

# Description

## First year of school

### **Purpose:**

1. To describe the characteristics or features of a subject or a phenomenon.

### **Structure:**

1. One macro sentence is used to define the thing or phenomenon. (e.g. Dogs are animals.)
2. Two descriptive statements, chosen from the following criteria: shape, size, colour, number, texture.

### **Grammar:**

1. Simple sentences are used.
2. Adjectives reflect description based on number, size, colour, shape, texture.
3. Relating verbs describe the attribute (e.g. is, are, has, have).
4. Articles are used correctly (e.g. the, a, an).

### **Writing Features:**

1. Begins to use correct punctuation (e.g. capital letters, full stops).
2. Some high-frequency words are accurately identified.

# Description

## Second year of school

### **Purpose:**

1. To describe the characteristics or features of a subject or a phenomenon.

### **Structure:**

1. One macro sentence is used to define the subject or phenomenon. (e.g. Dogs are animals.)
2. Three descriptive statements chosen from the following criteria: shape, size, colour, number, texture. (e.g. My dog has round eyes. My dog is fluffy. He has four legs.)
3. One action statement at the end of description. (e.g. My dog plays in the garden.)
4. Statement of judgement at the end. (e.g. I love my dog.)

### **Grammar:**

1. Simple sentences are consistently used.
2. Adjectives are used to reflect description based on number, size, colour, shape, texture.
3. Relating verbs are used to describe the attribute (e.g. is, are, has, have).
4. Articles are used correctly (e.g. the, a, an).
5. Common nouns and noun groups predominate (e.g. big dogs, brown lions).
6. Some conjunctions are used to link sentences (e.g. and, but, so).
7. Prepositions are used to link in to the action statement. (e.g. The bear sleeps on my bed.)
8. Correct use of noun/pronoun relationship. (e.g. The bear is brown. He sleeps on my bed.)

### **Writing Features:**

1. Some high-frequency words are spelt correctly.
2. Capital letters and full stops are used consistently.

# Description

## Third year of school

### Purpose:

1. To describe the characteristics or features of a subject or a phenomenon.

### Structure:

1. A macro sentence is used to define the thing or phenomenon.
2. Five descriptive statements are used:
  - colour descriptive
  - size descriptive
  - shape descriptive
  - texture descriptive
  - number descriptive.
3. One action statement is to be placed at the end of description.
4. One judgemental statement should be used (e.g. like it or don't like it).  
(e.g. My dog is my pet. He is a big, brown dog. My dog has round eyes and is fluffy. He has four legs. My dog plays in the garden. I love my dog.)

### Grammar:

1. Simple sentences are used consistently.
2. Adjectives are used to reflect description based on number, size, colour, shape, texture.
3. Relating verbs describe the attribute (e.g. is, are, has, have).
4. Relating verbs are used in the present tense when describing.
5. Articles are used correctly (e.g. the, a, an).
6. Common nouns and noun groups predominate (e.g. big dogs, brown lions).
7. Conjunctions are used to link sentences (e.g. and, but, so).
8. Prepositions are used to link in to the action statement. (e.g. The bear sleeps on my bed.)
9. Correct use of noun/pronoun relationship. (e.g. The bear is brown. He sleeps on my bed.)
10. Figurative language is used through similes and metaphors. (e.g. Mum is as busy as a bee. She is an angel.)

### Writing Features:

1. All high-frequency words are spelt correctly.
2. Punctuation is used correctly (e.g. capital letters, commas and full stops).
3. Technical vocabulary is used (e.g. adjacent, factory, recycling).

# Description

## Fourth and fifth years of school

### Purpose:

1. To describe the characteristics or features of a subject or a phenomenon.

### Structure:

1. An opening statement identifies the subject or phenomenon being described in one macro sentence.
2. Descriptive sentences use both simple and compound sentences and incorporate multiple attributes in one sentence.
3. An action statement at the end describes what the subject or phenomenon can do.
4. The conclusion statement includes one judgement (e.g. like it or don't like it).  
(e.g. My dog Charlie is one of my pets. He is a large black and white Kelpie. He is as cute as a button. Charlie has round eyes and is fluffy. He has four legs. My dog plays in the garden and walks to school with me. I love my dog, especially when he sleeps near me at night and keeps me safe.)

### Grammar:

1. Sentences used include simple, compound and complex sentences.
2. Adjectives are used to reflect description based on number, size, colour, shape, texture.
3. Relating verbs are used to describe the attribute (e.g. is, are, has, have).
4. Relating verbs are in present tense when describing.
5. Articles are used correctly (e.g. the, a, an).
6. Conjunctions are used to link sentences (e.g. and, but, so).
7. A range of nouns, both common and proper, are used.
8. Generalised noun groups are used (e.g. many, some, all).
9. Figurative language is used through similes and metaphors. (e.g. Mum is as busy as a bee. She is an angel.)

### Writing features:

1. Paragraphs include characteristic features of the subject.
2. Increased use of technical and descriptive vocab is demonstrated.
3. There is consistency of tense.
4. Punctuation (e.g. capital letters, full stops, punctuation markers) is used correctly.
5. Spelling is carefully checked and corrected.
6. Writing is checked and edited.

# Description

## Sixth and seventh years of school

### Purpose:

1. Writing gives the reader a clear picture of the subject or phenomenon being described.

### Structure:

1. An opening statement identifies the subject or phenomenon being described.
2. Three macro sentences are used to define the subject or phenomenon.
3. Descriptive sentences use both simple and compound sentences and incorporate multiple attributes in the one sentence.
4. An evaluation of the subject is given (optional).
5. An action statement at the end describes what the subject or phenomenon can do.
6. A summary or finishing comment is written (optional).  
(e.g. Banana plants are best grown in tropical areas. They bear fruit. They grow rapidly. The banana plant is tall, green and has stringy bark. It is a source of food for many people around the world. The banana plant can be grown successfully in both plantations and gardens.)

### Grammar:

1. A variety of adjectives are used (e.g. number, size, colour, shape and texture).
2. Adverbs are used.
3. Nouns and pronouns are well linked.
4. Prepositions are correctly used.
5. Common nouns are used to refer to people, places and things.
6. Complex noun groups are used.
7. Uses simple present tense.
8. Adverbs of time and frequency are used (e.g. where, when, how long, why, with whom).
9. Figurative language is used in order to create literary effect (e.g. similes, metaphors, person, fiction).

### Writing Features:

1. Correct choice of sentences is used.
2. Paragraphs are used correctly.
3. The subjects and verbs agree.
4. Plurals and articles are used correctly.
5. Increased use of technical and descriptive vocabulary is demonstrated.
6. Capital letters, full stops and other punctuation markers are used correctly.
7. Spelling is carefully checked and corrected.
8. Writing is checked and edited.