Overview:

AusVELS Learning Focus Statement:


Vocabulary Development:

- **Six Writing Traits** - Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions.
- **Top Level Structure** - Fiction/non-fiction, factual, top level structure: Problem/solution, cause/effect, compare/contrast, list like. Signal words, connections, features: e.g. diagram, contents, index
- **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**

<table>
<thead>
<tr>
<th>Assessment FOR Learning</th>
<th>Assessment AS Learning</th>
<th>Assessment OF Learning</th>
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<tbody>
<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 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>
<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>
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**Other Resources:**

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

**Teaching and Learning Sequence**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Spelling</th>
<th>Reading</th>
<th>Speaking &amp; Listening</th>
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| • Personal Writing  
  • Persuasive Text | • High Frequency Words - OWL  
  • Whole Class Investigations - Long vowel sounds  
  • Small Group Investigations – onset/rime, nasal sounds, double letters, word families & suffixes | • Continue Question & Answer Relationship  
  • Top Level Structure | • Whole Body Listening  
  • Share Time  
  • Class Meetings  
  • Reading Aloud  
  • Whole Class Discussions  
  • Presenting Research |