



Poetic Writing: Personal Experience

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

I Love the Leaves

THE LEARNING CONTEXT

After three months at school Dean was used to drawing pictures as plans for writing and recording his personal experiences.

The focus in this lesson was to write about a shared experience. Before going outside for a run in autumn leaves, the teacher discussed what they might see, and motivated them with questions involving their senses. She drew a simple picture as a plan, and talked about it as she drew. She wrote some interest words on the whiteboard and focused on initial letter sounds.

Outside, the students ran through the leaves, threw them in the air, rolled in them, smelled them, and felt them. They listened to the crunching of leaves under their feet and crunched them in their hands. Then they talked about their feelings and the colours of the leaves.

After this, they shared their experiences and wrote their drafts. They were asked to focus on recording their sensory experiences honestly, to use spaces between words, and to use a full stop at the end.

While they were writing, the teacher moved about and conferenced with individuals.

Teacher-student conversations

The teacher questioned Dean as he wrote.

Teacher: Why do you love the leaves?

Dean: Because you can pick them up and throw them and roll on them.

Teacher: Can you tell me that in your writing?

Dean added to his piece before reading his story aloud to the teacher. She then published the writing.

INTEGRATING READING AND WRITING

During close and shared reading sessions, opportunities will exist for students to:

- respond to meaning and ideas in a variety of texts in which characters share personal experiences, and relate their experiences to the texts
- develop knowledge of relationships between sounds and letters
- identify some words (particularly high-frequency)
- recognise spaces between words.

A range of learning experiences that students can engage with independently, will be provided to support these skills.

WHERE TO NEXT?

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

Ideas

- extending ideas to include some detail.

Spelling

- identifying initial letter sounds
- developing knowledge of sound/letter relationships.

Layout

- developing consistency with spacing between words.

The teacher can develop these skills within a rich language environment where reading and writing are supported by discussion. There will be specific teaching of these skills in modelled and shared writing sessions, and during conferencing with the student.

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 be able to 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

Strand 4, Communication

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



Poetic Writing: Personal Experience

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

I Love the Leaves

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.



Poetic Writing: Personal Experience

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

I Love the Leaves

WHAT THE WORK SHOWS: Dean can express both a personal experience and a personal response clearly. Although he does not have the skills to express these in writing, he does understand that the purpose of writing is to convey meaning to an audience.

Deeper features

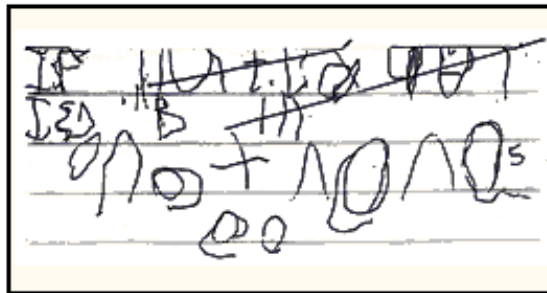
Voice

Records a personal experience and a personal response.

Ideas

Forms ideas and attempts to express them.

Student's final draft



[I love the leaves. I roll on the grass.]

Surface features

Spelling

Beginning to attempt letter sounds.

Layout

Demonstrates a sense of directionality and attempts to leave spaces between words.



Poetic Writing: Personal Experience

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

I Love the Leaves

Student's final draft

