

APPENDIX

CLASS _____	Students' Names	
KEY INDICATORS		
PHASE 1: Role Play Writing		
The Writer:		
Content, Organisation and Contextual Understandings		
◆ assigns a message to own symbols		
◆ understands that writing and drawing are different, e.g. points to words while 'reading'		
◆ is aware that print carries a message		
Concepts and Conventions		
◆ uses known letters or approximations of letters to represent written language		
◆ shows beginning awareness of directionality: i.e. points to where print begins.		
PHASE 2: Experimental Writing		
The Writer:		
Content, Organisation and Contextual Understandings		
◆ reads back own writing		
◆ attempts familiar forms of writing, e.g. lists, letters, recounts, stories, messages		
◆ writes using simplified oral language structures, e.g. '1 brt loles'		
◆ uses writing to convey meaning		
Concepts and Conventions		
◆ realises that print contains a constant message		
◆ uses left to right and top to bottom orientation of print		
◆ demonstrates one-to-one correspondence between written and spoken words		
Strategies		
◆ relies heavily on the most obvious sounds of a word		
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Teacher's Notes:		
Dates:		

RECOUNT PLAN

Name: _____

ILLUSTRATION	OPENING STATEMENT (WHO? WHEN? WHERE? WHAT?) _____ _____ _____ _____
ILLUSTRATION	EVENT 1 _____ _____ _____ _____
ILLUSTRATION	EVENT 2 _____ _____ _____ _____
ILLUSTRATION	ENDING _____ _____ _____ _____

RECOUNT PLAN

TOPIC:

1. SETTING: WHO? WHERE? WHEN? WHAT? WHY?
2. EVENTS IN TIME ORDER
Event 1
Event 2
Event 3
Event 4
3. CONCLUDING STATEMENT/ENDING

NEWS PLAN FOR A RECOUNT

MY NEWS PLAN	
When?	
Who?	
Where?	
What?	
Why?	

COMPLICATION/S:

How the conflict/s or problem/s began

RESOLUTION:

How the character/s solve the conflict/s or problem/s.

NARRATIVE PLAN

NAME:	DATE:
TITLE:	
ORIENTATION: Setting: Who? When? Where? What? Why?	
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INITIATING EVENT What began the event? How did the characters get involved?	
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NARRATIVE PLAN

FRAMEWORK HEADINGS	MAKE NOTES OR DRAWINGS TO HELP PLAN YOUR STORY
Title	
Orientation	
Initiating Event	
Complication	
Resolution	
Coda/Moral/Concluding statement	

<p>CLASS _____</p> <p style="text-align: right;">Students' Names</p>	
KEY INDICATORS (continued)	
PHASE 6: Advanced Writing (continued)	
<i>The Writer:</i>	
Word Usage	
◆ selects and manipulates words, phrases or clauses, for their shades of meaning and impact	
◆ successfully involves the reader by the use of literary devices such as metaphor, simile, onomatopoeia	
◆ uses abstract and technical terms appropriately in context	
Editing	
◆ modifies and restructures phrases, clauses, paragraphs or whole texts to clarify and achieve precise meaning	
Language Conventions	
◆ controls the conventions of writing but may make a deliberate choice to break them to enhance meaning	
Strategies	
◆ takes responsibility for planning, revising and proof reading to ensure that writing achieves its purpose	
◆ reflects on, and critically evaluates own writing to ensure that content and organisation suit the purpose for writing and the audience	
◆ evaluates and synthesises information from a variety of sources to support view	
Attitude	
◆ responds to a compulsion to write	
◆ reflects on, critically evaluates and critiques own writing and that of others.	
Teacher's Notes:	
Dates:	

CLASS	Students' Names	
KEY INDICATORS (continued)		
PHASE 5: Proficient Writing (continued)		
The Writer:		
Editing		
◆ edits own writing during and after composing		
Language Conventions		
◆ demonstrates accurate use of punctuation		
Strategies		
◆ takes notes, selects and synthesises relevant information and plans text sequence.		
PHASE 6: Advanced Writing		
The Writer:		
Content, Organisation and Contextual Understandings		
◆ controls effectively the language and structural features of a large repertoire of text forms		
◆ controls and manipulates the linguistic and structural components of writing to enhance clarity and impact		
◆ generates, explores and develops topics and ideas		
◆ may choose to manipulate or abandon conventional text forms to achieve impact		
◆ maintains stylistic features throughout texts		
◆ makes critical choices of tone and point of view to suit different purposes and to influence audiences		
◆ writes exploring and developing abstract ideas		
◆ makes informed choices about the linguistic features, organisation and development of ideas and information according to audience and purpose		
◆ deliberately structures sentences to enhance a text and according to audience and purpose		
◆ develops ideas and information clearly, sustaining coherence throughout complex texts		
◆ conceals personal bias where appropriate.		
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Teacher's Notes:		
Dates:		

CLASS _____	Students' Names	
KEY INDICATORS (continued)		
PHASE 3: Early Writing		
The Writer:		
Content, Organisation and Contextual Understandings		
◆	uses a small range of familiar text forms	
◆	chooses topics that are personally significant	
◆	uses basic sentence structures and varies sentence beginnings	
◆	can explain in context, some of the purposes of using writing, e.g. shopping list or telephone messages as a memory aid	
Word Usage		
◆	experiments with words drawn from language experience activities, literature, media and oral language of peers and others	
Editing		
◆	begins to develop editing skills	
Language Conventions		
◆	attempts to use some punctuation	
Strategies		
◆	talks with others to plan and revise own writing.	
PHASE 4: Conventional Writing		
The Writer:		
Content and Organisation and Contextual Understandings		
◆	uses text forms to suit purpose and audience	
◆	can explain why some text forms may be more appropriate than others to achieve a specific purpose	
◆	writes a range of text forms including stories, reports, procedures and expositions	
◆	uses a variety of simple, compound and extended sentences	
◆	groups sentences containing related information into paragraphs	
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Teacher's Notes:		
Dates:		