



LEVEL | li 2 3 4 5

# My Grandad Likes Fishing

## 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 TJ'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

### During the first draft

Teacher: Can you read your story to me?

TJ: "My grandad is bald."

Teacher: Is he really? No hair at all?

TJ: Well, he's got a few bits of hair.

Teacher: Just a few bits.

TJ: And they're all spiky. Sticking up.

Teacher: Are you going to write about the spiky bits?

TJ: Yes.

Teacher: Is there anything else you want to say about your grandad?

TJ: Don't know.

Teacher: What's he like? What sort of things does he like to do?

TJ: He likes fishing.

Teacher: Maybe you could write about that too!

## WHERE TO NEXT?

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

- voice: including a personal response to observations;
- language features: attempting to use a simple simile to elaborate on physical description (for example, "Grandad's hair is like a broom");
- punctuation: developing understanding of the correct use of capital letters.

The teacher could do this by:

- modelling texts with examples of these language features;
- "walking TJ through" the experience in order to focus on detail and feelings;
- giving specific feedback relating to these teaching points.

## 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*

### Te Whāriki links

See Strand 4, Communication, goals 2 and 3, and the associated learning outcomes for knowledge, skills, and attitudes.

*Te Whāriki, pages 76–79*



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# My Grandad Likes Fishing

STUDENT'S FIRST DRAFT

Thursday  
 My grandad is bald  
 We have a little to  
 speak about  
 he likes fishing  
 fishing



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## What the Work Shows

TJ has described aspects of his grandfather that are significant to him. His attention to detail is appealing.

STUDENT'S FIRST DRAFT

### DEEPER FEATURES

#### Voice

Records simple and honest observations of a character.

#### Ideas

Has something to say about a character.

#### Sentences

Uses simple sentences.

#### Vocabulary

Uses some appropriate content words.

#### Language features

Focuses on one aspect of physical description, with attention to detail. Also includes a behavioural trait.

Thursday

my grAndAd is bod weth Lto Spke dets.  
he likes feshing

### SURFACE FEATURES

#### Spelling

Identifies and records most dominant consonants and some vowel sounds.

Spells some high-frequency words correctly.

#### Punctuation

Has some understanding of full stops.

#### Grammar

Writes simple sentences that make sense.

#### Layout

Leaves space between some words.

Demonstrates a sense of directionality.

My grandad is bald with little spiky bits. He likes fishing.