ST GERARDS SCHOOL
LOVE-aroha ai... LEARN-ako ai... GROW-tipu ai

St Gerard's Level 1 Writing Learning Intentions/Indicators

		Level 1 Basic National Standards Year 1	Level 1 Proficient N/S Year 2	Level 1 Advanced
Deeper Features	**Audience/ Purpose**	Write to read. Attempts to write simple texts drawing on the knowledge, skills and attitudes that will help them achieve their purpose. <u>Transactional:</u> Attempts to explain a situation, event, or process, or gives a personal opinion. Gains some audience interest.	Writes for others to read. Writes simple texts drawing on the knowledge, skills and attitudes that will help them achieve their purpose. <u>Transactional:</u> Attempts to explain a personally meaningful situation, event or process, or to give a personally significant opinion. Gains some audience interest. <u>Poetic:</u> Begins to show awareness of audience interest in a personal experience or a character.	Often writes directly to an audience. Independently writes simple texts drawing on the knowledge, skills and attitudes that will help them achieve their purpose. <u>Transactional:</u> With some clarity, explains a personally meaningful situation, event or process, or gives an opinion. <u>Poetic:</u> Begins to show sincerity of personal voice.
	Content/ Ideas	<u>Transactional:</u> Attempts to write simple ideas, responses, reasons or opinions.	<u>Transactional:</u> Writes simple ideas, responses, reasons or opinions as an explanation or an	<u>Transactional:</u> Includes mostly personal ideas, reasons, or opinions, with some

		Poetic: Forms ideas and attempts to express them. Records simple, honest, personal experiences or observations of character.	argument. Poetic: Writes about personal experiences or observations of character, which may include a personal response. Adds more to the story to make it interesting.	supporting detail or comment. Poetic: Selects thoughts, feelings, and ideas that are personally meaningful in relation to an experience or a character and begins to support them with some detail.
	Structure/ Organisation	Begins to leave finger spaces between words. Attempts to write a simple sentence using a plan.	Leaves finger spaces between words and leaves an editing line. Writes 3 to 4 sentences using a plan. Includes some compound sentences, with simple conjunctions such as 'and' and 'because'. Writes a compound sentence using and, or, but.	Confidently writes simple sentences and compound sentences using a plan. Uses conjunctions such as and, but, because, so, then. Begins to sequence ideas, data, reasons or opinions. Begins to vary sentence beginnings and use more precise adjectives, nouns and verbs.
	Vocabulary/ Language Features	Attempts to use some key personal or topic-appropriate words. Uses some high-frequency words correctly. Uses words and phrases from their oral vocabulary, word wall, or classroom resources. Attempts to use a variety of adjectives, nouns and verbs. Poetic: (Character) May focus descriptions on physical qualities or behaviour, eg. 'Nana is bony'.	Uses key personal or topic-appropriate words. Uses high-frequency words consistently and attempts some tricky words. Uses words and phrases from their oral vocabulary, word wall, classroom resources, and from book language that they know. Consistently uses nouns, verbs and adjectives and some more precise vocabulary. Poetic: (Character) May attempt to expand on descriptions of physical or behavioural qualities, eg. "Nana is really skinny and bony.	Extends the use of key personal or topic-appropriate and high-frequency words. Begins to use a variety of adjectives, verbs, nouns and adverbs. Begins to use some language features, eg. similes and onomatopoeia. Knows rules for making words into plurals. May use more precise content vocabulary, eg. maps, rivers, olden days. Begins to use modal verbs, eg. could, might. Begins to use visual language eg. titles.
Surface features	**Planning**	Discusses and shares ideas. Plans for writing using talk or pictures. Collaboratively organises ideas in a simple plan.	Discusses and records ideas and thoughts. Plans for writing, using a combination of talking, and drawing or simple word brainstorming. Includes some key words in a plan.	Uses the simple planning formats modelled or provided to assist in organising ideas for the topic and uses these ideas in writing.

	Grammar	Beginning to write simple sentences that make sense.	Writes simple sentences that mostly make sense.	Writes simple and some compound sentences that mostly make sense.
	Spelling	Being shown how to use Spelling Alive tools . Hears and records many of the dominant sounds/letters in words that they want to use. Beginning to write some words independently.	Knows all letters and sounds. Uses Spelling Alive tools to write 2 and 3 letter words i.e cvc words. Being shown how to use sound lines. Writes some high frequency words correctly. Finds and copies some words from the word wall. Draws from their oral vocabulary and new vocabulary gained from reading and topic discussions. Uses words that are known to help spell a new word, eg. fat, sat. Writes new words using syllables.	Uses Spelling Alive tools to hear all the sounds in a word and write them in the correct order. Uses sound lines. Being shown how to sample. Writes most high frequency words correctly. (NZCER Essential Lists 1 & 2, and some of the Essential Lists 3 & 4). Uses what they know about sound-to-letter relationships to attempt to write unfamiliar words. Mostly correct spelling.
	Punctuation	With support, understands and uses capital letters and full stops.	Uses capital letters and full stops to begin and end most sentences.	Uses a capital letter at the beginning of a sentence and for a proper noun. Uses a full stop at the end of a sentence and is beginning to use question marks or exclamation marks correctly.
	Editing/ Proof- reading	Beginning to use a green for growth pen for mistakes and a pink pen for good writing. Collaboratively re-reads story by pointing at the words to check if it makes sense. Forms most letters correctly.	Uses a pink or green pen on capital letter and full stops to show a complete sentence. With prompting, re-reads writing to check that it makes sense and makes some changes. Forms most letters correctly. Being shown how to use sampling columns for plan 2 words.	Re-reads to maintain meaning. Independently uses pink or green pen to show some good writing or some errors in writing. Responds to feedback prompts to add detail, punctuation, and to correct spelling. Makes changes to writing to make ideas clearer for the reader.