

Ashfield Public School

Writing Band

Semester 1, 2022

The Semester 2 Report includes a Writing Band which is a measure of your child's progress in Writing.

The Writing Band, which is included in the English section of the Report, describes your child's performance on a specific writing task which was completed during Term 2

To assign your child with a Writing Band, the class teacher used the Marking Criteria detailed below. This criteria was devised by the school and is based on the marking guide used for the annual NAPLAN writing task for Years 3, 5, 7 & 9.

The purpose of including the Writing Band on the Semester Report is to help parents track the progress of their child in writing across the school years.

Please contact your child's teacher if you would like to discuss the Writing Band.

PW1 = PRE-WRITING BAND 1

Identifies a specific sound (eg.a clap, a rattle).in the environment

Identifies objects (eg.a dog, a triangle)

Speaks in short phrases or single words

PW2 = PRE-WRITING BAND 2

Repeats a specific sound

Sorts pictures according to an attribute (by colour, by size, by shape)

Speaks in short phrases or simple sentences about a specific thing (eg. a toy)

PW3 = PRE-WRITING BAND 3

Uses sound to create a rhythm

Order pictures according to a theme or a sequence of events

Speaks in short phrases or simple sentences about a topic (eg. Day at school)

A = BAND A

Arranges pictures in a sequence

Engages in writing-like behaviour using scribble or strings of letters

B = BAND B

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 intended "writing" before attempting to "write"

Talks about own writing and drawing

Clear attempt to write name (may not be correct spelling)

1 = BAND 1

Writes a small amount of simple content that can be read

May express an opinion and/or a reason

May write the words for some simple sentences in the correct order, but full stops and capital letters are usually missing or incorrect

Correctly spells a few simple words

2 = BAND 2

Shows some audience awareness by the use of simple persuasive language; for example, I think ... because... and by providing some information to support reader understanding.

Uses some capital letters and full stops correctly

Correctly spells most simple words used in the writing

Some other one and two-syllable words may also be correct

3 = BAND 3

Attempts to write a persuasive text containing a few related ideas or points of argument, although these are usually not elaborated

Correctly orders the words in most simple sentences

May experiment with using compound and complex sentences but with limited success.

Orders and joins ideas using a few connecting words but the links are not always clear or correct

4 = BAND 4

Writes a persuasive text in which paragraphs are used to group like ideas and persuasive devices are used to attempt to convince a reader

Correctly punctuates some sentences with both capital letters and full stops

May demonstrate correct use of capitals for names and some other punctuation

Correctly spells most common words

5 = BAND 5

Structures a persuasive text to include an introduction and a body containing some related points of argument

Includes enough supporting detail for the writer's point of view to be easily understood by the reader, although the conclusion may be weak or simple

Correctly structures most simple and compound sentences and some complex sentences

6 = BAND 6

Organises a persuasive text using focused paragraphs

Uses some effective persuasive devices and accurate words or groups of words when developing points of argument and ideas

Punctuates nearly all sentences correctly with capitals, full stops, exclamation marks and question marks

Correctly uses more complex punctuation markers some of the time

7 = BAND 7

Writes a persuasive text with a developed introduction, an elaborated body and a clear conclusion.

Develops plausible arguments through use of logic, language choices and effective persuasive devices

Joins and orders ideas using connecting words and maintains clear meaning throughout the text

Correctly spells most common words and some difficult words, including words with less common spelling patterns and silent letters

8 = BAND 8

Writes a cohesive text that begins to engage and persuade the reader

Makes deliberate and appropriate word choices to create a rational or emotional response

Attempts to reveal attitudes and values and to develop a relationship with the reader

Constructs most complex sentences correctly

Spells most words, including many difficult words, correctly

9 = BAND 9

Incorporates elaborated ideas that reflect a worldwide view on the topic

Makes consistently precise word choices that engage and persuade the reader and enhance the writer's point of view

Punctuates sentence beginnings and endings correctly and uses other complex punctuation correctly most of the time

Shows control and variety in paragraph construction to pace and direct the reader's attention

10 = BAND 10

Writes a cohesive, engaging persuasive text that explores universal issues and influences the reader

Creates a complete, well-structured and well-sequenced credible argument that effectively supports the writer's point of view

Effectively controls a variety of correct sentence structures

Uses punctuation correctly, including complex punctuation

Spells all words correctly, including many difficult and challenging words