

Planning sheet for writing in Early Stage 1

Class:

Duration:

Learning to... outcomes

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

WES1.11 Begins to use letters to represent known words when spelling.

WES1.12 Produces most lower-case letters and uses computer technology to begin to construct texts.

Learning about... outcomes

WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.

WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Target students:

Focus for teaching:

- *Talks about own writing (WES1.13)*
- *Writes a simple sentence, including simple punctuation (WES1.10)*
- *Uses describing words (WES1.10)*

Task: Describe a familiar thing: its appearance and what it does
e.g. a schoolbag.

Teaching strategies

Lesson sequence:

- Select a text that provides an example of descriptive language.
- Read the text to the class for enjoyment.
- Reread the selected section pausing at predetermined points to explicitly discuss the use of descriptive adjectives (teaching focus).
- Construct a simple two-point plan to help students organise what he or she will write first and what to write next, e.g. inside and outside.
- Jointly construct description of a school bag.
- Students write description of their own school bag.

Modelled

Guided

Independent

Assessment strategies:

- Ask students to self-mark using five criteria.
- Engage in a writing conference with target students, focusing on each students understanding about adjectives.
- Analyse students' writing against the teaching focus.

Reflection:

Did the activity or activities allow students the opportunity to:

- develop the knowledge and skills to achieve the teaching focus?
- demonstrate their achievement?