

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

On the weekend

The task exemplifies the writing demands of the English curriculum within level 1.

The students have been writing independently about their favourite holiday activity. They have been asked to plan, write, and then check their work.

This is the student's first draft. Features of the writing that demonstrate the standard are described below.

The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. To meet the standard, students draw on the knowledge, skills, and attitudes for writing described in the Literacy Learning Progressions for students at this level.

Transcript: On the weekend

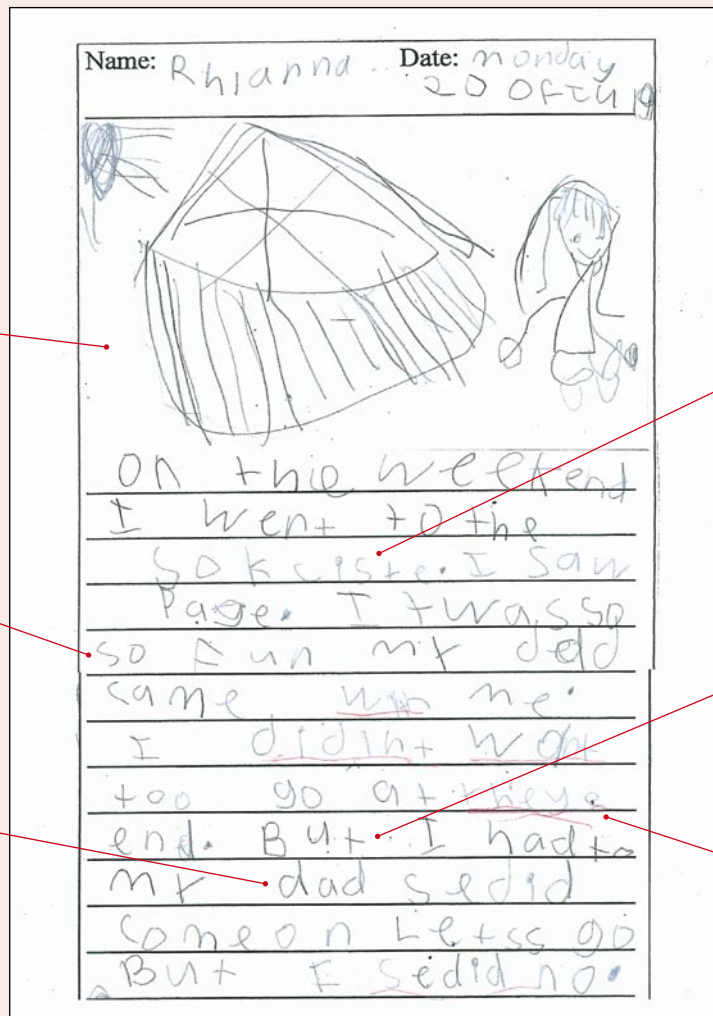
On the weekend
I went to the
sokciste. I saw
Page. It was so
so Fun my dad
came with me.
I didnt want
too go at theye
end. But I had to
my dad sedid
come on Letss
go But I sedid no.

This piece of writing shows a clear response to the task, with the student recounting her experience of going to the circus and not wanting to leave. She describes key events and her feelings.

The student uses a picture to plan her writing.

The student draws on her oral language ("so so Fun", "come on Letss go").

The student uses some key personal vocabulary ("sokciste", "Page", "dad").



The student spells most high-frequency words correctly and records dominant sounds for unknown words ("sokciste", "didnt", "sedid").

The student writes several sentences, with most capital letters and full stops used correctly. She uses "But" as a conjunction.

The student checks her work and uses red pen to underline words she's not sure about.