



# English – Writing Work Samples

## Level 5 and 6

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## 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](#)

### The Big Green Shed

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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 a cross 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 ~~holes~~ 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 ~~are~~ <sup>were</sup> 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 shoved it in the lock. It opened. He quickly opened the door but it made a terrible squeak. 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 now all your money.'

Mary started bawling 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. This time it wasn't a dream. He ran inside ~~and~~ <sup>and</sup> told his parents. Then they came out and

looked in the shed. Thousands of dollars waiting for them. There was the same note. "To Marg and James this is now all your money." The note didn't say who it was from but that doesn't matter. Two weeks later they were living in a massive house living happily all together, with a little someone else in the family. Charlie now has a little sister named Jessica. Now Charlie has a lot of friends and goes to school.

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](#)

### Twin Detectives.

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The night sky was cloud-less. The full moon illuminated a mysterious figure creeping around the Conners back yard clearly looking for something. The figure's back bumps into a wooden wall, the figure turns around and sees 2 green doors. 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 in surprise, startled at the loud noise. The back yard is deserted. The figure slips into the barn, walks down the aisle, climbs into the hayloft and rumages around in the hay and pulls out a box. The figure exits the barn and escapes into the night.

"Morning Elly." 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 their breakfast ready when they were interrupted by a blood curdling shriek. The twins bolted out side and saw their mum pale faced leaning on the door. "Mum." Elly said "what happened? you look like you've seen a ghost." their mum sighed "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 their mother inside sat 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 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 tiara. don't you worry?" mum stops crying. "what did I do to deserve

daughters like you?" The girls laugh "Every thing Mom."

After breakfast they went out into the barn and then looked around. "What are we looking for Ally?" Elly asked. "Clues, footprints, fingerprints, anything." Ally replied. "Okay" Elly said. So they looked around for about 30 minutes before they found something. "The lock." Elly exclaimed. "The thief would have had to touch the lock to get in." Ally turned around excitedly "your right Elly: lets go take a look.

They found the lock lying outside on the grass. "Elly can you go get some flour?" Ally asked. "Sure" replied Elly. 10 minutes later they had the flour and Ally was sprinkling flour on it. "Why are you putting flour on the lock?" "Cause it makes the fingerprint show." Ally explained. "oh, okay" Elly said. "Ally" Elly started. "I think the suspect was a girl." "Why?" "Cause I found a hair pin." "great." Ally said "that really narrows it down. And we found a fingerprint: lets go to the Police station to get it checked." Elly got up. "okay"

They walked into the station 20 minutes later. One of the officers were examining the fingerprint. The officer emerged. "we know who this fingerprint belongs to. It belongs to Phoebe Conner." the twins gasp "thats our Aunt" they said and rushed home and told their mom. "oh god why would my sister do that?" they called phoebe and got her to come here with the tiara. "I'm soooo sorry" she apologizes. "I was just sooo jealous that you inspected the tiara. I never meant to steal it." the twins shared a look. "we want you to have it." Aunt Phoebe looked at the tiara. "what?" "we want you to have the tiara." Aunt Phoebe began to sob "you girls are the best nices any Aunt could ever ask for."

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](#))