

Relevance of Bubble Dome Writing Adventures to the English Curriculum in Queensland, Australia

The Queensland English curriculum is currently under review and it appears that the new curriculum should be available at the end 2008. There does not appear to be a specific list of revised learning outcomes at each level available at this time. However, research on the Queensland Education Department's website has provided a series of *English Essential Learnings* from the *Curriculum, Assessment and Reporting Framework* at www.qsa.qld.edu.au.

This document has indicated that much of the content of the *Bubble Dome Writing Adventures* will link comfortably to achieving outcomes in the Queensland Education Department's *Curriculum, Assessment and Reporting Framework: English Essential Learnings* for Years 3, 5 and 7. The Essential Learnings show progressions of increasing complexity so that there is a continuum and, to some degree, an over-lapping of student age, year and curriculum level.

Bubble Dome Writing Adventures sets can be linked to student age, year and Essential Learnings (ELs) as follows:

Bubble Dome Set	Student Age	Year	ELs
Mud Ants	5 – 6 years	Foundation – 1	ELs to be reached by the end of Year 3
Bubble Cats	6 – 7 years	1 – 2	
Pumpkin World	7 – 8 years	2 – 3	
Zinger Pinger	8 – 9 years	3 – 4	ELs to be reached by the end of Year 5
Shell Children	9 – 10 years	4 – 5	
Furkle Stroy Williams	10 – 11 years	5 – 6	ELs to be reached by the end of Year 7

On the following pages are examples of the applications of each of the six *Bubble Dome Writing Adventures* sets in relation to the Queensland Education Department's *Curriculum, Assessment and Reporting Framework: English Essential Learnings* for Years 3, 5 and 7.

Mud Ants (Foundation – Year 1)

Working toward Essential Learnings to be reached by the end of Year 3		Links to Mud Ants Writing Adventures
Speaking & Listening	<p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done <i>e.g. sharing a recount can be entertaining.</i> • Speakers can adopt different roles in formal and informal situations <i>e.g. speaking with a friend, compared with talking to the school principal.</i> • Spoken texts are different from written texts <i>e.g. an oral recount can use informal language compared with a written recount, which uses more formal language.</i> • Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations. • Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners. • Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners <i>e.g. facial expressions add meaning to spoken texts.</i> • Active listeners identify main ideas and information, show interest and respond. • In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures <i>e.g. using a toy from home as a prop during a morning talk.</i> • Conventions for turn-taking and interruption are influenced by the context <i>e.g. use of “excuse me” when speaking to an adult.</i> • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 	<p>Mud Ants Writing Adventures can help students achieve Speaking & Listening standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Mud Ants set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Mud Ants Storybook being read. • Taking part in teacher-led discussions about Mud Ants Storybook and Mud Ants in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussions included on each card. • Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Mud Ants set.

Working toward Essential Learnings to be reached by the end of Year 3		Links to Mud Ants Writing Adventures
Reading & Viewing	<p>Reading and Viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings <i>e.g. selecting an information book for a report about spiders compared with selecting a picture book when reading for enjoyment.</i> • Readers and viewers make connections between their prior knowledge and the subject matter of the text <i>e.g. pet lovers bring specific vocabulary and related ideas to stories about dogs.</i> • Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways. • Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter. • Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts <i>e.g. Once upon a time — a contextual cue that signals a fairytale.</i> • Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems <i>e.g. simple tense: -ed, -ing; plural endings: -es; -ies.</i> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. 	<p>Mud Ants Writing Adventures can help students achieve Reading & Viewing standards by:</p> <ul style="list-style-type: none"> • Reading or attempting to read the Mud Ants Storybook and looking at the pictures. • Reading or attempting to read the instructions for the Mud Ants Activity Cards. • Reading or attempting to read own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Mud Ants set text. • Talking to teacher and/or peers about the visual elements of the Mud Ants set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Interpreting the visual elements of the Mud Ants set, predicting meaning and looking for connections with own experience. • Looking at the visual elements in the Mud Ants set to find objects or visual symbols they recognise. • Interpreting the visual elements in the Mud Ants set and explaining what they understand from these elements.

Working toward Essential Learnings to be reached by the end of Year 3		Links to Mud Ants Writing Adventures
Writing & Designing	<p>Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes reporting and conveying simple messages and information e.g. <i>writing an information report on a given topic.</i> • Writers and designers can adopt different roles for different audiences e.g. <i>writing an email to a friend compared with writing an invitation.</i> • Words and phrases, symbols, images and audio have meaning. • Text users make choices about grammar and punctuation. • Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words e.g. <i>monosyllabic words: sharp, crown, green; two-syllable words: playing, sunny; high-frequency words: the, was.</i> • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting e.g. <i>referring to wall charts, dictionaries and a variety of spelling resources and strategies to help with editing and proofreading.</i> • Writers and designers use correct formation, entries, exits and joins of Queensland Modern Cursive script. 	<p>Mud Ants Writing Adventures can help students achieve Writing & Designing standards by:</p> <ul style="list-style-type: none"> • Completing any of the Mud Ants Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 3		Links to Mud Ants Writing Adventures
Language elements	<p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <ul style="list-style-type: none"> • Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions. • A sentence can be a single clause or a combination of clauses e.g. <i>Kathy drew a picture.</i> — <i>a sentence containing a single clause</i> <i>Kathy drew a picture and gave it to her teacher.</i> — <i>a sentence containing a combination of clauses.</i> • Text connectives are used to link and sequence things, ideas and events e.g. <i>She got out of the pool. Then she dried herself.</i> — <i>'Then' is a text connective indicating sequence.</i> • Tense is used to indicate time in sentences e.g. <i>Terry cooks every day.</i> — <i>present tense</i> <i>He cooked a lovely cake yesterday.</i> — <i>past tense</i> <i>Terry will cook tomorrow night too.</i> — <i>future tense.</i> • Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways e.g. <i>Dave skated brilliantly at the new skatepark.</i> <i>Dave</i> — <i>noun</i>; <i>skated</i> — <i>verb describing what is happening</i>; <i>brilliantly</i> — <i>adverb describing how Dave skated</i>; <i>at the new skatepark</i> — <i>prepositional phrase describing where Dave skated</i>; <i>new</i> — <i>adjective describing the skatepark.</i> • Pronouns take the place of nouns to which they are referring e.g. <i>Jacinta found her dog.</i> — <i>the pronoun 'her' replaces Jacinta.</i> • Conjunctions are used to join two phrases or clauses e.g. <i>Charlie went for a walk because she wanted some exercise.</i> — <i>because is a conjunction.</i> • Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning e.g. <i>That is fantastic!</i> — <i>the exclamation mark (!) indicates a strong feeling, such as surprise or satisfaction with a job well done.</i> • Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things e.g. <i>The dark forest was dangerous.</i> — <i>compared with The bright forest was magical.</i> — <i>demonstrates how vocabulary can be used to describe a place in different ways.</i> • Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things e.g. <i>music, volume, clothing and body language</i> — <i>a person wearing black clothing could be interpreted as a villain.</i> 	<p>Mud Ants Writing Adventures can help students achieve Language Elements standards by:</p> <ul style="list-style-type: none"> • Using the complete Mud Ants set (Storybook, Map and Facts cards, Writing Activity Cards, Thinking Hat Activities, Photocopiable Extension Activities, Mystery Object, CD Rom and Website Activities) as a reading resource to aid the exploration and use of language elements detailed in the Essential Learnings for this level. • Completing any of the Mud Ants Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 3		Links to Mud Ants Writing Adventures
Literary & non-literary texts	<p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Texts are produced for particular audiences and their interests <i>e.g. picture books are written for specific age groups.</i> • Formal and informal texts are ways of communicating for different purposes <i>e.g. speaking to a friend at home about a pet, compared with speaking to the whole class about a pet.</i> • Texts created by Aboriginal and Torres Strait Islander peoples reflect a range of ideas and information, relationships and connections <i>e.g. Aboriginal creation stories are connected to a specific place or “country” and language group; Torres Strait Islander elders share stories about recent events.</i> • Literary texts entertain, evoke emotion and convey simple messages and information. • Simple narratives, rhymed verse, fables and fairytales are types of literary texts. • Narratives have structural features that include orientation, complication and resolution, and descriptions of characters and settings. • Phrases including “Once upon a time” and “A long time ago” are characteristic of stories. • Stanzas, rhyme and rhythm are features of rhymed verse. • Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions. • Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts. • Non-literary texts can convey an opinion that may be positive or negative. • Main ideas and events can be sequenced and subject matter described, including supporting ideas and details. • Non-literary texts use a range of structures, including hyperlinks in electronic texts <i>e.g. instructions and recipes use ordered steps; recounts order events chronologically; headlines are used in news stories and still and moving images are used in posters; websites and reports have an introduction and a description of features or events.</i> 	<p>Mud Ants Writing Adventures can help students achieve Literary & Non-literary Texts standards by</p> <ul style="list-style-type: none"> • Providing a mix of literary and non-literary text Mud Ants Activity Cards writing tasks to be completed as joint or independent activities. The activities include: <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 • Using the text content of the Mud Ants set to explore language patterns – includes Storybook, sample texts such as poems on Activity Cards – and working at producing their own texts for the Mud Ants Writing Activity Cards will help students to develop awareness of purpose, audience, subject matter and text structure as detailed in the Essential Learnings for this level.

Bubble Cats (Year 1 – Year 2)

Working toward Essential Learnings to be reached by the end of Year 3		Links to Bubble Cats Writing Adventures
Speaking & Listening	<p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done <i>e.g. sharing a recount can be entertaining.</i> • Speakers can adopt different roles in formal and informal situations <i>e.g. speaking with a friend, compared with talking to the school principal.</i> • Spoken texts are different from written texts <i>e.g. an oral recount can use informal language compared with a written recount, which uses more formal language.</i> • Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations. • Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners. • Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners <i>e.g. facial expressions add meaning to spoken texts.</i> • Active listeners identify main ideas and information, show interest and respond. • In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures <i>e.g. using a toy from home as a prop during a morning talk.</i> • Conventions for turn-taking and interruption are influenced by the context <i>e.g. use of “excuse me” when speaking to an adult.</i> • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 	<p>Bubble Cats Writing Adventures can help students achieve Speaking & Listening standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Bubble Cats set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Bubble Cats Storybook being read. • Taking part in teacher-led discussions about Bubble Cats Storybook and Mud Ants in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussions included on each card. • Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Bubble Cats set.

Working toward Essential Learnings to be reached by the end of Year 3		Links to Bubble Cats Writing Adventures
Reading & Viewing	<p>Reading and Viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings <i>e.g. selecting an information book for a report about spiders compared with selecting a picture book when reading for enjoyment.</i> • Readers and viewers make connections between their prior knowledge and the subject matter of the text <i>e.g. pet lovers bring specific vocabulary and related ideas to stories about dogs.</i> • Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways. • Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter. • Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts <i>e.g. Once upon a time — a contextual cue that signals a fairytale.</i> • Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems <i>e.g. simple tense: -ed, -ing; plural endings: -es; -ies.</i> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. 	<p>Bubble Cats Writing Adventures can help students achieve Reading & Viewing standards by:</p> <ul style="list-style-type: none"> • Reading or attempting to read the Bubble Cats Storybook and looking at the pictures. • Reading or attempting to read the instructions for the Bubble Cats Activity Cards. • Reading or attempting to read own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Bubble Cats set text. • Talking to teacher and/or peers about the visual elements of the Bubble Cats set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Interpreting the visual elements of the Bubble Cats set, predicting meaning and looking for connections with own experience. • Looking at the visual elements in the Bubble Cats set to find objects or visual symbols they recognise. • Interpreting the visual elements in the Bubble Cats set and explaining what they understand from these elements.

Working toward Essential Learnings to be reached by the end of Year 3		Links to Bubble Cats Writing Adventures
Writing & Designing	<p>Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes reporting and conveying simple messages and information e.g. <i>writing an information report on a given topic.</i> • Writers and designers can adopt different roles for different audiences e.g. <i>writing an email to a friend compared with writing an invitation.</i> • Words and phrases, symbols, images and audio have meaning. • Text users make choices about grammar and punctuation. • Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words e.g. <i>monosyllabic words: sharp, crown, green; two-syllable words: playing, sunny; high-frequency words: the, was.</i> • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting e.g. <i>referring to wall charts, dictionaries and a variety of spelling resources and strategies to help with editing and proofreading.</i> • Writers and designers use correct formation, entries, exits and joins of Queensland Modern Cursive script. 	<p>Bubble Cats Writing Adventures can help students achieve Writing & Designing standards by:</p> <ul style="list-style-type: none"> • Completing any of the Bubble Cats Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 3		Links to Bubble Cats Writing Adventures
Language Elements	<p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <ul style="list-style-type: none"> • Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions. • A sentence can be a single clause or a combination of clauses e.g. <i>Kathy drew a picture. — a sentence containing a single clause</i> <i>Kathy drew a picture and gave it to her teacher. — a sentence containing a combination of clauses.</i> • Text connectives are used to link and sequence things, ideas and events e.g. <i>She got out of the pool. Then she dried herself. — 'Then' is a text connective indicating sequence.</i> • Tense is used to indicate time in sentences e.g. <i>Terry cooks every day. — present tense</i> <i>He cooked a lovely cake yesterday. — past tense</i> <i>Terry will cook tomorrow night too. — future tense.</i> • Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways e.g. <i>Dave skated brilliantly at the new skatepark. Dave — noun; skated — verb describing what is happening; brilliantly — adverb describing how Dave skated; at the new skatepark — prepositional phrase describing where Dave skated; new — adjective describing the skatepark.</i> • Pronouns take the place of nouns to which they are referring e.g. <i>Jacinta found her dog. — the pronoun 'her' replaces Jacinta.</i> • Conjunctions are used to join two phrases or clauses e.g. <i>Charlie went for a walk because she wanted some exercise. — because is a conjunction.</i> • Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning e.g. <i>That is fantastic! — the exclamation mark (!) indicates a strong feeling, such as surprise or satisfaction with a job well done.</i> • Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things e.g. <i>The dark forest was dangerous. — compared with The bright forest was magical. — demonstrates how vocabulary can be used to describe a place in different ways.</i> • Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things e.g. <i>music, volume, clothing and body language — a person wearing black clothing could be interpreted as a villain.</i> 	<p>Bubble Cats Writing Adventures can help students achieve Language Elements standards by:</p> <ul style="list-style-type: none"> • Using the complete Bubble Cats set (Storybook, Map and Facts cards, Writing Activity Cards, Thinking Hat Activities, Photocopiable Extension Activities, Mystery Object, CD Rom and Website Activities) as a reading resource to aid the exploration and use of language elements detailed in the Essential Learnings for this level. • Completing any of the Bubble Cats Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 3		Links to Bubble Cats Writing Adventures
Literary & Non-literary Texts	<p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Texts are produced for particular audiences and their interests <i>e.g. picture books are written for specific age groups.</i> • Formal and informal texts are ways of communicating for different purposes <i>e.g. speaking to a friend at home about a pet, compared with speaking to the whole class about a pet.</i> • Texts created by Aboriginal and Torres Strait Islander peoples reflect a range of ideas and information, relationships and connections <i>e.g. Aboriginal creation stories are connected to a specific place or “country” and language group; Torres Strait Islander elders share stories about recent events.</i> • Literary texts entertain, evoke emotion and convey simple messages and information. • Simple narratives, rhymed verse, fables and fairytales are types of literary texts. • Narratives have structural features that include orientation, complication and resolution, and descriptions of characters and settings. • Phrases including “Once upon a time” and “A long time ago” are characteristic of stories. • Stanzas, rhyme and rhythm are features of rhymed verse. • Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions. • Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts. • Non-literary texts can convey an opinion that may be positive or negative. • Main ideas and events can be sequenced and subject matter described, including supporting ideas and details. • Non-literary texts use a range of structures, including hyperlinks in electronic texts <i>e.g. instructions and recipes use ordered steps; recounts order events chronologically; headlines are used in news stories and still and moving images are used in posters; websites and reports have an introduction and a description of features or events.</i> 	<p>Bubble Cats Writing Adventures can help students achieve Literary & Non-literary standards by</p> <ul style="list-style-type: none"> • Providing a mix of literary and non-literary text Bubble Cats Activity Cards writing tasks to be completed as joint or independent activities. The activities include: <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 • Using the text content of the Bubble Cats set to explore language patterns – includes Storybook, sample texts such as poems and stories on Activity Cards – and working at producing their own texts for the Bubble Cats Writing Activity Cards will help students to develop awareness of purpose, audience, subject matter and text structure as detailed in the Essential Learnings for this level.

Pumpkin World (Year 2 – Year 3)

Working toward Essential Learnings to be reached by the end of Year 3		Links to Pumpkin World Writing Adventures
Speaking & Listening	<p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done <i>e.g. sharing a recount can be entertaining.</i> • Speakers can adopt different roles in formal and informal situations <i>e.g. speaking with a friend, compared with talking to the school principal.</i> • Spoken texts are different from written texts <i>e.g. an oral recount can use informal language compared with a written recount, which uses more formal language.</i> • Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations. • Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners. • Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners <i>e.g. facial expressions add meaning to spoken texts.</i> • Active listeners identify main ideas and information, show interest and respond. • In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures <i>e.g. using a toy from home as a prop during a morning talk.</i> • Conventions for turn-taking and interruption are influenced by the context <i>e.g. use of “excuse me” when speaking to an adult.</i> • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 	<p>Pumpkin World Writing Adventures can help students achieve Speaking & Listening standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Pumpkin World set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Pumpkin World Storybook being read. • Taking part in teacher-led discussions about Pumpkin World Storybook and Pumpkin World in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussions included on each card. • Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Pumpkin World set.

Working toward Essential Learnings to be reached by the end of Year 3		Links to Pumpkin World Writing Adventures
Reading & Viewing	<p>Reading and Viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings <i>e.g. selecting an information book for a report about spiders compared with selecting a picture book when reading for enjoyment.</i> • Readers and viewers make connections between their prior knowledge and the subject matter of the text <i>e.g. pet lovers bring specific vocabulary and related ideas to stories about dogs.</i> • Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways. • Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter. • Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts <i>e.g. Once upon a time — a contextual cue that signals a fairytale.</i> • Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems <i>e.g. simple tense: -ed, -ing; plural endings: -es; -ies.</i> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. 	<p>Pumpkin World Writing Adventures can help students achieve Reading & Viewing standards by:</p> <ul style="list-style-type: none"> • Reading the Pumpkin World Storybook and looking at the pictures. • Reading the instructions for the Pumpkin World Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Pumpkin World set text. • Talking to teacher and/or peers about the visual elements of the Pumpkin World set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Interpreting the visual elements of the Pumpkin World set, predicting meaning and looking for connections with own experience. • Looking at the visual elements in the Pumpkin World set to find objects or visual symbols they recognise. • Interpreting the visual elements in the Pumpkin World set and explaining what they understand from these elements.

Working toward Essential Learnings to be reached by the end of Year 3		Links to Pumpkin World Writing Adventures
Writing & Designing	<p>Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes reporting and conveying simple messages and information e.g. <i>writing an information report on a given topic.</i> • Writers and designers can adopt different roles for different audiences e.g. <i>writing an email to a friend compared with writing an invitation.</i> • Words and phrases, symbols, images and audio have meaning. • Text users make choices about grammar and punctuation. • Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words e.g. <i>monosyllabic words: sharp, crown, green; two-syllable words: playing, sunny; high-frequency words: the, was.</i> • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting e.g. <i>referring to wall charts, dictionaries and a variety of spelling resources and strategies to help with editing and proofreading.</i> • Writers and designers use correct formation, entries, exits and joins of Queensland Modern Cursive script. 	<p>Pumpkin World Writing Adventures can help students achieve Writing & Designing standards by:</p> <ul style="list-style-type: none"> • Completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 3		Links to Pumpkin World Writing Adventures
<p>Language Elements</p> <p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <ul style="list-style-type: none"> • Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions. • A sentence can be a single clause or a combination of clauses e.g. <i>Kathy drew a picture. — a sentence containing a single clause</i> <i>Kathy drew a picture and gave it to her teacher. — a sentence containing a combination of clauses.</i> • Text connectives are used to link and sequence things, ideas and events e.g. <i>She got out of the pool. Then she dried herself. — ‘Then’ is a text connective indicating sequence.</i> • Tense is used to indicate time in sentences e.g. <i>Terry cooks every day. — present tense</i> <i>He cooked a lovely cake yesterday. — past tense</i> <i>Terry will cook tomorrow night too. — future tense.</i> • Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways e.g. <i>Dave skated brilliantly at the new skatepark. Dave — noun; skated — verb describing what is happening; brilliantly — adverb describing how Dave skated; at the new skatepark — prepositional phrase describing where Dave skated; new — adjective describing the skatepark.</i> • Pronouns take the place of nouns to which they are referring e.g. <i>Jacinta found her dog. — the pronoun ‘her’ replaces Jacinta.</i> • Conjunctions are used to join two phrases or clauses e.g. <i>Charlie went for a walk because she wanted some exercise. — because is a conjunction.</i> • Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning e.g. <i>That is fantastic! — the exclamation mark (!) indicates a strong feeling, such as surprise or satisfaction with a job well done.</i> • Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things e.g. <i>The dark forest was dangerous. — compared with The bright forest was magical. — demonstrates how vocabulary can be used to describe a place in different ways.</i> • Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things e.g. <i>music, volume, clothing and body language — a person wearing black clothing could be interpreted as a villain.</i> 	<p>Pumpkin World Writing Adventures can help students achieve Language Elements standards by:</p> <ul style="list-style-type: none"> • Using the complete Pumpkin World set (Storybook, Map and Facts cards, Writing Activity Cards, Thinking Hat Activities, Photocopiable Extension Activities, Mystery Object, CD Rom and Website Activities) as a reading resource to aid the exploration and use of language elements detailed in the Essential Learnings for this level. • Completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities. The activities include: <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 	

Working toward Essential Learnings to be reached by the end of Year 3		Links to Pumpkin World Writing Adventures
Literary & Non-literary Texts	<p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Texts are produced for particular audiences and their interests <i>e.g. picture books are written for specific age groups.</i> • Formal and informal texts are ways of communicating for different purposes <i>e.g. speaking to a friend at home about a pet, compared with speaking to the whole class about a pet.</i> • Texts created by Aboriginal and Torres Strait Islander peoples reflect a range of ideas and information, relationships and connections <i>e.g. Aboriginal creation stories are connected to a specific place or "country" and language group; Torres Strait Islander elders share stories about recent events.</i> • Literary texts entertain, evoke emotion and convey simple messages and information. • Simple narratives, rhymed verse, fables and fairytales are types of literary texts. • Narratives have structural features that include orientation, complication and resolution, and descriptions of characters and settings. • Phrases including "Once upon a time" and "A long time ago" are characteristic of stories. • Stanzas, rhyme and rhythm are features of rhymed verse. • Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions. • Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts. • Non-literary texts can convey an opinion that may be positive or negative. • Main ideas and events can be sequenced and subject matter described, including supporting ideas and details. • Non-literary texts use a range of structures, including hyperlinks in electronic texts <i>e.g. instructions and recipes use ordered steps; recounts order events chronologically; headlines are used in news stories and still and moving images are used in posters; websites and reports have an introduction and a description of features or events.</i> 	<p>Pumpkin World Writing Adventures can help students achieve Literary & Non-literary standards by</p> <ul style="list-style-type: none"> • Providing a mix of literary and non-literary text Pumpkin World Activity Cards writing tasks to be completed as joint or independent activities. The activities include: <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 • Using the text content of the Pumpkin World set to explore language patterns – includes Storybook, sample texts such as poems, play script and description on Activity Cards – and working at producing their own texts for the Pumpkin World Writing Activity Cards will help students to develop awareness of purpose, audience, subject matter and text structure as detailed in the Essential Learnings for this level.

Zinger Pinger (Year 3 – Year 4)

Working toward Essential Learnings to be reached by the end of Year 5		Links to Zinger Pinger Writing Adventures
Speaking & Listening	<p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others <i>e.g. talking to the teacher about a task may involve negotiation.</i> • Speakers can adopt different roles, and make language choices appropriate to the level of formality <i>e.g. presenting an oral information report requires the use of subject-specific vocabulary.</i> • Spoken texts have different structures from those of written texts <i>e.g. spoken texts are often interactive.</i> • Statements, questions and commands generate and maintain discussions and conversations. • Words and phrasing, modulation of volume, pitch, pronunciation and pace enhance expression of ideas, can be adjusted to match the purpose, audience and context, and are monitored by listeners. • Nonverbal elements, including body language, facial expressions and gestures, enhance expression of ideas, can be adjusted to match the audience, purpose and situation of a text, and are monitored by listeners <i>e.g. increased volume shows authority when giving a command, compared with use of a whisper to build suspense in storytelling.</i> • Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information. • In presentations, speakers make meaning clear through the selection and sequencing of ideas and information and the use of visual aids as support <i>e.g. a poster can be used to support a presentation.</i> • Conventions for turn-taking and interruption are used differently, depending on the context <i>e.g. a presentation to the class, compared with buying an item at a shop.</i> • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 	<p>Zinger Pinger Writing Adventures can help students achieve Speaking & Listening standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Zinger Pinger set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Zinger Pinger Storybook being read. • Taking part in teacher-led discussions about Zinger Pinger Storybook and Zinger Pinger in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussions included on each card. • Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Zinger Pinger set.

Working toward Essential Learnings to be reached by the end of Year 5		Links to Zinger Pinger Writing Adventures
Reading & Viewing	<p>Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists <i>e.g. selecting an appropriate website from a list of different resources to support a task.</i> • Readers and viewers draw on their prior knowledge of language and texts when engaging with a text <i>e.g. readers familiar with newspapers will bring understandings about the way news reports are written.</i> • Words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways. <i>e.g. authors portray characters in a narrative favourably by including positive attributes and leaving out negative traits.</i> • Reading fluency is supported by the use of decoding strategies, prediction, monitoring meaning and self-correction, in combination with a developing vocabulary and prior knowledge of subject matter <i>e.g. by pausing, re-reading words and phrases, and reading on when meaning is interrupted.</i> • Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts <i>e.g. connecting pronouns to the nouns to which they refer.</i> • Unfamiliar words and their meanings are decoded using the three cueing systems together (grapho-phonetic, syntactic and semantic), and by using small meaning units and base words <i>e.g. tele is a small meaning unit meaning "distant, from afar" - television, telephone; port is a base word meaning "carry" - portable, import, transport.</i> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. 	<p>Zinger Pinger Writing Adventures can help students achieve Reading & Viewing standards by:</p> <ul style="list-style-type: none"> • Reading the Zinger Pinger Storybook and looking at the pictures. • Reading the instructions for the Zinger Pinger Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Zinger Pinger set text. • Talking to teacher and/or peers about the visual elements of the Zinger Pinger set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Interpreting the visual elements of the Zinger Pinger set, predicting meaning and looking for connections with own experience. • Looking at the visual elements in the Zinger Pinger set to find objects or visual symbols they recognise. • Interpreting the visual elements in the Zinger Pinger set and explaining what they understand from these elements.

Working toward Essential Learnings to be reached by the end of Year 5		Links to Zinger Pinger Writing Adventures
Writing & Designing	<p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes entertaining, informing and describing <i>e.g. designing a comic strip to entertain.</i> • Writers and designers can adopt different roles, and make language choices appropriate to the audience <i>e.g. writing an information report using subject-specific vocabulary.</i> • Words and phrases, symbols, images and audio affect meaning and interpretation. • Text users make choices about grammar and punctuation, to make meaning. • Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multisyllable words <i>e.g. doubling consonant at syllable break: begin, beginning; changing y to i: famil-y, famil-ies.</i> • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting <i>e.g. working with a partner to proofread each other's texts.</i> • Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing. 	<p>Zinger Pinger Writing Adventures can help students achieve Writing & Designing standards by:</p> <ul style="list-style-type: none"> • Completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 5		Links to Zinger Pinger Writing Adventures
Language Elements	<p>Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in personal and community contexts.</p> <ul style="list-style-type: none"> • Paragraphs separate ideas in texts and contain a topic sentence. • A sentence can be either simple, compound or complex <i>e.g. a simple sentence contains one clause; a compound sentence contains two or more clauses joined by a conjunction; a complex sentence combines an independent clause with a dependent clause.</i> • Subject and verb must agree in terms of person and number <i>e.g. She sings - the singular form of the verb, to sing, must be used with 'She'; They sing - the plural form of the verb, to sing, must be used with 'They'.</i> • Text connectives signal how things, ideas and information are related <i>e.g. I made my bed. Next I cleaned the bathroom. - Next is a text connective linking two actions.</i> • Time connectives and tense are used to locate characters or action in time <i>e.g. Yesterday I lost my watch. - yesterday requires the past tense, lost.</i> • Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs) <i>e.g. Robbie carefully rode her red bike to the park. Robbie and bike - nouns; rode - verb describing what happened; carefully - adverb describing how Robbie rode her red bike; to the park - prepositional phrase explaining where the action took place; red - adjective describing the bike.</i> • Pronouns refer to nouns within and across sentences <i>e.g. Coorain said that the book belonged to him. It was given to him by his grandfather. - It is a pronoun and refers to the book.</i> • Conjunctions signal relationships between things, ideas and events <i>e.g. I could cook spaghetti and meatballs, or we could order pizza. - and is a conjunction linking two things; or is a conjunction joining two alternative ideas.</i> • Figurative language describes settings and characters <i>e.g. The forest was as dark as a train tunnel. - a simile describing a setting.</i> • Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts <i>e.g. commas mark clause boundaries and separate listed words: I went to the grocer to buy carrots, potatoes, beans, spinach and apples; apostrophes signal that letters have been omitted: it is becomes it's; apostrophes also show possession: the book belonging to the teacher becomes the teacher's book; speech marks show the beginning and end of direct speech: "Brush your teeth," Mum said.</i> • Vocabulary is chosen to express ideas and information in a commonsense or technical way <i>e.g. "creeks running into a river" compared with "the tributaries of a river" - demonstrates how vocabulary can be subject specific.</i> • Meaning can be made more specific by extending or changing the form of a word <i>e.g. forest can be extended to forestry; beauty can be changed to beautiful.</i> • Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention <i>e.g. a creaking door is a sound effect that can signal suspense.</i> 	<p>Zinger Pinger Writing Adventures can help students achieve Language Elements standards by:</p> <ul style="list-style-type: none"> • Using the complete Zinger Pinger set (Storybook, Map and Facts cards, Writing Activity Cards, Thinking Hat Activities, Photocopiable Extension Activities, Mystery Object, CD Rom and Website Activities) as a reading resource to aid the exploration and use of language elements detailed in the Essential Learnings for this level. • Completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 5		Links to Zinger Pinger Writing Adventures
Literary & Non-literary Texts	<p>Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Aspects of subject matter can be included or omitted to present a point of view <i>e.g. an article on cats as excellent pets may choose to omit information about their impact on native wildlife.</i> • Texts represent Aboriginal and Torres Strait Islander knowledges, peoples, places, events and things in different ways <i>e.g. an Aboriginal painting using symbolism may tell a story associated with food preparation; an historical text can be written from an Indigenous or non-Indigenous perspective.</i> • Literary texts entertain, evoke emotion, and convey messages and information. • Narratives, myths, legends, Dreaming stories, ballads, form verse, song lyrics and simple scripts are types of literary texts. • Narratives have structural features that set the scene, introduce and describe characters and plot (orientation), describe events or actions leading to a problem (complication), and describe how and why a problem is solved (resolution). • Events can be sequenced to build tension and suspense within a text and are used to explore ideas and feelings through the invention of characters and situations. • Poetry can include rhyme and rhythm. • Non-literary texts report, inform, present and seek opinions, present arguments, persuade and negotiate. • Information and news reports, articles, features, simple arguments, descriptions, explanations, group discussions and formal presentations are types of non-literary texts. • Main ideas are established by identifying who, what, where, when, how and why. • Reports and arguments have structures, including an introduction or a general statement, elaboration of information or reasons, and a conclusion. 	<p>Zinger Pinger Writing Adventures can help students achieve Literary & Non-literary standards by</p> <ul style="list-style-type: none"> • Providing a mix of literary and non-literary text Zinger Pinger Activity Cards writing tasks to be completed as joint or independent activities. The activities include: <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 • Using the text content of the Zinger Pinger set to explore language patterns – includes Storybook, sample texts such as poems, play script and description on Activity Cards – and working at producing their own texts for the Zinger Pinger Writing Activity Cards will help students to develop awareness of purpose, audience, subject matter and text structure as detailed in the Essential Learnings for this level.

Shell Children (Year 4 – Year 5)

Working toward Essential Learnings to be reached by the end of Year 5		Links to Shell Children Writing Adventures
Speaking & Listening	<p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others <i>e.g. talking to the teacher about a task may involve negotiation.</i> • Speakers can adopt different roles, and make language choices appropriate to the level of formality <i>e.g. presenting an oral information report requires the use of subject-specific vocabulary.</i> • Spoken texts have different structures from those of written texts <i>e.g. spoken texts are often interactive.</i> • Statements, questions and commands generate and maintain discussions and conversations. • Words and phrasing, modulation of volume, pitch, pronunciation and pace enhance expression of ideas, can be adjusted to match the purpose, audience and context, and are monitored by listeners. • Nonverbal elements, including body language, facial expressions and gestures, enhance expression of ideas, can be adjusted to match the audience, purpose and situation of a text, and are monitored by listeners <i>e.g. increased volume shows authority when giving a command, compared with use of a whisper to build suspense in storytelling.</i> • Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information. • In presentations, speakers make meaning clear through the selection and sequencing of ideas and information and the use of visual aids as support <i>e.g. a poster can be used to support a presentation.</i> • Conventions for turn-taking and interruption are used differently, depending on the context <i>e.g. a presentation to the class, compared with buying an item at a shop.</i> • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 	<p>Shell Children Writing Adventures can help students achieve Speaking & Listening standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Shell Children set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Shell Children Storybook being read. • Taking part in teacher-led discussions about Shell Children Storybook and Shell Children in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussions included on each card. • Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Shell Children set.

Working toward Essential Learnings to be reached by the end of Year 5		Links to Shell Children Writing Adventures
Reading & Viewing	<p>Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists <i>e.g. selecting an appropriate website from a list of different resources to support a task.</i> • Readers and viewers draw on their prior knowledge of language and texts when engaging with a text <i>e.g. readers familiar with newspapers will bring understandings about the way news reports are written.</i> • Words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways. <i>e.g. authors portray characters in a narrative favourably by including positive attributes and leaving out negative traits.</i> • Reading fluency is supported by the use of decoding strategies, prediction, monitoring meaning and self-correction, in combination with a developing vocabulary and prior knowledge of subject matter <i>e.g. by pausing, re-reading words and phrases, and reading on when meaning is interrupted.</i> • Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts <i>e.g. connecting pronouns to the nouns to which they refer.</i> • Unfamiliar words and their meanings are decoded using the three cueing systems together (grapho-phonetic, syntactic and semantic), and by using small meaning units and base words <i>e.g. tele is a small meaning unit meaning "distant, from afar" - television, telephone; port is a base word meaning "carry" - portable, import, transport.</i> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. 	<p>Shell Children Writing Adventures can help students achieve Reading & Viewing standards by:</p> <ul style="list-style-type: none"> • Reading the Shell Children Storybook and looking at the pictures. • Reading the instructions for the Shell Children Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Shell Children set text. • Talking to teacher and/or peers about the visual elements of the Shell Children set including the Storybook, Map and Facts cards and Activity Cards. • Interpreting the visual elements of the Shell Children set, predicting meaning and looking for connections with own experience. • Looking at the visual elements in the Shell Children set to find objects or visual symbols they recognise. • Interpreting the visual elements in the Shell Children set and explaining what they understand from these elements.

Working toward Essential Learnings to be reached by the end of Year 5		Links to Shell Children Writing Adventures
Writing & Designing	<p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes entertaining, informing and describing <i>e.g. designing a comic strip to entertain.</i> • Writers and designers can adopt different roles, and make language choices appropriate to the audience <i>e.g. writing an information report using subject-specific vocabulary.</i> • Words and phrases, symbols, images and audio affect meaning and interpretation. • Text users make choices about grammar and punctuation, to make meaning. • Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multisyllable words <i>e.g. doubling consonant at syllable break: begin, beginning; changing y to i: famil-y, famil-ies.</i> • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting <i>e.g. working with a partner to proofread each other's texts.</i> • Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing. 	<p>Shell Children Writing Adventures can help students achieve Writing & Designing standards by:</p> <ul style="list-style-type: none"> • Completing any of the Shell Children Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 5		Links to Shell Children Writing Adventures
Language Elements	<p>Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in personal and community contexts.</p> <ul style="list-style-type: none"> • Paragraphs separate ideas in texts and contain a topic sentence. • A sentence can be either simple, compound or complex <i>e.g. a simple sentence contains one clause; a compound sentence contains two or more clauses joined by a conjunction; a complex sentence combines an independent clause with a dependent clause.</i> • Subject and verb must agree in terms of person and number <i>e.g. She sings - the singular form of the verb, to sing, must be used with 'She'; They sing - the plural form of the verb, to sing, must be used with 'They'.</i> • Text connectives signal how things, ideas and information are related <i>e.g. I made my bed. Next I cleaned the bathroom. - Next is a text connective linking two actions.</i> • Time connectives and tense are used to locate characters or action in time <i>e.g. Yesterday I lost my watch. - yesterday requires the past tense, lost.</i> • Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs) <i>e.g. Robbie carefully rode her red bike to the park. Robbie and bike - nouns; rode - verb describing what happened; carefully - adverb describing how Robbie rode her red bike; to the park - prepositional phrase explaining where the action took place; red - adjective describing the bike.</i> • Pronouns refer to nouns within and across sentences <i>e.g. Coorain said that the book belonged to him. It was given to him by his grandfather. - It is a pronoun and refers to the book.</i> • Conjunctions signal relationships between things, ideas and events <i>e.g. I could cook spaghetti and meatballs, or we could order pizza. - and is a conjunction linking two things; or is a conjunction joining two alternative ideas.</i> • Figurative language describes settings and characters <i>e.g. The forest was as dark as a train tunnel. - a simile describing a setting.</i> • Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts <i>e.g. commas mark clause boundaries and separate listed words: I went to the grocer to buy carrots, potatoes, beans, spinach and apples; apostrophes signal that letters have been omitted: it is becomes it's; apostrophes also show possession: the book belonging to the teacher becomes the teacher's book; speech marks show the beginning and end of direct speech: "Brush your teeth," Mum said.</i> • Vocabulary is chosen to express ideas and information in a commonsense or technical way <i>e.g. "creeks running into a river" compared with "the tributaries of a river" - demonstrates how vocabulary can be subject specific.</i> • Meaning can be made more specific by extending or changing the form of a word <i>e.g. forest can be extended to forestry; beauty can be changed to beautiful.</i> • Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention <i>e.g. a creaking door is a sound effect that can signal suspense.</i> 	<p>Shell Children Writing Adventures can help students achieve Language Elements standards by:</p> <ul style="list-style-type: none"> • Using the complete Shell Children set (Storybook, Map and Facts cards, Writing Activity Cards, Thinking Hat Activities, Photocopiable Extension Activities, Mystery Object, CD Rom and Website Activities) as a reading resource to aid the exploration and use of language elements detailed in the Essential Learnings for this level. • Completing any of the Shell Children Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 5		Links to Shell Children Writing Adventures
Literary & Non-literary Texts	<p>Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Aspects of subject matter can be included or omitted to present a point of view <i>e.g. an article on cats as excellent pets may choose to omit information about their impact on native wildlife.</i> • Texts represent Aboriginal and Torres Strait Islander knowledges, peoples, places, events and things in different ways <i>e.g. an Aboriginal painting using symbolism may tell a story associated with food preparation; an historical text can be written from an Indigenous or non-Indigenous perspective.</i> • Literary texts entertain, evoke emotion, and convey messages and information. • Narratives, myths, legends, Dreaming stories, ballads, form verse, song lyrics and simple scripts are types of literary texts. • Narratives have structural features that set the scene, introduce and describe characters and plot (orientation), describe events or actions leading to a problem (complication), and describe how and why a problem is solved (resolution). • Events can be sequenced to build tension and suspense within a text and are used to explore ideas and feelings through the invention of characters and situations. • Poetry can include rhyme and rhythm. • Non-literary texts report, inform, present and seek opinions, present arguments, persuade and negotiate. • Information and news reports, articles, features, simple arguments, descriptions, explanations, group discussions and formal presentations are types of non-literary texts. • Main ideas are established by identifying who, what, where, when, how and why. • Reports and arguments have structures, including an introduction or a general statement, elaboration of information or reasons, and a conclusion. 	<p>Shell Children Writing Adventures can help students achieve Literary & Non-literary standards by</p> <ul style="list-style-type: none"> • Providing a mix of literary and non-literary text Shell Children Activity Cards writing tasks to be completed as joint or independent activities. The activities include: <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 • Using the text content of the Shell Children set to explore language patterns – includes Storybook, sample texts such as report, recount and viewpoint on Activity Cards – and working at producing their own texts for the Shell Children Writing Activity Cards will help students to develop awareness of purpose, audience, subject matter and text structure as detailed in the Essential Learnings for this level.

Furkle Story Williams (Year 5 – Year 6)

Working toward Essential Learnings to be reached by the end of Year 7		Links to Furkle Stroy Williams Writing Adventures
<p>Speaking & Listening</p>	<p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes advancing opinions, discussing, persuading others to a point of view, influencing transactions, and establishing and maintaining relationships <i>e.g. debating or discussing a current topic from a particular viewpoint can persuade others.</i> • Speakers use their assumptions about the characteristics of listeners to engage their interest and attention <i>e.g. public speaking compared with playground conversation.</i> • Spoken texts have different structures from written texts but can also be written and recorded <i>e.g. a monologue can be written in note form before a performance and can be used for reference.</i> • Statements, questions and commands can use language that positions and represents ideas and information. • Words and phrasing, syntax, cohesion, repetition, pronunciation, pause, pace, pitch and volume establish mood, signal relationships, create effect and are monitored by listeners. • Nonverbal elements, including facial expressions, gestures and body language, establish mood, signal relationships, create effect and are monitored by listeners. • Active listeners identify ideas and issues from others' viewpoints and clarify meanings to justify opinions and reasoning. • In presentations, speakers make meaning clear by organising subject matter, identifying their role and selecting relevant resources <i>e.g. making use of a hyperlink in a PowerPoint presentation.</i> • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 	<p>Furkle Stroy Williams Writing Adventures can help students achieve Speaking & Listening standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Furkle Stroy Williams set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Furkle Stroy Williams Storybook being read. • Taking part in teacher-led discussions about Furkle Stroy Williams Storybook and Furkle Stroy Williams in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussions included on each card. • Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Furkle Stroy Williams set.

Working toward Essential Learnings to be reached by the end of Year 7		Links to Furkle Stroy Williams Writing Adventures
Reading & Viewing	<p>Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries <i>e.g. selecting a credible text to support a position.</i> • Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text <i>e.g. a student from a non-Western culture may have a different perspective on a character's actions in an Australian story.</i> • Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways. • Reading fluency is supported through monitoring meaning and applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter. • Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts <i>e.g. a student's familiarity with swimming may enable a deeper comprehension of the subject matter in a sports magazine.</i> • Words and their meanings are decoded using the cueing systems together (grapho-phonetic, semantic and syntactic), and by using knowledge of base words, prefixes and suffixes <i>e.g. the prefix mega- changes the meaning of a word: megastore, megaphone and megabyte.</i> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. 	<p>Furkle Stroy Williams Writing Adventures can help students achieve Reading & Viewing standards by:</p> <ul style="list-style-type: none"> • Reading the Furkle Stroy Williams Storybook and looking at the pictures. • Reading the instructions for the Furkle Stroy Williams Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Furkle Stroy Williams set text. • Talking to teacher and/or peers about the visual elements of the Furkle Stroy Williams set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Interpreting the visual elements of the Furkle Stroy Williams set, predicting meaning and looking for connections with own experience. • Looking at the visual elements in the Furkle Stroy Williams set to find objects or visual symbols they recognise. • Interpreting the visual elements in the Furkle Stroy Williams set and explaining what they understand from these elements.

Working toward Essential Learnings to be reached by the end of Year 7		Links to Furkle Stroy Williams Writing Adventures
Writing & Designing	<p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes evoking emotion, persuading and informing <i>e.g. writing an advertisement to promote a school concert.</i> • Writers and designers establish roles, make assumptions about their audience and position them through language choices <i>e.g. assumptions about the readership of a newspaper are evident in the language choices in a letter to the editor.</i> • Words and phrases, symbols, images and audio affect meaning and position an audience <i>e.g. This was a tragic incident. — tragic positions the audience to feel sympathy.</i> • Text users make choices about grammar and punctuation, to establish meaning. • Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting <i>e.g. making changes after receiving feedback.</i> 	<p>Furkle Stroy Williams Writing Adventures can help students achieve Writing & Designing standards by:</p> <ul style="list-style-type: none"> • Completing any of the Furkle Stroy Williams Activity Cards writing tasks as joint or independent activities. The activities include: <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

Working toward Essential Learnings to be reached by the end of Year 7		Links to Furkle Stroy Williams Writing Adventures
<p>Language Elements</p> <p>Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.</p> <ul style="list-style-type: none"> • Paragraphs sequence information and arguments, and include topic sentences that emphasise a point or argument. • Dependent clauses require independent clauses to make meaning in a sentence <i>e.g. a dependent clause such as while he waited for dinner requires the independent clause Scotty read a book ... to make meaning.</i> • Pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph <i>e.g. When Tom went to the shop he bought some shoes. However, they were too big for him. Tom (noun) and he (pronoun) are in agreement, as are shoes and they; they (subject) agrees with were (verb); went, bought and were are all past tense.</i> • Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast <i>e.g. Don Bradman was a star cricketer and, as a result, he became an Australian icon. — as a result is the cohesive device showing the relationship between the two ideas.</i> • Noun groups and verb groups are used to provide specific descriptions of subject matter, express degrees of certainty and uncertainty, and develop characterisation, setting and plot <i>e.g. We had to run quickly in the other direction as strange creatures overcame our inadequate fortress. — strange creatures is a noun group and had to run quickly is a verb group.</i> • High-frequency words are replaced by more complex forms of vocabulary and give more specific descriptions <i>e.g. Keep going can be replaced with persevere; did can be replaced with performed.</i> • Figurative language, including similes, metaphors and personification, develops imagery and humour <i>e.g. The lion ruled the African plains with great majesty is personification that develops an image.</i> • Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways <i>e.g. a devastating result for the defeated team in a sporting match would be a wonderful outcome for the successful team in the same match — devastating and wonderful are evaluative words expressing opinion.</i> • Punctuation, including quotation marks and brackets, signals meaning <i>e.g. “Good afternoon, Jasmin,” called Keely. — the words between the quotation marks indicate spoken words; quotation marks also indicate a direct quotation from another source; brackets can be used to elaborate an idea (or to list additional information).</i> • Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge <i>e.g. an absolutely brilliant and innovative ... — the choice of vocabulary can be deliberately persuasive.</i> • Auditory, spoken, visual and nonverbal elements add meaning, interest, immediacy and authority to multimedia texts <i>e.g. gloomy music in a film could indicate a sad moment.</i> 	<p>Furkle Stroy Williams Writing Adventures can help students achieve Language Elements standards by:</p> <ul style="list-style-type: none"> • Using the complete Furkle Stroy Williams set (Storybook, Map and Facts cards, Writing Activity Cards, Thinking Hat Activities, Photocopiable Extension Activities, Mystery Object, CD Rom and Website Activities) as a reading resource to aid the exploration and use of language elements detailed in the Essential Learnings for this level. • Completing any of the Furkle Stroy Williams Activity Cards writing tasks as joint or independent activities. The activities include: <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 	

Working toward Essential Learnings to be reached by the end of Year 7		Links to Furkle Stroy Williams Writing Adventures
Literary & Non-literary Texts	<p>Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Texts present subject matter from a particular perspective <i>e.g. organic farming can be presented as having a positive health benefit or as an old-fashioned method with limited benefits.</i> • A text can be constructed for more than one purpose <i>e.g. an autobiography can be used to recount experiences, express emotion and record history.</i> • Protocols are applied to the use of texts that represent Aboriginal knowledges, peoples, cultures, events and places, and Torres Strait Islander knowledges, peoples, cultures and events <i>e.g. acknowledging traditional custodians at the beginning of a public speech; referencing the cultural ownership of intellectual property — acknowledging the source of a traditional Aboriginal story.</i> • Literary texts entertain, evoke emotion, create suspense and convey messages and information. • Young adult novels, adventure and fantasy stories, short stories, myths, legends, ballads and play scripts are types of literary texts. • Characters with feelings and personalities beyond those of traditional characters are explored in texts by selecting vocabulary and using descriptions, imagery, actions and dialogue. • Descriptions, actions and dialogue, using written and visual elements, develop characters and plot <i>e.g. conversation between characters in a film or play; prose in a novel.</i> • Poetic forms and poetic devices express thoughts and ideas in a variety of ways <i>e.g. haiku — a poetic form; simile — a poetic device.</i> • Non-literary texts evaluate, inform, present arguments and persuade. • Articles, features, letters to the editor, documentaries, interviews, advertisements, film reviews, information and news reports, autobiographies, arguments, group discussions, meetings and debates are types of non-literary texts. • Arguments have a particular structure, including an introduction that identifies a position, a body with details and further evidence, and a conclusion that restates the position. • Main ideas, issues and events are selected and organised to sustain a point of view and to project a level of authority that matches a purpose and an intended audience <i>e.g. climate change can be discussed by focusing on endangered species or personal action, and can be presented in an information text that introduces the outline or scope of the topic and then develops logically organised ideas, descriptions and/or explanations.</i> 	<p>Furkle Stroy Williams Writing Adventures can help students achieve Literary & Non-literary standards by</p> <ul style="list-style-type: none"> • Providing a mix of literary and non-literary text Furkle Stroy Williams Activity Cards writing tasks to be completed as joint or independent activities. The activities include: <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 • Using the text content of the Furkle Stroy Williams set to explore language patterns – includes Storybook, sample texts such as poems, play script and debate on Activity Cards – and working at producing their own texts for the Furkle Stroy Williams Writing Activity Cards will help students to develop awareness of purpose, audience, subject matter and text structure as detailed in the Essential Learnings for this level.

