

Descriptive Writing

Word Level Learning	Sentence Level Learning	Structure Level Learning
Spelling strategies: 1. Vocab lists to develop language and use. Descriptive Writing Words Mini Anchor Charts Reference Tool-1.pdf Copy of Sensory Word List-1.pdf 2. To identify misspelt words in own writing; to keep individual lists (e.g. a spelling lo); to learn to spell them. 3. To use spellings as a basis for spelling other words with similar patterns or related meanings. 4. To use independent spelling strategies including: a. Understanding of vowel, consonant sounds and blend sounds. b. Building up spelling by syllabic parts, using known prefixes, suffixes and common letter strings; c. Applying knowledge of spelling rules and exceptions; d. Using dictionaries and IT spell checks' e. Using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc) Spelling conventions and rules: 5. Revise and consolidate spelling rules	Grammatical and Language Awareness: 1. To understand the language conventions and grammatical features of descriptive writing such as: a. Use of present tense verbs. b. Use of third person. c. Prepositional phrases to show setting. d. Use of adjectives and adverbs e. Use of sensory details f. Use of language features (simile, metaphor, alliteration, onomatopoeia) Sentence construction and punctuation: 2. To understand : g. What makes a sentence a sentence? i. -Fragments ii. -Run on Sentences h. Developing Questions for sentences (kernel sentences) i. - who, what, when, where, why, how j. Conjunctions, Complexity and Clauses i. -Basic conjunctions k. Appositives i. - Another name for a noun l. Examples of sentences to	Structural Understanding: 1. Understand the way to describe using who, what, when, where, why, how, adjectives, sensory details. 2. Understand how to plan and organise ideas using a graphic organiser. 3. Understand how to use a structure to organise ideas. 4. Understand the rules of paragraphing (TIP TOP).

and learning from Primary School. f. Learning rules and strategies g. Explore homophones THIS IS NOT COVERED EXPLICITLY IN THIS UNIT BELOW - FOR INDIVIDUAL SPELLING TASKS CAN BE SET USING- IXL 😊	develop syntax Puketapu Sentence Structures	
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Descriptive Unit Plan

Term 1 or 3 Week 5&6: Descriptive Writing			
L1: Slide 2	• Use Read Theory (10 mins) • Understand how prior knowledge shows base understanding of descriptive writing using visual imagery as prompts, alongside sensory knowledge	Descriptive writing using 5 senses 🖐️ How to write the perfect piece of descriptive writing Descriptive Powerpoint	

L2: Slide 9	• Use Read Theory (10 mins) • Recap previous lessons learning of sensory elements • Understand present tense in writing • Identify structure (orientation, development of aspects of scene (characters/setting) in each paragraph, concluding comment or thought) • Examine an example (The Game)	Descriptive writing using 5 senses 🖋️ How to write the perfect piece of descriptive writing The Game The Game Comprehension Questions	
L3: Slide 16	• Use Read Theory (10 mins) • Recap previous lesson learning of present tense words and structure • Understand prepositional phrases in setting • Revisit adjectives through a set task	Prepositional Phrases	
L4: Slide 31	• Use Read Theory (10 mins) • Recap prepositional phrases and adjectives. • Developing kernel sentences to add detail • Combine learning to use 'I can		

	see”, “I can smell” base sentences		
L5: Slide 41	• Use Read Theory (10 mins) • Recap adjectives and adverbs • Introduce TIP TOP paragraphing • Explore an example and identify key aspects covered so far through a set task (prepositional phrases, adjectives, sensory..)	The Playground	
L6: Slide 48	• Use Read Theory (10 mins) • Recap TiP ToP paragraphing • Introduce writing prompts • Class brainstorm of ideas • Review graphic organisers and select one for planning • Individual planning		
L7: Slide 61	• Use Read Theory (10 mins) • Revise planning (class sharing) • Time for writing, students can write several paragraphs depending on time. • Revise writing using editing checklist (individual/peer) • Sharing of writing back in		

	whole class session		
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