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

Students to:

- Select appropriate genre to suit topic and audience
- Confidently and legibly use St John’s Grammar cursive (see Appendix)
- Rule pages correctly for particular purpose
- Choose better alternatives for overused words like ‘said’, ‘nice’ using thesaurus
- Independently plan own writing and follow plan
- Proof read work and correct most errors
- Edit work to add or delete information
- Use a variety of texts to take notes about topic and summarise / organise in own words
- Stay on task for 20 minutes of quiet writing

- Write using set structure of various genre formats
  - eg. Narrative, recount, procedure, report, explanation, exposition, poem, play, job description for class tasks, reviews, graph, email and advertisements
- Understand that writing has many purposes in all curriculum areas eg. to inform, entertain, persuade others, record ideas and results
- Writing with a particular audience in mind
  - Students to be able to explain why
• Look at other writing and demonstrate understanding of purpose, audience and content
  • eg. Look at the needs of young viewers in an advertisement, junk mail
  • Compare two different texts and talk about differences and how they relate to the purpose

• Write about a familiar and new experiences

• Write letters with a uniform size, shape and spacing

• Write sentences, both simple and compound

• Writing with some interrelated ideas and information about familiar topics eg.
  • Includes interrelated characteristics when describing an item or person

• Can give a few reasons to support a point of view

• Can provide/produce topic sentences for each paragraph

• Can provide/produce new paragraph for change of topic

• New paragraph for change of speaker

• Can organise writing using headings and sub headings

Grammar

• Tense
  eg Discuss the effect of using correct tense to indicate time in writing

• Writing well formed sentences
  eg Using knowledge of conventions, subject-verb agreement, a compound sentence has two or more independent clauses, complex sentence structure and punctuation

• Different grammatical patterns in texts to develop settings for fiction or factual texts
  eg adverbial phrases such as ‘down the street’ or ‘in the rainforest’

• Use a variety of prefixes and suffixes eg. ing, ed, un

• Identify common and proper nouns, verbs, adverbs and adjectives
Planning:
- Plans own writing using planning sheet
- Create a flow chart or spider plan of words linked to a topic
- Collect ideas and resources for writing in a personal portfolio
- Use a variety of texts to research about a topic and summarise in own words

Proofreading and Editing:
- Set and monitor short-term goals for the development to improve own writing

Revise writing by:
- Checking for correct structure for the purpose; Planning, Strategies, Editing and Proofreading

Revise reading by:
- Checking for clarity of meaning
- Use varied sentence beginnings
- Use a thesaurus to incorporate alternative new words

Revise writing by:
- Checking conjunctions, adjectives
- Evaluate then adjust writing through self and peer assessment using editing and text structure/genre checklists
- Proofread to check spelling by going backwards word by word along a sentence rather than just ‘reading’ work forwards
  - Read through own work to check for spelling errors and to ensure that writing makes sense
- Circle or underline words to indicate if unsure of spelling
- Accurately use:
  - Fullstops
  - Speech marks
  - Commas
  - Apostrophe of possession
  - Apostrophe for contractions
  - Question marks
- Exclamation marks
- Uses capital letters appropriately

- Participate in listing ideas about a topic or genre

- Is able to complete tasks in set time

- Reflect upon written texts in relation to representations of gender, race, class, age and ability

- Discuss the ways in which a sense of audience influences writing

- Evaluate written texts
  - eg. Gains oral feedback from expert writer
  - Identifies sexist, racist, classist and violent ideas and opinions

**Computer and resource based learning:**

- Can publish accurately and appropriately using different formats and media

- Use a variety of ways to present information eg. diagrams, maps, illustrations and captions

- Sequencing of information within a text
  - eg. Written narrative, web design, software instruction

- Use other texts as a model for planning own writing e.g. Inspiration software

- Operational techniques in the effective use of media and ICT’s for the production of visual and written texts by creating and manipulating graphics and sound.

  eg.
  - Using a software program to organise data or create a narrative
  - Present a storyboard as a series of posters
  - Use a word processor to plan, draft, edit and publish a piece of writing
  - Using software to produce group research reports in a table, using captions, figures and verbal text
  - Plan and create an interactive product with audio, graphics, video and text. Use a variety of applications to generate a virtual tour of a well known site
  - Publish a storyboard for a cartoon