

Exploring Language

English Planning Format:

Strand: Poetic Writing focus Marine Life

LEVEL 2

Achievement Objective

Skills

Contexts for Learning

Possible Assessments

Write on a variety of topics to shape ideas in a number of genre, such as letters, poems and narrative and making choices in language and form ideas.

Using the Exploring Language templates to extend students' language features

The sea photos are used as prompts and the additional template is for students to draft their poem

- To :
- * write ideas quickly & legibly
 - * know writing makes sense (incl proof reading)
 - * select and write on a wider range of topics and Poetic genre
 - * choose an appropriate title
 - * begin to realise writing can involve a number of stages & can be reworked.
 - * sustain a storyline in sequence
 - * suspend a story and return to it.
 - * use complete sentences
 - * use beginning and end sounds
 - * use vowels, initial blends, endings
 - * spell an increasing number of high frequency words correctly
 - * use more correctly spelt words than approximations
 - * commit words to memory as result teaching processes
 - * use an increasing vocab eg nouns, adjectives, adverbs, conjunctions
 - * Use fullstops, capital letters and punctuation correctly
 - * Locate approximations, correct approx. using word sources
 - * use dictionary & thesaurus
 - * begin to make some corrections to meaning
 - * Proof read for sense, grammar, punctuation and spelling
 - * talk freely about a topic
 - * respond to questions about thier work
 - * begin to record and present work in different ways.
 - * After exposure to and experimentation with a wide selection of authors (reading to, reading with, reading by and dramatising texts) to **find their own voice.**
 - * Know and use a wider range of genres - plays, riddles, poems, personal letters/note cards, personal diaries, story narrative.
 - * become more aware of and use descriptive words eg adjectives, adverbs, similies and metaphors.

- * Shared story listening
- * Shared story writing
- * Hearing/seeing the wide variety of genre : plays, riddles, poems, personal letters/note cards, personal diaries, story narrative.
- * Specific study of use of language by other authors eg. rhymes, clustered sounds, adjectives for description
- * Comparisons of the "authors voice"

- * Teacher observations, conference or discussion with written record
- * Checklists for recording behaviours
- * Self assessment against set criteria
- * Peer assessments- can be oral, pictorial, or taped
- * Portfolio
- * Other adult observation and input. Written posters, podcast, class poetry book

Highlight the skills, contexts and assessment being focussed on as part of this unit.