The student
Year Level: Year 3
Background: born in Sudan
Language: Arabic
Schooling: began school in prep in Victoria

The task
The students had been doing a unit of work on fairytales, with a text focus on narratives. The students had read and examined models of narratives as well as been shown how to plan for writing a narrative. The text was written independently, edited by a peer, then the teacher.

The text shows that the student:

The plan

plans
the
format of
a text

plans
before
writing
## Stage B2 Standard  example 2

The text shows that the student:

<table>
<thead>
<tr>
<th>The draft</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>includes an appropriate amount of detail for the audience</td>
<td></td>
</tr>
<tr>
<td>uses a number of common conjunctions to link ideas between sentences</td>
<td></td>
</tr>
<tr>
<td>uses pronoun references with some noun/pronoun agreement</td>
<td></td>
</tr>
<tr>
<td>uses verb endings with some consistency</td>
<td></td>
</tr>
<tr>
<td>experiments with more complex punctuation</td>
<td></td>
</tr>
<tr>
<td>spells most frequently used words accurately</td>
<td></td>
</tr>
</tbody>
</table>

- orients the reader by including relevant details
- writes a creative text based on models
- uses some conventions for separating ideas
- uses heading and text format appropriate to the task
- writes using ‘written-like’ language
- writes texts which includes key features of the text type
- uses varied tenses
- includes an appropriate amount of detail for the audience
- uses a number of common conjunctions to link ideas between sentences
- uses pronoun references with some noun/ pronoun agreement
- uses verb endings with some consistency
- experiments with more complex punctuation
- spells most frequently used words accurately

The text shows that the student:

1. orients the reader by including relevant details
2. writes a creative text based on models
3. uses some conventions for separating ideas
4. uses heading and text format appropriate to the task
5. writes using ‘written-like’ language
6. writes texts which includes key features of the text type
7. uses varied tenses
8. includes an appropriate amount of detail for the audience
9. uses a number of common conjunctions to link ideas between sentences
10. uses pronoun references with some noun/ pronoun agreement
11. uses verb endings with some consistency
12. experiments with more complex punctuation
13. spells most frequently used words accurately

**Example 2**

**ORIENTATION**

Once upon a Time, in a big beautiful forest. There lived 3 little fairies. They lived with their mum and dad. But the little was afraid. Then complication. The little brothers the fairies to kill their mother. Because the fairy mother killed the rich little fairy and father. She got a spell on them. She waves her wand and saidAbrakadaz. You are going to do what? Tell you to do, you are going to kill your mother! Ha! Ha! Fairy name: Terry, Mary, Fairy. Parents: George, Harry.
THE THREE FAIRIES

Once upon a time in a big beautiful forest there lived 3 little fairies. They lived with their Mum and Dad but the witch was after them.

The witch hypnotised the fairies to kill their mother because the fairies mother killed the witches mother and father.
She puts spell the fairy. She waves her wand round and round and said Abracadabra! You are going to do what I tell you to do, you are going to kill your mother! Ah! Ah!

The fairy went to the witches house they bought a secret spell. So they could break the other spell. When the witch is gone we pour the potion into the pot.

But the spell didn’t work so they had another spell. They drank the potion spell so they could have a done of themself.
That way the witch would kill their done instead of themselves.
The witch took the done and killed the done fairy and they lived happily ever after. But the real fairies had to stay away from the witch so she could be safe for ever and ever.

This text is an example of a student at B2 Standard. The student develops a basic plan, and writes a first draft and a published version of a narrative, which includes an orientation, complication and resolution. The text includes an appropriate amount of detail for the reader and the student uses a number of common conjunctions to link ideas. The student sometimes uses present simple tense instead of the simple past e.g. ‘she waves her wand round and round and said’. Most high frequency words are spelt correctly. Attempts at unfamiliar words indicate that the student is using a range of strategies e.g. pronunciation and sound-letter knowledge, visual and common patterns (after/ after, hypnotised, mother, round/ round, spell/ spell).

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