

BY THE END OF YEAR 5

ILLUSTRATING THE WRITING STANDARD

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This example meets the demands of the curriculum at early level 3. The writer uses a narrative to demonstrate some 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 uses a simple plot and structure to tell the story of a family's choices and problems, but the reader has to make many inferences to fill gaps in the narrative. The writer includes some irrelevant content and details. The basic way in which she presents her ideas, and the level of her developing control over language choices, writing processes, and writing strategies, align this piece of writing more closely to the year 5 standard than to the year 6 standard.

The writing includes all the main elements of a narrative, but some aspects of the content reflect a naïve perspective. The writer recognises the need to narrate her story in the first person in order to give a sense of authenticity to the family's journey, and she is able to step outside her own experiences as she attempts to take the reader on the imagined journey. The writer draws on her learning from the social studies context as she begins the story with the family leaving in a boat. In the following sequence of events, the writer includes details to enhance her descriptions.

The boat was small and cramped.
... on a cold winter Sunday night.

The events the writer describes are more positive than negative (representative of the writer's age and experience). However, there is some discord – the family has to move from the new home that they love because they have apparently broken some laws. This development in the story indicates that the writer understands that people don't always have an easy time when they move to a new place or country, and can be required to leave if they don't follow the rules. From the writer's point of view, the inclusion of the army tanks and the president seems appropriate, but a more sophisticated writer would know that it is unlikely to happen this way.

The writer describes one particular character, but the description does not add any depth to the reader's understanding of the character in relation to the story.

The president was short and slim.

The writer describes the problems the family faces as they settle in one place and then have to leave again. The writer attempts to resolve the problems, although in doing this, she assumes that the reader shares some of her own prior knowledge.

Crash... Boom... Bang!!! The massive storm arrived and disaster fell from the sky. The sea waves left us rocking up and down on the bottom of the boat. I hope the tide would soon be over. My family couldn't take another trip. The luggage was like a 100 ton bolder. It rubbed against me. My Mum was getting seasick. Her face was as pale as a vampire. It was the 1st of November 1997 on a cold winter Sunday night.

We finally got off the boat. It was 12 am. Everything was very different here in France. I thought to myself, I'm here in a dream. We got our new apartment and it was enormous. I thought life might not be as bad as Germany. We soon fell asleep. When I got home the next day I was skipping with joy. I had new friends and the best teacher. I

The writer deliberately selects specific nouns, adjectives, and prepositions to describe the events in the story.

... massive storm arrived ...
... waves left us rocking up and down ...

The writer constructs her story independently and seeks feedback in order to re-craft it. She takes on the feedback and makes adjustments (usually by adding further details to support some comment) in an effort to improve the story. She includes some irrelevant detail.

It was as tiny as a mouse hole.
The luggage was like 100 ton crane bolder.

had an apple. I went to look out the window I saw an amazing view of the river and the hills. I told my teddy bear, "This would be the most perfect life".

All went wrong! One morning I looked out window to four massive green army tanks in the street. Dad went outside to go talk to them. The president came out with four army people. The president was short and slim. It was like watching something on a miniature TV. They talked to my father and told him to leave the city. It was perfect until now!

They said the neighbours are giving police information about us breaking the laws. They didn't want us there any more. We had to find somewhere else. Some other people had to leave too. "Why? Why don't they like us?"

She uses the short, succinct phrase "All went wrong!" to introduce the complication in the story (that Dad was in danger and the family would have to leave again). This demonstrates her understanding that when people move to new places, things do not always work out as planned. The writer's inclusion of the statement "Some other people had to leave too" suggests that the family may have been part of a larger group of people who were no longer welcome in their home country.

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The writer draws on her knowledge and skills to develop dialogue between the characters that supports her portrayal of the new life the family is experiencing.

"Why can't we stay here?" "We have to go or else they put us in prison!"

"Dad our life is so different. Do you think we can fit in?" I questioned?

The narrator's final question to her father, "Do you think we can fit in?", implies that fitting in can be difficult when settling in a new place. This reflects the writer's understanding of an aspect of the social studies context.

The writer spells most words correctly and uses punctuation accurately. Her use of tense is inconsistent.

Why can't we stay here?"

"We have to go or else they put us in prison", Mum ~~amitted~~ amitted.

"It's unfair", I ~~whispered~~ whispered to my teddy.

I ~~shouted~~ shouted and screamed and kicked, but they wouldn't let me stay so we packed up and left that day and said goodbye to a beautiful life.

We hurried to the airport we nose, catching a ~~the~~ flight to America. It was a boring flight, ~~and~~ ^{the plane was shaking and} ~~and~~ ^{and} I felt sick. Finally we arrived a big car took us to our new home.

We moved everything to our new house, it was smaller than ~~the~~ our old house but it was OK. I ran up ~~stairs~~ stairs to find my bedroom. It wasn't the perfect life but we didn't have to leave.

"Dad our life is so different. Do you think we can fit in?" I questioned?

"Sure we can. Let's eat!"

Once we finished eating we sat in front of the fire-place watching the TV. "I really think teddy that this ~~will~~ will be a fine life!"

The writer is selective in her choice of verbs, choosing ones that add to the description of events (for example, "chatted", "moaned", "amitted", "questioned").

The writer uses factual information to add authenticity to the story, but she uses it with a degree of naïvete.

"We have to go or else they put us in prison", Mum amitted.

"It's unfair", I whispered to my teddy. I shouted and screamed and kicked, but they wouldn't let me stay. So we packed up and left that day and said goodbye to a beautiful life.

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

- Simple – The boat was small and cramped.
- Compound – I shouted and screamed and kicked, but they wouldn't let me stay.
- Complex – I really think teddy that this will be a fine life.

The writer makes some use of a teddy bear as a device for sharing the narrator's thoughts.

"I really think teddy that this will be a fine life."