

# AFTER TWO YEARS AT SCHOOL

## ILLUSTRATING THE WRITING STANDARD

### How the lungs work

The task exemplifies the writing demands of the English and science curriculum learning areas at level 1.

The students have been involved in an integrated inquiry about how the body works. They have been asked to write an explanation about how a part of their body works. The student has undertaken this writing largely by himself.\* The teacher has supported the students by providing them with repeated opportunities in their oral language programme to explain how things work.

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. The student has used an appropriate text structure to begin to explain (in simple terms) how the lungs work.

The student develops content that is related to the curriculum topic, describing how air reaches the lungs, and supports it with some detail.

As a result of their learning within the inquiry, the student includes key topic words ("breth", "oxygen", "air", "lungs", "heart", "pumps", "blood") relating to the lungs, as well as other words and phrases that are part of their expanding oral vocabulary (for example, "then it goes").

The student attempts some variety and precision in their use of verbs ("take in", "travles", "pumps") to support the explanation.

How the lungs work.  
If you did not breth  
you wulod die. Trees  
make air. In the air  
there is oxygen.  
Then you take in air  
and then it goes in  
your moth and nosie.  
Then it travles to your  
lungs. Then it goes in  
your heart. It pumps  
It goes in the blood  
ervey where in your  
body.

The student correctly uses full stops to end sentences and capital letters to begin them.

The student correctly spells high-frequency words from the essential lists† 1 and 2 ("you", "there", "then") as well as some words from lists 3, 4, 5, and 6 ("did", "not", "make", "your", "where").

The student applies their growing knowledge of the rules relating to verb agreement to add a simple suffix ("goes").

The student attempts to spell unknown words by sounding out words and using known chunks ("breth", "wulod", "travles", "moth", "evrey").

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

† These lists are in Croft (1998). They are examples only, and teachers may refer to other reputable lists of high-frequency words.