WRITING

Reception to Year 7 Overview

2013

KAIZENFINITY

What you need to know about teaching writing

BEFORE YOU TEACH IT

When we talk about writing there are elements that you need to be aware of and then that you need to teach to students so that they are clear on the elements of writing. These are known as:

Genre	Field	Tenor	Mode
Students need to understand the purpose of different genres, their structures and their specific language features	Language for expressing ideas in a text is known as field. Field ranges from every day to specialised to highly technical fields	Language for interacting with others is known as tenor. Tenor ranges from informal to formal	Language for creating coherent texts is known as mode. Mode ranges from mostly spoken to mostly written.
• Understanding genre • Construction of spoken texts • Construction of written genres • Coherence	• Noun groups • Processes • Circumstances	• Audience • Identity • Attitude • Verbal/non-verbal elements • Negotiation • Attitude & evaluation • Modality • Point of view • Cultural references • Consistency of tenor	• Foregrounding • Tense & voice • Print conventions including spelling and decoding • Multimodal elements

The document English Language & Literacy Reception – Year 12: Planning for Learning contains useful information about each stage of development.

It is important to note the scale – year level conversion:

Band	Early Years						Primary Years				Middle Years	
Grade				Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Scale	1	2	3	4	5	6	7	8	9	10	11	12

Genre & Purpose

IMAGINATIVE GENRES
- Narrative - To tell a story or myth (fairy-tale)
- Recount – to tell about something that has happened in the past
- Poetry – to express/communicate feelings or sentiments often in rhyme

INFORMATION GENRES
- Procedure – to instruct someone to make or do things
- Description – to provide a description of parts of a whole
- Report
  - Information report – to provide factual information about something
  - Report – to provide largely procedural information and evaluation of a procedure
- Explanation
  - Sequential explanation – to explain why things are as they are
  - Casual explanation – to explain how something occurs or works
- Recount
  - Biographical recount – to provide information about the life of a particular person
  - Historical recount – to recount a particular event or period of time
- Retell - to retell events in order
- Summary – Synthesis of main ideas/facts
- Review/Response – to assess the appeal and value of a cultural work

PERSUASIVE GENRES
- Exposition/Argument – to put forward a point of view
- Discussion – to present information for both sides of an issue (for and against)
- Debate (oral exchange of points of view with a summary at the end)

2013 AUSTRALIAN CURRICULUM GENRES & YEAR LEVELS

	Genres	Semester 1	Semester 2
Reception	Recount Poetry Story Recount	Story Recount (Introduce) Exposition	Narrative Recount Poetry
Year 1	Exposition Narrative Recount Procedure Poetry	Exposition Procedure Information Report	Narrative Poetry Recount Description
Year 2	Exposition Recount Procedure Report Poetry Narrative	Exposition Procedure Information Report	Narrative Poetry Recount Description
Year 3	Exposition Procedure Report Response Poetry Narrative	Exposition Procedure Information Report	Narrative Poetry Recount Description
Year 4	Exposition Discussion Procedure Report Response Poetry Narrative	Exposition Procedure Information Report	Narrative Poetry Recount Description
Year 5	Discussion Procedure Report Response Explanation Narrative	Exposition Procedure Information Report	Narrative Poetry Recount Description
Year 6	Discussion Procedure Report Response Explanation Narrative	Exposition Procedure Information Report	Narrative Poetry Recount Description
Year 7	Discussion Procedure Report Literary Analyses Transformation of text Narrative	Exposition Procedure Information Report	Narrative Poetry Recount Description

Writing Yearly Overview

	Warm-Up	Grammar	Genre
Reception			
Year 1	Writing Warm Up	See Planners Following	See Planners Following
Year 2			

Junior Primary

OUTCOMES

Reception

Grammar and Punctuation	Writing
• Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences(ACELA1432) • Recognise that sentences are key units for expressing ideas (ACELA1435)	• Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) • Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) • Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758) • Know how to use onset and rime to spell words (ACELA1438) • Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440) • Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) • Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) • Produce some lower case and upper case letters using learned letter formations (ACELY1653)
• Letters • Capital letters for names • Capital letters for beginning sentences • Full stops for end of sentences • Sentence structure – simple sentences	• Directionality • Vocabulary • Graphemes – lower case • Graphemes – upper case • High frequency sight words • Onset & rime • Short texts • Editing • Capital letters • Full stops

Year 1

Grammar and Punctuation	Writing
• Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) • Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) • Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455) • Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	• Understand patterns of repetition and contrast in simple texts(ACELA1448) • Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450) • Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) • Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) • Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts(ACELA1454) • Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778) • Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457) • Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) • Write using unjoined lower case and upper case letters (ACELY1663)
• Punctuation • Full stops • Question marks • Exclamation marks • Statements • Questions • Commands • Emotions • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Plurals • Tense	• Simple texts • Repetition • Text organisation • Page numbers • Table of content • Headings & titles • Simple sentences • Circumstances • Narrative • Information text • Vocabulary • Letters, common letter clusters • High frequency words • Deletion and substitution • Text structure • Sentence • Lower case letters • Uppercase letters

Year 2

Grammar and Punctuation	Writing
• Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464) • Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) • Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines(ACELA1466) • Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction(ACELA1467) • Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468) • Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)	• Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) • Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) • Reread and edit text for spelling, sentence-boundary punctuation and text structure(ACELY1672) • Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673) • Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)
• Cohesive devices • Word associations • Synonyms • Antonyms • Capital letters for Proper nouns • Commas • Alphabetical order • Compound sentences • Clauses • Coordinating conjunctions (binding conjunctions) • Nouns • Common nouns • Concrete nouns • Abstract nouns • Noun groups/phrases • Articles • Adjectives • Prefixes • Suffixes	• Vocabulary • Imaginative texts • Informative texts • Persuasive texts • Edit texts • Sentence boundary • Text structure • Punctuation • Legible writing • Upper case letters • Lower case letters • Word processing

Year 3

Grammar and Punctuation	Writing
• Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) • Understand that paragraphs are a key organisational feature of written texts(ACELA1479) • Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) • Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) • Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense(ACELA1482) • Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	• Examine how evaluative language can be varied to be more or less forceful (ACELA1477) • Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) • Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601) • Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791) • Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682) • Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) • Write using joined letters that are clearly formed and consistent in size (ACELY1684) • Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) •
• Language choice • Tense • Sentence types • Paragraphs • Contractions • Apostrophes • Clauses • Subject • Verb • Subject-verb agreement • Processes (action, mental, relational, verbal) • Extended vocabulary • Technical vocabulary • Modal verbs • Adverbs	• Evaluative language • Language choices • Imaginative texts • Informative texts • Persuasive texts • Edit texts • Characterisation • Rhyme • Rhythm • Mood • Sound effects • Dialogue • Edit • Plan • Draft • Publish texts • Cursive script • Word processing

Year 4

Grammar and Punctuation	Writing
• Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives(ACELA1491) • Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) • Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases(ACELA1493) • Investigate how quoted (direct) and reported (indirect) speech work in different types of text(ACELA1494) • Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	• Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) • Create literary texts that explore students' own experiences and imagining (ACELT1607) • Create literary texts by developing storylines, characters and settings (ACELT1794) • Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features(ACELY1694) • Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) • Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696) • Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)
• Cohesive devices • Linking conjunctions • Binding conjunctions • Pronouns • Reference items • Text connectives • Quotation marks • Titles • Dialogue • Quoted (direct) speech • Sentences • Noun groups/phrases • Verb groups/phrases • Direct speech • Indirect speech • Adverb groups/phrases • Prepositional phrases • Circumstances of time • Circumstances of place • Circumstances of manner • Circumstances of accompaniment	• Vocabulary • Storyline • Character • Setting • Edit • Plan • Draft • Publish • Imaginative texts • Informative texts • Information texts • Text structure • Language features • Editing • Cursive script fluent and automatised • Word processing

Year 5

Grammar and Punctuation	Writing
• Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) • Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common and proper nouns(ACELA1506) • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797) • Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause(ACELA1507) • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) • Recognise uncommon plurals, for example 'foci' (ACELA1514)	• Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) • Create literary texts that experiment with structures, ideas and stylistic features of selected authors(ACELT1798) • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience(ACELY1704) • Reread and edit student's own and others' work using agreed criteria for text structures and language features(ACELY1705) • Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706) • Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)
• Formality in texts (tenor) • Sentences • Foregrounding • Apostrophes for possession • Apostrophes for nouns • Text organisation (chapters, headings, subheadings) • Main clause • Subordinate clause • Complex sentences • Noun groups/phrases • Adjective groups/phrases • Uncommon plurals	• Setting • Character • Edit • Plan • Draft • Publish • Imaginative texts • Informative texts • Information texts • Text structure • Language features • Editing • Cursive script fluent and automatised • Word processing

Year 6

Grammar and Punctuation	Writing
• Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) • Understand the uses of objective and subjective language and bias (ACELA1517) • Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) • Understand the uses of commas to separate clauses(ACELA1521) • Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) • Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases(ACELA1523) • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) • Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts(ACELT1615)	• Understand the uses of objective and subjective language and bias (ACELA1517) • Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) • Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) • Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800) • Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience(ACELY1714) • Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) • Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716) • Use a range of software, including word processing programs, learning new functions as required to create texts(ACELY1717)
• Formality (tenor) • Objective language • Subjective language • Bias • Cohesive links • Commas • Clauses • Complex sentences • Verbs • Tense • Adverb groups/phrases • Evaluative language • Figurative language • Modality • Emphasis • Repetition • Metaphor • Word choice	• Objective language • Subjective language • Bias • Text structures • Language features • Imagery • Sentence variation • Metaphor • Word choice • Imaginative texts • Informative texts • Information texts • Plan • Draft • Publish • Text structure • Language features • Editing • Cursive script fluent and automatised • Word processing

Year 7

Grammar and Punctuation	Writing
• Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529) • Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531) • Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, texts(ACELA1763) • Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses(ACELA1532) • Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534) • Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns(ACELA1536)	• Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782) • Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition(ACELT1625) • Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805) • Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) • Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) • Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727) • Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts(ACELY1728)
• Idioms • Taxonomies • Cause and effect • Extended metaphors • Overviews • Paragraphs • Topic sentences • Indexes • Punctuation • Complex sentences • Prepositional phrases • Embedded clauses • Subordinate clauses • Noun groups/phrases • Modality • Modal verbs • Adverbs • Adjectives • Nouns • Abstract nouns	• Referencing • Language use • Narrative viewpoint • Stanzas • Contrast • Juxtaposition • Edit • Plan • Draft • Publish • Imaginative texts • Informative texts • Information texts • Text structure • Language features • Editing • Cursive script fluent and automatised • Word processing

Writing

Beginning Writing

Approximations and inventions should be accepted and valued as signs of progress towards more conventional writing. Independent writing involves:

- using invented and conventional letters in first and second languages;
- scribble and drawings;
- characteristics of spoken language (ie it often reads like talk written down).

Students learn the conventions of writing through:

- reading and talking about texts;
- seeing modelled writing and scribing;
- participating in joint construction activities;
- being encouraged to write independently.

Students need opportunities to observe proficient writers so they may see:

- how to hold writing implements;
- how letters are formed to write the shapes of the NSW Foundation Style;
- how writing is printed from left to right and top to bottom;
- that what is said can be written down and read back;
- how words are marked by spaces;
- choices that are available to writers, including how to organise the writing on the page.

Joint Construction and Independent Construction of Texts

Teachers should encourage independent writing by:

- providing opportunities for students to contribute to joint construction of short texts;
- providing frequent opportunities for students to write after joint construction activities;
- involving students in all parts of the writing process: rehearsing, drafting, editing, publishing, sharing;
- providing opportunities for students to read their own writing to others;
- displaying students' writing;
- sending copies of students' writing home;
- keeping dated records of sample writing and issues discussed with students;
- focusing on individual writing needs during writing conferences;
- accepting and encouraging students writing in their home languages.

Modules

Early Stage 1	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.

WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.

WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *dictates recounts for adults to write*
- *uses past tense action verbs*
- *talks about the purpose of own recounts*
- *illustrates past tense action verbs used in sample texts.*

Learning Experiences

- Discuss possible topics for recounts and build a word map of content in preparation for joint construction.

- Explain that the purpose of recounts written in the classroom is to entertain, retell events, eg *to tell the class what happened at your party.*

- Jointly construct recounts of class activities and excursions. Students illustrate these texts. Make these into big books to be used during shared, guided reading or independent reading experiences.

- Guide students in joint constructions by explicitly referring to the function of each stage, eg *'We have to tell who was there'.* Focus on joining words, adverbs and adverbial phrases and action verbs.

- Jointly construct a newsletter to parents at the end of a term to recount activities and experiences. Consider the audience when writing: What do they already know? What do they need to be told about? Use students' drawings of the activities to illustrate these texts.

- Following a class excursion, eg to a farm, create a class mural to show the sequence of events. Jointly construct labels for the mural that recount the experience and highlight past tense, eg *'Yesterday we saw the farmer drive the tractor'; 'Then he gave the cows some hay'; 'After that we went to the milking shed'.*

- Jointly construct familiar rhymes as recounts, eg *Jack and Jill*

- Jointly construct a pro forma sheet for students to use when writing or drawing their own recounts.

- Encourage students to make regular entries in a journal, using emergent writing skills or drawings, to recount events that they have participated in. Act as a scribe.