

BY THE END OF YEAR 6

ILLUSTRATING THE WRITING STANDARD

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This example meets the demands of the curriculum at level 3. The writer uses a narrative to demonstrate an understanding of why people move from place to place and the difficulties they face in moving.

The difference in the standard for year 6 [as compared with year 5] is the students' increased **accuracy** and **fluency** in writing a variety of texts across the curriculum, their **level of control and independence in selecting writing processes and strategies**, and the range of texts they write. In particular, by the end of year 6, students will be required to **write more complex texts** than students

in year 5 and to be more **effective in selecting different strategies for different writing purposes**. (*Reading and Writing Standards*, page 31 footnote)

The writer deliberately chooses content and confidently uses a narrative structure to show complex situations and unexpected events. Her language choices, which add detail and information about people's thoughts and feelings, and her sense of control as she adjusts the chronological order of events to provide background detail, align her writing to the year 6 standard.

The writer provides the reader with a detailed account of events. She shows her understanding of what could happen to people in such situations, although her characters are mostly undeveloped. The writer involves the reader directly through the use of internal thoughts and rhetorical questions.

Maybe he is part of an attack?
Does he have a horrible secret he is hiding?

The writer experiments with the structure of a traditional narrative by changing the chronological order of events. Having set the scene for the reader, she follows this with an explanatory flashback that provides the background for the opening scene. She then develops the background for the story, taking the reader through a series of settings.

I was walking slowly to school ...
I didn't like learning at school ...
the popular kids were mean and cruel ...

The writer uses the past tense, as is suitable for a narrative, but is able to change tense appropriately.

... so we decided to move to NZ.
We thought we would be happy in NZ.

I can't ~~believe~~ ^{believe} it's my father out there. I kept saying to myself, "what should I do?" I'm just a kid looking out the window. Maybe he is part of an attack? Maybe ~~one~~ ^{one} of those ~~trades~~ ^{trades} is his. Does he have a ~~horrible~~ ^{horrible} secret he is hiding? But why? That might be the reason why he's out there. I was confused and ~~scared~~ ^{scared}. This is where it all began. One Monday I was walking slowly to school in my old ~~country~~ ^{country}. I didn't care if I was late because even if I ~~wasn't~~ ^{wasn't} late they will say I was late. I didn't ~~like~~ ^{like} learning at school because of the kids teased me. My brother and sister too. The ~~popular~~ ^{popular} kids were mean and cruel because whenever the class asked a question I was the only one to put up my hand and get the ~~answer~~ ^{answer} right.

The writer shows an awareness of her audience as she attempts to weave some complex ideas into her narrative; she talks directly to the reader in order to explain how events unfolded.

This is where it all began.

The writer includes vocabulary that is appropriate for her writing purpose and for a first-person narrative, with consistent pronoun use and subject-verb agreement.

I was walking slowly ...
... everyone thought it was us but we hadn't done a thing.
The next day my mum and dad quit their jobs and packed their clothes.

Well, I found out that someone's house had been robbed. When I zoomed home I found out that everyone thought it was us but we hadn't done a thing. Our family is picked on ~~all the time~~ ^{all the time}. "This always happens" whispered Mum. "I think we should move somewhere else" insisted Dad. Dad was right we should move, so we decided to move to NZ. We thought we would be happy in NZ. The next day my mum and ~~dad~~ ^{dad} quit their jobs and packed their clothes. My sister and brother and me packed too. When we were finished, we were off. We couldn't wait to get out of here. We drove the car to a boat that would take us to NZ. It took two hours.

As well as the internal monologue that the writer uses in the introduction, she includes some dialogue to express the difficulties the family is facing.

"This always happens" whispered mum. "I think we should move somewhere else" insisted Dad.

The flashback helps to portray the writer's understanding of the events and the possible consequences of their decision to move. The writer adequately manages the transitions between settings, but the use of connective phrases would improve the fluency of her writing.

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The writer demonstrates an understanding of the difficulties that people sometimes face by describing a boat journey that is extremely unpleasant.

First, the food looked disgusting. It had flies and worms in and everything was soupy. The boat was dirty and grey it also had blood on it.

After describing the conditions on the boat, the writer jumps to the next chapter of the story and describes the contrast between her former life and her new life.

Finally! We were there! "Welcome, welcome to NZ." I love how the people were so kind and not mean or cruel. Though I do miss the smell of lime in the air.

The writer organises her ideas concisely, and there is some evidence of paragraphing. She uses simple sentences ("First, the food looked disgusting."), compound sentences ("The water to drink was dirty and there was only one tiny room with one bed for us all to sleep in."), complex sentences ("If you sat on the bed it would nearly brake."), questions ("What should I do?"), and exclamations ("Finally! We were there!").

of other people on the boat. Then the awful journey began. First, the food looked ~~disgusting~~ ^{disgusting}. It looked like the food we ate last week. I had flies and worms in and everything ~~was~~ ^{was} soupy. I couldn't bare to eat a thing. The boat was dirty grey ^{and} it also had blood on it. The water to drink was dirty and there was only one tiny ROOM with one bed for us all to sleep in. If you sat on the bed it would nearly brake. ^{US} kids slept in the bed and my mum and Dad ~~slept~~ ^{slept} on the floor. The boat journey took a long, long time. Finally! We were there! "Welcome, welcome to NZ." they would say that to every boat that came. I love how the people were so kind and not mean or cruel. We didn't have much and they gave us ~~things~~ ^{clothes and food}. I miss how it's hot and

The writer independently makes adjustments to her work (by correcting spelling and changing words and phrases) and shows some control over her writing processes and strategies.

The writer includes detail, which provides images for the reader and describes what might happen to people when they move to a new country.

We didn't have much and they gave us clothes and food. Though I do miss the smell of lime in the air.

not freezing cold. Though I do miss the smell in ^{of lime in the air} the air it smells like lime. A man in a suit showed us to our hotel. It was amazing, ^{beautiful} ~~best~~ view amazing rooms.... We stayed there till we found a house. At school the teachers liked me when I answered questions correctly. The kids were nice and kind and some of them showed me around. It was a brilliant first day at school. I made lots of friends. It wasn't like my old school, it was ~~best~~. Dad got a job in a store and mum got a job in a mall. Life was going well for our family until the day I looked out the window ~~to see~~ the city lights and there were my father. In front of the ~~enormous~~ ^{enormous} tables. Then I see a man shake his head. Why? What is going on?

The writer uses simple descriptors throughout, including adjectives ("horrible", "mean", "cruel") and adverbs ("slowly", "always", "Finally")

The writer spells high-frequency words accurately and proofreads to make corrections where necessary. She uses basic punctuation throughout, including accurate use of speech marks, exclamation marks, and question marks.