English – Writing Work Samples

Foundation to Level 2







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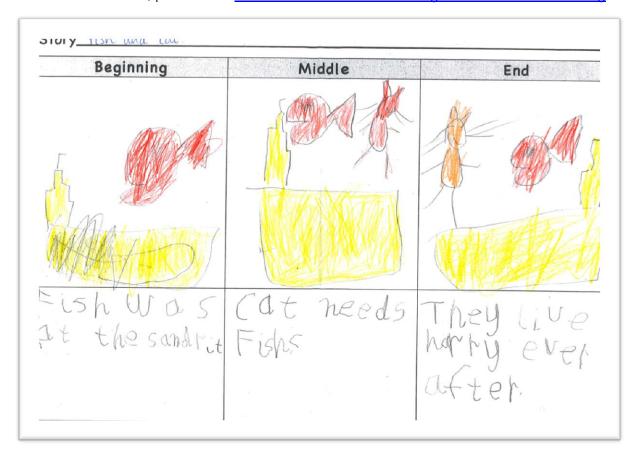
Foundation

Task: After reading and discussing a number of narratives, students were asked to draw and write a story with a beginning, middle and end.

Achievement standard (extract):

... use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters.

For more information, please see: Victorian Curriculum F-10: English - Foundation - Writing



This text sample provides evidence that the student:

- creates a simple multimodel text to tell an imaginative story
- structures ideas into simple sentences. Provides details about the characters, setting and events and have used drawing to support written text
- writes a small range of familiar and high frequency words, for example, 'was', 'at',
 'the'
- sequences ideas using a beginning, middle (problem) and end (solution) structure and writes comprehensible sentences that contain some inaccuracies
- uses capital letters and full stops accurately

- displays evidence of sound letter knowledge, correctly writing many one-syllable words with regular phonic/graphemic patterns. Uses letters to represent the dominant phonemes in words, for example, happy for happily
- forms letters and words correctly and has used spaces between words.

When planning the next stage of the teaching and learning program to progress this student's learning, focus on the following skills and knowledge:

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)
- Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)
- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190)

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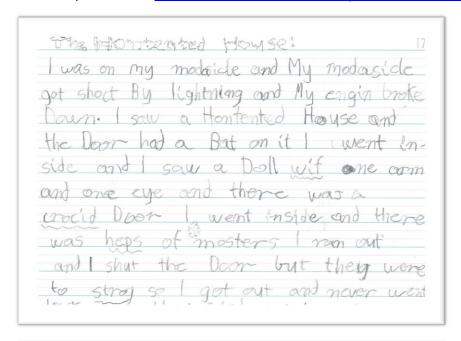
Level 1

Task: Students were shown an image of a fairytale cottage and invited to write a creative narrative response.

Achievement standard (extract):

... provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.

For more information, please see: Victorian Curriculum F-10:English - Level 1 - Writing





This text sample provides evidence that the student:

- writes text for a familiar purpose and expresses ideas appropriate to the topic.
 Organises text and ideas logically
- Structures ideas into simple sentences made up of basic verb groups, for example, 'went inside' and noun groups, for example, 'heaps of monsters'. Writes identifiable clauses often linked using 'and'
- uses modifying words, for example, 'super fast', while using appropriate key words to represent an idea, for example, 'haunted; bat; monster'. Uses high frequency words
- writes compound sentences to connect ideas using coordinating conjunctions, for example, 'and; but; so'. Uses common nouns, single verbs and a small range of adjectives
- displays limited, inconsistent use of punctuation
- correctly writes some common words with irregular phonic graphemic patterns.
 Represents all phonemes when attempting to spell one and two syllable words, for example, 'folod; engin'; and correctly writes a range of high frequency words
- maintains legible handwriting throughout a text by using spaces between handwritten words and positions between letters and words on a line.

When planning the next stage of the teaching and learning program to progress this student's learning, focus on the following skills and knowledge:

- Create short imaginative, informative and persuasive texts using growing knowledge
 of text structures and language features for familiar and some less familiar
 audiences, selecting print and multimodal elements appropriate to the audience and
 purpose (VCELY230)
- Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (<u>VCELA226</u>)
- Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227)
- Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (<u>VCELY232</u>)

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Level 2

Task: After reading and discussing a picture story book about pets, students were invited to create their own narrative.

Achievement standard (extract):

... create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

For more information, please see: Victorian Curriculum F-10: English - Level 2 - Writing

Ella and The Specte speck dog
Once opon a time there lived a girl calle
Ella, she has a little sister named toma Lona, she is small and very funny
all week they were counting how mu
heistmas they are going to do thery
hey are going to have a nunny!

But the more they got worried would the more they got worried would the broke the christman tree? would it make a mess? When it was christman he too two sisters was very excited, but still worried. Once they past the cats area in the net-shop they found a very cute little puppy in the middle

he were about to go in anyother shop to get some news paper for the New pappy so the doesn't make the he the floor duty. Once they went how name everyone decided to name there new pappy Bob." That day Bob starts a great adventure in the

ganda	en. When it was night times he dinan
	+ even broke the chrismas and w
he o	lid make a mess Ether, And of es
ourse	you all read "we all hived
	happling ever attafter!

This text sample provides evidence that the student:

- writes four or more sequenced and clearly connected ideas
- includes a simple orientation for the reader, for example, 'Once upon a time.'
- writes simple and compound sentences related to a topic using conjunctions (and, but)
- structures ideas into simple sentences made up of basic verb groups, for example, 'they were counting' and noun groups, for example, 'a little sister, a very cute little puppy.'
- uses common homophones, for example, 'two, to'

- uses modifying words, for example, 'special puppy, very excited.'
- uses knowledge of different letters and combinations including less common combinations to represent different sounds, for example 'course, decided.'
- uses pronouns correctly to link to and object across the text, for example, 'puppy –
 he, Ella & Lola they.'
- uses common nouns, single verbs and a small range of adjectives
- uses capital letters correctly for names
- intentionally uses simple punctuation (!, "")
- correctly writes some common words with irregular phonic graphemic patterns, for example, 'worried, adventure.'
- correctly writes a range of high frequency words
- maintains legible upper and lower case handwriting throughout a text
- uses spaces between words and positions letters and words on a line.

When planning the next stage of the teaching and learning program to progress this student's learning, focus on the following skills and knowledge:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating
 increasing control over text structures and language features and selecting print and
 multimodal elements appropriate to the audience and purpose (VCELY266)
- Understand how to use letter–sound relationships and less common letter combinations to spell words(VCELA263)
- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)

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