

AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Make a smoothie!

The task exemplifies the writing demands of the English curriculum working towards level 2.

The task is to write a recount of an experience. Before the writing, the teacher has supported the students by setting up a language experience activity in which the students made smoothies and discussed what they were doing as they worked. The students are now writing independently.

This is the student's first draft, with some self-editing. 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.

This piece of writing shows a clear response to the task. The student has created an engaging and informative recount of her experience. She includes relevant content that describes several incidents as well as supporting detail, some of which was added when editing, and personal comments.

The student organises her text using a basic recount structure with a beginning, middle, and end. The student uses sequence words ("First", "Next", "Then", "After that", "Finally") to clarify the order of events.

The student includes relevant descriptive vocabulary ("nomaly", "very dark", "funny", "splaterd every-where", "blend", "dark purple with little seeds").

The student includes a range of simple and compound sentences, using the conjunctions "but" and "because" and a range of sentence beginnings.

The student draws on her oral language to create an informal tone ("I just used", "I got to hand out", and contractions).

The student uses subject-specific vocabulary ("smoothie", "task", "senitiser", "blender", "berrys").

The student spells most words correctly and edits her work independently.

