

How texts across the curriculum have different language features and...

identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

Learning intention

- identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

Teach and model

- identifying the typical stages and language features of texts such as narratives, factual recounts, imaginative recounts, biographies, information reports, explanations, book...
- understanding how and why text structure is important in texts such as sequential and causal explanations, and comparative and part-whole information reports
- recognising that poems have different purposes that influence the organisation into characteristic stages; for example, poems that tell stories, poems that describe and...

Check understanding

- Explain the main idea in how texts across the curriculum have different language features and... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.