Effective Writing Framework – Year 2

Year 2 Achievement Standard (ACARA) - Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

		Emerging 1	Developing 2	Demonstrating 3	Advancing 4	Extending 5
		Beginning to work towards the achievement standard	Demonstrating the achievement standard	Working beyond the achievement standard	Working towards the achievement standard	Extending with depth beyond the achievement standard
Voice The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language and revealing details.	(ACELY1668) (ACELA1470) (ACELY1671)	**Connections** • Student does not consider that their text will be read by an audience **Style** • Nothing distinguishes the text to make it the writer's own • Humour and emotion is absent from appropriate texts	**Connections** • Text connects with the reader in a most general way **Style** • Text resembles the mentor text • Humour and emotion may be used, but within inappropriate texts eg. emotion in a recipe	**Connections** • Student attempts to engage the reader through the use of interesting words, ideas and providing the reader with general information **Style** • Risk-taking reveals moments of sparkle • Uses humour and emotion as encountered in mentor texts in some text types where appropriate	**Connections** **Informative** • Student is mindful of the text audience and connects with the reader in their choice of information and technical vocabulary. **Imaginative** • Student demonstrates an enthusiasm and engagement with the audience through their choice of vocabulary, use of creative ideas, **Style** • The writing captures a general mood such as happy, sad, or mad • Uses humour and emotion effectively across all taught text types where appropriate	**Connections** **Informative** • Student consistently considers the purpose and audience (both familiar and unfamiliar) in their choice of information and descriptive and technical vocabulary to connect purposefully with the reader **Imaginative** • Student demonstrates an enthusiasm and engagement with the audience through their choice of vocabulary, use of creative and innovative ideas and text organisation **Style** • Uses own style of humour and emotion • Uses humour and emotion effectively across a range of text types
Organisation The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence	(ACELA1463) (ACELA1466) (ACELT1593) (ACELY1671) (ACELY1672)	**Structure** • Student uses a mixture of text structures within a piece. • Text structure does not relate to the purpose of the text. **Features** • The title (if required) is missing	**Structure** • Student uses a very basic text structure as taught, with little detail and some loss of cohesion and purpose. **Features** • The title (if required) is attempted • Student attempts to group similar pieces of information together	**Structure** • Student uses the taught text structure to achieve the purpose of the text. **Features** • The title (if required) states the topic • Evidence of an attempt to include paragraphs	**Structure** • Text structure meets the purpose of the text, but the student may also add craft to improve the engagement of the text structure for the reader • There is a clear structure to the text, including attention to the organisation of the placement of supporting details. **Features** • The title (if required) captures the central idea • Student attempts to group similar pieces of information together in paragraphs	**Structure** • Text structure meets the purpose of the text, but the student may also add craft and innovate on text structures to improve the engagement of the text structure for the reader. • There is a clear structure to the text, including attention to the organisation of paragraphs **Features** • The title (if required) is thoughtful and effective • Similar pieces of information are logically sequenced together in paragraphs
Ideas The main message of the piece, the theme, with supporting details that enrich and develop that theme.	(ACELT1593) (ACELY1671)	**Main Idea** • Student writes in a way that is confusing and disconnected. • Student needs to work one to one with the teacher to develop an idea for writing across text types.	**Main Idea** • Ideas are presented in a general way. • Student develops ideas for writing	**Main Idea** • The idea of the text is clear to the reader. • Student develops ideas for writing after brief conferences with the teacher • Student is able to develop ideas for individual	**Main Idea** • The idea is clear and coherent. • Student is able to develop ideas for individual writing	**Main Idea** • Student develops original and innovative ideas for writing through a wide range of sources such as personal experience, research, and emotions.

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Conventions The mechanical correctness of the piece: spelling, punctuation, capitalisation, grammar usage, and paragraphing. Familiar Words ✓ Consonant blends e.g. br, sl) ✓ Vowel digraphs (e.g. ay) ✓ Morphemes 's's, 'ing', 'ed' (e.g. plays, playing, played) ✓ Long vowels (e.g. moon, seed, life) ✓ Silent letters (e.g. knife)	(ACELA1465) (ACELA1468) (ACELA1474) (ACELA1471) (ACELY1671) (ACELY1672)	**Spelling** • Spelling inaccuracy makes the text inaccessible for the reader **Punctuation** • Punctuation is not consistent or is overused **Grammar** • The student shows little or no use of adjectives to describe places, people or events **Editing for Meaning** • No Evidence of editing	**Spelling** • Spelling is inconsistent but readable • The student attempts to spell familiar words with regular spelling patterns **Punctuation** • The student shows some evidence of : ➢ Full stops ➢ Capital letters **Grammar** • The student's writing shows little evidence of using adverbs to provide details of when, where and how **Editing for Meaning** • With support makes simple editing changes	**Spelling** • Spelling is correct or close on taught high-frequency words • Attempt to spell less familiar words • They accurately spell familiar words **Punctuation** • Student attempts to use commas to separate items in a list. Attempts to use: ➢ Capital letters to begin sentences ➢ Capital letters for proper nouns ➢ Full stops, question marks, and exclamation marks to end sentences **Grammar** • Student uses articles and adjectives to make noun groups more precise • The student uses adjectives and adverbs to provide relevant detail. **Editing for Meaning** • Independently makes editing changes that may or may not enhance their work	**Spelling** • Writing has a few errors, with high frequency words mainly corrected during editing by the student • They accurately spell many unfamiliar words **Punctuation** • A variety of conventions are used consistently ➢ Capital letters to begin sentences ➢ Capital letters for proper nouns ➢ Full stops, question marks, and exclamation marks to end sentences • Generally use commas accurately to separate items in lists **Grammar** • Student uses a range of grammatical devices to enhance word groups eg. adverbs **Editing for Meaning** • Independently edits work to enhance quality	**Spelling** • High frequency words are spelled correctly and others are easy to read. • They accurately spell most unfamiliar words **Punctuation** • A variety of conventions are used correctly • Capital letters to begin sentences • Capital letters for proper nouns • Full stops, question marks, and exclamation marks to end sentences • Commas to separate items in a list **Grammar** • Student uses a range of grammatical devices encountered beyond the classroom eg. emotive words **Editing for Meaning** • Independently edits work to make significant improvement or no improvement required
Word Choice The use of rich, colourful, and precise language that moves and enlightens the reader.	(ACELA1470) (ACELA1463) (ACELA1464) (ACELA1468) (ACELA1472) (ACELY167C1)	**Complexity** • Student does not use taught vocabulary or vocabulary resources available eg. word walls, within their texts • Student chooses words that are inappropriate to the purpose of the text causing the reader to find it difficult to make meaning from the text	**Complexity** • Student attempts to use taught vocabulary or vocabulary resources available that match the topic/purpose of the text • Student attempts to use more interesting vocabulary but these words may confuse the meaning of the text for reader	**Complexity** • Student uses taught vocabulary or vocabulary resources available that match the topic/purpose of the text • The student uses taught vocabulary devices eg. noun groups, to create imagery and meaning for the reader	**Complexity** • Student "stretches" by using different types of words beyond those encountered in class • The text is comprised of words that convey a complete message	**Complexity** • Student uses words in creative and innovative ways to create detailed images for the reader • Student uses words that enhance, enrich, and/or showcase meaning
Sentence Fluency The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.	(ACELA1467)	**Sentence Beginnings** • Student creates sentences that are incoherent and disjointed. **Sentence Types** • Student creates sentences that are incoherent and disjointed. • Use sentences that include a verb, noun group and adverbial phrase e.g. We went to the beach. **Connectivity** • Student creates sentences that are incoherent and disjointed.	**Sentence Beginnings** • Student uses similar sentence beginnings **Sentence Types** • Student is beginning to use compound sentences **Connectivity** • Student overuses conjunctions eg. and	**Sentence Beginnings** • Student uses variation in sentence beginnings to add interest to the text. **Sentence Types** • Student uses a combination of simple and compound sentences **Connectivity** • Simple conjunctions such as *and* and *but* are used to make compound sentences	**Sentence Beginnings** • Consistently varied sentence beginnings indicate sequence **Sentence Types** • The use of simple and compound sentences meets the purpose of the text. • The student is beginning to use complex sentences **Connectivity** • Connectives are correctly used in long and short sentences. • Student uses conjunctions to indicate relationships, particularly cause and effect and compare and contrast. 'also' 'or'	**Sentence Beginnings** • Consistently varied sentence beginnings enhance the piece **Sentence Types** • Different sentence lengths give the writing a smooth sound. • The use of simple, compound and complex sentences meet the purpose of the text and add impact. **Connectivity** • More complex conjunctions chosen are varied and suitable to the meaning of the sentence eg. if…then, either…or • Student uses conjunctions to indicate relationships, particularly cause and effect, compare and contrast and whole part eg therefore', 'however' 'although' 'meanwhile'
Presentation	(ACELY1673) (ACELY1674)	**Legibility** • Writing is difficult to read • Letters are incorrectly formed **Using ICT** • Student lacks confidence in using ICT to construct texts • No formatting clues are present; placement of text and pictures is totally random	**Legibility** • Student writes most lower-case and upper-case letters, correctly. • Size and shape are inconsistent **Using ICT** • Student uses ICT to construct texts where formatting of text and pictures is starting to come together	**Legibility** • The student writes most unjoined upper- and lower-case letters correctly • Size and shape is consistent **Using ICT** • Student uses ICT to construct texts where formatting of text and pictures is generally correct	**Legibility** • All letters are formed correctly • Size and shape are consistent • Use of red and blue lines is correct **Using ICT** • Student uses ICT to construct texts where formatting of text and pictures is clear and thoughtful	**Legibility** • Handwriting is neat, easy to read, consistent use of Queensland pre-cursive script (entries and exits) **Using ICT** • Student uses ICT to construct texts where formatting of text and pictures assists comprehension