



LEVEL **1** | 2 | 3 | 4 | 5

## I Fell off My Bike

### THE LEARNING CONTEXT

This teacher asked her students to write about a time when they had been hurt. She introduced the topic and motivated discussion by reading *Tom Is Brave* by Helen Depree and *The Accident* by Beverley Randall to the class. The students then listened to each other's and the teacher's stories about times when they had been hurt or involved in an accident. While the students were sharing their stories orally, the teacher asked questions to encourage them to elaborate and provide further information.

She modelled how to plan for writing by drawing a picture of her accident and verbalising what she was thinking as she did so. She also modelled drafting her story, paying attention to:

- particular concepts about print, such as directionality;
- spaces between words;
- one-to-one matching.

In her writing about the accident, she included her feelings and used vocabulary specific to the incident. She encouraged the students to contribute to spelling approximations.

She then asked the students to use the experiences they had previously shared to write their drafts and to reread their stories to check for sense and meaning. While the writing was in progress, the teacher roved and conferenced with individual students. The students' stories were later published for others to read.

Samuel has had some previous practice in writing from personal experience and using a picture to plan for writing.

### Teacher-student conversations

#### During Samuel's first draft

Teacher: Did you hurt yourself?

Samuel: No, I had my helmet on.

Teacher: Just as well! You might like to add that to your story.

Samuel: I don't know how to spell helmet.

Teacher: What are the sounds you can hear? Let's say it out loud.

### INTEGRATING READING AND WRITING

Reading programmes provide opportunities for students to explore other children's personal experiences through class shared and guided reading and through hearing a variety of fiction and non-fiction

texts read aloud to the class. Teachers will also provide a range of learning experiences that develop letter and word knowledge.

### WHERE TO NEXT?

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

- layout: consistency in spacing between words;
- spelling:
  - knowledge of high-frequency words
  - the use of medial vowels in approximations;
- ideas: developing the ideas in the writing by including further detail and feelings.

The teacher could nurture these skills in a rich language environment where reading and writing are supported by oral interaction. For example, the teacher could model elaboration of details and feelings through shared storytelling and through shared construction of a written story based on an idea suggested by Samuel. The teacher could ask him about details and offer comments that might enrich or extend his vocabulary. Teaching of specific skills will occur in the reading and writing programmes, especially in feedback sessions.

### 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

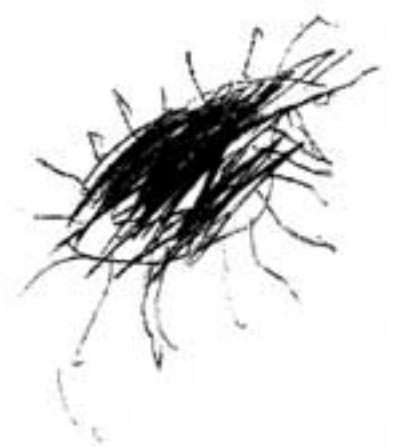
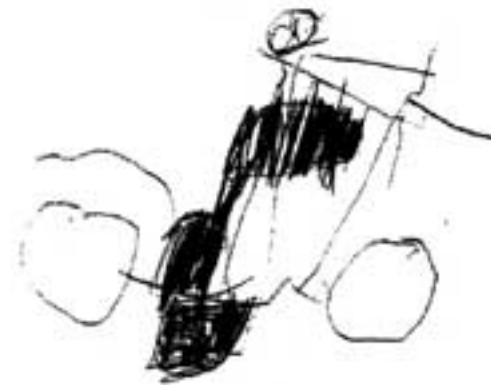
See Strand 4, Communication, goals 2 and 3, and the associated learning outcomes for knowledge, skills, and attitudes.

*Te Whāriki*, pages 76–79

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## I Fell off My Bike

STUDENT'S FIRST DRAFT





# Poetic Writing: Personal Experience

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## What the Work Shows

Samuel is able to convey clearly his thoughts and feelings about an important personal experience to his audience. He is beginning to expand the details of his thinking by providing some supporting ideas. He is able to convey some key content words by recording their dominant sounds.

STUDENT'S FIRST DRAFT

### DEEPER FEATURES

**Voice**

Records personal experience simply and honestly.

**Ideas**

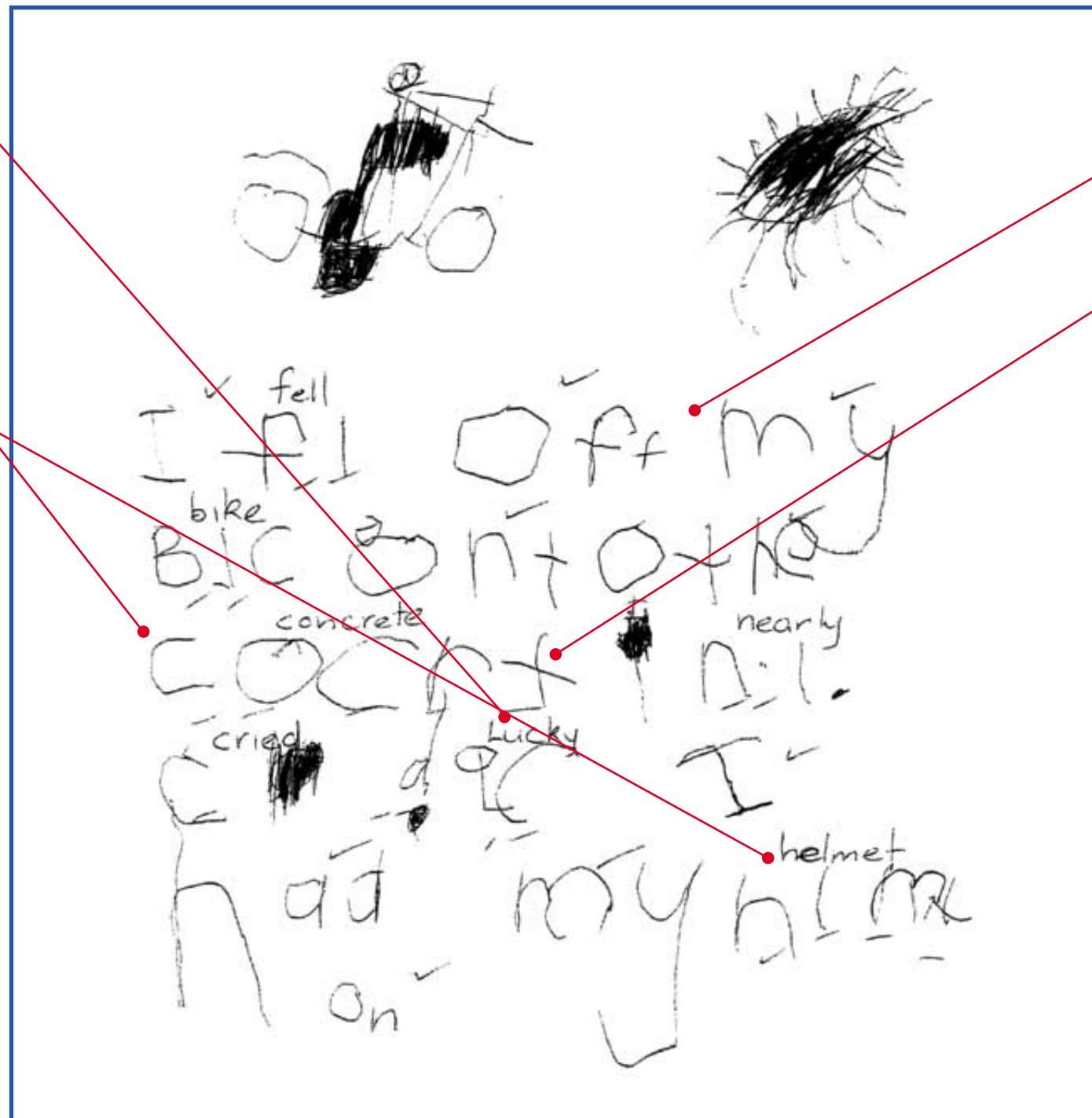
Forms and expresses ideas.

**Sentences**

Attempts simple sentences.

**Vocabulary**

Attempts to write some personal content words. Uses some high-frequency words appropriately.



### SURFACE FEATURES

**Layout**

Shows a strong sense of directionality and leaves space between some words.

**Spelling**

Identifies initial letter sounds and dominant sounds in words.

**Grammar**

Writes simple sentences that make sense.

I fl off my Bic ontothe coct I n l. c d. Lc I had myhlmt on.  
 [I fell off my bike onto the concrete. I nearly cried. Lucky I had my helmet on.]

### REFERENCES

Depree, Helen (1995). *The Accident*. Lower Hutt: Lands End Publications.

Randall, Beverley (1993). *Tom Is Brave*. Petone: Nelson Price Milburn.