

English Planning Format:

Strand: Written: Transactional Writing - writing recipes/inquiry findings

LEVEL 3/4

Achievement Objective	Skills	Contexts for Learning	Possible Assessment s
<p>LEVEL 3 Write instructions and explanations and factual accounts, and express personal viewpoints, in a range of authentic contexts, sequencing ideas logically</p> <p>LEVEL 4 Write instructions, explanations and factual accounts and express and explain a point of view in a range of authentic contexts, organising and linking areas logically and making language choices appropriate to the audience</p>	<p>To:</p> <ul style="list-style-type: none"> * enjoy writing in its many forms * enjoy own writing and that of others * use writing skills in all curriculum areas * be gaining in confidence to write on a range of genre -eg tabulated report, recipes, historical statements, poetry, science report, camp diary. * write fluently in a variety of styles, for a specific purpose and audience * be able to write from own ideas/teacher directed * further develop study skills, eg notetaking, select/classify information, writing a precis, book review. * skim read to notetake/retell * show evidence of research * create a bibliography * acknowledge references * use a more complex writing structure: <ul style="list-style-type: none"> - variety sentence & chapter beginnings - divides work into paragraphs - conjunctions to form more complex sentences - diverse vocabulary/higher language level - plans, (mindmap, lists, pictures etc) develops and/or sequences ideas - plans ahead - checks and adds punctuation apostrophe, exclamation, question marks, hyphens * become habitual proof readers * have proof reading skills highly developed * develop a spelling conscience * use a dictionary and thesaurus effectively * publish in a variety of ways, using variety of illustrating styles 	<ul style="list-style-type: none"> * Directions, explanations * Research inquiries * How to do it instructions * Writing and conducting surveys * Brochures, recipe books *Video script * Autobiography * Biography * Science experiments/fairs * Creating a class newspaper or newsletter * Radio and visual commercials for school/class fundraising * Studies of famous people * Becoming part of the wider community by finding an issue to do research into, take follow up action and give support * Minutes for a class meeting * Letters to the editor * Notetaking skills, specifically taught * Speech writing for argument, debate, persuasion, information * Evaluations * Business letters * Media reporting 	<ul style="list-style-type: none"> * Responses from targeted audience eg faxes, business letters * Peer assessment * Group assessment * Teacher observation, comment and records * Anecdotal records * Self-evaluation forms * Portfolios * Evidence of ability to record ideas with ease and clarity * Working documents showing progression from beginning writing to published format <p>Highlight the skills, contexts and assessment being focussed on as part of this unit.</p>