Effective Writing Framework – Year 6

Year 6 Achievement Standard (ACARA) - Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.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
Ideas The main message of the piece, the theme, with supporting details that enrich and develop that theme.	ACELT1613 ACELT1614 ACELT1618 ACELT1616 ACELY1710 ACELY1714	**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.	**Can develop Main Idea** Has attempted to develop the main idea or theme for a written piece. .	**Can develop Main Idea** Effectively develops the main idea or theme for a written piece making links with personal experience and begins to source additional information. **Uses supporting Details** Uses supporting details to maintain and develop theme or main ideas throughout text.	**Can develop Main Idea** Accurately develops main idea or theme, making clear connections and links between personal experiences, knowledge and researched material. **Uses supporting Details** Chooses effective detail to support and maintain the idea of theme. Most detail may be literal, but some use of ":show not tell" is evident (inferential detail)	**Can develop Main Idea** Independently develops main idea or theme, using innovative connections and links between personal experiences, knowledge and researched material. **Uses supporting Details** Makes effective use of both literal and inferential details to support and enhance the main idea or theme.
Organisation The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence.	ACELA1518 ACELA1524 ACELT1614 ACELT1616 ACELT1800 ACELY1708 ACELY1710 ACELY1711 ACELY1713 ACELT1614 ACELY1714	**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.	**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.	**Text Structures** Uses knowledge of appropriate text structure to create a written piece **Language Features** Effective use of words, sentences and phrasing appropriate to audience. Text maintains a logical sequence of ideas and central meaning. 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 use 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 and accurate use language and text features to meet the purpose of the text
Voice The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language and revealing details.	ACELA1516 ACELA1517 ACELA1518 ACELA1525 ACELT1613 ACELT1616 ACELY1710 ACELY1713	**Connections** No links between ideas and language are evident. **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. **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 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.
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.	ACELA1520 ACELA1521 ACELA1522 ACELT1617 ACELT1800	**Varied sentence beginnings** Varied sentence beginnings have not been attempted Attempts have not been made to meet the purpose of the text taught in class **Varied sentence types** Uses primarily simple sentences	**Varied sentence beginnings** Varied sentence beginnings have been attempted as taught in class. Attempts have been made to meet the purpose of the text taught in class. **Varied sentence types** Uses simple and compound sentences	**Varied sentence beginnings** Encourages reader interest through variation of sentence beginnings, as taught in class, that add originality to text Student varies sentence beginnings to meet the purpose of the text eg, noun groups, verb groups and adverbials in theme position. **Varied sentence types** Complex sentences containing adverbial/adjectival phrases are evident and extend the main idea	**Varied sentence beginnings** 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. **Varied sentence types** 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. Creative linking sentences and phrases.	**Varied sentence beginnings** Encourages reader interest through unique and creative variation of sentence beginnings that add originality to taught text types and some that are less familiar. **Varied sentence types** 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.

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Category	Codes	Level 1	Level 2	Level 3	Level 4	Level 5
Word Choice The use of rich, colourful, and precise language that moves and enlightens the reader.	ACELA1520 ACELA1517 ACELA1523 ACELA1525 ACELT161	**Text-related** No attempts have been made to use words and phrases to enhance the reader's understanding. **Complexity** Word choice is functional and conveys intended meaning in an interesting and engaging way Student utilises more complex vocabulary encountered in class to add interest and complexity to the text.	**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. **Complexity** Word choice is functional and conveys intended meaning in an interesting and engaging way Student utilises more complex vocabulary encountered in class to add interest and complexity to the text.	**Text-related** Appropriate selection of words, sentences and phrasing to enhance the reader's understanding of the text. Word choice meets the purpose of the text and topic eg. technical language for an information text, emotive language in a persuasive, colloquialisms in an Australian Narrative. Words chosen are those encountered and discussed in class. **Complexity** Word choice is functional and conveys intended meaning in an interesting and engaging way Student utilises more complex vocabulary encountered in class to add interest and complexity to the text.	**Text-related** Appropriate selection of words, sentences and phrasing to enhance the reader's understanding of the text. Word choice meets the purpose of the text and extends the topic eg. technical language for an information text, emotive language in a persuasive, colloquialisms in an Australian Narrative. Words chosen are those encountered and discussed in class. **Complexity** Word choice is functional and conveys intended meaning in an interesting and engaging way Student utilises more complex vocabulary encountered in class to add interest and complexity to the text.	**Text-related** Creative and inspired selection of words, sentences and phrasing to enhance the reader's understanding of the text. Word choice meets and enhances the purpose of the text and topic eg. technical language for an information text, emotive language in a persuasive, colloquialisms in an Australian Narrative. Words chosen are those encountered and discussed in class. **Complexity** Word choice is functional and conveys intended meaning in an interesting and engaging way Student utilises more complex vocabulary encountered in class to add interest and complexity to the text.
Conventions The mechanical correctness of the piece: spelling, punctuation, capitalisation, grammar usage, and paragraphing.	ACELA1520 ACELA1521 ACELA1526	**Spelling** Student spells using primarily alphabetic knowledge eg. Sounding out and simple within word patterns eg. oo, ee, ea, ai etc. **Grammar** Ineffective non-existent use of standard English grammar. **Punctuation** Inaccurate punctuation with errors that fails to convey meaning and enhance readability. Paragraphing is not evident.	**Spelling** Spell words with some errors. Ineffective use of editing techniques to correct minor inaccuracies. Limited knowledge of morphemic spelling knowledge eg. base words, affixes, and etymological understanding eg. derivations and latin and greek roots. **Grammar** Uses of standard English grammar with errors. **Punctuation** Has attempted punctuation with errors to convey meaning. Paragraphing has been attempted.	**Spelling** Spell words with minimal errors. Student demonstrates evidence of morphemic spelling knowledge eg. base words, affixes, and etymological understanding eg. derivations and latin and greek roots. Effective use of editing techniques to correct minor inaccuracies **Grammar** Effective use of standard English grammar with minimal errors. **Punctuation** Punctuates work accurately with minimal errors to convey meaning and enhance readability. Paragraphing is evident and reinforces the organisational structure.	**Spelling** Spell words accurately. Student demonstrates clear evidence of morphemic spelling knowledge eg. base words, affixes, and etymological understanding eg. derivations and latin and greek roots. **Grammar** Effective and clear use of standard English grammar with minimal errors. **Punctuation** Punctuates work creatively and accurately to convey meaning and enhance readability. Paragraphing is evident and creatively reinforces the organisational structure.	**Spelling** Spells difficult words accurately. Student demonstrates clear evidence of morphemic spelling knowledge eg. base words, affixes, and etymological understanding eg. Derivations and latin and greek roots. Unique and creative use of familiar and unfamiliar editing techniques to correct minor inaccuracies **Grammar** Inspired use of standard English grammar with no errors. **Punctuation** Unique punctuation enhances meaning and readability .
Presentation	ACELY 1716 ACELY 1717	**Handwriting** Illegible handwriting makes the text unreadable One-on-one assistance necessary to follow the writing process to develop a published text **Presentation/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 **Presentation/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 **Presentation/IC** **T** 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 **Presentation/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 **Presentation/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