ANH: WRITTEN NARRATIVE

I saw a big red and yellow ice breathing dragon, it had the biggest claws you will ever see, it had the reddest evil eyes you'll see, big yellow horns and a yellow belly.

It was freezing everything even mum and dad, my dog, cat and my room was like an ice arena. I was crying and crying, the dragon ate my mum and dad, my dog and cat. It was like everything was gone later the dragon saw me it was going to eat me up so I started running and the dragon freeze me and he ate me.

Later I woke up it was just a dream but how come I have frozen legs and I'm bleeding.

Year Level: Year 5

Teacher's comment: This task was completed under test conditions as part of the State Literacy Test. First sentence in response to the stimulus on the task sheet.
## Evidence for Scaling

### ANH: WRITTEN NARRATIVE

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre:</strong> Language for achieving different purposes</td>
<td>level of scaffolding</td>
<td>independently written for Primary Writing Assessment for State Literacy test drawing on flow chart and table of information provided</td>
<td>6 / 7</td>
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<tr>
<td>schematic structure</td>
<td>organisates the text: • conjunctions: First, Next, Finally, In addition • dependent clauses: When I was four • phrases of time, place, manner: Yesterday, At church, With a knife • topic words: Snakes • action verbs (in procedures): Slice, Boil • existential subject to introduce new information: There • layout: subheadings, diagrams, pictures</td>
<td>• orientation, complication, further complication as the conclusion • conjunctions: Later • topic words: I, It</td>
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<td>builds cohesion:</td>
<td>• reference items: my, it, him, this, there, the • vocabulary patterns - synonyms / antonyms - words that go together: change tyre - classification: motor vehicles - sedans, hatchbacks, utilities - composition (whole-part): motor vehicles - wheels, tyres, engine, seat belt • conjunctions to join sentences: Next, So, However, Therefore</td>
<td>• reference items: I, it, the, you, my, everything, me, he • vocabulary patterns - composition: dragon - claws, eyes, horns, belly</td>
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<td>joins clauses to expand information:</td>
<td>• linking conjunctions: and, or, so, and then • binding conjunctions: because, if, as, when, so / so that • relative clauses: Perth, which is the capital,...</td>
<td>• linking, and, but, so • binding: like (as if)</td>
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<tr>
<td><strong>Field:</strong> Language for expressing ideas and experiences</td>
<td>noun groups: • numbers, describers, classifiers, qualifiers: David, television, a book, a little boy, a mountain bike, the man in the shop, the three pictures on the wall, the children who live in the city • comparatives: funnier, slower, more beautiful, best • nominalisations: likelihood, growth, development, beauty, risk, government, ability</td>
<td>• a big red and yellow ice breathing dragon, the biggest claws you will ever see, the reddest evil eyes you’ll see, big yellow horns, a yellow belly, frozen legs</td>
<td>7 / 8</td>
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<td>verbs: • action: subtract, divide, peered, scanned • mental (sensing): knew, think, believe • saying: said, laughed, shouted • relational: are, became, has • verbal groups: wants to play, tried pushing • phrasal verbs: look it up, put up with</td>
<td>• action: saw, see, freezing, crying, ate, bleeding • relational: had, was, have • verbal groups: was going to eat, started running • phrasal verbs: eat up, woke up</td>
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<td>circumstances and clauses: • when: on Sunday, when we arrived • where: at the sign • how: carefully, with a fine brush, like a leopard • with whom / what: with my friend, with my dog • why: due to the rain, because it is late</td>
<td>• how: like an ice arena, like everything was gone</td>
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<td>technical vocabulary: • consume, diet</td>
<td>• ice breathing dragon, claws, evil, horns</td>
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<td>direct and reported speech: • direct: She said, “I am going home.” • reported: She said she was going home.</td>
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## ESL Scope and Scales Moderated Evidence: Primary Years Band

### Evidence for Scaling

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| **Tenor:** Language for interacting with others | speech functions:  
- statements, questions, offers, commands | series of statements in mostly accurate simple, compound and complex sentences, with an implied question at the end | 6 / 7 |
| | subjectivity / objectivity:  
- subjective: I believe  
- objective: It is possible | feelings, attitudes: ever, even, evil, just  
idioms, colloquialisms, humour: belly, how come  
names: mum and dad | |
| | modality:  
- certainty: reckon, think, perhaps, will, has to be  
- obligation: could, should, must | | |
| | interpersonal meaning:  
- feelings, attitudes: It's beautiful, I like you, very, excellent, best, naughty, rude, well-behaved, just, only, luckily | vocabulary choices paint a vivid picture, the question directed to the reader at the end effectively engages the reader to consider a further complication | 6 / 7 |
| | idioms, colloquialisms, humour  
names to refer to people | | |
| | appropriateness of tenor | | |
| **Mode:** Language for creating spoken and written texts | tenses:  
- primary: past, present, future  
- secondary: other tenses eg was sleeping, wanted to go, have gone | primary  
- past: saw, had, was, woke, freezed (froze), ate  
- present: have, am bleeding  
- future: will see  
secondary  
- accurate: was freezing, was crying, was gone, was going | 7 / 8 |
| | passive voice:  
- active: The winds flamed the fire.  
- passive: The fire was flamed by the wind. | time, place, manner: Later  
non-human: It  
human: I  
existential: It | |
| | foregrounding:  
- abstract elements: The habitat of the snakes  
- conjuctions  
- dependent clauses  
- phrases of time, place, manner  
- non-human elements: The lathe  
- human elements: specific We, general People  
- action verbs: Draw  
- existential subject to introduce new information: There  
- interpersonal elements: Dear, Thankyou, Well | foregrounding of characters and time is appropriate for a simple narrative  
introduction sets the scene, followed by sequence of events, paragraphing indicates stages of text | |
| | appropriateness of foregrounding | | |
| | coherence:  
- introduction, topic sentences and the links between them | introduction sets the scene, followed by sequence of events, paragraphing indicates stages of text | |
| | print conventions:  
- handwriting: letter formation, spacing, direction  
- spelling: link to pronunciation and visual patterns  
- punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, links to intonation  
- abbreviations: cm, 2nd | handwriting: appropriate letter formation and spacing  
spelling: all words correct  
punctuation: misses several fullstops and in places puts commas instead of fullstops, uses apostrophes for contraction | |
| | multimedia / multimodal:  
- links between gestures, visual images, physical objects, sound, light, layout, tables, spoken and written text | | |