

The Predictable Writing Chart Stem

The sentence stem is the most important part of the Chart – these words are specially selected and will be focused on repeatedly throughout the week. The sentence stem is planned and chosen thoughtfully.

For our earliest communicators: write Charts about what the students know, have had experience with, and care about.

The 'sentence stem' for **Emergent** literacy learners is **two to five high frequency words** that children first learn to speak/communicate, read, and write. These words come from lists such as the Oxford or Core Vocabulary lists.

Questions to ask to link the sentence stem with communication needs

Are these core vocabulary words the AAC users need to learn to communicate?
Are these words you can model in the AAC systems or in the classroom PODD?
Are these words high frequency AAC words easily available to the students?
Are these the earliest sentence forms that the students are also seeing in their daily reading of Early Decodable Readers?

For **early transitional** or conventional literacy learners the sentence stem would be words at the **level** the students are working on or the **words you wish to see them using in their writing**.

The Chart Title

Think about the Chart topic and how you will give it an interesting title. Remember that Predictable Charts can be written during / after science, HASS, cooking, sport, health to further discuss and reflect on what students have learned, they do not just belong in our Literacy Hour. Some teachers also like to connect the Chart to an incursion/excursion or the book of the week.

Remember about repetition with variety. Cycle through the same sentence stem but for different topics for e.g. I put on...clothes, costumes, decorations on biscuits/ pizza/ hamburgers etc. Then try adding 'not' to the next week's Chart to extend the stem and the repetition for e.g. I do not put on.

PCW can provide opportunities for:

- Communication, language selection, and choice making
- Explicit instruction of Concepts of Print
- Modelling the writing process and early writing sentence structure
- Sight words and high frequency words (names, Dolch, Oxford, Core Vocabulary)
- Word identification, spelling, capitalisation, and punctuation (for transitional and early conventional readers and writers)
- Repeated reading experience for conventional readers developing fluency

Core Words – Ideas for the Sentence Stem

Core Word	Title	
want	<u>My Birthday</u>	<u>Not my present:</u>
	I want a surfboard.	I do not want a dog.
not	<u>No!</u>	<u>Yes!</u>
	Trucks/cars/buses do not fly .	Planes/birds/insects do fly .
go	<u>Oh, the places you'll go!</u>	<u>Stop! Do not go...</u>
	I go to the park/shops/beach.	Do not go to the circus/movies.
get	<u>Chocolate Cake Ingredients:</u>	<u>Watch out!</u>
	Get the flour/sugar/butter.	Do not get hurt/tricked/sad/scared.
make	<u>I am an artist/builder/chef:</u>	<u>This is tricky</u>
	I can make a giraffe/ castle/ cake.	I cannot make a spaceship.
look	<u>Look!</u>	<u>Hide and Seek</u>
	I can look down/ up/ around.	Do not look behind the door/couch.
turn	<u>Simon Says!</u>	<u>Turn the object</u>
	Turn fast/ slow/quietly/ quickly/ loudly.	Turn the object around/ left/right.
good	<u>Good Movies are...</u>	<u>Bad Movies are...</u>
	Good movies are funny/ cool.	Bad movies are long/ boring.
more	<u>Give me more...</u>	<u>No more...</u>
	Give me more chocolate/ toys.	No more monkeys jumping on the bed .
help	<u>Being kind</u>	<u>Growing Up</u>
	I help my Mum, Dad, sister, brother.	I do not need help eating/ packing
different	<u>Being different</u>	<u>All books are different</u>
	Different is cool/ brave/awesome	They have different pages/ pictures
I	<u>Animals We Love</u>	<u>I can see...</u>
	Here is a cat I love .	I can see a horse/ bear.
he	<u>He is</u>	<u>The Wonky Donkey is NOT</u>
	He is tall/ short/ thin/ fat	He is not old/ bad/ sad/ tired
you	<u>In My Dreams...</u>	<u>Be Positive</u>
	You can fly/ jump/ sing.	You are amazing/ caring/ brave.
she	<u>Describe Goldilocks</u>	<u>Describe a Princess</u>
	She is greedy, happy, small.	She is pretty/ smart/ cool.
open	<u>Open</u>	<u>Do not open this book</u>
	I open a door/ bag/ book/ chocolate.	Do not open this book/ bag/ lunchbox.
do	<u>Do the Hokey Pokey</u>	<u>Be Safe</u>
	I can do a dance, shake, jump.	Do not run/shout/ touch.
that	<u>Look at that</u>	<u>That Tractor is</u>
	That is a tusk/ foot/ eye/ trunk.	That tractor is tough/ red/ loud.
up	<u>In the Sky</u>	<u>Down</u>
	Up goes the Kite/Balloon/Bubble.	Down the drain/ slide/ hill/ road.
put	<u>What is in the box?</u>	<u>Dressing Up</u>
	Put a toy/object in the box .	I put on a hat/ shirt/ dress.
same	<u>It sounds the same...</u>	<u>It sounds the same...</u>
	Frog on a log/dog/jog/ hog.	Cat on a mat/hat/bat.
all	<u>All Animals</u>	<u>All Monsters (or Gruffalo's)</u>
	All animals sleep/ eat/ play.	All monsters have pimples/ fangs.
it	<u>How to Make Playdough</u>	<u>Going on a Bear Hunt – we can't go...</u>
	Mix/Roll/Touch/Squeeze/Push it .	Over/ Under/ Through/ it .

here	<u>Come here!</u>	<u>Here is your...</u>
	Come here , Blake/Maddison/John.	Here is your brother/ sister/ cat.
where	<u>Getting ready for school!</u>	<u>Getting ready for swimming!</u>
	Where is my hat/ shoes/ lunch box?	Where is my towel/ sunscreen/ cap?
what	<u>Big Things!</u>	<u>Small Things!</u>
	What a big whale/ house/ car.	What a small flower/ ring.
in	<u>Come in..</u>	<u>Don't go in!!</u>
	Come in and play/relax/sit.	Don't go in, it is scary/ hot/ cold/ dark
on	<u>On Top</u>	<u>On My Pizza</u>
	On top of the car/fridge/ desk/ chair.	Cheese/Ham/Sauce is on my pizza.
Why	<u>All About Slime</u>	<u>I wonder why?</u>
	Why is it blue/sticky/ soft?	Why am I tall/ short/ hungry/ tired?
Who	<u>Who Can...?</u>	<u>Who Cannot...?</u>
	Who can jump/play/swim/skip?	Who cannot sing/whistle/sleep/share?
Can	<u>LP Superstars</u>	<u>My Diet</u>
	I can be a Rockstar, superhero.	I cannot eat jellybeans/ bread.
Finished	<u>Things to Eat</u>	<u>I finished the race...</u>
	My burger/milkshake/apple is finished.	I finished first/second/third.
when	<u>What time of the year?</u>	<u>My brother is an Alien! Q&A</u>
	When is Christmas/ Easter?	When does he sleep/ eat/ drink/ play?
stop	<u>STOP!</u>	<u>Where is the next...?</u>
	Stop shouting/kicking/giggling.	Bus/train/tram/ stop?

Other Ideas from Durham Road

I like, I want, I put on, it is, I go to, I got, Look! I see a, we can, I can, get some, I do not like, put in the, I made, I play with...

- I put on.... Clothes, decorating biscuits, costumes
- I like... animals, sports, school activities
- I want... food, presents, pets

Try adding 'not' to the next week's Chart to extend the stem and the repetition

- I do not like
- I do not want
- Do not put on