



English – Writing Work Samples

Level 3 and 4

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Level 3

Task: Students were asked to write an imaginative narrative using the title 'The Box'.

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...

For more information, please see: [Victorian Curriculum F-10: English – Level 3 – Writing](#)

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The Box

One dark stomy night, lived a rainbow lookike she was a girl her name was Flapy. Flapy had a freind. He was a boy named Max. He liked to play socer. Max set of to go find Flapy. It took agers to find Flapy but at last Max found flapy. So they went to play socer. When they got

When they got there they had a promise. The gate was locked. and The socer pitch was turned into a cave! They slow walked in. They saw a glance of light. They run as fast as they could over to the

the glance of light. They found a box. It had miltons of stuffing in it. They quietly pulled it all out. But they were so ~~excited~~ suprised because nothing was in the box! They looked around the box. yay. They found something a key!

They looked around at lock! They were so excited they sprinted to the lock. The key fitted into the lock. and There were so excited because they found the socer field. They ended up having a great time playing socer.

This text sample provides evidence that the student:

- uses ideas from informative and imaginative texts read or viewed for own writing
- narrates with connected characters and events
- sequences sentences to reflect a logical flow of ideas
- writes simple and compound sentences correctly to express and link ideas
- uses modifying words, for example, *'so surprised'*
- uses imagery and figurative devices, for example, *'a glance of light'*
- uses predominantly simple present, continuous and past tense to represent processes, for example, *'they found'*
- uses simple cohesive language, for example, *'When they got there.'*
- uses correct sentence boundary punctuation (capital letters and full stops)
- intentionally uses simple punctuation (!) to create impact
- accurately writes most high frequency words
- uses visual, phonic and morphemic knowledge to attempt to spell words, for example, *'exited, spriented.'*
- fluently writes clearly formed, unjoined letters
- 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:

Level 3:

- Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size ([VCELY268](#))

Level 4:

- Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts ([VCELA293](#))
- Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters and morphemic knowledge to build word families ([VCELA295](#))
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure ([VCELY300](#))

Level 4

Task: After reading and discussing a number of narratives, students were asked to write their own adventure.

Achievement standard (extract): ...use language features to create coherence and add detail to their texts... make use of their increasing knowledge of phonics... create texts that show understanding of how... detail can be used to extend key ideas... create well-structured texts to explain ideas for different audiences... demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.

For more information, please see: [Victorian Curriculum F-10: English – Level 4 – Writing](#)

Little Me! (pg 1)

23/04/18

A feeling of horror wept over me. "I'm so very sorry! Please don't curse me!" Dorothy cried. "You deserves it! All you have to do to become normal again is to do something nice to yo mother." "Whispered the fairy. "You have been rude to your mother for a whole two months!" "I'm sorry, okay? Please, Trixie." "Pleaded Dorothy.

But, Trixie, the fairy did not responded. Instead, She transformed Dorothy into a ten centimetre girl and disappeared. Dorothy sighed softly, she never wanted to be a 10cm girl! "Oh, what shall I do? Maybe I could try and make mummy breakfast." Thought Dorothy. She went out of her bedroom and stared at the long hall. "Ugh how am I going to walk all the way over there? It's gonna take ages!" Squeaked Dorothy.

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.

Dorothy has never felt that sure that her mother will be pleased after what she had just done. "After all," she thought, "I did put effort into preparing mother's breakfast by being so small."

"Well well well! Someone had already made breakfast for me." Said mother, clapping her hands. After seeing her mother's expression; Dorothy felt proud to make her mother pleased for so long. All she want right now is to be normal again. Soon, she crept quietly back to her room as mum ate her breakfast. Dorothy was patiently waiting for the fairy to arrive so that she could go back to her normal size again. She closed the door and sat on the floor.

Dorothy waited and waited; but the fairy did not appear in front of her. She was going to give up, but soon, the fairy did arrive. BING! Dorothy was normal again. "Now, I hope you will treat your mother nicely again." said Trixie, as she started to fade away. Dorothy never hesitated to wait to run to the kitchen to find her mother. "Mummy! Mummy! I've got to tell you what happened!"

This text sample has been assessed, on balance, as representative of Level 4. There is some evidence of working toward Level 5 in punctuation, and also working toward Level 3 in verb tense. These have been indicated below.

This text sample provides evidence that the student:

- writes imaginative texts that experiment with textual features, for example, 'a fairy to turning her small'
- uses narrative structural elements of orientation, complication, series of events and a resolution
- uses expressive verbs, for example, 'deserve', 'transformed', 'pleaded'

- uses vivid and less predictable vocabulary to affect the reader, for example: '*patiently*', '*hesitated*', '*a feeling of horror swept over me*'
- selects simple, compound and complex sentences to express and connect ideas
- uses quotation marks to signal dialogue
- writes words with less common phonic patterns or letter groupings correctly, for example: '*disappeared*', '*thought*', '*kitchen*'
- writes with a legible, fluent, personal handwriting style
- 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).

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](#))