

Response/Review

First year of school

Purpose:

1. The writing responds to a visual, written or performed work.
2. The writing makes a judgement.

Structure:

1. An opening statement indicates like or dislike of an object with a point of view. (e.g. I like my teddy because...)
2. Descriptive categories (e.g. number, size, colour, shape, texture, feeling, action or location) are used.
3. A single element of judgement is used followed by an adjective. (e.g. I like the bear because it is brown.)

Grammar:

1. Adjectives or describing words are used.
2. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
3. Verbs are usually in simple present tense. (e.g. I like my teddy. He is soft.)

Writing Features:

1. Capital letters and full stops are used correctly.
2. Simple sentences have been used.
3. The tense of verbs is consistent.
4. Most high frequency words are spelt correctly.
5. Plurals and articles are used correctly.

Response/Review

Second year of school

Purpose:

1. The writing responds to a visual, written or performed work.
2. The writing makes a judgement.

Structure:

1. An opening statement indicates like or dislike of an object, such as a toy or familiar item, with a point of view. (e.g. I like my teddy because...)
2. Descriptive categories are used (e.g. number, size, colour, shape, texture, feeling).
3. At least two elements of judgement are used. (e.g. I like the bear because it is brown. I like him because he is soft.)

Grammar:

1. A personal statement is used, indicating judgement based on adjectives.
2. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
3. Verbs are usually in the simple present tense. (e.g. I like my teddy. He is soft.)
4. Simple sentences are used.
5. Present tense is used.

Writing Features:

1. Capital letters and full stops are used correctly.
2. Simple sentences have been used.
3. The tense of verbs is consistent.
4. Most high frequency words are spelt correctly.
5. Plurals and articles are used correctly.

Response/Review

Third year of school

Purpose:

1. The writing responds to a visual, written or performed work.
2. The writing makes a judgement of the visual, written or performed work.

Structure:

1. An opening statement indicates like or dislike of an object, such as a toy or familiar item, with a point of view. (e.g. I like my teddy.)
2. Descriptive categories are used (e.g. number, size, colour, shape, texture, feeling, action/placement).
3. At least three elements of judgement are used. (e.g. I like my teddy because it makes me happy. I like my teddy because it is big and the fur is very soft. I like it because it is cuddly and fluffy.)

Grammar:

1. A personal statement indicating judgement based on adjectives is used.
2. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
3. Verbs are usually in the simple present tense. (e.g. I like my teddy. He is soft.)
4. Simple and compound sentences (using the coordinating conjunction 'and') are used.
5. Present tense is used. (e.g. It is a great piece of art.)

Writing Features:

1. Writing is planned.
2. Simple and compound sentences have been used.
3. Subject and verbs agree.
4. Plurals and articles are used correctly.
5. Capital letters and full stops are used correctly.
6. Most high-frequency words are spelt correctly.
7. Technical language reflects the content (e.g. vibrant).

Response/Review

Fourth year of school

Purpose:

1. The writing responds to a visual, written or performed work.
2. The writing makes a judgement, opinion or reaction to an artistic work or text.

Structure:

1. The theme is consistent.
2. The text begins with a context statement (e.g. what, when, by whom, stand alone or part of a series).
3. Sentences of judgement (positive or negative) are used.
4. The judgement/viewpoint is supported with examples.
5. A concluding summary is given.
(e.g. Vincent Van Gogh painted Sunflowers in 1888. It is one of his many paintings about flowers. This is an excellent piece of art. The painting has vibrant colours especially yellow and orange. It is a great painting.)

Grammar:

1. A variety of adjectives are used to describe the work (positive or negative).
2. Evaluative or persuasive language is employed, which makes the writers judgements clear.
3. Simple and compound sentences (using coordinating conjunction 'and') are used.
4. Pronouns are used consistently and correctly.
5. Present tense is used. (e.g. It is a great piece of art.)
6. Personal voice is confined to the final paragraph.
7. Subjects and verbs agree.
8. Articles are used correctly.

Writing Features:

1. Writing is planned.
2. Paragraphs are used.
3. Simple and compound sentences have been used.
4. Subject and verbs agree.
5. Plurals and articles are used correctly.
6. Capital letters and full stops are used correctly.
7. Most high-frequency words are spelt correctly.
8. Technical language reflects the content (e.g. vibrant).

Response/Review

Fifth year of school

Purpose:

1. The writing responds to a visual, written or performed work.
2. The writing makes a judgement, opinion or reaction to an artistic work or text.

Structure:

1. The theme is consistent.
2. The writing begins with a context stating the work being judged, the creator, when the text was constructed, other works by the creator and intended audience (e.g. what, when, by whom, stand alone or part of a series).
3. Paragraphs of judgement from differing perspectives (positive and negative) are given.
4. A summary of judgements and recommendations are given.
5. The judgement or viewpoint is supported with evidence or examples.
(e.g. Vincent Van Gogh painted Sunflowers in 1888. It is one of his many paintings about flowers. This is an excellent piece of art. It represents a well-balanced image of flowers in a countryside setting. The painting has vibrant colours especially yellow and orange. It makes you feel happy. This is a wonderful painting that I believe everyone should definitely see when given the chance. You should make every effort to see it!)

Grammar:

1. A variety of adjectives are used to describe the work (positive or negative).
2. Evaluative or persuasive language is used to make the writers judgements clear.
3. Simple and compound sentences are used (using coordinating conjunction 'and').
4. Pronouns are used consistently and correctly.
5. The present tense is used. (e.g. It is a great piece of art.)
6. Personal voice is confined to the final paragraph.
7. Subjects and verbs agree.
8. Articles are used correctly.

Writing Features:

1. Writing is planned.
2. Paragraphs are used correctly.
3. Simple, compound and complex sentences are used.
4. Subject and verbs agree.
5. Plurals and articles are used correctly.
6. Capital letters, full stops and other punctuation marks are used correctly.
7. Spelling is correct.
8. Work is edited carefully.

Response/Review

Sixth year of school

Purpose:

1. The writing responds to a visual, written or performed work.
2. The writing makes a judgement, opinion or reaction to an artistic work or text.

Structure:

1. The theme is consistent.
2. The text begins with a context stating the work being judged, the creator, when the text was constructed, other works by the creator and intended audience (e.g. what, when, by whom, stand alone or part of a series).
3. Paragraphs of judgement from differing perspectives (positive and negative) are given.
4. A summary of judgements and recommendations are given.
5. The judgement or viewpoint is supported with evidence or examples.
(e.g. Sunflowers was painted by Vincent van Gogh in 1888. It is part of his series of paintings about flowers. These have been acclaimed around the world. This is an excellent piece of art. It is widely acclaimed as reflecting his skills as a painter of excellence. The painting is full of warm vibrant colours especially yellow and orange. The subject matter of the painting is a bunch of sunflowers. The mood of the painting is generally uplifting however it has at times been deemed to be too singular in its theme. Overall I believe everyone should definitely see Sunflowers because of the colour and subject matter of the painting.)

Grammar:

1. A variety of adjectives are used to describe the work (positive or negative).
2. Evaluative or persuasive language is used to make the writers judgements clear.
3. Simple, compound (using coordinating conjunction and) and complex sentences are used.
4. Pronouns are used consistently and correctly.
5. The present tense is used. (e.g. It is a great piece of art.)
6. Personal voice is confined to the final paragraph.
7. Every clause has a subject (may be implied), verb, object (may be implied) pattern.
8. Subjects and verbs agree.
9. Articles are used correctly.

Writing Features:

1. Writing is planned.
2. Paragraphs are used correctly.
3. Simple, compound and complex sentences are used.
4. Subject and verbs agree.
5. Plurals and articles are used correctly.
6. Capital letters, full stops and other punctuation marks are used correctly.
7. Spelling is correct.
8. Work is edited carefully.

Response/Review

Seventh and eighth year of school

Purpose:

1. The writing responds to a visual, written or performed work.
2. The writing makes a judgement, opinion or reaction to an artistic work or text.

Structure:

1. The theme is consistent.
2. The text begins with a context stating the work being judged, the creator, when the text was constructed, other works by the creator and intended audience (e.g. what, when, by whom, stand alone or part of a series).
3. A summary of judgements and recommendations are given.
4. The judgement or viewpoint is supported with evidence or examples.
(e.g. Holes is a novel written by Louis Sachar. It is a stand-alone novel. The book can be reviewed on the basis of the plot, characters and story structure. It tells the story of Stanley Yelnats and his experiences at a camp for naughty children. At the camp he is required to dig a hole as form of punishment. This has to be done every day. This is an excellent novel for both boys and girls. Stanley is an interesting and complex character. This is seen in the book when he is described as: "Stanley was not a bad kid. He was innocent of the crime for which he was convicted".

The plot of the novel is intriguing: "The boys at Camp green lake must dig one hole each day, five feet deep and five feet across. But what are they digging for?"

Additionally, the writer is skilled in his ability to interweave past and present experiences: "Holes is a funny, surprising and deliciously suspenseful novel, weaving past and present..."
(This is an excellent novel and should be read.)

Grammar:

1. A variety of adjectives are used to describe the work (positive or negative).
2. Evaluative or persuasive language is used to make the writers judgements clear.
3. Simple, compound (using coordinating conjunction and) and complex sentences are used.
4. Pronouns are used consistently and correctly.
5. The present tense is used. (e.g. It is a great piece of art.)
6. Personal voice is confined to the final paragraph.
7. Every clause has a subject (may be implied), verb, object (may be implied) pattern.
8. Subjects and verbs agree.
9. Articles are used correctly.

Writing Features:

1. Writing is planned.
2. Paragraphs are used correctly.
3. Simple, compound and complex sentences have been used.

4. Subject and verbs agree.
5. Plurals and articles are used correctly.
6. Capital letters, full stops and other punctuation marks are used correctly.
7. Spelling is correct.
8. Work is edited carefully.