



Poetic Writing: Character

LEVEL 1i 1ii 1iii 2 3 4 5

My Mum Likes Walking

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 Amelia'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 roved, she had the following conversation Amelia:

Teacher: What does mum like to do?
 Amelia: She's not to have takeaways.
 Teacher: Why is that?
 Amelia: Because she has to be fit.
 Teacher: Could you write that?

After Amelia had finished writing, the teacher acknowledged her inclusion of mum not having takeaways to keep fit.

Teacher: It's a good idea to mention Mum walking here that must keep her fit too.
 Amelia: It does.
 Teacher: What a good try at "Pocahontas" – you have got nearly all the sounds there.

WHERE TO NEXT?

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

- Voice
- including a personal response in character writing.
- Sentences
- writing simple and compound sentences correctly with some variation in beginnings.
- Spelling
- spelling high-frequency words correctly.
- Punctuation
- understanding and using capital letters and full stops consistently.

This could be done by:

- modelling with a small group with similar needs
- focusing on words that are spelt almost correctly
- providing a correct model and taking it through to fluency by giving opportunity for practice
- starting a learning list for spelling
- giving specific feedback against identified "next learning steps".

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: Amelia attempts to convey ideas that are relevant to the character. She expands her ideas from a physical description to include significant behaviours. She has plenty to say on her mum, but is only just starting to learn to order her ideas.

Student's first draft

Deeper features

Voice

Records simple observation of her character's appearance and behaviour.

Ideas

Expresses ideas about the character.

Sentences

Uses both simple and compound sentences.

Vocabulary

Attempts to write content words.

Language features

Attempts to elaborate on physical and behavioural description.

My Mum has Bawn Rfd hfr and sey has green oys and sey ewas wsr a Teysrt and sey Tacs Trns wef Srie wrk. sey ahs to not Hav tak a was. Beyckes sey wos [to be fit.] My Mum ic wRcn sam tiys My Mum sam tsims Kis Me Pokahts.

[My Mum has browny reddy hair and she has green eyes and she always wears a t-shirt and she takes turns with Shirley to work. She has to not have takeaways. Because she wants [to be fit.] My Mum likes walking sometimes. My Mum sometimes calls me Pocahontas.]

Surface features

Spelling

Identifies most initial letter sounds.

Spells some high-frequency words correctly.

Identifies dominant sounds in some words and records these accurately.

Punctuation

Uses capital letters and full stops with growing accuracy.

Grammar

Writes sentences that make sense.

Layout

Consistently leaves some space between words.

Displays a strong sense of directionality.



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LEVEL	1i	1ii	1iii	2	3	4	5
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My Mum Likes Walking

Student's first draft

My Mum has ^{browny reddly} ~~bow~~ ~~w~~ ~~r~~ ~~f~~ ~~d~~
 hft and ~~rew~~ sey has
^{green} ~~en~~ ^{eyes} ~~har~~ ~~oys~~ and sey
^{always} ~~ev~~ ^{wears} ~~is~~ ~~t~~ ~~eys~~ ~~r~~ ~~t~~
~~id~~ sey ~~e~~ ~~w~~ ~~e~~ ~~t~~ ~~a~~ ~~s~~ ~~t~~ ~~h~~ ~~s~~
~~w~~ ~~e~~ ~~f~~ ^{Shirley} ~~e~~ ~~r~~ ~~l~~ ~~e~~ ~~t~~ ~~w~~ ~~r~~ ~~k~~ ~~.~~
 and sey ^{has} ~~ah~~ ~~s~~ ~~t~~ ~~o~~ ~~h~~ ~~a~~ ~~v~~ ~~t~~ ~~a~~ ~~k~~ ~~a~~ ~~w~~ ~~a~~ ~~s~~ ~~.~~ ~~B~~ ~~e~~ ~~y~~ ~~a~~ ~~c~~
~~k~~ ~~e~~ ~~s~~ ~~sey~~ ~~w~~ ~~o~~ ~~c~~ ~~s~~ ^{to be fit.}
 My Mum ^{likes} ~~L~~ ~~i~~ ~~c~~
^{walking} ~~w~~ ~~r~~ ~~a~~ ~~c~~ ~~h~~ ~~s~~ ~~a~~ ~~m~~ ~~t~~ ~~i~~ ~~y~~ ~~s~~ ~~.~~
 My Mum sam
 Tsims kis me ^{Pocahontas} ~~p~~ ~~o~~ ~~k~~ ~~d~~
 hts.