

First Steps Writing Stages of Development

Transitional Phase	
	<p>Transitional writers show increasing control over the conventions of writing such as punctuation, spelling and text organisation. They consider audience and purpose when selecting ideas and information to be included in texts. They compose a range of texts including explanations, narratives, brochures and electronic presentations. Writing shows evidence of a bank of known words that are spelt correctly. Transitional writers are moving away from a heavy reliance on sounding out and are beginning to integrate visual and meaning-based strategies to spell unknown word</p>
Key Indicators	<p>USE OF TEXTS -Composes a range of texts but may not fully control all elements. -Composes texts by finding, recording and organising information appropriate to purpose.</p> <p>CONTEXTUAL UNDERSTANDING Explains the purpose and audience of a range of text forms. Selects ideas to include in own text to suit purpose and audience. Discusses alternatives about how to represent characters and events when composing literary texts. Discusses alternatives about how to represent people and ideas when composing informational texts. Experiments with the use of devices, e.g. repetition of words or phrases.</p> <p>CONVENTIONS Varies vocabulary to add interest. Spells and uses an increasing bank of known words correctly. Knows less common letter patterns and the sounds they represent, e.g. tion,ph. Writes a variety of simple and compound sentences, using correct punctuation. Groups related information, sometimes without regard for paragraphing conventions.</p> <p>PROCESSES AND STRATEGIES Draws upon semantic, graphophonic and syntactic knowledge when writing, e.g. vocabulary knowledge, text structure knowledge. Uses an increasing range of strategies throughout the writing process, e.g. determining importance. Uses an increasing range of strategies to spell unknown words, e.g. using visual memory. Begins to organise ideas before writing, e.g. brainstorming, drawing, jotting. Proofreads, edits and revises own writing when directed. Plans for and creates a published text that reflects the intended purpose and needs of the audience.</p>

ENVIRONMENT AND ATTITUDE

Create a supportive classroom environment that nurtures a community of writers.

Foster students' enjoyment of writing.

Encourage students to experiment with different facets of writing, e.g. new forms, devices, vocabulary.

Encourage students to value writing as a social practice.

USE OF TEXTS

Continue to expose students to a range of text forms, and discuss the features of each.

Provide opportunities for students to craft a range of texts for authentic purposes and audiences.

Foster students' sense of 'personal voice' and individual writing style.

Continue to teach students the metalanguage associated with writing, and encourage its use.

CONTEXTUAL UNDERSTANDING

Discuss some of the reasons writers choose one particular text form over others.

Encourage students to explain their decisions about: – text form selected – information and ideas included or omitted – language used.

Teach students how to represent characters and events to create specific effects in literary texts. Teach students how to represent people and ideas to create specific effects in informational texts. Teach students the use of devices, and discuss how they may influence the audience, e.g. flashback, illustration size.

Encourage students to use writing to influence change about social issues that concern them.

Discuss how writers' knowledge, experiences and perspective influence the composition of a text.

CONVENTIONS

Provide opportunities for students to develop, refine and use new vocabulary.

Continue to build the bank of words students can automatically spell and use, e.g. less common words, subject-specific words.

Continue to build students' knowledge about words and word parts, e.g. prefixes, suffixes, homophones.

Continue to build students' graphophonic knowledge, such as using less common sound–symbol relationships, e.g. ocean, nation, fashion.

Extend students' knowledge of the use of punctuation, e.g. apostrophes, quotation marks.

Extend students' knowledge and use of parts of speech and their relationships, e.g. noun–pronoun agreement.

Teach students to construct and manipulate a variety of sentences, e.g. using conjunctions, using phrases and clauses.

Teach students how to group sentences about similar information together to form a paragraph.

Continue to build knowledge of different text forms, emphasising: – purpose, e.g. explanations explain phenomena – text structure, e.g. explanations use cause and effect – text organisation, e.g.

explanations include diagrams or cutaways – language features, e.g. explanations use signal words to show cause/effect.

PROCESSES AND STRATEGIES

Continue to build students' semantic, graphophonic and syntactic knowledge, e.g. world knowledge, linguistic features.

Continue to teach strategies used throughout the writing process, e.g. synthesising.

Continue to teach spelling strategies, e.g. using analogy.

Continue to teach students to plan for writing in a variety of ways, e.g. graphic organisers, storyboards.

Continue to teach students how to use proofreading, editing and revising to refine their writing.

Encourage students to select and use publishing formats that best suit purpose and audience, e.g. web page, slide show, poster.

Continue to teach students to find, record and organise information from texts, e.g. using graphic organisers.