

Effective Writing Framework – Year 5

Year 5 Achievement Standard (ACARA) - Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and 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.	ACELA1798 ACELY1698	Connections No links between ideas and language are evident. Is not aware of an audience (reader). Style Emergence of individual writing style not evident.	Connections Links between ideas and language have been attempted. Author's feelings, emotions and expression are not yet present or clear. Writes for an audience in a very general way. Style Individual writing style emerging. Attempts have been made using familiar text and word usage	Connections Effective links are evident between ideas and language used. Author's feelings, emotions and expression are identifiable in taught text types through devices taught in class eg. personal experiences, emotive language, interesting word choice. Style Emergence of individual writing style evident through interesting and informed word choices and application of mentor text exemplars experienced in class.	Connections Uses a range of literary devices to connect with the audience including those taught in class and some others encountered through their own mentor texts eg. rhetoric, dialogue. Author's feelings, emotions and expression are clearly identifiable in taught text types. Style Emergence of individual writing style evident through interesting and informed word choices, use of humour, emotion and application of mentor text exemplars experienced in class.	Connections Uses a range of unique literary devices to connect with the audience including those taught in class and some others encountered through their own mentor texts eg. rhetoric, dialogue Author's feelings, emotions and expression are unique and confidently expressed throughout taught text types. Style Skilfully demonstrates a unique and purposeful writing style across familiar and unfamiliar text types, applying humour and emotion to honest, personal and engaging writing.
Organisation The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence	ACELA1505 ACELT1609 ACELY1703 ACELA1501 ACELT1795 ACELY1700 ACELA1504 ACELT1798	Text Structures Ineffectual use and knowledge of text structure. Sequencing is not evident. Language Features Difficulty identifying and using words, sentences and phrasing appropriate to audience. Sequencing is random and illogical with no attempt to use paragraphing.	Text Structures Has attempted to create text although limited knowledge of text structure is evident. Language Features Has attempted to use words, sentences and phrasing appropriate to audience. Text has some logical sequence of ideas and is attempting to use paragraphing with one line break in writing that may not necessarily be in the correct position.	Text Structures Uses knowledge of appropriate text structure to create a written piece Effective use of words, sentences and phrasing appropriate to audience. Language Features Text maintains a logical sequence of ideas and central meaning, organised into paragraphs Uses language and text features to meet the purpose of the text	Text Structures Uses appropriate text structure to meet the purpose of the text for familiar and some less familiar text types. Language Features Effective use of familiar and unfamiliar words, sentences and phrasing appropriate to audience. Clear and consistent use of logical paragraphing, language and text features to meet the purpose of the text	Text Structures Innovates upon known text structures to add interest to the text and enhance meaning eg. Using a narrative that starts at the end, using a letter structure to write a recount. Language Features Innovative use of familiar and unfamiliar words, sentences and phrasing appropriate to audience. Clear, consistent and accurate use of properly structured and logical paragraphing, language and text features to meet the purpose of the text
Ideas The main message of the piece, the theme, with supporting details that enrich and develop that theme.	ACELA1502 ACELT1795 ACELT1798 ACELA1505 ACELT1610 ACELY1700 ACELA1508	Can develop Main Idea Has attempted to develop the main idea or theme for a written piece although clarity of main idea is not evident. Student needs to work one to one with the teacher to develop ideas	Can develop Main Idea Has attempted to develop the main idea or theme for a written piece after brief conferences with the teacher	Can develop Main Idea Develops the main idea or theme for a written piece making links with personal experience and begins to source additional information from mentor texts or Writer's Notebook	Can develop Main Idea Effectively develops main idea or theme, making clear connections and links between personal experiences, knowledge and researched material. Students sources additional information from a variety of sources such as mentor texts or Writer's Notebook	Can develop Main Idea Independently and coherently develops main idea or theme, using innovative connections and links between personal experiences, knowledge and researched material. Independently sources accurate additional information from a variety of sources such as mentor texts, Writer's Notebook
Conventions The mechanical correctness of the piece: spelling, punctuation, capitalisation, grammar usage, and paragraphing.	ACELA1500 ACELA1513 ACELA1505 ACELT1514 ACELA1506 ACELY1705 ACELA1507 ACELT1611 ACELA1508	Spelling <ul style="list-style-type: none"> 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, including: <ul style="list-style-type: none"> spelling rules knowledge of morphemic word families spelling generalisations letter combinations inc. double letters They are beginning to recognise homophones and are beginning to know how to use context to identify correct spelling No editing of written work is apparent Punctuation <ul style="list-style-type: none"> Inaccurate punctuation with errors that fails to convey meaning and enhance readability. Grammar <ul style="list-style-type: none"> Ineffective or non-existent use of standard English grammar. 	Spelling <ul style="list-style-type: none"> Spelling errors are frequent, even on high frequency words Editing misses many mistakes They are developing skills to use strategies for spelling words, including: <ul style="list-style-type: none"> spelling rules knowledge of morphemic word families spelling generalisations letter combinations inc. double letters They are developing recognition of homophones and knowledge of how to use context to identify correct spelling Minimal attempts to correct text, eg some capital/full stop correction Punctuation <ul style="list-style-type: none"> Has attempted punctuation with errors to convey meaning. Grammar	Spelling <ul style="list-style-type: none"> 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 Text re-read with some attempts made to edit eg. some full stops/ capital letters, punctuation, paragraphs Punctuation <ul style="list-style-type: none"> Punctuates work accurately with minimal errors to convey meaning and enhance readability Grammar <ul style="list-style-type: none"> Effective use of standard English grammar with minimal errors. 	Spelling <ul style="list-style-type: none"> Student spells high frequency and taught words correctly 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 They recognise homophones and know how to use context to identify correct spelling consistently and correctly Text reread and improvements are made in punctuation and some grammatical and structural corrections included Punctuation <ul style="list-style-type: none"> Punctuates work creatively and accurately to convey meaning and enhance readability. Grammar <ul style="list-style-type: none"> Effective and clear use of standard English grammar with minimal errors. 	Spelling <ul style="list-style-type: none"> They understand how to use all required, and some advanced, strategies for spelling less common and content specific words, including: <ul style="list-style-type: none"> spelling rules, knowledge of morphemic word families, spelling generalisations, letter combinations inc. double letters They recognise homophones and know how to use context to identify correct spelling consistently and correctly. Text reread and improved with the insertion of improved word choices, spelling corrections, punctuation and structure Punctuation <ul style="list-style-type: none"> Unique punctuation enhances meaning and readability.

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			<ul style="list-style-type: none"> • Uses of standard English grammar with errors. 			Grammar <ul style="list-style-type: none"> • Inspired use of standard English grammar with no error
Word Choice The use of rich, colourful, and precise language that moves and enlightens the reader.	ACELA 1500 ACELT 1612 ACELA 1508 ACELT 1798 ACELA 1512 ACELY 1698 ACELT 1609 ACELY 1705 ACELT 1611	Text-related Little or no attempts have been made to use words and phrases to enhance the reader's understanding. Texts show little understanding of the connection between writing, speech and images. For example, they: <ul style="list-style-type: none"> ➢ 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 	Text-related Attempts have been made to use words, sentences and phrasing to enhance the reader's understanding of the text. Some word choice meets the purpose of the text and topic. Texts show understanding of the connection between writing, speech and images. For example, they: <ul style="list-style-type: none"> ➢ 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 	Text-related Appropriate selection of words, sentences and phrasing to enhance the reader's understanding of the text. They create texts that show understanding of the connection between writing, speech and images. For example, they: <ul style="list-style-type: none"> ➢ Use words that are adequate and correct in most situations. ➢ Use familiar words and phrases. ➢ Attempt some rich language ➢ Use passive verbs, adverbs, some adjectives which adequately describe subjects ➢ Occasionally, show refinement and precision in their choice of words and phrases ➢ Are attempting to use modal verbs and adverbs 	Text-related Appropriate selection of words, sentences and phrasing to enhance the reader's understanding of the text. They create texts that show understanding of the connection between writing, speech and images. For example, they: <ul style="list-style-type: none"> ➢ Use words that are interesting and correct in most situations. ➢ Use familiar words and phrases. ➢ Attempt some rich language ➢ Use passive verbs, adverbs, some adjectives which adequately describe subjects ➢ Show refinement and precision in their choice of words and phrases ➢ Are attempting to use modal verbs and adverbs 	Text-related Creative and inspired selection of words, sentences and phrasing to enhance the reader's understanding of the text. Words convey the intended message in a precise, interesting, and natural way: <ul style="list-style-type: none"> ➢ 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 ➢ Effective use of modal verbs, adverbs and adjectives ➢ Student uses words in creative and innovative ways to create detailed images for the reader
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.	ACELA 1505 ACELA 1508 ACELT 1611 ACELY 1705	Varied sentence beginnings <ul style="list-style-type: none"> • Varied sentence beginnings have not been attempted – same structure to begin most sentences. • Attempts have not been made to meet the purpose of the text taught in class. Varied sentence types <ul style="list-style-type: none"> • Uses primarily simple sentences which are disjointed and incomplete. Connectivity <ul style="list-style-type: none"> • Attempts have been made to create simple sentences that convey an inconsistent and fluctuating meaning of the idea for the reader 	Varied sentence beginnings <ul style="list-style-type: none"> • Varied sentence beginnings have been attempted as taught in class. Most sentences are repetitive in sentence beginning, length and structure. • Attempts have been made to meet the purpose of the text taught in class. Varied sentence types <ul style="list-style-type: none"> • Uses simple and compound sentences. Connectivity <ul style="list-style-type: none"> • Some sentences are fluid and smooth to read. • Attempts have been made to create sentences that convey meaning of the main idea for the reader 	Varied sentence beginnings <ul style="list-style-type: none"> • Encourages reader interest through variation of sentence beginnings, as taught in class that add originality to text and can be used to predict about what the text will unfold. • Student varies sentence beginnings to meet the purpose of the text eg, noun groups, verb groups and adverbials in theme position. Varied sentence types <ul style="list-style-type: none"> • Complex sentences containing adverbial/adjectival phrases are evident and extend the main idea. Connectivity <ul style="list-style-type: none"> • Reader interest is maintained through carefully linking sentences and phrases. 	Varied sentence beginnings <ul style="list-style-type: none"> • Encourages reader interest through purposeful and creative variation of sentence beginnings, as taught in class, that add originality to taught text types and some that are less familiar. Sentence beginnings give a clear understanding of how the text will unfold. Varied sentence types <ul style="list-style-type: none"> • Plans for sentence variation to match the purpose of the sentence eg. Descriptive may use a complex, or impact that may require a short simple sentence eg. It was silent. Connectivity <ul style="list-style-type: none"> • Sentences are clear, fluid and smooth to read. • Reader interest is maintained through creative linking sentences and phrases. 	Varied sentence beginnings <ul style="list-style-type: none"> • Encourages reader interest through unique and creative variation of sentence beginnings that add originality to taught text types and some that are less familiar. Sentence beginnings are skilfully and purposefully crafted to lead the reader through the text. Varied sentence types <ul style="list-style-type: none"> • Innovatively plans for sentence variation to match the purpose of the sentence eg. Descriptive may use a complex, or impact that may require a short simple sentence eg. It was silent. Connectivity <ul style="list-style-type: none"> • Sentences are constructed in a unique and creative way that convey meaning and clarity of the main idea for the reader
Presentation	ACELY1700 ACELY1706 ACELY1707	Handwriting <ul style="list-style-type: none"> • Illegible handwriting makes the text unreadable • One-on-one assistance necessary to follow the writing process to develop a published text Presentation/ICT <ul style="list-style-type: none"> • Teacher assistance necessary to present a published text 	Handwriting <ul style="list-style-type: none"> • 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 Presentation/ICT <ul style="list-style-type: none"> • Uses taught functions in order to publish a text with teacher assistance. 	Handwriting <ul style="list-style-type: none"> • 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 Presentation/ICT <ul style="list-style-type: none"> • Uses teacher determined software packages eg. word processing, to publish written texts with the teacher 	Handwriting <ul style="list-style-type: none"> • 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 Presentation/ICT <ul style="list-style-type: none"> • Uses teacher determined software packages eg. word processing, to publish written texts with the teacher with some independent insertions 	Handwriting <ul style="list-style-type: none"> • 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 Presentation/ICT <ul style="list-style-type: none"> • 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