

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'Magnets'

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

The students have been asked to write what they understand about magnets and magnetism as part of a science unit.

The teacher has supported the students in this task by giving them the opportunity to explore and discuss how magnets behave. The teacher has supported student talk by explicitly teaching and modelling the relevant vocabulary.

This is the student's first draft, completed largely by himself.* 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.

Transcript: 'Magnets'

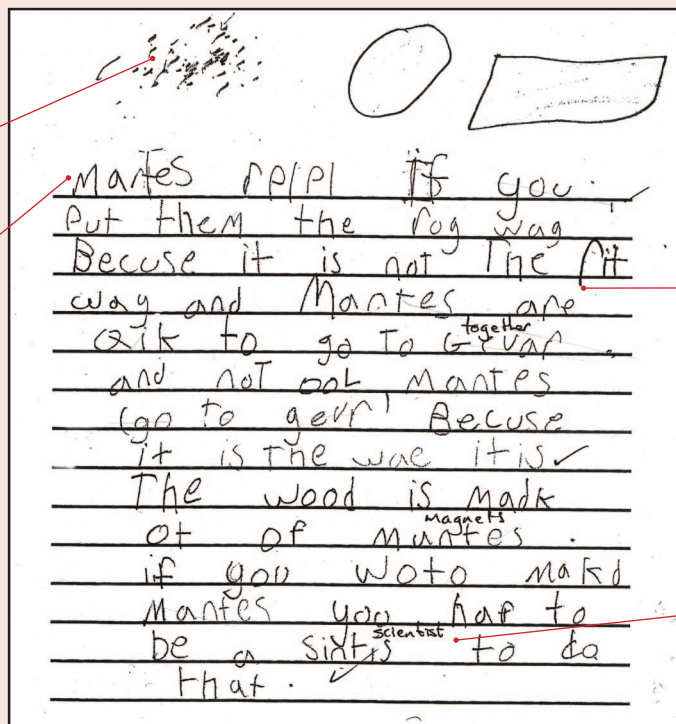
Mantes rPIPI If you Put them the rog wag Becuse it is not The rit way and Mantes are Qik to go To Gevar and noT ool Mantes (go to gevr) Becuse it is the wae it is The wood is Madk ot of Mantes. if you woto Makd Mantes you haf to be a Sintis to do that.

Magnets repel if you put them the wrong way Because it is not the right way and magnets are quick to go together and not all magnets go together Because it is the way it is The world is made out of magnets. if you want to make magnets you have to be a scientist to do that.

This piece of writing shows a clear response to the task, with the student conveying simple ideas about how magnets behave and including other information he has learned about magnets.

The student uses simple sketches to think about and plan his writing.

The student uses some content-specific vocabulary ("Mantes rPIPI", "Sintis").



The student uses words from his oral language ("If you Put them", "are Qik to go To Gevar") in his writing.

The student attempts unfamiliar words by using his developing knowledge of phoneme-grapheme relationships ("Mantes" "rog", "To Gevar", "Sintis").

The student spells many high-frequency words correctly ("if", "you", "Put", "the", "it", "is", "not", "go", "of").

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