Effective Writing Framework – Year 4

Year 4 Achievement Standard (ACARA) - Productive modes (speaking, writing and creating)

Students use language features to create coherence and add details to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

		Emerging	Developing	Demonstrating	Advancing	Extending
		Beginning to work towards the achievement standard	Working towards the achievement standard	Demonstrating the achievement standard	Working beyond 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.	ACELA 1489	**Connections** • Is not aware of an audience (reader) **Style** • Humour and emotion is absent from appropriate texts	**Connections** • Writes for an audience in a very general way **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 writer's feelings about the subject are loud and clear. • Student is mindful of the text and how it captures the audience. **Style** • Uses humour and emotion effectively across all taught text types where appropriate	**Connections** • **Responds to the needs of the audience** • 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 taught and non-taught text types.
Organisation The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence	ACELA 1490 ACELT 1794 ACELY 1695 ACELY 1694	**Features** • No attempt to use paragraphing **Structure** • A beginning is attempted – no middle or end • Major elements of structure are missing	**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** • A bare beginning and middle are present – no end **Informative** • Have an introductory statement on the topic, no meaningful elaborations or evidence for each topic sentence **Persuasive** • Begin with a statement of their opinion • Briefly explain why they think that, but not necessarily using facts	**Features** • Able to write texts in which the ideas are organised into paragraphs **Structure** **Imaginative** • 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. titles) **Persuasive** • Begin with a statement of their opinion • Include at least two reasons for their opinion • Conclude by briefly stating why other people should agree	**Features** • Consistently organises written text into logical paragraphing **Structure** **Imaginative** • Tell a story with an orientation, body/problem and a cohesive resolution **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 • Use several facts to explain why they think that • Conclude by briefly stating why other people should agree	**Features** • Consistently uses paragraph structure and attempts a topic sentence and elaboration in each paragraph **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 and successfully concludes the complication **Informative** • Have an introductory statement on the topic • Have a topic sentence for each new paragraph • 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 • Use several facts to explain why they think that • Include a benefit to readers • Conclude by strongly stating why other people should agree
Ideas The main message of the piece, the theme, with supporting details that enrich and develop that theme.	ACELT 1794 ACELT 1607 ACELY 1694 ACELY 1695	**Main Idea** • The student writes in a way that is confusing and disconnected • Student needs to work one to one with the teacher to develop any ideas	**Main Idea** • Ideas are underdeveloped • Student develops ideas for writing after brief conferences with the teacher	**Main Idea** • The idea of the text is clear to the reader • The student stays on topic • The writer adapts from mentor texts • Student is able to develop ideas for personal writing from a plan	**Main Idea** • The idea is clear and coherent • Student is able to develop ideas for writing from their plan, enhancing or combining or combining original plan entries	**Main Idea** • The writer develops original and innovative ideas for writing through a wide range of sources such as personal experience, research, and emotions • Writing holds the reader's attention • The topic is defined with precision

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Category	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.	ACELA1493 ACELA1498 ACELA1495 ACELA1779 ACELA1492 ACELA1780 ACELA1494	**Grammar** • Have limited correct sentence formation • Use simple sentences/ contain a single clause. Errors in grammar or usage are frequent and affect meaning **Punctuation** • Recognise how quotation marks are used in texts to signal • dialogue • quoted (direct) speech, and use some boundary markers and apostrophes **Spelling** • Errors in spelling distract the reader and make the text difficult to read • They are beginning to understand how to use strategies for spelling words • They are beginning to recognise homophones and are beginning to know how to use context to identify correct spelling	**Grammar** • They are developing understanding of the ways that the meaning of sentences can be enriched through the use of • Noun groups and adjective phrases and clauses that provide details about people and things • Verb groups that provide details about tense, modality and aspect **Punctuation** • They are developing knowledge to recognise and use quotation marks in texts to signal • dialogue • quoted (direct) speech, and to use most boundary markers and apostrophes **Spelling** • Spelling errors are frequent, even on high frequency words • Editing misses many mistakes • They are developing skills to use strategies for spelling words,	**Grammar** • They demonstrate their understanding of familiar ways in which the meaning of sentences can be enriched through the use of • Noun groups and adjective phrases and clauses that provide details about people and things • Verb groups that provide details about tense, modality and aspect **Punctuation** • Commas are used to separate clauses Quotation marks for direct speech are used correctly with some attempt at use for titles and quoted speech **Spelling** • Using spelling strategies student uses taught strategies to correctly spell the majority of high frequency and taught words • Student edits own spelling using dictionaries and other resources • They recognise homophones and know how to use context to identify correct spelling	**Grammar** • They clearly demonstrate their understanding of familiar ways in which the meaning of sentences can be enriched through the use of: • Noun groups and adjective phrases and clauses that provide details about people and things • Verb groups that provide details about tense, modality and aspect • They demonstrate correct use of some complex sentences **Punctuation** • Uses quotation marks, consistently and correctly, in texts to signal dialogue • quoted (direct) speech, and correctly use most boundary markers and apostrophes and some commas **Spelling** • Student uses knowledge of spelling rules, morphemic word families, spelling generalisations, and letter combinations including double letters to spell less common and content specific words	**Grammar** • They effectively demonstrate their understanding of familiar ways in which the meaning of sentences can be enriched through the use of: • Noun groups and adjective phrases and clauses that provide details about people and things • Verb groups that provide details about tense, modality and aspect • They demonstrate correct use of more complex sentences **Punctuation** • Uses a wide range of conventions in a sufficiently long piece including: • Quotation marks for direct speech and/or quoted speech **Spelling** • They understand how to use all required, and some advanced, strategies for spelling less common and content specific words, • They recognise homophones and know how to use context to identify correct spelling consistently and correctly. They are able to provide examples
Word Choice The use of rich, colourful, and precise language that moves and enlightens the reader.	ACELT 1493 ACELA 1488 ACELY 1498	• They create texts that show understanding of the connection between writing, speech and images. For example, they: ➢ Use oral language ➢ Use a few content-specific words with explicit prompts ➢ Choose many words that don't work ➢ Use language incorrectly ➢ Use limited vocabulary	• They create texts that show understanding of the connection between writing, speech and images. For example, they: ➢ Use a number of content-specific words ➢ Use of everyday nouns and verbs ➢ Use simple vocabulary with some misuse of parts of speech ➢ Use language that is limited and may be in wrong context	• They create texts that show understanding of the connection between writing, speech and images. For example, they: ➢ Use familiar words and phrases. ➢ Attempt some rich language ➢ Use passive verbs, adverbs, some adjectives which adequately describe subjects ➢ Are attempting to use modal verbs and adverbs	• They create texts that show understanding of the connection between writing, speech and images. For example, they: ➢ Use familiar words and phrases. ➢ Attempt some rich language ➢ Use passive verbs, adverbs, some adjectives which adequately describe subjects ➢ Are attempting to use modal verbs and adverbs	• Words convey the intended message in a precise, interesting, and natural way: ➢ Words and phrases create imagery ➢ Appropriate language that is natural and effective ➢ Word choice enhances and clarifies meaning ➢ Precision is obvious ➢ Effective use of modal verbs, adverbs and adjectives
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 1695 ACELA 1491	**Varied Sentence Beginnings** • Same structure to begin most sentences **Varied Sentence Types** • Sentences are disjointed and incomplete **Connectivity** • Overuse or underuse of connectives • Unclear connections between sentences and paragraphs	**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** • Connectives are used, but may not be appropriate to the purpose • Links between sentences and paragraphs	**Varied Sentence Beginnings** • The writer varies sentence beginnings • Sentence beginnings can be used to make predictions about what the text will unfold. **Varied Sentence Types** • The writer edits and revises for ➢ Sentence structure ➢ Sentence beginnings ➢ Readability **Connectivity** • Taught connectives are used to show the links between sentences and paragraphs	**Varied Sentence Beginnings** • Sentence beginnings suit text type and begin to engage the reader • Sentence beginnings give a clear understanding of how the text will unfold **Varied Sentence Types** • The writer makes choices during sentence construction in a range of text types to develop the meaning of the text. **Connectivity** • Writes purposefully to create a smooth read and clearly show the links between sentences and paragraphs	**Varied Sentence Beginnings** • Creative and engaging • Sentence beginnings are skilfully and purposefully crafted to lead the reader through the text. **Varied Sentence Types** • The writer edits and revises where necessary to enhance sentence structure for meaning, impact and flow. **Connectivity** • Creative and appropriate connectives, some that may not have been taught explicitly are used to show the links between paragraphs
Presentation	ACELY 1696 ACELY 1690	**Handwriting** Illegible handwriting makes the text unreadable **Publishing/ICT's** One-on-one assistance necessary to follow the writing process to develop a published text 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 **Publishing/ICT's** Teacher assistance needed to follow the writing process to develop a published text 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 **Publishing/ICT's** 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 Uses teacher determined software packages eg. word processing, to publish written texts with the teacher	**Handwriting** Handwriting is legible and fluent **Publishing/ICT's** 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 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 **Publishing/ICT's** Uses the writing process to publish personally important texts using self-determined images and resources appropriate to the purpose of the text 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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