

A large, stylized sun with a spiral center and radiating lines is positioned in the upper center. To its left, a white smiley face is partially visible, with its top half cut off by the top edge of the page. The background is a light blue gradient.

English K-6

**Introducing the
English K-6 Syllabus
to Parents and School
Community Members**



© Board of Studies NSW 1998

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 1444 1

March 1998

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Introduction

This book has been written to be released with the revised *English K-6 Syllabus* and support document.

The book contains a selection of material from the syllabus and support documents and some suggested activities that can be used in a variety of ways.

The purpose of this book is to provide information for parents and community members about the *English K-6 Syllabus* and what children learn about in English in primary school. It includes an activity designed to promote discussion of how parents could support classroom learning activities. It also includes advice about how parents can support their child's learning in reading, writing, spelling, talking and listening at home.

How to use this book

This book can be used for parent association meetings, parent information sessions and/or as part of ongoing support for parents. The material is designed to be presented by parents and/or school staff. Ideas for presentation and activities have been included, which may need to be modified to cater for different parent audiences. The material from the syllabus and support documents should also be selected and adapted according to the needs and interests of the parents in the community. Some parts of this book could be used for inclusion in school newsletters and/or made available for individual parents and community members.



Part 1

The English K-6 Syllabus Overview

What is a syllabus?

A syllabus contains the content of a learning area and provides advice about what is to be taught in each stage of schooling. The primary years Kindergarten to Year 6 are covered by Stages 1, 2 and 3.

Board of Studies syllabuses also include statements of the aim and objectives and list the expected outcomes of the students' learning experiences at each stage.

What is English?

English is the key learning area where students develop knowledge, skills and understandings about English language and literature. As well as being a key learning area in its own right, English also has a wider role as a means of learning in all key learning areas.

The *English K-6 Syllabus* is based on an approach to language that describes the ways that people use language. People use language for three main purposes:

- ✍ to interact with others;
- ✍ to create and interpret texts; and
- ✍ to develop understandings about the world and ourselves.

This approach to language enables teachers and students to explore and analyse how language works in different contexts.

In the syllabus, the word **text** is used broadly as any communication, written or spoken or viewed, involving language. It will include picture books, novels, newspapers, letters, conversations, speeches, performances of plays, feature films, television programs, computer graphics, CD-ROMs and advertisements.

Competence in English will enable students to learn about themselves, their own and other cultures, to communicate their thoughts and feelings, to participate in society, to make informed decisions about personal and social issues, to analyse information and viewpoints, and to use their imagination.

Why has the English syllabus been revised?

In 1995 there was a review of outcomes and profiles in NSW schooling, known as the 'Eltis Review' (see *Focusing on Learning: Report of the Review of Outcomes and Profiles in NSW Schooling*, NSW DTEC, August 1995). One of the recommendations from this review was that the Board of Studies revise the *English K-6 Syllabus*, reduce the number of outcomes, arrange the outcomes in the three stages and replace functional grammar terminology with conventional grammar terminology.

What is the aim of the syllabus?

The aim of the *English K-6 Syllabus* is to encourage positive attitudes towards learning English, to develop students' ability in using language effectively and to enable critical reflection on how language works.

What are the objectives of the syllabus?

Values and Attitudes

To develop students' enjoyment of language and their confidence and independence as language users and learners.

Skills

To develop students' competence in learning and using language in a broad range of contexts.

Knowledge and Understandings










To develop students' knowledge and understandings of texts and how texts are structured within different contexts.

Children as learners

Children entering schools have diverse backgrounds and experiences of language. While most children will be able to use one, and sometimes more than one, language to fulfil their needs, some children will have had little contact with Standard Australian English.

It is the task of the school to affirm the value of students' home languages as well as to ensure that they are able to use Standard Australian English appropriately in different contexts.

The syllabus encourages schools to recognise community values, to promote close working relationships with parents and to foster community involvement and participation in school life. It takes into account:

-  gender equity issues;
-  Aboriginal students and perspectives;
-  students learning English as a second language and multicultural perspectives;
-  children with special gifts and talents;
-  socially and physically isolated students;
-  students with special needs;
-  early childhood experiences;
-  students from low socioeconomic backgrounds;
-  environmental perspectives.

Refer to *English K-6 Modules*, pp 7–20 for more information.

What do children learn in English?




When children take part in the English learning experiences in the syllabus they will develop the ability to talk, listen, read, view, write and spell. Children develop confidence using spoken language as they learn to talk and listen for different purposes. Talking enables children to clarify their ideas, explore issues, solve problems and to develop understandings in all key learning areas. Learning to read is a complex process. For children to read well, they need to develop a range of reading strategies. Reading and writing are closely connected. When children learn to read and write, they learn about how language is used for different purposes and audiences. Writers produce different text types when they write for different purposes.

Children will learn to create and interpret a range of literary and factual texts. They will also learn about the structure and grammar of these texts. Throughout the years of primary school, students will explore a range of literature that will include Australian literature, literature from other cultures, contemporary literature, poetry, everyday texts and media texts. For more detail refer to pp 18–19.

What are outcomes and indicators?

The outcomes in the syllabus describe the knowledge, skills, understandings and strategies students demonstrate when **learning** to talk, listen, read and write. They also include the knowledge and understandings students develop when **learning about** talking, listening, reading and writing. The outcomes are accompanied by indicators. Indicators are statements of the behaviour that students might display as they work towards the achievement of syllabus outcomes.

The outcomes and content in the *English K–6 Syllabus* are organised in three strands:

-  talking and listening
-  reading
-  writing.

This organisation ensures that all aspects of English will be taught; it does not mean the strands will be taught separately.

Values and attitudes outcomes

The *English K–6 Syllabus* includes values and attitudes outcomes to ensure that, throughout the years of primary schooling children will develop enjoyment, confidence and independence in using spoken and written language. If children have a positive attitude towards learning to read and write they are more likely to experience success at school.

How do teachers use outcomes and indicators to assess your child's progress in English?

Teachers assess each child's progress in reading, writing, talking and listening. They collect, analyse and record information and use outcomes and indicators to make decisions about each child's progress and achievement. They then plan appropriate learning experiences to ensure continuing progress. Each school has its own way of letting parents know about the progress of their children.

Children will be given opportunities to show what they know, understand and can do in a variety of class activities when they talk, listen, read and write.

They will be given opportunities to reflect on their own learning, and they will be encouraged to talk about what they have learnt in their lessons about how language works to create meaning.

When assessing children's achievements, teachers will value and take into account the diverse factors that can affect performance in English such as the culture, background language, interests and experiences of the children.

It is important that children are observed to determine if they are consistently able to perform a task in a variety of different situations.

When children are given feedback about their strengths and areas of need, it will enhance their self-esteem and motivation.

What do school reports let you know about your child?








School reports will let you know about how your child is progressing.

Each school has its own way of reporting information to parents about their children's progress. The purpose of reporting is to provide information about children's learning in English K-6. Reports can be presented in a spoken or written form. In conversations and in written reports, information can be provided about how students are progressing.

Some schools send home portfolios of children's work. Other schools provide written comments informing parents about their child's progress.

What types of information will parents be given about their child's progress?

Reports might include information about their:

-  attitude to learning English;
-  knowledge and understanding about spoken and written language;
-  skills and competence in using language in different situations for different purposes and different audiences;
-  progress, including their areas of strength and need;
-  individual support needs;
-  achievement of outcomes,
-  progress in working towards outcomes.

Reports may also include a child's work samples that will show progress in English.



Part 2

**What Do Children
Learn in English?**

Introduction

This section includes stage statements from the *English K–6 Syllabus* that provide a 'snapshot' of what children learn about in English in each stage of schooling. If more detailed information is needed, refer to the 'Content Overview' section of the syllabus, pp 50–65.

The stages of schooling are as follows:

Early Stage 1	Kindergarten
Stage 1	Years 1 and 2
Stage 2	Years 3 and 4
Stage 3	Years 5 and 6.

Most children will achieve outcomes of each stage in the years listed above. However, some children will be working at a later or earlier stage, depending on their individual learning needs.

What does your child learn in English in each stage?

Early Stage 1

Students in Kindergarten are usually in this stage

Stage Statement
from the English K–6 Syllabus, p 12

Students who have achieved Early Stage 1 show a growing awareness of the many purposes for using spoken and written texts in and outside the classroom and school.

Students use spoken language to interact informally with teachers, peers and known adults in the classroom. Using their home variety of English, they ask and respond to questions and contribute to class or group discussions. Students try to express themselves clearly using various forms of communication to understand others, and correct themselves or indicate when they cannot understand.

Students demonstrate a growing understanding of the reading process, which involves integrating a range of skills and strategies while independently reading and viewing texts.

Students recognise literary and factual texts. In responding to and discussing texts read aloud by the teacher, they relate what they know about the world and their own experiences to the ideas, events and information in texts.

Students show an emerging awareness of the nature, purposes and conventions of written language. They know the letters of the alphabet and most of the sounds these letters represent. They produce texts of one or more sentences, using most upper-case and lower-case letters appropriately. They recognise some common computer icons and use these to perform elementary tasks.

Stage 1

Students in Years 1 and 2 are usually in this stage

Stage Statement
from the English K–6 Syllabus, p 12

Students who have achieved Stage 1 use English in ways that reflect their foundational competence in spoken and written texts.

Through their familiarity with using spoken English for school purposes, students mix with others in more complex ways. They are developing some awareness of how they and other people adjust their talking and listening to suit their purposes and audience. Students draw on what they are learning about language to experiment with their own talking and listening. They also adopt new ways to improve their communication with others.

Students read short literary and factual texts. They recognise the structure and grammar of several types of text. Students can now interpret and discuss the meanings they find in written and visual texts. They understand that texts are produced by people for different purposes and different audiences and that texts represent real and imaginary experiences in different ways.

Students produce brief written texts that are understood by others and that include related ideas and information. They are aware that writing can be planned, reviewed and changed, and can discuss these processes.

Students use computer technology to construct texts. They understand that texts constructed in this way can be manipulated to cater for additions and alterations in style. They spell correctly many frequently used words and use what they know about letter–sound correspondences to help them spell. They write legibly in NSW Foundation Style and attempt to use correct punctuation.

What does your child learn in English in each stage?

Stage 2

Students in Years 3 and 4 are usually in this stage

Stage Statement
from the English K–6 Syllabus, p 13

Students who have achieved Stage 2 interpret and communicate proficiently ideas and information for different purposes and audiences. They explore the features of different types of spoken, written and visual texts and experiment with ways of shaping their ideas to suit topics, purposes and audiences.

Students use spoken language to interact confidently and effectively in a variety of contexts (home, class, school, community) and with a range of audiences (familiar, less familiar, small group of peers, whole class). Students listen attentively for both general idea and specific detail. They can give a short prepared oral presentation on a familiar topic.

Students can read independently a wide range of texts on challenging topics. They recognise and discuss relationships between ideas, information and events in these texts. They have a grasp of simple symbolic meanings and stereotypes and of the purposes and characteristics of different types of texts. They can discuss different interpretations of visual texts.

Students produce longer texts with well-developed stages, using ideas and information about a range of topics. They recognise, discuss and can use many of the structures and grammar of a range of text types. Students experiment with ways of planning, reviewing and proofreading their writing as demonstrated by the teacher, and usually spell familiar words correctly. They can use the edit functions of word processors to alter, format and organise their texts. They usually use correct punctuation (capital letters, full stops, quotation marks, commas). They use joined letters when writing in NSW Foundation Style.

Stage 3

Students in Years 5 and 6 are usually in this stage

Stage Statement
from the English K–6 Syllabus, p 13

Students who have achieved Stage 3 have a sound basic knowledge of how to use English. This enables them to experiment with their talking, listening, reading and writing on different topics for an increasing range of purposes and a variety of audiences.

Students are aware of the ways in which the considered use of spoken language can entertain, inform and influence others. They plan, rehearse and reflect on the ways they listen and speak.

Students read independently a wide range of texts with increasing complexity. Students try to understand written and visual texts containing unfamiliar concepts and topics, and texts that use language in relatively complex ways. They recognise points of view. They justify their own interpretations by referring to the text and to their own knowledge and experience.

Students structure their written texts coherently according to the social purpose of the text type. They write well-structured sentences and use a variety of grammatical features effectively. They try to adjust their writing to meet readers' needs and plan, review and proofread their writing. They can construct texts for different purposes and audiences, using computer technology. They spell most common words accurately and use a variety of strategies to spell less common words. They consistently use correct punctuation and write in a fluent, legible style.



Part 3

**Texts, Grammar,
Spelling,
Handwriting**

Introduction

This section includes information about the two broad categories of texts in the *English K-6 Syllabus*, literary texts and factual texts. Both categories include media texts and, electronic texts. Parents can refer to the Board of Studies' *English K-6 Recommended Children's Texts* (1995) for advice about suitable texts for each stage of schooling.

This section also includes advice about grammar, spelling and handwriting.

Literary texts

Literary texts include those spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative or emotional response.

There is a wide variety of literary texts, many of which may overlap, as in the case of narrative poetry, drama and poetic uses of language in prose.

Literary texts are an important part of the English program. The engagement of a student with a literary text can be a powerful experience that shapes the student's imagination and thought. Reading quality literature can have a significant impact on how students see and relate to the world around them.

While literary texts are commonly thought of in terms of books, they may also be transmitted through other media such as magazines, film, radio, television and computer.

Visual elements may be part of literary texts. The visual elements in spoken literary texts, such as storytelling, may include facial expressions, gestures or objects that the storyteller may use to enhance the telling. In written literary texts the visual elements may include pictures or photographs or graphic elements.

<i>Text Type</i>	<i>Social Purpose</i>	<i>Examples</i>
<i>Narrative</i>	To entertain, create, stimulate emotions, motivate, guide, teach.	<i>Some picture books, short stories, novels, some ballads, fairy/folk tales, some myths, fables, legends, and some song lyrics, films, videos, television programs.</i>
<i>Literary Recount</i>	To entertain by dealing with a sequence of events that establish a relationship between a writer/reader/speaker/listener.	<i>Some picture books, short stories, some fables and myths, autobiographies, humorous stories, some poems, films, videos, television programs.</i>
<i>Observation</i>	To record events and respond to them in a personal way. Observation does not have a sequence of events.	<i>Early writing of children, some picture books, some poems.</i>
<i>Literary Description</i>	To describe, in literary terms, natural, physical, cultural and individual phenomena.	<i>Some picture books, some poems.</i>
<i>Personal Response</i>	To summarise and respond personally to a text.	<i>Response to text activities in classroom contexts such as English and Creative Arts.</i>
<i>Review</i>	To summarise/analyse a literary text and assess its appeal and value.	<i>Oral and written commentaries about literary texts and creative arts, typically found in the media.</i>

Factual texts

Factual texts are those that present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. Factual texts appear in all cultures.

Factual texts may be spoken or written and may include visual elements. In spoken texts an important part of the meaning may derive from facial expressions, from gestures or the use of technology. In written texts, meaning is also contained in visual elements such as graphs, maps, photographs, grids, diagrams, drawings and labels.

Whether written or spoken, factual texts present their content from a particular perspective. However, the perspective or point of view of the writer or speaker might not be overtly stated. Factual texts might suppress the point of view in an attempt to appear objective.

Although factual texts might purport to present accurate, objective information, they are not simply objective representations of reality. Rather, they are constructions of reality, created by a writer or speaker.

Many of the written texts that students will encounter in their schooling, and indeed throughout their lives, will be factual. Teachers need to ensure that students are equipped with the skills and knowledge to create and interpret factual texts. Students need to learn about the ways in which these texts construct and present information and knowledge about a subject.

<i>Text Type</i>	<i>Social Purpose</i>	<i>Examples</i>
<i>Factual Description</i>	To describe a particular living, non-living or natural phenomenon.	<i>Texts in information books, films, videos, television.</i>
<i>Information Report</i>	To classify and describe general classes of phenomena.	<i>Scientific texts in information books, films, videos, television.</i>
<i>Procedure</i>	To achieve a goal/outcome through a sequence of steps.	<i>Information books, television programs focusing on how to do and makes things.</i>
<i>Procedural Recount</i>	To record (orally and in writing) in a sequential order the steps taken to achieve a particular goal/outcome, written after doing a procedure.	<i>Information books, television, films and videos focusing on how things were made.</i>
<i>Factual Recount</i>	To record a series of events in the sequence in which they occurred.	<i>Historical texts in books, films, videos, television.</i>
<i>Explanation</i>	To explain scientifically how and why technological and natural phenomena come into being.	<i>Scientific texts in books, films, videos, television.</i>
<i>Exposition</i>	To state a position with respect to an issue and argue a case for or against.	<i>Texts in information books, print, visual and oral media, eg letters to editors, editorials.</i>
<i>Discussion</i>	To examine issues from more than one perspective and make recommendations based on evidence.	<i>Texts in information books, print, visual and oral media, eg submissions, debates.</i>

What is grammar?

Grammar is a way of describing how a particular language works to make meaning within a culture.

Why do children need to learn grammar?

Grammar provides a language for talking about the main features of language. Children's language development will be greatly assisted by their learning a grammar of English that will enable them to use language appropriately, effectively and accurately in different situations for different purposes. Children should be taught how to think about and reflect on how the English language works and how they can make choices from the language system to achieve different purposes. Grammar provides a tool for thinking critically about how texts are constructed.

How will grammar be taught?

Most children come to school with the ability to use and understand quite complex grammar in their oral language (particularly in their home language). Even the writing of young children may display some very sophisticated forms of grammar. There is therefore a great gap between what children can do with grammar and how they can talk about language precisely and consistently.

At school, children will be developing the ability to discuss the structure and grammar of texts using a shared language for talking about language at each stage. Teachers will use terms appropriate to the understanding of the children and gradually introduce conventional grammar terminology as they progress (see Glossary pp 54–58).

Grammar is not being learned as an end in itself but as a means of improving children's ability to use language more effectively and to critically evaluate others' texts. In order to support this, grammar will be taught through teachers using literary and factual texts related to a class unit of work rather than exercises in isolation. The grammatical concepts and terminology to be taught in primary school are included in the Glossary (pp 54–58).

What is spelling?

Spelling involves writing the letters of a word in order. It is a tool for reading and writing.

Spelling is a complex developmental process that is accomplished over time. It is valued in our society and so it is important for children to develop a positive attitude to spelling. If they have an interest in words, how they are structured and their meanings, they will be more likely to be a good speller.









How will spelling be taught?

Teachers aim to help children understand that spelling words correctly helps to communicate meaning in writing.

Spelling will be taught in reading and writing activities.

It is important that children are aware of the variety of strategies that can be used to spell words. They should be aware that because of the peculiarities of the English spelling system, some strategies work better for some words than for others.

Some spelling strategies that children will be taught include:

-  use of spelling rules
-  remembering visual patterns of words
-  listening to the sounds and sound patterns in words
-  use of syllabification, eg *hos-pit-al*
-  proof reading skills
-  use of dictionaries, thesauruses
-  use of spell check
-  use of the *Look, say, cover, write, check* method.

children will be encouraged to attempt spelling a variety of words. Children develop confidence when they 'have-a-go' at spelling words in their own writing.

In the early years, spelling will not always be corrected, but teachers will use children's attempts at spelling to teach the strategies children need to make progress towards correct spelling of all commonly used words.

They will learn to spell words that they have misspelt in their own writing and to use conventional spelling in published versions of their work. They will learn to spell words related to a unit of work they are studying in class. They will be encouraged to create their own lists of interesting or useful words as well as lists of commonly used words. They will also be encouraged to explore the ways in which some signs in the environment use unconventional spelling and suggest possible reasons for this.

What handwriting is taught in schools?

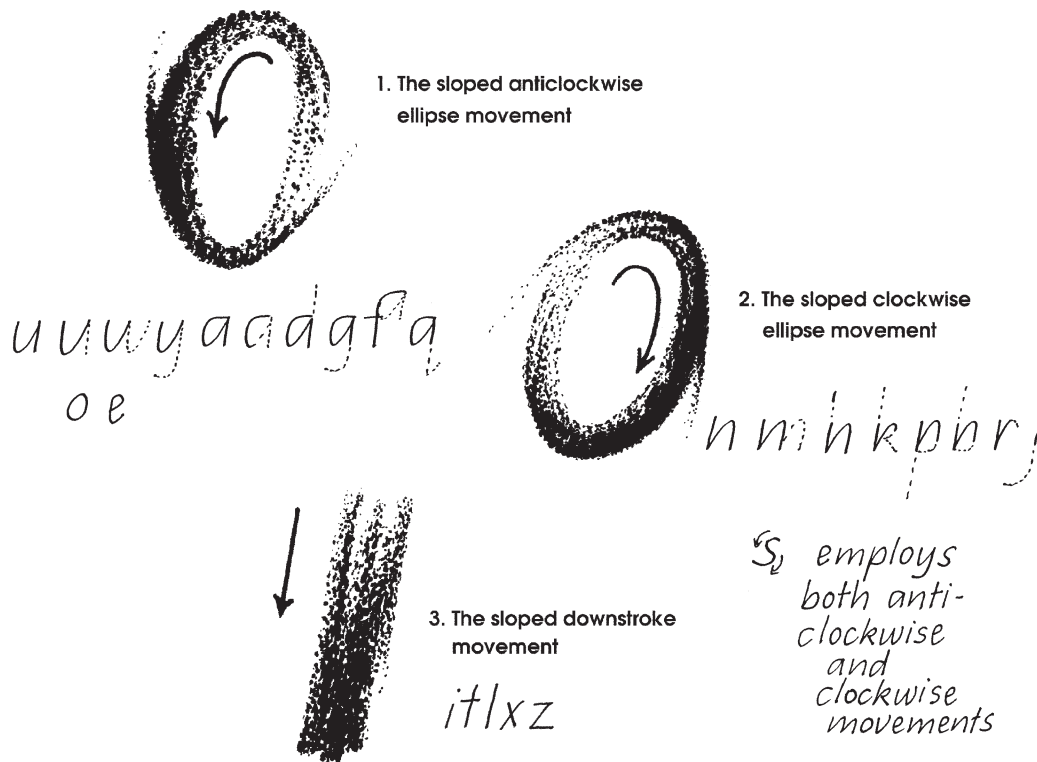
The main aim of teaching handwriting is to help children to develop a legible, fluent handwriting style.

NSW Foundation Style handwriting is taught in schools. Students develop handwriting skills when they are writing a variety of texts. Handwriting is taught with an emphasis on correct pencil grip and good posture.

How are the letters taught?

In early years, teachers will show students how to write each letter of the alphabet using the NSW Foundation Style handwriting. In Year 3 students will be taught to join the letters of the NSW Foundation style handwriting.

The following three Foundation movements form the basis of legible, fluent handwriting:



Diagrams on pages 22–23 adapted from Writing K–12, NSW Department of School Education, 1987

The NSW Foundation Style (graphic overview)

THE SMALL LETTERS
u y v w a d d (optional) g q c e o
f j s n r m h k b p l t i x z

THE CAPITAL LETTERS

U C G O Q J S
B P R D I L E F H T (optional)
A V W M N
K Y X Z

THE NUMERALS 0 1 2 3 4 5 6 7 8 9

abcdefghijklmnopqrstuvwxyz

The quick brown fox
jumps over the lazy dog.



Part 4

Work Samples



Introduction

Examples of written information reports written by children in each stage have been included in this section. These are called writing work samples.

A work sample can be any sample of student's work, either oral or written.

Each work sample has information about the context in which it was developed as well as the outcomes that the student is working towards. The indicators provide information about what the student can do. Teachers use this information to determine what students can do and what they still need to learn (Please note that those work samples are also included, without indicators, are also included in the 'Overhead Transparencies' section, pp47–50 for use in activities.)

Information reports are factual text types. They are written to present information about something. They generally describe an entire class of thing, whether natural or constructed. Information reports are usually organised to include:

-  a general statement identifying the subject of the information report, perhaps defining and classifying it
-  a description of general features, eg characteristics, habitat, food, reproduction.

In the *English K-6 Student Work Samples* document, there are work samples for writing, reading and talking and listening. These provide examples of students working towards outcomes as well as achievement of outcomes.

Writing Work Sample

Early Stage 1

Outcomes

WES1.9
Engages in writing texts with the intention of conveying an idea or message.

WES1.10
Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

WES1.11
Begins to use letters to represent known words when spelling.

WES1.12
Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

Context

The students had observed ducklings in the classroom for a week before being asked to write. The students were involved in a range of activities to develop understandings about ducklings. This text is an observation that the student wrote and read to his teacher, who then scribed it for him. The single descriptive sentence uses a relating verb. Through modelling and joint construction activities, the students can use relating verbs to write more descriptive sentences about the topic. The sentences can then be organised into a more developed information report.

WES1.9 makes written observations

WES1.9 writes basic descriptions

WES1.9 writes own name

WES1.9 writes some common words accurately without copying

WES1.10 experiments with using full stops at the end of sentences

WES1.11 says the beginning and ending sounds of spoken words, eg 'sit' ends with 't'

WES1.10 usually uses capital letters at the beginning of sentences

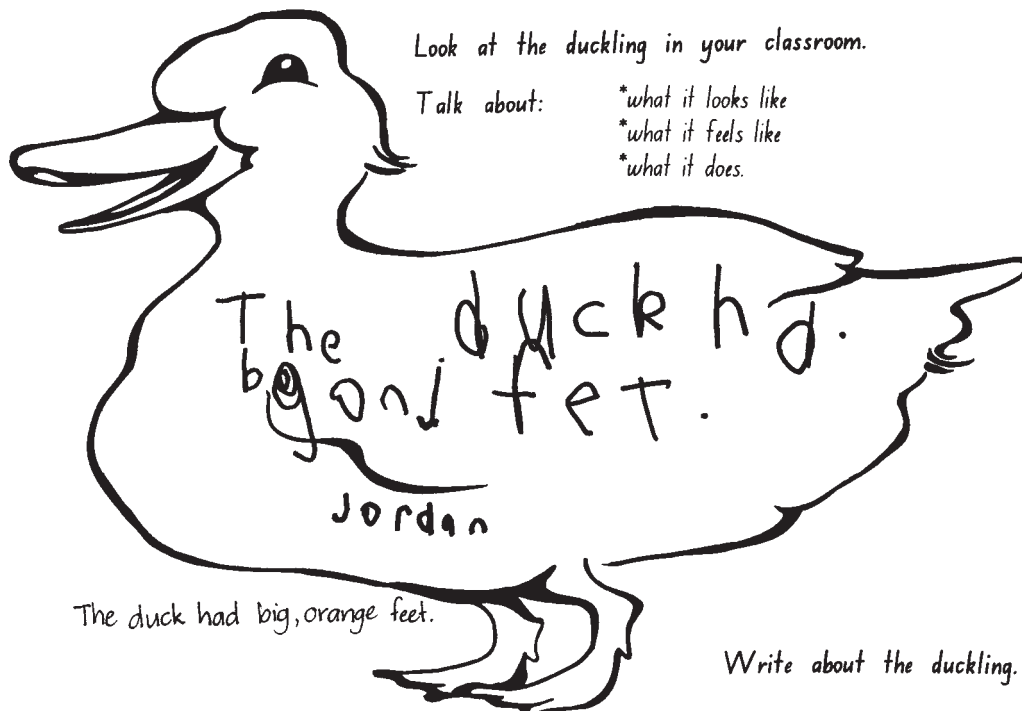
WES1.10 usually uses correct word order in sentences

WES1.10 writes a simple sentence, ie a sentence with one clause

WES1.10 writes a statement (a sentence giving information)

WES1.11 uses approximations and some conventional spelling

WES1.11 uses groups of letters or symbols to represent words



Writing Work Sample

Stage 1

Outcomes

WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.	WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.
WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

WS1.9	constructs elementary descriptive information reports
WS1.9	uses a pro forma to select and organise information
WS1.9	writes a single statement or short text
WS1.10	includes information about location, movement, appearance, reproduction
WS1.10	uses action verbs to write about behaviour
WS1.10	uses simple present tense
WS1.10	uses adjectives to describe a shark's appearance, eg grey, brownish

Context

After activities involving the joint construction of information reports, the students selected an animal to research and used a pro forma to organise their information. The students used the information in the pro forma to independently construct an information report. This is a first draft.

WS1.10	uses technical language, eg reproduce
WS1.10	uses the noun group 'the shark' to generalise about all sharks
WS1.10	writes a classifying statement in the first sentence
WS1.11	draws on knowledge of common letter patterns and letter-sound correspondences when writing a text
WES1.12	forms most lower-case and some upper-case letters

<p>What kind of animal is a <u>sharks</u>?</p> <p>Which family group does it belong to?</p> <p>.the fish</p>	<p>Where can you find a <u>shark</u>?</p> <p>.in almost every sea and ocean in the world</p>	<p>How does a <u>shark</u> move?</p> <p>.with its fins. .Mostly with there tails.</p>
<p>What does a <u>shark</u> look like?</p> <p>.gre and white and brownish</p>	<p>What does a <u>shark</u> eat?</p> <p>.Tuna .sardine</p>	<p>How does a <u>shark</u> reproduce?</p> <p>.they lay eggs. .sontims sharks get cut open to get there babes</p>

The shark belongs to the fish family they live in almost every sea and ocean in the world. They move with its fins but mostly with there tails a shark looks grey and brownish sharks eat Tuna and sardines sharks reproduce. They lay eggs somtims sharks get cut open to get there babes.

Writing Work Sample

Stage 2

Outcomes

WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.

WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.

Context

After referring to a range of factual texts on spiders, the students brainstormed ideas about spiders and categorised this information into appropriate headings on a class pro forma. Scott referred to the class pro forma to organise his information while writing an information report. This is a final draft.

- WS2.9 arranges subject matter into paragraphs
- WS2.9 chooses when to write subjectively or objectively
- WS2.9 writes fuller descriptions of people, animals, objects, places
- WS2.9 writes information reports that include information about different parts of things and their components
- WS2.9 writes more extended descriptions of each feature in an information report
- WS2.10 combines clauses by using 'and' to construct compound sentences
- WS2.10 uses action verbs to write about behaviour

- WS2.10 uses plural noun groups, eg most spiders, all spiders, to generalise about spiders
- WS2.10 uses relating verbs, eg have, to relate parts of a sentence, eg Most spiders have eight legs and eight eyes
- WS2.10 uses 'spiders' as theme (beginning focus of clause) in many sentences
- WS2.10 uses simple present tense
- WS2.10 uses technical language, eg spinnerets
- WS2.12 uses computer software programs to create and edit texts



Spiders



Spiders come in all sizes, some can camouflage.

Most spiders have eight legs and eight eyes. They have a spinnerets on their back to help them spin webs. They have two sharp fangs. some have a red back.

All spiders hunt for food and some of them catch it in their web. They catch flies in their web and suck their blood. When a spider catches something it always wraps it up and puts it on its web. It takes at least one hour to spin a web. They spin their web with silk. Daddy long leg spiders kill red back spiders.

Spiders live in webs, they like dark places. They live in trees, and they can live under bridges. They live in bushy places, some live in tunnels, in the ground and some have trap doors. Some live in windowsills.

Funnel webs are the worlds most dangerous spiders, but Daddy long legs have the deadliest venom but they can't use it because they're fangs aren't long enough.



Writing Work Sample

Stage 3

Outcomes

WS3.9
Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

WS3.10
Uses knowledge of sentence structure, grammar and punctuation to edit own writing.

WS3.11
Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

WS3.12
Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

Context

The class participated in a variety of activities to support them in gaining information from a variety of sources. They then participated in several joint constructions and conferences with the teacher before independently constructing their own information report.

<i>WS3.9 records information from a variety of sources before writing when necessary</i>	<i>WS3.10 uses places in London as the theme in the last paragraph</i>
<i>WS3.9 writes texts that include technical and abstract vocabulary, eg financial and insurance centres, economy</i>	<i>WS3.10 uses relating verbs to relate parts of sentence, eg London is the capital of the United Kingdom</i>
<i>WS3.9 writes lengthy information reports with increased technicality</i>	<i>WS3.10 uses simple present tense</i>
<i>WS3.9 writes paragraphs that contain a main idea and elaboration of the main idea</i>	<i>WS3.11 uses knowledge of base words to write new words</i>
<i>WS3.10 uses a classifying statement in the first sentence, eg London is the capital of the United Kingdom</i>	<i>WS3.11 uses visual and phonological strategies such as recognition of common letter patterns and critical features of words</i>
<i>WS3.10 uses London as theme (beginning focus of clause) in sentences in the first paragraph</i>	<i>WS3.12 uses a variety of print and script styles for effect</i>
	<i>WS3.12 uses word processing programs to design school/class newspaper, importing graphics and written texts from a range of sources</i>

A Report About London.

London is the capital of the United Kingdom. London has a population of over 6,756,000 and is one of the world's leading financial and insurance centres. London attracts about 6 million visitors each year and tourism, especially in the summer, is a major contributor to the economy.

One of London's oldest landmarks is the Tower of London. The former royal residence located beside the Thames was begun by William I (The Conqueror) in about 1079 and later served as a prison.

Tower Bridge, a distinctive Victorian structure, crosses the Thames beside the Tower of London. To the west lies the heart of London and its financial district. The 17th century Saint Paul's Cathedral is located there, as are the Bank of England, Mansion House (residence of the Lord Mayor) and many other landmarks such as Big Ben, The Houses of Parliament and Buckingham Palace, the home of the Royal Family.



Part 5

**How to
Help at Home**























Introduction

This section includes advice about how to help your children at home in reading, writing, spelling, talking and listening.

Reading

Reading should be enjoyable for you and your child. If your child becomes distressed or loses interest when reading at home, take a break from reading and try again later. All children, regardless of age, like to be read to. Make a special time whenever possible for reading with your child away from interruptions.

How can you help your child in reading?



















-  Show your child that you value reading by reading whenever you can.
-  Encourage a positive attitude to books.
-  Provide a variety of texts for your child to read to you, eg stories, comics, poems, plays, cartoons, reference books, magazines, children's recipe books.
-  Encourage your child to borrow books from the library.
-  Point out words on street signs, packets and labels.
-  Encourage your child to predict what a book is about from the cover and illustrations.
-  Talk about illustrations and diagrams in books and discuss how they add meaning to text.
-  Reread favourite books.
-  Talk about the different purposes for reading a picture book, a novel, a television guide, a newspaper, a telephone directory, a recipe book, an encyclopedia.
-  Point out the different size and shape of words.
-  Point out the first sound of a word and encourage your child to think of other words that begin with the same sound.
-  Encourage your child to read books for enjoyment as well as for information.
-  Encourage your child to talk about characters and events in texts.
-  Encourage your child to make sound effects for the characters and events.
-  Ask your child to think of possible beginnings and endings for stories read and heard.
-  'Sound out' difficult words and/or give clues to the meaning of difficult words.
-  Praise your child when they are reading, eg 'well done — that was a difficult word'.
-  Encourage your child to have a go at reading words that are unfamiliar.
-  Ask your child to read on past the unknown word to gain clues from the rest of the sentence.
-  Show your child how to find the meanings of unfamiliar words in dictionaries.
-  Encourage your child to watch films and videos of books they have read.
-  Talk about the ways in which a film version of a book compares with the print version.

If your child is having difficulty with reading, or not enjoying reading, ask your child's teacher for help.

Writing

When children begin to write they enjoy making marks and scribbles on paper. After a while they start to write some of the letters and sounds of the alphabet. They learn to write words. Eventually they learn to write sentences and are able to create a variety of texts.













How can you help your child's writing at home?

-  Make writing experiences at home fun for you and your child.
-  Write in front of your child and discuss what you are writing, eg shopping lists, cards, letters and notes.
-  Talk about the different purposes and audiences for writing.
-  Encourage your child to use a variety of paper types for drawing and writing.
-  Encourage your child to use pens, pencils, crayons, chalk and textas for writing.
-  Praise your child for 'having a go' at writing words that are new to them.
-  Encourage your child to write messages for you and other family members.
-  Help your child to find little words in big words and to write them, eg carpet: car, are, pet, care, tar.
-  Encourage your child to write cards and invitations, and letters to friends, relatives, neighbours, school teachers.
-  Encourage your child to write signs, poems, favourite recipes and instructions.
-  Encourage your child to label things that they design and make.
-  Play word games such as 'I Spy', 'Scrabble', 'Boggle', 'Scattogories', 'Junior Pictionary'.
-  Encourage your child to use a word processor or typewriter if available.
-  Display paintings, drawings and writing that your child brings home from school.
-  Encourage your child to develop their own photo album and encourage them to write labels for their photos.
-  Encourage your child to keep a scrap book or photo album for putting in pictures and writing.
-  Encourage your child to keep a diary and to write in it whenever possible.
-  Encourage your child to practice the NSW Foundation Style handwriting.

If your child is having difficulty with their handwriting or spelling, ask your child's teacher for help.

Spelling

How can you support your child in learning to spell?

-  Say speech rhymes and tongue twisters together.
-  Play 'detective' games with words. Ask your child to be a detective and find:
 - words that rhyme, eg can, fan, man, tan
 - words that begin with the same sound, eg sun, sausage, sea
 - words that end with the same sound, eg hat, street
 - little words in big words, eg 'am' in 'jam'
 - words that sound the same but are spelt differently, eg ate - eight, to - two - too, their - there.
-  Play word games that focus on the sounds of words, eg Junior Scrabble, Boggle, Word Snap, Wonderwords, Junior Crosswords, I Spy, Hangman.
-  Encourage your child to write words that start with a particular sound.
-  Encourage your child to write words with three letters, five letters and so on.
-  Try to make spelling activities enjoyable.
-  Encourage your child to 'have a go' at spelling words.
-  Encourage your child to 'sound out' words, eg h-i-t, s-a-n-d.
-  Ask your child to write words that are not easily 'sounded out', eg home, watch, after.
-  Encourage your child to develop memory tricks such as 'a piece of pie', 'hear with your ear'.
-  Encourage your child to use the '*look say cover write check*' method to spell a variety of words, for example, ask your child to:
 - *look* closely at the word
 - *say* the word and then
 - *cover* it
 - *write* the word and then
 - *check* to see if it is correct!
-  Show your child how to use dictionaries, encyclopedias and thesauruses.

Provide positive feedback when your child attempts to spell a word or spells a word correctly.

See your child's class teacher for information about the spelling strategies your child is learning to use or if your child is having difficulty.

Talking and Listening

Your child has learned to talk and listen with your help and encouragement. You can continue to support your child's language development at school by doing some of the following.

- ✍ Actively listen and respond to your child's talk.
- ✍ Encourage your child to talk about their interests, friends, pets, favourite books and favourite movies.
- ✍ Show your child ways of talking for different purposes, eg using the telephone, inviting a friend to play, giving a message.
- ✍ Encourage your child to talk about television, video and radio programs.
- ✍ Give your child a series of instructions to follow.
- ✍ Encourage your child to give messages to other family members.
- ✍ Encourage your child to play a variety of games such as 'The Shopping Game' (one child begins by saying 'I went shopping and bought an apple'. Each child has to remember what has been said before and add a new shopping item).
- ✍ Encourage your child to talk about things they have made using blocks, plasticine, cardboard or junk material.
- ✍ Encourage your child to listen to stories being read by family members.
- ✍ Have your child listen to stories and retell them to friends and family.
- ✍ Encourage your child to talk about drawings, paintings and models that they bring home from school.
- ✍ Encourage your child to read a variety of books and to retell the story in their own words.
- ✍ Encourage your child to read a variety of factual texts and talk about the information presented in these texts.
- ✍ Encourage your child to talk about their imaginary play.
- ✍ Encourage your child to talk to known adults as well as to other children.
- ✍ Plan and discuss family outings, eg going to the beach, park, friend's place, movie, zoo, museum, art gallery, sports events.
- ✍ Encourage your child to discuss and debate issues in the news and newspapers.
- ✍ Encourage your child to ask questions to seek new information and gain understanding.



Part 6

Activities for Presentations

Suggestions for presentations

Depending on the needs and interests of the parents, this material may be presented for:

- 1 parent organisation meetings: select material for 1/2–1 hour presentation at a regular parent meeting;
- 2 parent information meetings: select activities and material for 1 to 2 hour presentation at a special meeting for English K–6;
- 3 interest group meetings;
- 4 curriculum updates;
- 5 kindergarten orientation;
- 6 inserts in school newsletters;
- 7 handouts to individual parents.




Note: Presenters may be parents and or members of the teaching staff.

Suggested activities

Activity: Exploring the Syllabus (approximately 1/2 – 1 hr)

Show participants a copy of the syllabus. Point out the purpose of a syllabus document and how it is used. Show OHPT 1. Talk about the aim and objectives of the syllabus.

Explain what stage outcomes are.

-  Point out that stage outcomes are written for the end of Kindergarten, end of Year 2, end of Year 4 and end of Year 6.
-  Explain that outcomes are statements that describe the knowledge skills, understandings and strategies that students demonstrate when learning to talk, listen, read and write. They also include the knowledge and understandings students develop when learning about talking and listening, reading and writing.
-  Point out that indicators are statements of the behaviours students might display as they work towards achievement of the syllabus outcomes.

(**Optional:** show OHPT 3 — Outcomes and Indicators, and have participants engage in related activity.)

Explain how texts are classified in the syllabus.

-  In the syllabus texts are organised into two categories, literary and factual.

Literary texts include: narrative, literary recount, literary description, observation

Factual texts include: factual description, information report, procedure, factual recount, procedural recount, explanation, exposition and discussion

Refer to text type categories pages 18–19.

Share examples of literary and factual texts and discuss their purpose and audience.

(**Optional:** Point out some structural and grammatical features of texts.)

Activity : How to Help at Home

Refer participants to the 'How to Help at Home Section', p 31. Ask participants to work with someone else to identify some practical ways of incorporating these activities into their daily routine. Ask pairs to share with the whole group.

NOTE: The next three activities may be combined or carried out separately.

Activity: Helping with Reading, p 32

Have participants brainstorm and list activities that they are currently doing at home to support their child's learning in reading.

Provide participants with the Board of Studies' parent brochure on reading or copy page 32 of this book. Allow time to discuss.

Provide time to add activities to the list that parents can do to continue to support their child's learning.

Activity : Helping with Writing and Spelling, pp 33–34

Have participants brainstorm and list activities that they are currently doing at home to support their child's learning in writing.

Provide participants with the Board of Studies' parent brochures on writing and spelling or copy pages 33–34 of this book. Allow time to read and discuss.

Provide time to add activities to the list that parents can do to continue to support their child's learning.

Activity: Helping with Talking and Listening, p 35

Have participants brainstorm and list activities that they are currently doing at home to support their child's learning in talking and listening.

Provide participants with the Board of Studies' parent brochures on talking and listening or copy p 35 of this book. Allow time to read and discuss.

Provide time to add activities to the list that parents can do to continue to support their child's learning.

Activities to explore outcomes and indicators

Introductory Activity

Ask participants to reflect on a learning experience that was positive, eg learning to drive a car, learning to swim. Ask them to consider what factors made the learning experience positive. Provide time for sharing of the factors of successful learning experiences. Emphasise the link between successful learning experiences and positive attitudes and values. Point out that values and attitudes outcomes are given emphasis in the syllabus.

Activity: Outcomes and Indicators Activity

Inform participants that outcomes and indicators provide information about what children can do as well as what they need to know. Explain to participants that before they look at outcomes from the syllabus they will look at how outcomes and indicators could be applied to a situation in their own lives, eg learning to drive a car.

Show OHPT 3. As a group, brainstorm and list indicators. (**Optional:** refer participants to the *English K-6 Syllabus* writing outcomes and indicators, p 36, and provide time to read and discuss.)

Activity : Writing Work Samples

Show OHPTS 4, 5, 6 and 7. Discuss the development from Early Stage 1 to Stage 3. Explain that teachers use the work samples to build up a picture of student progress over time and plan teaching and learning experiences that should be provided for each student. Divide participants into groups and provide them with a work sample. Explain the purpose of the context box and the outcomes.

Ask participants to read and discuss the student's writing and to write some comments about what the student can do. Have participants check their comments with the annotated work samples on pp 27–30 of this book and compare and discuss.

Activities to explore texts and grammar

Activity 1: Literary and factual texts

Provide participants with Reproducible Sheet No 1 and Reproducible Sheet No 2. Inform participants that these texts have four different purposes which are to tell a story, enable, argue and describe and classify. Ask participants to read these texts and match according to their social purpose, eg enabling — procedure; arguing — exposition; describing and clarifying — information report; entertaining, guiding, stimulating emotions and talking a story — narrative. They should then compare and discuss their findings about the texts including the importance of grammar and structure.

Activity 1a: Literary texts

Explain what literary texts are (refer to definition on p 18). Show some good examples of texts, eg *My Cat Maisie* by Pamela Allen, *The Very Hungry Caterpillar* by Eric Carle, *Imagine*, by Alison Lester, *The Night Hawk Star* by Junko Morimoto, *Pigs and Honey* by Jeannie Adams, *Billy the Punk* by Jessica Carroll and illustrated by Craig Smith, *The Sign of the Seahorse* by Graeme Base. Read and discuss these. Point out the structure and grammar of one or more of these texts.

Activity 1b: Factual texts

Explain what factual texts are (refer to definition on page 18). Show some good examples of factual texts and read some excerpts, eg *Eyespy Book of Night Creatures* by Chris Cheng, *Rainforests of Australia* by Graham Churchett, *Book of Amazing Facts* by Bamber Gascoigne and illustrated by Joe Wright, *My First Photography Book* by Dave King, *Hiding Out — Camouflage in the Wild* by James Martin and photographs by Art Wolfe, *V is for Vanishing* by Patricia Mullins. Point out the structure and grammar of these.

Note: The texts chosen and grammar discussed can be adapted to suit the interests of the group. With parents of Kindergarten –Year 1 students, texts can be chosen to demonstrate how children are taught to read.

Activity 2: Exploring Grammar

Explain what grammar is, why it will be taught and how it will be taught using literary and factual texts (refer to information on page 20).

Point out nouns in a text and discuss how adjectives provide information about nouns. Talk about the different types of adjectives.

Point out different types of verbs and how they provide information about what is happening in a text.

Optional activity: Ask participants to look for noun, pronoun links in a text and to make word chains of these, eg The boy... he..., The children... they... Explain to participants that this is a crucial pattern for a text to make sense. Some children have difficulty with this concept and as a consequence the text seems confused or illogical.

Activity 3: Exploring the Glossary

Refer participants to the Glossary pp 54–58.

Explain that the glossary is in the syllabus for teachers to refer to when introducing grammatical concepts and terms to children. Tell participants that the definitions and explanations might be useful for them to use when explaining a grammatical concept or term with their children.

Activity to Explore Spelling

(Note: This activity should only be used with a confident, literate group. Otherwise it could be overwhelming.)

Introductory Activity

Tell participants that you are going to give them a spelling test.

Use some commonly misspelt words and words requiring different strategies.

Give the test. Ask them to circle words they might have misspelt. Correct the words.

Ask how they felt during the test. Why? How did they work out how to spell a word? What strategies did they use?

eg visual memory

eg sound–symbol correspondence

eg knowledge of word patterns

Inform participants about the variety of strategies used to spell words and the importance of students having a variety of strategies, rather than just relying on one, eg sounding out will not work for sight words.

Exploring 'look, say, cover, write, check strategy' activity

Model how to use this strategy using words from the test or other commonly misspelt words.

Look closely at the word.

Say the word and then **cover** it.

Write the word and then **check** to see if it is correct.

Tell participants that they can use this strategy with their children for words that cannot be sounded out.



Part 7

**Overhead
Transparencies
and Reproducible
Sheets**

OHPT 1

The English K–6 Syllabus



Aim



Objectives



Stage Outcomes












Indicators



Texts

OHPT 2

What do children learn about in English K–6?

-  Literature
-  Language structure and grammar
-  Talking and listening
-  Reading
-  Writing
-  Spelling
-  Handwriting
-  Punctuation
-  Using technology

OHPT 3

Outcome:

Demonstrates competency
in driving a manual car.

Indicators:



able to start the car



able to change gears without stalling



.....



.....



.....

OHPT 4 Writing Work Sample Early Stage 1

Outcomes

WES1.9
Engages in writing texts with the intention of conveying an idea or message.

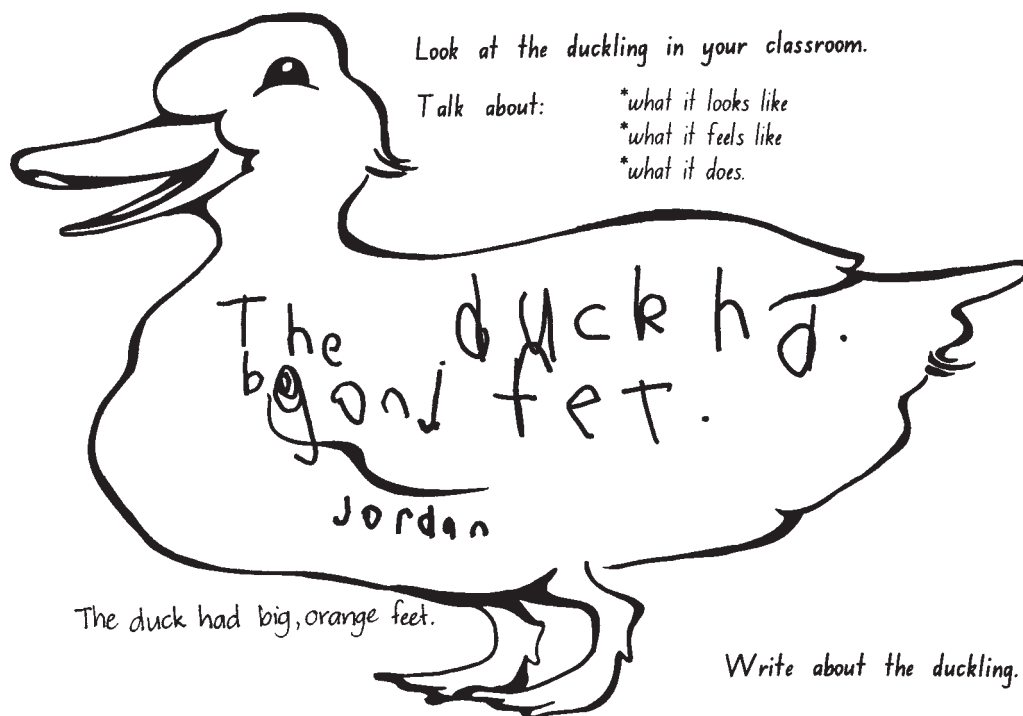
WES1.10
Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

WES1.11
Begins to use letters to represent known words when spelling.

WES1.12
Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

Context

The students had observed ducklings in the classroom for a week before being asked to write. The students were involved in a range of activities to develop understandings about ducklings. This text is an observation that the student wrote and read to his teacher, who then scribed it for him. The single descriptive sentence uses a relating verb. Through modelling and joint construction activities, the students can use relating verbs to write more descriptive sentences about the topic. The sentences can then be organised into a more developed information report.



OHPT 5 Writing Work Sample Stage 1

Outcomes

WS1.9

Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

WS1.10

Produces texts using the basic grammatical features and punctuation conventions of the text type.

WS1.11

Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

WS1.12

Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context

After activities involving the joint construction of information reports, the students selected an animal to research and used a pro forma to organise their information. The students used the information in the pro forma to independently construct an information report. This is a first draft.

<p>What kind of animal is a <u>sharks</u> ?</p> <p>Which family group does it belong to?</p> <ul style="list-style-type: none"> • the fish 	<p>Where can you find a <u>shark</u> ?</p> <ul style="list-style-type: none"> • in almost every sea and ocean in the world 	<p>How does a <u>shark</u> move?</p> <ul style="list-style-type: none"> • with its fins. • Mostly with there tails.
<p>What does a <u>shark</u> look like?</p> <ul style="list-style-type: none"> • gre and white and brownish 	<p>What does a <u>shark</u> eat?</p> <ul style="list-style-type: none"> • Tuna • Sardine 	<p>How does a <u>shark</u> reproduce?</p> <ul style="list-style-type: none"> • they lay eggs. • somtims sharks get cut open to get there babes

The shark belongs to the fish family they live in almost every sea and ocean in the world. They move with its fins but mostly with there tails a shark looks grey and brownish sharks eat Tuna and sardines sharks reproduce. They lay eggs somtims sharks get cut open to get there babes.

OHPT 6 Writing Work Sample Stage 2

Outcomes

WS2.9

Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

WS2.10

Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.

WS2.11

Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

WS2.12

Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.

Context

After referring to a range of factual texts on spiders, the students brainstormed ideas about spiders and categorised this information into appropriate headings on a class pro forma. Scott referred to the class pro forma to organise his information while writing an information report. This is a final draft.



Spiders



Spiders come in all sizes, some can camouflage.

Most spiders have eight legs and eight eyes. They have a spinnerets on their back to help them spin webs. They have two sharp fangs. some have a red back.

All spiders hunt for food and some of them catch it in their web. They catch flies in their web and suck their blood. When a spider catches something it always wraps it up and puts it on its web. It takes at least one hour to spin a web. They spin their web with silk. Daddy long leg spiders kill red back spiders.

Spiders live in webs, they like dark places. They live in trees, and they can live under bridges. They live in bushy places, some live in tunnels, in the ground and some have trap doors. Some live in windowsills.

Funnel webs are the worlds most dangerous spiders, but Daddy long legs have the deadliest venom but they can't use it because they're fangs aren't long enough.



OHPT 7 Writing Work Sample Stage 3

Outcomes

WS3.9

Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

WS3.10

Uses knowledge of sentence structure, grammar and punctuation to edit own writing.

WS3.11

Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

WS3.12

Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

Context

The class participated in a variety of activities to support them in gaining information from a variety of sources. They then participated in several joint constructions and conferences with the teacher before independently constructing their own information report.

A Report About London.

London is the capital of the United Kingdom. London has a population of over 6,756,000 and is one of the world's leading financial and insurance centres. London attracts about 6 million visitors each year and tourism, especially in the summer, is a major contributor to the economy.







One of London's oldest landmarks is the Tower of London. The former royal residence located beside the Thames was begun by William I (The Conqueror) in about 1079 and later served as a prison.

Tower Bridge, a distinctive Victorian structure, crosses the Thames beside the Tower of London. To the west lies the heart of London and its financial district. The 17th century Saint Paul's Cathedral is located there, as are the Bank of England, Mansion House (residence of the Lord Mayor) and many other landmarks such as Big Ben, The Houses of Parliament and Buckingham Palace, the home of the Royal Family.

REPRODUCIBLE SHEET no 1

How To Plant Bean Seeds

What you need:

-  pot or punnet
-  soil
-  water
-  bean seeds
-  labels or paddle pop sticks
-  waterproof pen.

What you do:

Fill the pot or punnet with soil.

Level the soil neatly with your hands.

Make three holes with your finger in the middle of the soil.

Place one bean seed in each hole.

Cover the bean seeds with soil.

Water the seeds each day.

A Boy's Walk

Once there was a little boy who was going for a walk along a bush track near a creek.

He stopped by a rock to watch some tadpoles in the creek. As he lent over he fell in with a splash. Luckily his older sister had followed him. She heard the splash and ran to the edge and was able to rescue him.

REPRODUCIBLE SHEET no 2

Crocodiles

General classification

Crocodiles are a type of reptile. Reptiles are animals with backbones. They are also 'cold blooded'. This means they have to move from sun to shade and shade to sun at regular intervals to keep their bodies at an even temperature. Humans can control their body temperature internally, ie from inside their bodies.

There are twelve different kinds of crocodiles. One is the saltwater crocodile found in northern Australia.

Description

Crocodiles have very long snouts with sharp teeth. They have four legs with webbed feet for swimming and a long tail that is also used when swimming. Their skin is scaly. Crocodiles grow to ten metres in length and can live for one hundred years.

Saltwater crocodiles can live in the open sea but dislike rough water and swim in the calmer inland rivers; they live in the water and on land. In the water the crocodiles lie very still and often look like logs in the water. They build their nests and lay eggs on land. When disturbed or frightened they can move at twenty kilometres per hour. When the eggs are hatched the female crocodile carries the young in a pouch in her mouth for safekeeping.

Crocodiles eat fish and crabs and larger animals that invade their territory. They tear their food apart and swallow it whole. They often swallow stones to grind the food in their stomach.

The only real enemies of crocodiles are human beings who hunt them for their skins, which are made into bags and shoes.

Protect our National Parks

Trail bikes and the damage they cause have become a major problem for rangers in our National Parks. There are many reasons for this.

Firstly, bikes ridden in the same area again and again cause severe damage to the native plants in the area. Tracks made through the bush also add to the problem of soil erosion.

Secondly, the noise from trail bikes spoils the peace and quiet of the bush for other visitors. As well as this, native animals that inhabit these parks are scared away from their natural environment and often die before they find shelter.

In order to try and solve this problem, rangers could impose higher fines for people caught riding in the park, as well as confiscating their bikes.

Another solution would be to have more rangers patrolling the areas that have become popular bike trails.

Finally, an additional way of helping the situation would be to make the public more aware of the damage caused by bikes by putting announcements on the television and signs or posters throughout the parks.



Part 8

Glossary of Grammar Terms

Glossary of grammar terms

Grammar is Taught in the Context of Reading, Writing, Talking and Listening Activities

- Adjective** A word that describes a noun. Different types of describing words include:
- ✎ possessive adjectives (eg *my, his, her, Kim's, boys'*)
 - ✎ numbering adjectives (eg *two, many, lots of*)
 - ✎ describing adjectives (eg *big, old, yellow, square*)
 - ✎ classifying adjectives (eg *Persian cat, air transport*)
 - ✎ comparing adjectives (eg *more delicate, best, bigger*).
- Adjectival clause** A clause that provides information that defines the qualities or characteristics of the person or thing named. They usually begin with a relative pronoun and is sometimes called a relative clause.
- eg *The child who had the red top came first.*
The books that I bought yesterday were discounted.
- Adverb** A word that tells something about a verb, adjective or another adverb to indicate such things as manner, place or time. An adverb commonly ends in -ly.
- eg *Krista ran quickly.*
Go there after school.
She is most helpful.
He listened very carefully.
- Adverbial phrase** A group of words that provide information about where, when, with what, how far, how long, with whom, about what, as what.
- eg *She swept the floor with an old broom.*
Tim spoke to James about his work.
Throughout time people have attempted to halt old age.
- Article** There are three articles in the English language: *a, an* and *the*. Articles are placed before nouns and form part of the noun group when referring to either a specific person or thing (*the*) or a non-specific person or thing (*a, an*).
- Clause** A complete message or thought expressed in words. The essential component of a clause is a verb or verb group.
- eg *She played in the sandpit .*
Duc was running home.
- A main clause (also known as principal or independent clause) is a clause that can stand alone as a complete sentence or may join with other clauses, eg *I am waiting for you.*
- A dependent clause (also known as subordinate clause) is a group of words that cannot usually stand alone as a sentence on their own, eg *While I was waiting for you.....*

- Conjunction/Connective** A word that indicates a connection in a sentence or between sentences:
- ✎ through adding information, eg *and, as well*
 - ✎ through time, eg *meanwhile, when*
 - ✎ by comparing or contrasting, eg *likewise, on the other hand*
 - through cause and effect, eg *because, so*
- Modality** The selection of words used by a writer or speaker to express different shades and degrees of meaning.
eg *will, may, must, possibly, probably, usually*
- Modality can be expressed through various language features such as:
- ✎ modal verbs eg *I might go, I must go, I could go*
 - ✎ modal adverbs eg *I could possibly go, perhaps I will go*
 - ✎ modal nouns eg *There is a possibility I will go.*
 - ✎ modal adjectives eg *What is the probable ending?*
- Noun** A word used to represent people, places, ideas and things.
- Nouns used to name any one of a class of things are known as common nouns, eg *girl, classroom, egg.*
- Nouns used to name a place, a person or the title of something are known as proper nouns. Proper nouns commence with a capital letter.
- eg *Alison, Wagga Wagga, Olympic Games.*
- Nouns used to name a group of things are known as collective nouns.
- eg *crowd, swarm, team*
- Nouns used to name things that we cannot see but which exist in thoughts and feelings are known as abstract nouns.
- eg *sadness, love, wonder*
- Other types of nouns include human/nonhuman, general/particular, everyday/technical, count/mass.
- Noun group** A group of words representing who or what is involved. It may include different types of articles, adjectives and nouns linked together
- eg *The run-down old inner-city terrace house is for sale.*
- Noun groups can also include adjectival phrases and adjectival clauses.
- eg *The house with the broken windows is for sale.*
- The house that we saw yesterday is for sale.*
- A noun group can consist of two or more nouns.
- eg *Boys and girls come out to play.*
- Karen, the oldest child, came into the room.*
- Noun/pronoun agreement** Occurs when a writer or speaker selects the correct pronoun for the noun or noun group to which it is referring,
- eg *The boy was looking for his father in the supermarket.*

- Object** The noun, noun group or pronoun in a sentence that is affected by an action
eg *The girl threw the ball.*
- Phrase** A group of words that forms part of a sentence and does not include a finite verb.
eg *He put the rubbish in the bin.*
- Preposition** A word that begins an adverbial phrase or an adjectival phrase (indicating, for example, time, place, manner, causality).
eg *in, on, after, before, by, under, over, of*
- Pronoun** A word that is used in place of a noun.
eg *The bag is heavy. It is full of bricks.*
Personal pronoun, eg *he, she, we*
Demonstrative pronoun, eg *that, this*
Relative pronoun, eg *who*
- Quoted speech (direct speech)** Speech in a text that quotes what someone has said, giving the exact words.
eg, *She said, 'Would you like to go sailing today?'.*
- Reported speech (indirect speech)** Speech in a text that reports what someone has said and gives the content of the speech without repeating the exact words
eg *She said she wanted to go sailing today.*
- Sentence** A collection of words consisting of either one clause or several clauses that are grammatically linked. A written sentence will begin with a capital letter and end with a full stop, question mark or an exclamation mark. There are different types of sentences. A simple sentence consists of a single independent clause (eg *She ran to the train.*). A compound sentence consists of two or more independent clauses joined by a connective (eg *She ran to the train and jumped aboard.*). A complex sentence consists of an independent clause and a dependent clause (eg *She ran to the train while it was pulling out of the station.*).
- Statement** A clause that provides information.
eg *I am leaving now.*
- Subject** Noun or noun group in a clause that agrees with the verb in person and number.
eg *The girl threw the ball.*
He run home to see the news.
- Subject–verb agreement** Occurs when the writer or speaker selects the correct verb for the noun or noun group to which it is referring.
eg *They were not home. (as opposed to *They was* not home.)*

Tense The form of the verb that indicates when something is happening in relation to the speaker's time: past, present or future.

This is indicated through the use of an inflection or through the use of auxiliary verbs

eg *Jan ate bananas. (past)*

Jan is eating bananas. (present)

Jan will eat bananas. (future)

Theme of clause The beginning focus of a clause contained in the first position in the clause.

eg *Sugar gliders are marsupials.*

Verb A word that tells what is happening or what is. Different types of verbs include:

✎ action verbs (eg *Maria danced all night.*)

✎ thinking verbs (eg *She forgot his name.*)

✎ feeling verbs (eg *Phil likes baked beans.*)

✎ saying verbs (eg *He whispered softly.*)

✎ relating verbs (eg *Cows are herbivores.*)

Verb group A group of words built up around a verb. Verb groups may include auxiliary verbs (ie those 'helping' verbs used to indicate tense or modality).

eg *She is going soon.*

They must leave before dark.

Verb groups can contain two or more verbs.

eg *He huffed and puffed.*

They were going to climb the fence.

These are sometimes called complex/compound verbs.

Some verb groups include other words such as adverbs and prepositions.

eg *The plane took off.*



Part 9

References

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