Writing Curriculum

Year 2

Explicitly model writing behaviours and monitor student understanding in this area:

- Write using a set structure of various genre formats
e.g.
  - Recount
  - Narrative
  - Poetry
  - Reports
  - Procedures
  - Labels
  - Captions
  - Letter
  - Notes

- Use varied sentence beginnings

- Write a complete text: Using beginning, middle and end (with two or more events in a sequence)

- Use ideas that are related

- Understand that writing has many audiences and purposes in all curriculum areas eg. To inform, entertain, record ideas/opinions/results

- Identify that writing has many forms eg. Posters, books, signs

- Join sentences using and, but, because, so, also to combine related ideas

- Identify nouns, verbs and adjectives

- Use fullstops, speech marks, question marks and capital letters

- Participate in modeled and shared writing to clarify ideas
• Plan own writing using a planning sheet / draft – discusses ideas with teacher and peers in a group

Explicitly model writing behaviours and monitor student understanding in this area:

• Read through own work to check for spelling errors and correct them
• Read through own work to check that writing makes sense
• Begin to use research skills to gain information e.g. Summarizing, note taking
• Discuss reasons about purpose of different texts e.g. Letter, list – How to begin a letter differently to a friend, teacher or principal
• Explore aspects of text organisation e.g. Writing a procedure
  ▪ Use headings
  ▪ Steps to follow
  ▪ Sequence of visual images

Publishing

• Use consistent size, shape, space when handwriting published piece
• Publish in a variety of ways eg. Posters, storyboards, 3D models and murals

Evaluation

• Self assessment
• Evaluate products in groups – verbal comments, peer feedback

Editing and Proof reading

• Read aloud as a guide to the position of:
  o Fullstop (stop and pause)
  o Comma (pause)
  o Speech marks (around the words the person is saying)
  o Question Mark (if the person is asking the question)
  o Exclamation Mark (if the person is surprised, cross, in danger)
  o Discuss editing with other students and teacher/s
Explicitly model writing behaviours and monitor student understanding in this area:

Student is to:

• Participate in listing ideas about a topic or genre
• Able to stay on task during quiet writing
• Able to complete task in set time
• Set personal goals for writing
• Use correct basic grammar eg. Is/are – am/are and sentence structure
• Use ‘ed’ to write past tense
• Circle or underline words to indicate if they are unsure of spelling
• Talk with other students about ideas for writing

• In narrative and information reports
  o Use nouns, verbs
  o Discuss different words to use
  o Writing shows tense agreement within a sentence
  o Use correct grammatical sentence structure in simple sentences

Computer skills:

• Compose and respond to a message using email or other information and communication technology

• Produce a variety of texts in different media forms eg. Greeting card using software program, illustrations using a digital camera, audio cassette story

• Identify aspects of written language
  o Discuss layout of diagrams, flow charts, illustrations and captions

• Experiment using multi modal texts
  o e.g. Use computer hardware, keyboard, mouse & cursor for drawing and reading short written texts
  e.g. Use computer software to plan ideas in writing

• Present final written text eg. Use word processor