

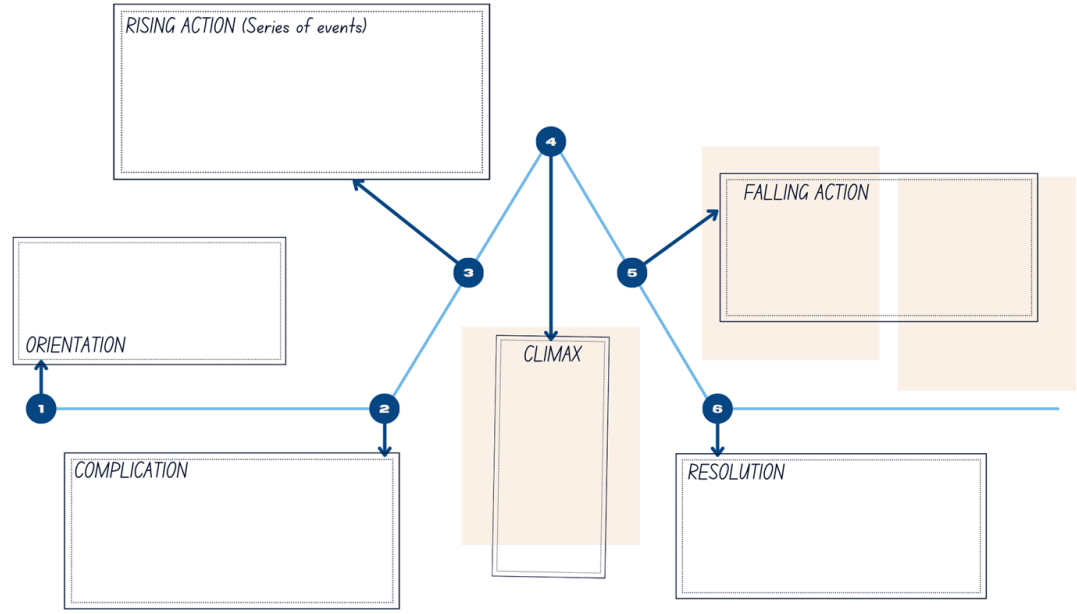
Helping your child with the new Curriculum:


3-6 Creating written texts Glossary

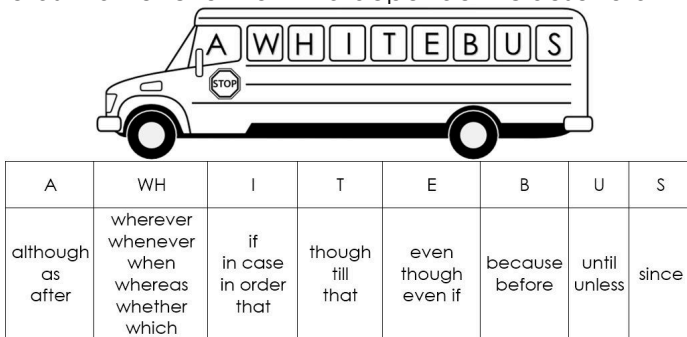
This week the glossary will be focussing on creating written texts (CWT). The act of creating a written text, is a complex thinking process with many distinguishable elements, processes and stages. Even at a single sentence level, it requires a student to:

- Generate an idea
- Retrieve the words that represent it
- Arrange and rearrange the words mentally into a sequence that makes sense syntactically and semantically

These processes occur before and during writing, regardless of the mode in which a student presents a text. They may include rich discussions to elicit and plan ideas for writing and to reflect on texts when monitoring and revising.

Imaginative purpose	Texts that represent ideas, feelings and mental images in words or visual images. Imaginative texts entertain or provoke thought through their creative use of literary elements and make connections between ideas and experiences.
narrative	An account of events or experiences, which are real or imagined. In English literary theory, narrative includes a story (what is narrated) and a discourse (how it is narrated). Narrative can present as an explicit sequencing of events (type of text) or it can be an implied or inferred component in a text.
Freytag's pyramid	<p>A framework that traces a story from its gradual build up of tension, to climactic moment, followed by a gradual resolution. This is used as a planning template for narrative writing.</p>  <pre> graph TD 1((1)) --> 2((2)) 2 --> 3((3)) 3 --> 4((4)) 4 --> 5((5)) 5 --> 6((6)) 6 --> 1 </pre>
orientation	This is the beginning of the story in which the setting, the characters and the plot are introduced.
complication	This is a problem or challenge that the main characters need to solve.
Series of events	These are the events that occur as the main characters try to resolve the problem.
Rising action	Major events that add suspense or tension to the plot (complications or frustrations) that lead to the climax. New characters can be introduced.
climax	Occurs in the middle of the narrative and is the part of greatest tension between the protagonist and the antagonist.
Falling action	Events that unravel the conflict between the protagonist and the antagonist that lead to the resolution. The author begins to project the conclusion, which should not feel abrupt.

tension	Builds anticipation and keeps the readers engaged.
resolution	The conflict is resolved and the readers discover whether the protagonist achieves their goal or not.
Informative purpose	Texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures.
Persuasive purpose	A text designed to convince a reader of a particular opinion or way of thinking on an issue. A persuasive text may express an opinion while discussing, analysing and/or evaluating an issue.
argument	A stated position about an idea. The way in which various dimensions of a text (such as theme, perspective and style) can be understood to represent a particular position on an issue.
authority	Authority of a text – How trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text. Authority over a text – The varying degrees to which the meaning of a text is controlled or constructed by its creator(s) and by its audience.
modality	Aspects of language that suggest a particular perspective on subjects and/or events. Modality forms a continuum from high modality (always, must) to low modality (might, could).
genre	The categories into which texts are grouped based on similarities in premise, structure and function. The 'genre' of a text describes larger recurring patterns of subject matter and textual structures observable between texts, such as typical plots, characters and setting. 'Genre' can also describe categories of form and structure in texts.
Text structure	The internal organisation of a text.
Narrative voice/ point of view	The position from which the information and events of a text are intended to be perceived by its audience. Point of view is constructed through the narrator, voice or images of the text and by characters or voices presented within it. Point of view should not be confused with the term 'perspective' or with notions of opinion.
Third person	The narrator talks about other people. Told from an outside perspective.
Second person	The narrator talks to the reader directly.
First person	The narrator talks about themselves.
paragraph	A sequence of sentences, grouped together and focused on a specific theme. A distinct section of writing indicated by a new line.
tense	The form of the verb that indicates when something is happening in relation to the speaker's time: past, present or future. Examples include: <ul style="list-style-type: none"> • I <i>ate</i> bananas (past). • I <i>am eating</i> bananas (present). • I <i>will eat</i> bananas (future).
cohesion	Refers to elements of writing that cause words, phrases, and sentences to come together and present a clear, unified text.
Coordinating conjunctions in compound sentences	<p>A word or group of words that function to link two independent clauses within a sentence.</p>  <p>A sentence comprising 2 or more independent clauses joined by a coordinating conjunction.</p>

Subordinate conjunctions in complex sentences	<p>A word or group of words that function to link a dependent clause to an independent clause.</p> <div></div> <p>Formed by adding one or more dependent (subordinate) clauses to a main (independent) clause using subordinating conjunctions and/or relative pronouns.</p>
Adjectival clause or phrase	<p><u>Clause</u>: A type of dependent clause that operates as an adjective to give more information to a noun or pronoun in a sentence.</p> <p><u>Phrase</u>: A group of words (usually beginning with a preposition) that gives more information about a noun. Examples include:</p> <ul style="list-style-type: none">• The girl <i>with brown curly hair</i> sat at the front.• The flowers <i>in the vase</i> were wilting.
Adverbial phrases or clauses	<p><u>Clause</u>: A dependent clause that modifies a verb, adjective or another adverb. It includes words that provide information about the time, place, condition, reason, manner or purpose.</p> <p><u>Phrase</u>: A group of words that provides information about where, when, with what, how far, how long, with whom, about what, as what: Examples include:</p> <ul style="list-style-type: none">• She swept the floor <i>with an old broom</i>.• <i>Throughout time</i> people have attempted to halt old age.
Verb group	<p>A group of words built around a verb. Verb groups:</p> <ul style="list-style-type: none">• may include auxiliary verbs ('helping' verbs used to indicate tense or modality), eg I <i>am going</i> soon. I <i>must leave</i> before dark.• can contain 2 or more verbs, eg The wolf <i>huffed and puffed</i>.• may include other words such as adverbs and prepositions, eg The plane <i>took off</i>.• are sometimes referred to as a complex verb or compound verb.
Declarative sentence	<p>A statement presented as a complete sentence to provide fact, evidence or detail. For example:</p> <ul style="list-style-type: none">• Drinking water is important for your health.
Imperative sentence	<p>A complete sentence conveying a direct command, request, invitation, warning or instruction, typically directed to an implied person.</p>
Interrogative sentence	<p>A sentence that asks a direct or indirect question.</p>
Exclamatory sentence	<p>A statement expressing a strong emotion, formed as a complete sentence, and often ending with an exclamation mark.</p>
Tier 1 vocabulary	<p>Basic-level, everyday words.</p> <p>For example, dog, baby, happy, pretty, was, come, said.</p>
Tier 2 vocabulary	<p>General academic words that can be used across a variety of domains. They are of high utility for mature language users and are commonly used in written language.</p> <p>Tier 2 words add power and precision to written and spoken language but many Tier 2 words are most commonly found in written language.</p> <p>For example, contradict, precede, stale, awful, snuggle.</p>
Tier 3 vocabulary	<p>Words that are used rarely (low frequency) and only in highly specific situations, eg decibel, cataclysm, atom.</p>

visualise	A comprehension strategy used to create a mental image from a text read, viewed or heard. To visualise is to bring the text to life, engage the imagination, and use a person's senses.
proofread	The correction of errors in grammar, spelling, punctuation, and formatting in a text, before publishing.
Learning intention	A brief statement that describes what a student is expected to learn in the course of a lesson.
Success criteria	A set of features which a teacher wants to see in a student's work throughout a lesson or term.