

## ILLUSTRATING THE WRITING STANDARD

### Maisy

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 has used a straightforward plot and narrative structure to demonstrate a simple understanding of the social sciences context. She is developing control over her writing processes and strategies. The writer includes some irrelevant content and details, and her revisions are mostly to correct the spelling rather than to improve her writing. Together with some inconsistencies in her spelling, punctuation, and grammar, this results in writing that is less than accurate, aligning this piece more closely to the year 5 standard than to the year 6 standard.

The writer understands the purpose of a narrative. She introduces the reader to the family and describes the events that happen, but she assumes that the reader shares some of her own prior knowledge of the context. The writer includes the main elements of a narrative, including an orientation, a complication, and a conclusion. The story is written in the first person, and the writer attempts to weave in aspects of her learning from the social sciences context.

The writer recognises that she is writing for an audience as she appeals to the reader in her opening statement.

Welcome to my exciting life this is the start of my journey!

The writer includes details (though some are not relevant to the story) and is learning to weave these details throughout the story.

I see my father who is 29 10 meters away ...

Welcome to my exciting life this is the start of my journey!

10/5 I was sleeping in my bed, soft and <sup>warm</sup> calm. Then crash, bang Boom. I wake up with a <sup>shock</sup> stroke.

Next minute the wooden floor was <sup>swaying</sup> and I need to the door <sup>falling</sup> stopping. I think what's happening. 5 minutes later, I say to myself, it can't be what I ~~think~~ it is. I ~~run~~ <sup>crawled</sup> to the window. I see my ~~father~~ <sup>father</sup> who is 29 and 5 meters tall 10 meters away.

From the tall green brown tracks. That's it. I ~~could~~ <sup>could</sup> not believe my ~~eyes~~ <sup>eyes</sup>. My father <sup>pushed in and</sup> grabbed me. I ~~swayed~~ <sup>swayed</sup> my head off. He pushed me into the ~~shed~~ <sup>shed</sup>. I sat with pain. Then before I knew it dad was gone. But where? <sup>I never said good by</sup>

Is it interesting a nafe?

*life* You have made your writing interesting by using some describing words (soft, warm) and using verbs (swaying, falling, need) and onomatopoeia (boom, bang, crash). Can you clarify how your father is 5 meters away? is he inside or near you?

The writer includes details that communicate the narrator's feelings.

He pushed me into the shed. I sat with pain it was like I had a knife in my hart. After 30 minute they found me stashed in pain. Deverstated.

The writer creates her story independently and seeks feedback in order to improve her writing.

Is it interesting a nafe?

The writer is aware of the need for self-editing, with clear evidence of adjustments throughout her writing.

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The writer provides the reader with an image of the family members as well as more generalised references to the police and firemen. The writer uses various simple descriptors to provide information for the reader and enough details to maintain meaning. She makes minimal use of dialogue.

The writer describes the events in sequence. She groups her ideas, but there is no evidence of paragraphing. The writer uses words to link the main events and to indicate the passing of time.

*Next minute our house was ...  
After 30 minutes they found me ...*

The writer uses simple sentences and some complex sentences. She attempts compound sentences, but they are often grammatically incorrect, with commas in the place of conjunctions. Overall, the writer has less control over sentence structure than is indicated by the expectations for the end of year 6.

2/5 Once the army trucks were gone Mum, my brother came out of the hiding spot. They searched high and low. After 30 minutes they found me stashed in pain. ~~Discovered~~. Mum was crying her eyes out. She asked why it happened. They said Dad had stolen stuff. But he hadn't, he was at work. They told us to get out of the street. We were too scared to go to the car. That night the phone rang. Mum ~~said~~ <sup>whispered</sup> it was dad. He told us to get out. Next ~~minute~~ our base was ~~flaming~~ hot. It was on fire. Mum raced for the door. It was locked, she ~~opened~~ the keys but before she ~~new~~ <sup>noticed</sup> it the door was on fire... We were surrounded. She ~~screamed~~ <sup>screamed</sup> at the top of her voice. "What do you want from me and my family?" By that time, the power lines were ~~cut~~ <sup>snapped</sup> off. I ran for the window. I jumped out ~~my~~ window. My brother ~~grabbed~~ my leg.

3/5 I've underlined some words that need correction. You take notes with your vocabulary which makes your writing a whole when you're not sure of spelling.

The writer is prepared to take risks and attempt words that she does not know how to spell. She uses basic punctuation (with some errors), independently revises and edits her work for accuracy, and seeks feedback at various stages during the writing process.

The writer attempts to provide the reader with an image, using (and sometimes over-using) simple descriptors.

*... tall green brown trucks ...  
... grabbed a long soft warm blanket ...*

She has greater precision, to suit the narrative, in her choice of verbs and adverbs.

*Mum whispered ...  
We were surrounded*

The writer uses many descriptive verbs.

*swaying, screamed, rushed,  
grabbed, raced, crawled,  
snapped, slipped*

3/5 My brother ~~slipped~~ <sup>slipped</sup>. Suddenly 5 big tall people grabbed long soft warm blanket and put it beneath us. We fall in to the ~~blanket~~ blanket. Firemen ~~went~~ down the house and got mum. We were checked out. ~~We~~ had some ~~knives~~ and ~~knives~~, but we were ok. They told us to run as fast ~~as~~ we could. Mum, me and my brother got away from there. We ran to the other side of town. We met some kind people who helped us to ~~fly~~ on a plane to NZ we felt ~~it~~ was time to leave Fiji so off we go for a great life. Life is better here. It is ~~weird~~ <sup>weird</sup>, we are getting used to it. People dress different. Food is yuck. But no one burns our house down. I have lots of friends now. But up to this day, I don't know ~~why~~ dad is and why the house was set on fire.