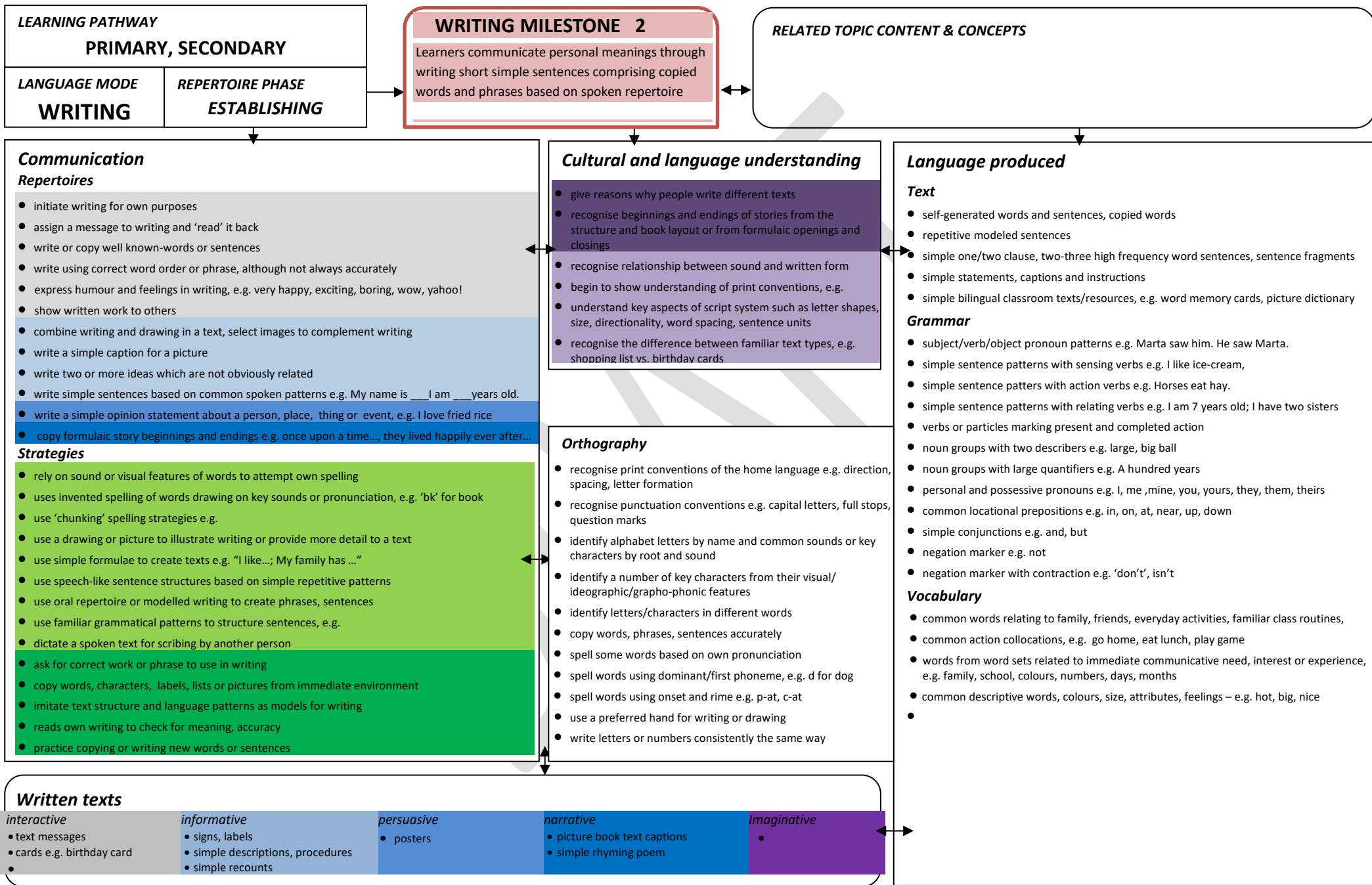


**SICLE LANGUAGE LEARNING PROGRESSION - WRITING**



SICLE LANGUAGE LEARNING PROGRESSION - WRITING

<b>LEARNING PATHWAY</b>	
<b>PRIMARY, SECONDARY</b>	
<b>LANGUAGE MODE</b>	<b>REPERTOIRE PHASE</b>
<b>WRITING</b>	<b>EXPANDING</b>

**WRITING MILESTONE 3**

Learners communicate ideas, events, experiences to specific audiences through writing short simple texts based on spoken and modelled language showing some basic writing conventions

**RELATED TOPIC CONTENT & CONCEPTS**

**Communication Repertoires**

- initiate writing for a specific audience/reader, e.g. parent, grandparent, friend
- write coherent sentences based on common spoken language
- write texts incorporating learned written phrases
- participate in shared writing activities, e.g. teacher/class jointly constructing a text
- write sentences based on simple repetitive modelled patterns e.g. "On Saturday, I went to the park" " On Monday, I..."
- write simple personal texts for different audiences (letters, invitations, cards, text messages)
- take pride in showing written work to others

**Strategies**

- provide some detail in writing through illustrations and listing of items
- write 'real task' lists and messages, e.g. shopping/to do list, fridge message, Mother's Day card
- write procedural texts based on instructional language, using imperatives, e.g. go, stop,
- use simple phrases to express personal opinion, e.g. I think that
- write a simple personal opinion with a supporting reason, e.g. 'I like him because ...'
- write a short story incorporating literary formulae, e.g. a long time ago; far, far away
- include elements or characters from a familiar story in own writing
- create simple fictional or poetic texts modelled on familiar forms and repetitive patterns, e.g. from fairy tells, big books
- plan writing with a particular audience and context in mind
- model writing on other texts, i.e. borrow words, phrases and sentences patterns
- repeat same sentence patterns to generate text e.g. I have a...; Everyday, I...
- combine and expand sentences using common conjunctions, e.g. and, then, but
- attempt spelling by relying on sound or visual features
- begin to scan and review writing within and across sentences for local coherence
- read own writing aloud to check for expression of intended meaning
- find words needed for writing from labels, signs, charts, environment, word lists, dictionaries
- record new vocabulary using phonetic spelling
- create vocabulary lists of key content words
- experiment using new words/phrases, punctuation and text layout
- self-questioning to guide sentence composition

**Cultural and language understanding**

- specify the communicative purpose and intended target audience/reader for a written text
- recognise culture specific texts e.g. poems, fables, songs
- organise text according to purpose and format, e.g. birthday card, instruction
- use familiar layout features to organise writing on a page, e.g. title/heading, margins, illustrations,
- choose suitable ideas and words for the intended audience
- recognise certain devices can be used for effect e.g. repetition of words, alliteration

**Orthography**

- knows all letters by name and their common sounds
- understand key aspects of scripts such as letter/character shape, size, directionality, subscripts, diacritics
- know common letter/character and syllable patterns and the sounds they represent e.g. sh, ch
- recognise and recall common semantic/phonetic character compounds of familiar Chinese words
- write some key Chinese characters according to their visual/ideographic/grapho-phonetic features
- spell words phonetically or with phonetic compounds
- spell Cvcv word structure blends in three-four letter, high frequency words e.g. star, frog (???)
- mix similar letter/character forms and reverse different letters/characters within words
- use basic sentence boundary punctuation to separate ideas e.g. capital letters, full stop, question/exclamation marks
- begin connected handwriting

**Language produced**

**Text**

- sentences showing a simple sequence of ideas, 'run on' sentences, e.g. I went shopping and I bought a... and...
- texts showing a simple structure or progression, e.g. introduction/ending, observation/comment, opinion/reason
- short single idea paragraphs or text sections with topic sentences
- appropriate text formats e.g. headings, illustration
- simple bilingual classroom texts/resources, e.g. flash cards, word wall, word banks
- common conjunctions linking sentences, e.g. and, then, but

**Grammar**

- statements, commands, questions
- SVO (direct object) patterns using present or past tense, e.g. we play ball, we played ball
- SVOO (indirect object) patterns mainly using present tense, e.g. give me the ball
- word final stress to convey new information, e.g. 'teacher gave me a sticker'
- simple clause patterns with action verb and adverbial phrase, e.g. 'we went to zoo', 'on Saturdays I play soccer'
- simple clause patterns with relating verb with adverbial phrase, e.g. 'He (is) sick at home'
- simple clause pattern with sensing verb using present or past tense, e.g. experiencer/phenomenon, 'I like dogs'. 'I saw her yesterday', 'the teacher thinks he is naughty'
- coordinate and subordinate clauses
- adverbial phrases specifying where, when, how, with whom
- noun groups with several qualifiers, e.g. 'that big, blue truck', 'my very favourite toy'
- two-three word adjectival phrases to describe or add emphasis, e.g. really hot, very cold
- adjectivals describing or comparing objects, places or ideas, eg. 'It's got brown fur', 'this class is bigger'
- ordinals, e.g. 'she came first, I came second'
- personal and possessive pronouns, eg. I, me, mine, you, yours, they, them, theirs
- alternate questions, e.g. 'or not', 'wh' interrogative frames, e.g. 'What's this? What you doing? What's your name?'
- negation marker 'no' or 'not' e.g. no like, not go, no hot, not me, no play
- simple modality expressing usuality or obligation, e.g. often, sometimes, must, should..

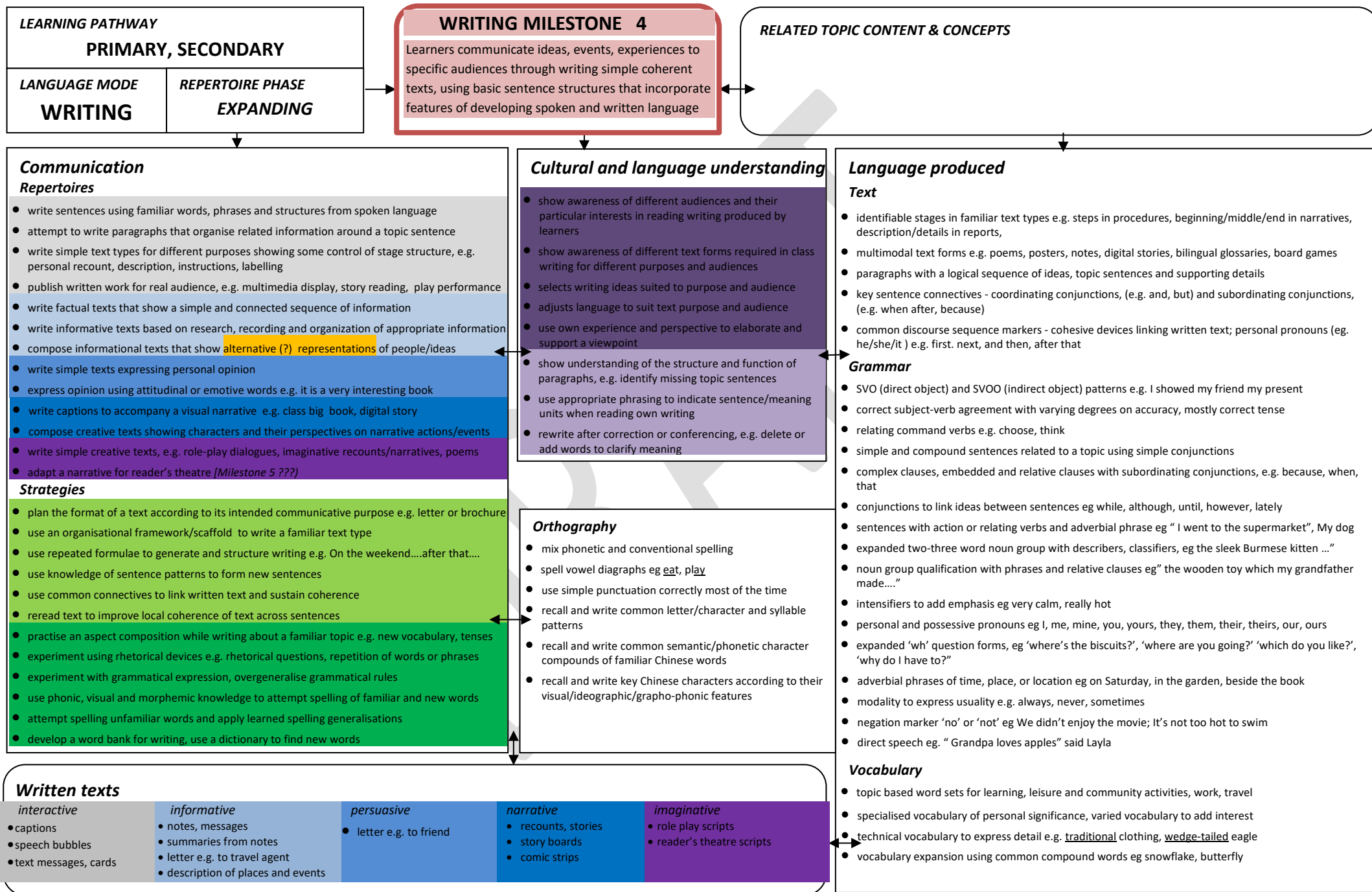
**Vocabulary**

- terminology related to information and literary text types e.g. recipes, descriptions, reports, poems, songs, fables
- topic based word sets for, family, people, events, festivals, personal interests/hobbies, experiences
- everyday activity collocations, e.g., finish homework, read books
- common synonyms and antonyms, e.g. hot/warm/cold, quick/fast/slow
- lexical sets related to communicative need/interest/time, e.g. family, school, colours, numbers, days, months

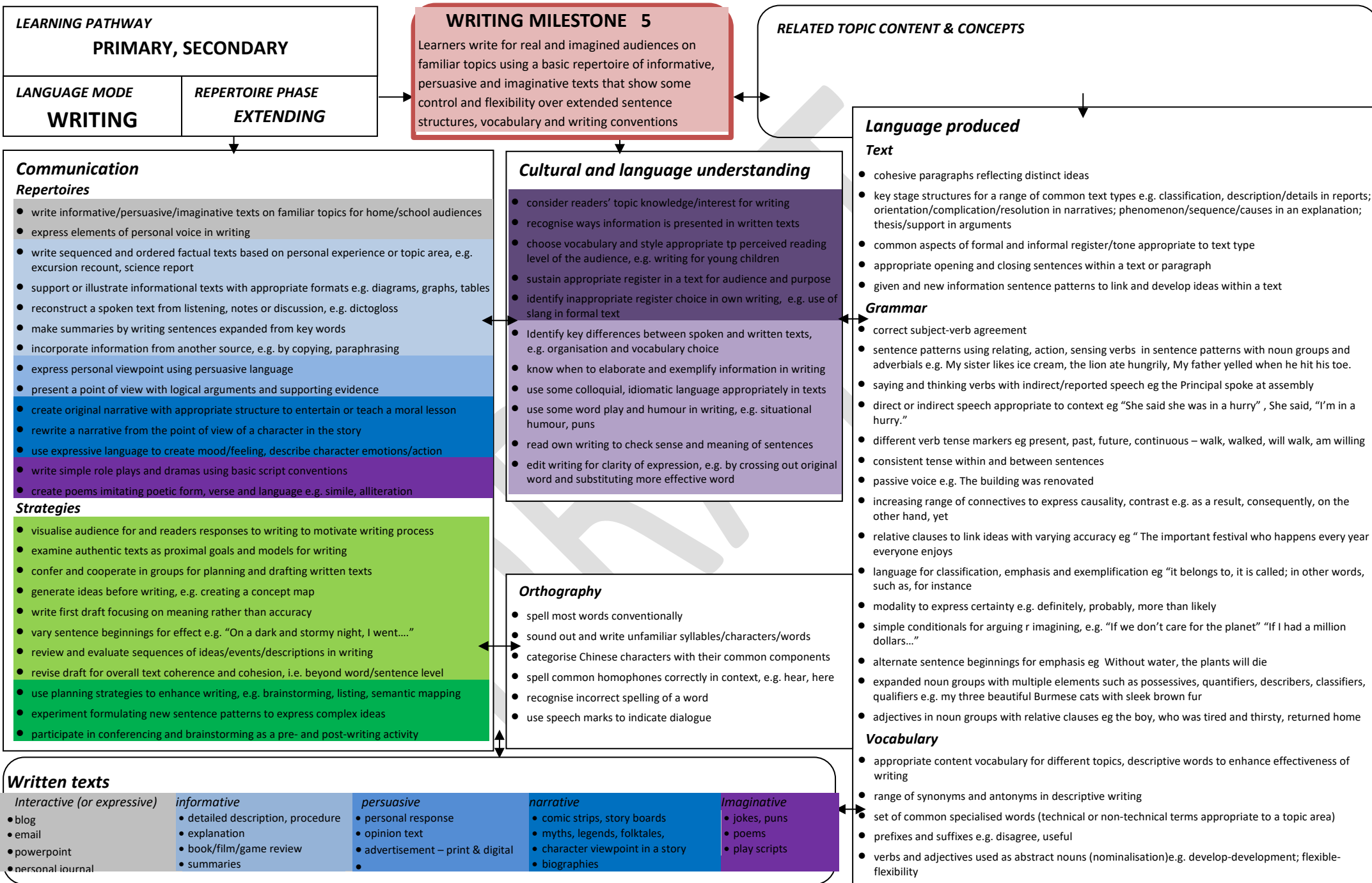
**Written texts**

<b>interactive</b>	<b>informative</b>	<b>persuasive</b>	<b>narrative</b>	<b>Imaginative</b>
<ul style="list-style-type: none"> <li>notes to home or teacher</li> <li>email</li> </ul>	<ul style="list-style-type: none"> <li>simple recounts</li> <li>simple procedures</li> <li>simple object descriptions</li> </ul>	<ul style="list-style-type: none"> <li>class/school rules</li> </ul>	<ul style="list-style-type: none"> <li>story book captions</li> <li>simple recounts</li> <li>single event story turns</li> </ul>	<ul style="list-style-type: none"> <li>simple pattern poems</li> </ul>

## SICLE LANGUAGE LEARNING PROGRESSION - WRITING



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**SICLE LANGUAGE LEARNING PROGRESSION - WRITING**

<b>LEARNING PATHWAY</b>	
<b>PRIMARY, SECONDARY</b>	
<b>LANGUAGE MODE</b>	<b>REPERTOIRE PHASE</b>
<b>WRITING</b>	<b>EXTENDING</b>

**WRITING MILESTONE 6**

Learners write for real and imagined audiences on diverse topics using a developing repertoire of informative, persuasive and imaginative texts that show increasing control and complexity of sentence structures, vocabulary and writing conventions

**RELATED TOPIC CONTENT & CONCEPTS**

**Communication Repertoires**

- write coherent informative/persuasive/imaginative texts for home/school audiences
- engage in all stages of the writing process – prewriting/drafting/revising/editing/publishing
- use writing for personal self-reflection, e.g. dialogue journals
- express author’s voice in personal and creative texts
- manipulate texts and information in various writing tasks, e.g. text completion/reduction/transformation, cued writing, guided paraphrase, guided revision
- write reports using information from different sources and referencing sources correctly
- use description and generalization in writing to build specialised knowledge
- sustain a logical written argument leading to a conclusion
- use emotive language or quotations to make argument more forceful
- maintain storyline and characterisation in creative and narrative texts
- use dialogue to convey emotion, develop tension between characters, build suspense
- create stories, exemplars, fables with a moral teaching the values of the target culture
- write dialogues with dramatic conflict between protagonists, e.g. to teach a moral lesson
- write poems based on models using rhythm, rhyme and figurative language

**Strategies**

- engage in collaborative production and publication of multimodal and written texts
- draw on knowledge of the writing process to plan, compose and redraft texts
- use a range of expressions to hedge/qualify statements, e.g. may, might, in my view, I believe
- review own written texts for irrelevant ideas/sentences
- draw on the resources of the stronger language to articulate more complex ideas
- evaluate quality of own and others’ writing against given criteria
- plan extended writing, e.g. a project
- read other texts for ideas and models of more sophisticated written expression
- detect errors in own writing using a self-evaluation framework
- revise text at word, sentence or whole text level based on teacher or peer feedback
- use reader responses and audience/teacher feedback and to inform future writing

**Cultural and language understanding**

- shape composition/focus of writing to meet readers’ expectations
- engage readers’ attention/interest at the start of a text
- employ cultural references shared by readers
- express beliefs and values through language choices
- recognise that universal cultural themes can be communicated through different languages, e.g. challenge/endurance, good/evil, love/friendship
- relate arguments to relevant current issues
- select a suitable medium/genre/text type for intended message
- compact written information using nominalization, qualifiers
- use colloquial and idiomatic language for effect
- understand ideas can be expanded and sharpened through careful choice of a range of adverbials
- use figurative language - metaphor/personification/onomatopoeia - and varied verb tenses for dramatic or creative effect

**Orthography**

- connect meaning/sound of Chinese characters with meaning/sound of their components
- use full range of punctuation accurately
- spell complex words correctly using multi-strategy approach (?)

**Language produced**

**Text**

- sustained coherent texts showing clearly organised Ideas and information
- texts showing a range of referents to maintain cohesion
- texts showing sub-topic development elaborating points made in previous sentences or paragraphs

**Grammar**

- formulaic expressions signalling transition in the argument of a text eg *another point to discuss, yet another problem*
- expressions to signal opinion eg *it is often argued that, according to*
- direct and indirect speech correctly incorporated into a text
- combine a number of ideas into a compound/complex sentence eg *while the rain fell, the baby slept and dreamed and the mother watched*
- personal, possessive, interrogative, demonstrative and indefinite pronouns eg *our, which, this, these, someone*
- time expressed using mostly correct past, present, continuous and perfect tense
- mostly correct subject-verb agreement
- sophisticated range of connectives for linking ideas and creating cohesion eg *in addition, whereas, afterwards, alternatively*
- varied thematic structure of sentences for effect in literary writing
- given and new structure in information texts
- range of modality words for obligation, certainty, usuality, willingness eg *ought to, more than likely, regularly, hope to*
- nominalisation for technicality and abstraction eg *growth, germination, analysis, reaction*
- accurate use of passive voice
- conditionals to express present, future real, past and future imaginary eg *If I drank coffee before bed I wouldn’t sleep well*
- expanded noun groups with multiple elements as pre and post modifiers eg *demonstratives, possessives, quantifiers, describers, classifiers, comparatives and superlatives, intensifiers and qualifiers*
- adverbials of time, place manner ,accompaniment and matter eg *during this period, towards the village, by train, with Fatima, about the situation*

**Written texts**

<b>Interactive (or expressive)</b>	<b>informative</b>	<b>persuasive</b>	<b>narrative</b>	<b>Imaginative</b>
<ul style="list-style-type: none"> <li>• webpage, blog, email</li> <li>• Powerpoint, multimedia presentation using software e.g. Adobe</li> </ul>	<ul style="list-style-type: none"> <li>• recipe book, game instructions</li> <li>• description of place of cultural significance</li> <li>• explanation</li> <li>• review, summary</li> </ul>	<ul style="list-style-type: none"> <li>• letter to local community newspaper or radio</li> <li>• speech, advertisement</li> <li>• charity donation request</li> </ul>	<ul style="list-style-type: none"> <li>• fables</li> <li>• short story</li> <li>• diary entry</li> <li>• 1<sup>st</sup> and 3<sup>rd</sup> person narratives</li> </ul>	<ul style="list-style-type: none"> <li>• jokes, puns</li> <li>• poems</li> <li>• drama scripts</li> <li>• reader’s theatre script</li> <li>• idioms</li> </ul>

**Vocabulary**

- increasing number of synonyms and antonyms for substituting with common or generic words eg
- hyponyms, e.g. bird, pigeon; rose, flower
- collocations e.g. bread and butter
- mood and feeling through selection of appropriate words e.g. terrified instead of scared, overjoyed instead of happy

SICLE LANGUAGE LEARNING PROGRESSION - WRITING

<b>LEARNING PATHWAY</b>	
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<b>LANGUAGE MODE</b>	<b>REPertoire PHASE</b>
<b>WRITING</b>	<b>EXTENDING</b>

**WRITING MILESTONE 7**

Learners compose a range of cohesive texts for home, school and community contexts testing and refining the readability, appropriateness and effectiveness of text repertoires and formal/informal registers for intended audiences

**RELATED TOPIC CONTENT & CONCEPTS**

**Communication Repertoires**

- create and publish multimodal texts for home/school/community audiences
- create print and electronic media texts incorporating textual, digital, visual elements
- write texts that reflect personal voice and an emerging personal style
- formulate interview questions that elicit expansive responses from interviewees
- write selective notes using appropriate abbreviations, key words and paraphrasing
- write texts presenting different perspectives based on different information sources
- write an extended argument showing supporting evidence and expanding/supporting viewpoints with subsidiary points, reasons and relevant examples
- write convincing essays rebutting counter-arguments and leading to a conclusion
- develop an argument by defining or redefining an issue or question
- write narratives showing character portrayal and plot and thematic development
- create literary texts that draw upon the language and structures of other texts
- create written imaginative texts conveying mood and feeling

**Strategies**

- seek opportunities to publish writing within the community
- employ different planning strategies for different writing tasks, e.g. timelines for narratives, graphic organisers for reports
- use extended noun groups in writing to express technical/abstract ideas/processes
- edit using language knowledge to identify mistakes
- review and edit own writing to improve clarity of organisation and expression
- get someone to read and give feedback on one's writing
- self-assess own writing by evaluating relevance of information and organisation
- discuss issues of text structure, expression and vocabulary with teachers
- use learned strategies to spell accurately and learn new words

**Cultural and language understanding**

- consider possible reader interpretations of/responses to a text while writing
- identify some culturally-specific rhetorical/discourse patterns shaping written texts
- relate written arguments to relevant current social/cultural issues
- demonstrate awareness that stereotyping should be avoided when writing about people and characters
- be aware of inappropriateness of stating opinions in factual texts
- adapt text types to suit different contexts, e.g. creative use of writing, writing in subject area, writing for community events
- consider how an author's voice, persona, identity, attitudes and beliefs are presented in written texts
- identify ambiguity or unintended meaning in own writing
- use common euphemisms effectively e.g. senior citizen (old person), passed away (died)
- understand what counts as plagiarism in text production

**Orthography/Ideography**

- consistent use of punctuation conventions, including colons, semi-colons, dashes and brackets in formal and informal texts
- experiment with layout and font variations in constructing texts for different audiences and purposes

**Language produced**

**Text**

- control over chosen text type with text organisation and choice of language features
- detailed, well-organised introductions which may comprise two paragraphs and topic sentences that preview content of whole text
- concluding longer paragraphs constructed by choosing skilfully from text to summarise, restate and synthesise
- compare and contrast the use of cohesive devices, focusing on how they signpost ideas and make connections

**Grammar**

- variety of clause structures including embedded clauses eg *The giraffe, who was the tallest in the zoo, towered over the other animals.*
- cohesion maintained through lexical chains and ellipsis eg *The students attending the lecture all took notes and asked a lot of questions; Here is the deck of cards, now take any four. (cards)*
- nominalisation in writing to create technicality and abstraction eg *absorption, analysis,*
- opinion given using personal and general opinion eg *In my opinion, I've heard that*
- modality for justifying an opinion eg *It appears likely*
- appropriate phrases to make complex comparisons in an argument text eg *is the largest, instead of, rather than*
- complex conditionals eg *They would have run if they had been aware of the danger*
- passive voice used strategically to orient reader to process and maintain flow eg *Layouts and designs of the whirlybird were provided.*
- nominalisation used within noun groups eg *the analysis of data*

**Vocabulary**

- refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
- Common idiomatic expressions

**Written texts**

<i>Interactive (or expressive)</i>	<i>informative</i>	<i>persuasive</i>	<i>narrative</i>	<i>Imaginative</i>
<ul style="list-style-type: none"> <li>• Blogs, webpages</li> <li>• email response</li> <li>• reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• summaries, notes</li> <li>• description</li> <li>• report</li> <li>• explanation</li> </ul>	<ul style="list-style-type: none"> <li>• argument essay</li> <li>• letter to editor</li> <li>• book/film/game review</li> </ul>	<ul style="list-style-type: none"> <li>• digital stories</li> <li>• narrative story</li> <li>• graphic novel</li> </ul>	<ul style="list-style-type: none"> <li>• play</li> <li>• poem</li> </ul>

SICLE LANGUAGE LEARNING PROGRESSION - WRITING

