

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'The Tupperware Party'

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

The students have been writing independently about a personal experience. They have been learning how to use planning tools, such as oral recounting, brainstorming, listing and sequencing ideas, and using simple pictures.

This is the student's first draft. 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 describing her experience of Tupperware parties at her house. She uses an appropriate text structure, with an introductory sentence followed by a description of what a Tupperware party is (and is not).

The student uses a picture to plan her writing.

The student uses some key personal content vocabulary ("tupawer", "adolts", "plastic stuff", "Kichin") and language structures ("goes like this", "sit down and tok about") from her oral language.

The student writes a compound sentence (using the conjunction "and") with a phrase that adds extra detail ("in the Kichin").

The student uses conventional spelling for most words and close approximations for others ("haveing", "thea", "tupawer", "adolts", "tok", "Kichin").

The student uses precise language ("plastic stuff", "in the Kichin") and comparisons to clarify the information ("not for children", "not like a kids party").

The student writes several sentences with varied beginnings, including the use of the pronoun "It" in the final sentence.

The student has checked her work and underlined words she's not sure about.

The student uses capital letters and full stops correctly and uses a hyphen when part of a word has to be carried over to the next line.

