



GEPS

Writing Moderation Tool

What's expected in writing??

3-6, Terms 1-4!!

Writing Element	What can Yr 3 students do?	Examples
<p>Text Structure How information/ ideas are organised in texts; evidence of audience/ purpose; language features...</p>	<ul style="list-style-type: none"> • Correctly use paragraphs to organise ideas • Plan and organise using headings, graphic organisers and mind maps • Compose , reviews and publishes writing • Appropriate purpose and audience have been considered 	<ul style="list-style-type: none"> • Refer to Naplan writing guide Text structure level 1 • minimal evidence of narrative structure, eg a story beginning only or a 'middle' with no orientation • a recount of events with no complication
<p>Grammar How sentences or sentence parts are constructed; grammatical features...</p>	<ul style="list-style-type: none"> • Include simple, compound sentences and some complex sentences. • Use a variety of sentence beginnings 	<ul style="list-style-type: none"> • Refer to Naplan writing guide sentence structure level 3 • most simple and compound sentences correct • some complex sentences are correct • Meaning is predominantly clear
<p>Vocabulary Range and precision of choice words to suit audience & purpose (ie everyday/topic specific vocab, descriptive lang etc)</p>	<ul style="list-style-type: none"> • Experiment with vocab to engage the reader • Use range of verbs, adverbs, adjectives and nouns • Some precise vocabulary used • Use dictionaries to check meaning 	<ul style="list-style-type: none"> • Refer to Naplan writing guide vocab level 2 • single words: quick, big, run, look, red, cold, water, great, man, soft, need, really, very, beautiful, scream, grab, huge, think • simple groups: My big warm bed; It looked like a bright green lizard; A five headed, six armed monster • simple figurative language: as big as a house
<p>Spelling Accuracy, complexity of words attempted, attempt strategies, use of patterns and spelling 'rules'</p>	<ul style="list-style-type: none"> • Use a variety of spelling strategies to spell high frequency words correctly • Most common high frequency words spelled correctly • Use dictionaries to check spelling of unknown words • Use spelling rules, generalisations and word families 	<ul style="list-style-type: none"> • Refer to Naplan writing guide level 3 • Single-syllable words with two consonant blends or digraphs • Short vowel single-syllable words (bad, fit, not) with: <ul style="list-style-type: none"> • consonant digraphs (shop, thin, much, chips) • consonant blends (drop, clap, grass, bring) • double final consonants (will, less) • High frequency long vowel single-syllable words (name, park, good, school, feet, food)
<p>Punctuation Use of conventional and appropriate punctuation to indicate structure and organisation of the text</p>	<ul style="list-style-type: none"> • Correct sentence punctuation with no stray capitals (evident in four or more sentences) • Experiment with other more complex punctuation (ie apostrophes) • Some use of noun punctuation 	<ul style="list-style-type: none"> • Noun Punctuation • first names and surnames • titles: Mr, Mrs, Miss, Ms etc. • street names: Ord St • book and film titles
<p>Self-regulation Independently planning, applying strategies, monitoring, evaluation (incl. feedback and revision)</p>	<ul style="list-style-type: none"> • Revise and edit writing in response to feedback. • Re-read their writing at various intervals to check for meaning and purpose 	

Year 3 – end T1

Annotations:

Structure

- Evidence of planning
- Writing structured to show sequence of events - natural disaster
- Evidence of ideas, supported with setting the scene through visualisation

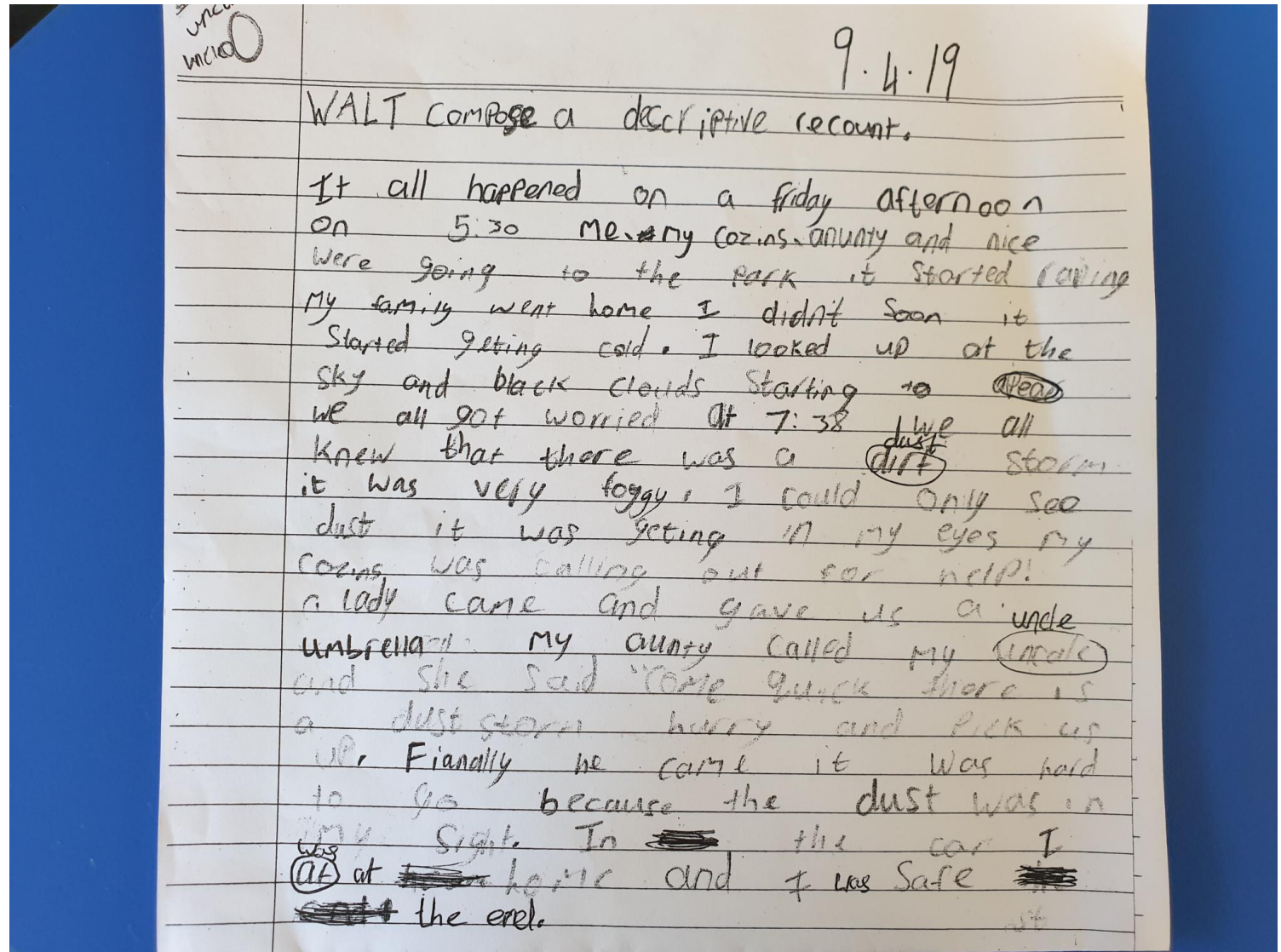
Vocabulary

Cohesive language, expressive and descriptive language used such as 'black clouds started to appear', 'I can only see dust, it was getting in my eyes'.

Impact of writing: Targets audience attention-suspenseful, creates an imagery through the use of emotive/descriptive language.

Progressions: working within CRT7

Where to next? Paragraphs- link ideas clearly and coherently, revise and edit work through writing process, use punctuation to have more of an impact to the reader.



Year 3 – mid T2

Annotations:

Structure

- Purpose clearly elaborated, ideas organized and in a logical sequence

Vocabulary

- Verbs, adjectives and adverbs evident such as *ignored, found, magical, lonely, sad girl with a red crayon.*

Impact of writing: Draws the reader to read the text, choice of words creates a visualisation. Creates suspense.

Progressions: working within CrT6

Where to next? Spelling- focus on 'ed' rule, double consonant. Use paragraphs to organise ideas. Vary sentence beginnings (move away from 'then'!)

The Book 'Journey' is about, A lonely sad girl that wanted attention from her family but she always got ignored. Then she found a red crayon and she drew a door and opened it. Then she entered a magical forest with big tall trees and blue and white lanterns. As she walked in the forest she drew a boat and traveled with it. She came across a huge kingdom and the people were really nice to her. Then she sailed on bridges and then she fell off and went down a water fall and she drew her self a hot air balloon. Then she found a magical bird and she decided to save it and free it but then the man took it and dropped it and after that she got stuck in a cage and the man came and gave her crayon and freed her. The bird took her to its door and they got back and the bird went back to its owner the boy and the girl decided to draw a bike and have fun.

Year 3 – end T2

Annotations:

Structure

- Use of paragraphs and headings to organise ideas ('Rainforest Animals'; 'Rainforest Locations')
- Purpose considered – to provide information

Grammar

- Includes some simple and complex sentences ('The animals in a rainforest are very rare'; 'The golden lion tamarin is now in danger because it's home has been chopped down.')

Progressions: working within CrT7

Where to next? Use of sources to refine ideas; use of images to reinforce ideas; consistent use of correct simple punctuation (ie incorrect use of apostrophe in this text: 'Rainforest's')

Topic sentences.
The ^{Rainforest animals} animals in a rainforest are ~~very~~ very rare. The golden lion tamarin and the cotton top tamarin are now in danger. The ~~to~~ golden lion tamarin is now in danger because its home ~~has~~ has been chopped down. The cotton top tamarin ~~is~~ is now in danger because people are ~~to~~ taking it to the pet ~~sh~~ shop to be sold as pets.

Rainforest's locations. locations
Rainforests always have ~~a~~ location 57% of all tropical rainforests are found in a ^{place} ~~place~~ called Latin America. The other tropical rainforests are located in South east Asia and also the Pacific Islands (25% / of the world's tropical rainforests and West Africa ~~10%~~ 10%).

Year 3 – end T2

Annotations:

Structure

- Correct use of paragraphing...
- Evidence of planning

Other (ie Grammar)

- He has used some adverbs and adjectives
- Used some abbreviation...
- Used a variety of sentences.
- Used some precise language, 'wrestled', 'straightened'

Impact of writing

- He understood his audience ...

Progressions: working within ...

Where to next? ...

- Improve punctuation for use with spoken text.

• It was very creative
 • Unexpected ending
 • How Henry had lots of thoughts
 • Henry imagined lots of cool animals
 • The start and the end
 • How Henry was dull but at the end I like the first part a end. At the start Henry was dull and never used his imagination. He ins liked to do sums and straighten things that curved.
 When Henry was in the bar another thought came but it was too late, Henry sailing the seas. At supper time silly thought got stuck into Henry so he wrestled with it. Henry had to see he would read

'boo' to get rid of it for once and for all. He got the Big Book of Sensible Things. Henry didn't have a silly thought for ages. Henry was feeling a lot better.

Henry went for a little snack in the kitchen. This was a big watermelon and when he took out the rubbish bin he pretended he

Henry knew there was something terribly wrong so he went to the Big Book of the Sensible Things. It said that if you have silly thoughts you caught imaginings. So

It said that there was only one cure: to a wretched Henry knew that that was a long time

so in that time he had an imaginary castle and an imaginary king. And that was a sensible

- It was very creative
- Unexpected ending
- How Henry had lots of thoughts
- Henry imagined lots of cool animals
- The start and the ending
- How Henry was very dull but at the end he wasn't

I like the first part and the end. At the start Henry was dull and never used his imagination. He instead liked to do sums and straighten things that had curved.

straighten

When Henry was in the bathroom another thought came but it was too late, Henry was sailing the seas. At supper time another silly thought got stuck up in Henry so he wrestled with it. Henry had a idea he would read a

wrestled

boo' to get rid of it for once and for all. He got the Big Book of Sensible Things. Henry didn't have a silly thought for ages. Henry ^{he} was feeling a lot better.



Henry went for a little snack in the kitchen. ^{This} was a big watermelon and ^{when} he took out the rubbish bin he pretended he

astronaut

Henry ^{knew} ~~new~~ there was something terribly wrong so he went to the Big Book of the Sensible Things. It said that if you have silly thoughts you ^{had} caught imaginings.

It said that there ^{was} only one cure; to ^{go} up. Henry ^{knew} that that was a long time.

so in that time he ^{had} a imaginary castle ^{and} an imaginary king. And that ^{was} a sensible

Year 3 – mid T3

Annotations:

Structure

Ideas are organised- a coherent text informing the reader of the event (sequence of events)

Purpose and audience have been considered (orientation, introduction, conclusion)- -Imaginative text

Grammar

Evidence of simple/compound sentences using conjunctions e.g. but, when, only

Uses a variety of sentence beginnings e.g. Once, She, One, All, So.

Spelling:

Use spelling rules- 'ed' (enjoyed, called, lived)

Used high frequency words (cookies, biscuit, crumbs, forest.

Impact of writing

Targets audience attention- fractured fairytale- Imaginative

Progressions: working within Crt6

Where to next? Consider strengthening conclusion – close story to consider the reader making a final link with a continued purpose.

Red Rose

Once upon a time there was a girl called Red Rose. She lived in a small forest with her mother. One day her mother told her to take biscuits in a basket to her grandma but she ate them all and when she got there she gave an empty basket to her poor grandma.

All poor grandma got was an empty basket full of nothing only biscuit crumbs and a dead flower. So grandma got out of her bed and cooked cookies and a cup of chocolate milk so then she went back in bed and enjoyed.

Red Rose worried about how she would get back home. Red Rose safely got home and never ever went for a walk buy herself again. It was a lesson she learnt.

Year 3 – mid T3

Annotations:

Structure

Ideas are organised- a coherent text informing the reader of the event (sequence of events)

Purpose and audience have been considered (orientation, introduction, conclusion).

Vocabulary:

Experiments with vocab to engage reader

Eg. joy, village, celebrate, fought, represent

Uses a range of verbs/adjectives and adverbs

Wise man, monsters weakness, red dragon, loud, short, gold.

Spelling:

Uses a variety of spelling strategies to spell high frequency words (celebrate, fought, represent)

Uses spelling rules/patterns 'ed' - filled, dressed

Impact of writing

Targets audience attention-informative

Progressions: working within Crt7

Where to next?

Use paragraphs to support ideas. Planning- sentences to support structure

Year 3

My favourite Holiday

My favourite Holiday is Chinese new year because it is filled with joy. It has a story ~~the~~ people believe in, once there was a monster every year he would scare a village in china. But one day a wise man came and he told what the monster's weakness is, red, loud noises, firecrackers. So that year the monster came the villagers fought back they cracked all their firecrackers dressed up in a dragon that was red and the next year and other years went by he never came back. That's why we celebrate Chinese new year because the monster never came back. On Chinese new year we wear red and fireworks go off red of course. Don't cut noodles on Chinese new year or you ~~it~~ will have a short life. Spring roll represents gold blocks. Prawns represents a smile.

Year 3 – end T4

Annotations:

Structure

- Imaginative text with evidence of text structure (orientation, complication and resolution)
- Well organised story – ideas supported with some detail and elaboration

Grammar

- Expands ideas through intentional use of simple, compound and occasional complex sentences ('As the sun was approaching, sweat was dripping down my face')
- Uses a variety of sentence beginnings
- Some evidence of cohesive devices such as 'however' to link ideas

Impact of writing? The writer has crafted an imaginative and creative piece. The use of varied sentence beginnings and rich vocabulary choices make the story entertaining to read.

Progressions: working within CrT7

Where to next? Develop the story line further – more depth and detail; Use of direct speech; Figurative language including similes and metaphors.

The unexpected doll !!!!!!!
My name is Rachel, I'm twelve years old and my favourite thing to do is to go to the beach. Yesterday we went to Bondi Beach. As the sun was approaching, sweat was dripping down my face. I went in the cold sea that would cool me down. Then my mum told me to take a shower as usual. So we went in the car to go home. After I took a shower, I wore a brown and spotty t-shirt with yellow pants. Soon I watched news on the tv. It was about dolls making huge distractions but I didn't believe them because I knew that my doll wouldn't do that.

However, I was mistaken because when I opened my old, rusty, squeaky door, all of a sudden my petrifying doll was moving uncontrollably. I was so shocked, I ran as fast as I could to save my life. I... I had ear all over my body and my heart was beating from my chest. Then I let out a horrible scream "ahhhhh!"

My mum and dad saw me in a pool of tears. I explained what had happened, but as soon as we could walk into my room, the doll had gone, but at least it left something behind something that was bad. There was ripped carpet and chairs but worst of all my black computer was broken into pieces and that made me into more tears.

Year 3 - end T4

Annotations:

Structure

- Paragraphs organized –developed orientation and storyline
- Planning is evident
- Written in the 1st person

Vocabulary

- Spells most words correctly
- Variety of words inc. adjectives and adv.

Grammar...

- Variety of conjunctions
- Appropriate use of apostrophes
- Used exclamation marks for emphasis

Impact of writing

- Ideas relevant to the purpose of the text.
- Organised ideas in chronological order
- Used a variety of sentences

Progressions: working within CRT8

Where to next? ...

- Develop word choices
- Include more drama/excitement/humour in the story
- Include direct speech

Summary of task: Students were provided with an image. They were instructed to develop their own storyline using the techniques they had learned in class. They independently planned their story.

title: the accidental lunch

planning

Who	Problem
Whole Shark Rachel Parents	accidentally got swallowed by the whole shark and tries to get out

When and where

Solution
On the weekends. The ocean Finds the gills and gets out of there.

The Accidental Lunch

Hi I'm Rachel and i'm going to tell you my story. It all started on this weekend, i went scuba diving in the ocean for a few days.

On my last day there my parents told me that I could swim longer then usual because it was the last day of scuba diving. A few hours later I just finished swimming and i started to swim back to the boat so i won't be late for dinner.

The next thing I remember was that i was in a whole sharks stomach because a whole shark has a big tummy, i tried to find my way back i tried to climb up its throat but it was too slippery. I tried lots of other things but they all failed.

I stayed in there and waited for help and suddenly i got an idea. I searched for its gills, then I spotted them.

Writing Element	What can Yr 4 students do?	Examples
<u>Text Structure</u> How information/ ideas are organised in texts; evidence of audience/ purpose; language features...	<ul style="list-style-type: none"> • Uses paragraphing as a key organisational feature • Draws ideas from personal experiences, other texts and research to create a range of texts • Writes for a range of audiences and purposes • Writing should include a variety of imaginative, informative and persuasive texts 	<ul style="list-style-type: none"> • Refer NAPLAN writing guide text structure level 2 • contains a beginning and a complication • where a resolution is present it is weak, contrived or 'tacked on' (e.g. I woke up, I died, They lived happily ever after)
<u>Grammar</u> How sentences or sentence parts are constructed; grammatical features...	<ul style="list-style-type: none"> • Uses a variety of simple, compound and complex sentences • Uses a variety of sentence beginnings including adverbial and adjectival clauses • Uses pronouns, conjunctions and connectives to link ideas and information 	<ul style="list-style-type: none"> • Refer to NAPLAN writing guide sentence structure level 4 • greater control of complex sentences but lacks variety • allow for an occasional 'typo' in simple or compound sentences
<u>Vocabulary</u> Range and precision of choice words to suit audience & purpose (ie everyday/topic specific vocab, descriptive lang etc)	<ul style="list-style-type: none"> • Uses precise vocabulary • Some technical vocabulary used 	<ul style="list-style-type: none"> • Refer Naplan writing guide vocab level 3 • Two consonant blends or digraphs • single precise words: hissed, yanked, clutched, absolutely, disgusted, exhilarating, rewarded, eventually • effective simile: ... into a porthole-like trap; Burning coal shot out like tiny bullets • metaphor:
<u>Spelling</u> Accuracy, complexity of words attempted, attempt strategies, use of patterns and spelling 'rules'	<ul style="list-style-type: none"> • Uses morphemic, visual, phonological knowledge to spell and edit words. • Uses prefixes and suffixes to spell and edit words 	<ul style="list-style-type: none"> • NAPLAN writing guide level 4 • Three consonant blends (stretch, catch) • common long vowels (face, sail, eight, mean, nice, fly, coke, use, close, again) • Multisyllabic words with even stress patterns (middle, litter, plastic, between, hospital) • Compound words (downstairs)
<u>Punctuation</u> Use of conventional and appropriate punctuation to indicate structure and organisation of the text	<ul style="list-style-type: none"> • All sentence punctuation correct • Mostly correct use of other punctuation including use of apostrophes for contractions, speech marks and commas in lists • Experiment with commas to mark clauses/ phrases; apostrophes to mark possession; capital letters and commas used within quotation marks 	
<u>Self-regulation</u> Independently planning, applying strategies, monitoring, evaluation (incl. feedback and revision)	<ul style="list-style-type: none"> • Revise and edit writing in response to feedback inserting and deleting information to improve content and structure. 	

Year 4 – end T1

Annotations:

Structure

- Persuasive text including two clear arguments, attempt at introduction and conclusion.
- Text clearly organised into appropriate paragraphs

Grammar

- Appropriate use of high modality words such as 'we must'; 'we should'; 'we will'
- Appropriate tense maintained throughout text
- Use of simple, compound and some complex sentences

Progressions: working within CrT7

Where to next? Some confusion as to where to use persuasive language and confusion of fact and opinion (ie 'I believe waste food in land fill becomes...'); inclusion of three arguments; conclusion linked to key arguments in text. Stronger planning would support this.

In my opinion I really feel that it is time that we recycle, reuse and reduce to save the environment and animal habitat.

We must stop throwing out waste food in the bin. There are so many foods that can be composted. The compost feeds the garden. I believe waste food in land fill becomes leachate and poisons the ground, insects and animals.

We should buy reusable containers and find alternatives to single use plastics. I know plastic does not break down. It finds it's way into water ways and oceans. It also kills sea animals.

Mum I know we will recycle, reuse and reduce to stop killing animals and the environment.

Year 4 - end T1

Annotations:

Structure

- Ideas organized into paragraphs, audience and purpose- clearly identified

Vocabulary

Some precise choice of words based on topic

-verbs, adjectives and adverbs such as suppose, early, protect, guard, monitor to help persuade.

Impact of writing

Emotive language used to persuade

Direct appeal to reader at end- evidence of arguments

Progressions: working within CrT8

Where to next?

Link ideas more clearly with stronger evidence, plan work more effectively to strengthen captivating reader and support text type.

1.4.19 WALT Compose a persuasive text ~~write~~

Keeping Animals In Cages Is Cruel

I believe that animals shouldn't be in cages because the animals are like pets and are supposed to be loved.

Firstly, animals need to be ~~free~~ free or they will live a sad life. If you ~~keep~~ keep animals in cages they will easily die because it's not good for ~~their~~ their health.

Secondly, if you want someone to ~~protect~~ protect you or guard you. Free the animals. Choose an animal to keep. The animal that you chose will monitor the area you are in. It will keep you company and you'll have a relationship.

~~Thirdly~~ Thirdly, you can communicate with your pet and play with with you if be good with them. They might interact with other.

If you are a pet lover then let the animals out. Tell your friends about the animals that needs your help.

Year 4 – end T2

Annotations:

Structure

- Use of paragraphs to organise ideas, although most are not correct (para 2 includes some description of physical features as well as habitat)
- Purpose considered – to provide information

Grammar

- Includes some simple, compound and complex sentences ('Emus have a big diet including...')

Vocabulary

- Some precise and technical vocabulary used (eg: 'Native'; 'height'; 'habitat'; 'diet'; 'reproduction'; 'male' and 'female')

Progressions: working within CrT7

Where to next? Correct use of paragraphs (would be supported by careful planning); evidence of revising and editing of writing to fix errors and improve quality (ie 'Light egg colour when exposed the the sun a lot.')

Emus are the tallest native birds, height can reach between 1.6m and 1.9m. They only have feathers on their body, not the neck or head.

They have long and very powerful legs. Their habitat is in forests and woodlands, never found in rainforests or deserts.

Emus have a big diet including fruits, seeds, insects, small animals and maybe animal droppings. They even reproduce in winter.

Reproduction takes almost five months between a male and female. Their grass nests are likely on ground, not in high trees.

Emus are birds that can't fly very likely to chickens. Emus eggs are dark blue and green eggs when very fresh. Light egg colour when exposed to the sun a lot.

And they are most likely to attack humans when nearby the emus eggs. Some emus can see very sensitive and can hear more than 10 metres.

Year 4 – end T3

Annotations:

Structure

- Developed plot – story transitions through paragraphs
- Orientation, complication and resolution provided
- Consistent first person POV – addressing reader

Grammar

- Direct speech & consistent tense

Spelling

- Familiar words spelt correctly; some mistakes with more complex words (beautiful, survived, minutes, deafening)

Progressions: working within CrT7

Where to next? Improve sentence structure including use of descriptive techniques (noun groups; adjectival and adverbial phrases); use of contractions (you're back/ your back)

Bad news, good news

"Ow! It hurts. Stop!" I howled in pain but no one could hear me. You see I am a tree and my name is Flora, I am the only tree left in what used to be a beautiful forest. All the ^{noisy} animals who ~~had~~ lived in the ^{quiet} forest moved into me. All the trees perished because ~~there~~ there was no rain for months, I ^{survived} ~~survived~~ because I buried my roots deep down to get ^{fresh} water.

Mo

Today the ~~stupid~~ animals are building a light handle on me and a door, it hurts. "Oh! Will you ~~guys~~ stop that. I am trying to talk to the readers." ~~animals~~ I am back I had to do a quick job so ~~what~~ were we talking about? oh that's right we were talking about ~~that~~ these bunch of ^{crude} ~~animals~~ animals.

I get ^{sometimes} lonely because there is no one to talk to it gets boring, even with like a hundred animals ~~inside me~~.

^{no reader ever comes back, I don't know why}

"Hello!" your back, I have bad news. I didn't sleep a wink, all the ^{noisy} animals had a deafening party. wait a minute I can feel something, it's rain hooray! I can see something it's trees, trees are coming back. Finally some good news.

Year 4 – mid T3

Annotations:

Structure

Ideas are organised- a coherent text informing the reader of the event (sequence of events)

Purpose and audience have been considered (orientation, introduction, conclusion)- -Imaginative text

Punctuation:

Evidence of sentence punctuation is correct including, speech marks, apostrophes '3 o'clock', question mark, exclamation mark.

Spelling:

Three consonant blends (kitchen)

Spelling rules considered – base word applied with suffix rule (sneaked, backyard, knocked).

Impact of writing

Targets audience attention- fractured fairytale- Imaginative

Progressions: working within Crt8

Where to next? Impact on the Reader- cohesive text structure- overused character reference
Blondielocks- could use pronouns which will logically support the reader.

Year 4. Blondielocks And The Three Puppies

Once upon a time there lived a little girl named Blondielocks. She lived with her mother in a little cottage. Blondielocks loved going to the park. She always comes back at 3 o'clock pm.

One day Blondielocks was walking in the park all of a sudden she saw a little house. Next to the house was the park that Blondielocks was at. Blondielock knocked on the door. She heard puppies inside. The door was open so she went in and fed them.

Then blondielocks went upstairs and saw cameras. She ran downstairs and hid in the kitchen. Blondielocks sneaked and found her favourite food so she ate some. The owner of house came back so she hid some where to see who it is.

Blondielocks saw her mother coming in through the door. So she went to her and said "why are you here mum?" Her mum said "because we moved and I also got puppies." Blondielocks said "why did we move houses?" Her mum said because the cottage was small. Blondielocks said "ok then? Could I go outside to check how big the backyard is?" Her mum said "yes you may."

The End!

Year 4 – mid T3

Annotations:

Structure

Ideas are organised- a coherent text informing the reader of the event (sequence of events)

Purpose and audience have been considered (orientation, introduction, conclusion, time connectives, sequence of events)- Imaginative text

Vocabulary:

Adverbial phrases- 'incredibly boring walk'

Adjectives and verbs- tiptoes, skipped, suddenly, climbed, knocked

Choice of words have been considered to have impact on the reader.

Punctuation:

Most sentence punctuation is grammatically correct.

Sentence punctuation used speech marks- "This is small"

Exclamation mark- *eating bugs and worms!*

Impact of writing

Targets audience attention- fractured fairytale- Imaginative

Progressions: working within CrT8

Where to next? Organise ideas more clearly some sentence structures confuse reader and does not portray a clear message- sequence of events (evidence in the first paragraph).

Rosey And The Three Wolves Year 4

Once upon a time there once lived three Wolves. Who lived in a cottage near the woods. One morning they woke up eating bugs and worms! They were so tired they went outside to warm up. They walked far away from home. Then suddenly, A little girl named Rosey walked up to the house and knocked on the door.

No one answered so she pushed on the door and then let herself in. She didn't know what'll pop up in her face. She skipped to the kitchen and she saw some leftover bugs. But she did not eat it she just tipped it over onto the floor. She didn't care so she just kept making a mess. She skipped to the other room and saw three chairs she climbed up the big chair and nearly fell over she went onto it and looked down she was so high she nearly fainted.

She fell off and went onto the medium chair which was too hard. She climbed off it and fell. So she climbed up the small chair "wait" said Rosey "This is small" She suddenly realized. That it was small she didn't need to climb it or fall off it she could just sit on it that was the right chair.

Suddenly, The wolves came back from that incredibly boring walk. Rosey tiptoed to the back and hopefully they didn't spot them coming in and her going out!

Year 4 – end T4

Annotations:

Structure

- Developed plot – story transitions through paragraphs; orientation, complication and resolution provided; logical organisation into coherent paragraphs

Punctuation/ Vocabulary

- Use of direct speech & apostrophes used correctly
- Some punctuation used for effect – attempted use of ellipsis to build suspense
- Evocative language ('terrified'; 'weird sound') as well as noun groups ('dark, misty night') and adverbs ('Suddenly, the lamp turned off').

Impact of writing? I loved the imaginative writing and use of a variety of language conventions. There was accuracy in spelling and excellent choice of words and phrases to suit audience and purpose (to entertain).

Progressions: working within CrT8

Where to next? Develop use of descriptive techniques: variety of conjunctions, paragraph openings & greater variety of sentence beginnings & sentence types; Improve use of spoken text.

The magical hole

28/11/2018

Alice woke up in a dark misty night alone, when she got off her bed she heard a weird sound outside her front yard. Alice followed the sound as quickly as she could run on the road. suddenly she stopped at a hole. Alice looked around her and was all dark and creepy. But she didn't care because she had a lamp.

Suddenly, the lamp turned off and Alice got surrounded by trees and bushes. Alice ~~thought~~^{wondered} if her brother was down the hole because Alice never saw her brother in 2 days. Traps were surrounding her in a circle. As soon as she stepped the traps activate. Alice saw a long stick, she poked one of the traps and nothing happened. She poked two and nothing happened then Alice poked them all. Alice looked down the hole but she couldn't see cause it's too dark, so Alice got some short sticks so she can make a fire. Alice saw a man hooked up with hooks. Alice ~~held~~^{held} her self "is that my brother?"

Alice went down the hole slowly and gently she got him and went all the way down the hole cause she couldn't climb up again. When she went all the way down the hole she saw her house. When she looked at the man it was her brother Alice was terrified looking at him.

Alice dragged him to her house and waited for him to wake up.... Suddenly he woke up. Alice quickly told him what happened. Alice's brother explained everything... So Alice and her brother went to sleep. The next morning Alice's brother drove to his house. Alice felt excited for her brother to be safe at home. Alice whispered to her self, "That was the best journey in my whole entire life."

Year 4 - end T4

Annotations:

Structure

- Variety of imaginative sentences
- Had an audience and wrote for a purpose
- POV of the Whale shark
- Planning is evident

Grammar

- Short sentences used to maintain the attention
- Ellipses used to create drama/eliminate unnecessary text.

Vocabulary

- Spells most words correctly
- Variety of words adverbs and adjectives.
- Uses colloquialisms for humorous effect

Impact of writing

- Crafted an imaginative text and experimented with textural features
- Evidence of using the idea of prey vs predator
- Constructed to evoke humour.

Progressions: working within ...CRT9

Where to next? ...

- Include developed and sustained dialogue
- Use of speech marks
- Develop the paragraphs
- Use of more precise language

Summary of task: Students were provided with an image. They were instructed to develop their own storyline using the techniques they had learned in class. They independently planned their story.

The image shows two pages of handwritten student work. The top page is a planning diagram for a story. At the top, it says "Whale Shark" and "Monday 14th November". The diagram consists of a central cloud-like shape labeled "Planning". Lines radiate from this central shape to various notes: "cannot spit back out.", "Heddy waves.", "It will swallow you if you're close", "Look for help.", "Swim to a boat", "Swim away", "Danger zone", "rescue", and "will not attack if you are far away". The bottom page contains a story written from the perspective of a whale shark. The title is "Whale Shark". The text reads: "The scuba diver swam past me again. I just don't like it when he does this. Some day I will eat him. I feel threatened. Every time he passes me he is close. I am going to eat him once again. he comes, he is dead! oh is that him? come on come on come on, no! I missed. Aw dang it! I was just so close. Here he is, almost there, almost there. He is two steps in front of me ouch! I hit a rock. so close if I get him this is it... got him! Tasty!"

Writing Element	What can Yr 5 students do?	Examples
<p>Text Structure How information/ ideas are organised in texts; evidence of audience/ purpose; language features...</p>	<ul style="list-style-type: none"> Writes coherent structured texts Writes to suit a purpose and with a growing awareness of audience, using appropriate features. Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. Use a range of presentational devices. 	<p>May include humour or suspense. Presentational devices - title, subheadings and bullet points. Ideas are more sustained and developed within paragraphs. Dialogue is developed and sustained Paragraphs may vary in length to achieve impact and extend detail: about a page of writing is needed to consider sustained use.</p>
<p>Grammar How sentences or sentence parts are constructed; grammatical features...</p>	<ul style="list-style-type: none"> Demonstrate a knowledge and understanding of the structure and features of a text. Evidence of planning, drafting and editing All simple, compound and complex sentences are correct Use sentence structure that is imaginative, precise and accurate 	<p>Elaboration of clauses and phrases:</p> <p>Simple - The train should be here soon. Compound - Boxers can be very friendly dogs but they need to be trained. Complex - The story would make headlines if it ever became public. Phrase - A vase of roses stood on the table. A lot of the kids are really keen on football</p>
<p>Vocabulary Range and precision of choice words to suit audience & purpose (ie everyday/topic specific vocab, descriptive lang etc)</p>	<ul style="list-style-type: none"> Refine vocabulary choice in response to purpose/audience when editing and reviewing own and peers writing. Sustained and consistent use of precise words and word groups that enhance meaning and support text topic (may have some inappropriate or inaccurate word choices). 	<p>Single precise words: 'citizen' 'consider' 'solution' 'protect' Precise word groups: 'duty of care' 'a positive impact on society' Modal adjectives and adverbs: 'ultimate' 'certain' 'extreme' 'definitely' Modal groups: 'it would seem that' 'it is unlikely that'</p>
<p>Spelling Accuracy, complexity of words attempted, attempt strategies, use of patterns and spelling 'rules'</p>	<ul style="list-style-type: none"> Evidence of editing to correct spelling using a range of strategies (what made you change that?) Correct spelling of simple words, most common words and some difficult words. Attempts at new and unknown words. 	<p>Simple words: two letters ('be'), single syllabic ('cat' 'shop' 'clap'), high frequency ('all' 'day' 'going')</p> <p>Common words: two-consonant blends ('crack') multisyllabic ('between'), homophones ('brake/break'), silent letters ('wrong' 'know'), rule driven words ('having' 'spitting' 'heavier')</p> <p>Difficult words: patterns in multisyllabic words ('chocolate') uncommon vowel pattern ('hygiene'), subject specific words ('disease'), difficult homophones ('practice/practise'), base word changes ('prefer/preferred'), words ending in 'tion/sion', 'ible/able'.</p>
<p>Punctuation Use of conventional and appropriate punctuation to indicate structure and organisation of the text</p>	<ul style="list-style-type: none"> Experimenting with a variety of complex punctuation. Correct noun capitalisation Apostrophes used accurately for contractions and to mark possession Speech marks used correctly 	
<p>Self-regulation Independently planning, applying strategies, monitoring, evaluation (incl. feedback and revision)</p>		

Year 5 – end T1

Annotations:

Structure

- Makes use of paragraphs to organise ideas
- Draws ideas from personal experiences to back up arguments in a persuasive text
- Writes to suit a purpose with growing awareness of audience – including attempts to appeal to the audience directly ('Your story'; 'Your valued memories')

Vocabulary

- Use of some precise words and word groups to support text topic ('will surely be interested'; 'the best part'; 'would be wonderful'; 'inspire students by sharing')

Progressions: working within CrT8

Where to next? Stronger planning to add to, develop and elaborate on ideas in paragraphs.

Dear Parents/Carers

As you may or may not know, Stage 3 are holding Harmony day events throughout week 8 to celebrate all our cultures coming together. As part of this special event we ~~will~~ ^{visit} it would be delighted if all Parents could ~~class~~ rooms and share your family's history and migration story to our students at G.E.P.S.

Our students love stories and they will ^{surely} Be very interested in ~~the~~ ^{your} hearing one of ~~your~~ ^{your} We all know every culture is important and your story ~~would~~ ^{be} in a safe environment. The best part is you get people to listen to your story, so that makes it a win-win ^{situation}.

It would be wonderful if you could ~~spread~~ ^{inspire} ~~emotions~~ ^{students} by sharing your story. We all love meeting new people with different experiences and ~~new~~ ^{new} lifestyles. Maybe we'll ~~know~~ ^{know} ~~more~~ ^{more} about you and your culture. ~~we might also~~ ^{we might also} find similar things between us.

Please

~~the~~ let Stage Three teachers know if you would like to share one of your valued memories by week 8. Thank you.

Year 5 – end T1

Annotations:

Structure

- Audience and purpose has been met
- Writing organised into paragraphs
- Has some linking ideas within paragraphs
- Has good ideas but needs more elaboration

Grammar

- Evidence of detailed planning
- Attempted to write compound sentences

Vocabulary

- Refine vocabulary choice: precious, severe, harmful, vital, urge
- Topic Vocabulary: drought, reduce, waste, amount

Impact of writing

- Sense of urgency
- Selected strong vocabulary to meet text purpose

Progressions: working within CRT9

Where to next?

- Needs stronger topic sentences to maintain cohesion
- Spelling e.g. to- too
- Punctuation: Commas in the right areas and Proper Nouns- Mr Young

Granville east public sch
210 The Trongate
Granville NSW 2141
Granville NSW 2141

To CEO
Sydney water
4 Smith St
Parramatta NSW 2150

Dear Mr Young,

We are in need of severe support, on saving Sydney's precious water from harmful drought. Also trying to stop Sydney's residents from wasting a vital amount of water.

People have been wasting too much water, so Mr Young I know a possible way to stop the colossal disaster. A way to stop this is by putting a minimum ^{usage} ~~amount~~ ~~but~~ that amount is ~~maybe~~ ~~going to~~ be of 56-262 litres of water per week.

If you see a broken tap or something dripping water when it's off fix it. Instead of a 5 minute shower reduce time and use 4 or less minutes.

I urge you to create an ad that will stop Sydney from wasting too much water. So that residents don't waste too much.

Year 5 – mid T2

Annotations:

Structure

- Text is cohesive and well structured
- Writing is organised into paragraphs
- Ideas are relevant to the purpose of the text

Grammar

- Evidence of planning and editing
- Most simple and compound sentences are correct
- Uses appropriate tense throughout the text
- Uses time connectives to sequence events: first, recently, finally

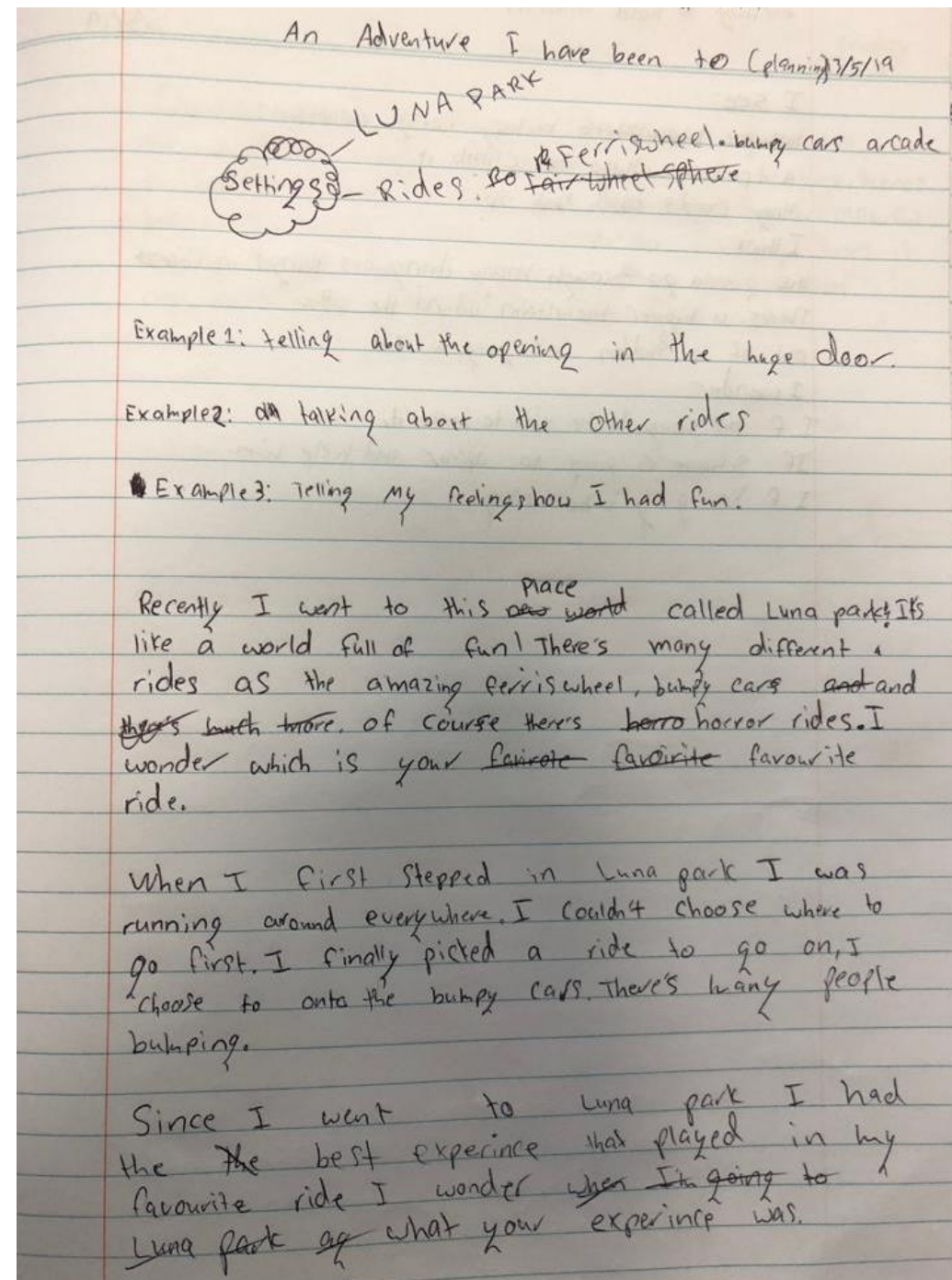
Impact of writing

- Retells main events in order and evaluates their significance in some way

Progressions: working within CRT8

Where to next?

- Needs to reread all sentences and put appropriate punctuation- full stops and question marks
- Orientation needs refining- who, what, where and when
- Record of events need to be more detailed
- Questioning the reader throughout the text- is it necessary? 'I wonder what your experience was?'



Year 5 – end T2

Annotations:

Structure

- Text organised into paragraphs – some attempts made to create cohesion through topic sentences and linking ideas within paragraphs
- Writing suit purpose (persuasive text that states position and provides supporting evidence)

Grammar

- Simple, compound and complex sentences mostly correct
- Attempts made to use sentence structure that is imaginative and precise, although not always accurate (ie 'They are safe, enjoyable and there is no absolute reason what they don't bring the spirit of joy'.)
- Some precise and technical vocabulary used (ie 'native');

Progressions: working within CrT7

Where to next? Noun capitalisation; correct/consistent tense; organisation of ideas for improved text cohesion (would be supported by stronger planning).

Australian Tourism

Several tourists attractions are located in stunning countries. Australia's tourist industry has gotten bigger due to word of mouth. There are endless coast lines, ^{areas} surfing the beach, lush forests and deserts. These tourist attractions are also popular for times like a trip for a honeymoon. They are safe, enjoyable and there is no absolute reason why they don't bring the spirit of joy.

Tourist attractions are also good for getting a job. Due to the amount of tourist these days, there has been more buildings being built, more hotels, businesses, schools, hospitals, community amenities and the list goes on. Tourists in Australia is driven by their food & wine which is a very popular thing for Australians. In the last financial year, the amount spent on food & wine is \$5.21

^{that's} ^{money} In the recent years, there has been over 1.2M tourists coming in to Australia. Despite the fact of our lush areas.

Australia has many tourists attractions like The Harbour Bridge, Water World, Sea World, Movie World, The Big Banana and the list continues.

Year 5 – mid T3

Annotations:

Structure

- Consistent use of first person
- Organization of ideas to support the reader (chronological sequencing)
- Writes to suit a purpose with a growing awareness of audience (hook at start to get reader in – sets the scene with follow through)

Vocabulary

- Topic vocabulary: nervous, pacific ocean, stranded, plank

Progressions: working within ... CrT8

Where to next? ...

- Complex sentences to support depth of the story
- Consistent use of tenses (was/were)

WALT plan and compose a narrative ...
Effective writers plan their story before they write

My Sterious island Yr5

Sometimes I imagine going on a long journey leaving the world behind, drifting into the bright light of the Earth's horizon. Today I will be going to the pacific ocean by 1pm. I made sure that I packed everything that I needed, the things that I packed ^(were) food, water, cloths and etc.

when I finally set sail to the ocean. I was nervous at first, a huge wave struck me and I lost control of the ship. I crashed into a rock and the ship was lose. The next minute I was stranded on a island and didn't know what to do I felt tired and I ~~layed~~ ^{lay} down on a piece of plank which was from my ship.

when I was relaxing I was wondering what's going to happen to me. when I ^{saw} see a ship coming towards me I thought was going to rescue me even though I was still relaxing. The ship was coming full speed onto the wood and made me fly up onto the ^(speeding) speeded ship.

Year 5 – mid T3

Annotations:

Structure

- Structured most sentences correctly
- Some cohesion of the overall story

Grammar

- Evidence of editing
- Variety of sentence type - simple and compound

Punctuation

- Experimenting with a variety of complex punctuations

Progressions: working within ... CrT8

Where to next? ...

- Use of complex Punctuations correctly / flexibly (use of speech marks)
- Strengthen use of dialogue which provides an insight of the different characters in the story
- Strengthen cohesion of the overall story – (Conclusion)
- Consistent use of tense throughout the story

My own myth Yr5 22.8.19

"Hurry up" shouts Emma from downstairs. "I'm just putting on make-up" Aya screams back. "We're going to miss the train Emma shouts. Aya was gilly and Emma was sporty. They were going on a train from New York City to Las Vegas. When they arrived to Las Vegas Emma spotted a green fire-breathing dragon, burning down many buildings. They also saw a brown, spiky and ugly Bunyip eating many children. "AAAAHHH" they scream "we have to get back to that train station" shouts Aya. So they ran back to the train station, it was on fire. So they go to a different train station. They didn't have a ticket but they snuck on board. They went from Las Vegas to California. No monsters to be seen. They went to a hotel not knowing that it was haunted.

From After a couple of nights sleeping in the hotel things got a little creepy lights turning on and off to blankets falling off our beds at the exact same time everyday. "I'm getting freaked out" says Aya "So am I" sighs Emma "It must be a sign of something." ~~CRASH! BOOM!~~ ~~over~~ ~~look~~ ~~outside~~ ~~the~~ ~~window~~ ~~It's~~ ~~the~~ ~~dragon~~ ~~is~~

"CRASH! BOOM!" We look outside the window. It's the dragon and the Bunyip. We have to get out of this hotel says Emma "hey na, we're staying in this hotel, niding" says Aya "we cant, the dragon can easily set this hotel on fire" says Emma "fine, we'll leave" says Aya. So they grabbed their bags and went to the train station.

They went from California to Los Angeles. They went to a hotel ^{that was} "NOT" haunted. Peace and quite. Emma and Aya loved it in Los Angeles, everyone was very friendly.

Year 5 – end T3

Annotations:

Structure

- Structured, informative text based on some evidence and prior knowledge.
- Arguments elaborated on with evidence and examples.

Grammar & self-regulation

- Variety of sentence types used, but not all correct. The meaning was lost in a number of sentences (ie 'Education is a major factor in enabling both humans and animals to proceed their life in luxury')
- Evidence of planning and editing

Progressions: working within CrT8

Where to next? Keep the audience and purpose of text in mind when composing; refine vocabulary choices; develop a strong introduction and conclusion; re-focus on developing strong simple sentences within more sophisticated texts before attempting other types of sentences.

Education is a major factor in life enabling both humans and animals to proceed their life in luxury. ~~For the sake of~~ ~~the~~ ~~subject~~ ~~cause~~ ~~is~~ several international students to travel to ~~to~~ another country, a place where education can help support them. ~~through~~ Education is a major export earner contributing ~~to~~ ~~the~~ ~~country's~~ bulk's of cash towards the ~~country~~ country.

An example of a country which takes education as a top priority is Australia, ~~filled~~ filled with some of the best ~~top~~ ~~university~~ ~~centers~~ in the globe. Many international students come to Australia to get a degree and become professionals. ~~begin~~ leaving their family and loved ones; every international student has to face a range of obstacles like where, what or when to study but they all still pick Australia.

There are many reasons ^{for} to this ~~choice~~ choice of destination. One of them is the work opportunities allowing these visitors to gain money but at the same time ^{to} develop their knowledge. You are able to work temporarily or even permanently.

Another reason is that ~~the~~ Australia's Language is English, a well-~~known~~ ^{spoken} language. Any-body who is new to Australia is able to communicate in some way or another. Even if you didn't speak English you would still be able to ~~communicate~~ interact with those who ~~know~~ know the same language as you.

Year 5 – end T4

Annotations:

Structure

- Ideas are developed into paragraphs (introduction, supporting paragraphs and conclusion) & are organised in a coherent way, reader can follow logically and sequentially.
- Writes to meet the purpose and audience.
- Has the use of colloquial language to engage/hook the audience? E.g: **“Plus my record of never, like ever, getting a blue note, yellow slip or anything beyond....”**.
- Includes rhyme to engage the audience. E.g: “blur and occur”

Spelling

- Most words are spelt correctly. E.g: received .
- Conscious choice of words used. E.g: contribution, convince.

Self Regulation:

- Evidence of editing. For e.g: Changed conclusion

Progressions: working within CrT9

Where to next? Better use of word choice to support the meaning of the sentence. For e.g: **“number, ascend and cause”**. Better vocab is amount, increase and because.

Alright, now let me clear up the blur, If you vote me number 1, more excursions will occur. Hi, I'm Jenna Lim and today I'm here to convince you to vote me number one and trust me, you'll not regret it.

I've been part of several activities such as debating, Community Warriors, PSSA and the list goes on! My contribution to these so called "societies" makes me a true leader, worthy to be captain. Plus, my record of never, like ever, getting a blue note, yellow slip or anything beyond that is just another bonus thing for you to think about. I've also received a gold badge every year! That's 6 gold badges in total! This proves that I am a proud padma, a courageous cat and a respectful Ramby.

If I were school captain I would increase the number of treats ^(mmm, how about some cookies and cream or fruit Fliss) sold in our school canteen plus a range of fruits as a healthy snack. That's for you miss Hockey! Furthermore, I would increase the number of sports equipments to ascend our fitness rate also making our games way more fun. Sport time would be a thousand times better, here in G.E.P.S! I would also purchase new restroom facilities cause our ones currently are really smelly and only a couple of our toilet doors work! all these modifications would result in a better school, a better time consumer and a better home.

Year 5 – End T4

Annotations:

Text Structure

- The structure of the text was coherent where the paragraph is about the audience and purpose.
- The ideas are organised into paragraphs focusing on the purpose of the text.
- Ideas are developed and sustained throughout the text.
- Sentences are clear and to the point.
- The text clearly identifies the purpose. It has a title that describes the stall.
- Used of rhetorical questions in the first paragraph to hook the reader. "Who doesn't like pizza?"

Vocabulary

- A precision of choice of language to meet the purpose of the text. "Sparkling, viewers attention, intending"

Grammar

- It has developed ideas of visual literacy elements to support the illustrations. "Salient image, vector and affect of colours"
- The emphasis of capital letters to draw in the reader.

Impact of writing

The composer has given the audience a clear understanding of the illustration to clearly identify the message.

Progressions: working within CrT10

Where to next?

- Include a little summary of the text to ensure understanding

Summary of task: Students needed to draw an illustration of a persuasive poster for the school Mini Fete. Student then needed to annotate their poster in paragraphs addressing the audience, purpose, language features and text structure.

Pizzeria - mini fete 12/11/2019

I have designed this poster to ~~persuade~~ ^{persuade} the audience to attend the Mini-fete which is held on the 2nd of November. Pizzeria is targeted for all students from all ages and besides, who doesn't like pizza? ✓ Love this rhetorical question

I have ~~it~~ illustrated this poster to ~~at~~ ^{intentionally} hook the viewers attention. The picture of the character "Johnny" the pizza man is displayed in the middle of the poster, to create as it grabs the readers eyes when they look at this visual. The use of warm and earth colours in my poster are to give a sparkling effect on the design. The cool colour blue creates a calming effect while the warm colours, such as orange and yellow, create animation that makes you hungry. In fact, many of the takeaway stores such as McDonalds, use the bright colour, orange.

This poster has a salient image where Johnny is eating a pizza as ~~one~~ ^{another} pizza is leading into a vector. The vector line leads your eyes from the small pizza piece to the bigger piece intending to encourage you to buy more pizza. I have written a caption which says "Surround yourself with pizza, not NOT Negativity!" It informs the viewer ^{about the} effect of pizza on people and ^{persuades} ~~persuade~~ people to not forget to come to our stall and buy more!



Writing Element	What can Yr 6 students do?	Examples
<p><u>Text Structure</u> How information/ ideas are organised in texts; evidence of audience/ purpose; language features...</p>	<ul style="list-style-type: none"> Writes sustained, coherent, structured texts for a range of purposes. Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph. Paragraphs may vary in length to achieve impact and extend detail. Use a range of devices to link ideas within and across paragraphs. Use a range of presentational devices to guide the reader 	<p>Devises to link e.g. - adverbials or repetition of a phrase. Presentational devices - use of bullet points, tables and columns and diagrams? E.g. in information reports? Text has a - clear beginning, middle, and end strong beginning that hooks the reader Reader can follow the piece logically/sequentially (procedure etc) from beginning to end. Text is complete; it feels finished - about a page of writing is needed to consider sustained use.</p>
<p><u>Grammar</u> How sentences or sentence parts are constructed; grammatical features...</p>	<ul style="list-style-type: none"> Conscious choice of a variety of sentence to meet a variety of purposes. Produce sentences that are grammatically correct, structurally sound and meaningful. Produce correct and varied sentence types within a text. The meaning of the text is clear and sentences enhance the meaning. 	<p>Variety of: Clause types and patterns: <i>Verbless, adjectival, adverbial, multiple, non-infinte.</i> Dependent clause position Length and rhythm Increased elaboration and extension Stylistically appropriate choices</p>
<p><u>Vocabulary</u> Range and precision of choice words to suit audience & purpose (ie everyday/topic specific vocab, descriptive lang etc)</p>	<ul style="list-style-type: none"> Precision of choice of contextually appropriate language choices (language choice is well matched to style of text). A range of effective word and word groups is used in a fluent and articulate manner. 	<p>Technical: ‘habitat’ ‘life expectancy’ ‘politician’ ‘global warming’ Nominalisation: ‘probability’ ‘likelihood’ ‘shortsightedness’ Figurative language e.g. <i>metaphor, simile, personification</i></p>
<p><u>Spelling</u> Accuracy, complexity of words attempted, attempt strategies, use of patterns and spelling ‘rules’</p>	<ul style="list-style-type: none"> Evidence of editing to correct spelling using a range of strategies (what made you change that?) All common words spelt correctly and most difficult words are spelled correctly. Good approximation of new and unknown words (e.g. ‘challenge words’) 	<p>Challenge words: Unusual consonant patterns (‘<i>guarantee</i>’), unstressed syllables (‘<i>responsibility</i>’), suffixed to words ending in e, c, or l (‘<i>physically</i>’ ‘<i>changeable</i>’ ‘<i>plasticity</i>’), foreign words (‘<i>lieutenant</i>’ ‘<i>nonchalant</i>’)</p>
<p><u>Punctuation</u> Use of conventional and appropriate punctuation to indicate structure and organisation of the text</p>	<ul style="list-style-type: none"> Use a range of punctuation to enhance meaning and clarity. All sentence punctuation is correct (no stray capitals). Punctuation assists in guiding the reader (enables smooth and efficient reading as well as controlling the pace.) 	<p>Apostrophes for possession Quotation – single and double Colon (to introduce a list or when writing the time) Semi-colon (to indicate a pause between two main causes) Brackets Points of ellipsis</p>
<p><u>Self-regulation</u> Independently planning, applying strategies, monitoring, evaluation (incl. feedback and revision)</p>		

Year 6 – end T1

Annotations:

Structure

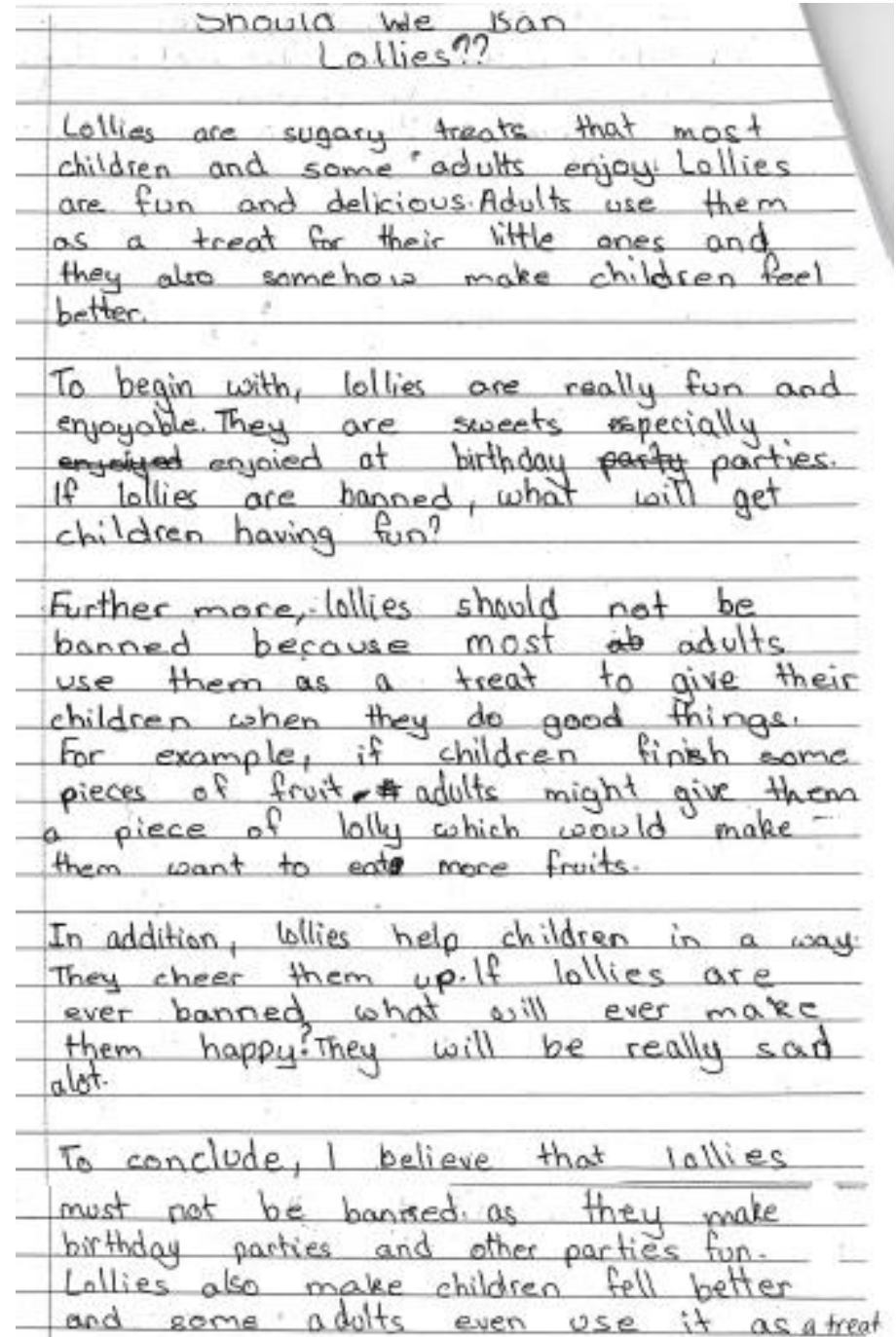
- Persuasive text including three arguments, introduction and conclusion
- Audience and purpose considered – range of techniques used to attempt to engage reader (including vocab choices, high modality language; direct appeal to reader).

Vocabulary & Grammar

- Range of terms used to describe lollies for effect (ie persuading that lollies are fun and delicious: 'sugary treats'; 'sweets')
- Attempt to use noun groups & adverbial phrases as a language technique to persuade: 'sugary treats'; 'lollies are fun and delicious'; 'especially enjoyed at birthday parties')
- Attempts to use language features such as rhetorical questions as persuasive devices ('What will ever make them happy?')

Progressions: working within CrT8

Where to next? Strengthen introduction by stating point of view; arguments backed up with evidence/ examples; clear arguments developed (some overlap in this text); stronger conclusion (ie call to action; powerful concluding statement... rather than simply restating arguments).



Year 6 – end T1

Annotations:

Structure

- Well structured and cohesive text due to strong linking topic sentences
- Strong orientation
- Effectively elaborated on topic sentences

Grammar

- Produced sentences that are grammatically correct
- Used correct and varied sentences within the text
- Clear meaning

Vocabulary

- Refine vocabulary choice: vital, embark, misusing, unnecessarily, desperate, recommendation, precious
- Topic Vocabulary: water tank, supplying, residence, installing

Impact of writing

- Strong sense of urgency
- Strong use of vocabulary to meet text purpose
- Letter format used correctly

Progressions: working within CRT10

Where to next?

- Needs more precise structured sentences
- More robust arguments to anticipate reader knowledge bias
- Could use simile, metaphor, repetition to strengthen writing

Granville East Public School
210 The Trongate
Granville NSW 2142

TO CEO
Sydney water
1 Smith Street
Parramatta NSW

wednesday, 03 2014

Dear Mr young,

We are ~~are~~ ^{vital} in need of your support to embark on saving precious water. We ~~were notified~~ ^{are aware} that residents of Sydney ~~we~~ are misusing water by over filling their cups, ~~un-~~ unnecessarily watering their garo and having lengthy showers. We are desperate to prevent more water ~~is~~ going to waste, and we believe that you are the right person to ^{address} go to.

We would like to introduce a few suggestions to apply to the ^{residence} resident of Sydney. First off we ~~recommend~~ ^{recommend} supplying ~~the communit~~ installing/supplying water tanks to Sydney homes, that way residents will be able to store rain water for their gardens and crops, instead of using tap water for everything.

~~We urge you to send~~ Another recommendation ~~is~~ to hand out pamphlet to the entire residence of Sydney so everyone will ^{be} informed how to save water easily and why water is too ~~precious~~ precious to waste.

My peers and I
I ~~and my peers~~ are certain that your support will ~~get~~ guide us thru saving Sydney's water.

Thankyou Kindly for your support,

Yours Sincerely,

Year 6 – mid T2

Annotations:

Structure

- Written in paragraphs
- Tried to develop her ideas in more depth
- Text has clear beginning, middle and end
- Has met the purpose of the text

Grammar

- Used varied sentences- simple and compound

Vocabulary

- Descriptive vocabulary e.g. sketchy woods, venomous snakes, brave and prepared miserably

Impact of writing

- Experimenting with different phrases- (structural features to organize) e.g. 'So an adventure I went on', 'Probably not, but I felt like I had to', 'yet again'

Progressions: working within CRT10

Where to next?

- Needs to know when and how to use language devices effectively- lots of attempts
- The meaning of text is not clear

Year 6 - Mid T2 The Voyage CRT 10

Every night I think of going on a voyage. A fun, nice adventure. A remarkable journey. It's like I dream about leaving home. Especially when I don't feel like myself!

~~So~~ One day I decided to go on an adventure, far away.

↳ Into the woods. Was this a good idea? Probably not, but

↳ I felt like I had to. I felt like the woods was calling me!

I don't know if I was going crazy but that happened.

So an adventure, I went on.

↳ When I arrived into the sketchy woods, I saw many animals including brown deers, venomous snakes and many insects.

The adventure was great! It made me find myself and I felt peace. Yet again, I was probably losing my mind when I needed to find myself, and ~~at that~~ Then,

↳ A poisonous snake bit my arm. Luckily I was brave and prepared.

↳ I had a kit ^{from home just} in case of an emergency. I wasn't ^{like this} too stupidly running from home into some sketchy woods.

My family knew where I was. But what they didn't know was that my arm was puffing up! It felt swollen and was turning purple & blue. I immediately

↳ knew I needed to get home but I didn't want to end my voyage.

Miserably, I ended my adventure. It was a great one.

Definitely a remarkable journey. I went home safe and sound and mum wrapped my arm in a bandage.

I snapped back into reality. Following my heart was definitely an experience.

Year 6 – end T2

Annotations:

Structure

- Text is sustained, coherent and structured
- Clear purpose (personal recount)
- Paragraphs are used to develop and expand some ideas in depth

Grammar

- Conscious choice of a variety of sentences, including varied sentence types
- Not all sentences grammatically correct

Vocabulary

- Attempt to match language choice to style of text reaching out to reader (ie first person; some colloquial language: 'It all started back...'; 'Everyday all you could hear...'; 'Our fears of ...'; 'So eventually...')

Progressions: working within CrT8

Where to next? Ensuring all sentences are grammatically correct; correct and consistent use of tense; noun groups to add detail to descriptions.

Life wasn't always this great, I live in Australia and my childhood ~~wasn't~~ was not like any others it was dangerous, sad, terrifying and frightening. My name is Ali and I migrated here to Australia from Afghanistan. I have faced many fears and challenges in my life, but I've overcome them all.

It all started ~~off~~ back in Afghanistan, were all my childhood I saw, heard and felt ~~bombs~~ ^{bombs} ~~everywhere~~ everywhere! My country was full of war. Everyday all you can hear is babies crying and people screaming. Me and my family all prayed that it would stop but it just got worse.

Our fears of ~~dying~~ ^{getting bombed} got worse and worse. So eventually we went to the airport. My grandma came along with us. The officials let me and my grandma in but they didn't let my mum and dad in because they didn't have a passport. I couldn't believe that I had to leave my mum and dad behind, they had to unfortunately suffer the war. When I sat on the plane, my grandma said they'll come on the next plane. My hopes were unsure.

When we landed to Europe we waited for the next flight, but they weren't there. We stayed in a small cottage. A few days later I went to school, it was very frustrating because when people were talking it felt

Year 6– Mid T3

Annotations:

Structure

- Use topic sentences and supporting evidence or examples in paragraphs E.g. "The Phoenix is also known as the bird of the dusk because the rebirth can occur only at night."
- Clear purpose (Informative text)
- Paragraphs are used to develop and expand the ideas in depth

Grammar

- Most sentences are grammatically correct, structurally sound and meaningful.
- Varied sentences – Simple, compound and complex.

Vocabulary

- Topic vocabulary: mythological, immortality, ancestors, spiritual, species, worship

Progressions: working within ... CrT9

Where to next? ...

- Using more complex sentences and could work on the clarity of the text
- Using complex punctuations correctly

Phoenix YRB 290819

The mythological bird, the Phoenix, is a majestic flaming bird fabled in Greek mythology. The ignited bird has feathers golden and reddish-purple in hue, representing what the Phoenix is most associated with, the sun. In Greek mythology the Phoenix is known for soaring the skies of Arabia above the canopy of many forests.

Phoenix Reincarnation

The Phoenix, unlike other mythological creatures, can only have one single ^{of the type} Phoenix existing at a time. The one Phoenix alive is always male. When the Phoenix is near to death, the Phoenix creates a nest of aromatic boughs and spices. Once the nest is ^{all} ^{up} set, the Phoenix sets it on fire, eventually leaving it to consume the Phoenix. After it completely cremates itself, all that is left are ashes of the previous Phoenix. From what is left of the prior Phoenix a new youthful Phoenix is sprung into life from its ancestors' ashes. Each cycle is said, from Greek writers, to last 500 years. Due to this process the Phoenix symbolises immortality, spiritual rebirth, renewal and fire. The Phoenix is also known as the bird of the dusk because the rebirth can only occur at night.

Phoenix Beliefs

The Phoenix was fabled in Greek mythology, however there are similar traces in Egyptian mythology. In Egyptian mythology, there is a similar creature to a Phoenix, named the Bennu. They are quite similar, both being bird-like creatures, however the Bennu is not set on fire like the Phoenix. The Bennu was widely worshipped by the Egyptians.

Random Facts about the Phoenix

The Phoenix has many perplexing facts which are not common in most mythological creatures. It is ^{considered} ~~errant~~ that the cry of Phoenix is a beautiful sound similar to an elegant gong. (Many people are mistaken for the Phoenix to be real because there is a species of birds name Phoenix', however the myth blazing mythological Phoenix will remain a myth.) It is said from some sources that the Phoenix has the ability to turn into a human. However, this is not confirmed by any mythology writers.

The Phoenix is a mythological creature from Greek mythology. It is a widely known concept of a eagle-like creature covered in blazing flame. The Phoenix is a symbol of immortality, spiritual rebirth, renewal and fire.

Year 6– Mid T3

Annotations:

Structure

- Uses ideas to support an underpinning theme or concept
- Select structural elements to suit the purpose (orientation, sequence of events and cohesion of paragraphs)

Grammar

- Uses the same tense throughout the whole writing
- Produces sentences that are grammatically correct, structurally sound and meaningful E.g. "Ganesha inherited much of his mother's powers for Parvati was the most powerful of all gods."

Spelling

- All common words spelt correctly and most difficult words

Progressions: working within CrT 9

Where to next? ...

- Structuring a conclusion that links with previous paragraph to create cohesiveness
- Use complex punctuations correctly/flexibly

Ganesha

YR6 29.08.2019

Ganesha is a Hindu god. The religion of Hinduism has many gods, Ganesha, a god with an elephant head is one of the many.

It all started when, the goddess Parvati was home alone on a mountain in the Himalayas called Mount Kailash. Her husband, Shiva, another Hindu god, was away. Parvati figured that she needed a young boy to keep her company and guard her door whilst she takes a bath. Parvati then put her plan into action and breathed life into a little boy she made of yellow paste.

Ganesha inherited much of his mother's powers, for Parvati was the most powerful of all gods. Parvati informed Ganesha that she was going to take a bath and she needed him to stand guard at the door.

Not long after, Shiva arrived home to find Ganesha shielding his way. Shiva demanded for the youngster to move off his path. But Ganesha refused to obey his order. Shiva then broke into a rage and chopped Ganesha's head off, with his trident. Parvati then rushed to see her son dead. Parvati was furious and she threatened to destroy the whole universe which she was very well capable of.

Parvati decided to give her husband a second chance. On two conditions, he is brought back to life and is to be worshiped before all other gods. Shiva immediately sprinted into the jungle to find a new head for Ganesha. The first animal encountered was a dead baby elephant.

Year 6 – end T3

Annotations:

Structure

- A sustained, coherent & structured text. For e.g: Text has a clear “ Intro, 3 supporting paragraphs and a conclusion”.
- Writing is organised in paragraphs. Has a strong introduction highlighting position and key arguments: “Australia has a strong bond and relationship with Asia. There are many and I will be highlighting just some of the reasons that Australia was accepted to ASEAN”.

Grammar

- Variety of sentence types used & majority are correct. Range of sentences enhance meaning and purpose of text (ie to persuade).

Spelling and vocabulary

- Correct spelling of simple words “work, even”, most common words “Tourism, worthy, generates” and some difficult words “accepted, qualities”.
- New language choice used “ **ore producing**” – suits purpose and audience.

Progressions: working within CrT9

Where to next? Don't start the conclusion with “So”. Choice of words: In the 1st paragraph after the introduction.... *They needed...* And then you said... *This could be possible with trade*”.

Australia's global connections with Asia 23/8/2018

In 1997, Australia joined ASEAN despite not being part of Asia. But why? It's because Australia has a strong bond and relationship with Asia. There are many, and I will be highlighting just some of the reasons that Australia was accepted into ASEAN.

Australia is one of the biggest ~~ore~~ producing countries in the world. ~~So~~ They needed a more powerful economy. This could be possible with trade, and then China and Australia started ~~the~~ ^{signing} two-way trade. Coal, iron and led have been exported to China, and then in return ~~Australia~~ ^{China} has been boosting ~~the~~ ^{Australia's} economy by billions. ~~Trust~~ ^{Trust}, continued trade and others have helped the 2 nations become economic partners.

Another way that Asia has a strong connection to Australia is Tourism. Much like trade, Tourism generates a large amount of money. Tourists from Korea, Japan and China have created 1/3 of Australia's tourism expenditures. That's \$12.6 billion. On top of that, advertisements grab Asian tourists, and many of which decide to stay and invest in the Australian market. After ~~an~~ ^{an} increase in tourists comes ~~an~~ ^{an} increase in economy.

Relating to tourism, ~~an~~ international students ~~from~~ ~~Asia~~ ^(mainly China) arrive in Australia not just to experience the tourism, but to study. Australia has some of the highest globally ranked universities, and from the international students

Year 6 – end T4

Annotations:

Structure

- Ideas are developed into paragraphs (Introduction, supporting paragraphs and conclusion) & are organised in a coherent way, reader can follow logically and sequentially.
- Writes to meet the purpose and audience, including personalising the writing by using personal experience E.g: “My skills as a student have risen. I have become a resilient role model towards younger students”.

Spelling & vocabulary

- Most words are spelt correctly. E.g: Courageous.
- Conscious choice of words used. E.g: risen, honoured, achieved.

Progressions: working within CrT9-10

Where to next? Consistent voice (changes perspectives in writing from third person to first person. For e.g: A person to I am”); Punctuation; Sentence starters: “ Not only that...”

In all my years of being at GEPS, I have ^{memories} memories flooding me. I will remember my first days at this school. How it has changed me into the person that I am now. (I will take my memories of running my first store in mini fete or going to camp for the very first time.)

^{At} In GEPS, I have achieved multiple heights that I thought I could never achieve. I will treasure my achievements of being awarded the 2018 Citizenship award, 7 gold badges and the honour to be GEPS ^{of being} school captain. Achievements like these have moulded me into the person that I am today.

My skills as a student have risen. I have become a resilient role model towards younger students. Not only that, but I have grown into a person who wants to be challenged. A person who can be independent. A person who is kind, caring ^{but} and most importantly, I am a respectful Rabi, courageous Caleb and a proud Padma.

Today is your day! Your mountain is waiting, so get on with your day! I am honoured to be a portion of this school's life changing history. I hope this school can change others as it has changed me. I won't cry because it's over, but I'll smile because it has happened.

Year 6 – End T4

Annotations:

Text Structure

- Text is coherent and is structured for the purpose of the school Mini Fete
- The paragraphs are well developed, and the ideas have been expanded upon the examples.
- Purpose of the text is to persuade the audience to come to the Mini Fete
- The text has a clear beginning, middle and end that hooks the reader.
- Text has time connectives for the reader to follow from the beginning to the end. Example: *furthermore, to start of with, secondly and in conclusion.*
- Started her paragraph with a rhetorical questions to hook the reader. "It is unquestionable that you must attend Granville East Public School"

Grammar

- Most sentences are grammatically correct and make sense. "The Granville East Community farewell"
- Most sentences are simple and compound and do meet the purpose of the text.

Vocabulary

- A precision of choice of language that meets the purpose of the text. "unquestionable, deserve, celebrate and unite"
- High Modality words were used to persuade the reader. "must, certainly, definitely, crucial"

Impact of writing

The writer has persuaded the local community to attend and contribute to the school Mini Fete. Writer has included clear arguments in paragraphs to clearly define the message to its audience.

Progressions: working within CrT11

Where to next?

(Spelling)

- Spell common words correctly. Example: "especially, friends"
- Spell proper nouns (Capitals – mini fete)

(Grammar)

- Ensure sentences makes sense "It is without.... as well"

Summary of task: Students were asked to compose a persuasive text address to the local community.

WALT compose a persuasive text
Dear Granville community,

It is unquestionable that you must attend Granville East's mini fete. The Granville East community needs your support to raise money for the year six farewell. The mini fete is a **certainly** a great opportunity to meet new people within your community and unite Granville community. It is **ee** without a doubt ^{that the mini fete is} just for fun as well. You **definitely** won't want to miss out!

To start off, Granville East are holding a farewell for the year 6 and they need the communities support to raise enough money. Adding on, it is **evbent** that Granville east ~~raise~~ raise enough money because this year they are hiring a ~~ever~~ more expensive venue. Come to the mini fete, support Granville East and give year 6 the farewell they deserve.

Secondly, the ^M mini ^F fete is a great chance to unite Granville community. You can come meet new friends and people you haven't met before. It is also a great chance for families to grow closer to staff and the students of Granville East. For this reason it is evident that

others comany.

Furthermore, the ^M mini ^F fete is a place to relax and have fun. Have fun with friends and family, old and new. There's tons of fun things to do at the ^F mini fete this year. There's many stalls, especially food and drink. So it is **crucial** that you come to the ^M mini ^F fete to celebrate stage 3's success.

In conclusion, you **must** come to the ^M mini ^F fete to help raise money for the year 6 farewell. Unite Granville community and have fun with family and friends old and new. See you there!