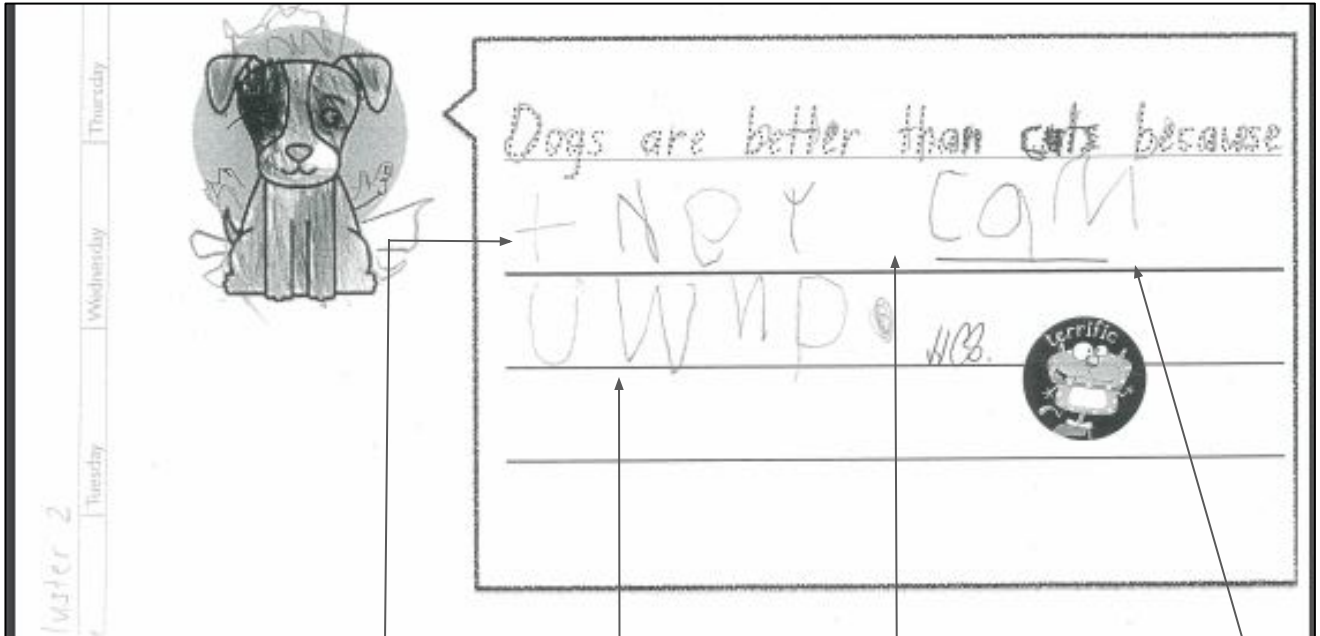


Analysing Impact

Writing Exemplars



- Writes at least one recognisable word (may not be spelled correctly) related to a story book read to them or a picture they have drawn.
- 'Writes' from left to right and leaves spaces between words.
- Attempts to form some letters.
- Talks about own writing and drawing.
- Experiments with computer mouse and keyboard.
- Clear attempt to write name (may not be correct spelling).



'Writes'
from left to
right

Attempts to
form some
letters

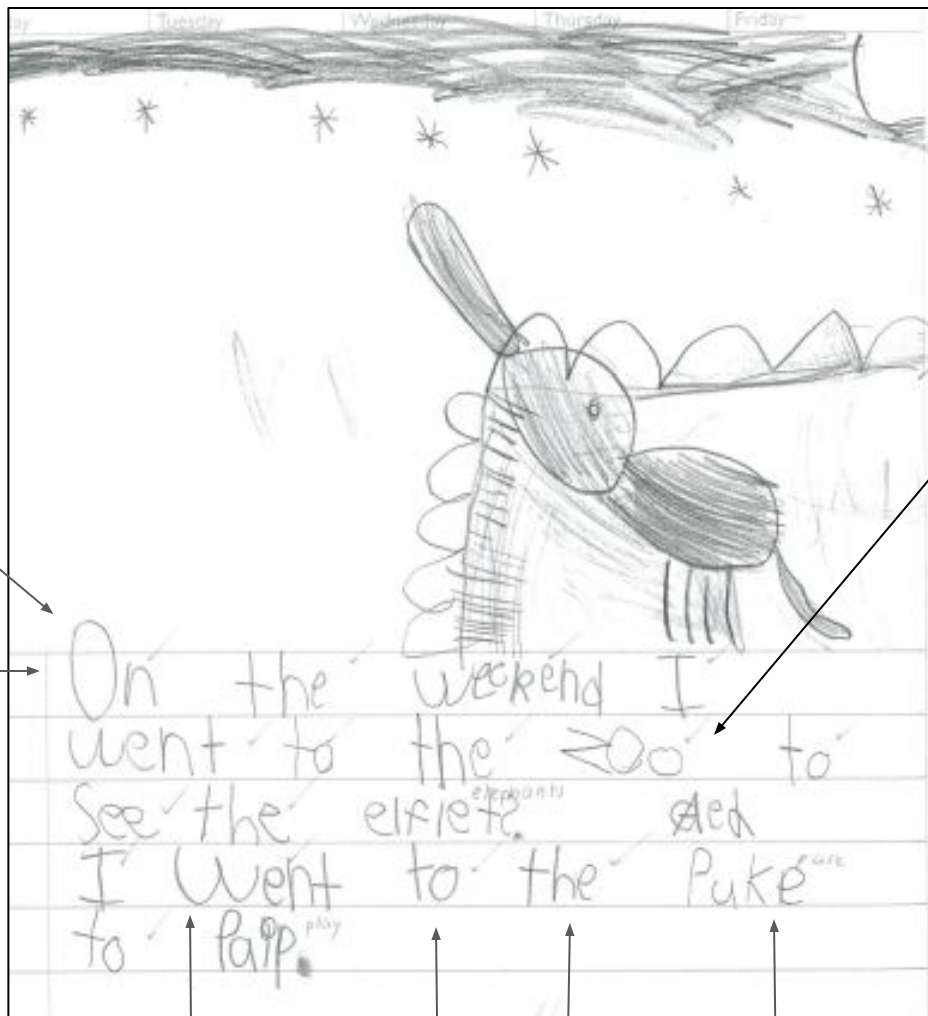
'Writes'
from left to
right and
leaves
spaces
between
words

Writes at
least one
recognisable
word (can)

- Writes first name correctly.
- Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.
- Shows understanding that their 'writing' conveys meaning.
- Vocalises words to approximate spelling.
- Begins to develop a simple writing vocabulary, including some high frequency words and words of personal significance.
- Uses simple noun groups and adverbial phrases when writing.
- Begins to demonstrate understanding of pencil grip, paper placement and posture.
- Experiments with creating simple texts on the computer.

Draws on both personal and imaginary experiences to 'write' texts

Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation



Uses simple noun groups and adverbial phrases when writing

Begins to develop a simple writing vocabulary, including some high frequency words and words of personal significance

Vocalises words to approximate spelling

- Writes one or more simple sentences, some words spelled correctly, most letters formed correctly and evidence of sentence punctuation.
- Reads to express one or two ideas.
- Reads own text aloud to check that it makes sense to others.
- Talks about the audience and purpose for texts being written.
- Attempts to spell high frequency words that have been taught.
- Produces some compound sentences using conjunctions to join ideas.
- Uses simple pronoun references.
- Forms most letters correctly.
- Uses correct pencil grip, paper placement, posture and knows how to self-correct.
- With support, uses computer software programs to create simple texts.



Uses simple pronoun references

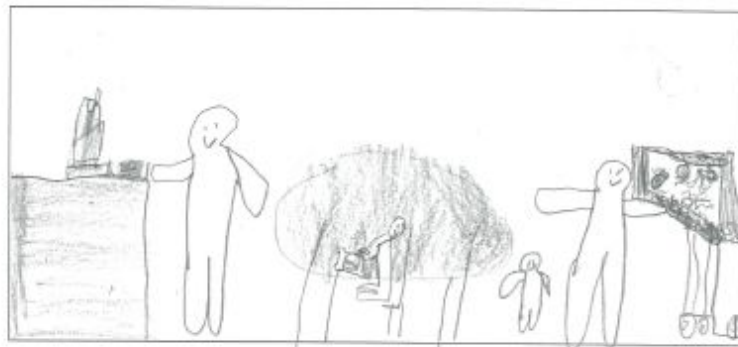
Attempts to spell high frequency words that have been taught

Produces some compound sentences using conjunctions to join ideas

Writes one or more simple sentences, some words spelled correctly, most letters formed correctly and evidence of sentence punctuation

- Creates longer texts supported by visual information, e.g. diagrams, maps, graphs on familiar topics for known audiences.
- Begins to use text features such as headings and paragraphs to organise information.
- Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right.
- Accurately spells an increasing number of high frequency and topic words.
- Uses simple punctuation, e.g. full stops, exclamation marks and question marks.
- Writes a sequence of thoughts and ideas.
- Experiments with using some complex sentences to enhance writing.
- Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly.
- Uses computer functions to edit texts.

Begins to use text features such as headings and paragraphs to organise information



My School

Write about your first day of school at Anzac Park Public School!

on my first day of school
I drove with mum and dad and
my little sister.

I met my teacher on that day
we got to learn each others names.
I was a little bit nervous.

I felt better when we
sat down and started learning.

the next day I was a bit scared at all.

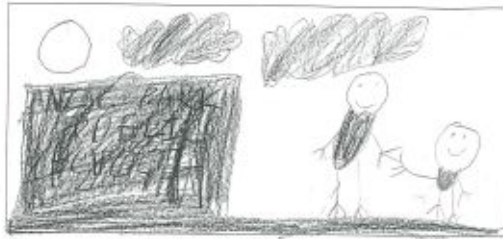
Accurately spells
an increasing
number of high
frequency and
topic words

Experiments with
using some
complex sentences
to enhance writing

Begins to use text features such as headings and paragraphs to organise information

- Plans texts by making notes, drawing diagrams, planning sequence of events or information, etc.
- States purpose and intended audience before creating texts.
- Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns.
- Applies spelling generalisations when writing.
- Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.
- Writes short, connected and sequenced texts to narrate events or convey information.
- Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement.
- Uses a computer to produce texts with graphics.

Writes short, connected and sequenced texts to narrate events or convey information.



My School

Write about your first day of school at Anzac Park Public School!

When I woke up me and my parents had to go to Artarmon to buy my clothes. It took about 1 or 2 hours to go to Artarmon pick clothes that are the right size for me and coming back to our house. //

After I reached home I got dressed and walked to my new school with my parents. Finally when I got to school it was already time for recess. //

At recess I didn't play because I had no friends. When the bell rung me and my class went back to the classroom. Then we did some english. After English we did something else and went to lunch. At lunch Alpha came and asked me "do you want to play with me?" and I said "yes". After lunch we went to different classes for drop everything and count and I stayed in my classroom. After drop everything we went home. //

The End

/// Fantastic Effort! ☺

Applies spelling generalisations when writing.

Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns.

Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement.

Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.

- Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences.
- Experiments with producing/publishing texts using an increasing range of mediums and modes.
- Writing shows evidence of revision, editing and proof-reading.
- Writes for a wider range of purposes, including to explain and to express an opinion.
- Demonstrates a range of spelling strategies to spell unfamiliar words.
- Uses quotation marks for direct speech and commas in lists.
- Produces a range of grammatically accurate sentences.
- Fluently writes letters of consistent size and formation in NSW Foundation Style.

Foolless Falls (Heading)

Reporting by Estelle Frower ^(Line) (Byline) 26/8/17 (Date/Location)

A 7 year old boy called James was ^{knocked} tripped over by Sam, a man ^{who} that was walking by James was riding his bike in the Sydney suburb of Cammeray at ^{4.51 pm outside Woolworths shopping centre} 4.51 pm outside Woolworths shopping centre on the 26th August on a Saturday ^{afternoon}. A local witness said they just walked quickly into each other and got badly hurt. ✓

James said that he was bored waiting for his mother in the shopping centre, so he rode his bike. He was fine until ^{an} this old man came and shoved him over. He was not looking ^{where} where he was going, only texting. This man should be sorry. He should have to pay ^{says} "says" James. ✓

Sam only knows he was walking to his friend's house and came by the shopping ^{centre} centre. He looked down at his ^{phone} phone and crashed into the boy who was doing silly tricks and playing around on the foot path. ✓

"No child should be ^{allowed} allowed to be unsupervised around the road," ^{claimed} claimed Sam. ✓

We ^{came} came to a ^{the conclusion} conclusion that Sam should be looking ^{where} where he is going at all times, but James ^{should} should have been sensitive and rode his bike normally. ✓

Demonstrates a range of spelling strategies to spell unfamiliar words.

Writing shows evidence of revision, editing and proof-reading.

Uses quotation marks for direct speech and commas in lists.

- Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.
- Plans and organises ideas using headings, graphic organisers, questions and mind maps.
- Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.
- Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.
- Uses a variety of spelling strategies to spell high frequency words correctly.
- Uses simple word processing functions such as spell check, grammar check.
- Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details.
- Uses joined letters of consistent size.
- Experiments with creating simple multimodal texts using digital text creation programs.

Man Bumps Boy and Breaks a Leg (Heading) ✓

Thursday 25th Aug 2017 (Date/Location)
Cammeray, Sydney ✓

BREAKING NEWS! An 8 year old boy named James ^{bumped} bumps into a 48 year old man named Sam. The old man, Sam, ^{bumped} bumped into the little boy, ^{brake} brake on the footpath which made him fall off his bike and ^{break} break his leg. The shocking event happened in the Sydney Suburb of Cammeray outside a local shopping centre on Thursday 25th August 2017 at 4:00pm. ✓

James reports he was just peacefully riding his bike when a man came and knocked him off his bike. He was just waiting for his mum who was getting groceries. He claims that the old man was on his phone instead of lookin where he was going. "People have to look where ^{they're} they're going or else something bad like this will happen!" stated James. ✓

However, Sam reports that James was doing tricks on the footpath while he was enjoying an afternoon walk when the little boy jumped out of nowhere. "The boy was not supervised properly. People should not ride on footpaths!"

Plans and organises ideas using headings, graphic organisers, questions and mind maps.

Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details.

Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.

- Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.
- Shows awareness of the need to justify opinions with supporting evidence.
- Locates resources and accesses information when planning.
- Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.
- Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.
- Uses sentence and simple punctuation correctly.
- Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.
- Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.

Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.

Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.

Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.

Uses sentence and simple punctuation correctly.

Dear diary,
I can hear them talking through the cracked bit in the door. Sometimes I hear them saying "people.....killed.....street." They are talking about moving to a different country I think. Mum thinks Iran would be best, I really hope they choose Iran, then I might see Layla again. I will go to my room now, I want to close my ears to all that I am hearing. All I want to hear is silence.

As I lie underneath the big warm lime-green covers, I hold my favourite possession that a family member gave me, and I pray to fall asleep fast. I now know what is going on. I can't bring anything with me but some scratchy pants and a tattered shirt. I cannot take my doll with me which is devastating.

Dad is quietly talking to us now, he is talking about putting us in a cupboard at the back of the truck?! We will have pins and needles for a while. Oh phew.....dad said we will take stops maybe we won't get pins and needles.....not for a long time anyway. All of this is making me feel flustered and depressed! We are not going to Iran. I will never see Layla again! I hope I can believe what Dad said "happiness and joy". Happiness and joy.....please.

Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.

- Writes coherent, structured texts for a range of purposes and contexts.
- Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts.
- Shows awareness of accurately acknowledging sources in relevant texts.
- Refines writing in response to feedback.
- Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive and colloquial.
- Uses topic sentences and appropriately organises main and subordinate ideas.
- Experiments with using complex punctuation to engage the reader and achieve purpose.
- Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.
- Writes fluently with appropriate size, slope and spacing.
- Uses word processing programs confidently and accurately, integrating various functions.
- Plans and designs more complex multi modal texts.

Uses topic sentences and appropriately organises main and subordinate ideas

Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts

Experiments with using complex punctuation to engage the reader and achieve purpose

Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words

Uses word processing programs confidently and accurately, integrating various functions

Dear Diary,

My life is being filled up with problems, mystery and bad memories. Where did grandpa go? Why did my Dad come late for work? WHY am I going to Australia, a country I never heard of before, instead of Iran, where I can see Lelia? I feel stressed, confused and heart-broken. I really care for my family and if Australia will be better for everyone, I will do it. I just hope we make the journey, if we don't...I hope it was worth trying.

This morning, I woke early to the morning sun shining on my face. I curled myself up in my cotton blanket, trapping myself under the woolly covers. I non-stop thought about whether I should just agree to go to this 'Australia' or stand up to my Dad and try to convince him to go to Iran. I have missed Lelia so much. I wish she was with me now...

I eventually stood up, rubbing the frost off the glass and looking out from the clear shield that was keeping me from the outside world. And then I saw it. Something I wish I never saw. I felt my heart pounding faintly inside my chest. Was Australia really safer than here? Could my father...ever be...wrong? I do trust him...but I am still worried about my family's future as well as mine. My body forced me back down onto my blanket and for the first in a long time, drops of water ran down my cheeks. I couldn't take all the pressure. I laid back down, reaching out for the doll and rubbed the soft felt. I became calm once more and fell asleep.

Grandpa, what would you do in a crisis as big as this? And please...come back to me.

Writes coherent, structured texts for a range of purposes and contexts

Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial

- Writes sustained texts for a wide range of purposes.
- Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.
- Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.
- Critically reflects on effectiveness of own/others writing and seeks and responds to feedback from others.
- Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.
- Makes sentence level choices (e.g. short sentences to build tension, complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.
- Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.
- Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.
- Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.

Writes sustained texts for a wide range of purposes.

Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.

Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.

The Hon. Gabrielle Upton
MP 330 New South Head Road
DOUBLE BAY NSW 2028

Dear Ms. Upton,

I am writing to you on behalf of myself and the state of New South Wales regarding disposable coffee cups. As a Year 5 student at Anzac Park Public School, I have been learning about current important issues, such as climate change. I have learnt about the causes and effects of this global tragedy. I firmly believe there should be a law passed, saying that all coffee shops in New South Wales must offer a 20 cent discount to customers who bring their own coffee cup. For something that we use for only about five minutes, it is hard to believe the devastating environmental impact of disposable coffee cups.

Disposable coffee cups aren't recyclable, so these all go to landfill after being used. Right now, customers feel no encouragement to bring their own coffee cup, because there aren't many incentives. If we give a discount to the customers, they will be encouraged to do this, which means fewer disposable coffee cups overflowing our landfill and flooding our oceans. If a family of three each bring their own coffee cup every day for one year, not only do they stop 1 095 coffee cups ending up in landfill, but they would save \$219, which they could spend on a night at a luxury bed and breakfast in Lithgow, as a reward. Coffee shops could be encouraged to display the 'Pros and Cons' of the BYO coffee cup system. Showing fantastic initiative, the Perth coffee shop *Antz Inva Pantz HQ*, do not offer disposable coffee cups and the co-owner Craig Munzeroll said that the business saved 70 000 cups from ending up in landfill in one year. Journalist, Craig Reucassel, recently aired a short series on the ABC, *The War on Waste*, where he proved to Australia how wasteful we really are, and how we can stop that. In one of his episodes, he filled up a tram containing 50 000 coffee cups, the amount of coffee cups Australia throws out every 30 minutes, to demonstrate to Melbourne why they should bring their own coffee cup.

As well as environmental benefits, this law would not harm the cafe owners' profits, as they will not need to purchase coffee cups. The typical double-wall coffee cup costs around 20 cents each and the typical Sydney cafe sells around 700 coffees a day, meaning the coffee shops spends \$2 555. If coffee shop owners offer the 20 cent discount, then instead of wasting 20 cents on a coffee cup, which will pollute the environment, they pass on their entire cost saving to the customer. This will also save their ordering time, cash flow and stress in following up their suppliers.

Customers using the BYO cup system will role model this good habit to others, as to the coffee shop owners, showing them just one of the fabulous benefits of this system. Role models in our society are important because it encourages better understanding across New South Wales. Many people do not understand the huge impact of coffee cup disposal over the long term. However, if it is brought to their attention by a new law and accompanying education programs,

Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.

Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.

Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.

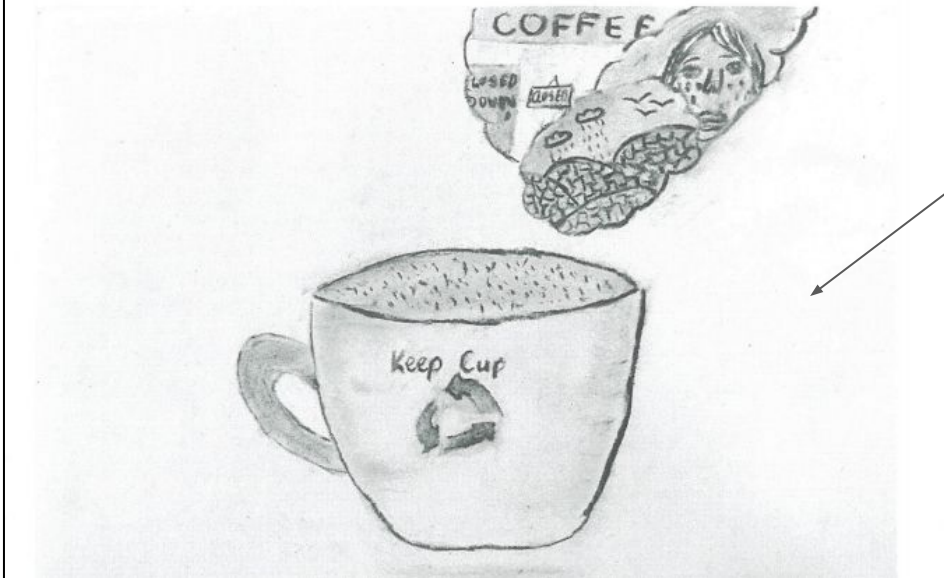
Integrates a range of spelling strategies and conventions to accurately spell most words, including words of any syllables.

they could change their habits and can be positive role models to their family, friends and community members.

I would like to thank you for reading this letter of concern regarding disposable coffee cups. I hope to see some significant future changes to assist consumers in saving money, protecting the environment and role modelling positive behaviours for future generations. These changes will also benefit coffee shop owners by allowing them to spend their money on more important things.

Yours faithfully,

Year 5 Student
Anzac Park Public School
2 Anzac Ave, Cammeray, NSW 2062



Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.