AusVELS Learning Focus Statement:


Vocabulary Development:

- **Six Writing Traits** – Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions.
- **Recount** – **Ideas and Organisation** - Text structure, language features, orientation (who, what, when, where) paragraphs, order of events, conclusion, past tense, purpose, audience.
- **Persuasive** - Text Structure - position statement/introduction followed by arguments/reasons with supportive evidence, conclusion/summary restating the opinion.
  - Language features – timeless present tense, pros, cons, for, against, positive, negative, verbs (modal verbs, action verbs, thinking verbs, feeling verbs,) connectives to indicate sequence

Common Assessment Tasks

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<tr>
<th>Assessment FOR Learning</th>
<th>Assessment OF Learning</th>
<th>Assessment AS Learning</th>
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<tr>
<td>Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.</td>
<td>Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.</td>
<td>Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.</td>
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Other Resources:

- **Write Ways** (Wing Jan)
- **First Steps** (WA Govt)
- **Creating Writers Through 6-Trait Writing** (Vicki Spandel)
- **Spelling K-8** (Snowball and Bolton)
- **Teaching Phonics in Context** (Hornsby and Wilson)
- **Craft Lessons- Teaching Writing K-8** (Fletcher and Portalupi)

Teaching and Learning Sequence

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<th>Spelling</th>
<th>Reading</th>
<th>Speaking &amp; Listening</th>
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<td>• Personal Writing</td>
<td>• High Frequency Words</td>
<td>• Set up classroom library</td>
<td>• Active Listening</td>
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<td>• Recount</td>
<td>• Need based investigations, which may include exploring common spelling patterns and grouping words according to their pronunciation.</td>
<td>• SQUIRT expectations</td>
<td>• Share Time</td>
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<td>• Persuasive</td>
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<td>• Take home books expectations/recording</td>
<td>• Class Meetings</td>
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<td>• Literature groups</td>
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<td>• Whole Class Discussions</td>
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<td>• Circle Time</td>
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| Setting up of Personal Writing program including:  
- expectations, e.g. silent writing, publishing  
- proof reading and editing  
- revising  
- peer feedback - Fishbowl  
- the process we go through prior to publishing  
Whenever any text is being investigated, the background knowledge of the children in your class should be taken into consideration. Please provide topics where the children have some background knowledge for discussion and writing. As with everything, it is more meaningful if it can be integrated and be shown to have a real purpose.  
- Ensure RECOUNT text type is being modelled at the start of Personal Writing, making explicit connections to class anchor charts and understandings.  
- Choose some students written recounts to share at the end of Personal Writing sessions. Invite feedback.  
| **HIGH FREQUENCY WORDS**  
Students look through their writing to locate (underline/highlight) frequently used words. Share to make a class list. Discuss how to make the list easier to everyone to use. Create chart in classroom, this should be added to as the year progresses.  
Use **word wall** to display words.  
- Gr.3’s Learning 200 – 300  
- Gr.4’s Learning 300 – 400  
High Frequency Words from the Oxford Word (Refer to Spelling Scope & Sequence chart – highlighted in yellow)  
**Establish Word Study sessions**  
Using **onsets and rimes** with high frequency words to build lists of other words such as; went/spent.  
| **SPELLING INVESTIGATIONS:**  
- Gather prior information: ‘Turn & Talk’ and class discussion on the area to be investigated. What is it? Who uses it? When or where is it used?  
- Individually or in small groups, students find as many examples as they can in mentor texts. Record.  
- Can these examples be organised or grouped in some way? Share what you have discovered. How can this help with our spelling or writing? Can we make any generalisations about this area we have investigated?  
- Students attempt to prove/disprove these generalisations in small groups. Students rotate around to different generalisations. Create a class chart that shows what we have discovered.  
| **Predicting at a word level**  
- use knowledge of onset and rime, and known words to help make predictions about words  
- Predict using picture cues, initial sounds, rhyme  
| **Predicting at a whole text level**  
Use **relevant** prior knowledge to form and justify predictions. Ask students why they made that prediction and how will it help you next time you read?  
**Before reading** –  
- use picture cues and title to ask what might happen in the story – going beyond just the front cover.  
- use Blurb/Front cover.  
- Questions prior to reading- making predictions.  
| **WHOLE CLASS LITERATURE:**  
- **PREDICTIONS & CONNECTIONS:**  
- **Active Listening**  
- Informal speaking via share time  
- Speaking to a point in class meetings  
- Reading aloud (own writing)  
- Speaking at assembly (for some classrooms)  
- JSC representatives speak to the whole class, at meetings  
- Small groups (problem solving)  
- Whole class (class discussion, reporting a group’s view/findings)  
- Respond to questions asked in whole class, small group and individual situations  
- **Speaking**  
- **Listening**  
- When speaking in front of the class students will be reminded of the criteria against which their speaking will be assessed.  
- Speak clearly  
- Varied volume & intonation  
- Signal beginning and end  
- Project voice for an audience  
- Rephrase if needed to clarify a question  
**ACTIVE READING**  
When assimilating knowledge from the text, students will be reminded of the criteria against which their reading will be assessed.  
- Whole class  
- Small group  
- Individual  
- **ACTIVE SPEAKING**  
- JSC representatives speak to the whole class, at meetings  
- Small groups (problem solving)  
- Whole class (class discussion, reporting a group’s view/findings)  
- Respond to questions asked in whole class, small group and individual situations  
**>This table is a part of the manuscript and is used to organize and present the content of the document in a readable format. It includes the following sections:**  
**Writing**  
- Setting up of Personal Writing program including:  
  - expectations, e.g. silent writing, publishing  
  - proof reading and editing  
  - revising  
  - peer feedback - Fishbowl  
  - the process we go through prior to publishing  
  Whenever any text is being investigated, the background knowledge of the children in your class should be taken into consideration. Please provide topics where the children have some background knowledge for discussion and writing. As with everything, it is more meaningful if it can be integrated and be shown to have a real purpose.  
  - Ensure RECOUNT text type is being modelled at the start of Personal Writing, making explicit connections to class anchor charts and understandings.  
  - Choose some students written recounts to share at the end of Personal Writing sessions. Invite feedback.  
**Spelling**  
- **HIGH FREQUENCY WORDS**  
- Students look through their writing to locate (underline/highlight) frequently used words. Share to make a class list. Discuss how to make the list easier to everyone to use. Create chart in classroom, this should be added to as the year progresses.  
- Use **word wall** to display words.  
- Gr.3’s Learning 200 – 300  
- Gr.4’s Learning 300 – 400  
- High Frequency Words from the Oxford Word (Refer to Spelling Scope & Sequence chart – highlighted in yellow)  
- **Establish Word Study sessions**  
- Using **onsets and rimes** with high frequency words to build lists of other words such as; went/spent.  
**Reading**  
- Setting up expectations in the reading program including:  
  - setting up classroom library  
  - self-selection of a just right book  
  - individual book boxes & reading stamina  
  - literature selection & running of groups  
- **Discussion about ‘What good readers do and why? Make a class poster.**  
- **PREDICTIONS & CONNECTIONS:**  
- **Whole Class Literature:**  
- **Predicting at a word level**  
  - use knowledge of onset and rime, and known words to help make predictions about words  
  - Predict using picture cues, initial sounds, rhyme  
- **Predicting at a whole text level**  
  - Use **relevant** prior knowledge to form and justify predictions. Ask students why they made that prediction and how will it help you next time you read?  
  - **Before reading** –  
  - use picture cues and title to ask what might happen in the story – going beyond just the front cover.  
  - use Blurb/Front cover.  
  - Questions prior to reading- making predictions.  
  - **During reading** –  
  - what do you think will happen next?  
  - **After reading** –  
  - predict what will happen after the end  
**Spelling & Listening**  
- **ACTIVE READING**  
- When assimilating knowledge from the text, students will be reminded of the criteria against which their reading will be assessed.  
  - Whole class  
  - Small group  
  - Individual  
- **ACTIVE SPEAKING**  
- JSC representatives speak to the whole class, at meetings  
- Small groups (problem solving)  
- Whole class (class discussion, reporting a group’s view/findings)  
- Respond to questions asked in whole class, small group and individual situations  
**Listening**  
- When listening in small group, whole class and other situations students will reminded of the expectations of Whole Body Listening  
  - eyes looking at the speaker  
  - hands and feet still  
  - brain switched on  
  - mouth closed  
  - head and shoulders turned towards the speaker  
  - ears listening  
  - heart feeling emotions
Session 4 – Distribute copies of recounts and ask the students to identify the language features of the recount, e.g. proper nouns, pronouns, past tense, time connectors & verb that refer to thinking processes – wondered, doubted, loved. Share ideas for a class anchor chart.

Session 5 – Independently students write a recount using a rubric as a guide.

**PERSUASIVE WRITING**

Use the classroom set up and organisation as a springboard into persuasive writing.

Session 1 - Oral language. There may be issues in your classroom, use them, e.g. should our class be able to use computers before the start of the day? Agree – Disagree continuum. Children place themselves along the continuum and discuss in groups and then verbally give opinions and reasons. Once all groups have had input, ask if any children would like to change groups. Why did they change? What persuaded them to change?

Write some of the language children use to begin discussion about the language we use when try to persuade.

Session 2 - Using the previous discussion, draw up columns on the board marked ‘for’ and ‘against’ then scribe students’ oral responses. Using these, choose some children to be a student, teacher & parent to role play. As children are speaking ask others to scribe words they think are used to help persuade. Share these at the end. Ask the rest of the grade to offer feedback re words used, how persuasive children were.

Session 3 - Look at different examples of persuasive texts. How are they written? Investigate structure – come up with agreed understandings.

Share & create a class chart.

Session 4: Cut up some examples of persuasive text to focus on the structure (the introduction, the supporting arguments and the conclusion.)

Recognise which letters are **vowels** (a, e, i, o, u) and which are **consonants** (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) **MARIE CLAY LETTER ID (NEEDS BASIS)**

**PHONOLOGICAL AWARENESS**

**VISUAL STRATEGY**

Identifying base words

**Plurals**

**Forming generalisations**, where appropriate, about common ways to pronounce a spelling pattern, such as; “ou” is usually pronounced as in the word “round”.

Ref: Spelling K-8 Snowball & Bolton Ch.8 Spelling Patterns pg 100

Discusses prediction with peers and teachers during small group sessions – reciprocal teaching.

How does this help you to read and understand the text?

Reflect on own use of prediction to understand a text.

Monitor and justify predictions based on what they’ve read or inferred and new information from the text.

Modify predictions if necessary.

**Text-Self connections**- occur when we make connections between personal experiences and the text.

- What does this remind me of in my life?
- What is this similar to in my life?
- How is this different from my life?
- How did you feel in a similar situation?

**Text-Text connections**- occur when we make connections between other texts in relation to the text we are reading.

- What does this remind me of in another book I’ve read?
- How is this similar to other books I’ve read?
- Does this part of the story remind you of anything you have read before that will help you understand this section of the story better?

**Text-World connections**- occur when we relate the text with what we already know about the world.

- What does this remind me of in the real world?
- What is this similar to things that happen in the real world?
- How is this different from things that happen in the real world?

**Teacher Talk:**

- How did that prediction help you to understand what you were reading?
- What do you think this book will be about? Tell me why?
- What makes you think that?
- What do you already know about ...?
In small groups/individually children reconstruct the writing. Share and discuss. How did they know how to reorder? Look at linking words/connectives to indicate sequence/order – firstly, on the other hand, in conclusion, finally etc. (See Write Ways and First Steps as a reference for structure and language features.)

**Session 5** – What language is used? Investigate language features and come up with agreed understandings. Share & create a class chart. Look at a selection of advertisements, both written and visual and focus on the language used. Revisit some examples of persuasive text and students find these language features.

**Session 6** - Using the class understandings and a ‘For’ & ‘Against’ list, write a class piece about one side of an environmental issue. Reread to check the structure and the language features. Can it be improved? Share with children a persuasive writing rubric they can use for self-assessment. Use this rubric to assess whole-class piece of writing.

**Session 7** - In small groups children use a persuasion map/planner to help construct the opposing view regarding the environmental issue. Children can use the rubric as self-assessment.

**Session 8** – Independently children construct a persuasive text. Children can use a rubric as self-assessment.

Learning tasks linked to vocabulary development...

- **Modality Word Cline** – select a word then have students generate synonyms for that word. Then select a criterion to apply to the word and have students arrange the words in rising intensity. Discuss the word range and emphasise how the language writers choose have an impact on the text. (First Steps pg 111)

- **Cloze Activity** – Delete particular words in a

- **Do you need to change your prediction?** How was it confirmed or not confirmed.
- **How can we check our prediction?**
- **What does the picture tell you?**
- **Show me the part where...**
- **Naming when students make connections e.g. you just made a text to text, text to self, text to world connection.**

**Student Talk:**

- I’m thinking... because...
- I’m predicting... because
- This reminds me of...
- I’m checking my prediction
- My thinking has changed because...
- This makes me think....
- I have read...I have seen

**We will see and hear:**

- Prior knowledge charts
- Prediction anchor charts
- Students talking about the connections they are making during read aloud, shared or independent reading
- Students *turn and talk* about connections or predictions
- Students justifying, pointing to text
- Students justifying their predictions using evidence from the text or their prior knowledge
- Using the vocabulary modelled to explain their thinking
- Using knowledge of text forms, structures and features to make predictions
- Students tracking their predictions e.g. post its, checking or changing predictions
persuasive text – linking words, emotive language, etc. Ask students to complete the cloze then allow time for discussion re word choices and the effect on the text. (page 111 First Steps)

- Make it stronger – Give students a piece of text that has several statements in it. Ask them to replace modal words to make the statements even stronger, e.g. could – should – must etc (Page 112 First Steps)

There are many different aspects of persuasive text on which you can focus. It will depend on what you are seeing from the children in your room. Different children can focus on different aspects. If you would like more examples of general and focussed learning tasks, First Steps – Writing Resource Book – pages 110 – 115 has lots.

See Modality section at the bottom of this document.

Add to planner:
- Find literature books to support writing sessions
- Spelling/scope sequence chart with highlights for term one
- *Oxford word list for 200 - 300 & 300 - 400*