

AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Cheeky Charlie

The task exemplifies the writing demands of the English curriculum working towards level 2.

In their reading, the students in this year 3 and 4 class explored how authors describe specific characters. The students were asked to include aspects of what they had learnt about character description in their writing. The writing task was to describe a character, using adjectives and similes. The student has undertaken this writing largely by himself.*

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 descriptive writing shows a clear response to the task. Having planned for his writing by talking with a buddy, the student has described a character, Charlie, using adjectives and similes to give the reader an insight into Charlie's appearance and personality. The student has edited for sense and impact.

The student introduces the reader to the character. He uses the present tense consistently throughout this piece of writing.

The student includes both simple and compound sentences, generally using "and" as the conjunction.

The student has included several items of information (physical characteristics and behaviours) to provide detail for the reader. He uses some specific vocabulary (adjectives and a simile) to describe Charlie's appearance and personality.

The student concludes with a complex sentence that describes another side of this character. He implies that Cheeky Charlie isn't always as brave as he'd like to be.

Cheeky Charlie
Cheeky Charlie is a Monkey.
He curls up like a ball
and his skin is brown,
hairy and green. He
has a rosy ^{skin} back side
and funny legs. Charlie has
crooked fat teeth and a
large mouth. He has
big long ears and big
fat gooly eyes that seems
to poke out like black
godfish.

The student spells most words correctly ("sometimes", "silly", "scared", "annoying") and uses knowledge of phoneme-grapheme relationships to attempt unknown words ("anmils" – animals, "skinny" – skinny, "gooly" – googly).

The student uses classroom resources to assist with spelling (word cards, dictionaries).

(page 2)
Cheeky Charlie is bossy,
cheeky and mean. Charlie
is also smart and clever.
Charlie likes jokes and
teases others. He is always
silly and annoying. Charlie
is sometimes scared
when he finishes jokes so
he hides for the rest
of the day.

The student consistently uses commas, full stops, and capital letters appropriately.

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

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