

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Green and Red Yummy Jelly

The task exemplifies the writing demands of the English and science curriculum learning areas at level 1.

The students have been writing a recount following a learning experience in their science unit on solids and liquids. There was an expectation that the students would use the subject-specific vocabulary in their writing. The student has undertaken this writing largely by himself* after a class brainstorm about the science unit experience.

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.

This piece of writing shows a clear response to the task, with the student explicitly recounting the process of turning solids into liquids and back again. The student has used subject-specific language. The student orders their recount sequentially to illustrate the process of making jelly and draws on content learned from the science unit.

The student uses mainly simple and compound sentences, with variation in their beginnings. Simple conjunctions such as "and" are used correctly.

The student uses capital letters and full stops appropriately and has corrected some.

The student attempts some variety and precision in their use of adjectives, nouns, and verbs: "rasberry and lime jelly", "solid little curculs".

Green and Red Yummy Jelly
- In room @ we made
- rasberry and lime jelly.
- Today we ^{learned} ~~learnd~~ about
- turning solid into liquid
and back into solid.
- Agard Cosimhe ^{and I} got to
- Stir
- Stir with the fork.
~~The fork~~ It was fun.
- This is how to make
- jelly. You put hot wa-
- ter in the ^{bowl} ~~poke~~ and then
- put the ~~R~~rasberry
- or lime solid ~~the~~ little
circles ^{bowl}
- curculs into the ~~poke~~ ^{bowl} too.
- The particles ^{were} ~~was~~ moving

slowly. The jelly crystals
are solid. We have
to heat up the crystals
with hot boiling water.
The particles are now
moving and liquid. We
put it in the freezer
to make the particles
stop moving. The jelly
is ready and solid again.

The student uses subject-specific vocabulary ("solid", "liquid", "crystals", "particles").

The student spells high-frequency words correctly ("made", "about", "with", "now"), and any approximations are close to the correct spelling ("curculs" - circles, "bole" - bowl).

The student has revised the text, adding "and solid again" after conversations with others during writing.

The student indicates approximations by underlining the words. The teacher has written the correct spelling above some of the incorrect words ("learned", "circles", "bowl").

The student self-corrects to ensure accuracy of the subject-verb match.

* "Largely by themselves": see page 15 of the *Reading and Writing Standards for Years 1-8*.