

English Planning Format:

Strand: Written: Transactional Writing - - writing of recipes/inquiry findings
LEVEL 2

Achievement Objective	Skills	Contexts for Learning	Possible Assessments
<p>LEVEL 2 Write instructions and explanations, state facts and opinions and recount events in a range of authentic contexts</p> <p><u>Skills contd</u> To be able to:</p> <ul style="list-style-type: none"> * recount events in sequence * record information in a variety of ways * write a simple report * write simple scientific statements * write simple biographies * write class newspaper articles * write a personal diary * write simple instructions * write notices, signs, charts, label diagrams, instructions and directions. 	<p>To :</p> <ul style="list-style-type: none"> * write ideas quickly & legibly * know writing makes sense (incl proof reading) * select and write on a wider range of topics and genre * choose an appropriate title * begin to realise writing can involve a number of stages & can be reworked. * sustain a storyline in sequence * suspend a story and return to it. * use complete sentences * use beginning and end sounds * use vowels, initial blends, endings * spell an increasing number of high frequency words correctly * use more correctly spelt words than approximations * commit words to memory as result teaching processes * use an increasing vocab eg nouns,adjectives, adverbs,conjunctions * Use fullstops, capital letters and punctuation correctly * Locate approximations,correct approx. using word sources * use dictionary & thesaurus * begin to make some corrections to meaning * Proof read for sense, grammar, punctuation and spelling * talk freely about a topic * respond to questions about thier work * begin to record and present work in different ways 	<ul style="list-style-type: none"> * Writing up scientific hypotheses and conclusions * Writing captions to <ul style="list-style-type: none"> - recount events - record information - retell an event to develop sequencing skills - simple autobiography * Creating <ul style="list-style-type: none"> - titles, notices, signs, charts, diaries, newspaper article, school newsletter, magazine article, diagrams, pictures, labels * Viewing other writers' work * Teacher reading to children * Learning logs * Book reviews * Simple instructions/directions * Letter, cards and notes * Descriptions - guess who/what * Planning webs * Photo captions * Simple survey or questionnaire * Weather report 	<ul style="list-style-type: none"> * Teacher observation and recording * Checklists for recording of behaviours * Self assessment - look at a wide variety of "I can do.." * Other adult observations eg parent helps, teacher aides * Discussions with the written and recorded statements * Portfolio * Parental assessment * Visual interpretations of own writing <p>Highlight the skills, contexts and assessment being focussed on as part of this unit.</p>