

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Cats

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

The students have been learning a variety of ways to inform others. The teacher used a shared reading of a factual text about pets to explore its structure and language features. Students made personal connections to the topic. They collaboratively identified the structure and language features of the text and discussed why particular words and phrases were used.

Through shared reading and discussion of a text model, the students were supported to include the relevant features in

their own writing. Their task was to write a factual text about a pet, using an appropriate structure and language features.

This is the student's first draft, which she has undertaken 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.

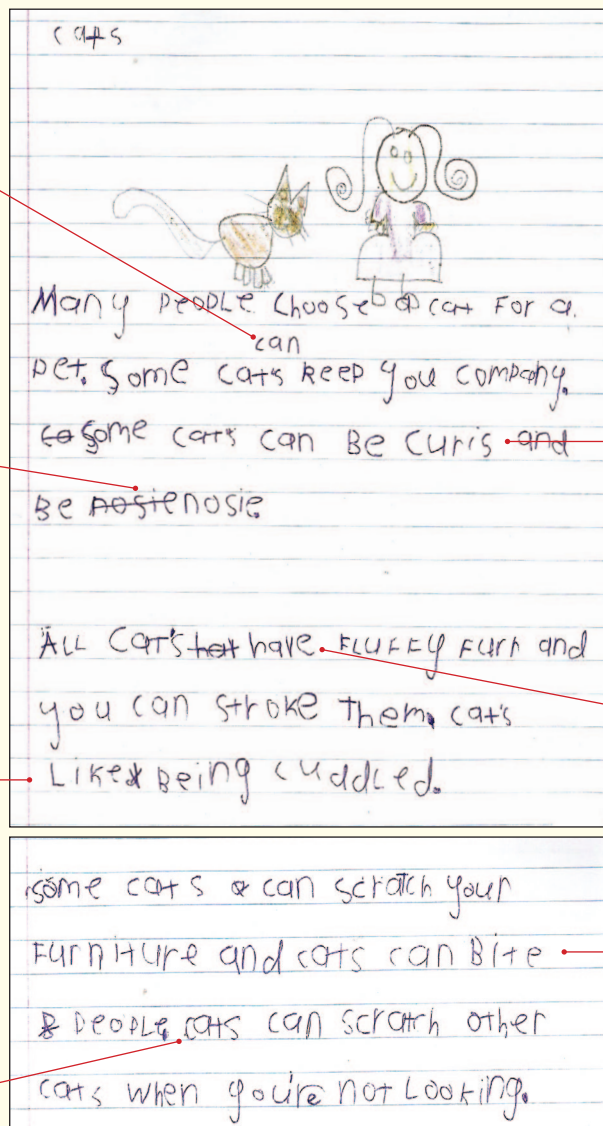
This piece of writing shows a clear response to the task, with the student providing factual information about cats. The information is relevant and is organised in an appropriate text structure that includes an introduction and breaks to separate the ideas.

The student rereads her writing and edits to refine meaning (inserted "can").

The student uses conventional spelling for most words. She uses her knowledge of phoneme-grapheme relationships to write some sounds in different ways ("company", "nosie").

The student uses her developing visual memory to accurately write some key personal words and some high-frequency words ("cat", "Like").

The student develops her ideas with the purpose of informing an audience about cats. ("Cats can scratch other cats when you're not Looking.")



The student selects words drawn from her oral language ("company", "Curis", "Fluffy", "Stroke", "cuddled", "Furniture") and words modelled in the shared book to use in her independent writing ("Many", "Some").

The student revises by crossing out all or part of first attempts and may write a word more correctly ("have").

The student writes compound sentences correctly using the conjunction "and". ("some cats can scratch your Furniture and cats can Bite People.")

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