## 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").

After that Rebouca did her smoothie it

inside the magic bullet. (blender). Finally it was my turn, when it

was funny because it splaterd every - where

turns The smoothie was very dark, Then at

the end we tidyed up the days. My

smoothie tasted nice with all the berrys.

The student includes a range of simple and compound sentences, using the conjunctions "but" and "because" and a range of sentence beginnings. Make a smoothiel This morning I got to go to class space It to do a fun tark. I don't nomely go to class space A but when I wolked in it was going to be fun because we was going to make our own snoothie. First we had to was our hands I didn't wash my hand I just used hand senitizer. Next we all had to do some job I got to had out borners with Lawren we had to could the borners then give it to everybody in class. Then the boys went first to choose there

smoothing, Nelson got a very dark smoothi

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.