

## Stage 1 WRITING FOCUS Term 2, Cycle 1 - 2018

**Duration:** Teaching Cycle 1: Weeks 1 to 5      **Focus:** Persuasive      **Stimulus:** Aaron Blabey texts & Stimulus

**TEACHING CYCLE FOCUS**  
*what we want the students to know by the end of the cycle*

Students will read, view and create persuasive texts. They will be able to communicate with a wide range of audiences on familiar and introduced topics. Students will explore and identify different ways in which texts differ according to purpose, audience and subject. They will write simple, compound and complex sentences using nouns, verbs and adjectives, time connectives (tense) and simple punctuation. Students will gain an understanding of different purposes, audiences and subject matter. Students use knowledge of letter-sound correspondence, sight words and regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words. They will begin to show consistency in using NSW Foundation Style as appropriate.

### CLASS AND STAGE FOCUS & TARGETS

STAGE

CLASS

TARGETED SUPPORT

**QUALITY TEACHING ELEMENTS**

#### INTELLECTUAL QUALITY

- Deep knowledge
- Deep understanding
- Problematic knowledge
- Higher-order thinking
- Metalanguage
- Substantive communication

#### QUALITY LEARNING ENVIRONMENT

- Explicit quality criteria
- Engagement
- High expectations
- Social support
- Students' self-regulation
- Student direction

#### SIGNIFICANCE

- Background knowledge
- Cultural knowledge
- Knowledge integration
- Inclusivity
- Connectedness
- Narrative

#### CROSS-CURRICULUM PRIORITIES

#### GENERAL CAPABILITIES

#### OTHER LEARNING ACROSS CURRICULUM AREAS



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



Critical and creative thinking










Ethical understanding



Civics and citizenship












Difference and diversity

 Sustainability	 Information and communication technology capability	 Work and enterprise
	 Intercultural understanding	
	 Literacy	
	 Numeracy	
	 Personal and social capability	

**SYLLABUS OUTCOMES**

<p><b>Objective A</b></p> <p><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing*</i></p>	<p style="text-align: center;"><b>Writing &amp; Representing</b></p> <p><b>EN1-2A</b> plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p style="text-align: center;"><b>Handwriting &amp; using digital technologies</b></p> <p><b>EN1-3A</b> composes text using letters of consistent size and slope and uses digital technologies</p> <p style="text-align: center;"><b>Spelling</b></p> <p><b>EN1-5A</b> uses a variety of strategies, including knowledge of sight words and letter - sound correspondences, to spell familiar words</p>
<p><b>Objective B</b></p> <p><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context</i></p>	<p style="text-align: center;"><b>Writing &amp; Representing</b></p> <p><b>EN1-7B</b> identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p style="text-align: center;"><b>Grammar, punctuation and vocabulary</b></p> <p><b>EN1-9B</b> uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding and composing texts</p>






<p><b>Objective C</b></p> <p><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical</i></p>	<p style="text-align: center;"><b>Thinking Imaginatively &amp; Creatively</b></p> <p><b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>
<p><b>Objective D</b></p> <p><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world</i></p>	<p style="text-align: center;"><b>Expressing Themselves</b></p> <p><b>EN1-11D</b> responds to and composes a range of texts about familiar aspects of the worlds and their own experiences</p>
<p><b>Objective E</b></p> <p><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English</i></p>	<p style="text-align: center;"><b>Reflecting on Learning</b></p> <p><b>EN1-12E</b> identifies and discusses aspects of their own and others' learning</p>
<p><b>OBJECTIVE A CONTENT</b></p>	

- understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts
- experiment in all aspects of composing to enhance learning and enjoyment
- develop an awareness of issues relating to the responsible use of digital communication  
- 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 (ACELY1661, ACELY1671)  
- understand the process of planning, drafting and publishing imaginative, informative and persuasive texts
- plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
- compose texts supported by visual information (eg diagrams and maps) on familiar topics
- create events and characters using different media that develop key events and characters from literary texts (ACELT1593) 
- compose a range of written forms of communication, including emails, greeting cards and letters 
- use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information 
- draw on personal experience and topic knowledge to express opinions in writing
- experiment with publishing using different modes and media to enhance planned presentations 
- reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672)
- understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively
- develop clear and consistent writing using NSW Foundation Style as appropriate
- understand that the position and size of letters supports consistent handwriting
- understand how the formation of letters can be used to begin transition to cursive writing
- write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1663, ACELY1673)
- use appropriate strategies when writing, eg maintaining correct body position, holding/using writing tools or using assistive digital technologies
- construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1664, ACELY1674) 
- demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently
- 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)
- understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)
- recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472)
- begin to understand how knowledge of word origins supports spelling and vocabulary
- spell high-frequency and common sight words accurately when composing texts
- spell known words using letter names
- isolate and write the initial, medial and final sound of a word
- exchange one letter in a written word with a different letter to make a new word

## OBJECTIVE B CONTENT

- identify the audience of imaginative, informative and persuasive texts (ACELY1668) 🧑🏫 ⚙️
- discuss some of the different purposes for written and visual texts
- understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)
- describe some differences between imaginative informative and persuasive texts (ACELY1658) ⚙️
- compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) ⚙️
- 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) ⚙️ 🧑🏫
- draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes
- compose and review written and visual texts for different purposes and audiences
- discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591) ⚙️
- make inferences about character motives, actions, qualities and characteristics when responding to texts 🧑🏫
- understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs
- begin to understand that choice of vocabulary adds to the effectiveness of text
- understand that paragraphs are used to organise ideas
- 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)
- 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 that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)
- recognise that time connectives sequence information in texts
- 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)
- recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
- experiment with the use of quoted speech/direct speech (direct) and reported (indirect) speech
- understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)
- recognise, discuss and use creative word play, eg alliteration and onomatopoeia
- begin to organise ideas into paragraphs when composing texts
- compose sentences effectively using basic grammatical features and punctuation conventions
- use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing
- demonstrate the use of more precise vocabulary to describe emotions and experiences when writing

### OBJECTIVE C CONTENT

- engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses
- recognise the way that different texts create different personal responses
- respond to a wide range of texts through discussing, writing and representing
- recognise and begin to understand how composers use creative features to engage their audience
- identify and compare the imaginative language used by composers
- identify that different texts have different organisational patterns and features for a variety of audiences
- identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition
- recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)  
- predict and discuss ideas drawn from picture books and digital stories
- use creative and imaginative features in role-play and drama
- recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts  
- recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories 
- jointly adapt a well-known text for a different audience and purpose
- express a range of feelings in response to a text

### OBJECTIVE D CONTENT

- recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts
- identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) 🧑🏫 ⚙️
- discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587) 🌐 ⚙️
- recognise simple ways meaning in texts is shaped by structure and perspective
- respond to texts drawn from a range of cultures and experiences (ACELY1655) 🌐 🧑🏫 🤝 🗣️
- discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences
- identify features of texts from a range of cultures, including language patterns and style of illustration 🗣️ 🌐
- compose simple print, visual and digital texts that depict aspects of their own experience 🖥️
- discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) 🧑🏫 ⚙️
- discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life 🤝 🌐
- identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories 🤝
- identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages 🌐 ⚖️ 🗣️
- express preferences for specific texts and authors and listen to the opinions of others (ACELT1583) 🧑🏫 ⚙️
- respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community 🖥️ 🌱 🌐

### OBJECTIVE E CONTENT

- develop an understanding of how a rich text environment underpins learning
- recognise and begin to understand that there are different ways of learning in English
- develop an awareness of criteria for the successful completion of tasks 🧑🏫
- begin to discuss different ways we learn to read and write
- discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance 🧑🏫
- jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance ⚙️
- identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts
- reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?' ⚙️
- discuss the roles and responsibilities when working as a member of a group

### CLUSTER LINKS

CLUSTER 4	CLUSTER 5	CLUSTER 6	CLUSTER 7	CLUSTER 8	CLUSTER 9
• Writes two or three	• Four or more sequenced	• Evidence of structure and	• Selects a text structure to	• Composes complex texts	• Constructs well-sequenced

<p>related ideas. May also include other unrelated ideas</p> <ul style="list-style-type: none"> <li>• Writes simple sentences, meaning is clear. Produces come compound sentences using conjunctions. Uses simple pronoun references.</li> <li>• Uses everyday vocabulary including proper nouns particular to cultural context.</li> <li>• Spells unknown words phonetically with most letters in the correct sequence. Correctly spells HFW. Uses word endings.</li> <li>• Evidence of capital letters and full stops at the start and end of sentences.</li> <li>• Most letters formed correctly, mostly well-spaced and positioned.</li> </ul> <p>(End of Kindergarten)</p>	<p>ideas clearly connected.</p> <ul style="list-style-type: none"> <li>• Accurately writes 4 or more simple and compound sentences. Uses a range of adjectives and adverbial phrases.</li> <li>• Uses a range of vocabulary, including topic specific words. Selects and uses vocabulary and phrases from shared literary experiences and class discussions.</li> <li>• Spells unknown words phonetically with letters in the correct sequence. Uses word endings correctly. Correctly spells more complex HFW.</li> <li>• Consistent use of sentence punctuation. Some evidence of simple punctuation (? !).</li> <li>• Regularity of letter size, shape, placement, orientation and spacing. Writes lower and upper-case letters correctly.</li> </ul>	<p>features of imaginative, persuasive and informative texts, reflecting purpose and audience. Begins to use text features such as headings and paragraphs to organise information.</p> <ul style="list-style-type: none"> <li>• A variety of sentence structures: simple, compound and complex. Some variation in beginnings. Correct pronoun referencing. Time connectives to sequence ideas.</li> <li>• Demonstrates the use of more precise vocabulary choices to describe feelings, experiences and actions. Selects a variety of powerful verbs.</li> <li>• Uses full stops, quotation marks, exclamation marks to end sentences and uses capital letters correctly to begin sentences and for familiar proper nouns.</li> <li>• Correct, consistent, legible handwriting, appearing to be fluent.</li> </ul> <p>(End of Year 1)</p>	<p>suit purpose and audience. Consistently uses paragraphs to group ideas.</p> <ul style="list-style-type: none"> <li>• Include different types of verbs using appropriate tense and demonstrates subject verb agreement. Writes sentences that are connected and sequenced to narrate events or to convey information.</li> <li>• Experiments with literary devices such as alliteration and onomatopoeia to enhance and enrich meaning. Uses words from increasingly challenging texts in own writing.</li> <li>• Spells words using consonant blends, vowel diagraphs and silent letters that have been taught.</li> <li>• Uses a range of sentence punctuation correctly. Consistently uses capitals for proper nouns. Some evidence of contractions, apostrophes and commas.</li> <li>• Writes legibly with growing fluency using upper and lower case letters.</li> </ul>	<p>which shows strong evidence of the text type, purpose and audience. Begins paragraphs with topic sentences introducing the theme or idea.</p> <ul style="list-style-type: none"> <li>• Demonstrates variety in sentence structures, sentence length, and uses a range of sentence beginnings. Sentences flow with logical sequence showing consistent use of tense. Experiments with direct and indirect speech.</li> <li>• Correct use of unique field or technically specific vocabulary. Use of figurative language such as metaphor and or/simile. Uses words and phrases for effect, to create atmosphere or add emphasis.</li> <li>• Use of some irregular spelling patterns. Application of spelling rules. Correct spelling of more complex common words.</li> <li>• Demonstrates control over a variety pf punctuation to enhance text meaning.</li> <li>• Fluently writes letters of consistent size and formation in NSW Foundation Style. Demonstrates understanding that handwriting and</li> </ul>	<p>imaginative and persuasive texts using language appropriate to purpose and audience.</p> <ul style="list-style-type: none"> <li>• Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.</li> <li>• Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.</li> <li>• Uses a variety of spelling strategies to spell high frequency words correctly.</li> <li>• Chooses verbs, adverbials, nouns and adjectival to express specific ideas and details.</li> <li>• Plans and organises ideas using headings, graphic organisers, questions and mind maps.</li> <li>• Uses simple word processing functions such as spell check, grammar check.</li> <li>• Uses joined letters of consistent size.</li> <li>• Experiments with creating simple multimodal texts using digital text creation programs.</li> </ul>
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				<p>presentation of work needs to reflect audience and purpose.</p> <p>(End of Year 2)</p>	
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**LITERACY PROGRESSION LINKS - refer to progression/symbol document**

**CRAFTING IDEAS**

**CrT4**

- talks about the purpose and audience of familiar imaginative and informative texts
- writes one or more ideas which are not necessarily related, using sentence fragments (labels a drawing)
- writes texts in different forms (lists, story)
- combines visuals with written text where appropriate
- reads back own writing
- talks about own text and describes details

**CrT5**

- writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion)
- writes two or three related ideas which may include other unrelated ideas
- uses ideas from informative and imaginative texts read or viewed for own writing

**CrT6**

- writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic)
- writes four or more sequenced and clearly connected ideas
- includes a simple orientation for the reader (At school we are learning about ...)
- expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences
- describes an event or experience including at least one key detail; innovates on familiar texts)
- selects and discards ideas to make texts suitable for familiar audiences and purposes
- organises text logically (ideas in time sequence)
- uses key words from informative texts read or viewed in own writing

## TEXT FORMS AND FEATURES

**CrT4**

- writes some appropriate letter combinations to represent words (see Spelling and Phonic knowledge and word recognition)
- includes noun-verb agreement in sentence fragments (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups (my house) (see Grammar)

**CrT5**

- structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see Grammar)
- uses adjectives to add meaning by describing qualities or features (red, small, long) (see Grammar)
- expresses feelings and opinions about people and things (nice)
- writes identifiable clauses often linked using 'and' (see Grammar)
- uses logical word order in sentences (see Grammar)
- makes plausible attempts to write unfamiliar words phonetically (enjɪn for engine) (see Spelling)
- uses upper-case letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters and full stops correctly at the start and end of sentences (see Punctuation)

**CrT6**

- writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells simple and many high-frequency words correctly (see Spelling)
- intentionally uses simple punctuation (!, ?) (see Punctuation)
- uses noun groups to develop ideas (new baby chicken) (see Grammar)
- uses simple cohesive language (then, after, and)
- uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar)

## VOCABULARY

### CrT4

- writes a small range of familiar common words
- writes two- and three-letter high-frequency words
- includes learnt vocabulary in own texts
- asks for help with less familiar words

### CrT5

- uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family)
- borrows words from other writers
- uses common and proper nouns particular to students' contextual knowledge
- uses high-frequency words
- uses modifying words (very)

### CrT6

- uses words to indicate quantity (every, some, a few)
- uses specific learning area topic vocabulary
- uses common homophones correctly (two, to)

## GRAMMAR

**GrA3**

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (I have a bird. It can talk.)
- uses basic text connectives repetitively (and, then)
- writes coherent simple sentences to express an idea or event
- uses pronouns to represent participants (she, we, them)
- uses a small range of adjectives to build description in basic noun groups (the little dog)
- uses common and proper nouns
- uses single verbs or simple verb groups (they are playing)
- uses predominantly simple present, continuous and past tense to represent processes (I play, I am playing, I played)
- uses articles a, an and the with varying accuracy (a dog, a apple)
- writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)

**GrA4**

- uses time connectives to sequence ideas and events (first, then, next, after)
- groups related ideas into paragraphs
- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)
- uses simple adverbials to give details such as time, place & manner (in the afternoon, nearby, quickly)
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups to build more accurate descriptions of participants (the spotted dog)
- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (they should of waited, mine is different than/then yours ) & past tense irregular verbs (he goed to the shop)

## PUNCTUATION

**PuN3**

- uses sentence boundary punctuation including question marks or exclamation marks
- consistently writes capitals appropriately for names of people

**PuN4**

- uses commas in lists of nouns (add the sugar, lemon, water and juice)
- uses apostrophes for regular single possessives (girl's)
- capitalises key events, geographic names, titles (Easter, Sydney, Ms)

## SPELLING

**SpG4**

- writes letters to represent the dominant or first sounds (phonemes) in words, when attempting to spell words (apl for apple)
- writes some appropriate letter combinations to represent words (bis for because)
- writes correctly some common one-syllable words with regular phonic graphemic patterns (am)
- writes correctly some common high-frequency words with irregular phonic graphemic patterns (boy)

**SpG5**

- represents all phonemes when attempting to spell one- and two-syllable words
- writes correctly a range of words from the hundred high-frequency words correctly (class)
- spells less familiar words using regular phonemic graphemic patterns (sum for some)
- writes common plurals formed by adding 's' correctly (cats)
- writes words with common suffixes that indicate tense (play, played, playing)
- uses visual knowledge (my), phonic knowledge (can) and morphemic knowledge (plays = play + s) to attempt to spell words

**SpG6**

- exchanges one letter in a word to make a new word (dip, tip)
- writes two-letter consonant blends in words correctly (sl in slip)
- writes common plurals formed with adding 'es' correctly (boxes)
- uses onset and rime to spell words (p-at)
- writes words with consonants doubled after a short vowel (shopping)

**SpG7**

- uses morphemic word families to spell words (small, smaller)
- writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine)
- spells words with learnt digraphs (that)
- spells words with learnt long vowel sounds (skirt)
- writes one- and two-syllable words with consonant blends (clapping)
- uses knowledge of morphemes to spell compound words with common base words (Sunday)
- uses simple dictionaries and spellcheckers

## HANDWRITING

### HwK4

- correctly forms all letters
- uses spaces between handwritten words
- positions letters and words on a line
- demonstrates keyboarding skills by typing short letter clusters and short common words as single units (er, ing, the, my)
- types using spaces between words and sentence punctuation

### HwK5

- fluently writes clearly formed, unjoined letters
- writes all letters with consistent size and spacing between words
- begins to use joined letters
- maintains legible handwriting throughout a text
- uses some features of text editing applications
- recognises and uses keys to show more complex punctuation or symbols

T2 CYCLE 1	<i>Persuasive text</i> <b>PRE-ASSESSMENT</b> (during week 1)										
<p><b>FOCUS AREAS:</b></p> <p><b>Grammar, punctuation and Vocab focus:</b></p> <p><i>Text level cohesion, subject-verb agreement, word families, compound sentences, structure of the clause, noun groups/article, pronouns/noun agreement, reported speech, capital letters, full stops, question marks, exclamation marks, commas</i></p> <p><b>Spelling focus:</b></p> <p><i>*refer to Sound Detectives/LIPI Scope &amp; Sequence</i></p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="338 177 1753 225">Learning Intention &amp; Success Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 225 792 336"><b>Learning Intention (WALT):</b></td> <td data-bbox="792 225 1753 336">Understand how authors persuade their audience</td> </tr> <tr> <td data-bbox="338 336 792 416"><b>Purpose &amp; Audience (TIB):</b></td> <td data-bbox="792 336 1753 416">Authors persuade their audience to get something they want</td> </tr> <tr> <td data-bbox="338 416 792 590"><b>Success Criteria (WILF):</b></td> <td data-bbox="792 416 1753 590">           I can talk about a time I experienced persuasion            I can talk about things people do to persuade            I can persuade my audience using commands, statements and adjectives         </td> </tr> </tbody> </table>		Learning Intention & Success Criteria		<b>Learning Intention (WALT):</b>	Understand how authors persuade their audience	<b>Purpose &amp; Audience (TIB):</b>	Authors persuade their audience to get something they want	<b>Success Criteria (WILF):</b>	I can talk about a time I experienced persuasion I can talk about things people do to persuade I can persuade my audience using commands, statements and adjectives	<p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>▪ assessment task (1 per student)</li> <li>▪ persuasive text assessment rubric (1 per student - highlight pre-test results pink)</li> <li>▪ Images of various posters used to persuade audience to buy something (display on IWB)</li> <li>▪ Selection of toys/items to sell to hypothetical audience</li> </ul> <p><b>REGISTER/EVALUATION:</b></p>
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<b>Purpose &amp; Audience (TIB):</b>	Authors persuade their audience to get something they want										
<b>Success Criteria (WILF):</b>	I can talk about a time I experienced persuasion I can talk about things people do to persuade I can persuade my audience using commands, statements and adjectives										
	<p><b>INITIAL ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ Explore the concept of persuasion and how it is used in our every day lives with a purpose to obtain something we want. Use a range of real-life examples and prompt students to share ideas and experiences</li> <li>▪ Show students a range of advertisements (in the form of posters) that have been designed to persuade an audience to purchase something</li> <li>▪ Expose students to various examples of commands and explicitly teach how to write a command to persuade eg Buy this now!</li> <li>▪ Show students various examples of statements and explicitly teach how to write a statement to give information and persuade eg All this for only \$10!</li> <li>▪ Show students various examples of adjectives and explicitly teach how to use adjectives to add interest and persuade eg SO cute and fluffy!</li> <li>▪ Jointly construct an advertisement (poster) that persuades an audience to buy a toy using commands, adjectives and statements *model explicitly as required</li> <li>▪ Students select a toy/item to sell to a hypothetical audience and create their own poster advertisement to persuade their audience to buy the toy</li> <li>▪ <b>Assessment task</b> (towards end of week, after initial activities completed)</li> </ul> <p><i>*Refer to pre-assessment task document</i></p> <p><i>*Highlight each student's results on persuasive text rubric using a pink highlighter</i></p>										

CYCLE: 1	WEEKLY WRITING PROCESS & LISC			THEME: Persuasive
<p style="text-align: center;"><b><u>PLANNING</u></b></p> <p>*Writing &amp; Representing *Thinking Imaginatively &amp; Creatively</p> <p><b>WALT:</b> plan our writing</p> <p><b>TIB:</b> good writers plan their ideas before they write so their message can be shared effectively</p> <p><b>WILF:</b> * I can talk about my ideas * I can put my ideas in order * I can use interesting words to describe and add meaning * I can spell words the way they sound and put the sounds in the right order</p>	<p style="text-align: center;"><b><u>COMPOSING/DRAFTING</u></b></p> <p>*Writing &amp; Representing *Expressing Themselves *Grammar, Punctuation &amp; Vocabulary</p> <p><b>WALT:</b> write a message that persuades</p> <p><b>TIB:</b> writers use persuasive text to get something they want or convince their audience</p> <p><b>WILF:</b> <b>Level 4</b> *I can write 2 or 3 ideas that link to the topic *I can write 1 or more compound sentences *I can use interesting words to express my ideas *I can spell some unknown words the way they sound *I can use capital letters and full stops correctly *I can form most letters correctly and use good spacing <b>Level 5</b> *I can write 4 or more ideas that express my opinion *I can write 3 or more compound sentences *I can use interesting words that persuade *I can spell most unknown words the way they sound *I can use mostly correct sentence punctuation *I can form all letters correctly and use good spacing <b>Level 6</b> *I can use compound and complex sentences that express my opinions *I can organise my ideas into paragraphs *I can use a range of vocabulary to persuade *I can use word patterns and strategies to spell words *I can use a range of sentence punctuation *I can write a message that looks and sounds good <b>Level 7</b> *I can use compound and complex sentences that express my opinions and give reasons *I can organise my ideas into orientation, body and conclusion *I can use a range of vocabulary to persuade and engage *I can use word patterns and strategies to spell words *I can use a range of correct sentence punctuation *I can write a message that looks and sounds good</p>	<p style="text-align: center;"><b><u>REVISING/EDITING</u></b></p> <p>*Writing &amp; Representing *spelling *Reflecting on learning *Grammar, Punctuation &amp; Vocabulary</p> <p><b>WALT:</b> edit and revise our writing</p> <p><b>TIB:</b> good writers make sure their message looks and sounds good so that their message can be understood</p> <p><b>WILF:</b> *I can re-read my writing *I can use the editing checklist to make sure my writing looks and sounds good <i>students refer to Stage 1 editing checklist codes</i></p>	<p style="text-align: center;"><b><u>PUBLISHING</u></b></p> <p>*Writing &amp; Representing *Handwriting &amp; Using Digital Technologies</p> <p><b>WALT:</b> publish our writing</p> <p><b>TIB:</b> good writers make sure their message is legible so it can be understood by their audience</p> <p><b>WILF:</b> * I can form all letters correctly * I can write letters with the same sizing and spacing * My audience can read my writing</p>	



<p><b>CYCLE: 1</b> <b>WEEK: 2</b></p>	<p><b>BOOK FOCUS:</b> Pearl Barley &amp; Charlie Parsley by Aaron Blabey</p>	<p><b>STIMULUS:</b> 'It is OK/not OK to be different to your friends because...'</p>	<p><b>THEME:</b> Persuasive</p>
<p><b>PLANNING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Modelled reading procedures 1,2 &amp; 3 as per modelled reading plan</li> <li>*prep modelled plan according to success criteria</li> <li>*prep any template or resources required for students</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Unpack LISC and refer to planning process LISC</li> <li>- Introduce stimulus</li> <li>- Yarning buddies process</li> <li>- Model planning process</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent planning of writing</li> </ul>	<p><b>COMPOSING/DRAFTING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Prep modelled plan: modelled writing to be linked to the success criteria level that the majority of students are working at or as per class need.</li> <li>*group students according to success criteria levels and writing goals/plan guided writing timetable</li> <li>*paste a copy of corresponding success criteria into student writing books</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit stimulus</li> <li>- Unpack LISC</li> <li>- Model composing/drafting process</li> <li>- Remind students of indiv. writing goals as required</li> <li>- Student-to-teacher feedback session as per success criteria (Day 2)</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent composing/drafting</li> <li>- Self-feedback, Peer feedback and Teacher feedback sessions as per student need (Day 2)</li> </ul>	<p><b>REVISING/EDITING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Refer to modelled plan and link to revising/editing success criteria (can also use student work sample blown up to A3 or display on hovercam)</li> <li>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed their composing process. Plan guided writing and conferencing with students still in the composing process</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit LISC and refer to revising/editing process LISC</li> <li>- Model revising/editing process</li> <li>- Student-to-teacher feedback session as per Stage 1 editing checklist</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent revising/editing</li> <li>- Self-feedback, Peer feedback and Teacher feedback sessions as per student need</li> </ul>	<p><b>PUBLISHING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Prepare hovercam or handwriting lines on whiteboard. Can model publishing of modelled writing, student sample or LIPI/Sound detective phrases</li> <li>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed the revising/editing process. Teacher continues guided writing and conferencing with students in the composing process</li> <li>*not every piece of writing will be published. Teachers may choose to use this session for explicit handwriting lesson</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit LISC and refer to publishing process LISC</li> <li>- Model publishing process OR handwriting lesson</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per need</li> <li>- Ensure all students have had a feedback session and Two Stars and a Wish template completed to inform next cycle</li> </ul>

**MODELLED PLAN:**

**REGISTER & EVALUATION:**

<p><b>CYCLE: 1</b> <b>WEEK: 3</b></p>	<p><b>BOOK FOCUS:</b> Noah Dreary by Aaron Blabey</p>	<p><b>STIMULUS:</b> Write a letter to Noah Dreary that persuades him to stop complaining</p>	<p><b>THEME:</b> Persuasive</p>
<p><b>PLANNING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Modelled reading procedures 1,2 &amp; 3 as per modelled reading plan</li> <li>*prep modelled plan according to success criteria</li> <li>*prep any template or resources required for students</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Unpack LISC and refer to planning process LISC</li> <li>- Introduce stimulus</li> <li>- Yarning buddies process</li> <li>- Model planning process</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent planning of writing</li> </ul>	<p><b>COMPOSING/DRAFTING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Prep modelled plan: modelled writing to be linked to the success criteria level that the majority of students are working at or as per class need.</li> <li>*group students according to success criteria levels and writing goals/plan guided writing timetable</li> <li>*paste a copy of corresponding success criteria into student writing books</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit stimulus</li> <li>- Unpack LISC</li> <li>- Expose students to various letters</li> <li>- Model letter composing/drafting process</li> <li>- Remind students of indiv. writing goals as required</li> <li>- Student-to-teacher feedback session as per success criteria (Day 2)</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent composing/drafting</li> <li>- Self-feedback, Peer feedback and Teacher feedback sessions as per student need (Day 2)</li> </ul>	<p><b>REVISING/EDITING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Refer to modelled plan and link to revising/editing success criteria (can also use student work sample blown up to A3 or display on hovercam)</li> <li>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed their composing process. Plan guided writing and conferencing with students still in the composing process</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit LISC and refer to revising/editing process LISC</li> <li>- Model revising/editing process</li> <li>- Student-to-teacher feedback session as per LISC/Stage 1 editing checklist</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent revising/editing</li> <li>- Self-feedback, Peer feedback and Teacher feedback sessions as per student need</li> </ul>	<p><b>PUBLISHING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Prepare hovercam or handwriting lines on whiteboard. Can model publishing of modelled writing, student sample or LIPI/Sound detectives phrases</li> <li>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed the revising/editing process. Teacher continues guided writing and conferencing with students in the composing process</li> <li>*not every piece of writing will be published. Teachers may choose to use this session for explicit handwriting lesson</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit LISC and refer to publishing process LISC</li> <li>- Model publishing process OR handwriting lesson</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per need</li> <li>- Ensure all students have had a feedback session and Two Stars and a Wish template completed to inform next cycle</li> </ul>

**MODELLED PLAN:**

**REGISTER & EVALUATION:**

<p><b>CYCLE: 1</b> <b>WEEK: 4</b></p>	<p><b>BOOK FOCUS:</b> Stanley Paste by Aaron Blabey</p>	<p><b>STIMULUS:</b> 'Why it is great to be me!' - persuade your classmates why it is so great being you!</p>	<p><b>THEME:</b> Persuasive</p>
<p><b>PLANNING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Modelled reading procedures 1,2 &amp; 3 as per modelled reading plan</li> <li>*prep modelled plan according to success criteria</li> <li>*prep any template or resources required for students</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Unpack LISC and refer to planning process LISC</li> <li>- Introduce stimulus</li> <li>- Yarning buddies process</li> <li>- Model planning process</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent planning of writing</li> </ul>	<p><b>COMPOSING/DRAFTING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Prep modelled plan: modelled writing to be linked to the success criteria level that the majority of students are working at or as per class need.</li> <li>*group students according to success criteria levels and writing goals/plan guided writing timetable</li> <li>*paste a copy of corresponding success criteria into student writing books</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit stimulus</li> <li>- Unpack LISC</li> <li>- Model composing/drafting process</li> <li>- Remind students of indiv. writing goals as required</li> <li>- Student-to-teacher feedback session as per success criteria (Day 2)</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent composing/drafting</li> <li>- Self-feedback, Peer feedback and Teacher feedback sessions as per student need (Day 2)</li> </ul>	<p><b>REVISING/EDITING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Refer to modelled plan and link to revising/editing success criteria (can also use student work sample blown up to A3 or display on hovercam)</li> <li>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed their composing process. Plan guided writing and conferencing with students still in the composing process</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit LISC and refer to revising/editing process LISC</li> <li>- Model revising/editing process</li> <li>- Student-to-teacher feedback session as per Stage 1 editing checklist</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per class grouping and individual needs/learning goals</li> <li>- Independent revising/editing</li> <li>- Self-feedback, Peer feedback and Teacher feedback sessions as per student need</li> </ul>	<p><b>PUBLISHING T&amp;L</b></p> <p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>*Prepare hovercam or handwriting lines on whiteboard. Can model publishing of modelled writing, student sample or LIPI/Sound detectives phrases</li> <li>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed the revising/editing process. Teacher continues guided writing and conferencing with students in the composing process</li> <li>*not every piece of writing will be published. Teachers may choose to use this session for explicit handwriting lesson</li> </ul> <p><b>M: <u>Explicit teaching of skills</u></b></p> <ul style="list-style-type: none"> <li>- Revisit LISC and refer to publishing process LISC</li> <li>- Model publishing process OR handwriting lesson</li> </ul> <p><b>G/I:</b></p> <ul style="list-style-type: none"> <li>- As per need</li> <li>- Ensure all students have had a feedback session and Two Stars and a Wish template completed to inform next cycle</li> </ul>

**MODELLED PLAN:**

**REGISTER & EVALUATION:**

<p><b>CYCLE: 1</b> <b>WEEK: 5</b></p>	<p><b>BOOK FOCUS:</b> Sunday Chutney by Aaron Blabey <b>*MID-ASSESSMENT</b> - Use independent work sample to assess student progress against rubric - (highlight yellow)</p>	<p><b>STIMULUS:</b> 'Why it is great to be me!' - persuade your classmates why it is so great being you!</p>	<p><b>THEME:</b> Persuasive</p>
<p><b>PLANNING T&amp;L</b></p> <p><b>PREPARATION:</b>  <i>*Modelled reading procedures 1,2 &amp; 3 as per modelled reading plan</i>  <i>*prep modelled plan according to success criteria</i>  <i>*prep any template or resources required for students</i></p> <p><b>M:</b> <u>Explicit teaching of skills</u>          - Unpack LISC and refer to planning process LISC          - Introduce stimulus          - Yarning buddies process          - Model planning process</p> <p><b>G/I:</b>          - As per class grouping and individual needs/learning goals          - Independent planning of writing</p>	<p><b>COMPOSING/DRAFTING T&amp;L</b></p> <p><b>PREPARATION:</b>  <i>*Prep modelled plan: modelled writing to be linked to the success criteria level that the majority of students are working at or as per class need.</i>  <i>*group students according to success criteria levels and writing goals/plan guided writing timetable</i>  <i>*paste a copy of corresponding success criteria into student writing books</i></p> <p><b>M:</b> <u>Explicit teaching of skills</u>          - Revisit stimulus          - Unpack LISC          - Model composing/drafting process          - Remind students of indiv. writing goals as required          - Student-to-teacher feedback session as per success criteria (Day 2)</p> <p><b>G/I:</b>          - Students must complete writing independently for mid-assessment          - Peer and self-feedback sessions may take place after independent sample is obtained</p>	<p><b>REVISING/EDITING T&amp;L</b></p> <p><b>PREPARATION:</b>  <i>*Refer to modelled plan and link to revising/editing success criteria (can also use student work sample blown up to A3 or display on hovercam)</i>  <i>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed their composing process. Plan guided writing and conferencing with students still in the composing process</i></p> <p><b>M:</b> <u>Explicit teaching of skills</u>          - Revisit LISC and refer to revising/editing process LISC          - Model revising/editing process          - Student-to-teacher feedback session as per Stage 1 editing checklist</p> <p><b>G/I:</b>          - Students to complete revising/editing independently</p>	<p><b>PUBLISHING T&amp;L</b></p> <p><b>PREPARATION:</b>  <i>*Prepare hovercam or handwriting lines on whiteboard. Can model publishing of modelled writing, student sample or LIPI/Sound detectives phrases</i>  <i>*not all students will be up to this stage in the writing process. Model the process and encourage independence to students who have completed the revising/editing process. Teacher continues guided writing and conferencing with students in the composing process</i>  <i>*not every piece of writing will be published. Teachers may choose to use this session for explicit handwriting lesson</i></p> <p><b>M:</b> <u>Explicit teaching of skills</u>          - Revisit LISC and refer to publishing process LISC          - Model publishing process OR handwriting lesson</p> <p><b>*Stage 1 teachers come to next Stage meeting ready to give feedback to team on this teaching cycle to inform cycle 2. Mid-assessment results to be recorded and ready to share with team</b></p>

**MODELLED PLAN:**

**REGISTER & EVALUATION:**