



# Poetic Writing: Character

LEVEL | 1i | 1ii | 1iii | 2 | 3 | 4 | 5

## My Dad Has the Same Shoes

### THE LEARNING CONTEXT

Because The Learning Context and Integrating Reading and Writing sections for the character exemplars are so closely related, they have been combined in a shared introduction, which applies to all the character exemplars. It suggests the approach Nathan's teacher may have taken to working with the class on character writing. It also suggests ways in which teachers can integrate character writing with reading.

### Teacher-student conversations

The teacher moved around the room as the students were writing, questioning and encouraging. With Nathan, she commented on what seemed to be the most pertinent point for him:

Teacher: Fancy having the same shoes as Dad!  
 Nathan: His are bigger than mine.  
 Teacher: Oh, I thought they might be. What are they like?  
 Nathan: They're like these ones. [Shows teacher shoes.]  
 Teacher: Ah – I see. Pretty smart shoes! What else could you tell me about your dad?  
 Nathan: What he looks like.  
 Teacher: Can you tell me something now?  
 Nathan: He's got curly hair.  
 Teacher: It would be great if you could put that in your story too.

### WHERE TO NEXT?

To move Nathan towards the next learning step, the teacher might help him to focus on:

- Voice
  - including personal response to observations.
- Language features
  - attempting to elaborate physical description, appealing to the senses.
- Punctuation
  - developing further understanding of use of capital letters and beginning understanding of how to use full stops.

This could be done by:

- modelling texts with examples of these language features
- discussing and identifying language features that writers use for effect
- “walking him through” the experience in order to focus on detail
- giving specific feedback on these teaching points.

### CURRICULUM LINKS

*English in the New Zealand Curriculum*

#### 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

#### *Te Whāriki*

Pages 76–79

All of goals 2 and 3, and the associated learning outcomes for knowledge, skills and attitudes.

### REFERENCES

Ministry of Education (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*. Wellington: Learning Media.



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**WHAT THE WORK SHOWS:** Nathan has recalled specific features about his dad that are prominent in his mind. He has presented these facts as a personal and endearing statement about his dad.

Student's first draft

### Deeper features

#### Voice

Records simple and honest observation of character.

#### Ideas

Has something to say about a character.

#### Sentences

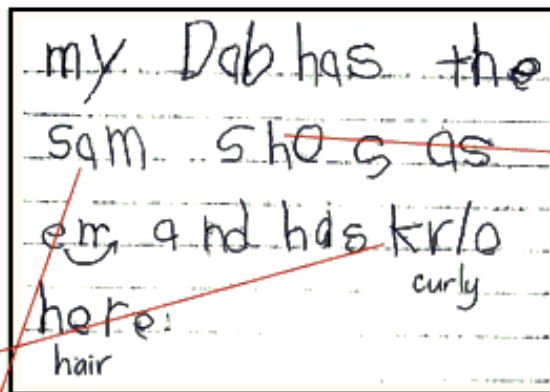
Attempts a compound sentence.

#### Vocabulary

Uses appropriate content words.

#### Language features

Focuses on physical description but also includes a specific feature.



My Dab has the sam shos as em and his Krl here

[My dad has the same shoes as me and has curly hair.]

### Surface features

#### Spelling

Attempts to use initial letter sounds, including a blend.

Approximates common spellings.

Spells some high-frequency words correctly.

#### Punctuation

Beginning to use capital letters.

#### Grammar

Sentence makes sense.

#### Layout

Leaves spaces between words.

Demonstrates directionality.



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