

BY THE END OF YEAR 6

ILLUSTRATING THE WRITING STANDARD

Rita

This example meets the demands of the curriculum at level 3. The writer uses a narrative to demonstrate an understanding of why people move from place to place and the difficulties they face in moving.

The difference in the standard for year 6 [as compared with year 5] is the students' increased **accuracy** and **fluency** in writing a variety of texts across the curriculum, their **level of control and independence in selecting writing processes and strategies**, and the range of texts they write. In particular, by the end of year 6, students will be required to **write more complex texts** than students

in year 5 and to be more **effective in selecting different strategies for different writing purposes**. (*Reading and Writing Standards*, page 31 footnote)

The writer deliberately chooses content that describes the uncertainty and danger of escaping from a particular place. She shows confidence in adapting a narrative structure that also includes explanation and description. She chooses language that provides background and insight into the thoughts and feelings of the narrator. All this, and her overall sense of control, align her writing to the year 6 standard.

The writer makes deliberate language choices and demonstrates a strong awareness of her audience as she includes information that her readers will need to visualise the events. The writer narrates the story in the first person and provides a personal account of events. She also includes relevant details and comments about the wider conflict and the situation generally, which displays an understanding of the constraints some people have in their daily lives.

We used to live so peacefully in Afghanistan. But that was before the Taliban took over.

Women were not allowed out of the house without a man. There were no nail polish or jewelry. It's like men were kings and women were servants.

The writer's ideas are presented with some fluency throughout the story. She links her ideas together and chooses relevant details to provide sensory images for the reader and to add depth to her portrayal of events. However, the writer's age and experience limit the content and ideas.

I just wanted to break in through the door and bust them out of the room...

The writer shows selectivity in her self-editing process and makes adjustments throughout the story. She creates the text independently but seeks feedback and makes changes to improve the story.

12/5/11 Run/Dad/Run
I have no idea how it came to this! My mum, my sister and me were huddled up together in the corner of our living room. Scared and ~~scared~~ ^{frightened} ~~scared~~ ^{scared}.
Outside our house, Dad was standing in front of four army trucks. Why was Dad just standing there? MOVE! I shouted silently. Then I tried to remember how it came to this.....
We used to live so peacefully in Afghanistan. But that was before the Taliban took over. That night before we took off they came and Mum and Dad away from us. ~~scared~~ ^{terrified} ~~scared~~ ^{terrified}. We begged to go with them. I just wanted to break in through the door and bust them out of the room but my sister's hold was too strong. ^{Finally} I gave up

The writer has an understanding of traditional narrative structure, in which the reader must be able to follow a sequence of events, and she experiments with the structure confidently. She provides an orientation for the reader and then takes them back in time to understand the background of the current setting.

Why was Dad just standing there? MOVE! I shouted silently. Then I tried to remember how it came to this ...

We used to live so peacefully in Afghanistan. But that was before the Taliban took over.

and we just had to sit there... waiting...
Luckily they only wanted to interview our parents, but that was bad enough. We didn't know what they had done wrong and we decided to pack our things and head out of the country. There were some trucks leaving and we managed to get on one. We didn't care where we went, we just needed to get away from that horrible place.
^{Feedback!} Do I need to talk to the reader? Have I put a picture in the reader's mind? I have underlined some incorrect words. Is there any I have missed?
^{R/S} Spelling - I've underlined one other word to check. Punctuation - I've asked some prompt questions to help fill detail. The Taliban were so controlling. Women were not allowed out of the house without a man. There were no nail polish or jewelry. It's like men were kings and women were servants. If women were found with nail polish on their fingers, they would get their fingers cut off, and it's even worse if they are found in public without a man!

The writer uses appropriate vocabulary for a first-person narrative. She includes some proper nouns ("Afghanistan", "Taliban") and descriptive verbs ("huddled", "break", "bust", "ducking", "crawling").

The writer consistently uses appropriate pronouns.

... we decided to pack ...
They can get killed ...
If women were found with nail polish on their fingers ...

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The structure of the story and the description of events (the family escapes from a bad situation and finds themselves in an equally bad one) show that the writer has some understanding of life's uncertainty. The writer also includes details that demonstrate her understanding of the hardships involved in escaping.

When were in the truck it was so squished, you could hardly move. And the toilet was only a hole in the floor! It felt like a million years befor the trip was over. In the two weeks were in there we only had bread and a bottle of water.

The writer uses a variety of sentence structures, including simple, compound, and complex, for example:

- Simple – We got bullied at school.
- Compound – Suddenly the boat stop and the door open.
- Complex – When we were in the truck it was so squished, you could hardly move.

The writer has control over her tenses, although she makes a change from past tense (When we were in the truck it was so squished ..., It felt like ...) to present (We are at Christmas Island!, We are now on the boat. The boat is tiny.) as she takes the reader from one setting to another.

They can get killed, or put in jail.

When were in the truck it was so squished, you could hardly move. And the toilet was only a hole in the floor! It felt like a million years befor the trip was over. In the two weeks were in there we only had bread and a bottle of water.

17/5. Can you ~~think~~ ^{add} some more information about the truck ride? Who else was in there? Why?

Finally we arrived at a wharf. We are at Christmas Island!. We got fed again and checked over by a doctor. Everything was fine for a few days until the doctor came in and ~~made~~ ^{insisted} we had stay for some more checkovers. It would take a month he said. We decided we had to escape again. A month was too long. We needed a way out. We heard that some ~~supplie~~ ^{supply} ships were coming in and decided that would be our way out. It took a long of courage and bravery to do something

~~like this~~ to try and escape again. What if we got caught? ~~to~~ ^{where} were they as strict as the Taliban?

We are now on the boat. The boat is tiny. It is even smaller than the trucky with no windows only a crack as thin as a pin. Getting on the boat was the easy part. Finding a place to hide was hard. I felt like an agent, ducking, crawling, jumping and running. But I never felt so alive in my life! This might actually be our chance for a ~~nice~~

new/better life. We are all ~~hiding~~ ^{hiding} in a tiny part of the boat. We have a little bit of food that we found ~~from the~~ because of course this was a supplie ship. Suddenly the boat stop and the door open. We heard shouting and thought oh no they spotted us. But it was ~~only~~ just the captain shouting at one of the crew men. We took that as a chance to get out.

People were nice to us at first in our new place.

We found a house, and me and my sister could go to school. Jobs too. ^{For Mum and Dad.} But soon things went wrong. We heard rumours about us. People said bad things. They blamed us for killing a puppy that was found dead in the alley. We got bullied at school. ~~Physically! Then one morning~~

Army trucks were everywhere in town. ~~Then one morning~~ After a month or two things had gotten worst. Mum got fired from her job and neighbours took to dumping rubbish over our fence and one morning, I woke up, looked out the window and saw my Dad standing in front of four army trucks!.....

The writer makes some use of paragraphing throughout the story, and her ending loops back to the beginning of the story.

The writer deliberately selects a variety of sentence lengths for effect.

Getting on the boat was the easy part. Finding a place to hide was hard. I felt like an agent, ducking, crawling, jumping and running. But I never felt so alive in my life!

The writer correctly spells most high-frequency words and some topic-specific words, although she sometimes uses homophones ("mail" instead of "male", "aloud" instead of "allowed"). The writer shows knowledge of common spelling patterns in some of her attempted words and she mostly uses basic punctuation correctly.