

The Writing Planner

Curriculum objectives

Science: The Material World: I am a Chemist!

I understand how one material can cause different reactions.

I can communicate using the language of chemistry.

I can identify how the use of traditional and modern science can be influenced by culture.

I can investigate how particular materials can have many uses.

Context

Students will plan and implement an enquiry on the Material World
Students need to gather and display evidence of how they:

- Compare and interpret chemical and physical changes through scientific experimentation and investigation.
- Communicate their understandings using the language of chemistry.

Students' literacy strengths and needs

Most students:

- Enjoy writing daily.
- Make notes from observations.
- Know the structures and some language features of recount, narrative and descriptions

They need support to:

- Select appropriate structures and language in relation to their purpose.
- Use appropriate scientific and academic language.

Learning tasks

Record information and ideas about what happens when solids, liquids and gases are changed

- Interpret their recordings and findings
- Communicate their knowledge and understandings orally and in writing
- Research and read relevant texts, both print and online
- Make sense of findings in groups
- Develop and test hypotheses from observation, analysis and research
- experiments such as melting chocolate, making ice cream, baking

Writing tasks

- Make notes from observations
- Explain how a cake is made and why it rises
- Describe the process of making jelly
- Instruct how to make playdough
- Writing for a purpose and choosing the appropriate structure and language features
- Using topic specific and academic vocabulary
- Using notes and diagrams to record information
- Using precise language for describing and explaining

Differentiating instruction

Whole Class needs to learn the structures and language features that are used for the purposes of explaining and instructing. Language features such as: passive voice, cause and effect linking words
Structural features such as the intro, body and conclusion of an explanation, and the words that signal sequence and use of active verbs for procedural writing.
Structure

L1 Recognise and begin to understand text structures.

L1 Organise texts, using simple structures.

L2 Show some understanding of tex...

Whole class focus

- Selection of appropriate text structures to suit the purpose of writing.
 - Using topic specific and academic vocabulary.
 - Cause and effect words
e.g. as a consequence of, so, if...
 - Objective/factual language
e.g. use of passive voice.
- How will I teach it?
Deconstruct, compare several models - linked to reading programme(Connected, School Journal, Internet), Co-construct criteria, Modelled writing, Shared/guided writing
I will be looking for: ...

Specific focus 1

Knowing and selecting the appropriate structure and language features for the purpose of writing.
I will look for evidence of matching of purposes and structures in their writing and their ability to explain their deliberate choices.

Specific focus 2

Using the passive voice to add objectivity to a factual piece of writing
I will teach this through exploring models, explaining passive vs active verbs, and scaffolding students to practise using passive voice in several pieces of writing. Evidence that students use passive voice in their own writing, and can self and peer assess as to whether they have used it successfully.

Interactive Planner

Writing in Science, Writing in the curriculum, Level 2-4 - Text only version

Context

What is the context for our topic/inquiry focus?

Students will plan and implement an inquiry into the Material World

What are the big ideas the students will engage with?

Students need to gather and display evidence of how they:

- Compare and interpret chemical and physical changes through scientific experimentation and investigation.
- Communicate their understandings using the language of chemistry.

Curriculum objectives

Which curriculum area and objectives underpin the learning?

Science: The Material World: I am a Chemist!

I understand how one material can cause different reactions.

I can communicate using the language of chemistry.

I can identify how the use of traditional and modern science can be influenced by culture.

I can investigate how particular materials can have many uses.

I am a co-operator!

I am a co-operator when I am open to new learning.

I am a co-operator when I can recognise different points of view.

I am a co-operator when I negotiate and share ideas.

By doing this I will be able to come up with new approaches, ideas and ways of thinking.

Students' literacy strengths and needs

What writing skills and knowledge do my students bring to the learning?

Most students:

Enjoy writing daily.

Make notes from observations.

Know the structures and some language features of recount, narrative and descriptions

They need support to:

Select appropriate structures and language in relation to their purpose.

Use appropriate scientific and academic language.

Learning tasks

What are the key learning tasks that will support the big ideas of the topic/inquiry?

Record information and ideas about what

happens when solids, liquids and gases are changed

- Interpret their recordings and findings

- Communicate their knowledge and

understandings orally and in writing

- Research and read relevant

texts, both print and online

- Make sense of findings in groups

- Develop and test hypotheses from

observation, analysis and research

What teaching and learning activities will support this learning?

- experiments such as melting chocolate, making ice cream, baking

Differentiating instruction

What is the key writing focus needed for the whole class?

Whole Class needs to learn the structures and language features that are used for the purposes of explaining and instructing.

Which of the writing demands require specific teaching?

Language features such as: passive voice, cause and effect linking words

Structural features such as the intro, body and conclusion of an explanation, and the words that signal sequence and use of active verbs for procedural writing.

Who are the students requiring specific teaching?

Structure

L1 Recognise and begin to understand text structures.

L1 Organise texts, using simple structures.

L2 Show some understanding of text structures.

L2 Organise texts, using a range of structures.

L3 Show a developing understanding of text structures.

L3 Organise texts, using a range of structures.

L4 Show an increasing understanding of text structures.

L4 Organise texts, using a range of appropriate structures.

Whole class focus

What is my teaching focus?

- Selection of appropriate text structures to suit the purpose of writing.

- Using topic specific and academic vocabulary.

- Cause and effect words

e.g. as a consequence of, so, if...

- Objective/factual language

e.g. use of passive voice.

How will I teach it?

How will I teach it?

Deconstruct, compare several models - linked to reading programme (Connected, School Journal, Internet), Co-construct criteria, Modelled writing,

Shared/guided writing

What will I look for in their writing attempts?

I will be looking for:

Evidence of these features in students' writing over several pieces of writing.

Evidence of students able to give each other feedback and feedforward on their use of these features.

Writing tasks

What writing tasks will I plan to support the learning?

- Make notes from observations

- Explain how a cake is made and why it rises

- Describe the process of making jelly

- Instruct how to make playdough

What are the demands of this writing?

- Writing for a purpose and choosing the appropriate structure and language features

- Using topic specific and academic vocabulary

- Using notes and diagrams to record information

- Using precise language for describing and explaining

Specific focus 1

What is my teaching focus?

Knowing and selecting the appropriate structure and language features for the purpose of writing.

How will I teach it?

I will look for evidence of matching of purposes and structures in their writing and their ability to explain their deliberate choices.

What will I look for in their writing attempts?

Specific focus 2

What is my teaching focus?

Using the passive voice to add objectivity to a factual piece of writing

How will I teach it?

I will teach this through exploring models, explaining passive vs active verbs, and scaffolding students to practise using passive voice in several pieces of writing.

What will I look for in their writing attempts?

Evidence that students use passive voice in their own writing, and can self and peer assess as to whether they have used it successfully.