

LEVEL **l ii** 2 3 4 5

Gran Comes in the Pool with Me

ABOUT THE INTRODUCTION

The Learning Context and Integrating Reading and Writing have been combined and expanded as a single introductory sheet (A4) accompanying the seven character exemplars. This shared introduction suggests the approach Cody's teacher may have taken to working with the class on character writing. It also suggests ways in which teachers can integrate their classes' work on character writing with reading.

Teacher-student conversations

Before the first draft

Teacher: What special things does your gran usually say?

Cody: Sometimes she rings me.

Teacher: What does she ring you for? What do you talk about?

[Cody vividly described to the teacher all the funny make-believe things his gran would say when she rang him.]

Teacher: What a lot of funny stories! Could you choose one to put in your story? That would tell us more about gran.

Cody: I'll put the bit about the sheep on the lawn.

WHERE TO NEXT?

To move Cody towards the next learning step, the teacher could help him to focus on:

- impact and voice: developing an awareness of the audience and including more explicit personal responses;
- ideas: extending ideas to include more detail;

- grammar: developing confidence in using simple and compound sentences correctly;
- layout: developing consistent spacing between words.

The teacher could do this by:

- making the idea of the audience explicit when conferencing (for example, "Your readers might like to know ...") and through sharing and publishing writing;
- questioning to elicit personal responses and further detail;
- modelling, focusing on spacing between words, and generating simple and compound sentences;
- providing Cody with specific feedback on his writing.

CURRICULUM LINKS



Level 1: Writing Functions

Poetic Writing: Students should write on a variety of topics, beginning to shape ideas.

Levels 1 and 2: Reading and Writing Processes


Exploring Language: Students should explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding.

Thinking Critically: Students should identify and express meanings in written texts, drawing on personal background, knowledge, and experience.

English in the New Zealand Curriculum, pages 35–36

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Gran Comes in the Pool with Me

STUDENT'S
FIRST
DRAFT


My gran has a ^{brown} AN
in the ^{pool} ~~pleas~~ ~~with~~ me
And my + ~~be~~ ^{boggie beard} ~~beard~~
^{Sometimes} she rings me and
she says ^{there} ~~she~~ ^{she} is ^{lawn} ~~she~~ is
^{teasing} TEASING.



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ACCESS THE ENGLISH EXEMPLARS ONLINE AT www.tki.org.nz/r/assessment/exemplars/eng/

What the Work Shows

Cody undertakes only minimal physical description but attempts to convey the idea of his gran's sense of humour when she teases him.

STUDENT'S FIRST DRAFT

DEEPER FEATURES

Voice

Records an observation of the character with an implication of personal response.

Ideas

Forms and expresses an idea about the character.

Sentences

Uses a mixture of simple and compound sentences.

Vocabulary

Attempts to write content words.

Mi Gran has bAn heR and Gran come in The
pleoel weTh me • And my t bogboo Sm Tims
she RinG me and She Says vr iS a shep on the
lon buT She is TeSing.

My Gran has brown hair and Gran comes in the pool with me. And my boogie board.
Sometimes she rings me and she says there is a sheep on the lawn but she is teasing.

SURFACE FEATURES

Spelling

Spells some high-frequency words correctly.
Identifies most initial letter sounds and dominant sounds in words.

Punctuation

Demonstrates some understanding of capital letters and full stops.

Grammar

Most sentences make sense.

Layout

Leaves some space between words.
Displays a sense of directionality.