

Writing Progressions

Curriculum Level 1 Year 1 - 2

I am learning to:

Plan for writing, using talk or pictures

Write an idea, response, opinion or question

Use some key personal vocabulary and high frequency words

Independently write simple texts, drawing on the knowledge, skills and attitudes that will help me achieve my purpose.

Write several sentences (including some compound sentences with simple conjunctions such as 'and')

Transfer words encountered in my oral language or reading to my writing

'Don't gobblefunk around with words' - Roald Dahl

After one year at school, students will create texts as they learn in a range of contexts across the NZ Curriculum within Level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Writing Progressions

Curriculum Level 1 Year 1-2

I am learning to:

Understand the purpose of my writing

Independently write simple texts

Ensure simple conjunctions are correctly used

Write using a process and drawing on the knowledge, skills, and attitudes that will help me achieve my purpose

You can make anything by writing!
C.S. Lewis

Write mainly simple and compound sentences that have some variation in their beginnings

Attempt variety and precision in the use of adjectives, nouns and verbs

Write experiences, information, and/or ideas that relate to a curriculum topic, supported by some (mostly relevant) detail and/or personal comment

Use mainly personal content vocabulary, as well as words and phrases that are drawn from my oral vocabulary and from the book language that I know

After two years at school, students will create texts in order to meet the writing demands of the NZ Curriculum Level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Writing Progressions

Curriculum Level 2 Year 3 - 4

I am learning to:

Write for a range of purposes linked to the curriculum, using a process and drawing on the knowledge, skills, and attitudes that will help me achieve my purpose.

Organise my texts according to a basic structure that meets my purpose for writing (eg., a story with a beginning, a middle, and an end)

Write content, mostly relevant, that conveys several experiences, items of information, and/or ideas relating to a curriculum topic and that sometimes includes detail and/or comment

Use mainly simple and compound sentences that vary in their beginnings and lengths and in the simple conjunctions used

Independently write texts that are clearly directed to a particular audience

Attempt some complex sentences

Use some specific vocabulary that is appropriate to the content of the text

After three years at school, students will create texts in order to meet the writing demands of *the New Zealand Curriculum* at early level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Writing Progressions

Curriculum Level 2 Year 3 - 4

I am learning to:

Write for a range of purposes to meet the specific demands of the curriculum at this level,

Independently write texts, using language and a simple text structure that suit their audience and purpose

Use mainly simple and compound sentences that vary in their beginnings, structures, and lengths and are mostly correct grammatically

*'If a story is in you, it has got to come out' -
William Faulkner*

Use a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help me achieve my purpose

Use content that is mostly relevant to the curriculum task, covers a range of ideas, experiences, or items of information, and often includes detail and/or comment supporting the main points

Attempt some complex sentences

Use words and phrases, in particular, nouns, verbs, adjectives, and adverbs, that clearly convey ideas, experiences, or information

By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Writing Progressions

Curriculum Level 3 Year 5-6

I am learning to:

Write for a range of different purposes on topics and themes across the curriculum at this level

Independently write texts, choosing language and overall text structures that are appropriate for their audience and purpose

Use simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically

'A Professional Writer is an Amateur who didn't quit!' - Richard Bach

Use a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help me achieve my purpose

Use content that is usually relevant to the curriculum task and includes detail and/or comment supporting the main points

Use paragraphs that group ideas

Use words and phrases that are appropriate to the topic, register, and purpose, including subject-specific vocabulary

By the end of year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 5 and year 6.

Writing Progressions

Curriculum Level 3 Year 5 - 6

I am learning to:

Write for a range of different purposes on topics and themes across the curriculum at this level

independently write texts, choosing language and overall text structures that are appropriate for their audience and purpose

Use simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically

'Writing is easy. All you have to do is cross out the wrong words'
Mark Twain

Use paragraphs that group ideas

Use a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help me achieve my purpose

Use content that is usually relevant to the curriculum task and includes detail and/or comment supporting the main points

Use words and phrases that are appropriate to the topic, register, and purpose, including subject-specific vocabulary

The difference in the standard for year 6 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 6, students will be required to write more complex texts and be more effective in selecting different strategies for different writing purposes.

Writing Progressions

Curriculum Level 4 Year 7 - 8

I am learning to:

Write for a range of different purposes on topics and themes across the curriculum at this level

Independently write texts, choosing language and a clear and logical text structure to meet the requirements of the task

Write paragraphs within which the ideas are clearly related and links within and between paragraphs

Use grammatically correct sentences

Writing is the painting of the voice! - Voltaire

Use a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help me achieve my purpose

Use content that is concise and relevant to the task and that often includes detail and/or comment supporting or elaborating on the main points

Use words and phrases that are appropriate to the topic, register, and purpose, including expressive, academic, and subject-specific vocabulary

By the end of year 7, students will create texts in order to meet the writing demands of *The New Zealand Curriculum* as they work towards level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 7 and year 8.

Writing Progressions

Curriculum Level 4 Year 7 - 8

I am learning to:

Write for a range of different purposes on topics and themes across the curriculum at this level

Write paragraphs within which the ideas are clearly related and links within and between paragraphs

Use content that is concise and relevant to the curriculum task and that often includes detail and/or comment supporting or elaborating on main points

Use grammatically correct sentences

Independently write texts, choosing language and a clear and logical text structure that they have deliberately chosen for their specific audience and purpose, drawing on their knowledge of the conventions for particular text forms

Use words and phrases that are appropriate to the topic, register, and purpose, including expressive, academic, and subject-specific vocabulary

Use a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help me achieve my purpose

The difference in the standard for year 8 is the students' increased accuracy and fluency in writing a variety of texts, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas