Effective Writing Framework – Year 3

Year 3 Achievement Standard (ACARA) - Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

		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.	ACELY 1678	**Connections** • Is not aware of an audience (reader) **Style** • Humour and emotion is absent from appropriate texts	**Connections** • Writes for an audience **Style** • Humour and emotion may be used, but within inappropriate texts eg. emotion in a recipe	**Connections** • Refers to or uses personal experience to engage the reader • Chooses words, illustrations and topics to interest the reader. **Style** • Uses humour and emotion as encountered in mentor texts in some text types where appropriate	**Connections** • Engages the audience • The writers feelings about the subject are loud and clear **Style** • Uses humour and emotion effectively across all taught text types where appropriate	**Connections** • Work is compelling to read • Responds to the needs of the audience **Style** • Uses own style of humour and emotion • Uses humour and emotion effectively across a range of taught and non-taught text types. • Honest, personal, and engaging.
Organisation The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence	ACELA 1478 ACELA 1497 ACELY 1682 ACELY 1683	**Structure** • A beginning is attempted – no middle or end **Features** • No attempt to use paragraphing • Imaginative • Copies text or teacher modelling with no original writing • Informative • Copies information directly with no original input • Persuasive • No attempt to use cause and effect	**Structure** **Imaginative** • A bare beginning and middle are present – no end **Informative** • Have an introductory statement on the topic • Have attempted to provide information about a specific topic **Persuasive** • Begin with a statement of their opinion • Briefly explain why they think that, but not necessarily using facts **Features** • Attempting to write in paragraphs with at least one line break in writing that may not necessarily be in the correct position	**Structure** **Imaginative** • Tell a story with an orientation, body/problem and a resolution • A beginning, middle and predictable ending is present • **Informative** • Have an introductory statement on the topic • Provide brief information about what, where, when, how, why and what happens • Conclude with a summary or personal reflection • Uses appropriate organisational features (eg. Sub titles) **Persuasive** • Begin with a statement of their opinion • Include at least three reasons for their opinion • Conclude by briefly stating why other people should agree **Features** • Mostly organises written text into logical paragraphing	**Structure** **Imaginative** • Tell a story with an orientation, a complication that makes the story exciting or scary and a resolution that includes how the characters felt **Informative** • Have an introductory statement on the topic • Provide descriptive information about what, where, when, how, why and what happens • Conclude with a summary or personal reflection **Persuasive** • Begin with a statement or their opinion • Include at least three reasons that are justified appropriately • Conclude by stating why other people should agree **Features** • Consistently organises written text into logical paragraphing	**Structure** **Imaginative** • Tell a story with an interesting orientation, a complication that makes the story exciting or scary, a series of events that clearly lead to an interesting, creative resolution **Informative** • Have an introductory statement on the topic • Provide multiple pieces of descriptive information about what, where, when, how, why and what happens • Conclude with a summary or personal reflection **Persuasive** • Begin with a statement of their opinion • Include 3 or more reasons that are justified with insight and demonstrate a depth of understanding about the topic • Include a benefit to readers • Conclude by briefly stating why other people should agree **Features** • Consistently uses paragraph structure and attempts a topic sentence and elaboration in each paragraph
Ideas The main message of the piece, the theme, with supporting details that enrich and develop that theme.	ACELT 1593 ACELT 1590	**Main Idea** • Ideas are conveyed in a general way through texts, labels, symbols • Ideas are created using mentor texts without adaptation	**Main Idea** • The 'big idea' is stated in the text • Ideas are created from characters and settings experienced in mentor texts without adaptation	**Main Idea** • The 'big idea' is clear, but general (a simple story or explanation) • Ideas are created from characters and settings experienced in mentor texts • Ideas are interesting or original	**Main Idea** • The 'big idea' is clear and the topic is narrowed • Ideas are created from characters and settings experienced in mentor text with original ideas included	**Main Idea** • The 'big idea' is clear and original • Ideas are created from characters and settings experienced in reading in new and original ways

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Criteria	Codes	Level 1	Level 2	Level 3	Level 4	Level 5
Conventions The mechanical correctness of the piece: spelling, punctuation, capitalisation, grammar usage, and paragraphing.	ACELA 1481 ACELA 1482 ACELA 1480 ACELA 1485 ACELY 1683	**Grammar** • Have limited correct sentence formation • Use simple sentences/ contain a single clause • Form sentences that have an incorrect reference to tense eg. he was gone to the shop today **Punctuation** • Occasionally use capital letters and full-stops though not always accurately • Does not attempt to use apostrophes to signal contractions **Spelling** • Use simple words/ single-syllable words • Use high frequency short two-syllable words eg into • Are attempting to use common words/ single syllable words with two consonant blends /diagraphs eg crack • No editing of written work is apparent	**Grammar** • Use simple and compound sentences. overuse 'and 'or 'then' • Sentences are generally single clause with some success in tense across the text eg. 'Cats lay in the sun.' **Punctuation** With prompts, they: • Generally use capital letters to start sentences and full stops to end sentences • Attempt contractions unsuccessfully **Spelling** • Are attempting to use simple words and common words with limited success • Common word examples:. consonant blends such as . stretch, catch • Common long vowels eg use, fly, only • Some common words with silent letters eg know • Minimal attempts to correct text, eg some capital/full stop corrections	**Grammar** • Are experimenting with the use of simple, compound and complex sentences • Use verbs in the correct tense in most sentences **Punctuation** • Consistently use full stops and capital letters to signal the beginning of sentences and completion of sentences • Attempt to use commas • Using question marks appropriately • Use apostrophes for contractions such as can't, isn't, don't **Spelling** • Using spelling strategies such as: phonological knowledge (Diphthongs) • Three letter clusters ('thr', 'shr', 'squ'); • visual knowledge (homophones such as 'break/brake') • morphemic knowledge (Inflectional endings) • Generalisations (word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es')	**Grammar** • Use simple, compound and complex sentences with some success • Are experimenting with projected clauses • Generally correct with the relationship of subject and verb with some attempt to include adjectives **Punctuation** • Use exclamation marks appropriately • Use apostrophes for contractions such as wouldn't, couldn't, shouldn't, didn't **Spelling** • They use correct spelling of all simple and most common words and are experimenting with difficult words. Some difficult word examples: • Uneven stress patterns eg chocolate • Uncommon vowel patterns eg hygiene • Difficult subject specific words eg disease • Some three and four syllable words eg invisible	**Grammar** • Use simple, compound and complex sentences with success • Projected clauses used well • Correct with the relationship of subject and verb with the addition of adjectives to enhance text **Punctuation** • Use quotation marks appropriately • Use apostrophes for contractions such as Won't **Spelling** • They use correct spelling of all simple and common words and are having success in experimenting with difficult words. Some difficult word examples: • Uneven stress patterns eg chocolate • Uncommon vowel patterns eg hygiene • Difficult subject specific words eg disease • Some three and four syllable words eg invisible
Word Choice The use of rich, colourful, and precise language that moves and enlightens the reader. ***Create texts that show an understanding of the connection between writing, speech and images***	ACELT 1600 ACELA 1484 ACELY 1682	• Use oral language • Use a few content-specific words with explicit prompts • Choose many words that don't work • They: • Use language incorrectly • Use limited vocabulary	• Use a number of content-specific words • Read their text, with explicit prompts • They: • Use simple vocabulary with some misuse of parts of speech • Use language that is limited and may be in wrong context	• Use words that are **adequate** and **correct** in most situations • Use familiar words and phrases to communicate • use passive verbs, everyday nouns • Are experimenting with some success in the use of simple rhythm and onomatopoeia • Occasionally, show refinement and precision in their choice of words and phrases • Attempt to use descriptive words to add detail • Are attempting to use modal verbs and adverbs	• Use **relevant** content-specific words • Use relevant literary expressions in their writing • Re-create narrative texts imaginatively using arts, performance or digital technology, and adding their own details about settings • Are experimenting with success in the use of simple rhythm and onomatopoeia • They: • Use descriptive words to add detail • Use modal verbs, adverbs with some success	• Words are **specific** and **accurate**. • Words and phrases create imagery. • Appropriate language that is natural and effective. • Word choice enhances and clarifies meaning. • Precision is obvious • They are: • Effective uses of modal verbs, adverbs, rhythm and onomatopoeia
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.	ACELY 1683	**Varied Sentence Beginnings** • Same structure to begin most sentences **Varied Sentence Types** • Sentences are disjointed and incomplete **Connectivity** • No use of connectives	**Varied Sentence Beginnings** • Sentences are repetitive in sentence beginning, length and structure **Varied Sentence Types** • Sentences are repetitive in sentence beginning, length and structure **Connectivity** • Mis-use or overuse of connectives eg. and	**Varied Sentence Beginnings** • The writer varies sentence beginnings **Varied Sentence Types** • The writer makes choices during sentence construction in a range of text types and attempts to use varied sentences, including • Simple, Compound, Complex **Connectivity** • Sentences read smoothly	**Varied Sentence Beginnings** • Sentence beginnings to suit text type and begin to engage the reader **Varied Sentence Types** • The writer makes choices during sentence construction in a range of text types to develop the meaning of the text • Simple, Compound, Complex **Connectivity** • Sentences read smoothly and have rhythm	**Varied Sentence Beginnings** • Creative and engaging **Varied Sentence Types** • The writer edits and revises where necessary to enhance sentence structure for meaning, impact and flow. • The writer makes precise and innovative choices during sentence construction in a range of text types to develop the meaning of the text. • Simple, Compound, Complex, Dialogue **Connectivity** • Sentences are linked to create flow from sentence to sentence within a paragraph
Presentation	ACELY 1727 ACELY 1685	**HANDWRITING** • Illegible handwriting makes the text unreadable • One-on-one assistance necessary to follow the writing process to develop a published text **ICT** • Teacher assistance necessary to present a published text	**HANDWRITING** • Handwriting detracts from the writing process as the student has to concentrate on legibility and form • Teacher assistance needed to follow the writing process to develop a published text **ICT** • Uses taught functions in order to publish a text with teacher assistance.	**HANDWRITING** • Handwriting is legible and at a speed to allow for a focus on ideas and text development • Follows the writing process to develop a published text defined by the teacher with images and resources appropriate to the purpose of the text determined by the teacher **ICT** • Uses teacher determined software packages eg. word processing, to publish written texts with the teacher	**HANDWRITING** • Handwriting is legible and fluent • Follows the writing process to develop a published text by the teacher with an attempt at some self-determined images and resources appropriate to the purpose of the text determined by the teacher **ICT** • Uses teacher determined software packages eg. word processing, to publish written texts with the teacher with some independent insertions	**HANDWRITING** • Handwriting is legible, fluent and at speed to allow for a focus on ideas and text development • Uses the writing process to publish personally important texts using self-determined images and resources appropriate to the purpose of the text **ICT** • Investigates and learns new functions in response to publishing needs for a text eg. inserting photos or websites to support the text, page layout options

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