



NAPLAN Writing Boot camp 2017

NAPLAN Writing

YEAR 7 AND YEAR 9

The sign said

Write a narrative (story) about what happened to a character or characters after reading a sign.

You can use a sign on this page **OR** you can make up your own sign.

Think about:

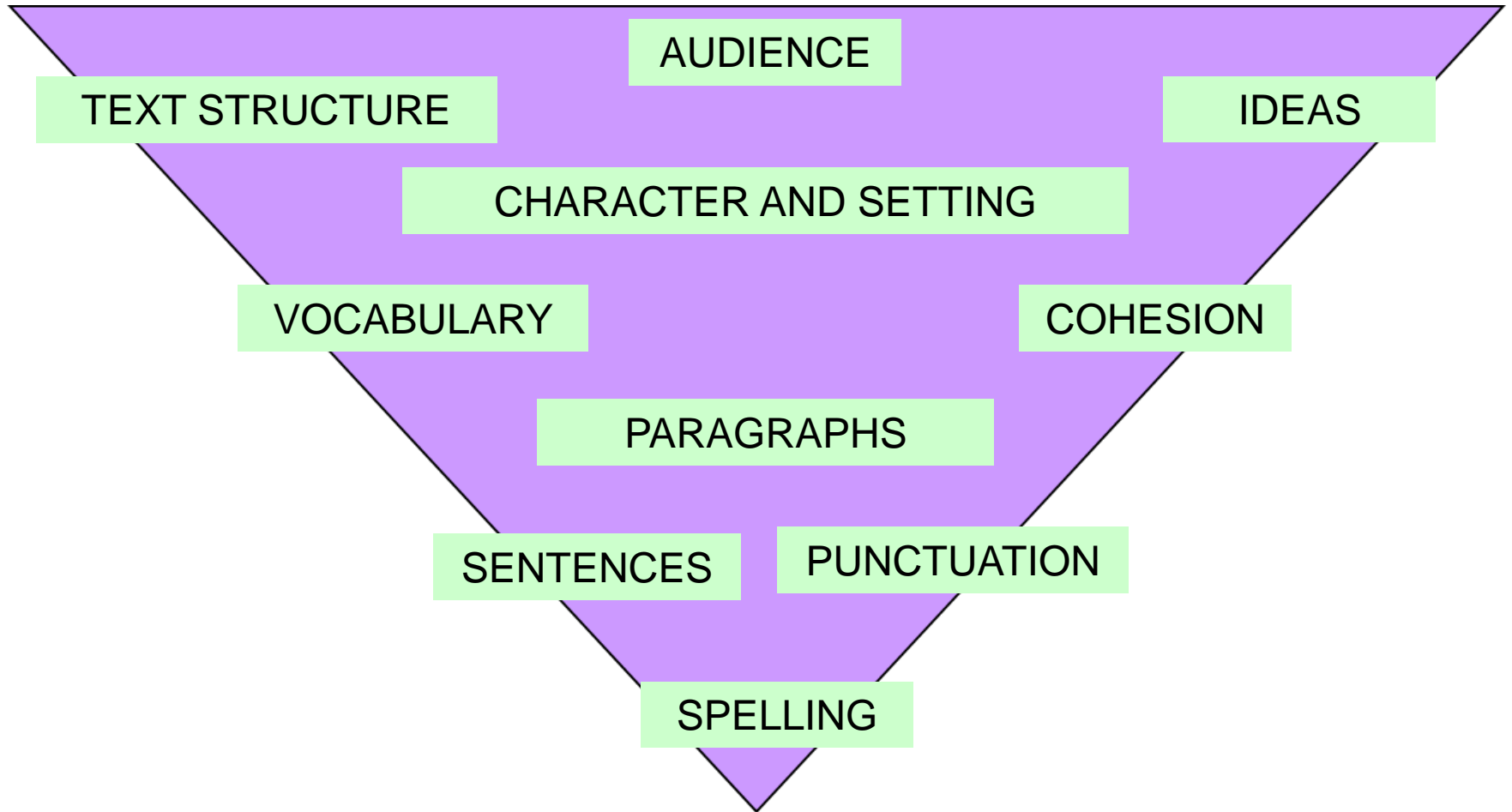
- the characters and where they are
- the complication or the problem to be solved
- how the story will end.

Remember to:

- plan your story before you start
- choose your words carefully
- write in sentences
- pay attention to your spelling, punctuation and paragraphs
- check and edit your writing.



Overall Criteria



NAPLAN Narrative Writing

Criteria

The ten criteria assessed in the writing task and their score range are:

1	Audience	0-6	The writer's capacity to orient, engage and affect the reader
2	Text structure	0-4	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure
3	Ideas	0-5	The creation, selection and crafting of ideas for a narrative
4	Character and setting	0-4	Character: the portrayal and development of character Setting: the development of a sense of place, time and atmosphere
5	Vocabulary	0-5	The range and precision of language choices
6	Cohesion	0-4	The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives
7	Paragraphs	0-2	The segmenting of text into paragraphs that assists the reader to negotiate the narrative
8	Sentence structure	0-6	The production of grammatically correct, structurally sound and meaningful sentences
9	Punctuation	0-5	The use of correct and appropriate punctuation to aid reading of the text
10	Spelling	0-6	The accuracy of spelling and the difficulty of the words used

Marking Audience 0-6

Progression through the categories

In marking Audience they assess students' awareness of a reader's needs and expectations:

- Can the text be understood?
- Is there enough information (context) provided?
- Has the student responded to the task by writing a story?
- Can the story be followed?
- Is there an attempt (with some success) to engage through striking use of language?
- Does the writing engage and affect or move the reader?
- What, Who, When and Why?

Engaging emotions

- Select a mood or feeling, such as:
 - Anger
 - Happiness
 - Sadness
- Create a list of verbs, nouns and adjectives that convey the mood or feeling
- Now add a figurative device
- Add sound devices and plosive or fricative consonants to capture the mood.
- Create a paragraph for setting or to describe a character.

“He clenched his fists so hard that his nails left jagged marks in his palm. The setting sun, a boiling red sphere, shone its light mercilessly down on him. As he marched forward, breathing heavily and muttering, a blast of thunder rumbled overhead.”

Skill Criteria

Text structure (0-4):

- The organisation of narrative features including orientation, complication and resolution. **Must have all three to achieve 3-4 marks! * A complication is vital!!!**
- Can have different forms, such as a parallel plot, elliptical plot, dramatic plot, flash back...Will enhance your marks!
- Tension, contrast, the unexpected...

Four Stages

Orientation

Who

What

When

Where

Complication

Problem

Disrupts normal life

Sets off an interesting sequence of events

Sequence of Events

Description of events as they happen

Resolution

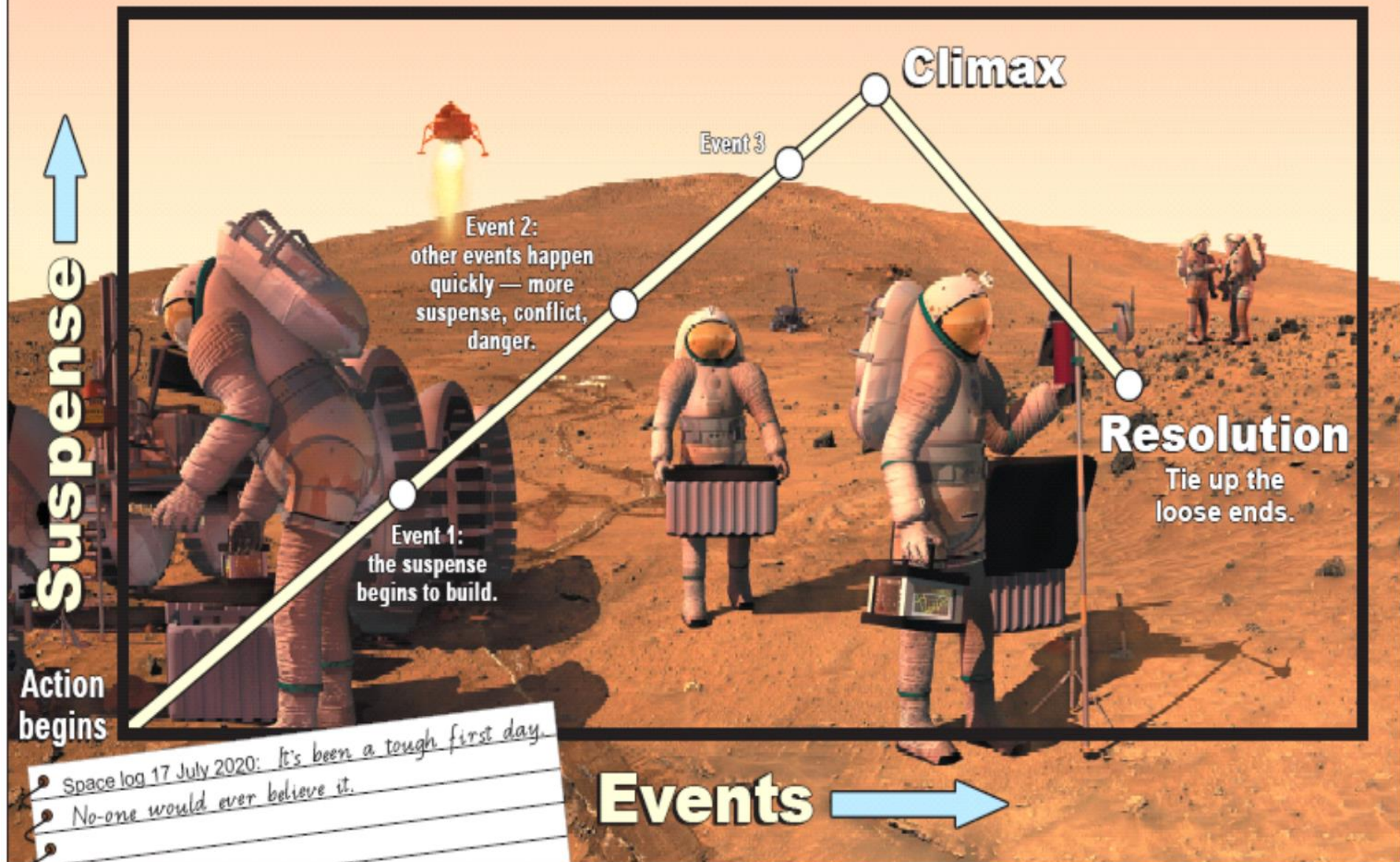
Climax

How the problem is resolved

A plot profile: a dramatic plot



A dramatic plot establishes the setting, characters and conflicts and reaches a climax with fast-moving action.



Openings and orientation

- Famous opening lines: <http://americanbookreview.org/100bestlines.asp>
- An opening line should have a distinctive voice, a point of view, a rudimentary plot and some hint of characterisation. By the end of the first paragraph, we should also know the setting and conflict, unless there is a particular reason to withhold this information.
- A close-up on setting or character or a combination: *“The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive” (Harry Potter and the Order of the Phoenix by JK Rowling).*
- Could start in the middle of the action: *“Peter crouched over the fire, stirring the embers so that the sparks swarmed up like imps on the rocky walls of hell” (Count Karlstein by Phillip Pullman)*
- Sound effects
- A question or a statement of fact
- A circle of critics

Narratives are often driven by conflict

- Struggle against nature
- Struggle against another person usually the antagonist
- Struggle against society
- Struggle against fate
- An internal struggle

Skill Criteria

Ideas (0-5):

- The creation, selection and crafting of ideas for a narrative.
- To score a 3/5, students must have two or three ideas that have some elaboration
- At the higher score levels (4 or 5) a theme is significant

Ideas

- The need to belong
- The need to achieve
- The need to learn
humility/empathy/compassion/tolerance...
- The need for security
- The need to know
- The need to survive
- The need to mature
- The need for courage
- The need to overcome temptation

Skill Criteria

Character and Setting (0-4):

- The portrayal and development of character
- The development of a sense of time and place.
- Details are selected to create distinct characters.

AND/OR

- Details are selected to create a sense of place and atmosphere.

Character mastery

- **Dickens' *A Christmas Carol: (Scrooge)*** *"Oh! but he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."*
- **Rowlings' *Harry Potter and the Chamber of Secrets:*** (Headless Nick) *"He wore a dashing, plumed hat on his long curly hair, and a tunic with a ruff, which concealed the fact that his neck was almost completely severed. He was pale as smoke, and Harry could see right through him to the dark sky and torrential rain outside."*

Character

- Complexity
- Details
- Shifting emotions
- How do they respond to the complication
- Back story
- Dialogue and voice
- Relationships
- Actions and consequences



Setting

- The details
- Verbal cinema: Open with an extreme close-up and then draw back to a medium shot...use mise-en-scene to create a room or a place.
- Synaesthesia: colour, sound, smell...
- Imagery
- Authentic references
- Pathetic fallacy



Skill Criteria

Vocabulary (0-5):

- Selects words with precision, for effect.
- Uses figurative language to give connotations of meaning and to develop the emotive qualities of the text.
- Uses vocabulary to enrich the details and increase the complexity of ideas.
- Language choice is matched to the genre.

Vocabulary

A qualitative shift occurs between scores **3** and **4** for this criterion.

In higher scoring writing the writer:

- selects words with precision, for effect
- uses figurative language to:
 - give shades of meaning
 - develop the emotive qualities of the text
- increases the lexical density to ‘paint in the details’.
- use of precise words and word groups for category 4 is ‘sustained and consistent’.

Words

- Be aware of every word that you use
- Sound: the vowels and consonants, and syntax - euphony, discordance, disruption
- Plosive or fricative consonants
- Long or short vowel sounds
- Verbs the muscles of writing
- Lexical density!
- Tricolon
- Imagery



Skill Criteria

Cohesion (0-4):

- The control of multiple threads and relationships across the whole text, achieved by the use of referring words (pronouns), substitutions, word associations and text connectives.
- Use of repeated conjunctions to connect clause
 - additive (*and*); contrastive (*but*) & time (*then*)
 - causal (*so, because, consequently*)

Skill Criteria

Paragraphing (0-2):

- The segmenting of text into paragraphs that assists a reader to negotiate the narrative.
- In narrative, a paragraph can be a single sentence long.

- A new character enters the story
- A new event happens
- A new setting is described
- A new person is speaking
- Time moves either forward or back
- Making an impact

Skill Criteria

Sentence Structure (0-6):

- The production of grammatically correct, structurally sound and meaningful sentences.
- Focus on:
 - Variety of sentences: simple, compound, exclamations, questions, statements, imperatives, complex and truncated
 - subject verb agreement
 - verb control, i.e. the correct form and correct tense
 - modality

Sentence mastery

- **Prepositional phrases:** *“Under the moon, the river snaked its way to the sea.”*
- **Declarative (A simple statement of fact):** *“Robert was an introvert.”*
- **Tricolon (the magic of 3):** Three successive phrases or adjectives – *“Ruthless, dangerous, lethal, the animal leaps for its prey.”*
- **Loose sentence (an independent clause followed by a series of phrases):** *“It was a happy summer at the zoo, the zebras romping, the giraffes grazing, the elephants trumpeting, and the lure of a drippy popsicle on a hot day beckoning me to the snack bar.”*
- **Complex Sentences: (A complex sentence contains embedded and/or subordinate clauses.):** *“When the birds that have been locked up are let free, they will be able to catch their own food.”*

Skill Criteria

Punctuation (0-5):

- The use of correct and appropriate punctuation to aid reading of the text.
- Splice commas, used to join two sentences, are incorrect.
- ✓ Mark points 1-3 are about sentence boundary punctuation.
- ✓ Level 4 is about handling other punctuation as well as the correct sentence punctuation.
- ✓ Level 5 — all applicable punctuation correct.

Punctuation: splice commas

- Avoid the use of splice commas. E.g. *“The sky grew dark, the torrential rain soaked the earth.”*
- The comma is used incorrectly to splice together two complete sentences when that is not the function of a comma.
- Make sure that you use a full stop or dash or semi-colon.

Skill Criteria

Spelling (0-6):

- The accuracy of spelling and the difficulty of (spelling) the words used.
- Correct spelling of at least 10 difficult words and some challenging words.
- Spelling is referred to as: simple, common, difficult and challenging.
- Challenging words:
 - unusual consonant patterns — *guarantee, scintillate, ubiquitous*
 - longer words with unstressed syllables — *responsibilities, environment*
 - foreign words — *ricochet, cliché*
 - suffixes added to a word ending in *-ce, -ge* — *changeable, noticeable*

Spelling Category 5

For Category 5 to be achieved:

- Category 4 must be achieved

AND

- there must be a minimum of **TEN** difficult words spelt correctly (challenging words can be included in this count, e.g. 7 difficult, 3 challenging)

AND

- the number of difficult words correct must be greater than the number incorrect. **The accepted practice is:**

Difficult Correct	Difficult Incorrect	Score 5
10	9	Achieved
10	10	Not achieved
11	9	Achieved
11	10	Achieved
11	11	Not achieved
11	12	Not achieved

Note: Most common words correct (80%) at category 5 allows some error in common words.

