### PM Writing Book 1—Descriptions

#### Week 5

<table>
<thead>
<tr>
<th>Scope and Sequence Focus</th>
<th>Sentences</th>
</tr>
</thead>
</table>
| Pre-Assessment—see what students already know and what we need to teach. | Display a new visual prompt daily. Students have to write an unaided:  
  - Statement using noun, verb and adjective  
  - Compound sentence using and, but, or so |

#### Week 6

<table>
<thead>
<tr>
<th>Scope and Sequence Focus</th>
<th>Sentences</th>
</tr>
</thead>
</table>
| **Grammar**  
  Statements—gives information  
  Adjectives—words that commonly describe a noun.  
  **Punctuation**  
  Capital letter—all sentences begin with a capital letter.  
  Full stop—placed at the end of a sentence statement after giving an idea.  
  **Vocabulary/ideas**  
  Seasons/Winter | **Modelled**—I looked outside and saw the **frosty, white** grass.  
  **Modelled**—The **skeleton** trees have lost their leaves ready for the **cold** winter.  
  **Joint**—The **sleepy** bear is curled up in his **warm, cosy** cave.  
  **Guided**—The **huge, majestic** whales are swimming to the **warm** waters of **North Queensland**.  
  **Assessment**—ask students to write a statement that includes an adjective and the correct usage of capital letters and full stops. |

#### Week 7

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<tr>
<th>Scope and Sequence Focus</th>
<th>Sentences</th>
</tr>
</thead>
</table>
| **Grammar**  
  Statements—gives information  
  Nouns—Words used to name a person, place or thing. Nouns can be used to function as a subject or an object.  
  Adjectives—words that commonly describe a noun.  
  **Punctuation**  
  Capital letter—all sentences begin with a capital letter.  
  Full stop—placed at the end of a sentence statement after giving an idea.  
  **Vocabulary/ideas**  
  Seasons/Spring | **Modelled**—The **busy bees** buzzed around the **beautiful, bright** flowers collecting **pollen**.  
  **Modelled**—The **baby lamb** is **happy** to be playing in the **lush** green **paddock**.  
  **Joint**—The **mother** **hen** found a **delicious, juicy** **worm** for her **newly born** **chicks**.  
  **Guided**—The **red, pink and yellow** flowers lifted their **heavy heads** to the **morning sun**.  
  **Assessment**—ask students to write a statement that includes an adjective and identify the adjective and the noun. They should have correct usage of capital letters and full stops. |

#### Week 8

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<th>Sentences</th>
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</table>
| **Grammar**  
  Statements—gives information  
  Adjectives—words that commonly describe a noun.  
  Nouns—Words used to name a person, place or thing. Nouns can be used to function as a subject or an object.  
  **Punctuation**  
  Capital letter—all sentences begin with a capital letter.  
  Full stop—placed at the end of a sentence statement after giving an idea.  
  **Vocabulary/ideas**  
  Season/Summer | **Modelled**—The **excited children** ran over the **hot, scorching** sand to the **cool water**.  
  **Modelled**—The **calm, blue sea** was **busy** with **early morning swimmers**.  
  **Joint**—The **hot sun** shone down to the **dry, burnt, outback land** that begged for a drop of **rain**.  
  **Guided**—On a **worm summer’s** evening the **playful** children raced around the **house** until the **sleepy sun** disappeared.  
  **Assessment**—ask students to write a statement that includes an adjective and identify the adjective and the noun. They should have correct usage of capital letters and full stops. |
### Week 9

**Scope and Sequence Focus**
- **Grammar**
  - Statements—gives information
  - Adjectives—words that commonly describe a noun.
  - Numerical Adjectives—describe the quantity of a noun.
- **Adjectives**
- **Punctuation**
  - Capital letter—all sentences begin with a capital letter.
  - Full stop—placed at the end of a sentence statement after giving an idea.
- **Vocabulary/ideas**
  - Season/Autumn

**Sentences**
- **Modelled**—The *six* trees along our driveway are loosing their leaves.
- **Modelled**—All we could see was a *forest of trees* in yellows, oranges and reds.
- **Joint**—Melissa gave Tom *a card* and *three presents* for his birthday.
- **Guided**—Mum cooked *two large fish* for our Easter feast.

**Assessment** - ask students to write a statement that includes a numerical adjective and the correct usage of capital letters and full stops.

### Week 10

**Week Scope and Sequence Focus**
- **Grammar**
  - Statements—gives information
  - Adjectives—words that commonly describe a noun.
  - Personal Titles—classed as an adjective when attached to a name
- **Punctuation**
  - Capital letter—all sentences begin with a capital letter. Titles start with a capital.
  - Full stop—placed at the end of a sentence statement after giving an idea.
- **Vocabulary/ideas**
  - Seasons

**Sentences**
- **Modelled**—*Mr Fletcher* looks forward to winter because he likes to referee soccer.
- **Modelled**—In the summer holidays I will visit *Aunty Jo* and *Uncle Peter*.
- **Joint**—*Mrs Jones* went to see *Dr Marik* because she has a nasty cough.
- **Guided**—*Mr Johns* and *Uncle Matt* where happy to be our football coaches.

**Assessment** - ask students to use a capital letter, personal title and full stop when writing simple statements.