

**Exploring Language**

**English Planning Format:**

Strand: Poetic Writing Focus Marine Life

LEVEL 3 and 4

**Achievement Objective**

**Skills**

**Contexts for Learning**

**Possible Assessments**

Level 3  
Write on a variety of topics shaping, editing and reworking texts in a range of genres and using vocabulary and conventions, such as spelling and sentence structure appropriate to the genre

Level 4  
Write on a variety of topics shaping, editing and reworking texts in a range of genres, expressing ideas and experiences imaginatively and using appropriate vocabulary and conventions, such as spelling and sentence structure.

Using the Exploring Language templates to extend students' language features

The sea photos are used as prompts and the additional template is for students to draft their poem

- To:
- \* understand & apply the features of a variety of genre in all curriculum areas
  - \* enjoy writing and that of others
  - \* writes for a specific purpose & audience
  - \* write with ease, confident with structures can easily convey meaning and uses a widely known vocabulary.
  - \* extend and consolidate editing skills so that proof reading becomes habitual.
  - \* continue to develop a spelling conscience
  - \* use a thesaurus and dictionary effectively.
  - \* use effective planning - mindmapping/brainstorming, lists, pictures
  - \* use a more complex writing structure:
    - variety sentence & chapter beginnings
    - divides work into paragraphs
    - conjunctions to form more complex sent
    - diverse vocabulary
    - growing awareness and use of descriptive words adjectives, adverbs, similies, metaphors, alliteration, personification
    - plans, develops, sequences ideas
    - building plot, setting, characters, climax
    - checks and adds punctuation -apostrophe, exclamation, question marks, hyphens
  - \* extend complexity of writing to develop sub plots
  - \* publish in a variety of ways, using variety of illustrating styles

- \* Writing own poetry and experimenting with different forms of poetry
- \* Writing BIG BOOKS or simple stories for younger children
- \* Play writing
- \* Longer narrative stories
- \* Writing books with several chapters
- \* Writing video scripts
- \* Personal diaries
- \* Letters
- \* Imaginative diaries
- \* Writing about relationships
- \* Historical narrative
- \* Fictional narrative
- \* Social concerns
- \* War stories
- \* Lyrics for songs
- \* Memories
- \* Personal reflections
- \* Group or class story
- \* Rewrites of fables/favourite stories
- \* Adventure/ mystery stories
- \* Science fiction

- \* Teacher observations, discussion with writer and recording
- \* Achievement against set criteria
- \* Self assessment against set criteria
- \* Peer assessments
- \* Portfolio
- \* Other adult observation and input. Written posters, podcast, class poetry slide show, podcast or movie

**Highlight the skills, contexts and assessment being focussed on as part of this unit.**