

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'What are Pyramids for?'

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

The students in a year 2 class are encouraged to write about topics that they are personally interested in or curious about. The topic of this writing was self-generated; the student is interested in pyramids and wants to share his enthusiasm with others in his class. This writing is in response to a question from someone in the class about the purpose of pyramids.

This is the student's first draft, completed largely by himself.* 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.

Transcript: 'What are Pyramids for?'

James wontid to know what peramis are for. I dausckavid peramis are made 5000 yes a go Lets go back! Peramis are for prateting the pheros. And a good places to ritriet from woore. Tome robis stole the theresha from the pheros!

James wanted to know what pyramids are for. I discovered pyramids are made 5000 years ago Let's go back! Pyramids are for protecting the pharaohs. And are good places to retreat from war. Tomb robbers stole the treasure from the pharaohs!

This piece of writing shows a clear response to the task, with the student recording his learning in response to a classmate's question.

The student is clear about his purpose and audience and conveys this in his introduction. The student directs the reader to find out more about pyramids by using the imperative "Lets go back!"

The student uses his knowledge of phoneme-grapheme relationships to attempt words that are in his oral vocabulary ("peramis" – pyramids, "dausckavid" – discovered, "prateting" – protecting, "ritriet" – retreat, "woore" – war, "theresha").

The student attempts to use precise verbs ("prateting", "ritriet").

The student uses simple sentences with varied beginnings. The student uses capital letters and full stops correctly. He uses exclamation marks for emphasis.

James wontid to know what peramis are for. I dausckavid peramis are made 5000 yes a go Lets go back! Peramis are for prateting the pheros. And a good places to ritriet from woore. Tome robis stole the theresha from the pheros!

The image shows a handwritten student draft on lined paper. The text is written in blue ink and includes several corrections and annotations. Red lines connect callout boxes to specific parts of the text. The student's writing is a first draft, showing phonetic spellings and some corrections. The text is: "James wontid to know what peramis are for. I dausckavid peramis are made 5000 yes a go Lets go back! Peramis are for prateting the pheros. And a good places to ritriet from woore. Tome robis stole the theresha from the pheros!". There are several corrections: "wontid" is corrected to "wanted", "dausckavid" to "discovered", "prateting" to "protecting", "ritriet" to "retreat", "woore" to "war", "theresha" to "treasure", and "pheros" to "pharaohs". There are also some additional words added: "and are" between "Peramis are" and "for", "tomb robbers" between "good places to" and "retreat from", and "treasure" between "stole the" and "from". There is a circled 'A' next to "And" and a circled 'A' next to "pheros".

The student spells high-frequency words correctly ("for", "I", "are", "go", "And", "to", "from", "the").

The student develops content that includes details to support the main idea.

The student uses a range of key content vocabulary ("peramis", "pheros", "theresha", "Tome robis").

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