twice the amount and are respected more than any of us other coins and they just love it! (snow-ones)

Note: This is the end of orientation.

This is the beginning of one of the complications

That evening a blackbearded man who I presume was the pay phone collector emptied me into his sack with numerous other coins and took me to the bank where I slept soundly until I was woken the next morning and passed to a lady and her son, a boy with sticky fingers. They took me down town, met up with some friends and their boy, after asking his mother's permission threw me into a wishing well.

I have never been in one of them before and rather enjoyed the thrill of the nipping water sticking my five kangaroos.

Note: this narrative not complete.
- shown are sections of the narrative including orientation, some of complication and the resolution.

The shop keeper earlier that day and the shop keeper had been asked to pay \$1 million in cash as ransom. Coincidentally the shop owner also worked at a bank as a senior partner, who earned quite a decent amount of money so therefore he was able to pay the ransom. Me and a whole lot of other coins were placed in a dark potato sack and dumped in an abandoned rubbish bin in an alley way next to the hotel chimneys. Leaving the coins behind the shop keeper went on his way back to his incomplete home. All according to the directions on

ransom note
↑ End of one complication
↓ Beginning of resolution
*The father should be with him soon. On arrival at the air port they paid for two adult one way tickets to southern Bulgaria (a place where there are very few police). Strangely enough I was some of the money used to pay the plane fare. Handing over the money to a lady at the check out grabbing the tickets then running off, they left me quite speechless. Soon after a chuckling, chubby man came running past. Quite out of breath he stopped at the counter.

"Excuse me lady, I'm running quite late for my plane to Bulgaria to tell you the truth I am a terrorist. I can release and I've managed to collect all the other coins except for the one dollar, and I do so like the kangaroos, so if you could swap me a one dollar, I would be ever so grateful. Thanks madame, tooles!" He exclaimed.

AND YES YOUR RIGHT!
I went on the plane to from San Franisco to Bulgaria and now I live comfortably in a abulum in Bulgaria. It's a lovely life here, especially with that gorgeous daughter, Poppy.

Links with other outcomes: Talking and Listening S3.1; Reading S3.7, 3.8

Where to from here?

Explore the entry and re-entry of minor or supporting characters to the plot. Develop the students' self-editing skills, particularly through the use of spell checks and dictionaries, and the use of correct pronoun forms. Develop NSW Foundation Style handwriting, particularly joined letters, slope and letter formation.

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