



# Poetic Writing: Character

LEVEL 1i 1ii 1iii 2 3 4 5

## My Mum Gives Me a Hug

### 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 Tamyka'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

As the teacher moved about the classroom:

- Teacher: What a lovely mum. I like it when my mum hugs me. How do you feel when your mum hugs you?
- Tamyka: It feels warm. She goes like this [demonstrates by hugging herself].
- Teacher: Her arms wrap around you and make you feel warm. Can you write that?

The student then added her second sentence.

Teacher: You have had a really good go at spelling your words.

### WHERE TO NEXT?

To move Tamyka towards the next learning step, the teacher might help her to focus on:

#### Ideas

- considering some details about her character. In particular, continuing to notice how aspects of a character touch her and make her feel.

#### Vocabulary

- extending the range of content words.

#### Language features

- considering features such as similes, to describe characters.

#### Spelling

- developing knowledge/familiarity with all dominant sound-letter relationships, especially 'dr', 'l'
- increasing the number of high-frequency words used confidently.

#### Layout

- leaving spaces between all words.

#### Proofreading

- beginning to check for omissions and misspelled words.

The teacher will promote these skills within a rich language environment where reading and writing are supported by discussion. Specific teaching of the skills will occur during guided and shared reading sessions, modelled and shared writing sessions and during conferencing (giving specific feedback) with Tamyka.

### 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 organization of text which affect understanding.

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

### REFERENCE

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



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**WHAT THE WORK SHOWS:** Tamyka clearly conveys the warmth and immediacy of her feelings for her mother. She does this through a simple description of her mother's actions and a personal response to these. This builds an effective snapshot of part of Tamyka's interior world.

Student's first draft

### Deeper features

#### Voice

Records a simple observation of her character's action. Links this with her own feelings.

#### Ideas

Has something personal to say about her character.

#### Structure

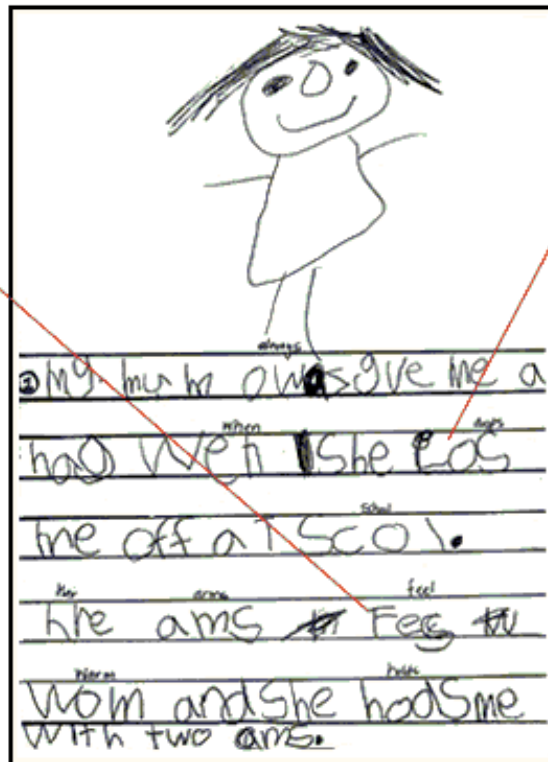
Ideas are presented in a satisfying sequence.

#### Sentences

Attempts simple and compound sentences.

#### Language features

Focuses on both physical and behavioural features. Uses adjectives to assist with this.



### Surface features

#### Spelling

Identifies many dominant sounds in words and records most of these in order (some obvious exceptions).

Spells some high-frequency words correctly.

#### Punctuation

Uses capital letters and full stops with support.

#### Grammar

Has good control of word order.

#### Layout

Leaves some space between words.

My mum owas gve me a hag Wen She  
pos me off at Scol. hre ams Fes Wom and  
She hodSme With two ams.

[My mum always gives me a hug when  
she drops me off at school. Her arms feel  
warm and she holds me with two arms.]




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## My Mum Gives Me a Hug

Student's first draft



My mum <sup>always</sup> give me a  
hug <sup>when</sup> she <sup>has</sup>  
me off at school.  
she <sup>has</sup> <sup>two</sup> arms <sup>to</sup> <sup>feel</sup> <sup>me</sup>  
and she <sup>has</sup> <sup>two</sup> arms  
with two arms.