

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'My Chicken'

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

The students have been learning how to use descriptive words to convey ideas to others. Their task was to independently write a recount about a pet, using descriptive language. The students were asked to plan, write, and then check their work.

This is the student's first draft, completed largely by herself. 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: 'My Chicken'

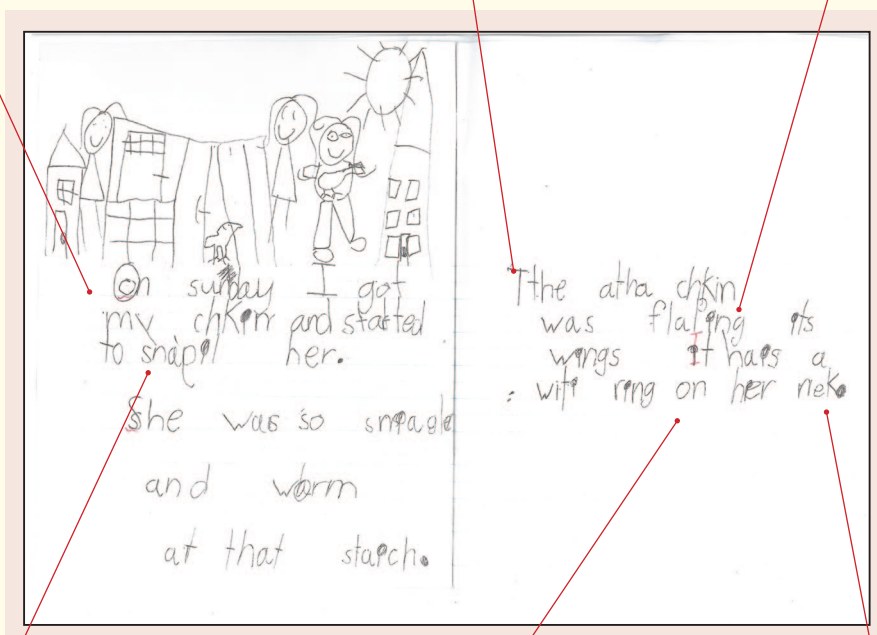
On sunday I got my chkin and started to snagil her. She was so sniagle and warm at that staich. The atha chkin was flaPing its wings. It hais a witi ring on her nek.

This piece of writing shows a clear response to the task, with the student describing some features of her new chicken (and another).

The student writes compound sentences correctly using the conjunction "and" ("On Sunday I got my chkin and started to snagil her", "She was so sniagle and warm at that staich.").

The student mostly uses capital letters and full stops correctly. She underlines where she has not used capital letters at the beginning of sentences and then she makes corrections.

The student uses her developing phonemic awareness to aurally segment words into syllables ("chkin", "atha", "flaPing").



The student draws on her oral language to find appropriate adjectives ("sniagle" – snuggly, "warm"). Her last sentence provides further detail about a distinguishing feature ("witi ring on her nek").

The student uses her developing visual memory to accurately write some key personal words and some high-frequency words ("On", "I", "my", "and", "to", "was", "that").

The student applies sound-letter relationships in order to write words she wants to use ("staich" – stage, "nek" – neck).