

Narrative

First year of school

Purpose:

1. The writing entertains the reader.

Structure:

1. The writing has an orientation (who, when and where), a complication (problem to solve) and a resolution.
2. Simple time connectives are used to link sentences in the text (e.g. then, later).

Grammar:

1. A range of nouns and noun groups (common and proper) are used to describe people and places.
2. Descriptive sentences are used, relating to: size, colour, shape, number, texture.
3. Understanding of noun/pronoun relationship (e.g. he, they) is demonstrated.
4. Action verbs and relating verbs (e.g. is, was) are used.
5. Simple sentences are used.

Writing Features:

1. The writing uses consistent tense.

Narrative

Second year of school

Purpose:

1. The writing entertains the reader.

Structure:

1. The writing has a title, an orientation (who, when and where), a complication (problem to solve) and a resolution.
2. A variety of time connectives (circumstances of time/phrases of consequence) link sentences (e.g. once upon a time, then, later, last week).

Grammar:

1. A range of nouns and noun groups (common and proper) are used to describe people and places.
2. Descriptive words and sentences are used, relating to: size, colour, shape, number, texture (e.g. the little pig).
3. Understanding of noun/pronoun relationship (e.g. he, they) is demonstrated.
4. Action verbs and relating verbs (e.g. is, was) are used.
5. Simple sentences and compound sentences using conjunctions (e.g. but, and) are used.

Writing Features:

1. The writing uses consistent tense.
2. Characters are personified or given names.
3. Student begins to express a point of view or opinion (e.g. lived happily ever after).

Narrative

Third year of school

Purpose:

1. The writing entertains the reader.

Structure:

1. The writing has a title, an orientation (who, when and where), a complication (problem to solve), series of events and a resolution.
2. A variety of time connectives (circumstances of time/phrases of consequence) link sentences (e.g. once upon a time, last week, later that night).
(e.g. Johnny's Lost Bicycle

Johnny was a small boy with black hair. Last week he lost his shiny red bicycle. He searched outside the gate. Johnny asked his mum if she had seen it. Also he asked his best friend if he had borrowed it. However, dad had put it in the shed.)

Grammar:

1. A range of nouns and noun groups (common and proper) are used to describe people and places.
2. Descriptive words and sentences are used, relating to: size, colour, shape, number, texture, position, and action, to describe noun and noun groups (e.g. the little pig).
3. Understanding of noun/pronoun relationship (e.g. he, they) is demonstrated.
4. Action verbs and relating verbs (e.g. is, was) are used.
5. Predominate use of simple sentences and compound sentences using simple conjunctions (e.g. but, and).
6. Student demonstrates some use of complex sentences.

Writing Features:

1. Consistent tense is used throughout.
2. Characters are personified or given names.
3. Student begins to express a point of view or opinion (e.g. lived happily ever after).
4. Student begins to edit own work for spelling and punctuation (e.g. full stops and capital letters).

Narrative

Fourth year of school

Purpose:

1. The writing entertains, amuses or instructs the reader.

Structure:

1. The writing has a title, an orientation (who, when and where), a complication (problem to solve), series of events, resolution and coda.
2. A variety of time connectives (circumstances of time/phrases of consequence) link sentences and/or paragraphs (e.g. once upon a time, last week, later that night).
(e.g. Johnny's Lost Bicycle

Johnny is a small boy with black hair. He loves riding his bicycle after school. Last week something dreadful happened. It was a very sad day for Johnny. He lost his shiny red bicycle. He thought he had left it at the front of his house. He thought about all the places it could possibly be. First, he searched outside the gate. It wasn't there. After a while he asked his mum "Have you seen my bike?" She had not seen it. Also he asked his best friend if he had borrowed it. His best friend could not help him. However, dad had put it in the shed. Johnny now knows that he should always put his bike away when he finishes with it.)

Grammar:

1. A range of nouns and noun groups (common and proper) are used to describe people and places.
2. Descriptive words and sentences are used, relating to: size, colour, shape, number, texture, position, and action, to describe noun and noun groups (e.g. the little pig).
3. Understanding of noun/pronoun relationship (e.g. he, they) is demonstrated.
4. Action verbs and relating verbs (e.g. is, was) are used.
5. Predominate use of simple sentences and compound sentences using simple conjunctions (e.g. but, and).
6. Some complex sentences are used, with subordinating conjunctions (e.g. although, however).
7. Appropriate use of direct speech.

Writing Features:

1. The writing uses consistent tense (past and present).
2. Characters are personified or given names.
3. Student begins to express a point of view or opinion (e.g. lived happily ever after).
4. Student begins to edit own work for spelling and punctuation (full stops and capital letters).
5. Paragraphs are developed (each one containing two sentences) for orientation, complication and series of events.
6. Spelling is correct.
7. Work is edited and checked.

Narrative

Fifth year of school

Purpose:

1. The writing is intended to entertain, amuse or instruct the reader.
2. The writing includes characters with a problem to solve (complication).

Structure:

1. The writing has an orientation that gives information about who, when and where.
2. A problem or complication is introduced.
3. A series of events includes descriptions of the characters, including feelings, reactions and what they do.
4. The writing has a resolution to solve the problem.

(e.g. Johnny's Lost Bicycle

Johnny is a small boy with black hair. He loves riding his bicycle after school. Last week something dreadful happened. It was a very sad day for Johnny. He lost his shiny red bicycle. He thought he had left it at the front of his house. He thought about all the places it could possibly be. First, he searched outside the gate. It wasn't there. After a while he asked his mum "Have you seen my bike?" She had not seen it. Also he asked his best friend if he had borrowed it. His best friend could not help him. However, dad had put it in the shed. Johnny now knows that he should always put his bike away when he finishes with it.)

Grammar:

1. A range of nouns (common, proper) and complex noun groups are used to describe people and places.
2. Quoted or reported (direct) speech is used correctly for dialogue or thoughts.
3. Action verbs are used in the correct tense and are used to solve the problem.
4. A wide range of adjectives are used to provide description and detail. Descriptive sentences are related to size, colour, shape, number and texture.
5. A variety of time connectives or conjunctions link events.
6. Literary language is used (e.g. similes, metaphors).

Writing Features:

1. Writing is planned.
2. Correct sentences are used (e.g. simple, compound, complex).
3. Paragraphs are used to organise the description/s.
4. The tense of verbs is consistent.
5. The subjects and verbs agree.
6. Plurals and articles are used correctly.
7. Capital letters, full stops and other punctuation marks are used correctly.
8. Spelling is carefully checked and corrected/edited.

Narrative

Sixth, seventh and eighth years of school

Purpose:

1. The writing is intended to entertain, amuse or instruct the reader.
2. The writing provides a point of view through the eyes of the character/s telling the story or giving information.

Structure:

1. The writing has a title, orientation, complication, series of events, resolution and coda (a moral or social comment, either implicit or explicit).
2. The orientation gives information about who, when and where.
3. A problem or complication is introduced that sets off a chain of events that influences the includes the story.
4. The sequence of events includes descriptions of the characters, including feelings, reactions and what they do.
5. The writing has a resolution, which is solved by the characters.
6. A consistent theme is explored that provides a main idea or social message.
7. A coda provides a moral or social comment (implicit or explicit).

(e.g. Johnny's Lost Bicycle

Johnny was a small boy with black hair. He loved riding his bicycle after school. He especially like riding down the hill because he went fast. He rode as quick as lightning. Last week something dreadful happened. It was a very sad day for Johnny. Although he looked everywhere he lost his shiny red bicycle. "Where could he have left it?" He thought he had left it at the front of his house. He thought about all the places it could be. First, he searched outside the gate. He double checked. It wasn't there. Then he asked his mum "Have you seen my bike?" She had not seen it. She looked as annoyed as an angry ant. After a while he asked his best friend if he had borrowed it. She could not help him. She offered to help. However, dad had put it in the shed. Johnny now knows that he should always put his bike away when he finishes with it. He won't be careless again!)

Grammar:

1. A range of nouns (common, proper) and complex noun groups are used to describe people and places.
2. Quoted or reported (direct) speech is used correctly for dialogue or thoughts.
3. Action verbs are used in the correct tense.
4. Relating verbs sustain correct tense (e.g. were, was, is are).
5. A wide range of adjectives provide description and detail. Descriptive sentences are related to size, colour, shape, number and texture.
6. A variety of time connectives (sequencing words and phrases) or conjunctions (subordinating clauses) link events.
7. Appropriate use of noun/pronoun relationship is demonstrated.
8. Literary language is used (e.g. simile, metaphor, personification).
9. Emotive language is used to engage the reader.

Writing Features:

1. Writing is planned.
2. Simple, compound and complex sentences are used.
3. Paragraphs are used to organise the description/s.
4. The tense of verbs is consistent.
5. The subjects and verbs agree.
6. Plurals and articles are used correctly.
7. Capital letters, full stops and other punctuation marks are used correctly.
8. The possessive apostrophe is used correctly.
9. Paragraphs are used appropriately.
10. Spelling is carefully checked and corrected/edited.