

Relevance of Bubble Dome Writing Adventures to the English Curriculum in New South Wales, Australia

The *English K-6 Syllabus* document has been consulted on-line at: http://k6.boardofstudies.nsw.edu.au/foundation_statements/ to check for relevance to Bubble Dome products. This has indicated that the content of the *Bubble Dome Writing Adventures* sets links comfortably to objectives and outcomes in the NSW Education Department's English Syllabus.

Bubble Dome sets can be linked to years and curriculum levels as follows:

Bubble Dome Set	Student Age	Year	Curriculum Level
Mud Ants	5 – 6 years	Kindergarten – 1	Early Stage 1
Bubble Cats	6 – 7 years	1 – 2	Stage 1
Pumpkin World	7 – 8 years	2 – 3	Stage 1 – 2
Zinger Pinger	8 – 9 years	3 – 4	Stage 2
Shell Children	9 – 10 years	4 – 5	Stage 2 – 3
Furkle Stroy Williams	10 – 11 years	5 – 6	Stage 3

On the following pages are examples of applications of each of the six *Bubble Dome Writing Adventures* sets in relation to the NSW English K-6 English Outcomes.

Mud Ants (K – Year 1; Early Stage 1)

Strands	Sub-strands	Outcomes	Mud Ant links
Talking & Listening	Talking & Listening	<ul style="list-style-type: none"> Early Stage 1 – Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics. 	Talking to teacher and/or peers about the contents of the Mud Ants set including the Storybook, Map and Facts cards and Mystery Object. Discussing each task before engaging in writing plus on-going discussions while engaging in the activity.
	Skills & Strategies	<ul style="list-style-type: none"> Early Stage 1 – Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness. 	Listening to Mud Ants Storybook being read. Listening to what others have to say about it or about the task. Participating in teacher-led discussion about Mud Ants Storybook, Mud Ants in general, the Thinking Hats discussions included on the Activity Cards and the Activity Cards instructions. Answering questions about what was heard.
	Context & Text	<ul style="list-style-type: none"> Early Stage 1 – Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language. 	Saying poems and stories aloud in preparation for writing them down.
	Language Structures & Features	<ul style="list-style-type: none"> Early Stage 1 – With teacher guidance, identifies some basic language features of familiar spoken texts. 	Presenting poems and stories by speaking them aloud.

Reading	Reading & Viewing Texts	<ul style="list-style-type: none"> • Early Stage 1 – Demonstrates developing reading skills to read short, predictable written texts on familiar topics. 	<p>Reading the Mud Ants Storybook and looking at the pictures. Reading the instructions for the Mud Ant activities. Reading own writing produced for the tasks set on the Activity Cards. Reading the CD-ROM.</p>
	Skills & Strategies	<ul style="list-style-type: none"> • Early Stage 1 – Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts. 	<p>Referring to Mud Ants Storybook and Activity Cards instructions as well as own and others' writing about playing in the mud to increase understanding.</p>
	Context & Text	<ul style="list-style-type: none"> • Early Stage 1 – Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes. 	<p>Applying and developing understanding while reading Storybook, Activity Cards instructions and own story writing.</p>
	Language Structures & Features	<ul style="list-style-type: none"> • Early Stage 1 – Identifies some basic language structures and features of texts. 	<p>Independent reading of the Storybook plus possible use of simple dictionaries or word lists to improve vocabulary.</p>

Writing	Producing Texts	<ul style="list-style-type: none"> • Early Stage 1 – Engages in writing texts with the intention of conveying an idea or message. 	<p>Completing any of the Mud Ant Activity Cards writing tasks as joint or independent activities.</p> <p>The activities include:</p> <ol style="list-style-type: none"> 1. Story 2. Shopping List 3. Rhyme patterns 4. Recipe 5. Information 6. Labels 7. Recount 8. Fantasy Story 9. Alphabet Poem 10. Fact File. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all of these Early Stage 1 skills.</p>
	Grammar & Punctuation	<ul style="list-style-type: none"> • Early Stage 1 – Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text. 	
	Spelling	<ul style="list-style-type: none"> • Early Stage 1 – Begins to use letters to represent known words when spelling. 	
	Handwriting & Computer Technology	<ul style="list-style-type: none"> • Early Stage 1 – Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts. 	
	Context & Text	<ul style="list-style-type: none"> • Early Stage 1 – Recognises some different purposes for writing and that own texts differ in various ways. 	
	Language Structures & Features	<ul style="list-style-type: none"> • Early Stage 1 – Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language. 	

Bubble Cats (Year 1-2; Stage 1)

Strands	Sub-strands	Outcomes	Bubble Cat links
Talking & Listening	Talking & Listening	<ul style="list-style-type: none"> Stage 1 – Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. 	<p>Talking to a range of people including teacher, peers and other significant adults such as parents/caregivers about the contents of the Bubble Cats set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Discussing each task before and after engaging in writing plus on-going discussions while engaging in the activity.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 1 – Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. 	<p>Listening to Bubble Cats Storybook being read.</p> <p>Listening to what others have to say about it or about the task.</p> <p>Participating in teacher-led discussion about Bubble Cats Storybook, Bubble Cats in general, the Thinking Hats discussions included on the Activity Cards and the Activity Cards instructions.</p> <p>Answering questions about what was heard.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 1 – Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations. 	<p>Recognising the different purpose of the various Activity Cards writing activities.</p> <p>Reading written work aloud in preparation for writing them down as well as during the writing process to check for any adjustments needed to suit the purpose.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 1 – Recognises that different types of predictable spoken texts have different organisational patterns and features. 	<p>Presenting poems and stories by speaking them aloud and using this process to show understanding of different patterns, e.g. the difference between a story, an explanation, an acrostic poem or a tongue twister.</p>

Reading	Reading & Viewing Texts	<ul style="list-style-type: none"> Stage 1 – Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. 	<p>Reading the Bubble Cats Storybook and looking at the pictures.</p> <p>Reading the instructions for the Bubble Cats Activity Cards.</p> <p>Reading own writing produced for the tasks set on the Activity Cards.</p> <p>Reading the CD-ROM.</p> <p>Reading other texts about cats or texts that provide examples of any of the writing genre activities.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 1 – Draws on an increasing range of skills and strategies when reading and comprehending texts. 	<p>Referring to Bubble Cats Storybook and Activity Cards instructions as well as own and others' writing and samples of different writing genres to increase understanding before attempting writing activities.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 1 – Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. 	<p>Apply and develop understanding while reading the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 1 – Identifies the text structure and basic grammatical features of a limited range of text types. 	<p>Independent reading of the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p>

Writing	Producing Texts	<ul style="list-style-type: none"> Stage 1 – Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers. 	<p>Completing any of the Bubble Cats Activity Cards writing tasks as joint or independent activities.</p> <p>The activities include:</p> <ol style="list-style-type: none"> 1. Instructions 2. Time Story 3. Non-chronological Report 4. Acrostic Poem 5. Colour Poem Story 6. Explanation 7. Information 8. Traditional Tales 9. Dialogue 10. Tongue Twisters. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all of these Stage 1 skills.</p>
	Grammar & Punctuation	<ul style="list-style-type: none"> Stage 1 – Produces texts using the basic grammatical features and punctuation conventions of the text type. 	
	Spelling	<ul style="list-style-type: none"> Stage 1 – Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words. 	
	Handwriting & Computer Technology	<ul style="list-style-type: none"> Stage 1 – Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology. 	
	Context & Text	<ul style="list-style-type: none"> Stage 1 – Identifies how own texts differ according to their purpose, audience and subject matter. 	
	Language Structures & Features	<ul style="list-style-type: none"> Stage 1 – Identifies the structure of own literary and factual texts and names of a limited range of related grammatical features and conventions of written language. 	

Pumpkin World (Year 2-3; Stage 1-2)

Strands	Sub-strands	Outcomes	Pumpkin World links
Talking & Listening	Talking & Listening	<ul style="list-style-type: none"> Stage 1 – Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. Stage 2 – Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum. 	<p>Talking to a range of people including teacher, peers and other significant adults such as parents/caregivers about the contents of the Pumpkin World set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Discussing each task before and after engaging in writing plus on-going discussions while engaging in the activity. Discussing links between Pumpkin World and other curriculum studies.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 1 – Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. Stage 2 – Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses different listening strategies for different situations. 	<p>Listening to Pumpkin World Storybook being read. Listening to what others have to say about it or about the task.</p> <p>Participating in teacher-led discussion about Pumpkin World Storybook, Pumpkin World in general, the Thinking Hats discussions included on the Activity Cards and the Activity Cards instructions.</p> <p>Answering questions about what was heard.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 1 – Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations. Stage 2 – Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English. 	<p>Recognising and identifying the different purposes of the various writing activities and the audiences for whom the writing is intended.</p> <p>Reading written work aloud in preparation for writing them down as well as during the writing process to check for any adjustments needed to suit the purpose.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 1 – Recognises that different types of predictable spoken texts have different organisational patterns and features. Stage 2 – Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts. 	<p>Presenting written tasks by speaking them aloud and using this process to recognise and identify different language patterns, e.g. the difference between a poem, instructions, a play or a summary.</p>

Reading	Reading & Viewing Texts	<ul style="list-style-type: none"> • Stage 1 – Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • Stage 2 – Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events. 	<p>Reading the Pumpkin World Storybook and looking at the pictures. Reading the instructions for the Pumpkin World Activity Cards.</p> <p>Reading own writing produced for the tasks set on the activity cards.</p> <p>Reading the CD-ROM and/or web site content.</p> <p>Reading other fantasy texts or texts that provide examples of any of the writing genre activities.</p> <p>Justifying own interpretation of any of these texts.</p>
	Skills & Strategies	<ul style="list-style-type: none"> • Stage 1 – Draws on an increasing range of skills and strategies when reading and comprehending texts. • Stage 2 – Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts. 	<p>Referring to Pumpkin World Storybook and Activity Cards instructions as well as own and others' writing and samples of different writing genres to increase understanding before attempting writing activities.</p>
	Context & Text	<ul style="list-style-type: none"> • Stage 1 – Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • Stage 2 – Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes. 	<p>Apply and develop understanding while reading the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Discussing the variety of language and purposes they are dealing with in this context.</p>
	Language Structures & Features	<ul style="list-style-type: none"> • Stage 1 – Identifies the text structure and basic grammatical features of a limited range of text types. • Stage 2 – Discusses the text structure of a range of text types and the grammatical features that are characteristic of those types. 	<p>Independent reading of the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Discussing features characteristic of different text types.</p>

Writing	Producing Texts	<ul style="list-style-type: none"> • Stage 1 – Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers. • Stage 2 – Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features. 	<p>Completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities.</p> <p>The activities include:</p> <ol style="list-style-type: none"> 1. Shape Poem 2. Report 3. Description 4. Legend 5. Instructions 6. Performance Poetry 7. Alliteration 8. Letter 9. Play 10. Summary. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all of these Stage 1 & 2 skills.</p>
	Grammar & Punctuation	<ul style="list-style-type: none"> • Stage 1 – Produces texts using the basic grammatical features and punctuation conventions of the text type. • Stage 2 – Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type. 	
	Spelling	<ul style="list-style-type: none"> • Stage 1 – Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words. • Stage 2 – Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words. 	
	Handwriting & Computer Technology	<ul style="list-style-type: none"> • Stage 1 - Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology. • Stage 2 – Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer. 	
	Context & Text	<ul style="list-style-type: none"> • Stage 1 - Identifies how own texts differ according to their purpose, audience and subject matter. • Stage 2 – Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes. 	
	Language Structures & Features	<ul style="list-style-type: none"> • Stage 1 - Identifies the structure of own literary and factual texts and names of a limited range of related grammatical features and conventions of written language. • Stage 2 – Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used. 	

Zinger Pinger (Year 3-4; Stage 2)

Strands	Sub-strands	Outcomes	Zinger Pinger links
Talking & Listening	Talking & Listening	<ul style="list-style-type: none"> Stage 2 – Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum. 	<p>Talking to a range of people including teacher, peers and other significant adults such as parents/caregivers about the contents of the Zinger Pinger set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Discussing each task before and after engaging in writing plus on-going discussions while engaging in the activity. Discussing links between Pumpkin World and other curriculum studies.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 2 – Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses different listening strategies for different situations. 	<p>Listening to Zinger Pinger Storybook being read. Listening to what others have to say about it or about the Activity Cards tasks.</p> <p>Participating in teacher-led discussion about Zinger Pinger Storybook, Zinger Pinger in general, the Thinking Hats discussions included on the Activity Cards and the Activity Cards instructions.</p> <p>Answering questions about what was heard.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 2 – Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English. 	<p>Recognising and identifying the different purposes of the various Activity Cards writing activities and the audiences for whom the writing is intended.</p> <p>Reading written work aloud in preparation for writing them down as well as during the writing process to check for any adjustments needed to suit the purpose.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 2 – Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts. 	<p>Presenting written tasks by speaking them aloud and using this process to recognise and identify different language patterns, e.g. the difference between a haiku poem, a news report, an advertisement or a debate.</p>

Reading	Reading & Viewing Texts	<ul style="list-style-type: none"> Stage 2 – Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events. 	<p>Reading the Zinger Pinger Storybook and looking at the pictures. Reading the instructions for the Zinger Pinger Activity Cards.</p> <p>Reading own writing produced for the tasks set on the Activity Cards.</p> <p>Reading the CD-ROM and/or web site content.</p> <p>Reading other fantasy texts or texts that provide examples of any of the writing genre activities.</p> <p>Justifying own interpretation of any of these texts.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 2 – Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts. 	<p>Referring to Zinger Pinger Storybook and Activity Cards instructions as well as own and others' writing and samples of different writing genres to increase understanding before attempting writing activities.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 2 – Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes. 	<p>Applying and developing understanding while reading the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Discussing the variety of language and purposes they are dealing with in this context.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 2 – Discusses the text structure of a range of text types and the grammatical features that are characteristic of those types. 	<p>Independent reading of the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Discussing features characteristic of different text types.</p>

Writing	Producing Texts	<ul style="list-style-type: none"> Stage 2 – Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features. 	<p>Completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities.</p> <p>The activities include:</p> <ol style="list-style-type: none"> 1. Character Sketch 2. Haiku Poem 3. Fantasy Adventure 4. News Report 5. Rhyme 6. Cinquain 7. Debate 8. Diary 9. Explanation 10. Advertisement. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all of these Stage 2 skills.</p>
	Grammar & Punctuation	<ul style="list-style-type: none"> Stage 2 – Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type. 	
	Spelling	<ul style="list-style-type: none"> Stage 2 – Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words. 	
	Handwriting & Computer Technology	<ul style="list-style-type: none"> Stage 2 – Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer. 	
	Context & Text	<ul style="list-style-type: none"> Stage 2 – Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes. 	
	Language Structures & Features	<ul style="list-style-type: none"> Stage 2 – Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used. 	

Shell Children (Year 4-5; Stage 2-3)

Strands	Sub-strands	Outcomes	Shell Children links
Talking & Listening	Talking & Listening	<ul style="list-style-type: none"> Stage 2 – Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum. Stage 3 – Communicates effectively for a range of purposes and with a variety of audiences to express well-developed and well-organised ideas dealing with more challenging topics. 	<p>Talking to a range of people including teacher, peers and other significant adults such as parents/caregivers about the contents of the Shell Children set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Discussing each Activity Cards task before and after engaging in writing plus on-going discussions while engaging in the activity.</p> <p>Discussing links between Shell Children and other curriculum studies.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 2 – Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses different listening strategies for different situations. Stage 3 – Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively. 	<p>Listening to Shell Children Storybook being read.</p> <p>Listening to what others have to say about it or about the task.</p> <p>Participating in teacher-led discussion about Shell Children Storybook, Shell Children in general, the Thinking Hats discussions included on the Activity Cards and the Activity Cards instructions.</p> <p>Answering questions about what was heard.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 2 – Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English. Stage 3 – Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. 	<p>Recognising and identifying the different purposes of the various writing activities and the audiences for whom the writing is intended.</p> <p>Reading written work aloud in preparation for writing them down as well as during the writing process to check for any adjustments needed to suit the purpose.</p> <p>Identifying the differences between spoken and written texts.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 2 – Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts. Stage 3 – Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features. 	<p>Presenting written tasks by speaking them aloud and using this process to recognise and identify different language patterns, e.g. the difference between a narrative poem, a recount, a persuasive letter or a myth.</p> <p>Evaluating how a persuasive speech might differ from a persuasive letter.</p>

Reading	Reading & Viewing Texts	<ul style="list-style-type: none"> • Stage 2 – Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events. • Stage 3 – Reads independently an extensive range of texts with increasing content demands and responds to themes and issues. 	<p>Reading the Shell Children Storybook and looking at the pictures. Reading the instructions for the Shell Children Activity Cards.</p> <p>Reading own writing produced for the tasks set on the Activity Cards.</p> <p>Reading the CD-ROM and/or the web site text. Reading other fantasy texts or texts that provide examples of any of the writing genre activities.</p> <p>Identifying themes and issues in any of these texts.</p>
	Skills & Strategies	<ul style="list-style-type: none"> • Stage 2 – Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts. • Stage 3 – Uses a comprehensive range of skills and strategies appropriate to the type of text being read. 	<p>Referring to Shell Children Storybook and Activity Cards instructions as well as own and others' writing and samples of different writing genres to increase understanding before attempting writing activities.</p>
	Context & Text	<ul style="list-style-type: none"> • Stage 2 – Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes. • Stage 3 – Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. 	<p>Applying and developing understanding while reading the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Discussing the variety of language and purposes they are dealing with in this context.</p> <p>Analysing writing techniques and their impact on the reader.</p>
	Language Structures & Features	<ul style="list-style-type: none"> • Stage 2 – Discusses the text structure of a range of text types and the grammatical features that are characteristic of those types. • Stage 3– Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts. 	<p>Independent reading of the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Isolating and discussing features characteristic of different text types.</p>

Writing	Producing Texts	<ul style="list-style-type: none"> • Stage 2 – Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features. • Stage 3 – Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. 	<p>Completing any of the Shell Children Activity Cards writing tasks as joint or independent activities.</p> <p>The activities include:</p> <ol style="list-style-type: none"> 1. Similes 2. Instructions 3. Recount 4. Report 5. Narrative Poem 6. Myth 7. Persuasive Letter 8. Advertisement 9. Viewpoint 10. Information. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all of these Stage 2 & 3 skills.</p>
	Grammar & Punctuation	<ul style="list-style-type: none"> • Stage 2 – Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type. • Stage 3 – Uses knowledge of sentence structure, grammar and punctuation to edit own writing. 	
	Spelling	<ul style="list-style-type: none"> • Stage 2 – Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words. • Stage 3 – Spells most common words accurately and uses a range of strategies to spell unfamiliar words. 	
	Handwriting & Computer Technology	<ul style="list-style-type: none"> • Stage 2 – Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer. • Stage 3 – Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways. 	
	Context & Text	<ul style="list-style-type: none"> • Stage 2 – Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes. • Stage 3 – Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. 	
	Language Structures & Features	<ul style="list-style-type: none"> • Stage 2 – Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used. • Stage 3 – Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts. 	

Furkle Stroy Williams (Year 5-6; Stage 3)

Strands	Sub-strands	Outcomes	Furkle Stroy Williams links
Talking & Listening	Talking & Listening	<ul style="list-style-type: none"> Stage 3 – Communicates effectively for a range of purposes and with a variety of audiences to express well-developed and well-organised ideas dealing with more challenging topics. 	<p>Talking to a range of people including teacher, peers and other significant adults such as parents/caregivers about the contents of the Furkle Stroy Williams set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Discussing each Activity Cards task before and after engaging in writing plus on-going discussions while engaging in the activity.</p> <p>Discussing links between Furkle Stroy Williams and other curriculum studies and/or topical issues.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 3 – Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively. 	<p>Listening to Furkle Stroy Williams Storybook being read.</p> <p>Listening to what others have to say about it or about the task.</p> <p>Participating in teacher-led discussion about Furkle Stroy Williams Storybook, Furkle Stroy Williams in general, the Thinking Hats discussions included on the Activity Cards and the Activity Cards instructions.</p> <p>Answering questions about what was heard.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 3 – Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. 	<p>Recognising and identifying the different purposes of the various writing activities and the audiences for whom the writing is intended.</p> <p>Reading written work aloud in preparation for writing them down as well as during the writing process to check for any adjustments needed to suit the purpose.</p> <p>Identifying the differences between spoken and written texts.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 3 – Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features. 	<p>Presenting written tasks by speaking them aloud and using this process to recognise and identify different language patterns, e.g. the difference between a narrative poem, a recount, a persuasive letter or a myth.</p> <p>Evaluating how a written argument might differ from a spoken debate.</p>

Reading	Reading & Viewing Texts	<ul style="list-style-type: none"> Stage 3 – Reads independently an extensive range of texts with increasing content demands and responds to themes and issues. 	<p>Reading the Furkle Stroy Williams Storybook and looking at the pictures. Reading the instructions for the Furkle Stroy Williams Activity Cards.</p> <p>Reading own writing produced for the tasks set on the activity cards.</p> <p>Reading the CD-ROM and/or the web site text.</p> <p>Reading other fantasy texts or texts that provide examples of any of the writing genre activities.</p> <p>Identifying themes and issues in any of these texts.</p>
	Skills & Strategies	<ul style="list-style-type: none"> Stage 3 – Uses a comprehensive range of skills and strategies appropriate to the type of text being read. 	<p>Referring to Furkle Stroy Williams Storybook and Activity Cards instructions as well as own and others' writing and samples of different writing genres to increase understanding before attempting writing activities.</p>
	Context & Text	<ul style="list-style-type: none"> Stage 3 – Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. 	<p>Applying and developing understanding while reading the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Discussing the variety of language and purposes they are dealing with in this context.</p> <p>Analysing writing techniques and their impact on the reader.</p>
	Language Structures & Features	<ul style="list-style-type: none"> Stage 3– Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts. 	<p>Independent reading of the Storybook, Activity Cards instructions, own writing, peers' writing and texts that provide examples of any of the writing genre activities.</p> <p>Isolating and discussing features characteristic of different text types.</p>

Writing	Producing Texts	<ul style="list-style-type: none"> Stage 3 – Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. 	<p>Completing any of the Furkle Stroy Williams Activity Cards writing tasks as joint or independent activities.</p> <p>The activities include:</p> <ol style="list-style-type: none"> 1. Autobiography 2. Nonsense Poem 3. Debate 4. Argument 5. Flashback Story 6. Play Script 7. Story 8. News Report 9. Mystery Story 10. Limericks. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all of these Stage 3 skills.</p>
	Grammar & Punctuation	<ul style="list-style-type: none"> Stage 3 – Uses knowledge of sentence structure, grammar and punctuation to edit own writing. 	
	Spelling	<ul style="list-style-type: none"> Stage 3 – Spells most common words accurately and uses a range of strategies to spell unfamiliar words. 	
	Handwriting & Computer Technology	<ul style="list-style-type: none"> Stage 3 – Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways. 	
	Context & Text	<ul style="list-style-type: none"> Stage 3 – Critically analyses own texts in terms of how well they are written, how effectively they present the subject matter and how they influence the reader. 	
	Language Structures & Features	<ul style="list-style-type: none"> Stage 3 – Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts. 	