

# WRITING FEEDBACK REPORT

## FOR NSW SELECTIVE EXAM

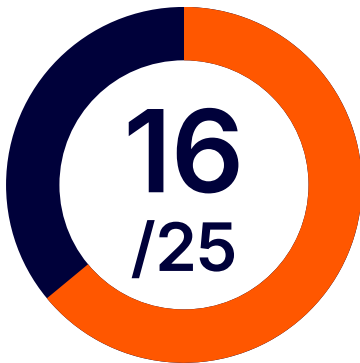
Personalised feedback to help your child improve, grow and achieve.

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Student Name  
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Year  
**5**

Date  
**01/02/2026**



### CRITERIA BREAKDOWN

|                            |                                                                                      |                                                                                       |              |
|----------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------|
| Ideas and Content          |  |  | <b>3.5/5</b> |
| Structure and Organisation |  |  | <b>3/5</b>   |
| Vocabulary and Style       |  |  | <b>3/5</b>   |
| Sentence Structure         |  |  | <b>2.5/4</b> |
| Punctuation                |  |  | <b>2/3</b>   |
| Spelling                   |  |  | <b>2/3</b>   |

### Teacher Summary



Emily has written an engaging narrative with a strong opening, a clear beginning, complication and resolution, and effective descriptive phrases such as “the torchlight trembled” and “my heart hammered against my ribs.” Her story demonstrates imagination, a developing awareness of suspense and generally accurate punctuation and spelling.

To achieve a higher Selective Exam score, Emily should develop important moments in greater detail rather than revealing the possum too quickly. She could slow the climax by describing the piercing eyes, moving bushes and her physical reaction before the reveal. More precise vocabulary, sensory imagery and stronger verbs would make the setting more vivid. Emily should also vary sentence length deliberately, using short sentences for tension and longer sentences for description and reflection. Clear transitions would strengthen the flow between paragraphs, while linking the ending back to the torchlight or dark path would create a more satisfying conclusion. Careful proofreading is also needed to correct commas, incomplete sentences and spelling errors such as enormous and possum.

## ANNOTATED WRITING

### A Time To Be Brave

The torchlight trembled in my hand as I walked beyond the safety of our campsite. Behind me, the fire crackled and my family's voices faded into the darkness. I only needed to reach the bathroom block, but the narrow path seemed much longer at night.

Clear narrative hook.  
Use a suspense phrase to move from fear to action such as "The torchlight suddenly trembled"

Engaging title that creates intrigue for the reader.

Upgrade your vocabulary

Engaging complication. Explain why reaching the bathroom alone matters to the character.

Add one sentence explaining what the character is thinking or feeling. Try, I told myself there was nothing to fear, but my legs refused to believe me.

You need a comma after "snapped"

Dry leaves crunched beneath my shoes. Somewhere among the trees, a branch snapped, so I froze. My imagination immediately filled the shadows with snakes, wild dogs and inormous spiders. Although every part of me wanted to turn back, I forced myself to continue.

Add more descriptive vocabulary.

Spelling should be enormous

Consider making this a short sentence for impact. Try "I froze". Add another short sentence before the reveal.

Build suspense for one more moment by slowing this moment down. For example add - "my legs began to quiver".

You need a comma after "Suddenly"

Suddenly something rustled beside the path.

My heart banged against my ribs as two bright eyes appeared between the bushes. For one terrifying second, I could not move. Then a small possum scrambled up a tree and disappeared into the leaves.

Add more descriptive vocabulary For example - two piercing, amber eyes

Spelling should be possum

The possum is revealed too quickly. Add another sentence before revealing it.

Consider - The bushes shook again as a dark shape crept towards me.

I released the breath I had been holding and laughed quietly at myself. When I finally returned to the tent, Mum asked why I looked so pleased.

I realised that bravery was not about feeling fearless it was about continuing even when fear followed close.

The resolution provides a clear resolution, but it could connect back to the torchlight and dark path from the opening.

Consider - I looked back at the dark path, which no longer seemed quite so frightening.



# DETAILED FEEDBACK

## Teacher Summary

### Ideas and Content

*Emily has written an engaging, interesting story with a strong opening that immediately captures the reader's attention. There is good use of vocabulary throughout, and the ending leaves the reader curious, which is a great strength for the Selective Exam.*

*To achieve a higher score in the Selective Exam, Emily should focus on developing her ideas in greater detail, using a wider variety of sentence structures, and strengthening the flow between paragraphs with transitions. She should also choose stronger vocabulary and include more detail to make her writing more interesting and effective. Using transition words and phrases such as meanwhile, as a result, later, and in contrast will help her ideas flow more smoothly and make her writing easier to follow.*

### Structure and Organisation

*The story has a clear beginning, complication and resolution, and events generally progress in a logical order.*

*To improve, Emily should control the pacing more carefully. The beginning could move more quickly, while the encounter with the mysterious eyes should be slowed down and developed. Adding one or two sentences between seeing the eyes and discovering the possum would create a stronger climax. The ending could also link back to the frightening path from the opening to give the story a more complete structure.*

### Vocabulary and Style

*Emily uses some effective descriptive language, including "torchlight trembled," "dry leaves crunched beneath my shoes" and "my heart hammered against my ribs."*

*To improve, she should use more precise and varied vocabulary throughout the story. Some descriptions are quite general and could be replaced with stronger verbs and adjectives. Emily should particularly develop the dark setting through sound, movement and sensory imagery rather than relying mainly on statements about being frightened.*

### Sentence Structure

*There is some effective sentence variety, and short statements such as "I froze" have good dramatic potential.*

## DETAILED FEEDBACK

To improve, Emily should use sentence length more deliberately. Short, sharp sentences can increase suspense, while longer sentences can develop description and reflection. She should also check that every sentence is complete and correctly joined. Reading the story aloud during proofreading would help identify sentences that sound awkward or incomplete.

### Punctuation

Most punctuation allows the story to be read clearly, and dialogue and sentence endings are generally controlled.

To improve, Emily should check commas more carefully, particularly after introductory words such as "Suddenly," and review punctuation around longer sentences. She should also use punctuation deliberately to control pace rather than relying on words alone to create excitement.

### Spelling

Most common words are spelled correctly, allowing the reader to follow the story easily.

To improve, Emily needs to proofread ambitious and less familiar vocabulary carefully. Errors such as "normous" instead of "enormous" and "possim" instead of "possum" could be corrected during a final check. Keeping a short list of commonly misspelled words would help improve accuracy.



### Vocabulary Booster - Try to include these in your writing

| Mood and Atmosphere | Feelings and Reactions | Actions and Movement | Vivid Description |
|---------------------|------------------------|----------------------|-------------------|
| ominous             | apprehensive           | hesitated            | piercing          |
| shadowy             | bewildered             | scrambled            | weathered         |
| loomed              | cautiously             | staggered            | glistening        |
| errie               | flickered              | vanished             | emerged           |



### Future writing goal

I will strengthen my writing by using precise vocabulary, sensory details and varied sentence structures to create vivid imagery, build suspense and engage the reader.