Ms Harris' BOWER BIAS Writing CORPS National Curriculum Alignment

WRITING – BOWER BIAS Writing CORPS

PPSHS	KNOW	DO	Because	Year 7	Year 8	Year 9
	Compare and Contrast Persuasive Essays and Narratives	Draw up Venn Diagram and discuss	We are building our knowledge of the basic written structure	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
P	B of BOWER	Brainstorm ideas – NO EDITING - JUST WRITE!	We are learning to understand that ideas development is more important than the actual writing!	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)
	O of BOWER	Organise Ideas into persuasive or narrative concepts	We are learning to manipulate our ideas into concepts			
W	W of BOWER – how to approach **BIAS** mnemonic	Write (25 minutes)	We are learning to create texts with our original, organised ideas in order to construct cohesive, correctly structured texts in a test environment (ready for external exams)	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773) Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
E	E of BOWER – Editing & Proofreading **CORPS**	Edit and proofread	We are learning that there is a distinction between editing and proofreading and that both work together to fine-tune our writing	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)
	R of BOWER – Rewrite (ER cycle)		Re write comes in two forms 1. Go back to editing for further fine-tuning and improvement of output 2. Publish final copy for submission	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727) Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)

Ms Harris' Reading Programme and National Curriculum Alignment

Reading – PCSQ – Predict, Clarify, Summarise and Question - Framework

PPSHS	FRAMEWORK	Further Programmes linked to FRAMEWORKS / CONCEPTS	KNOW	Year 7	Year 8	Year 9
Tools	**P, C, S, Q** **THE DO**		**THE KNOW** **THE TOOLS**	Although the curriculum elements have been placed within the framework, they are not set, and the elements can be fluid and therefore cross over elements of the reading programme – it may depend on lesson focus and explicit teaching outcomes. Curriculum outcome will depend upon text being read/analysed In general the framework elements can be covered by the following National Curriculum Elements:		
Skim Scan Read Before During After	Predict	• Word • Characters (foreshadowing) • Text type • Plot elements • Cause / effect	We are learning to understand that prediction can be utilised, before, during and after reading **THROUGH (TOOLS)** • Use of foreshadowing knowledge • Blurb • Cover art • Text structure • Plot elements etc. • Before during and after predicting	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629) Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636) Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
	Clarify	• **Vocabulary Programme** (using adapted Frayer Model) • Context • Comparisons • Effects • Topic knowledge • Viewpoints • Language features • Multimodal elements • Choices – language etc. • **Decoding Strategies** – word level decoding • Decoding – text level	We are learning to clarify concepts, words, elements that we do not understand, We are learning to clarify vocabulary and spelling through the use of an adapted Frayer Model **THROUGH (TOOLS)** • Skim & Scan • Use prior knowledge • Adapted Frayer Model • Annotation. • Before during and after – clarification is an ongoing process • Decoding processes (word level decoding)	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721) Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807) Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767) Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732) Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630) Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729) Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635) Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772) Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637) Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739) Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
	Summarise (rephrase)	66words (PPSHS) Least amount of words (comp)	We are learning to summarise texts: sentence, paragraph, chapter, whole texts **THROUGH (TOOLS)** • Skim & Scan • Main idea • Annotation • **66 Words – PPSHS** • During and after summarising	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)
	Question (4 levels) 1. Right there (literal)- Blanks 1 2. Think and Search (literal) B2 3. Author and me (infer) B3 4. On my own (evaluative) B4	Uses QAR/ Blanks levels concepts Socratic Questioning	We are learning to recognise and answer questions at differing levels of complexity We question throughout the reading process to assist with clarification **THROUGH (TOOLS)** • Skim & Scan • Read • Before, During and after Questioning (ongoing)	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626) Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806) Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633) Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

The above framework uses generic elements and can be found in any reading programme (these 4 particular headings can be noted as the reciprocal framework).

	Year 7	Year 8	Year 9
	LITERATURE		
	Literature and Context		
	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)
		Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)	
	Responding to Literature		
	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)
	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
	Examining Literature		
	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
		Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)
	Year 7	Year 8	Year 9
	LITERATURE		
	Creating Literature		
	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody,

	of stanzas, contrast and juxtaposition (ACELT1625)		allusion and appropriation (ACELT1773)
	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
	Year 7	Year 8	Year 9
	LITERACY		
	TEXT IN CONTEXT		
	Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
	Interacting with Others		
	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)
	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)
	Year 7	Year 8	Year 9
	LITERACY		
	Interpreting, Analysing, Evaluating		
	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)
	Compare the text structures and language features of multimodal texts, explaining	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these	Explore and explain the combinations of language and visual choices that authors

	how they combine to influence audiences (ACELY1724)	choices on the viewer/listener (ACELY1735)	make to present information, opinions and perspectives in different texts (ACELY1745)
Creating Texts			
	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)
	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)
	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)		