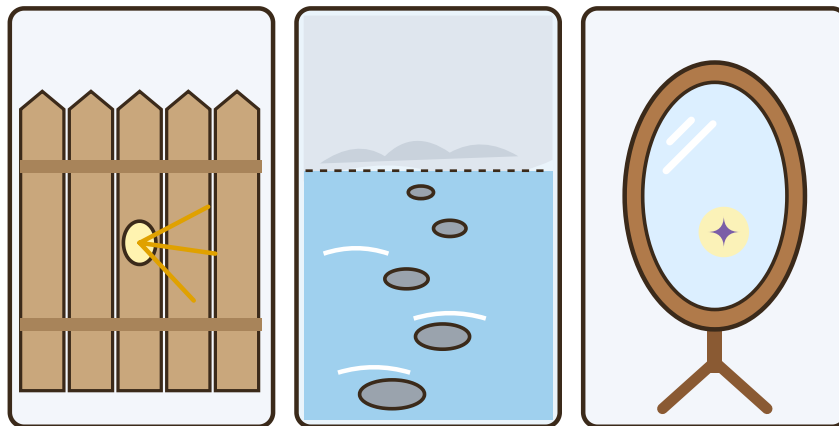


The Other Side

Narrative

Write a story

Test conditions



Today you are going to write a narrative, or story.

The title of your story is **The Other Side**.

Your story might be about the other side of a fence, a river, a mirror or something else. The pictures may give you ideas, but you do not have to use them.

Think about: the characters and where they are; the complication or problem; how the story ends.

Before you start

- Read the task and look at the pictures.
- Plan your writing on the planning page. Your planning will not be marked.
- Write on the lined pages. Cross out mistakes neatly with one line.

Time: 40 minutes (about 5 to plan, 30 to write, 5 to check and edit)

Remember to...

- | | |
|---|--|
| ☐ Plan your story before you start. | ☐ Check your spelling and punctuation. |
| ☐ Write in sentences and use paragraphs. | ☐ Read your writing and change anything that could be better. |
| ☐ Choose your words carefully. | |

Planning

Use this space to plan your writing. Your planning will not be marked.

Name _____ Date _____

Title:

[illegible]

For grown-ups: marking guide

The Other Side · Narrative · Test conditions. Read the whole piece aloud with your child first. Then circle a score for each area. Talk about what went well before anything else.

0 not there yet 1 beginning 2 on track for Year 3 3 strong for Year 3

In this task, look for: Has the child turned an open title into a clear story with a complication, rather than just a description? Credit an unusual interpretation.

Area	What to look for at Year 3	Kind, specific feedback	Score
1. Audience	The story is written for a reader: it tries to grab attention, build interest or make the reader feel something.	Tell them the exact moment you wanted to keep reading: "When the door creaked, I had to find out what was next!"	0 1 2 3
2. Text structure	A beginning that sets up who and where, a middle with a problem and events, and an ending that solves the problem.	Retell their story in three parts. Ask which part could be a little longer.	0 1 2 3
3. Ideas	Ideas fit the task and go beyond the obvious. Events have some detail, not just a list of "then... then...".	Name one original idea you liked. Ask "What else could happen here?"	0 1 2 3
4. Character and setting	A named character with feelings or reasons for what they do. A setting the reader can picture, perhaps using the senses.	Ask "How did they feel just then?" or "What could they hear?" and let them add one sentence.	0 1 2 3
5. Vocabulary	Some precise or vivid words (<i>crept</i> instead of <i>went</i> , <i>enormous</i> instead of <i>big</i>).	Underline two great word choices. Then pick one plain word and find a stronger one together.	0 1 2 3
6. Cohesion	Time and joining words link events (<i>later</i> , <i>because</i> , <i>when</i>). It is clear who <i>he</i> , <i>she</i> or <i>they</i> refers to.	Point to a spot where you got lost and ask which linking word would help the reader.	0 1 2 3
7. Paragraphing	Any attempt at paragraphs is good at Year 3. Best: a new paragraph for a new time, place or event.	Draw a small line where a new paragraph could start and explain why it fits there.	0 1 2 3
8. Sentence structure	Complete sentences that make sense, plus some joined with <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> , <i>when</i> or <i>if</i> . Not every sentence starts the same way.	Read one very long sentence aloud together and listen for where it wants to stop.	0 1 2 3
9. Punctuation	Capital letters and full stops mostly right. Question and exclamation marks used. A try at commas in lists or speech marks is a bonus.	Pick one punctuation mark to work on this time. Fixing everything at once is overwhelming.	0 1 2 3
10. Spelling	Common words spelt correctly. Harder words have a sensible try using sounds and patterns (e.g. <i>becuase</i> shows good thinking).	Praise a brave spelling attempt. Choose up to three words to practise, not every mistake.	0 1 2 3

Total: _____ / 30

Two stars and a wish. Name two specific things that worked, then one small, doable thing to try next time.

★ Star

★ Star

Wish

This is a simple 0–3 home scale for spotting strengths and next steps. It is not the official NAPLAN marking scale, which scores each area on its own range. Mark in pencil and focus on ideas before spelling.