English – Writing Work Samples

Level 5 and 6
**Level 5**

**Task:** Students were asked to write an imaginary narrative.

**Achievement standard (extract):** ...use language features to show how ideas can be extended...create imaginative texts for different purposes and audiences... demonstrate understanding of grammar and sentence types... select specific vocabulary and use accurate spelling and punctuation... edit their work for cohesive structure and meaning.

For more information, please see: [Victorian Curriculum F–10: English – Level 5 – Writing](#)

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**The Big Green Shed**

On a stormy night a boy named Charlie woke up to the sound of thunder and lightning booming and crashing through the night. He had an urge to find out what was in the big green shed across the road from his small little hut. His family was very poor, they could barely afford to buy food. Charlie was an only child with his mum and dad. Charlie didn't go to school. He wasn't home schooled either. He just filled his day playing outside.

Charlie got out of bed very quietly. He put on his old shoes that had a lot of wholes in them. Then he found his raincoat which barely fit him. He put his long pants on that had one big whole right where his left knee was. Then he slowly crept towards the door. He slowly pushed the handle towards the floor. He walked outside towards it. Splash! He walked into a huge puddle. Charlie's shoes were now drenched with water. But he doesn't turn back. He keeps going towards the flickering light outside the shed.

When Charlie got to the shed he saw a padlock on it. He tried pulling it open but it wouldn't open. He was standing on a mat that had a mysterious bump. He lifted up the mat to find a key sitting there shining in the flickering light. Charlie quickly picked it up and shoveled it in the lock. It jolted. He quickly opened the door but it made a terrible squeal. But he looked inside and saw money. There was probably thousands of dollars. Charlie started rushing to his hut yelling. Nobody lived near them so it didn't matter. His parents woke up got dressed and followed him outside they opened it up and saw the money. They found a note, the note said, to Mary and James, this is how all your money.

Mary started rolling her eyes out. Charlie woke up. It was a dream. Charlie ran outside looked under the mat got the key opened the shed door looked inside and saw the money. The time it wasn't a dream. He ran inside told his parents. Then they came out and
This text sample has been assessed, on balance, as representative of Level 5. There is some evidence of working toward Level 4 in handwriting, and also working toward Level 7 in punctuation. These have been indicated below.

**This text sample provides evidence that the student:**

- narrates with connected characters and events
- uses ideas that support an underpinning theme or concept (poverty)
- uses literary techniques such as vivid description
- selects structural elements to suit the purpose, such as orientation, evidence of a complication
- uses language features to engage reader
- varies sentence structure
- substitutes precise vocabulary for common language, for example, *had an urge to*…
- makes few grammatical errors
- uses commas to separate clauses where appropriate
- spells multisyllabic words with complex letter patterns, for example, *mysterious*.

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

**Level 4**
- Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity ([VCELY301](#))

**Level 6**
- Understand that cohesive links can be made in texts by omitting or replacing words ([VCELA348](#))
- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ([VCELA350](#))
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ([VCELA351](#))
- Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages ([VCELA354](#))
- Experiment with text structures and language features and their effects in creating literary texts ([VCELT355](#))
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([VCELY358](#))

**Level 7**
- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ([VCELA381](#))
**Level 6**

**Task:** Students were asked to write an imaginary narrative.

**Achievement standard (extract):** …understand how language features and language patterns can be used for emphasis… show how specific details can be used to support a point of view… explain how their choices of language features and images are used… use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences… demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing… also use accurate spelling and punctuation for clarity.

For more information, please see: [Victorian Curriculum F–10: English – Level 6 – Writing](#)

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**Twin Detectives**

The night sky was cloudless. The full moon illuminated a mysterious figure crossing around the Conner's back yard. Clearly looking for something. The figure's back humps into a wooden wall, the figure turns around and sees a green door. The figure clad in black slid a hair pin out of its hair and slid it into the lock that protects what lies inside. The figure jiggles the hair pin around the lock until it hears a little click. The lock falls to the ground. The figure opens the door. A crack, the door groans like it hasn't been used in centuries. The figure jumps around, surprised. Startled at the loud noise. The backyard is deserted. The figure slips into the barn. Walks down the aisle. Climbs into the hayloft and rummages around in the hay and pulls out a box. The figure exits the barn and escapes into the night.

"Morning Ally," Ally said. "Morning Ally," Elly yawned. Elly and Ally are identical twins. They get dressed and go downstairs for breakfast. The twins were just getting there breakfast ready when they were interrupted by a blood curdling shriek. The twins bolted out side and saw there mum pale faced leaning on the door. "Mum," Elly said. "What happened? You look like you've seen a ghost." Their mum signed. "I was feeding the animals and I went to get some hay and I realised that a very valuable heirloom was missing!"

The twins took there mother inside set her down and Ally got some choc chip pancakes ready. "What was the heirloom, mum?" Their mum still looked shocked. "As you know your great, great, great, great aunt Victoria married into the royal family and her tiara has been passed down through the family and I thought it was time I passed it down to you and so I went to get it but it's been stolen." Their mum burst into tears. "Don't worry Mum," Ally reassures. "We will find the thief. Don't you worry." Mum starts crying. "What did I do to deserve
This text sample provides evidence that the student:

- Orients the reader to the imaginative premise of the text for example, *The full moon illuminated a mysterious figure*
- Uses literary techniques and vivid description to carry the plot, for example, *startled by a loud noise, a very valuable heirloom*
- Varies sentence structure for effect, including simple, compound and complex sentences
- Uses language features to engage the reader, for example, *The officer emerged, … that really narrows it down*
- Uses language that evokes an emotional response, for example, *interrupted by a blood curdling shriek*
- Uses an extended range of verbs and verb groups for a particular effect, for example, *groans like it hasn’t been used in centuries*
- Understands the use of commas to separate clauses.
- Punctuates more complex dialogue correctly
- Spells a range of challenging words with less common letter groupings, for example, *heirloom, mysterious, identical*
When planning the next stage of the teaching and learning program to progress this student’s learning, focus on the following skills and knowledge:

- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences (VCELA380)
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)
- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)
- Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382)