

# Buried Treasure

A guide to valuable English resources on the VCAA website:  
**Writing Annotated Work Samples**



Victorian Curriculum F-10: English

Presented by Julianne Wilson

# Writing Annotated Work Samples

## What are they?

### Writing work samples

These work samples are provided to support teacher understanding of the Writing achievement standards in Victorian Curriculum F-10: English. Each work sample highlights the knowledge and skills addressed in the achievement standard and include a task description, a scanned image of a student's writing, summative annotations and advice to support the planning of the next stage of student learning.

# Writing Annotated Work Samples

What are they?

[English Work Sample Writing F and 2 \(pdf - 853.47kb\)](#)

[English Work Sample Writing 3 and 4 \(pdf - 1.25mb\)](#)

[English Work Sample Writing Level 5 and 6 \(pdf - 1.45mb\)](#)

# Writing Annotated Work Samples

## What are they?

### Foundation

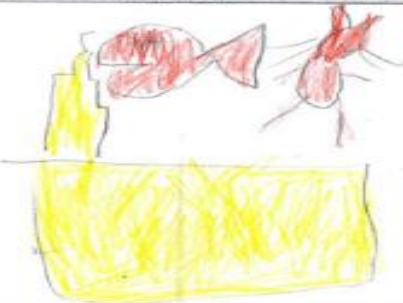

**Task:** After reading and discussing a number of narratives, students were asked to draw and write a story with a beginning, middle and end.

**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.

# Writing Annotated Work Samples

What are they?

Story <u>fishes water land</u>		
Beginning	Middle	End
		
Fish was at the sand pit	cat needs fish	They live happy ever after.

# Writing Annotated Work Samples

## What are they?

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

- creates a simple multimodal text to tell an imaginative story
- structures ideas into simple sentences
- provides details about the characters, setting and events and has used drawing to support written text
- writes a small range of familiar and high frequency words (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

# Writing Annotated Work Samples

## What are they?

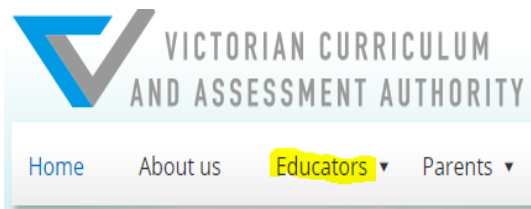
**When planning the next stage of the teaching and learning program to progress this student's learning, focus on the following skills and knowledge:**

- 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](#))

# Writing Annotated Work Samples

## Where are they?

[https://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/english/writing\\_work\\_samples.aspx](https://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/english/writing_work_samples.aspx)



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[Writing work samples](#)



# Writing Annotated Work Samples

How can they help me?

Providing a moderation base...

**Achievement standard (extract):** ...express and develop in some detail experiences, events, information, ideas and characters... demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter–sound relationships and high-frequency words to spell words accurately... They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning...

# Writing Annotated Work Samples

## How can they help me?

### Unpacking achievement...

<p>creates well-structured texts to explain ideas for different audiences</p> <p>uses language features to create coherence and add detail to their texts</p> <p>selects vocabulary</p> <p>demonstrate understanding of grammar</p> <p>uses accurate punctuation</p>	<ul style="list-style-type: none"><li>• uses narrative structural elements of orientation, complication, series of events and a resolution</li><li>• uses expressive verbs, for example, 'deserve', 'transformed', 'pleaded'</li><li>• uses vivid and less predictable vocabulary to affect the reader, for example: 'patiently', 'hesitated', 'a feeling of horror swept over me'</li><li>• selects simple, compound and complex sentences to express and connect ideas</li><li>• uses quotation marks to signal dialogue</li><li>• uses apostrophes with common and proper nouns, for example: '...see her mother's reaction, Dorothy's heart began to race...' (evidence of Level 5 achievement).</li></ul>
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# Writing Annotated Work Samples

How can they help me?

Guiding planning and teaching...

**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 3:

- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense ([VCELA262](#)) (Working toward Level 3 achievement standard)

Level 5:

- Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ([VCELA321](#))
- Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea ([VCELA324](#))
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([VCELY329](#))
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced ([VCELT328](#))

# Writing Annotated Work Samples

How can they help me?

## Writing Individual Education Plans...

**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](#))

# Writing Annotated Work Samples

How can they help me?

Providing worked examples...

After about 15 minutes, she ran across the long hall, climbed onto the kitchen bench and took a bowl, cereal packet, milk and a spoon out of the cabinet. Dorothy then carefully place the cereal on the bowl, she also pour the milk into the bowl. "How am I going to talk to mum and my sister, Becky?" Dorothy thought, as she slowly climb down from the bench.

After a while, Dorothy realized that her mum is waking up. So she hid behind a chair and see her mother's reaction. She also heard really loud footsteps as her mother walks into the kitchen. Dorothy's heart began to race faster and faster as mother walked. She was desperate to become normal again.

# Thank-you!

