

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'The Three Little Pigs'

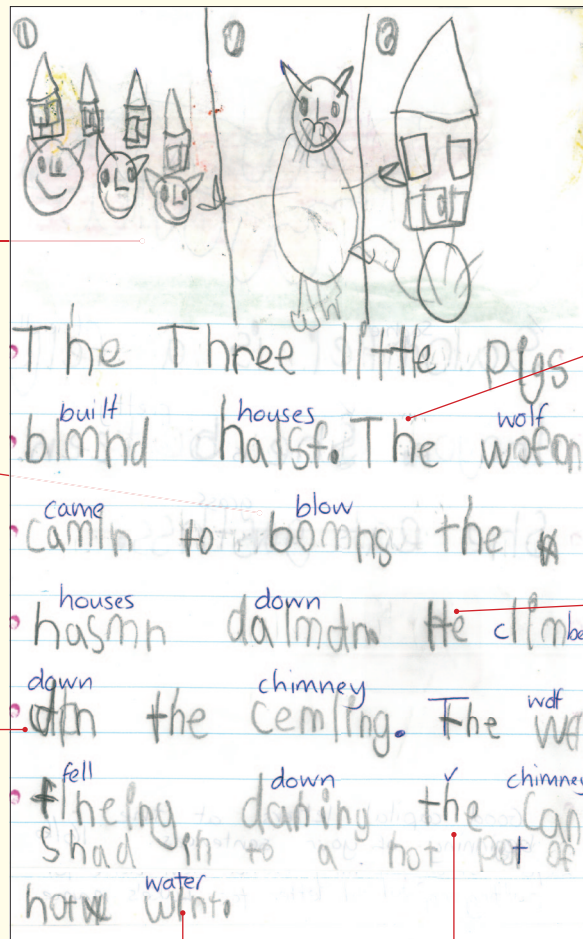
The task exemplifies the writing demands of the English curriculum within level 1.

As part of a focus on sharing, enjoying, and discussing traditional tales, the teachers asked the students to retell The Three Little Pigs. Students were first encouraged to orally retell the story with a partner, structuring their retelling in three parts to help support the sequence for their subsequent writing task.

The student wrote this first draft 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 retelling the story of The Three Little Pigs. The writing is sequenced, reflecting some of the key events in the tale.



The student uses a series of pictures to plan her writing. She numbers each of the three parts to show how she will sequence the events.

The student uses words and phrases from both her reading and her experiences of traditional tales ("bomns the hasmn dalmdn").

The writer demonstrates her developing phonemic awareness by using some dominant sounds for unknown words ("wfl", "camln", "clim", "don").

The student uses her developing visual memory to accurately write some key personal words and some high-frequency words ("The", "Three", "little", "to", "He", "in", "of").

The student uses most capital letters and full stops correctly. She self-corrects the small "h" to a capital "H" at the beginning of the sentence.

The student forms most upper-case and lower-case letters correctly.

The student draws on her oral language and key personal vocabulary ("shad in to a hot pot of hot wnt" - i.e., straight into a hot pot of hot water).

The student writes mostly simple sentences. She adds detail by extending the final sentence with an adverbial phrase ("The wfl flneing daning the can shad in to a hot pot of hot wnt.").

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