## **ILLUSTRATING THE WRITING STANDARD**

### Rita

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 that describes the uncertainty and danger of escaping from a particular place. She shows confidence in adapting a narrative structure that also includes explanation and description. She chooses language that provides background and insight into the thoughts and feelings of the narrator. All this, and her overall sense of control, align her writing to the year 6 standard.

12/5/11 Run/Dad/Run The writer makes deliberate language The writer has an understanding I have no idea how it came to choices and demonstrates a strong of traditional narrative structure. this. My mam, my sister and me awareness of her audience as she in which the reader must be able Were huddled up together in the corner frightened of our living room. Scaled and friction includes information that her readers will to follow a sequence of events, need to visualise the events. The writer and she experiments with the With front of four army trucks. Why was the narrates the story in the first person and structure confidently. She provides an orientation for the reader and provides a personal account of events. then takes them back in time to She also includes relevant details and " Dad just standing there? MOVE! I should understand the background of the comments about the wider conflict and Silently. Then I tried to remember how the situation generally, which displays an current setting. it came to this ..... understanding of the constraints some people have in their daily lives. We used to live so peacefully in Afganiston. Why was Dad just standing With But that was before the Talibon took there? MOVE! I shouted silently. Then I tried to With Over. That night before we took off they We used to live so peacefully in remember how it came to this Afghanistan. But that was before came and Mum and Dad away from the Taliban took over. us. they we were annoyed and fightered We used to live so peacefully Woman were not aloud out of the terrified. We begged to go with them. in Afghanistan. But that was house without a man. There not I just wanted to break in through the door before the Taliban took over. aloud to were nail polish or jewelry. and burs them out of the room but my It's like men were kings and women Sisters hold was to strong. Finaly I gave up were servandts. and we just had to sit there ... waiting .... Luckily they only wanted to interview our The writer's ideas are presented with parents, but that was bad enough. We didn't some fluency throughout the story. She links her ideas together and chooses Know what they had done wrong and we relevant details to provide sensory decided to pack our things and head out of images for the reader and to add depth the country. There were some trucks leaving to her portrayal of events. However, the and we managed to get on one. We didn't care writer's age and experience limit the where we went, we just needed to get away from that content and ideas . hormule gives. Feedback Do I need to talk to the reader laye I put a picture in the readers mind? I inderlined some incorrect words is there any I just wanted to break in through the BK Spelling - The interfaced are other word ob chief, Bchene - The asked rome propert guidens to help with direc The Taliban were so controlling. Woman works Were door and bust them out of the room ... not aloud out of the house without a man.

There not aloud to were noil polish or jewelry.

If women were found with nail polish on they

get their fingers cat off, and its even worse

if they are found in public without a mail

It's like men were kings and women were servanits.

The writer shows selectivity in her selfediting process and makes adjustments throughout the story. She creates the text independently but seeks feedback and makes changes to improve the story.

Accessed from http://literacyonline.tki.org.nz COPYRIGHT © NEW ZEALAND MINISTRY OF EDUCATION 2011 The writer uses appropriate vocabulary for a first-person narrative. She includes some proper nouns ("Afghanistan", "Taliban") and descriptive verbs ("huddled", "break", "bust", "ducking", "crawling").

The writer consistently uses appropriate pronouns.

... we decided to pack ... They can get killed ... If women were found with nailpolish on they ...

# BY THE END OF YEAR 6

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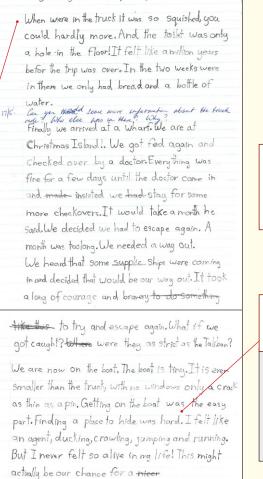
The structure of the story and the description of events (the family escapes from a bad situation and finds themselves in an equally bad one) show that the writer has some understanding of life's uncertainty. The writer also includes details that demonstrate her understanding of the hardships involved in escaping.

When were in the truck it was so squished, you could hardly move. And the toilet was only a hole in the floor! It felt like a million years befor the trip was over. In the two weeks were in there we only had bread and a bottle of water.

The writer uses a variety of sentence structures, including simple, compound, and complex, for example:

- Simple We got bullied at school.
- Compound Suddenly the boat stop and the door open.
- Complex When we were in the truck it was so squished, you could hardly move.

The writer has control over her tenses, although she makes a change from past tense (When we were in the truck it was so squished ..., It felt like ...) to present (We are at Christmas Island!, We are now on the boat. The boat is tiny.) as she takes the reader from one setting to another. They can get killed, or put in jail.



nev/better life. We are all binding in a tiny part of the boat. We have a little bit of food that we found from the because of course this was a supplie ship. Suddenly the boat stop and the door open. We heard shouting and thought ohno they spotted us. But it was only just the capain shouting at one of the crew men. We took that as a chance to get out.

People were nice to us at ferst in our new place.

We found a house, and me and my sister for Numand Dud could go to school. Jobs too. But soon things went wrong. We heard rumours about us. People Said bad things. They blamed us for Killing a puppy that was found dead in the alley. We got bullied at school. Pysically! Thereonemorphys

Army trucks were everywhere in town. Then one marining After a month or two things had gotten worst. Mum got fired from her job and neighbours took to dumping rubbish Over our fence and one morning, I woke up, looked out the window and saw my Dad standing in front of four army trucks...... The writer makes some use of paragraphing throughout the story, and her ending loops back to the beginning of the story.

The writer deliberately selects a variety of sentence lengths for effect.

Getting on the boat was the easy part. Finding a place to hide was hard. I felt like an agent, ducking, crawling, jumping and running. But I never felt so alive in my life!

The writer correctly spells most high-frequency words and some topic-specific words, although she sometimes uses homophones ("mail" instead of "male", "aloud" instead of "allowed"). The writer shows knowledge of common spelling patterns in some of her attempted words and she mostly uses basic punctuation correctly.