

**Suggested Teaching Components**

- Write using the text structure and language features of a description, e.g. characters or settings in stories
- Use appropriate vocabulary
- Employ upper and lower case appropriately
- Use correct spacing between words, lines, and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

**Suggested Themes, Topics and/or Experiences**

Curriculum topics, animals, people, places, literature themes, field trips, houses, transport, school, important events, shapes, clothing, art/ craft, environment, landforms

**Suggested Assessment Tasks**

- Write a description, e.g. character, place, event, animal, thing
- Write a description and leave out the identifying noun and get a partner to guess what it is

**Sample Strategies****Teacher directed**

- Use pictures, books, videos to build field knowledge
- Model a range of simple descriptions and point out text and language features, e.g. application of 'is' and 'has', spelling, punctuation
- Provide appropriate word bank and glossary, identify lexical chains
- Deconstruct to highlight key text features

**Joint/guided**

- Complete cloze/dictagloss to highlight particular language features, e.g. adjectives
- Write descriptions with information from a matrix, video, picture, topic sentence etc.
- Write simple descriptions for use in guessing games, e.g. 'What am I?'

**Independent construction**

- Complete cloze exercise
- Complete paragraphs
- Write descriptions, e.g. of another student
- Develop personal word banks